

Utah State Board of Education: Pre-Workshop Survey

The purpose of this survey is to gather comprehensive input in preparation for the Board strategic planning workshop on August 22nd and 23rd. By the end of the workshop, our goal is to produce enhanced notes for the Superintendent that clearly outline USBE's core values, provide stronger alignment around the mission and vision, define the Board's role, and identify 3–5 strategic goals with related priorities to guide the development of an actionable strategic plan.

All survey responses are anonymous and will not be attributed to individuals. Responses will be analyzed and synthesized into a presentation to support an engaging and productive workshop discussion. The survey may take approximately 30–50 minutes to complete.

Please submit all responses by the end of day on **August 12th**.

For any questions, contact Jill at jill@mightypenguinconsulting.com or Anna at anna@mightypenguinconsulting.com.

Section One: Values

This section invites you to consider the foundational values that should guide the Utah State Board of Education's strategic planning process.

1. What values or outcomes should guide the selection of the strategic goals? 10 point scale
 - a. Academic proficiency and achievement
 - b. Personalized learning
 - c. Post-secondary opportunity readiness
 - d. Civic engagement
 - e. Closing achievement gaps
 - f. Equitable opportunities for students
 - g. Cultural values
 - h. Fiscal responsibility
 - i. Student wellbeing
 - j. Responsible technology adoption and use
 - k. School safety
 - l. Internal controls
 - m. Meeting parent needs
 - n. Data integrity
 - o. Educator quality
 - p. Parent engagement
 - q. Innovation

2. In your opinion what other core values should be reflected in this strategic plan?

Section Two: Mission and Vision

This section explores whether the board's mission and vision are still relevant, aligned with external expectations, and actionable. The aim is not to rewrite unnecessarily, but to reaffirm and realign where needed.

Current Vision Statement (January 2024):

Academic and organizational excellence in Utah education:

- *Participate in civic responsibilities*
- *Uphold and strengthen our constitutional republic*
- *Provide for themselves and their families*
- *Engage in post-secondary opportunities*
- *Pursue personal goals*
- *Embody strong moral and social values*

Current Mission Statement (January 2024):

To open doors of opportunity for all Utah children:

- *Sets academic standards*
- *Protects information systems*
- *Manages public education funds*
- *Develops policy for education*
- *Advocates for Utah students*
- *Provides support and oversight of schools*

1. On a scale of 1 to 5, how clear is the current vision statement to you?
2. On a scale of 1 to 5, how well does the content of the current vision statement align with the work of the Board?
3. On a scale of 1 to 5, to what extent do you believe the vision statement is relevant to the purpose and scope of USBE?
4. On a scale of 1 to 5, to what extent do you believe the vision statement is relevant to the needs and priorities of the following groups?
 - a. Utah State Legislature
 - b. USBE Staff
 - c. Local Education Agencies
 - d. Schools
 - e. Teachers
 - f. Students
 - g. Parents
5. Are there specific words or phrases in the vision statement with which you strongly agree or disagree? Please explain.

6. Which elements of the current vision statement would you most like to see preserved?
7. On a scale of 1 to 5, how clear is the current mission statement to you?
8. On a scale of 1 to 5, how well does the content of the current mission statement align with the work of the Board?
9. On a scale of 1 to 5, to what extent do you believe the mission statement is relevant to the purpose and scope of USBE?
10. On a scale of 1 to 5, to what extent do you believe the mission statement is relevant to the needs and priorities of the following groups?
 - a. Utah State Legislature
 - b. USBE Staff
 - c. Local Education Agencies
 - d. Schools
 - e. Teachers
 - f. Students
 - g. Parents
11. Are there specific words or phrases in the mission statement with which you strongly agree or disagree? Please explain.
12. Which elements of the current mission statement would you most like to see preserved?

Section Three: Role of the Board

Explore the agency's roles with different groups, and how those roles are perceived and balanced. Could enhance definitions, boundaries, and expectations for board-staff interaction and clarify external partnerships.

1. Which responsibilities or decisions do you believe fall squarely within the Board's authority?
Check all that apply.
 - a. Setting statewide K-12 education standards
 - b. Approving curriculum frameworks
 - c. Accountability, licensing and certifying teachers and administrators
 - d. Overseeing state-wide school accountability and assessment systems
 - e. Approving public school funding allocations
 - f. Disburse public school funding allocations
 - g. Fiscal support & monitoring
 - h. Managing USBE staff
 - i. Establishing graduation requirements
 - j. Adopting instructional materials or textbooks
 - k. Developing statewide education goals and strategic plans
 - l. Influencing legislative education policy or priorities
 - m. Engaging with community and stakeholder input

- n. Providing professional development guidelines or programs
 - o. Monitoring school district compliance with statewide standards
 - p. Promoting equitable access across schools
 - q. Protect data privacy
 - r. Ensure data integrity
 - s. Respond to constituent concerns
 - t. Other (Please explain)
2. Please provide details or context for your choices in Question 1.
 3. How would you describe the appropriate role of the Board in relation to the following agencies?
 - a. USBE Staff
 - b. LEAs
 - c. Utah State Legislature
 4. In what ways can the board and staff work together more effectively to support the USBE's goals?
 5. How effective are current policies at supporting Board effectiveness and solution oriented outcomes when working with key groups (e.g., LEAs, legislators, districts, teachers, parents, and students)?
 - a. Not effective
 - b. Slightly effective
 - c. Moderately effective
 - d. Very effective
 - e. Highly effective
 6. What suggestions do you have for improving solutions oriented outcomes and Board effectiveness when working with key groups?
 7. What guardrails or guidelines would help the Board appropriately exercise its authority in areas where roles and responsibilities are less clearly defined?

Section Four: Goals and Strategies

To craft a focused, achievable, and widely understood set of 3–5 strategic goals that are measurable, actionable, and aligned with the board's long-term vision. These goals will guide agency work and communication with the legislature.

1. On a scale of 1 to 5, to what extent do you feel the strategic goals should be based on your stated values selected in Section One?
2. What are the current strengths of Utah's education system?
3. What are the current weaknesses of Utah's education system?
4. What are the current strengths of USBE agency operations?

5. On a scale of 1 to 5, how effective are USBE agency operations at the following?
 - a. Managing oversight/compliance
 - b. Drafting rules and policies
 - c. Communications
 - d. Providing program support in alignment with standards
 - e. Providing fiscal support
 - f. Internal coordination
 - g. Transparency in decision making
 - h. Responsiveness to stakeholders
 - i. Alignment with Board priorities
6. What do you see as the most significant challenges currently facing student academic outcomes in Utah?
7. What do you see as the biggest challenges facing Utah's teachers?
8. What do you see as the biggest challenges facing Utah's LEAs?
9. What priorities would you hope to see the board include in its strategic goals if you were a:
 - a. Parent
 - b. Teacher
 - c. School Administrator
10. What are you hearing from your constituents about their top concerns or hopes for Utah's education system?
11. What additional information or data would help you make informed decisions about strategic goals and priorities? Check all that apply.
 - a. Student achievement data
 - b. Trends in graduation rates
 - c. Student mental health and wellbeing indicators
 - d. Teacher retention, satisfaction, and compensation data
 - e. Budgetary impact data
 - f. ROI of existing initiatives
 - g. Educator and school administrator feedback data
 - h. Projections on population and enrollment shifts
 - i. Other (Please describe)
12. In your opinion, what should be considered to ensure the board's strategic goals are actionable and realistic for staff to implement?
13. In your opinion, what should be considered to ensure the board's strategic goals are broadly accepted by LEA's, OLAG, and constituents.

Survey Analysis, Worksheets, and Handouts

Prepared by Mighty Penguin Consulting, August 2025

SECTION 1: VALUES

Values are the foundation for how we set direction and make choices. When goals are rooted in shared values, they guide consistent decision-making, build trust with stakeholders, and ensure that work stays aligned with purpose.

When asked to rate a selection of 17 different values on a ten-point scale (*“Consider the foundational values that should guide the Utah State Board of Education’s strategic planning process. Please rate each value on a scale from 1 to 10, where 10 indicates the highest alignment and 1 the lowest.”*), the following values hold the greatest alignment among respondents, with over 75% rating these values at an “8” or higher, and no one rating these values below a “5.”

Highest ranking values according to USBE Board Members:

- 1) Academic Proficiency and Achievement (100% rated 9 or higher)
- 2) Educator Quality (100% rated 8 or higher)
- 3) Data Integrity (87% rated 8 or higher)
- 4) Fiscal Responsibility (83% rated 8 or higher)
- 5) Internal Controls (75% rated 8 or higher)
- 6) Parent Engagement (75% rated 8 or higher)

Survey participants were also asked to list any other core values that should be reflected in this strategic plan. Answers repeated by multiple respondents, indicating some alignment, included:

- Support for parents
- Support for teachers
- Support for administrators
- Support for LEAs
- Respect for all people, beliefs
- Transparency

SECTION 2: MISSION AND VISION

The following versions of the USBE Mission and Vision Statements aim to retain the core principles previously voted on by the Board, while addressing feedback gathered in the Pre-Workshop Survey. Please **rank each version from 1 (most preferred) to 5 (least preferred)**. Use the notes section to record your thoughts.

Current Version:

Vision: Academic and organizational excellence in Utah education:

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities
- Pursue personal goals
- Embody strong moral and social values

Mission: To open doors of opportunity for all Utah children:

- Sets academic standards
- Protects information systems
- Manages public education funds
- Develops policy for education
- Advocates for Utah students
- Provides support and oversight of schools

Rank: _____ | Notes: _____

Alternate Version 1: Switches the lead statements, but retains bullet points in their current positions

Vision: To open doors of opportunity for all Utah children:

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities
- Pursue personal goals
- Embody strong moral and social values

Mission: Academic and organizational excellence in Utah education:

- Sets academic standards

- Protects information systems
- Manages public education funds
- Develops policy for education
- Advocates for Utah students
- Provides support and oversight of schools

Rank: ____ | **Notes:** _____

Alternate Version 2: Switches both lead statements and bullet points

Vision: Academic and organizational excellence in Utah education:

- Sets academic standards
- Protects information systems
- Manages public education funds
- Develops policy for education
- Advocates for Utah students
- Provides support and oversight of schools

Mission: To open doors of opportunity for all Utah children:

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities
- Pursue personal goals
- Embody strong moral and social values

Rank: ____ | **Notes:** _____

Alternate Version 3: Switches the lead statements, plus slight edits to improve cohesion.

Vision: Open doors of opportunity for all Utah Children to:

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities
- Pursue personal goals and aspirations
- Embody strong moral and social values

Mission: Advance academic and organizational excellence in Utah education by:

- Setting academic standards

- Protecting information systems
- Managing public education funds
- Developing policy for education
- Advocating for Utah students
- Providing support and oversight of schools

Rank: ____ | **Notes:** _____

Alternate Version 4: Includes “Utah graduates” to improve clarity on how the bullet points relate to the lead statement in the Vision.

Vision: To open doors of opportunity for all Utah children:

- Utah graduates participate in civic responsibilities
- Utah graduates uphold and strengthen our constitutional republic
- Utah graduates provide for themselves and their families
- Utah graduates engage in post-secondary opportunities
- Utah graduates pursue personal goals and aspirations
- Utah graduates embody strong moral and social values

Mission: To advance academic and organizational excellence in Utah education:

- Set academic standards
- Protect information systems
- Manage public education funds
- Develop policy for education
- Advocate for Utah students
- Provide support and oversight of schools

Rank: ____ | **Notes:** _____

SECTION 3: ROLE OF THE BOARD

"It would be helpful to have a clear understanding of what "general supervision and control" really means because there seems to be differing opinions from board members."

"I started out clicking a whole bunch of the boxes and then I had to answer the question, do I really DO THAT AS A BOARD MEMBER ... and I realized that there are things like - distribution of funds, I don't do that. The legislature appropriates the funds and the finance team distributes them ... as a Board, we do very little with the actual distribution of funds. So, then I had to go through each one very carefully and ask, do I get a say or have a vote on this item. The number of boxes I had checked went down quite a bit."

"Some of these are tricky with the different roles of USBE board members compared to USBE staff. The board has some staff, but not all staff are managed by the board."

"We should carefully avoid stepping into the realm of others who likewise have specific responsibilities. What most effectively can happen at the local level should happen there."

When asked, "Which responsibilities or decisions do you believe fall squarely within the Board's authority?" the following answers demonstrated the most alignment:

1. Overseeing statewide school accountability and assessment systems. (100% alignment)
2. Protecting data privacy (100% alignment)
3. Accountability, licensing and certifying teachers and administrators (91.7% alignment)
4. Disburse public school funding allocations (91.7% alignment)
5. Developing statewide education goals and strategic plans (91.7% alignment)
6. Influencing legislative education policy and priorities (91.7% alignment)
7. Setting statewide K-12 education standards (83.3% alignment)
8. Responding to constituent concerns (83.3% alignment)
9. Fiscal support and monitoring (75% alignment)
10. Establishing graduation requirements (75% alignment)
11. Engaging with community and stakeholder input (75% alignment)
12. Ensuring data integrity (75% alignment)

USBE Roles & Relationships Handout

The following summarizes Board member input on the appropriate roles of the Utah State Board of Education (USBE) in relation to staff, LEAs, and the Legislature. Please review the areas of alignment, tensions, and guiding themes.

Board & USBE Staff:

Areas of Alignment

- Policy vs. Management Distinction: Board governs through vision and strategic direction, staff (through Superintendent) manages.
- Oversight & Support: Provide guidance/resources without micromanaging.
- Staff Expertise: Board relies on staff for data, expertise, and implementation.
- Collaboration & Respect: Staff seen as essential partners.
- Clarity of Vision: Unified direction enables the Superintendent to lead effectively.

Underlying Tensions

- Perception of disconnect in Board–staff relations.
- Concerns about staff influence vs. Board authority.

USBE & LEAs:

Areas of Alignment

- Policy Setting & Oversight: Board sets statewide standards/rules; LEAs implement.
- Supportive, Not Controlling: Provide resources, training, and guidance, not micromanagement.
- Local Control & Flexibility: Respect LEAs' authority to adapt to communities.
- Accountability & Transparency: Monitor compliance and use of resources while respecting autonomy.
- Collaboration & Learning: Partnership approach, scaling effective practices statewide.

USBE & Utah Legislature

Areas of Alignment

- Expertise & Data: USBE provides legislators with trusted information.
- Complementary Roles: Legislature funds/establishes; USBE supervises and implements.
- Collaboration & Partnership: Stronger communication and trust needed.
- Unified Representation: Should reflect the Board's stance, not just personal views.

Underlying Tensions

- Legislative overreach into supervisory roles.
- Ambiguity between constitutional authority of Legislature vs. USBE.
- Lack of trust and insufficient reliance on USBE expertise.

Enhancing Board Effectiveness and Partnerships Handout

This handout details how the Board and its stake holders can strengthen effectiveness, collaboration, and clarity of roles.

Board and Staff:

Areas of Alignment

- Trust and Respect Are Foundational: Building trust, practicing respect, and valuing staff expertise. Trust is a two-way street between Board members and staff.
- Clear Roles and Boundaries: The Board governs (policy, goals, vision), while staff manage (implementation, expertise, day-to-day work).
- Unified Goals and Strategic Alignment: Clarity of goals and alignment of initiatives are essential. Staff propose action steps for Board approval.
- Communication and Collaboration: Purposeful, honest, and respectful communication; coordinated conversations through the Superintendent.
- Prioritization: Narrow focus, avoid spreading attention across too many initiatives.

Underlying Tensions

- Distrust / Perceived Lack of Transparency: Concern about initiatives moving forward without full Board awareness or approval.
- Expectations: Some expect staff to respond more directly, without question, to Board direction.

Improving Solutions-Oriented Outcomes:

Areas of Alignment

- Unified Goals and Clear Direction: Need for unity and alignment around shared goals, especially a student-focused strategic plan.
- Focus on Academic Outcomes—Not Distractions: Less time on procedural issues, more on student learning and academic achievement.
- Effective Communication: Intentional, respectful communication with legislators, staff, and local boards.
- Trust and Respect (Internal and External): Greater mutual respect and listening to varied stakeholder perspectives.
- Capacity-Building and Training: Value in leadership and governance training to build trust and teamwork.
- Accountability and Role Clarity: Board should stay in governance lane, avoid micromanagement, and ensure accountability.

Underlying Tensions

- Frustration with Internal Processes: Time-consuming debates and procedural issues seen as distractions.
- Relationship with the Legislature: Tension over Legislature creating education policy without USBE expertise.

- Partisanship and Culture Wars: Concerns about political divisions distracting from academic focus.
- Varied Perceptions of Progress: Differences in whether Board effectiveness and relationships are improving.

Guidelines for Appropriately Exercise of Board Authority:

Areas of Alignment

- Clear Roles and Boundaries: Policies and guidelines to define Board, Superintendent, and staff roles.
- Respect and Professionalism: Respectful interactions with staff, Board members, and Superintendent.
- More Unified Purpose: Reduce internal conflicts and align with vision and goals.
- Focus on Student-Centered Outcomes: Keep attention on academic excellence and student success.
- Improve Communication: Emphasize listening, honesty, and integrity in conversations.

Underlying Tensions

- Board–Staff Dynamics: Tension over individual members directing staff versus going through the Superintendent.
- Internal Board Conflict: Persistent conflict, personal agendas, and partisanship undermining impact.
- Values and Ideological Divides: Concerns over ideological agendas versus focus on academics.
- Board–Legislature Relationship: Need for greater alignment and support from the Legislature.
- Trust and Personality-Driven Barriers: Skepticism about whether structural fixes can overcome personal conflicts.

