



**Battle Ground School District
Strategic Plan
And
2010 Levy Funding**

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Introduction

This document describes the Battle Ground Washington School District 2010 Strategic plan, and the funding proposal developed to support that plan.

The strategic plan was built using the information gathered in a set of five public meetings held monthly beginning in January of 2009. This information was synthesized through work with the Battle Ground School District central office staff and validated by further public meetings in October and November of 2009. Funding information is based on input from the Battle Ground School District building administrators and central office staff responsible for programs and ongoing support.

Background

The purpose of public education is to facilitate student learning in the agreed-upon state and local curricula, prepare students for graduation, and assist students in their planning for post-high school. Students and their learning, with an emphasis on ALL students, are central to the practices of school improvement.

The goals of school improvement require a clear and shared focus on student learning, high standards and expectations for staff and students, and high levels of family and community involvement. These high expectations for student learning and classroom instruction are supported by collaborative leadership, effective communication, and a strong system of curriculum, instruction, assessment and monitoring.

The Battle Ground School District supports the goals of school improvement through the implementation of a aligned set of goals and strategy, together comprising a strategic plan. The Strategic Plan described here is specifically focused on a three-year time

horizon. There will be opportunities for longer term planning in the future, however those are beyond the scope of this document.

This document describes the Battle Ground School District Strategic Plan. It is written in four parts:

- **Part I** of this document describes terminology and expected usage of the strategic plan in evaluating the funding proposal for the district.
- **Part II** documents the strategic goals and strategies that have been developed through a collaborative process in partnership with the community, school faculties and administrators. The strategic plan is presented succinctly in three views: text, graphic and as a matrix to suit different thinking styles and uses. This is the portion of the Strategic Plan that would be expected to be distributed, displayed publicly, and used on a regular basis.
- **Part III** proposes a program based funding model, and describes the programs included, the scope of those programs and the expected benefits to be achieved with those programs.
- **Part IV** describes the process used to develop the strategic plan including community input, theory base and methods for obtaining and evaluating funding requests.
- **Appendix A** lists proposed funding dollars by program.

As a companion to this document, the strategy matrix and proposed funding model is available as an Excel spreadsheet.

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Part I: Terminology and Usage

Strategy Alignment

The purpose of a strategic plan is to achieve alignment between the goals of the system and the strategies that will be employed to achieve those goals. Strategic alignment can be diagrammed as shown in figure 1.

The upper left quadrant portrays a common experience in organizations, where passionate people with good ideas but who do not have a sense of common direction are often working at odds with each other.

The target region for an efficient, effective organization is in the upper right hand quadrant, with passionate people working collaboratively towards a common set of goals using a common set of strategies.

The goal for the strategic planning work in the Battle Ground School District is to achieve strategic

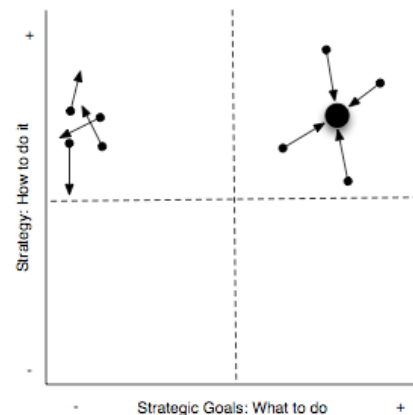


Figure 1

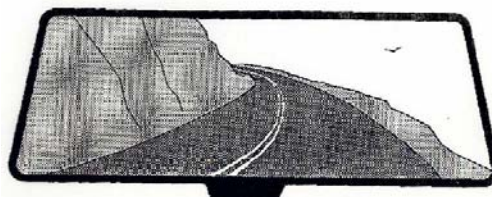
alignment to ensure all work is targeted to deliver positive outcomes for student while minimizing interference or competition for resources.

Terms and Definitions

Several terms are used in this document and are defined here for reference.

Strategic Goal: describes the specific outcome that strategy or strategies seek to deliver.

Leading Indicators describe how you will know that you are succeeding in such a way that you can make midcourse corrections. Leading indicators are important because operating without them is akin to trying to drive forward by looking only in the rear view mirror.



Lagging Indicators describe how you will ultimately judge success towards the goal. Lagging indicators function as a quality control check of leading indicators. State identified tests are examples of lagging indicators. Their primary value is to validate district summative assessments.

