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.*

**AGENDA**

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?
<table>
<thead>
<tr>
<th><strong>Factors That Impact Student Achievement</strong></th>
<th><strong>Description of Factors</strong></th>
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<tbody>
<tr>
<td>Vision Setting</td>
<td>Driving and guiding the process to establish a vision of education for the district</td>
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<td>Accountability</td>
<td>Ensuring accountability for student achievement and reporting results to the community.</td>
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<tr>
<td>Advocacy</td>
<td>Advocating for the student achievement vision with the community and state and federal policy makers</td>
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<tr>
<td>Achievement Environment</td>
<td>Operating as a unified team to lead the district toward the vision.</td>
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<tr>
<td>Resource Allocation</td>
<td>Allocating resources to support strategies for achieving the vision.</td>
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<tr>
<td>Instructional Core</td>
<td>Developing and communicating a coherent strategy for teaching and learning; personalization of instruction</td>
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<td>Performance Culture</td>
<td>Establishing a culture of collaboration, high expectations and accountability with accessible and relevant data</td>
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<tr>
<td>Asset Management</td>
<td>Carefully managing assets to support the instructional core</td>
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<tr>
<td>Stakeholder Relationships</td>
<td>Operating as a unified team to lead the district toward the vision.</td>
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Board Factors adapted from “Raising the Bar - A School Board Primer on Student Achievement” by Gerald W. Bracey and Michael A. Resnick for NSB