SECTION 3: STRENGTHS AND CHALLENGES ANALYSIS

Utah Education System

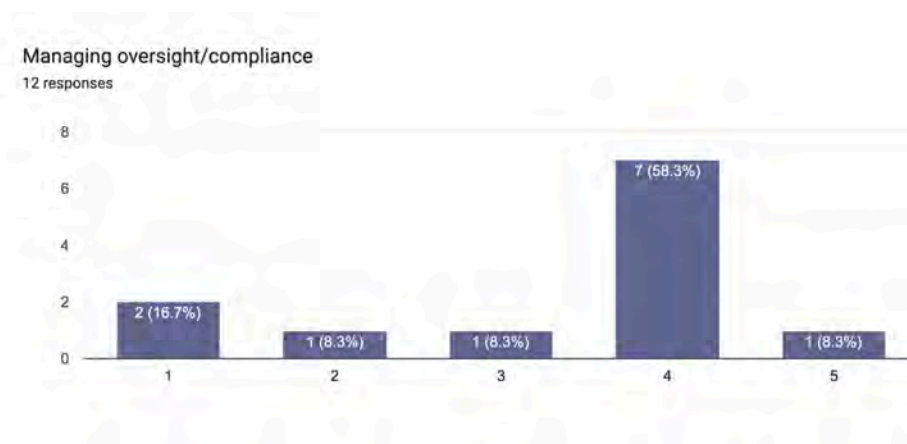
Strengths	Challenges
<ul style="list-style-type: none"> • Hard working and committed educators, administrators, and LEAs • Integrated math curriculum • Leader in innovation (AI, personalized learning) • High quality instruction at lower cost • Provide quality professional development & training for educators • Collaboration with local boards • Fiscally responsible • Support for arts, music, and quick reopening post-COVID • Engaged families supporting students • Local boards who fulfill their responsibilities • Bright students • Strong post-secondary opportunities • Educators who are able to do a lot with little resources • Volunteers to help maintain high quality education where resources are lacking • A lot of external support for youth in our state 	<ul style="list-style-type: none"> • Lack of local flexibility • Limited resources for paraeducators & MLLs • Outdated/unsafe school buildings • Teachers fear teaching certain topics • Graduating unprepared students; lack of rigor • Distrust among education stakeholders • Too many initiatives distracting from learning • Overly large class sizes (especially in K-4) • Overworked teachers burning out • Underfunded system; pay below market rates • Overregulation & legislative micromanagement • Culture war politics interfering with academics • Lack of mental health resources • Loss of federal funding • Lack of comprehensive sex education • Lack of clear strategic vision • Underfunded system; pay below market rates • Partisan politics undermining education governance • Unstable funding mechanisms (e.g., income tax changes) • Teachers fear teaching certain topics • Accountability gaps in student/parent attendance • Enrollment instability (charter vs. public schools, declining student population in some areas)

USBE Agency Operations

Current Strengths

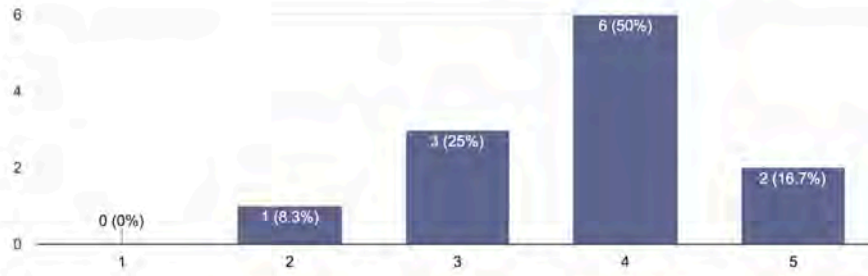
- Dedicated and Service-Oriented Staff
 - Passionate employees committed to improving education statewide.
 - Willing to take on extra work despite lower pay compared to LEAs.
 - Strong retention of staff, even in a challenging environment.
- Depth of Knowledge and Experience
 - Staff bring expertise in finance, auditing, programs, and leadership.
 - Smart educators and professionals willing to share knowledge widely.
 - Problems are addressed quickly and effectively.
- Collaboration and Respectful Culture
 - Strong internal teamwork and mutual respect among staff.
 - Effective collaboration with parents, LEAs, legislators, and other partners.
 - Positive working relationships that support decision-making.
- Leadership and Agency Capacity
 - Recent strong leadership from the Superintendent, Chief Auditor, and Finance teams.
 - Staff provide valuable information, data, and resources to inform Board decisions.
 - Effective navigation of complex regulations and shifting laws.
- Commitment to Supporting the Board and Statewide Outreach
 - Staff are responsive and go the extra mile to provide resources.
 - Statewide support and outreach to LEAs.
 - Commitment to aligning agency work with Board direction and state priorities.

USBE Agency Operations Effectiveness Ratings



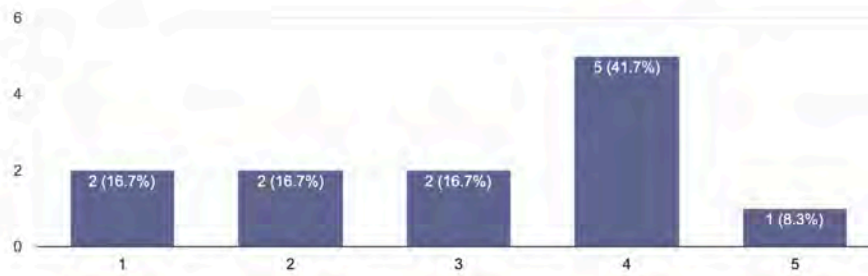
Drafting rules and policies

12 responses



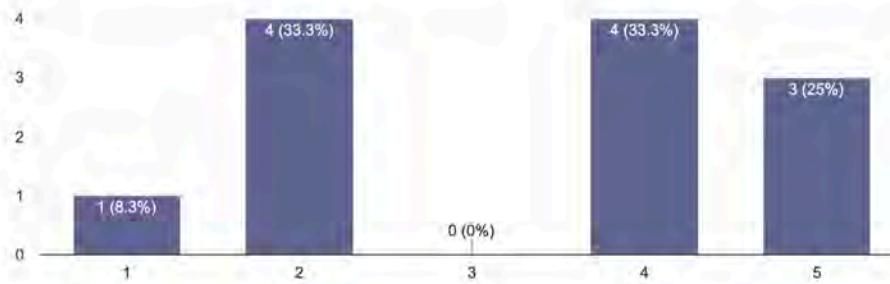
Communication

12 responses



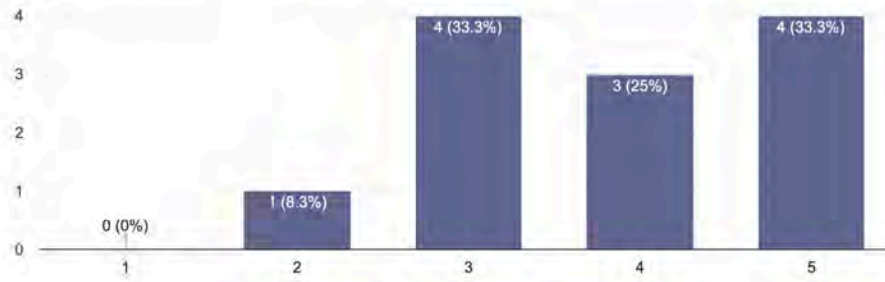
Providing program support in alignment with standards

12 responses



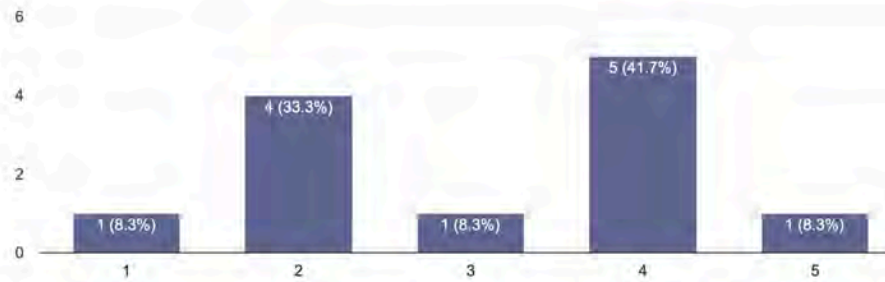
Providing fiscal support

12 responses



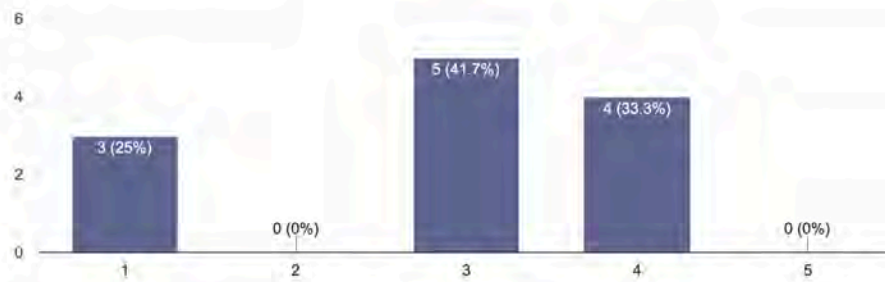
Internal coordination

12 responses



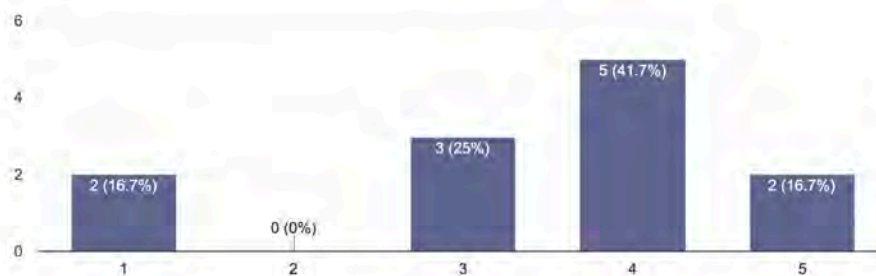
Transparency in decision making

12 responses



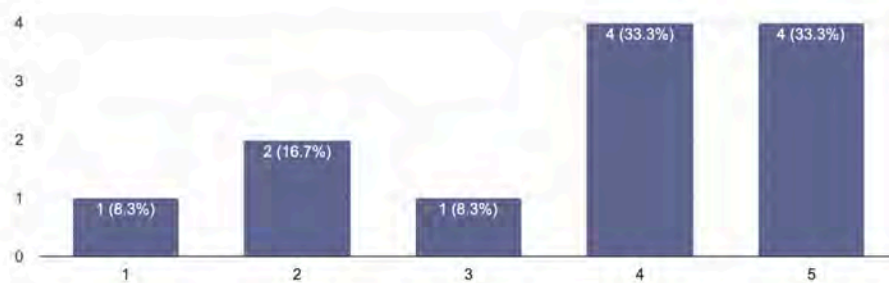
Responsiveness to stakeholders

12 responses



Alignment with Board priorities

12 responses



Issues in the Utah Education System by Stakeholders

Students	Teachers	LEAs
Pushed through without meeting benchmarks; lack of rigor in some classrooms	Overcrowded classrooms, especially with MLLs and IEP students	Inadequate and unstable funding; unfunded mandates
Misalignment between instruction and assessments; weak literacy/numeracy foundation	Low salaries, low morale, lack of appreciation	Money tied to seat counts; strained by MLL and special ed needs
Overemphasis on non-academic issues (equity debates, SEL) at expense of academics	Expected to act as educators, counselors, and parents	Overly high admin salaries; inequitable resource distribution
Excessive screen/phone use; weak or outdated instructional materials	Limited autonomy to teach; too much micromanagement and red tape	Constantly changing laws, bills, and board rules; compliance burden
Over-reliance on 'student-led learning' with less direct teaching	Weak preparation from teacher training programs	Politicized curriculum standards; unclear state/federal partnership
Large class sizes, disruptive behavior, lack of accountability at home and school	Insufficient, unfocused professional development	Local boards often not providing strong academic direction
Hunger, mental health needs, insufficient discipline follow-through	Parents over-involved, demanding, or overly critical; loss of trust	Shortage of effective administrators and leaders in pipeline
Political/cultural battles shaping curriculum; constant standards changes	Culture wars, political polarization, divisive curricula debates	Enrollment fluctuations, school closures, student mobility
Parents and boards overriding professional educators' judgment	Negative media portrayal; accusations of indoctrination	Difficulty addressing delayed learning and behavior post-COVID
	Too much teaching to tests, obsessive focus on data	Perceived lack of transparency and accountability
	Pressure to lower rigor to appease parents and raise grades	Parents and legislators overriding educational expertise
	Lack of accountability for student effort and behavior	Strained relationships with communities and boards

Stakeholder Priorities for USBE Strategic Goals

This handout presents the assumed priorities of Parents, Teachers, and School Administrators (as reported on the pre-retreat survey) for the Utah State Board of Education's strategic goals. These perspectives reflect shared themes of academic excellence, autonomy, support, and a focus on student success.

Parent Priorities	Teacher Priorities	Administrator Priorities
Academic Excellence & Rigor: <ul style="list-style-type: none"> - Literacy, numeracy, core academics - Rigor and preparation for life - Rich history, values, civics 	Smaller Classes & More Resources: <ul style="list-style-type: none"> - Manageable class sizes - Support for MLLs, IEPs, those lacking family support - Adequate mental health resources 	Autonomy & Flexibility: <ul style="list-style-type: none"> - Freedom to run schools effectively - Flexibility for community needs
Less Testing, More Learning: <ul style="list-style-type: none"> - Reduce surveys/testing - Classical education and hands-on learning 	Respect, Trust & Autonomy: <ul style="list-style-type: none"> - Professional freedom and creativity - Protection from aggressive parents - Recognition for extra effort 	Reduced Bureaucracy: <ul style="list-style-type: none"> - Less red tape and paperwork - Streamlined policies and expectations
Parental Voice & Communication: <ul style="list-style-type: none"> - Greater involvement and partnership - Better communication with schools 	Professional Growth & Pay: <ul style="list-style-type: none"> - Better pay and recognition - More professional development time - Mentorship and strong leadership 	Support & Resources: <ul style="list-style-type: none"> - Backing from state, parents, legislators - Resources for students and staff - Pathways to grow/retain administrators
Supportive & Safe Schools: <ul style="list-style-type: none"> - Resources, small class sizes, teacher support - School safety for all students 	Academic Focus Over Bureaucracy: <ul style="list-style-type: none"> - Less focus on data/testing/ideology - Clear standards and consistent policies - Support for reading, math, arts 	Accountability with Support: <ul style="list-style-type: none"> - Clear success measures tied to learning - Balanced accountability with realistic support

Strategic Goal-Setting Principles

These guidelines were designed through survey feedback from the Utah State Board of Education to help develop strategic goals that are actionable, within scope, broadly supported, and focused on academic success for all Utah students.

1. Ground Goals in the Board's Authority and Role

- Ensure goals fall within constitutional and statutory authority.
- Avoid goals staff or LEAs cannot implement.
- Clarify Board role versus staff, LEAs, and legislature.

2. Prioritize Academic Excellence and Student Outcomes

- Focus on literacy, numeracy, rigor, and preparation for life and citizenship.
- Streamline goals to directly improve academic performance.
- Use the Portrait of a Graduate (POG) model: clear, inspiring, actionable.

3. Make Goals Actionable and Measurable

- All goals should be able to translate into clear action steps, KPIs, and short-/long-term measures
- Ensure staff can identify a role and track progress to accomplish
- Apply ROI lens: impact of goal vs. cost.
- Use strong internal controls to ensure consistency and quality.

4. Engage and Align Stakeholders

- Involve staff, LEAs, parents, and constituents in shaping and reviewing goals (if possible within time frame)
- Hold forums, surveys, and listening sessions before adoption (if possible within time frame)
- Inspire 'hearts and minds' by explaining why each goal matters.
- Recognize parents as primary stakeholders while supporting LEAs and staff.

5. Communicate Simply and Consistently

- Avoid politically charged language; use neutral, academic terms.
- Show alignment with legislative intent, Board mission, and community needs.

6. Plan for Implementation and Sustainability

- Consider funding and resource needs up front.
- Align staff capacity with goals to avoid burnout.
- Consider any needed professional learning for effective implementation.

7. Foster Cohesion and Positivity Within the Board

- Establish a shared 'North Star' vision for all members.
- Invest in team and leadership training to build cohesion.
- Model respectful, open communication internally and externally.
- Frame goals with hope and positivity to inspire buy-in.

Strategic Planning Workshop – Detailed Agenda

➤ Day 1 – August 22, 2025

Time: 3:00 PM – 7:00 PM

Location: Homestead Resort (Midway, UT)

3:00 – 3:30 PM | Welcome & Setting the Stage

Facilitator: Mighty Penguin & Vice Chair Wood

Purpose: Establish a collaborative tone, ensure all participants understand the workshop goals and process.

- Participant introductions
- Menti exercise
- Strategic planning deliverable
- Timeline overview
- **Why Are We Here?** – framing the workshop’s purpose (Vice Chair Wood)
 - Mission, vision, 3-5 goals
- Best practices for working together effectively

Outcome: Shared understanding of purpose, process, and expectations.

3:30 – 4:15 PM | Survey Review

Facilitator: Mighty Penguin

Purpose: Review insights from pre-workshop surveys to inform goals.

- Overview of survey findings
- Identifying areas of Board alignment on Values and Mission and Vision
- Identifying areas of alignment Role of the Board, Goals and Strategies
- Exercise for initial brainstorming of survey takeaways and potential strategic goals

Outcome: Connect survey insights to potential goals in preparation for breakout group discussions.

4:15 – 5:15 PM | Breakout Groups – Initial Goal Development

Facilitator: Mighty Penguin

Purpose: Develop clear, actionable strategic goals.

- Small group discussions guided by conversation cards
- Collaborative input via Google Forms
- Identify measurable outcomes for each goal

Outcome: Refined goals with supporting rationale.

5:15 – 5:30 PM | Break

5:30 – 6:45 PM | Goal Presentations & Ranking

Facilitator: Mighty Penguin

Purpose: Consolidate and prioritize strategic goals.

- Presentations of proposed goals (presented by Mighty Penguin)
- Interactive exercise for feedback
- Ranking exercise to identify the highest-rated goals

Outcome: Ranked list of goals to guide Day 2 discussions.

6:45 – 7:00 PM | Wrap-Up & Day 2 Preview

Facilitator: Mighty Penguin & Chair Hymas

Purpose: Ensure clarity on progress and next steps.

- Final questions and reflections
- Overview of Day 2 agenda
- Closing remarks (Chair Hymas)

Outcome: Participants leave with clarity on accomplishments and what's next.

➤ Day 2 – August 23, 2025

Time: 8:00 AM – 2:00 PM

Location: Homestead Resort (Midway, UT)

8:00 – 9:00 AM | Continental Breakfast

Location: On-site, buffet style

Notes: Prompt 9am start

9:00 – 9:30 AM | Welcome & Day 2 Kickoff

Facilitator: Mighty Penguin & Vice Chair Wood

Purpose: Revisit Day 1 outcomes and set priorities for the day.

- Welcome
- Opening remarks from Vice Chair Wood
- Review goals from Day 1
- Confirming top-ranked goals
- What we need to accomplish in Day 2

Outcome: Alignment on objectives for the day's work.

9:30 – 10:30 AM | Breakout Groups – Priority Development

Facilitator: Mighty Penguin

Purpose: Identify key priorities that support each goal.

- Small group work guided by conversation cards

- Input and documentation via Google Forms

Outcome: Draft priority list for each strategic goal.

10:30– 10:45 PM | Break

10:45 AM – 12:00 PM | Priority Presentations & Ranking

Facilitator: [Insert Name]

Purpose: Finalize and rank the most critical priorities.

- Presentations of priority recommendations (Presented by Mighty Penguin)
- Interactive exercise for feedback
- Ranking exercise to identify highest rated goals

Outcome: Agreed-upon list of top strategic priorities.

12:00 – 12:30 PM | Lunch

12:30 – 1:30 PM | Mission & Vision Alignment

Facilitator: Mighty Penguin

Purpose: Ensure strategic goals and priorities align with mission and vision.

- Refresh mission and vision survey results
- Interactive exercise on potential refinements
- Confirmation of alignment

Outcome: Mission and vision reaffirmed (or revised) to reflect strategic direction.

1:30 – 2:00 PM | Closing Session & Next Steps

Facilitator Mighty Penguin & Chair Hymans

Purpose: Conclude workshop with clarity on implementation.

- Final questions and reflections
- Overview of next steps and timeline
- Closing remarks and acknowledgments (Chair Hymas)

Outcome: Clear path forward with ownership of next actions.

➤ **Items to Bring**

- **Laptop** for breakout groups that will require the completion of Google Forms
- **Phone** for interactive activities that require the scanning of a QR code
- **Water** and a light sweater in case the conference room is cold :)
- **Notepad and pen** to take personal notes, though not strictly necessary



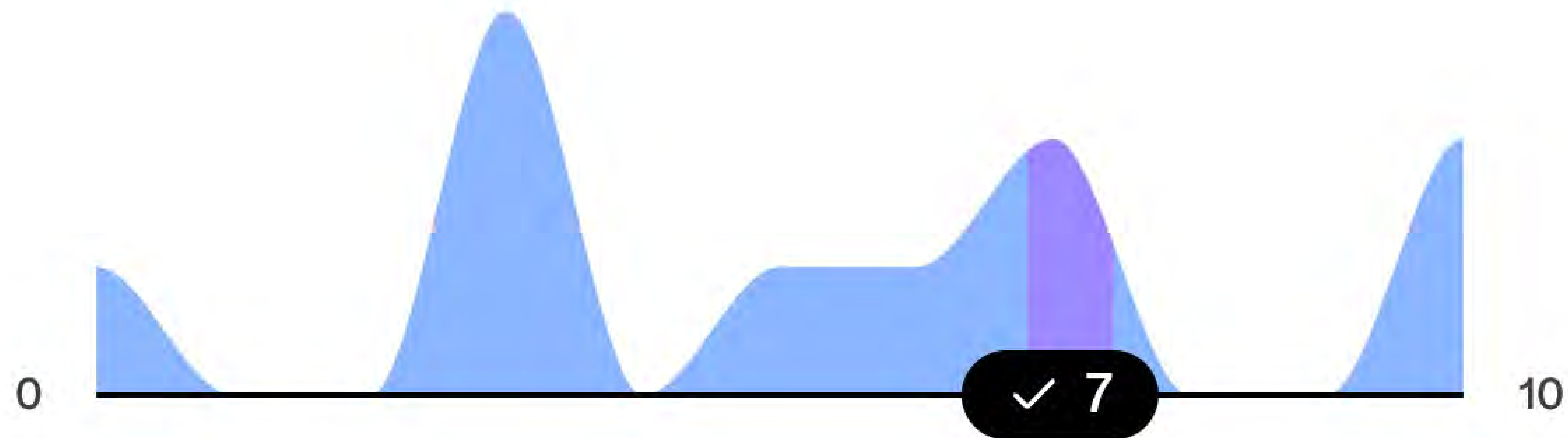
Utah State Board of Education

Strategic Planning Workshop: Day One

Welcome & Setting the Stage

- Participant introductions
- Menti exercise
- Strategic planning deliverable
- Timeline overview
- **Why Are We Here?** – framing the workshop's purpose (Vice Chair Wood)
 - Mission, vision, 3-5 goals
- Best practices for working together effectively

Guess the number Anna is thinking of...