Strategies provide high level guidance for implementation. A strategy is, in essence, a principle of operation, a belief statement about how to move forward. An example of a Strategy would be to *Recruit, Develop and Retain High Quality Employees*. The strategy doesn't describe specifically how to achieve this, but rather sets a direction.

Tactics describe specific implementation techniques. Using the example of the *peer to peer mentoring* tactic, this tactic narrows in on a specific set of processes under the *Recruit, Develop and Retain High Quality Employees* Strategy.

Projects or Countermeasures describe specific time-bounded actions intended to demonstrate movement toward a goal. These follow in a hierarchy, for example, under the *Develop Employees* strategy, we have the *peer mentoring* tactic, and under that tactic, we have a specific action of : *Allocate time and substitutes to allow similar grade-level teachers to receive quarterly presentations on effective teaching practices*. There may be other countermeasures under this tactic, maybe *Lesson Study* for example. Each countermeasure should focus on peer mentoring and provide development opportunities for staff.

Use of the Strategy Alignment Matrix

Dr. Deborah Tannen, a linguist who studies cross cultural communication patterns, points out that “conversation is how business gets done.” A Strategy Alignment diagram provides a guide to the kind of conversations that should be occurring on a regular basis.

Using the matrix view shown in figure 2, every strategy should be aligned with at least one goal through a countermeasure, and every goal should have at least one countermeasure to create movement toward the goal.

If you are doing something that isn't aligned with a strategy, you probably have people working at odds with each other, and this constitutes one form of waste which should be eliminated. Similarly, working across each row, countermeasures should be focused on

progress toward a strategic goal. If you have countermeasures that are not aligned with your strategic goal, you are working on things that may not be important, and those should be eliminated. Finally, if you have a goal with no countermeasures, there is a gap in your strategy.

The strategy matrix is specifically intended to establish accountability between programs (countermeasures) and student outcomes so that when trade-off decisions have to be made within the constraints of limited financial resources, the expected efficacy of any investment can be weighed against the expected efficacy of another.

Time Frame of the Strategic Plan Components

Strategic Goals and Strategies should be relatively timeless, with the time horizon set for a fairly long time period. The expectation is that neither strategy nor goals will change significantly over that period of time. Tactics and measures of success have a shorter time horizon, and should be re-evaluated as part of continuous improvement process on an annual or biannual basis. Countermeasures should be set with still shorter time horizons, often 100 or fewer days, and utilize SMART guidelines (See SMART guidelines in section III). Any particular countermeasure may be in place for extended

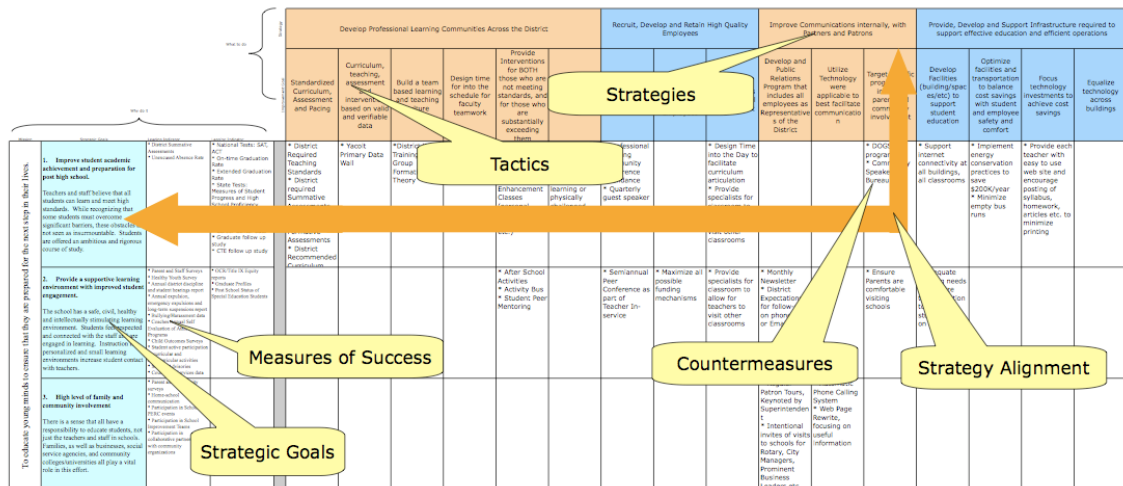


Figure 2

periods, but should be reviewed and adjusted on a relatively frequent, semiannual or quarterly basis.

