

**The board should begin to develop strategic goals for 2013-14.**

The input from stakeholders can be found below. A blank template for drafting goals can also be found below.

The input from stakeholders should be used to develop strategic goals. The board should complete this process during the September, October, and November meetings. The goals should be adopted at the December meeting. The goals should:

- Support an exit outcome (listed on the template)
- Not exceed three (two recommended)

**SMART Goals are:**

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

A list of potential goals or goal areas would be an excellent outcome for this agenda item.

**Becker School Board**

July 2012

**Exit Outcomes**

- 1. Students will become self-directed learners, self-disciplined, and autonomous workers, while being critical thinkers with a drive for innovation and problem solving.**
  - a. Students should not lose sight of the importance of history – guides where we go
  - b. Challenge students, high rigor for coursework
  - c. Communication skills, writing (developing a thought longer than a paragraph) and oral, reading, collaboration, and vocabulary
  - d. Ability to work with others on a team and respect other opinions
  - e. Work with students individually to make sure their needs are met
  - f. More flexibility of the school day. College/work mirror some real world day
  - g. Students should have the ability to deal with change
  - h. Accelerated classes in middle school
  - i. Have good study habits, be hard workers, good work ethic
  - j. Expect students to be challenged more and deal with harder applications
  - k. Should have a well balanced education – Arts, Languages
  - l. Know where to find information
  - m. Global mindedness/global markets/global economy
  - n. Students should be taught what community members were taught in school
  - o. Let students take risks on their own, let them know it's OK to make mistakes
  - p. Ensure each student reaches his/her potential
  - q. Know how to understand and interpret media bombardment; and media bias
  - r. Teach critical thinking and problem solving skills – students should be able to gauge if things are legitimate and be able to judge their validity; students should think independently; ask questions.
  
- 2. Students will demonstrate proficiency of core academic standards by meeting or exceeding developmentally appropriate benchmarks for academic competency.**
  - a. Expect the district to lead and provide direction in providing a quality education for all
  - b. Kids should be learning at their grade levels with high rigor
  - c. Prepare students to be college and technical school ready
  - d. Know how to read, write and do simple arithmetic
  - e. Students should know the fundamentals of the history of our country
  - f. Expect students to achieve higher standards of achievement
  - g. Make sure students are well rounded and know Math, English and Arts

- 3. Students will have the opportunity to pursue expertise in areas of personal academic or career interest.**
  - a. More language classes should be offered (Chinese, Russian)
  - b. Expand classes to include post secondary economics and honors biology
  - c. More Vo-Tech classes should be offered e.g. small engines
  - d. More center based individualized learning opportunities
  - e. Balanced educational approach – Arts, Extra Curricular
  - f. Teach trades, basic math, drafting, machining
  - g. Small town feel but keep pressure on better offerings
  - h. Earlier exposure to foreign languages so students are prepared for the changing world
  - i. Offer more clubs that students are interested in
  - j. Individual learning plans, customized for students to challenge them and allow students to excel at what they are good at
  
- 4. Students will effectively collaborate and communicate using an array of media.**
  - a. Understand how technology has changed the workforce, digital citizenship
  
- 5. Students will demonstrate the ability to effectively apply life skills.**
  - a. Students should know basic living skills (Checking, Rent, Student Loan Info)
  - b. Be prepared in case technology goes away
  - c. We should teach more current events, geography, know about the world and politics
  - d. Having a business class is good
  - e. Know where to get good information and decipher what is reliable
  - f. Students should be able to write a business plan
  - g. Students should have good speaking and job interviewing skills
  
- 6. Students will effectively use technology to function in a knowledge economy.**
  - a. Students should use up-to-date technology and be able to apply technology in real-life situations including communication through technology
  - b. Keep and expand one-to-one iPad program
  - c. Homework calendar on iPads should be mandatory to help students be organized
  - d. One on one initiative for iPads at the middle school
  - e. Students should be 21<sup>st</sup> Century Learners – use technology as a resource, for communication, to get better jobs and be prepared for the future
  - f. More advancement in technology, stay in stride with technology
  
- 7. The district will properly maintain up-to-date school environments where students are physically and emotionally safe and secure.**
  - a. Need to show the need for new or better facilities before the voters will accept
  - b. Upgrade the facilities and have a hockey arena
  - c. Protect students from bullying
  - d. New auditorium is needed to accommodate students

- e. Have a safe learning environment.... create a classroom environment free from students misbehaving
- f. Have a warmer more inviting physical environment (classrooms are too sterile) so students can be more involved in interaction to create unity
- g. Update swimming pool
- h. Expand building capacity

**8. The district will maintain the financial integrity of the school district.**

- a. If money went into classroom would support a referendum – not for teacher’s pay
- b. We should be restricting open enrollment to make sure we have adequate supplies and room
- c. Class size is not that important I would not provide additional financial support for that
- d. Willing to provide financial support if we know what the money will be used for
- e. The need for financial support must be demonstrated
- f. The district should make staffing and financial decisions that foster a “better than average” school
- g. Watch the budget
- h. It would be difficult for me to support a referendum given the current teachers
- i. Would support if the money would bring about academic achievement
- j. Improve the financial situation of the school district
- k. Would pay more if class sizes less than 20
- l. Would pay more for expansion of mentoring
- m. Be willing to pay for some curriculum that is not currently offered
- n. I would pay extra to maintain class sizes
- o. I would provide financial support to support teachers salary (sustainable income)
- p. Would provide additional financial support for swimming pool update
- q. To support my own child’s learning I would pay more taxes
- r. Willing to provide more financial support if we had more Vo-Tech classes and all day kindergarten



2013-14 School Board Strategic Goals

School Board Goal	Administrative Means	School Board Progress Indicator	Exit Outcome Area
			1. Students will become self-directed learners, self-disciplined, autonomous workers, and critical thinkers with a drive for innovation and problem solving.
			2. Students will demonstrate proficiency of core academic standards
			3. Students will have the opportunity to pursue expertise in areas of personal academic or career interest.

			4. Students will effectively collaborate and communicate using an array of media.
			5. Students will demonstrate the ability to effectively apply life skills.
			6. Students will effectively use technology to function in a knowledge economy.
			7. Maintain up-to-date school environments
			8. Maintain the financial integrity of the school district.