Visualizing the workshop deliverable

Enhanced Notes will include:

- Executive Summary
- **Strategic Goals and Priorities**
- **Mission and Vision Analysis**
- Workshop Objectives and Process
- Pre-retreat Survey Analysis
- Retreat Session Notes
- Next Steps and Implementation
- Appendices

Goal 1: An aspirational outcome that provides direction and focus

Priority 1.1: A specific action that supports making a big impact.

Priority 1.2: A specific action that supports making a big impact.

Priority 1.3: A specific action that supports making a big impact.

The **goal** describes what you want to achieve ,
and the **priorities** are the actionable steps that bring it to life.



Strategic Planning Timeline Overview

Opening Remarks with Vice Chair Wood

“Coming together is a beginning, staying together is progress, and working together is success.”

Henry Ford

Survey Review

Identifying Areas of Alignment

Values

Shared values guide decisions, build trust,
and keep work focused on purpose.

Highest ranking values

Academic Proficiency and Achievement (100% rated 9 or higher)

Educator Quality (100% rated 8 or higher)

Data Integrity (87% rated 8 or higher)

Fiscal Responsibility (83% rated 8 or higher)

Internal Controls (75% rated 8 or higher)

Parent Engagement (75% rated 8 or higher)

Vision

Describes the future you're working to create

Mission

Defines what you do and how you serve today.

Role of the Board

"It would be helpful to have a clear understanding of what 'general supervision and control' really means because there seems to be differing opinions from board members."

Strengths & Challenges

Ensuring goals build on what works and address what needs improvement.

Strategic Goal-Setting Principles

Working with clarity to providing clear direction and shared priorities.

What one word describes your hopes for the strategic goals?

effective
childcentric
realistic
impactful
clear
united unity
aspirational
actionable

Breakout Groups – Goal Development

- Small group discussions guided by handouts
- Collaborative input via Google Forms
- Identify measurable outcomes for each goal

Breakout Group Assignments

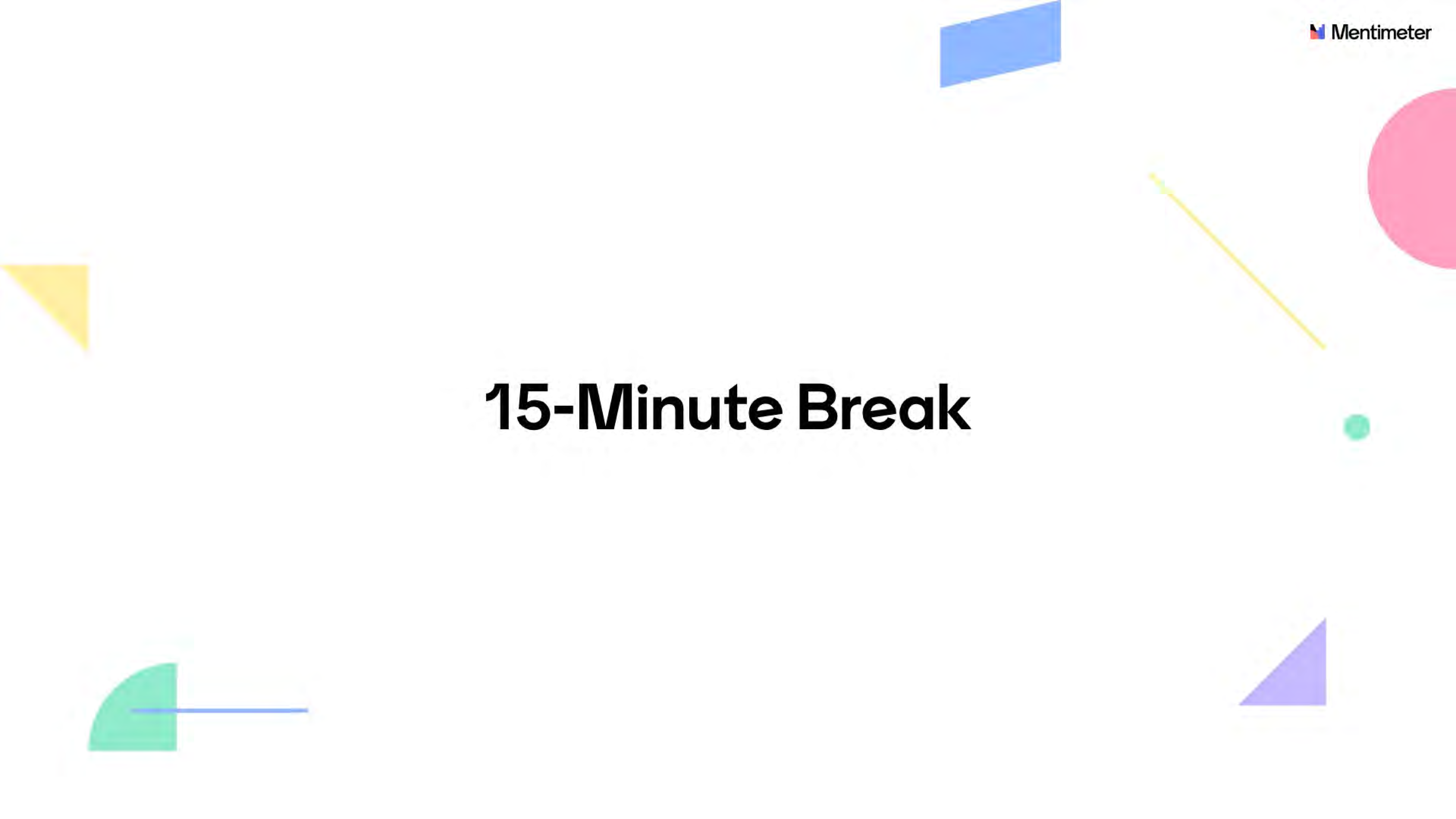
Group 1: Jennie Earl, Erin Longacre, LeAnn Wood

Group 2: Cole Kelley, Sarah Reale, Randy Boothe

Group 3: Joe Kerry, Matt Hymas, Emily Green

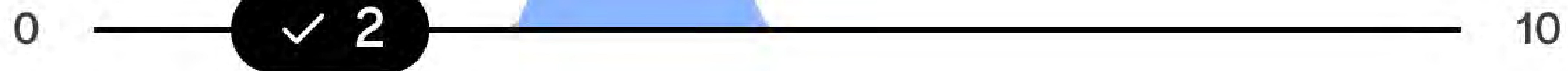
Group 4: Carol Lear, Christina Boggess, Amanda Bollinger

Group 5: Cindy Davis, Rod Hall, Joann Brinton



15-Minute Break

Guess the number Dave is thinking of...



Goal Presentations & Ranking

- Presentations of proposed goals
- Questions, interactive exercise for feedback
- Ranking exercise to identify highest rated goals

GROUP ONE SUGGESTED GOALS

(10 minute group presentation)

- The state board is fiscally responsible for tax payer money
- Every purchase contract directly overseen by the board must align with the strategic plan.
- Every tax payer dollars can be linked to academic outcomes.
- Impacting the legislative policies: Stabilization fund. Guarantee Levy
- Reduce the number of LEAs with financial corrective action plans by 50% compared to the 2023-2024 School Year.
- Evaluating so many programs a year and looking at the ROI.

GROUP ONE SUGGESTED GOALS

(10 minute group presentation)

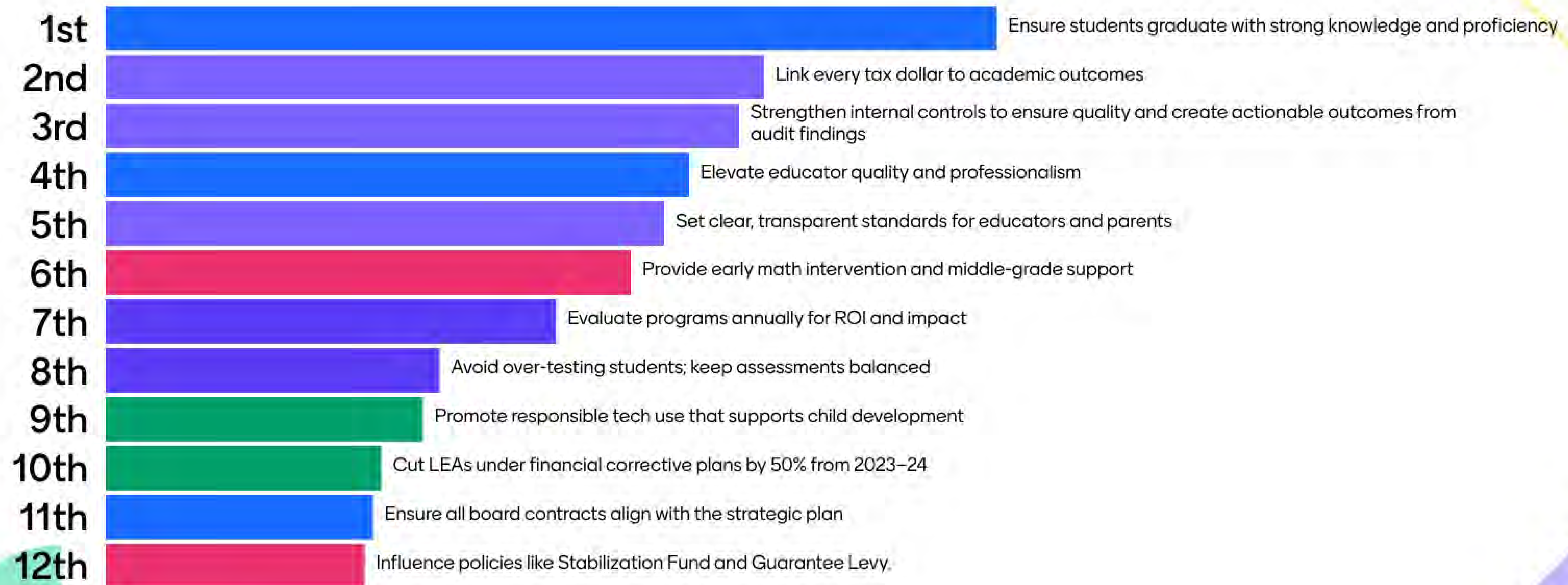
- Academic Every student leaves with a knowledge-based and proficiency
- Standards that are clear for educators and parents.
- Math interventionist in the early grades and adequate support to the middle grades.
- Responsible use of technology.
- Restrictions that allow for childhood learning growth.
- Not over test students.

GROUP ONE SUGGESTED GOALS

(10 minute group presentation)

- Increasing Professionalism for Ecuadors
- Quality of the products and processes we are providing for the field
- Create actionable outcomes for audits

GROUP ONE GOAL RANKING



GROUP TWO SUGGESTED GOALS

(10 minute group presentation)

1. Re-align assessments (reading/literacy, math, and science) with measurable learning outcomes to better understand student achievement for more meaningful strategic planning.
2. Identify lowest academic performing student groups statewide and identify strategies and tactics to support learning improvement.
3. Build and sustain a unified, collaborative system of education leadership across the state that aligns goals, policies, and resources to advance student achievement.

GROUP TWO GOAL RANKING

1st



Re-align assessments w/ measurable outcomes

2nd



Build and sustain a unified, collaborative system of education leadership

3rd



Identify & support lowest-performing groups to improve learning

GROUP THREE SUGGESTED GOALS

(10 minute group presentation)

- Recognize and support the primary role of parents in the education of their children.

GROUP THREE GOAL RANKING

1st



Recognize/support the primary role of parents in the ed. of their kids

GROUP FOUR SUGGESTED GOALS

(10 minute group presentation)

1. Improve academic growth together w/achievement for all students
2. Enhance educator effectiveness
3. Simplify, streamline and limit the standard writing process
4. Provide incentives for innovation in public education

GROUP FOUR GOAL RANKING

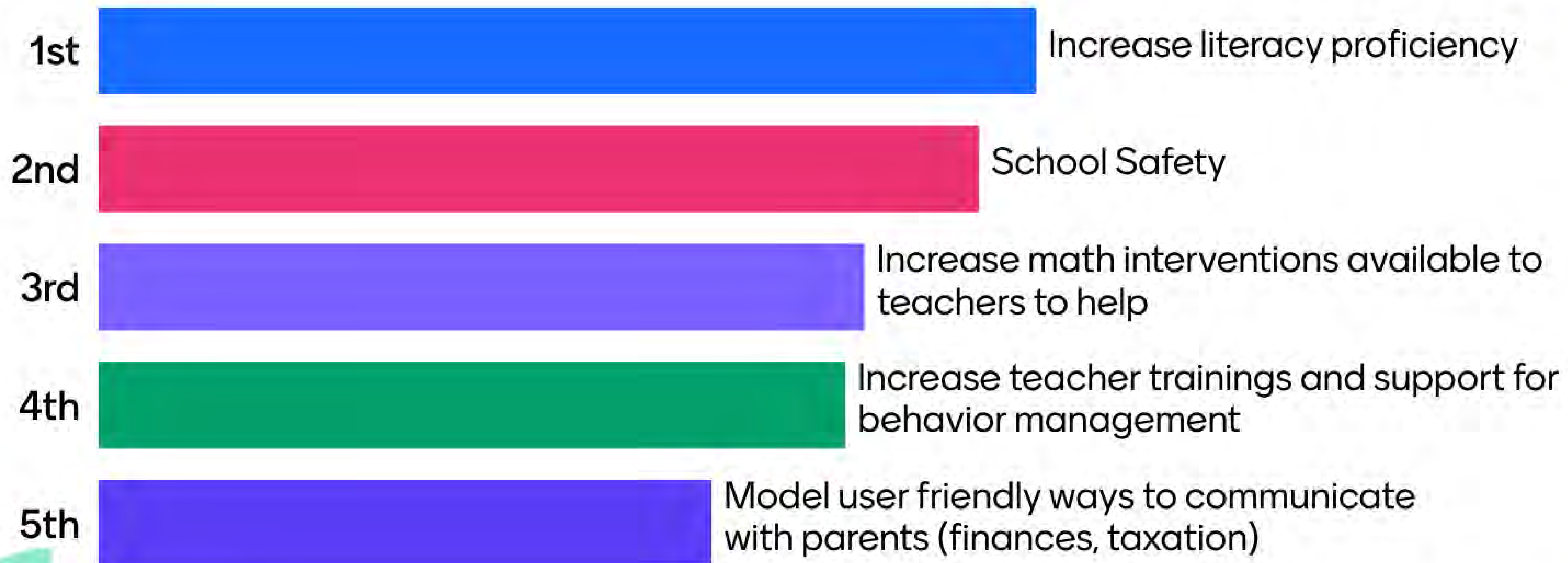


GROUP FIVE SUGGESTED GOALS

(10 minute group presentation)

1. Increase literacy proficiency
2. Increase math interventions available to teachers to help
3. School Safety
4. Increase teacher trainings and support for behavior management (or at least team lead)
5. Model user friendly ways to communicate with parents in writing especially about finances and taxation and other new initiatives and or curriculum

GROUP FIVE GOAL RANKING



Wrap-Up & Day 2 Preview

- Final questions and reflections
- Overview of Day 2 agenda
- Closing remarks (Chair Hymas)

Contact:

Dave Driggs, President & Senior Consultant

dave@mightypenguinconsulting.com

Anna Habben, Senior Strategic Planning Consultant:

anna@mightypenguinconsulting.com

Jill Colby, Client Manager:

jill@mightypenguinconsulting.com

Mighty. Penguin

Thank you

Timestamp	Email Address	List of names of those in your group:	Input your group's suggested goals. Please number clearly and keep concise.	Explain why each goal is important, include the rationale behind it.
8/22/2025 17:09:57	cindy.davis@schools.utah.gov	Joann Brinton and Cindy Davis	1. Increase literacy proficiency 2. Increase math interventions available to teachers to help 3. School Safety 4. Increase teacher trainings and support for behavior management (or at least team lead) 5. Model user friendly ways to communicate with parents in writing especially about finances and taxation and other new initiatives and or curriculum	1. If Utah students are scoring at high levels in math, the same students should also be able to perform at high levels in literacy. 2. We have a myriad of reading interventions. We need to increase intervention tools for teachers. 3. Safe from weapon violence, bullying, and predators 4. Cut down administrative need and increase academic learning time 5. Sometimes parents feel like decisions are made in a communication vacuum when in reality, the info available just isn't a user friendly format
8/22/2025 17:11:20	emily.green@schools.utah.gov	Joe Kerry, Matt Hymas, Emily Green	Recognize and support the primary role of parents in the education of their children. To get Jennie home before 9 tonight.	This is clear to everyone. Parents have to be involved in this process. We see what happens when they're not. This is clear to everyone.
8/22/2025 17:18:26	sarah.reale@schools.utah.gov	Cole, Randy, Sarah	1. Re-align assessments (reading/literacy, math, and science) with measurable learning outcomes to better understand student achievement for more meaningful strategic planning. 2. Identify lowest academic performing student groups statewide and identify strategies and tactics to support learning improvement. 3. Build and sustain a unified, collaborative system of education leadership across the state that aligns goals, policies, and resources to advance student achievement.	1. Our assessments aren't good indicators of performance, and then we spend time adjusting standards without knowing fully how well we are performing. We need to have a better alignment and agreement on how we measure student success. 2. We need to focus on lowest performing students first-- increasing their academic performance will help all of our students. What student groups are performing poorly and why? And what do they need to catch up to our high performing students? 3. Better align with legislature, local boards, LEAs, charters--possibly establishing regular statewide convenings of education leaders; or create shared frameworks for decision-making and accountability; and coordinate policy and funding priorities to strengthen capacity at all levels.