What is Not in the Plan

The strategic plan as presented here is a distillation of the input of many people over several months into four strategies and a subset of tactics. Several ideas or themes that were identified in the strategic planning sessions are missing in this final version. There are generally three criteria for elimination here.

- 1) This strategic plan is targeted as a 3-year plan. As such, several longer range ideas are not addressed. This could be addressed with, for example, a 10-year plan.
- 2) All strategies and tactics needed to be targeted to a strategic goal. Items for which there was not a clear strategic goal were not included.
- 3) All strategies needed to encompass a systems perspective. Some of the ideas surrounding technology fell into this category because they mentioned the technology, but provided no goal or the goal fell outside the spectrum of strategic goals identified for the strategic plan.

The following are a few examples of terminology that is not included in the strategic plan and how the plan addresses the intention:

- **Collaboration**

A majority of the interviews with building staff focused on collaboration work. Collaboration, however, has many meanings to many people, from collaborator as treason to the functioning of highly effective teams. The terminology used in this strategic plan is *teaming or team-based learning and teaching culture*. Effective teams require a group normative process, something that collaboration does not imply.

- **Provide laptops (or other technology) for all students**

Technology equalization is included in the strategic plan. However several suggestions for technology have been moved to 10-year-plan proposals because, while there is potential for the technology to be enabling, the proposals did not include costing for the system of curriculum, professional development and cultural change needed for effective educational use.

Infrastructure items such as a web portal, web master, technical support and connectivity, which cannot be directly connected to student outcomes, are included as infrastructure optimization items. While they cannot be directly tied to student outcomes, if a web portal for example, can save substantial printing, as has been shown in other locations, it becomes a zero sum gain for purposes of funding.

- **Adopt KIPP (or other) school model**

KIPP, the Knowledge Is Power Program, is a network of free, open-enrollment, college-preparatory public schools that have shown significant effect, particularly with underprivileged students. There are two reasons this and other models are not included in this plan. 1) The district is not currently in a situation to fund the extended days, extended yearly calendar and weekend instruction found in a KIPP school. 2) The district has already adopted and is making progress toward a proven alternative model, Professional Learning Communities. A KIPP or other model may

be appropriate for a long term plan, however such a plan would require significant cultural change and funding that would not be likely occur in the time frame of this plan.

- **Paid sabbaticals, job swaps, internships etc.**

Staff and faculty have given up pay to maintain current staffing levels. In this three year plan, the focus has been placed on restoring what has been lost. These types of considerations would be appropriate for a longer term strategic plan.

- **Focus on facilities**

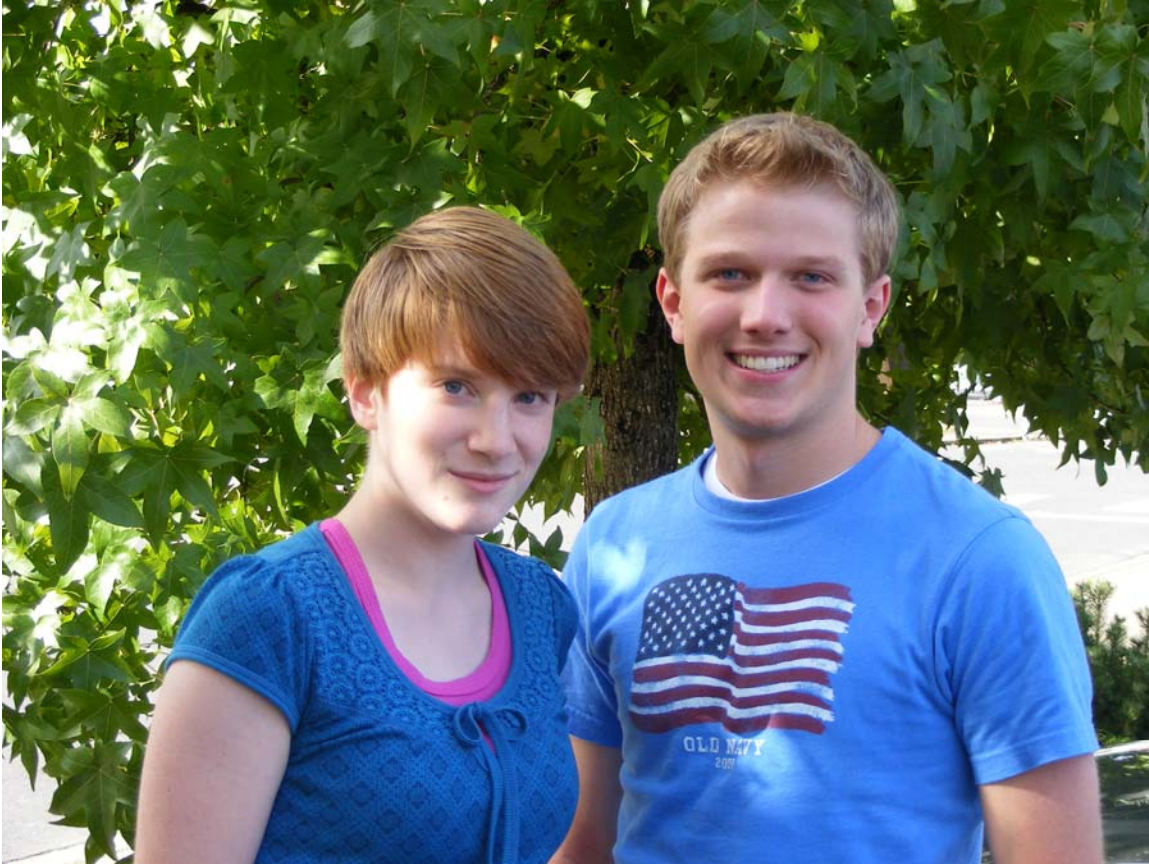
Facilities are addressed in the *infrastructure in support of student learning* tactic rather than as a separate tactic.

