Setting, Measuring, And Achieving Strategic Goals To Support the Whole Child
Setting, Measuring, and Achieving Strategic Goals to Support the Whole Child
Goal-Setting
Implementing
Making Progress

Join the Discussion  @panoramaed
Today’s Speakers

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Gresham-Barlow School District (OR)

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Panorama is on a mission to help educators use data to improve student outcomes

www.panoramaed.com
What do effective strategic plans do?

Inspire action  Mobilize

Galvanize  Unify

Focus  Evolve

Put equity at the center

Communicate a vision and mission

Bring community on board

Orient around measurable continuous improvement  Make the system accountable
Goal-Setting

How do you ensure district goals reflect the aspirations of the community?
Goal-Setting

Starting in 2014

• More than test scores – Heard from our community that assessments alone do not reflect our aspirations for our children

• Orient vision around the whole child – Focus on academic achievement, workforce skills, global citizenship, and life skills

• Social-Emotional Learning indicators – Started using Panorama to track SEL progress

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Goal-Setting

Starting in 2017

- **Engaged the community** – To distill 6 indicators for our Profile of a Graduate, from which we are crafting strategic plan

- **Collaboration and care at the center** – Our community said it’s important our students feel and develop capacities for love, kindness, and respect in our schools

- **Build into continuous improvement** – Using Panorama to know where we are now, and where we need to grow

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Starting in 2017

- **Capital Commitment** - Measured by 6 core goals

- **Potential to improve outcomes** - By focusing on growth, equity, college and career readiness, and literacy

- **An every day commitment** - Our collective work is to ensure everything we do drives us toward these common areas of focus
Implementing

**Goal 4:** 100% of students feel loved, challenged, and prepared

<table>
<thead>
<tr>
<th>LCP Index</th>
<th>Panorama SEL Survey Topic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loved</td>
<td>Sense of Belonging</td>
<td>How much students feel that they are valued members of the school community.</td>
</tr>
<tr>
<td>Challenged</td>
<td>Rigorous Expectations</td>
<td>How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.</td>
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<tr>
<td>Prepared</td>
<td>Perseverance (Grit)</td>
<td>How well students are able to persevere through setbacks to achieve important long-term goals.</td>
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<td></td>
<td>Self-Management</td>
<td>How well students manage their emotions, thoughts, and behaviors in different situations.</td>
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<td></td>
<td>Self-Efficacy</td>
<td>How much students believe they can succeed in achieving academic outcomes.</td>
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# Implementing

## Defining and Measuring Sense of Belonging

**Grades 6-12**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well do people at your school understand you as a person?</strong></td>
<td>Do not understand at all</td>
</tr>
<tr>
<td></td>
<td>Understand a little</td>
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<tr>
<td></td>
<td>Understand somewhat</td>
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<td></td>
<td>Understand quite a bit</td>
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<tr>
<td></td>
<td>Completely understand</td>
</tr>
<tr>
<td><strong>How connected do you feel to the adults at your school?</strong></td>
<td>Not at all connected</td>
</tr>
<tr>
<td></td>
<td>Slightly connected</td>
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<tr>
<td></td>
<td>Somewhat connected</td>
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<td></td>
<td>Quite connected</td>
</tr>
<tr>
<td></td>
<td>Extremely connected</td>
</tr>
<tr>
<td><strong>How much respect do students in your school show you?</strong></td>
<td>No respect at all</td>
</tr>
<tr>
<td></td>
<td>A little bit of respect</td>
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<tr>
<td></td>
<td>Some respect</td>
</tr>
<tr>
<td></td>
<td>Quite a bit of respect</td>
</tr>
<tr>
<td></td>
<td>A tremendous amount of respect</td>
</tr>
<tr>
<td><strong>How much do you matter to others at this school?</strong></td>
<td>Do not matter at all</td>
</tr>
<tr>
<td></td>
<td>Matter a little bit</td>
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<tr>
<td></td>
<td>Matter somewhat</td>
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<tr>
<td></td>
<td>Matter quite a bit</td>
</tr>
<tr>
<td></td>
<td>Matter a tremendous amount</td>
</tr>
<tr>
<td><strong>Overall, how much do you feel like you belong at your school?</strong></td>
<td>Do not belong at all</td>
</tr>
<tr>
<td></td>
<td>Belong a little bit</td>
</tr>
<tr>
<td></td>
<td>Belong somewhat</td>
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</tbody>
</table>
Implementing

**LCP Index** - Nearly 8 out of 10 students feel challenged. Less than half of our students (45%) are loved, challenged, and prepared.
Implementing Early Warning System - Ensuring we know, through multiple data points, how every student is doing and what interventions they may need to get back on track.
Implementing

**Every student’s success** - Enabling solutions-oriented conversations and holding our system accountable. “What might be going on? What might be the root causes? What can we do as adults?”
Post-secondary success

- **EWS and MTSS at Gresham-Barlow** – Measuring how well we are supporting a successful path to adulthood

- **Career pathways** – Every student at Racine Unified graduates with an academic and career plan, and completes a career pathway sequence

- **Equity at the center** – Every student has a plan and supports for success in career, college, and life
Making Progress

Building stronger relationships for better student outcomes

- **Providing supports to schools** - Morning meeting in the master schedule every day K-8; 180 days of morning meeting materials; age-appropriate SEL curriculum and SEL data from Panorama

- **Why stronger relationships?** Our data, from Panorama’s surveys to discipline data, are telling us that students need more support around Emotion Regulation to keep them in the classroom learning every day
Making Progress

Restorative practices to build students’ sense of belonging

- **Proactive and Responsive Circles** - Providing students opportunities to build connections and belonging

- **Rethinking In-School Suspension** - Involving a team of people, including social workers, to understand the root causes of behavior and support each student

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New this fall
Panorama Equity and Inclusion Survey

Download the survey:
pan-ed.com/equity-survey
Thank You