Timestamp	Email Address	List of names of those in your group:	Input your group's suggested goals. Please number clearly and keep concise.	Explain why each goal is important, include the rationale behind it.
			<p>The state board is fiscally responsible for tax payer money</p> <p>Every purchase contract directly overseen by the board must align with the strategic plan.</p> <p>Every tax payer dollars can be linked to academic outcomes.</p> <p>Impacting the legislative policies: Stabilization fund. Guarantee Levy</p> <p>Reduce the number of LEAs with financial corrective action plans by 50% compared to the 2023-2024 School Year.</p> <p>Evaluating so many programs a year and looking at the ROI.</p>	
8/22/2025 17:22:56	jennie.earl@schools.utah.gov	Leann, Erin, Jennie	<p>Academic</p> <p>Every student leaves with a knowledge-based and proficiency</p> <p>Standards that are clear for educators and parents.</p> <p>Math interventionist in the early grades and adequate support to the middle grades.</p> <p>Responsible use of technology. Restrictions that allow for childhood learning growth.</p> <p>Not over test students.</p> <p>Educator quality Increasing Professionalism for Educators</p> <p>Internal controls Quality of the products and processes we are providing for the field</p> <p>Internal controls Create actionable outcomes for audits</p>	Ran out of time

Timestamp	Email Address	List of names of those in your group:	Input your group's suggested goals. Please number clearly and keep concise.	Explain why each goal is important, include the rationale behind it.
8/22/2025 17:28:45	carol.lear@schools.utah.gov	Amanda, Christina, Carol	(1) Improve academic growth together w/achievement for all students; (2) Enhance educator effectiveness; (3) Simplify, streamline and limit the standard writing process; (4) Provide incentives for innovation in public education	(1) nothing matters if students don't learn in school; (2) nothing matters more than a great, effective teacher in a class--Board has some control over this through licensing, but employment is a local issue; (3) the Board should do this better--less arguing, wordsmithing, decide how to accept expert information; (4) think of this holistically--teacher culture, flexibility locally, can't set standards and innovate simultaneously. But Code gives Board this responsibility



Utah State Board of Education

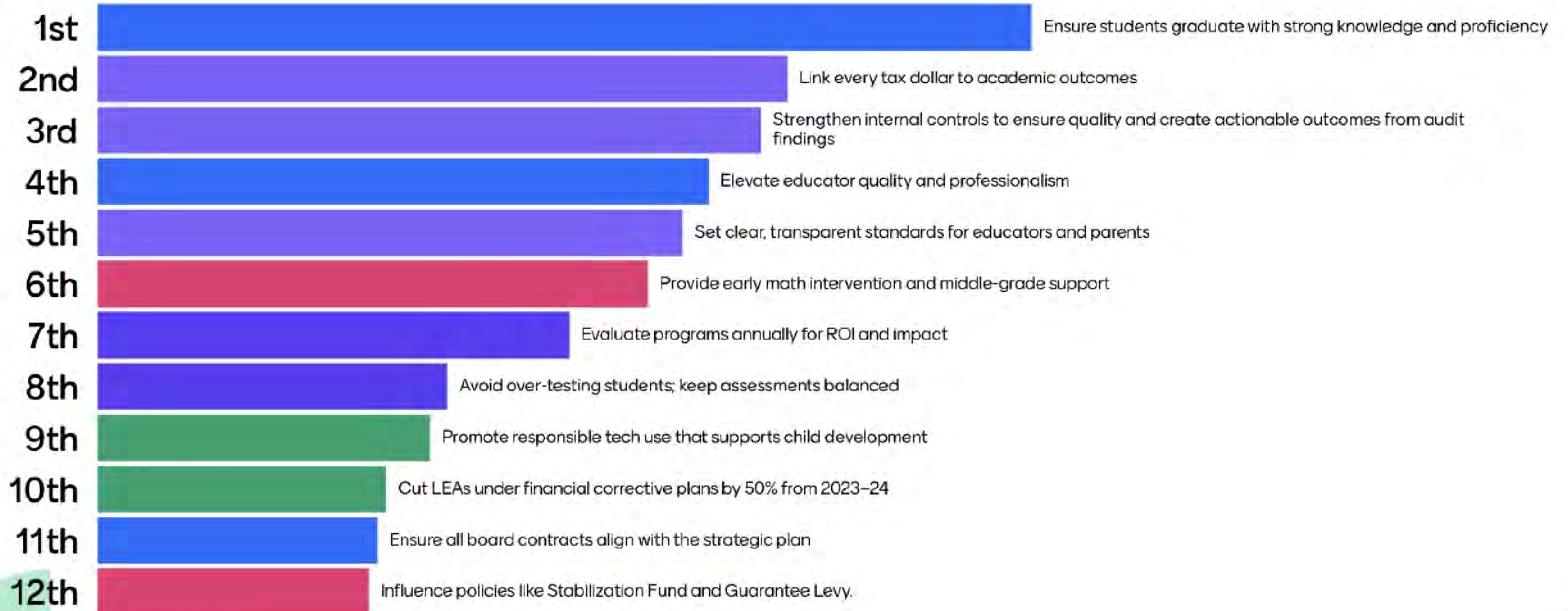
Strategic Planning Workshop: Day Two

Welcome & Setting the Stage

- Welcome
- Opening remarks from Vice Chair Wood
- Review goals from Day 1
- Confirming top-ranked goals
- What we need to accomplish in Day 2

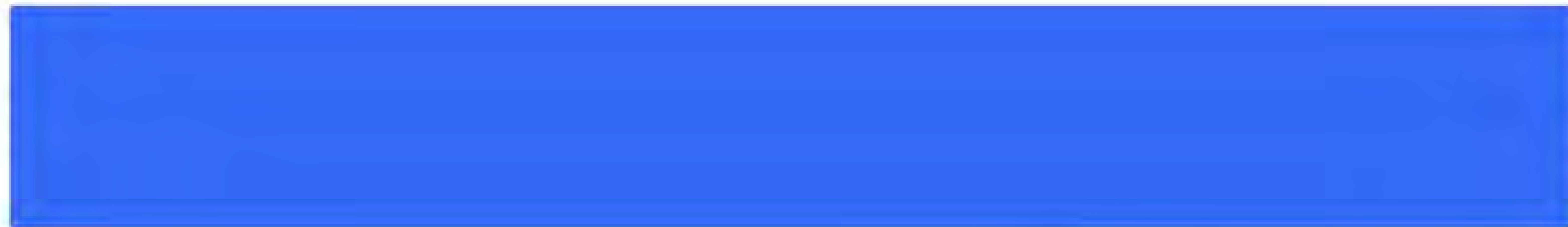
Opening Remarks, Vice Chair Wood

GROUP ONE GOAL RANKING



GROUP TWO GOAL RANKING

1st



Re-align assessments w/ measurable outcomes

2nd



Build and sustain a unified, collaborative system of education leadership

3rd



Identify & support lowest-performing groups to improve learning

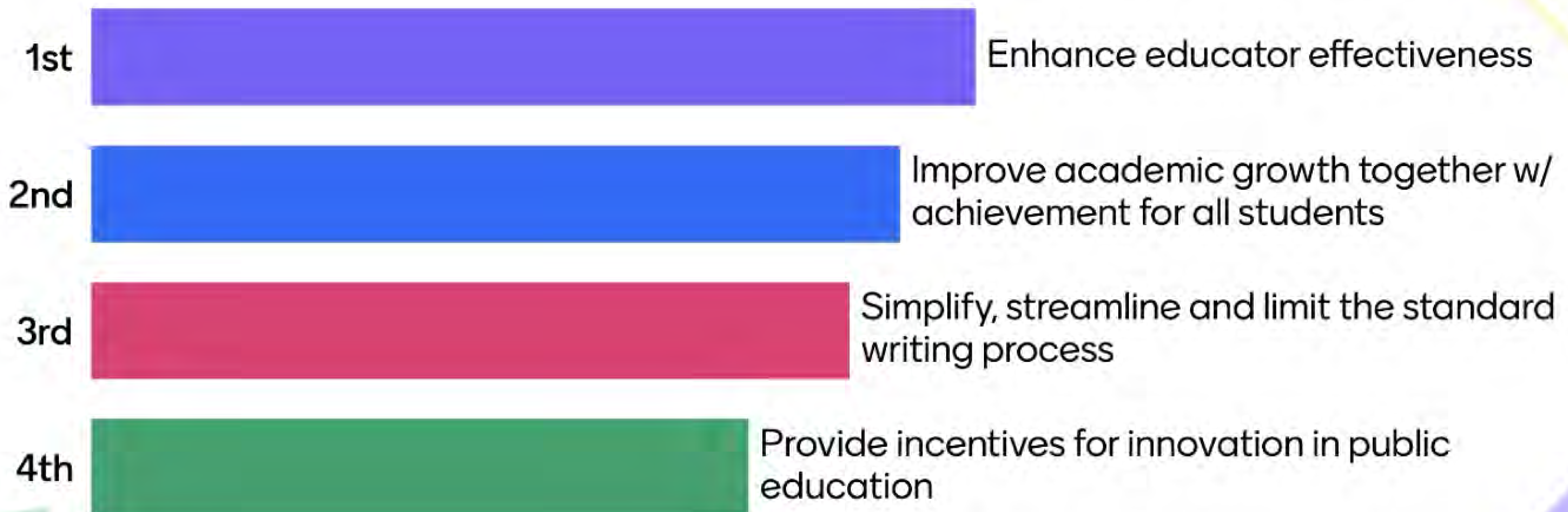
GROUP THREE GOAL RANKING

1st

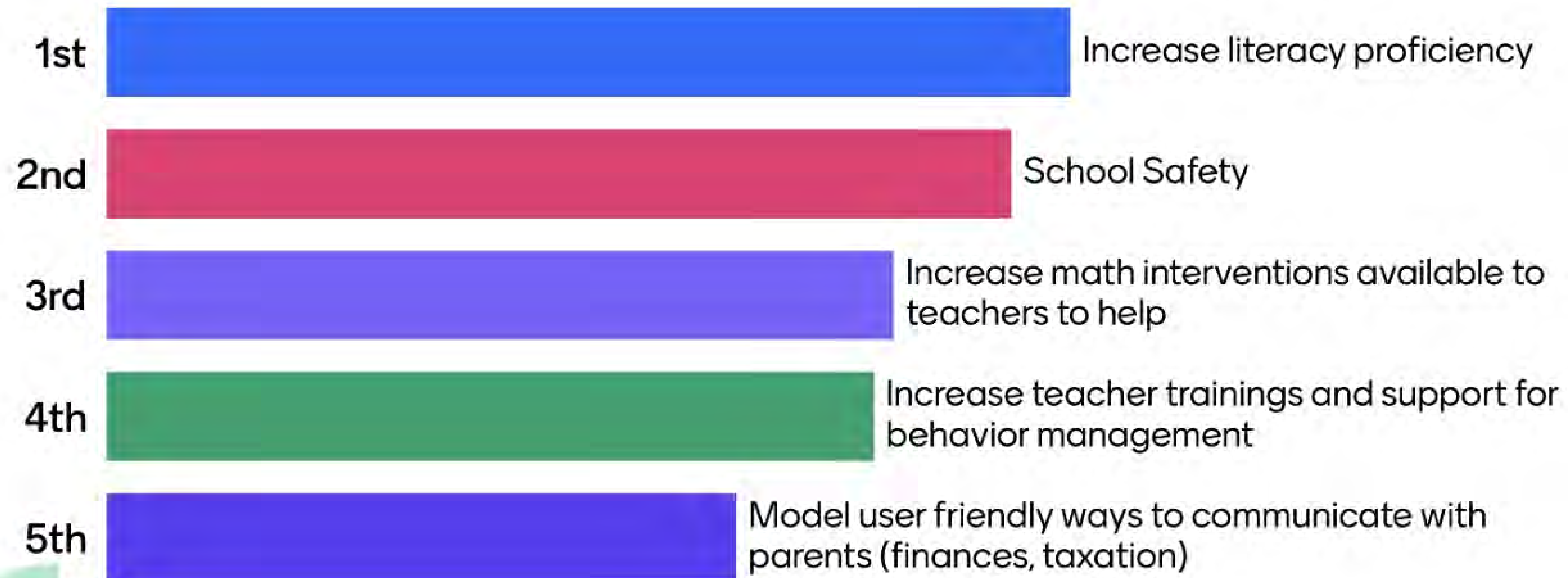


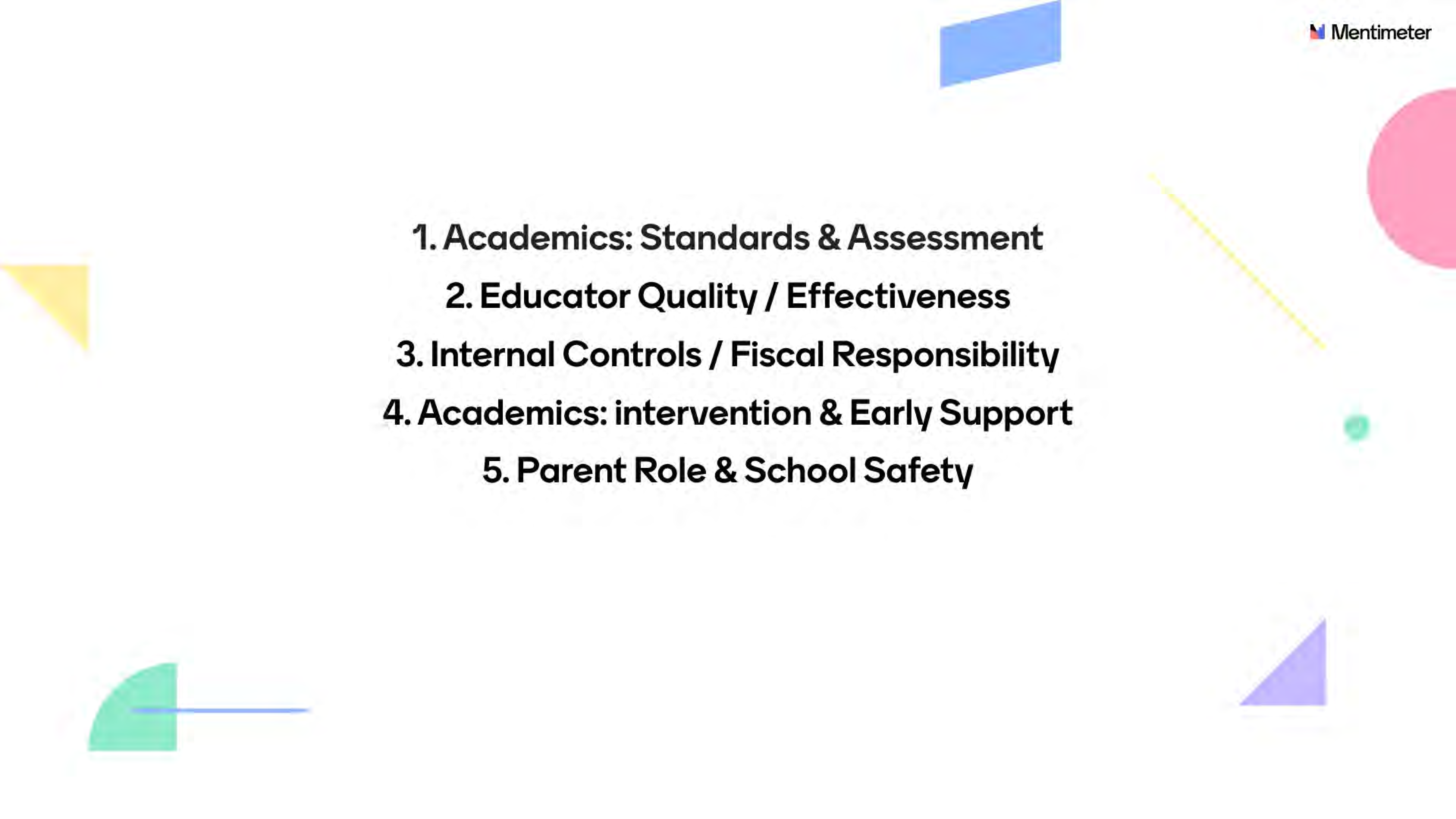
Recognize/support the primary role of parents in the ed. of their kids

GROUP FOUR GOAL RANKING



GROUP FIVE GOAL RANKING



- 
- 1. Academics: Standards & Assessment**
 - 2. Educator Quality / Effectiveness**
 - 3. Internal Controls / Fiscal Responsibility**
 - 4. Academics: intervention & Early Support**
 - 5. Parent Role & School Safety**

1. Academics: Standards & Assessment

Group One: "Academics: Every student leaves with a knowledge-based and proficiency"

Group One: "Standards that are clear for educators and parents"

Group Two: "Re-align assessments ... with measurable learning outcomes"

Group Four: "Improve academic growth together w/achievement for all students"

2. Educator Quality / Effectiveness:

Group One and Four: "Elevate educator quality and professionalism"

Group Five: "Increase teacher trainings and support for behavior management"

3. Internal Controls / Fiscal Responsibility

Group One: "Strengthen internal controls with quality processes and actionable audit outcomes"

Group One: "Internal controls: Create actionable outcomes for audits."

Group One: "Link every tax dollar to academic outcomes."

Group One: "Every purchase contract ... must align with the strategic plan"

Group One: "Evaluating so many programs a year and looking at the ROI"

Group One: "Reduce the number of LEAs with financial corrective action plans by 50%..."

4. Academic: Intervention & Early Support

Group One: "Math interventionists in early grades and adequate support in middle grades"

Group Five: "Increase math interventions available to teachers to help students"

Group Five: "Increase literacy proficiency."

Group Five: "Increase literacy proficiency" and "Increase math interventions ... to help students"

Group. : Identify& Support lowest-performing groups statewide and identify strategies to support."

5. Parent Role & School Safety

Group Three: "Recognize and support the primary role of parents in the education of their children"

Group Five: "Model user-friendly ways to communicate with parents in writing, especially about finances, taxation, curriculum."

Group 5 : School Safety

Goal 1: An aspirational outcome that provides direction and focus

Priority 1.1: A specific action that supports making a big impact.

Priority 1.2: A specific action that supports making a big impact.

Priority 1.3: A specific action that supports making a big impact.

The **goal** describes what you want to achieve ,
and the **priorities** are the actionable steps that bring it to life.

Breakout Groups – Priority Development

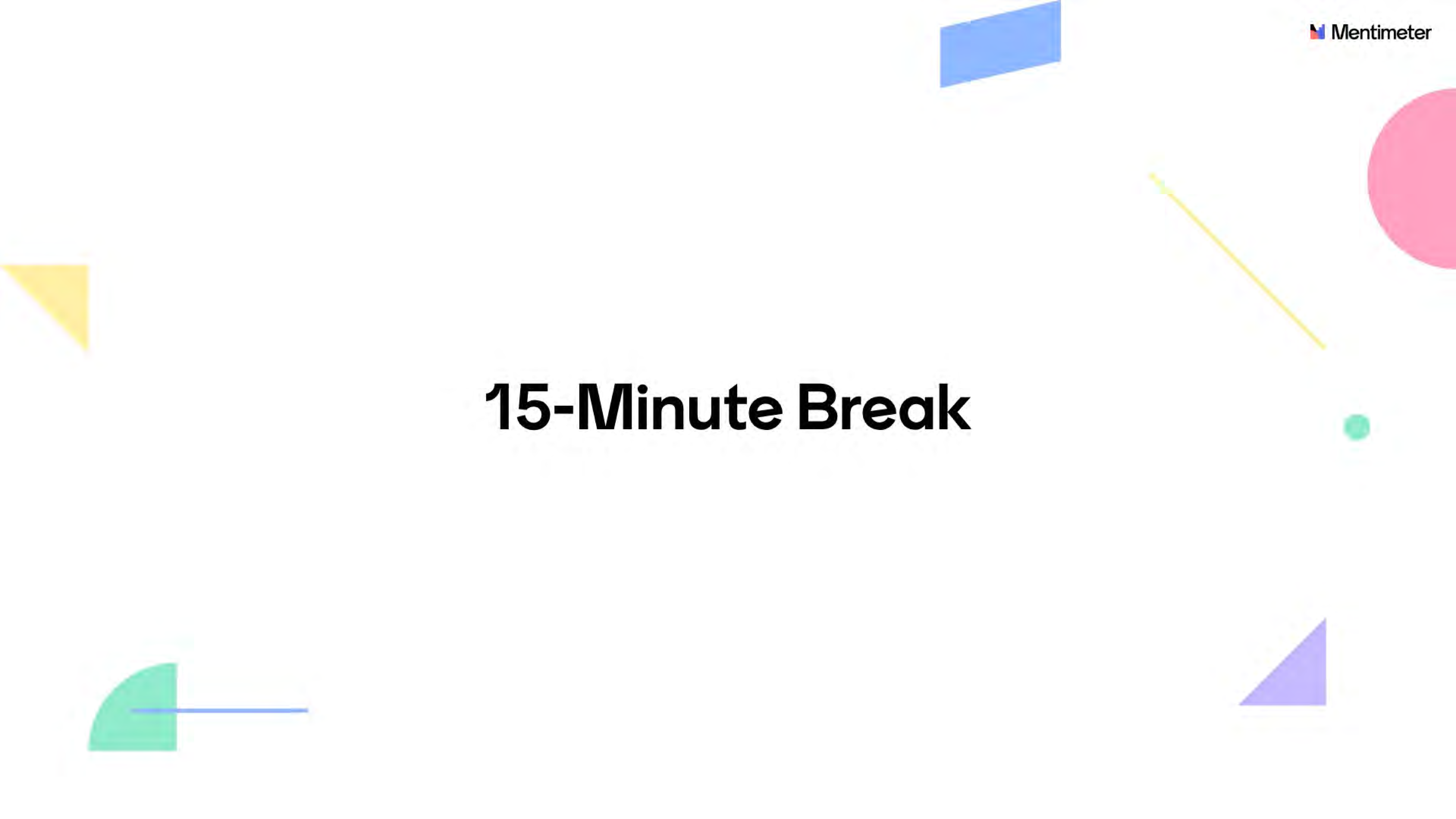
Group 1: LeAnn Wood, Joann Brinton, Matt Hymas

Group 2: Cole Kelley, Carol Lear

Group 3: Joe Kerry, Amanda Bollinger, Rod Hall

Group 4: Sarah Reale, Christina Boggess, Randy Boothe

Group 5: Cindy Davis, Emily Green



15-Minute Break

Priority Presentations & Ranking

- Presentations of proposed priorities (10 minutes each)
- Ranking exercise to identify highest rated goals

Group One

(10 minute Presentation)

Focus: Academics: Standards and Assessment

Refined Goal: Elevate student learning

Priorities:

1. Clearer standards that define knowledge, skills and expectations for teachers, parents, and students
2. Parent supports – relevance of education, understanding standards and assessments, parent rights and responsibilities
3. Rethinking assessments – using assessments to inform instruction, support parents in supporting their students with personalized feedback.