- **Innovation**

Innovation implies experimentation. The strategies here are focused on practices and principles that have been proven in research and practice to be effective in improving student learning.

- **Operations**

Operations should be in support of student achievement, so all operations items have been included as academic support categories.



Part II: Strategic Plan

This section describes the strategic plan in three formats, a traditional bulleted textual version, a graphic version and a matrix view. The matrix view is best viewed using the accompanying Excel or PDF versions or by printing on 11x17 sheets or larger paper.

Mission

The mission of the Battle Ground School District is to educate young minds to ensure that children are prepared for the next step in their lives.

Note that this mission is a change from the previous mission statement of: “...unite the community together and prepare students to be resourceful citizens in an ever-changing world by providing relevant and challenging experiences that create excitement for learning.”

Strategic Goals

1. Improve student academic achievement and preparation for post high school.

Teachers and staff believe that all students can learn and meet high standards. While

recognizing that some students must overcome significant obstacles, these are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

2. Provide a supportive learning environment with improved student engagement.

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with their peers and the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with peers and teachers.

3. Foster a high level of family and community involvement

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Strategy and Tactics

• **Develop Professional Learning Communities Across the District**

The focus of Professional Learning Communities is to create structures and communities which support teachers in their own process of continuous improvement of technique. Well functioning Professional Learning Communities have been shown to have significant positive impact on student learning. Specific tactics under this strategy are:

- **Safety:** Provide a safe and supportive learning environment
- **Standard Curriculum:** Standardized curriculum, assessment and pacing
- **Data:** Curriculum, teaching, assessment and intervention based on valid and verifiable data"
- **Teamwork:** Build a team based learning and teaching culture
- **Time:** Design the schedule with time for faculty teamwork
- **Interventions:** Provide interventions as appropriate across the range of those who are not meeting standards to those who are substantially exceeding them
- **Tools:** Provide relevant instructional tools

• **Recruit, Develop and Retain High Quality Employees**

The single most important factor which influences student performance that is within the control of the district is the quality of teaching. Teaching relies on the interest, talent, knowledge and motivation of dedicated teachers. This strategy is intended to help attract, and retain that talent.

- **Professional Development:** Provide ongoing development opportunities
- **Compensation:** Provide competitive compensation for all employees

- **IBA/ IBN:** Continue commitment to interest based approaches to problem solving and negotiation.
- **Peer Development:** Provide Opportunities for Peer Level Development
- **Improve Communications Internally, and Externally with Partners and Patrons**

A common input in the strategic planning process was that there was insufficient internal and external communication within the district. This strategy is intended to move the district closer to partnership with the community it serves.

