

## 4J Summer Board Retreat

Friday, August 19, 2011 8:30 a.m.-4:00 p.m.

Serbu Center Conference Room 2727 Martin Luther King Boulevard

### Desired Outcomes:

- Develop an understanding of the essential conditions for improving student achievement
- Identify goals and priorities for 2011-12 and strategic topics for board discussion

### Staff attending:

Shelley Berman, Barb Bellamy, Sara Cramer, Laurie Moses, Larry Sullivan

Resource principals: Randy Bernstein, Jeff Johnson, Denisa Taylor, Allan Chinn

Facilitator: Margot Helphand

OVERVIEW: This retreat is an opportunity for the Board and District Leadership to focus on the conditions essential to improving student achievement and delivering education with limited resources. There will be a discussion of the conditions essential to improve student achievement and the Board's role in supporting these factors. The Board will review its goals and revise them if indicated.

***Breakfast will be available at 8:00 a.m. Please be ready to convene by 8:30 a.m.***

## A G E N D A

### I. Retreat Overview and Expectations

### II. Board and District Staff introductions

### III. Setting the Context for Board Goal Setting - Essential Conditions for Student Achievement – Shelley

Shelley will discuss the essential conditions required to improve student achievement:

- Data
- Collaboration and Professional Development, and
- Personalized Instruction.

### IV. Discussion of Essential Conditions

This is an opportunity for Board and district leadership to discuss the essential conditions.

### V. Capacity Analysis

Group analysis of current work in each of the three essential areas.

Staff will talk about:

- What is happening now? What's in place?
- If we were operating at the optimum in this area, what would it look like?

Small group discussion:

- What will it take to make progress in this area?

*(Lunch break)*

### VI. Board's Role

The Board will consider the essential conditions as well as the Board Factors that Impact Student Achievement (Handout) and discuss how the Board can support the work of the district.

### VII. Board Goals

This is an opportunity for the Board to review its goals and discuss priorities for the coming year.

Key questions may include:

- Based on today's discussion, how should our goals change or be adjusted?
- How do we evaluate our success as a system? What are our quality indicators?
- How do we invest any additional funds should they become available?
- Do board committees and assignments reflect this work agenda? What changes should we consider?

|                 | <b>Factors That Impact Student Achievement</b> | <b>Description of Factors</b>                                                                                   |
|-----------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Board</b>    | Vision Setting                                 | Driving and guiding the process to establish a vision of education for the district                             |
|                 | Accountability                                 | Ensuring accountability for student achievement and reporting results to the community.                         |
|                 | Advocacy                                       | Advocating for the student achievement vision with the community and state and federal policy makers            |
|                 | Achievement Environment                        | Operating as a unified team to lead the district toward the vision.                                             |
|                 | Resource Allocation                            | Allocating resources to support strategies for achieving the vision.                                            |
| <b>District</b> | Instructional Core                             | Developing and communicating a coherent strategy for teaching and learning; personalization of instruction      |
|                 | Performance Culture                            | Establishing a culture of collaboration, high expectations and accountability with accessible and relevant data |
|                 | Asset Management                               | Carefully managing assets to support the instructional core                                                     |
|                 | Stakeholder Relationships                      | Operating as a unified team to lead the district toward the vision.                                             |

District Factors adapted from “How to Manage Urban School Districts” by Stacey Childress, Richard Elmore, and Allen Grossman, Harvard Business Review, November 2006

Board Factors adapted from “Raising the Bar - A School Board Primer on Student Achievement” by Gerald W. Bracey and Michael A. Resnick for NSB