What additional priorities could be considered for group one?

Team one nailed it!

I want to ensure that our focus on assessments is narrowing the assessments being given and ensuring the data gathered by assessments is accurate and actionable.

Instructional training for educators would be helpful.

Create the school system that actually tests their academic growth but data outside of that. We need to address that our standards are suffocating innovation. We need to let teachers create and teach

Add a priority for Instruction and how a focus on instruction can elevate student academic achievement.

—in each priority, list students first —“parents” should be expanded to those who support students —not all taxpayers are parents!

There is a difference between clear and simple. Clear can be complex - yet simple can be high expectations. Words matter! We need to have fewer if any formalized assessments. This should be narrow

Consider clarifying the action step of the Board priority in relationship to parents. What specific action step could/would we prioritize?

What additional priorities could be considered for group one?

Be clear that the support for parents is related to creating better partnerships.

Clearer guidelines to measure assessments to determine success of standards. Ex: math test scores are great, but we hear we need to change them to improve achievement.

Using educators to describe all staff is a good idea..

Assessments should be narrow in scope and few in number.

Streamline and create alternate, clear paths vs eliminate licensing barriers?

Group Two

(10 minute Presentation)

Focus: Educator Quality/ Effectiveness

Refined Goal: Promote educator quality and effectiveness.

Priorities:

1. Identify effective teachers in various subject areas and incentivize them to share their skills with educational professionals throughout the state.
2. Eliminate licensing barriers to attract qualified professionals to public education.
3. Advocate for more competitive teacher compensation packages. Emphasizing starting salaries and retention of quality teachers.
4. Innovative practices to create flexibility and support systems to attract and retain professionals.

What additional priorities could be considered for group two?

It think this team missed the mark. It really has nothing to do with "effective" teaching.

Love the idea of childcare/coteaching or other ways to add flexibility for teachers

Change "eliminate" to "reduce"

I heard that American Fork only requires one educator to sign out when going to get soda.

Good priorities!

Where are the priorities instructional strategies?

Should we add a priority about increased quality of professional development or teacher training programs.

Educators actually being trained on that: Explicit instruction, classroom management, the science of learning, tenents of classical education,

What additional priorities could be considered for group two?

Great ideas. Need to be fleshed out with the tasks, but I like the direction. Would like to see some of our staff make their trainings on standards but also based on survey of teacher needs and asks

There needs to be some priority for teacher accountability to their content and to a high level of professionalism.

A sunset on trainings for veteran teachers

Fine tune the wording for educator licensing

Group Three

(10 minute group presentation)

Focus: Internal Controls/Fiscal Responsibility

Refined Goal: Oversight & Accountability

Priorities:

1. Clearly communicate required expectations
2. Increase risk identification & assessment
3. Monitor & support LEAs to ensure compliance
4. Direct performance improvement steps up to corrective action

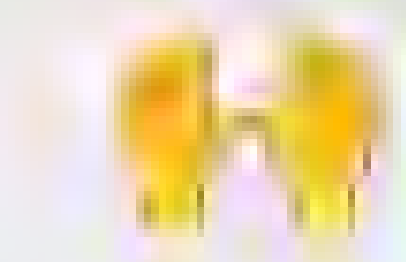
What additional priorities could be considered for group three?

I like it!

This should be an area where the superintendency is highly involved in crafting the strategies

I wish Joe had worn his yellow shoes.

Way to go Dream Team!



Wow. That was the best presentation ever. Can we do it again?

This was well done! It needs to be robust. But streamlining language is unnecessary. Finance is different from Sped... etc. That is okay.

This area has to emphasize preserving scarce \$\$ for students in classrooms

This area is where the rubber meets the road. It should be organized and it would be great for the board to understand this more

What additional priorities could be considered for group three?

. I wish we would add a component of how we can offer support to help LEAs get into compliance after an audit falls.

Finding the right balance of support, training, and accountability with LEAs is important

I like the step by step nature. Would like to see assignments with audit finds.

Finding a balance between board and staff will be a challenge.

4

GROUP FOUR

Focus: Intervention & Early Support

Refined Goal: Establish statewide, effective interventions and early support to close learning gaps.

Priorities:

1. Teaching and Learning Infrastructure:

- Ensure all schools have the resources, training, and accountability structures necessary to implement effective early academic interventions.
- Identify classroom based, systematic progress monitoring and intervention opportunities.
- Deliver Targeted Interventions: Train educators on focused, adaptable, structured teaching and learning (explicit instruction) and behavior mitigated classrooms.
- Advance the understanding that Multi Lingual Learners support systems can improve every student's learning.

GROUP FOUR (Continued)

Focus: Intervention & Early Support

Refined Goal: Establish statewide, effective interventions and early support to close learning gaps.

Priorities Continued:

2. Address non-academic barriers to learning through integrated student support systems.
 - Expand access to whole student supports, including counseling, mentoring, and family accountability, engagement, and communication.
3. Equip educators with a variety of interventions to accommodate a diverse learning community.

What additional priorities could be considered for group four?

Number 2 needs removed all together. It isn't appropriate in this space.

Well done. I like the emphasis on outreach and clarity.

The over arching goal should be to help all students rise.

Perhaps refining the goal to, Close learning gaps with early support

We often talk of intervention for striving learners, which I wholeheartedly support. We need to add extension training, so teachers can better personalize for students who have already mastered content

Consider moving "establish statewide effective interventions and early supports" as a priority for Goal 1: Elevate Student Learning

Place this group's work under the other "Academic" overarching goal to elevate student learning

—this area gets bogged down in jargon — what can the BOARD do in this area—we're overreaching into LEA roles — Board has no control over "family accountability"

What additional priorities could be considered for group four?

1.2 of the priorities is not the role of the USBE.

I really like the idea of this being a priority under the Elevate Student Learning. I also think we could end the sentence with student supports.

We need to address higher ed at large, our "partnership" with them and assess if they are teaching explicit instruction techniques, intervention techniques, etc. it should not be our job to train teach

Great thoughts- always looking to balance our proper role- providing equal opportunities for learning

GROUP FIVE SUGGESTED PRIORITIES

Focus: Parental Role and Safety

Goal: Respect our shared partnership with parents by keeping students safe and working together for an exceptional school experience.

Priorities:

1. School personnel, parents, police work together to create safety protocols. (violence, bullying and predators.)
2. Academic, Disciplinary and Safety policy and procedures are clear, well communicated and applied with consistency.
3. Increase academic time when you reduce behavioral distractions (USBE Trainings)
4. Model user-friendly ways to communicate with parents in writing, especially about finances, taxation, initiatives and curriculum.
5. Create a model policy about how to make schools more supportive and inviting.

What additional priorities could be considered for group five?

Remember we aren't in the business of training parents.

The high-level needs bifurcated. These don't go together.

High expectations are communicated and then met between the parents and the school

Consider how many students don't have strong family support.

This one is tricky with the role of the board and the role of the LEA. Good luck Mighty Penguin.

The overall go all need to be aligned with code. Presently, it is in conflict.

What is BOARD role? Parent culture is largely determined at LEA level—are we seriously considering auditing this?!?

Board members have an obligation to approve or not contracts, policies, rules, guidelines that help fulfill Utah code of parents being primary educators. Every vote either strengthen or weakens that

What additional priorities could be considered for group five?

We're expanding the definition in some ways of school safety to include several elements not within the typical school safety bills. This deserves a bigger

I would split the parental role and school safety into two goals. We know that parental engagement is critical to student success but I am wondering what role we have as a board with parents.

Great start. Understanding we can't control parental accountability, we can encourage partnership and offer model policies that make schools inviting. I like training to mitigate behaviors.

Considering splitting these into two. Not sure what control we have over these as a Board other than what is in law.

Our role vs LEA role key-

Parents are not partners with government. Parents hired government to teach their children

Separate School Safety from Parent Engagement as two separate goals

If the school stops taking and usurping the parental role, and verbally giving it back, we would see great change.

What additional priorities could be considered for group five?

It is not the Board's role to direct parent behavior.

30-Minute Lunch

Mission & Vision.

Vision

Describes the future you're working to create

Mission

Defines what you do and how you serve today.

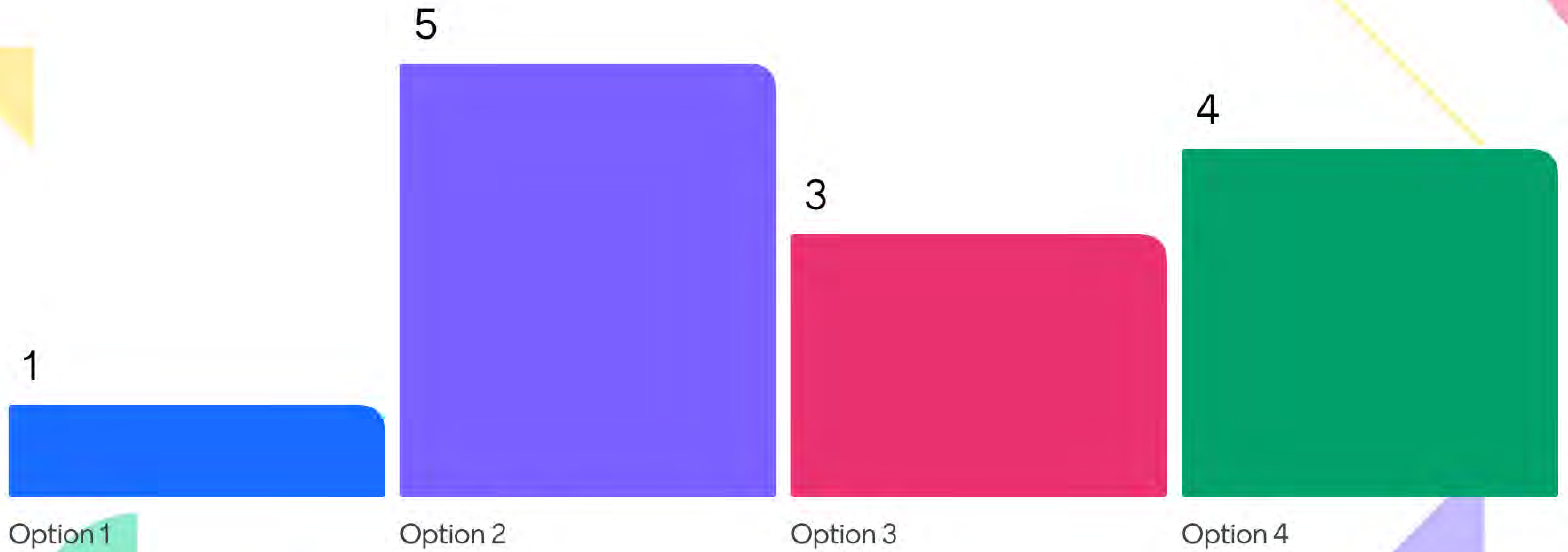
Mission and Vision

Option 1: Leave as is

Option 2: Small tweaks to current content, as suggested in survey results

Option 3: Add limited additional content to existing bullets

Option 4: Major content changes, restart mission and vision process



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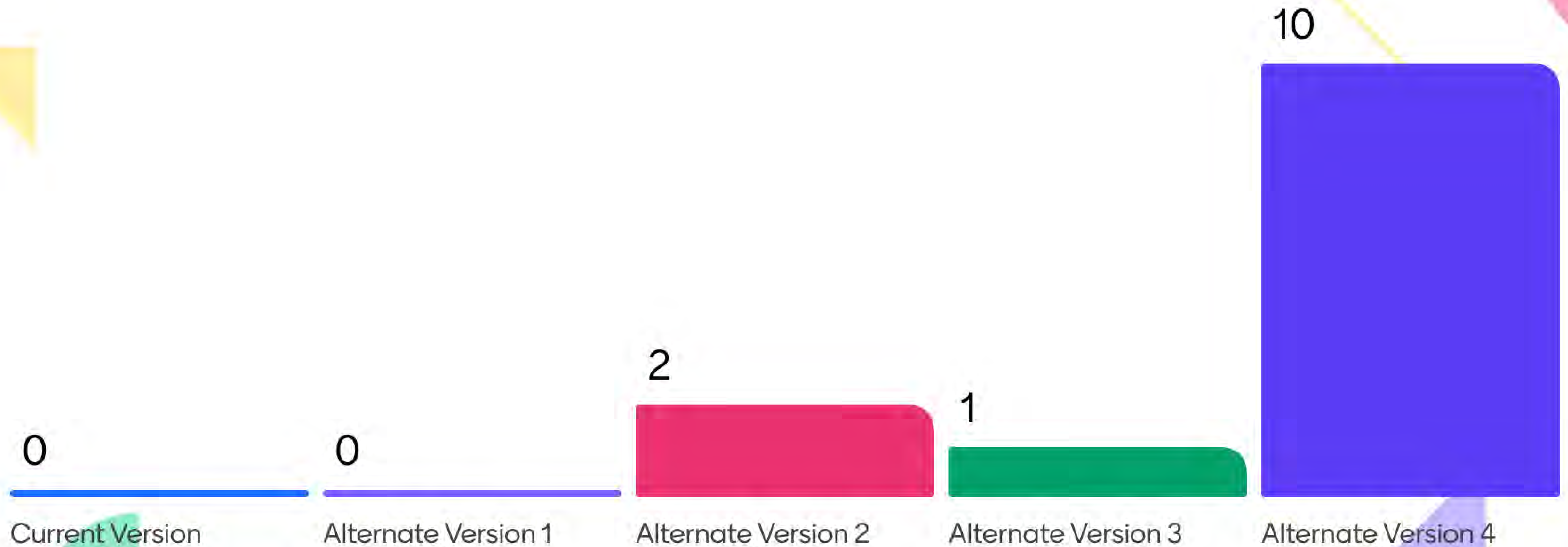
Keep Version 4

5



Start Over

Which mission and vision statement do you like best? (Choose one)



Vision: To open doors of opportunity for all Utah children:

- Utah graduates participate in civic responsibilities
- Utah graduates uphold and strengthen our constitutional republic
- Utah graduates provide for themselves and their families
- Utah graduates engages in post-secondary opportunities
- Utah graduates pursue personal goals and aspirations
- Utah graduates embody strong moral and social values

Wrap-Up & Day 2 Preview

- Final questions and reflections
- Overview of next steps (deliverable, post-workshop survey) and timeline (voting)
- Closing remarks and acknowledgments (Chair Hymas)

Contact:

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Mighty. Penguin

Thank you

Timestamp	Email Address	Who was in your breakout group?	What was your assigned goal/priority focus area?	Please enter your refined goal(s)?	Please list your suggested priorities for that goal.
8/23/2025 10:22:24	lwood7@gmail.com	Matt Hyman, Joann Britton, LeAnn Wood	Academics: Standards and Assessment	Elevate student learning	1. Clearer standards that define knowledge, skills and expectations for teachers, parents, and students 2. Parent supports – relevance of education, understanding standards and assessments, parent rights and responsibilities 3. Rethinking assessments – using assessments to inform instruction, support parents in supporting their students with personalized feedback.
8/23/2025 10:25:11	amanda.bollinger@schools.utah.gov	Joseph Kerry, Rod Hall, & Amanda Bollinger	Internal Controls/Fiscal Responsibility	Oversight & Accountability	1) Clearly communicate required expectations 2) Increase risk identification & assessment 3) Monitor & support LEAs to ensure compliance 4) Take performance improvement steps up to corrective action
8/23/2025 10:32:00	sarah.reale@schools.utah.gov	Randy Christina	Academic: Intervention & Early Support	Establish statewide, effective interventions and early support to close learning gaps.	Priority 1: Teaching and Learning Infrastructure Ensure all schools have the resources, training, and accountability structures necessary to implement effective early academic interventions. Identify classroom based, systematic progress monitoring and intervention opportunities. Deliver Targeted Interventions: Train educators on focused, adaptable, structured teaching and learning (explicit instruction) and behavior mitigated classrooms. Advance the understanding that Multi Lingual Learners support systems can improve every student's learning. Priority 2: Address non-academic barriers to learning through integrated student support systems. Expand access to whole student supports, including counseling, mentoring, and family accountability, engagement, and communication. Priority 3: Equip educators with a variety of interventions to accommodate a diverse learning community.
8/23/2025 10:35:26	ckelley@alpinedistrict.org	Carol Lear and Cole Kelley	Educator Quality/ Effectiveness	Promote educator quality and effectiveness.	Priority 1.1: Identify effective teachers in various subject areas and incentivize them to share their skills with educational professionals throughout the state. Priority 1.2: Eliminate licensing barriers to attract qualified professionals to public education. Priority 1.3: Advocate for more competitive teacher compensation packages. Emphasizing starting salaries and retention of quality teachers. Priority 1.4: Innovative practices to create flexibility and support systems to attract and retain professionals.
8/23/2025 10:37:37	emily.green@schools.utah.gov	Cindy Davis, Emily Green	Parents and Safety	Respect our shared partnership with parents by keeping students safe and working together for an exceptional school experience.	Create a model policy about how to make schools more supportive and inviting. 4. Model user-friendly ways to communicate with parents in writing, especially about finances, taxation, initiatives and curriculum.1. Safety: School personnel, parents, police work together to create safety protocols. (violence, bullying and predators.) 2. Academic, Disciplinary and Safety policy and procedures are clear, well communicated and applied with consistency. 3. Increase academic time when you reduce behavioral distractions (USBE Trainings)

USBE WORKSHOP: DAY ONE SESSION NOTES

3:00 – 3:30 PM | Welcome & Setting the Stage

Facilitator: Mighty Penguin & Vice Chair Wood

Purpose: Establish a collaborative tone, ensure all participants understand the workshop goals and process.

Notes:

The Utah State Board of Education held a strategic planning workshop focused on developing and voting on 3-5 strategic goals with their associated priorities by September 4th. The meeting began with introductions and setup of technical equipment.

The meeting began with introductions, where facilitators from Mighty Penguin Consulting, Anna Habben and Dave Driggs, greeted the attendees, emphasizing their appreciation for the participants' work in K-12 education. Anna highlighted Mighty Penguin's mission to support nonprofits and government organizations, comparing them to "mighty penguins" overcoming challenges, and expressed optimism about the upcoming sessions. Attendees were encouraged to introduce themselves, as the organizers aimed to foster familiarity among participants.

Vice Chair Wood took a few minutes to express her hopes for the session and stressed that actions that take place at the Workshop will have an impact on student outcomes.

Anna reviewed the agenda and explained that the primary focus of the workshop would be on establishing 3-5 strategic goals with their associated priorities, with the board needing to vote on them by September 4th. The board members were reminded to approach the process with respect and open-mindedness, as the goal was to create a focused set of goals on which the Board is aligned that will guide their work and impact students.

3:30 – 4:15 PM | Survey Review

Facilitator: Mighty Penguin

Purpose: Review insights from pre-workshop surveys to inform goals.

Anna presented the results and an analysis of the Pre-Workshop Survey to the board, specifically highlighting areas of existing alignment among board members. She reviewed information collected on values, the mission and vision, the role of the board as it relates to its various

stakeholders, strengths and weaknesses of K-12 education in Utah, and a set of guidelines for the strategic planning process that was developed from board feedback in the survey. Board participants were instructed to use the information in the survey report to shape their initial brainstorming of potential goals. After outlining strategic goal-setting principles, Anna explained the process for breakout groups, emphasizing the importance of considering stakeholder perspectives and maintaining alignment with the board's role and authority. The group was instructed to use Google Forms to document their goals and discussions, with designated leaders preparing to present their findings.

4:15 – 5:15 PM | Breakout Groups – Initial Goal Development

Facilitator: Mighty Penguin

Purpose: Develop clear, actionable strategic goals.

Breakout Group Assignments:

5:30 – 6:45 PM | Goal Presentations & Ranking

Facilitator: Mighty Penguin

Purpose: Consolidate and prioritize strategic goals.

After brainstorming in their breakout groups, the board members reconvened to present their goals. After taking 5-10 minutes to present their goals, each group took a limited number of questions and feedback. Then all board members were asked to rank the suggested goals in Menti. That information was collected by Mighty Penguin to establish top priorities of the board. The top-ranked goals are highlighted in blue.

Group: LeAnn, Erin, Jennie

Goals:

- Educator quality:
 - **Increasing Professionalism for Educators**
- Internal Controls:
 - The state board is fiscally responsible for tax payer money
 - Quality of the products and processes we are providing for the field
 - **Create actionable outcomes for audits**
 - Every purchase contract directly overseen by the board must align with the strategic plan.
 - **Every tax payer dollars can be linked to academic outcomes.**

- Academic:
 - **Every student leaves with a knowledge-based and proficiency**
 - **Standards that are clear for educators and parents.**
 - Math interventionist in the early grades and adequate support to the middle grades.
 - Responsible use of technology. Restrictions that allow for childhood learning growth.
 - Not over test students.
 - Evaluating so many programs a year and looking at the ROI
- Impacting the legislative policies: Stabilization fund. Guarantee Levy
- Reduce the number of LEAs with financial corrective action plans by 50% compared to the 2023-2024 School Year.

Group: Cole, Randy, Sarah

Goals:

- **Re-align assessments (reading/literacy, math, and science) with measurable learning outcomes to better understand student achievement for more meaningful strategic planning.**
- **Identify lowest academic performing student groups statewide and identify strategies and tactics to support learning improvement.**
- Build and sustain a unified, collaborative system of education leadership across the state that aligns goals, policies, and resources to advance student achievement.

Group: Joe Kerry, Matt Hymas, Emily Green

Goals:

- Recognize and support the primary role of parents in the education of their children.

Group: Amanda, Christina, Carol

Goals:

- **Improve academic growth together w/achievement for all students**
- **Enhance educator effectiveness**
- Simplify, streamline and limit the standard writing process
- Provide incentives for innovation in public education

Group: Joann Brinton and Cindy Davis

Goals:

- **Increase literacy proficiency**
- **Increase math interventions available to teachers to help**

- School Safety
 - Increase teacher trainings and support for behavior management (or at least team lead)
 - Model user friendly ways to communicate with parents in writing especially about finances and taxation and other new initiatives and or curriculum
-

6:45 – 7:00 PM | Wrap-Up & Day 2 Preview

At the close of Day One, facilitators thanked all the participants for their hardwork, praised their progress, and let them know what to expect in Day Two. Participants were reminded that breakfast would be available at 8 AM and that the Workshop Day Two would begin promptly at 9 AM.

USBE WORKSHOP: DAY TWO SESSION NOTES

9:00 – 9:30 AM | Welcome & Day 2 Kickoff

Facilitator: Mighty Penguin & Vice Chair Wood

Purpose: Revisit Day 1 outcomes and set priorities for the day.

Anna welcomed everyone back to the workshop. She emphasized the need to continue to focus on productivity and concrete outcomes rather than continuous discussion. She reviewed the work from Day One, including the goals identified by each group and noting their rankings. She then presented those goals divided into themed focus areas that were identified as points of common interest to the Board. The focus area included:

- Academics: Standards & Assessment
- Educator Quality / Effectiveness
- Internal Controls / Fiscal Responsibility
- Academics: Intervention & Early Support
- Parent Role & School Safety

Anna explained that for the next breakout session, each group would be assigned one focus area and they were to refine a single goal under that focus area and then identify corresponding

actionable priorities to achieve that goal. Board members were reminded that the goal should be an aspirational outcome and the priorities should be actionable steps used to achieve the goal.

9:30 – 10:30 AM | Breakout Groups – Priority Development

Facilitator: Mighty Penguin

Group Assignments:

- Group 1: LeAnn Wood, Joann Brinton, Matt Hymas
 - Group 2: Cole Kelley, Carol Lear
 - Group 3: Joe Kerry, Amanda Bollinger, Rod Hall
 - Group 4: Sarah Reale, Christina Boggess, Randy Boothe
 - Group 5: Cindy Davis, Emily Green
-

10:45 AM – 12:00 PM | Priority Presentations & Ranking

Facilitator: Mighty Penguin

Purpose: Finalize and rank the most critical priorities.

After the breakout session, Board members reconvened to share their identified goals and priorities. Groups were each given five minutes to present their goals and another five minutes to take feedback and answer questions from the other board members. Then, Board members participated in an interactive Menti exercise where they could enter their feedback about the goal and priorities to be captured in the Menti presentation and later used by the facilitators to analyze alignment on the goals and make some minor edits to the content prior to the Board's September 4th vote.

Group 1: LeAnn Wood, Joann Brinton, Matt Hymas

Focus Area 1: Academics: Standards & Assessment

Goal: Elevate student learning

Priorities:

- Clear standards that define knowledge, skills, and expectations for educators, parents, and students
- Parent supports – relevance of education, understanding standards and assessments, parent rights and responsibilities
- Rethinking assessments – using assessments to inform instruction, support parents in supporting their students with personalized feedback.

Menti Feedback:

- *Assessments should be narrow in scope and few in number*
- *Clearer guidelines to measure assessments to determine success of standards. Ex: math test scores are great, but we hear we need to change them to improve achievement.*
- *Consider clarifying the action step of the Board priority in relationship to parents. What specific action step could/would we prioritize?*
- *—in each priority, list students first —“parents” should be expanded to those who support students —not all taxpayers are parents!*
- *Create a school system that actually tests their academic growth, not data outside of that. We need to address that our standards are suffocating innovation. We need to let teachers create and teach.*
- *I want to ensure that our focus on assessments is narrowing the assessments being given and ensuring the data gathered by assessments is accurate and actionable.*
- *Be clear that the support for parents is related to creating better partnerships.*
- *There is a difference between clear and simple. Clear can be complex - yet simple can be high expectations. Words matter! We need to have fewer if any formalized assessments. This should be narrow*
- *Add a priority for Instruction and how a focus on instruction can elevate student academic achievement.*
- *Instructional training for educators would be helpful.*

Group 2: Cole Kelley, Carol Lear

Focus Area 2: Educator Quality / Effectiveness

Goal: Promote educator quality and effectiveness

Priorities:

- Identify effective teachers in various subject areas and incentivize them to share their skills with educational professionals throughout the state.
- Eliminate licensing barriers to attract qualified professionals to public education.
- Advocate for more competitive teacher compensation packages. Emphasizing starting salaries and retention of quality teachers.
- Innovative practices to create flexibility and support systems to attract and retain professionals.

Menti Feedback:

- *I think this team missed the mark. It really has nothing to do with “effective” teaching.*
- *Change “eliminate” to “reduce”*
- *Good priorities!*
- *Should we add a priority about increased quality of professional development or teacher training programs.*

- *Great ideas. Need to be fleshed out with the tasks, but I like the direction. Would like to see some of our staff make their trainings on standards but also based on survey of teacher needs and asks*
- *A sunset on trainings for veteran teachers*
- *Love the idea of childcare/coteaching or other ways to add flexibility for teachers*
- *Where are the priorities for instructional strategies?*
- *Educators actually being trained on that: Explicit instruction, classroom management, the science of learning, tenets of classical education*
- *There needs to be some priority for teacher accountability to their content and to a high level of professionalism*
- *Fine tune the wording for educator licensing*
- *Streamline and create alternate, clear paths vs eliminate licensing barriers?*
- *Using educators to describe all staff is a good idea.*

Group 3: Joe Kerry, Amanda Bollinger, Rod Hall

Focus Area 3: Internal Controls / Fiscal Responsibility

Goal: Oversight and Accountability

Priorities:

- Clearly communicate required expectations
- Increase risk identification & assessment
- Monitor & support LEAs to ensure compliance
- Direct performance improvement steps up to corrective action

Menti Feedback:

- *This area has to emphasize preserving scarce \$\$ for students in classrooms*
- *I wish we would add a component of how we can offer support to help LEAs get into compliance after an audit falls.*
- *I like the step by step nature. Would like to see assignments with audit finds.*
- *This should be an area where the superintendency is highly involved in crafting the strategies*
- *This was well done! It needs to be robust. But streamlining language is unnecessary. Finance is different from Sped... etc. That is okay.*
- *This area is where the rubber meets the road. It should be organized and it would be great for the board to understand this more*
- *Finding the right balance of support, training, and accountability with LEAs is important*
- *Finding a balance between board and staff will be a challenge.*

Group 4: Sarah Reale, Christina Boggess, Randy Boothe

Focus Area 4: Academics: Intervention & Early Support

Goal: Establish statewide, effective interventions and early support to close learning gaps

Priorities:

- Teaching and Learning Infrastructure:
 - Ensure all schools have the resources, training, and accountability structures necessary to implement effective early academic interventions.
 - Identify classroom based, systematic progress monitoring and intervention opportunities.
 - Deliver Targeted Interventions: Train educators on focused, adaptable, structured teaching and learning (explicit instruction) and behavior mitigated classrooms.
 - Advance the understanding that Multi Lingual Learners support systems can improve every student's learning.
- Address non-academic barriers to learning through integrated student support systems.
 - Expand access to whole student supports, including counseling, mentoring, and family accountability, engagement, and communication.
- Equip educators with a variety of interventions to accommodate a diverse learning community.

Menti Feedback:

- *Number 2 needs to be removed altogether. It isn't appropriate in this space.*
- *The overarching goal should be to help all students rise.*
- *We often talk of intervention for striving learners, which I wholeheartedly support. We need to add extension training, so teachers can better personalize for students who have already mastered content*
- *Place this group's work under the other "Academic" overarching goal to elevate student learning*
- *1.2 of the priorities is not the role of the USBE.*
- *We need to address higher ed at large, our "partnership" with them and assess if they are teaching explicit instruction techniques, intervention techniques, etc. it should not be our job to train teachers*
- *Well done. I like the emphasis on outreach and clarity.*
- *Perhaps refining the goal to, Close learning gaps with early support*
- *Consider moving "establish statewide effective interventions and early supports" as a priority for Goal 1: Elevate Student Learning*
- *—this area gets bogged down in jargon —what can the BOARD do in this area—we're overreaching into LEA roles —Board has no control over "family accountability"*
- *I really like the idea of this being a priority under the Elevate Student Learning. I also think we could end the sentence with student supports.*
- *Great thoughts- always looking to balance our proper role- providing equal opportunities for learning*

Group 5: Cindy Davis, Emily Green

Focus Area 5: Parent Role & School Safety

Goal: Respect our shared partnership with parents by keeping students safe and working together for an exceptional school experience.

Priorities:

- School personnel, parents, police work together to create safety protocols. (violence, bullying and predators.)
- Academic, Disciplinary and Safety policy and procedures are clear, well communicated and applied with consistency
- Increase academic time when you reduce behavioral distractions (USB E Trainings)
- Model user-friendly ways to communicate with parents in writing, especially about finances, taxation, initiatives and curriculum.
- Create a model policy about how to make schools more supportive and inviting.

Menti Feedback:

- *Remember we aren't in the business of training parents.*
- *High expectations are communicated and then met between the parents and the school*
- *This one is tricky with the role of the board and the role of the LEA.*
- *What is BOARD role? Parent culture is largely determined at LEA level—are we seriously considering auditing this?!?*
- *We're expanding the definition in some ways of school safety to include several elements not within the typical school safety bills. This deserves a bigger*
- *Great start. Understanding we can't control parental accountability, we can encourage partnership and offer model policies that make schools inviting. I like training to mitigate behaviors.*
- *Our role vs LEA role key*
- *Separate School Safety from Parent Engagement as two separate goals*
- *It is not the Board's role to direct parent behavior.*
- *The high-level needs bifurcated. These don't go together.*
- *Consider how many students don't have strong family support.*
- *The overall goal needs to be aligned with code. Presently, it is in conflict.*
- *Board members have an obligation to approve or not contracts, policies, rules, guidelines that help fulfill Utah code of parents being primary educators. Every vote either strengthens or weakens that.*
- *I would split the parental role and school safety into two goals. We know that parental engagement is critical to student success but I am wondering what role we have as a board with parents.*

- *Considering splitting these into two. Not sure what control we have over these as a Board other than what is in law.*
 - *Parents are not partners with government. Parents hired government to teach their children*
 - *If the school stops taking and usurping the parental role, and verbally giving it back, we would see great change.*
-

12:30 – 1:30 PM | Mission & Vision Alignment

Facilitator: Mighty Penguin

Purpose: Ensure strategic goals and priorities align with mission and vision.

Prior to the Workshop, and given the time constraints and primary focus of the Workshop addressing strategic goals, facilitators chose to only dedicate the last hour of the Workshop to a conversation about the Mission and Vision statements to ensure the identified goals were in line. Facilitators came prepared to review the current Mission and Vision and four alternative versions that retained the original, voted-on text, but with minor adjustments to address issues that kept Board members from feeling satisfied with the statements, as reflected in the Pre-Retreat Survey. Facilitators noted that while there were some outliers who were very unhappy with the Mission and Vision, most expressed small requests to change the order of the statements and add some clarifying language.

Given the time constraints of the Workshop—and in line with the majority of feedback received in the pre-workshop survey—the facilitators determined it would be most effective to present a limited set of mission and vision options. These options prioritized retained the existing language, with adjustments made to address comments regarding the order of the statements and to clarify that the mission and vision prioritize a focus on students. The options provided to Board members for ranking were included in their *Survey Results and Worksheets* packet.

On Saturday morning, facilitators received emails from Joseph Kerry and Cindy Davis with suggested additions and complete revisions that they requested be included in the afternoon vote. Because the facilitators aimed to stick to existing language, but wanted to acknowledge the thoughts shared by Members Kerry and Davis, they adjusted their approach and first assess whether Board members preferred one of the four following options:

1. Leaving the mission/vision statements alone
2. Making small tweaks to the current statements, as suggested in survey results
3. Adding limited additional content to the existing bullet points

4. Making major content changes, restarting mission and vision process

Option Two received the highest ranking but did not secure a majority. The group then chose to rank the facilitator-suggested edits and vote on whether to adopt the top option or restart the process at a later time. Ten Board members identified Alternate Version 4 as their preferred Mission and Vision Statement. In the subsequent vote, seven members supported keeping Alternate Version 4, while five favored starting over.

There were strong feelings throughout the session, as we discussed what steps could be taken during the session and what steps would necessitate starting the process over from scratch. Board members took a five minute break mid-session to convene and calm down before returning to discuss the matter.

Outside of the last vote to adopt Alternate Version 4 or restart the process, there was no clear resolution to the topic. The Mission and Vision remains a point of tension among the Board with many members who participated in developing the current mission and vision favor making only slight adjustments to strengthen alignment, while some newer members feel the existing statements do not adequately reflect the content they would like to see included.

1:30 – 2:00 PM | Closing Session & Next Steps

Facilitator Mighty Penguin & Chair Hymas

Purpose: Conclude workshop with clarity on implementation.

After the Mission and Vision session, facilitators thanked the Board members for their participation and expressed again how much they accomplished during the Strategic Goal and Priority sessions. Chair Hymas also thanked the Board and acknowledged the difficulty of these tasks. Everyone aimed to end the Workshop on a more positive note of what was accomplished while acknowledging that there is more work to be done.

USBE Post-Workshop Survey

12 responses

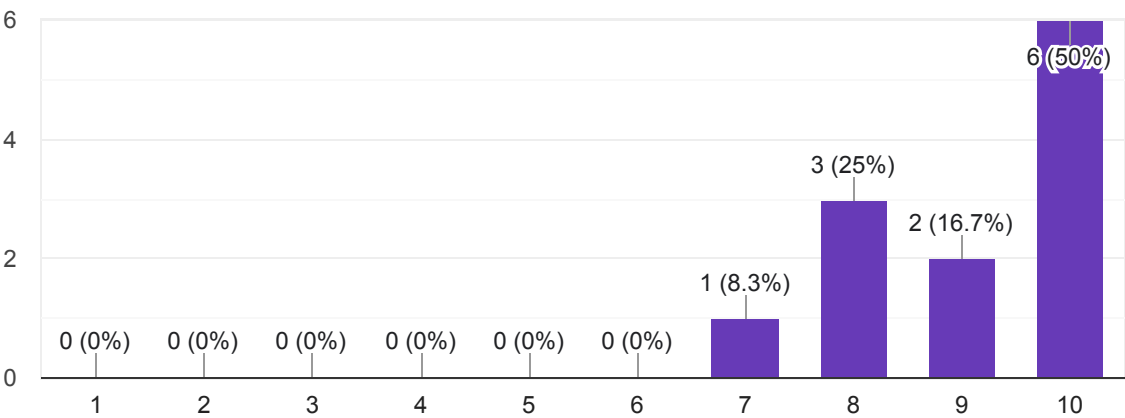
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Under the focus area of "Academics: Standards and Assessment," the following goal and priorities have been identified.

On a scale of 1 to 10, how aligned are you with the general intention of this **goal**?

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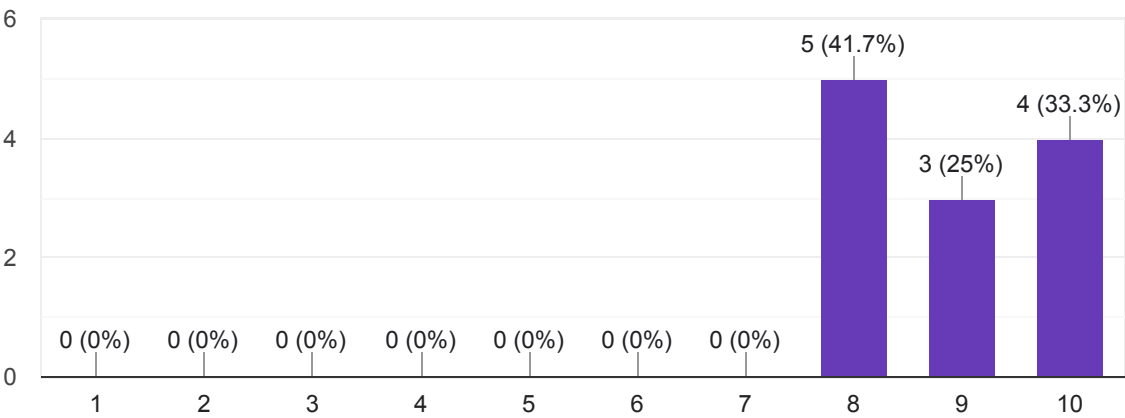
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #1**?

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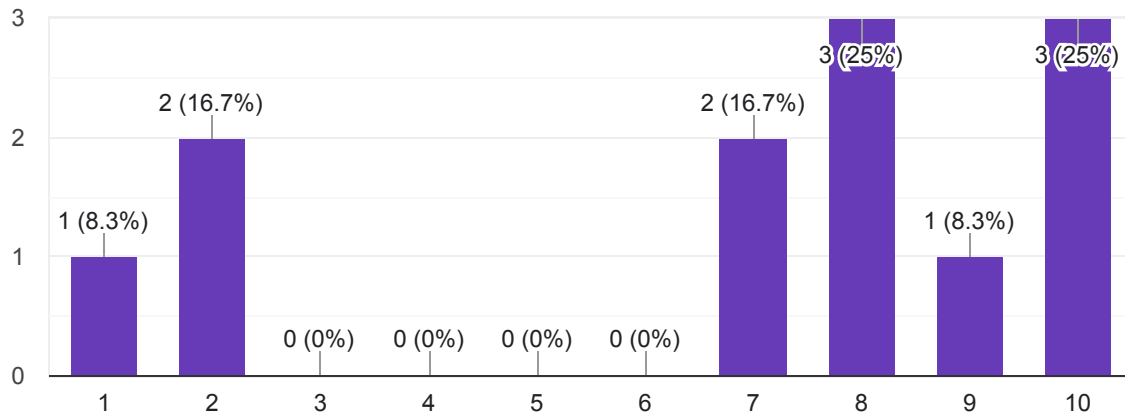
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #2?**

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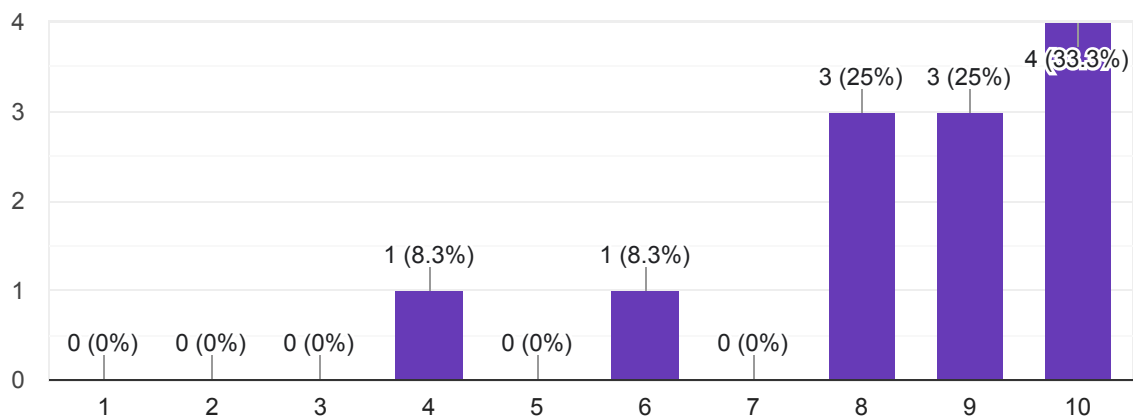
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #3?**

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12 responses



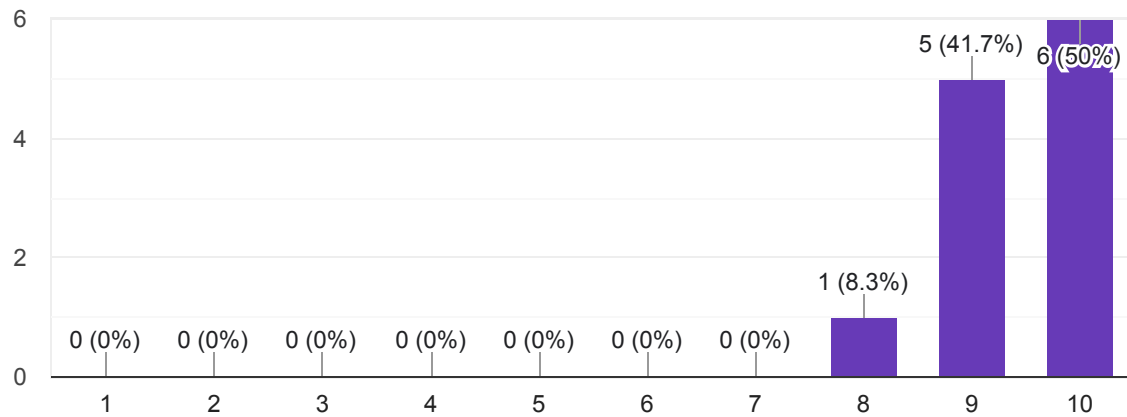
Under the focus area of "Educator Quality/ Effectiveness," the following goal and priorities have been identified.



On a scale of 1 to 10, how aligned are you with the general intention of this **goal**?

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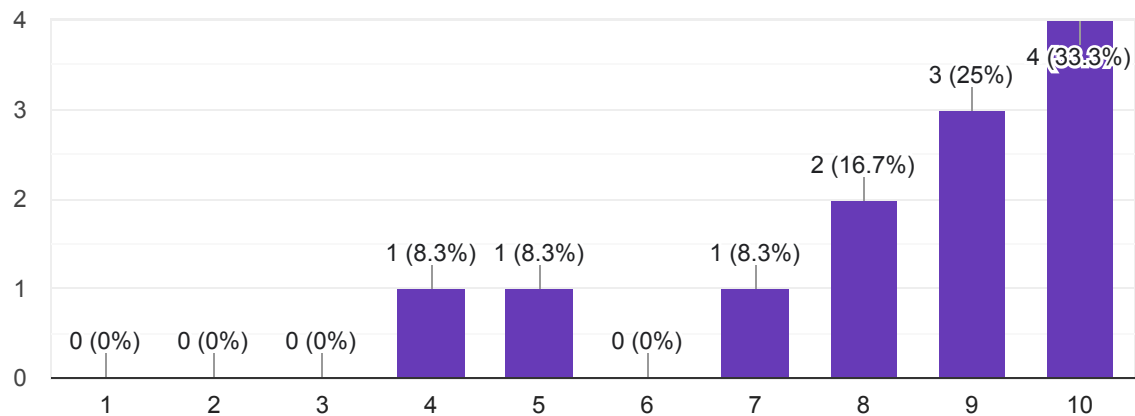
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #1**?

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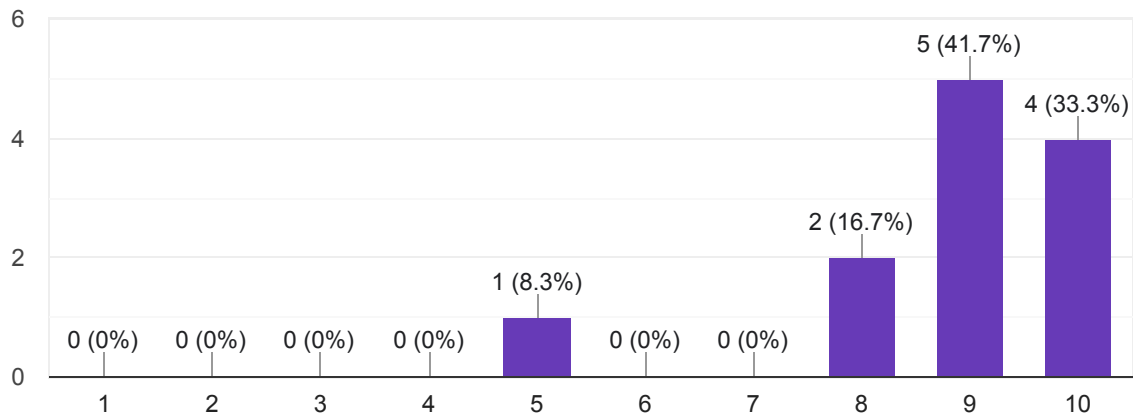
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #2?**

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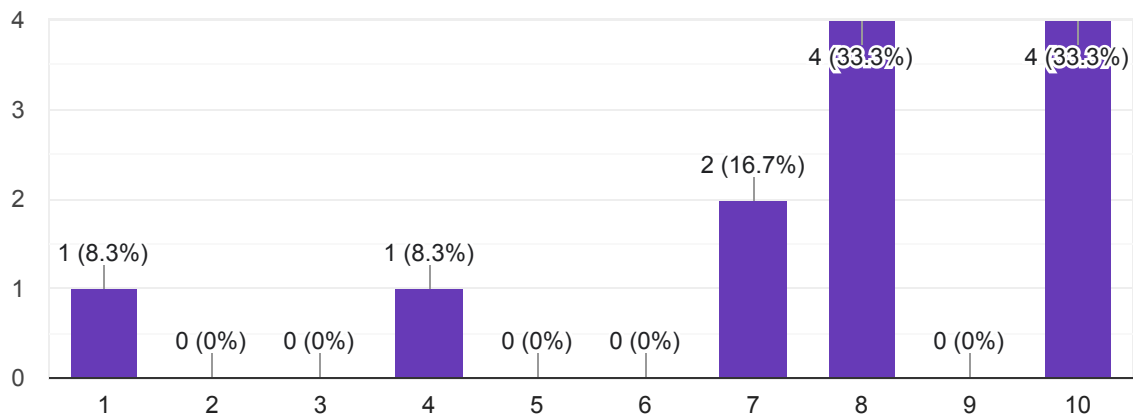
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On a scale of 1 to 10, how aligned are you with the general intention of **Priority #3?**

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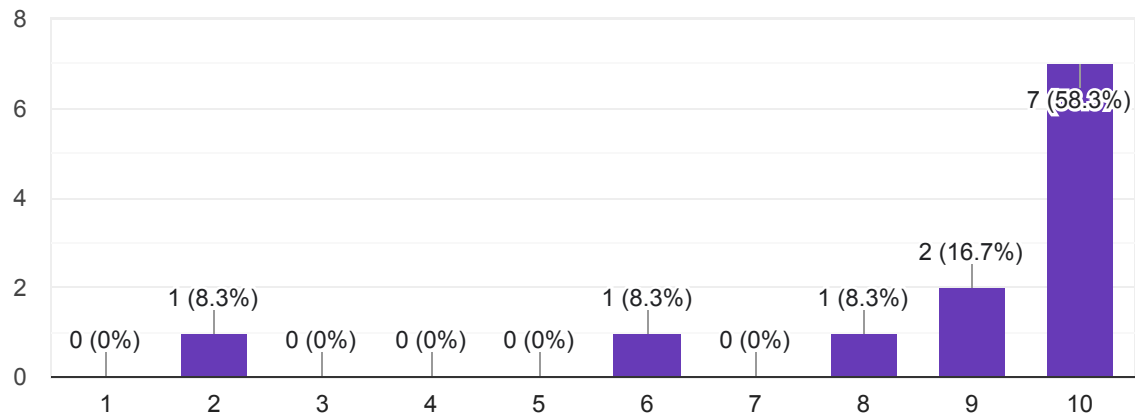
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #4?**



12 responses

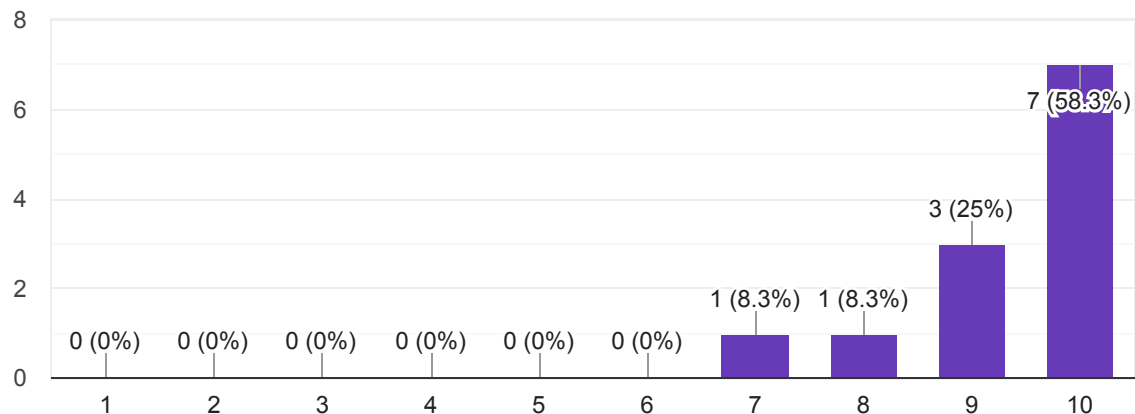


Under the focus area of "Internal Controls/Fiscal Responsibility," the following goal and priorities have been identified.

On a scale of 1 to 10, how aligned are you with the general intention of this **goal?**



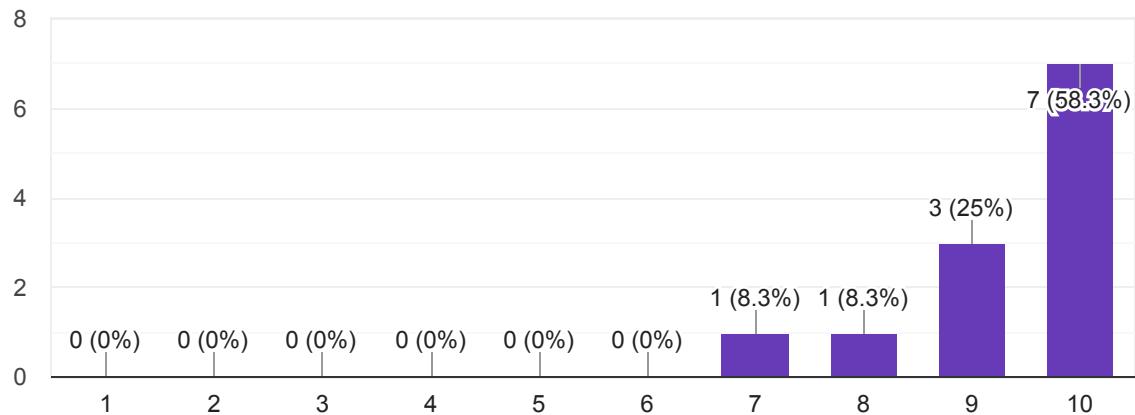
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #1?**

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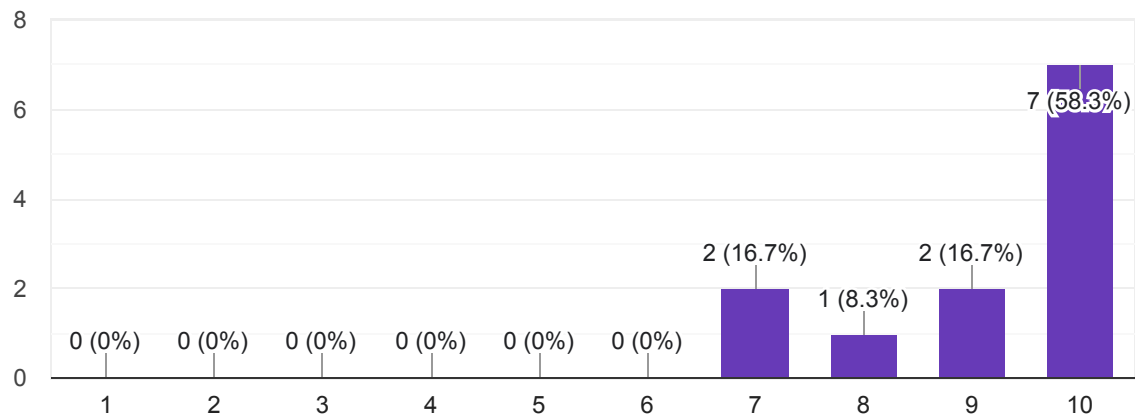
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #2?**

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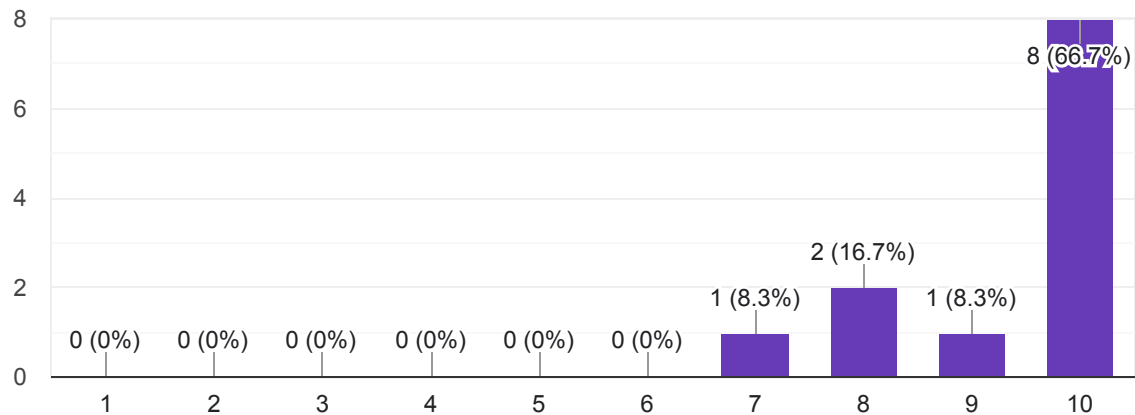
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On a scale of 1 to 10, how aligned are you with the general intention of **Priority #3?**

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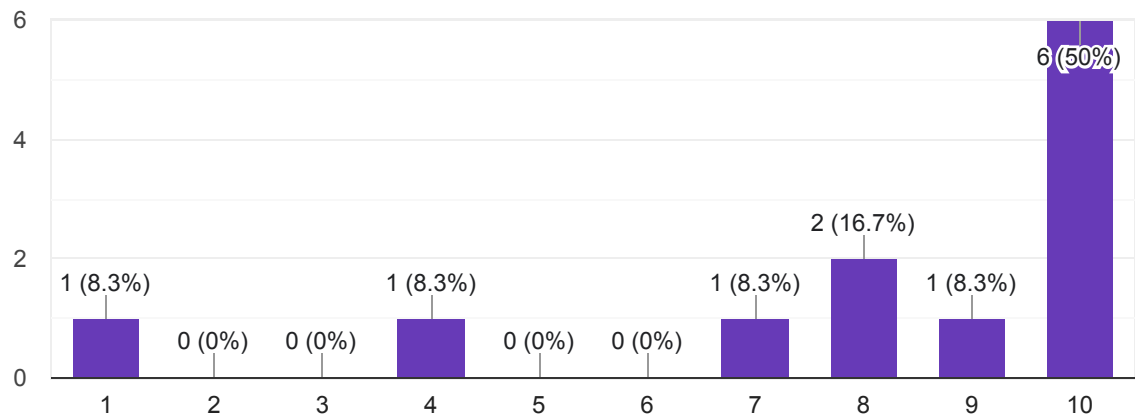
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #4?**

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12 responses



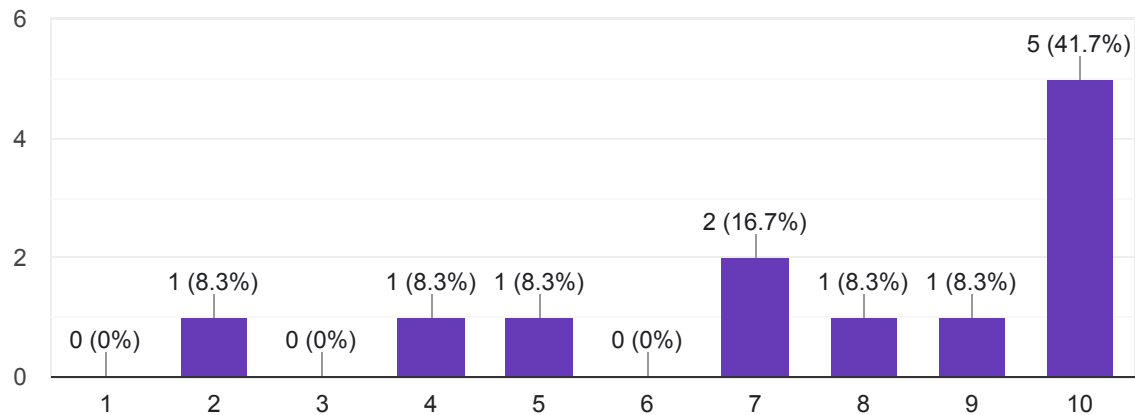
Under the focus area of "Academics: Intervention and Early Support," the following goal and priorities have been identified.



On a scale of 1 to 10, how aligned are you with the general intention of this **goal**?

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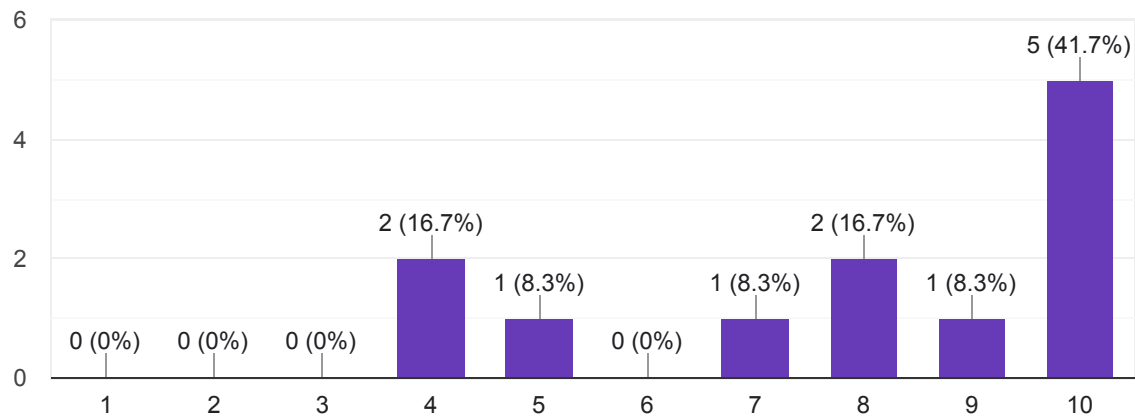
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #1**?

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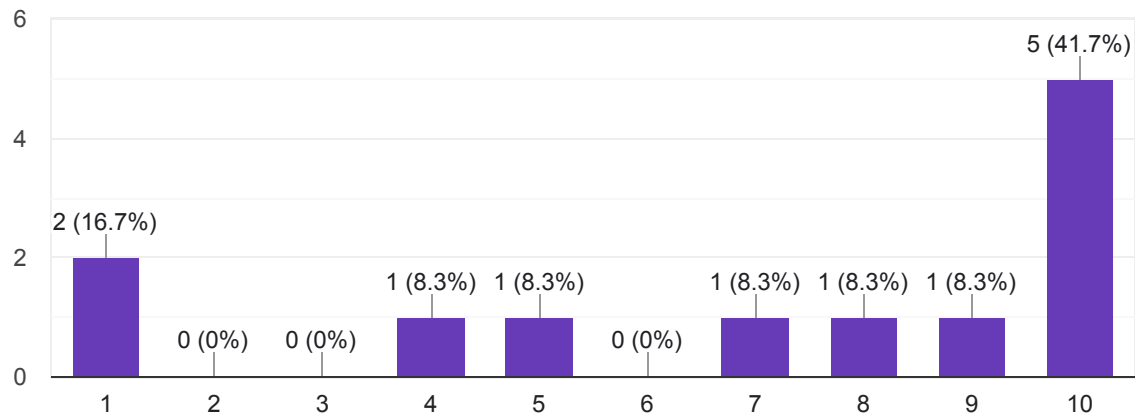
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #2?**

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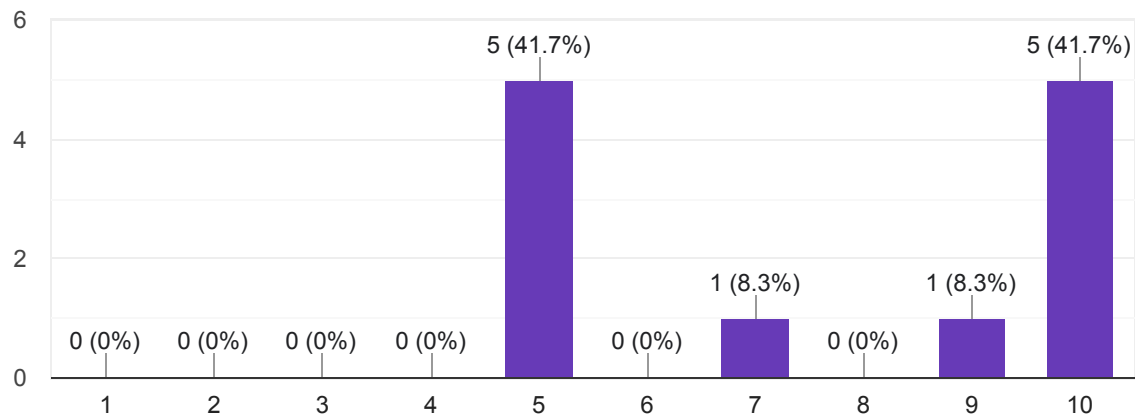
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #3?**

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12 responses



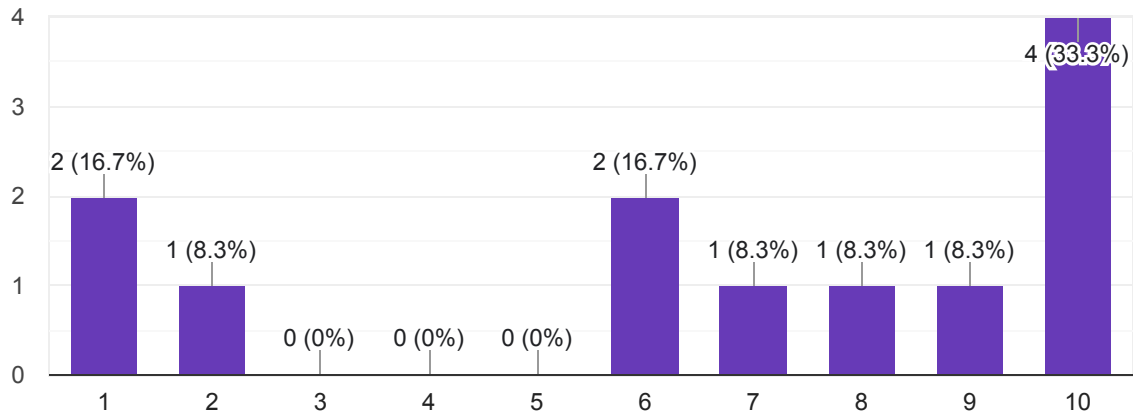
Under the focus area of "Parental Role and Safety," the following goal and priorities have been identified.



On a scale of 1 to 10, how aligned are you with the general intention of this **goal**?

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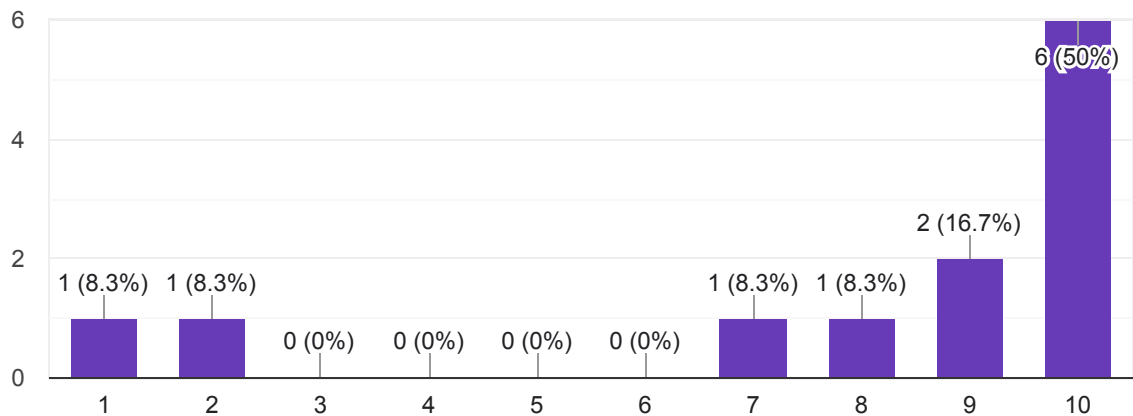
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #1**?

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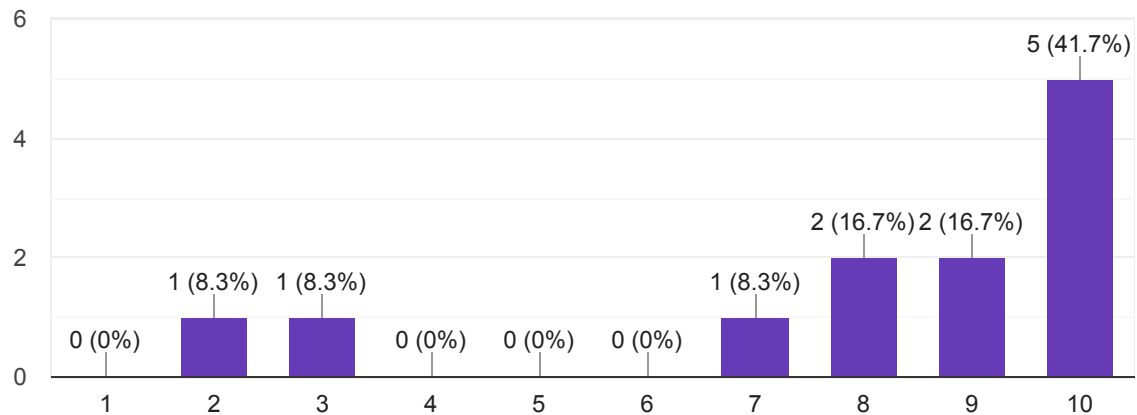
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #2?**

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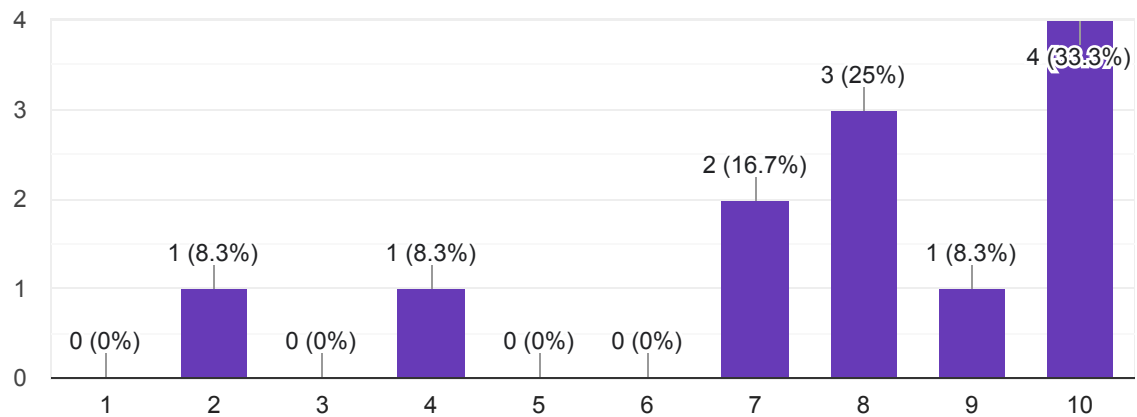
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #3?**

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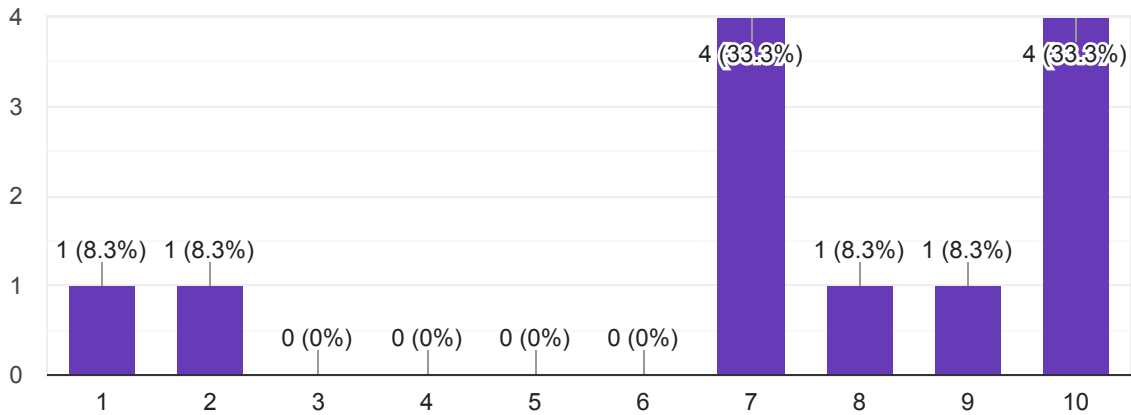
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #4?**

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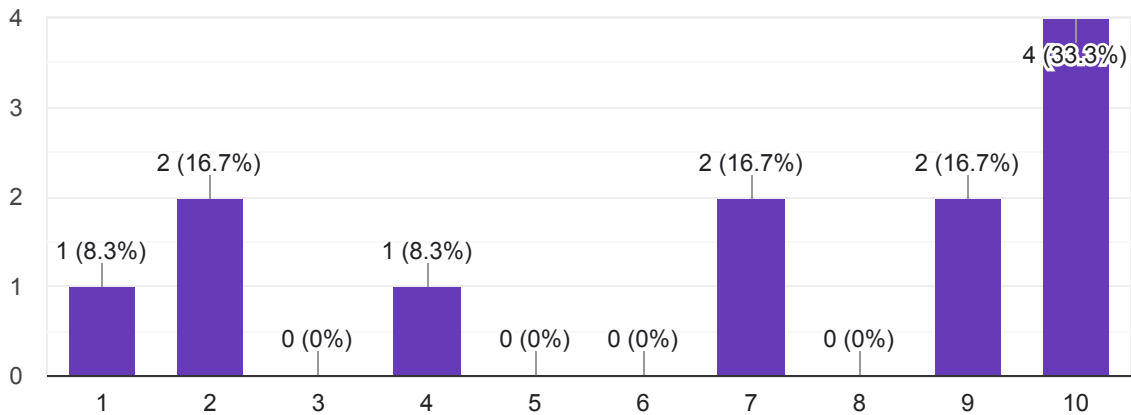
12 responses



On a scale of 1 to 10, how aligned are you with the general intention of **Priority #5?**

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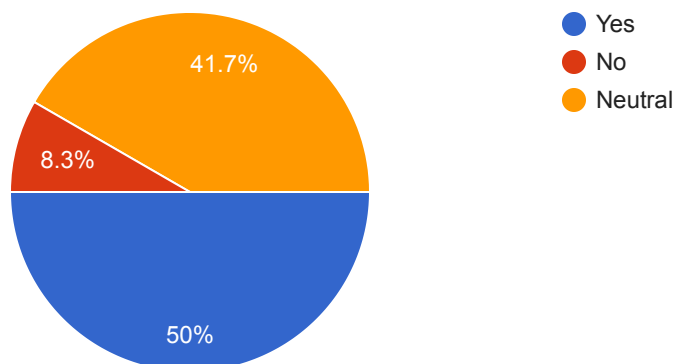
12 responses



Are you in favor of separating "Safety" as its own goal?

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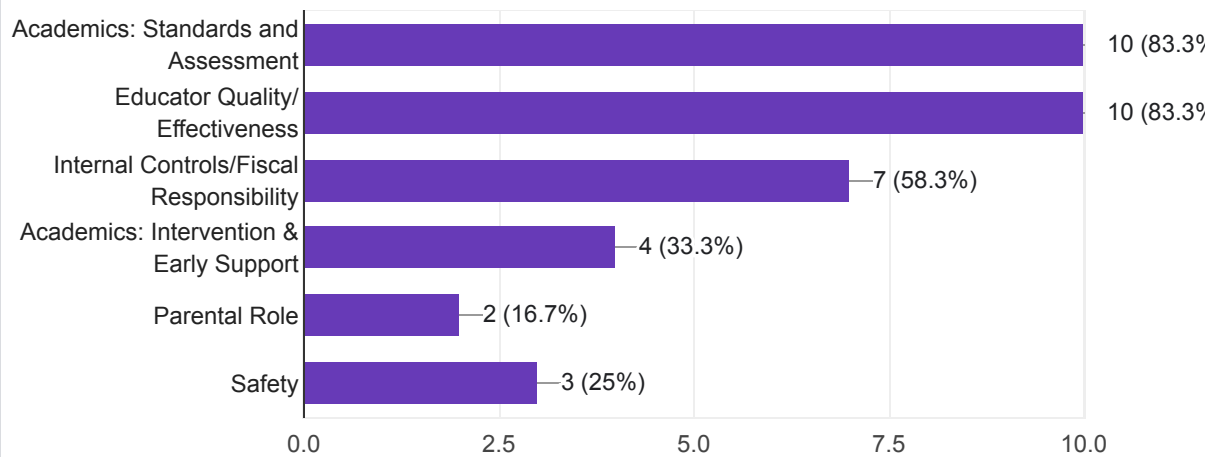
12 responses



In your opinion, what are the three most crucial goal areas that USBE should address? Please check only three.

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12 responses



Please briefly share any additional thoughts here.

6 responses

Intervention and Early Support should be a priority under Elevate Students.

I still think there should be something about making an administrator pipeline to increase the amount of qualified administrators across the state.

I think our role - and most parents - send their students to school to be educated. If we set a high bar, with equal opportunities it will help ALL students rise. I think the focus of equity and helping the disadvantaged has led us to handicap our normal to brightest students. Let's focus on everyone and giving our teachers the best academic and classroom management training we can! I am all for competitive wages and I think compared to surrounding states we are doing a much better job there. What teachers need is to be backed up in their classrooms with children who disrupt the learning environment- I have heard from so many whose administrators leave them to deal with no support- new teachers.... And the surveys/tests/reports...how can we cut red tape? Being appreciated, backed up and opening the doors for them to teach more effectively will have better results for retention.

I feel like the idea of "parental role" is more of a value than a goal. We do not have direct control over how involved parents are in schools other than getting feedback and input from parents. Some of the priorities listed are not under the control of the Board and are best suited for an LEA strategic plan. We need to make sure our goals and priorities are areas that we have direct control over and can take action steps to achieve.

I mostly support the goals as written. My problems w/them as follows: 1) goals must stay within the Board's constitutional and statutory authority; 2) goal should always list "student" first as focus; 3) I generally do not support parent-focused goals because USBE is responsible for "public education system" and bc parents' interactions with schools are largely beyond USBE control--with the exception of the priority that gives LEAs a model policy to assist them w/parent interactions. I would also like to see goals completely de-politicized (unlikely, but had to mention). E.g. could we rethink buzzwords? "Student supports" for the moderates-left and "parent partnerships/engagement" for the right.

I am definitely in favor of "less is more". I would be very happy to focus as we launch this new strategic Vision, Mission and Goals on THREE goals: Academics, Educator Quality, and Safety

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