- **Public Relations:** Develop a public relations plan that includes all employees as representatives of the district
- **Technology:** Utilize technology where applicable to best facilitate communication
- **Partnerships:** Target specific programs to increase parent and community involvement
- **Continuing Education:** Provide facilities and support for community education and partnerships
- **Provide, Develop and Support Infrastructure required to support effective education and efficient operations**

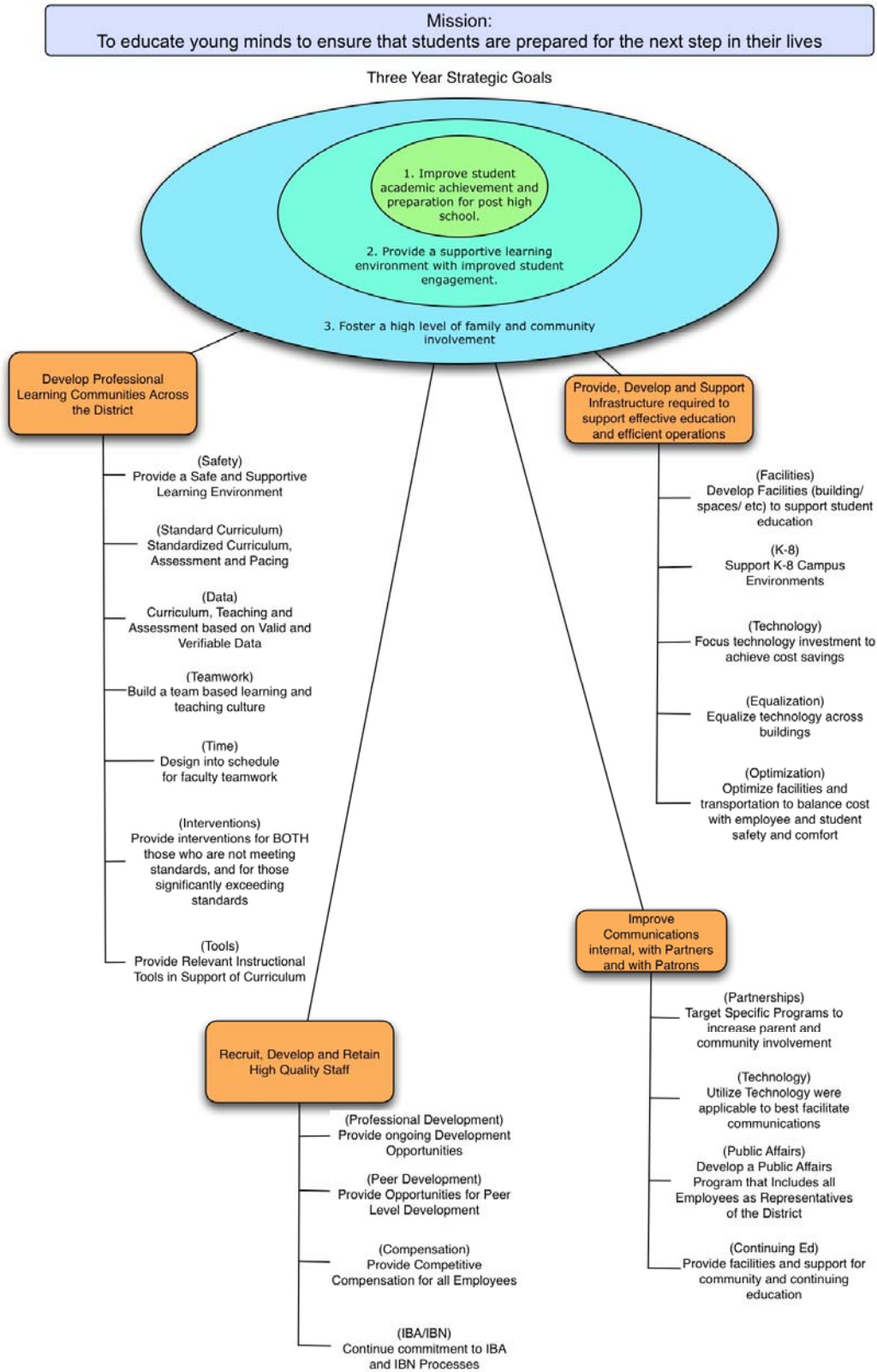
While facilities and technology infrastructure may not provide a direct contribution to student performance, they do form an important set of antecedent conditions. It is difficult to teach children when they are cold, or wet, or feel unsafe. Electronic communication in today's environment is substantially less expensive than mass mailing, and effective teaching practice requires access to valid data which requires access to adequate technology. Because these items indirectly effect student performance, the focus in on optimization.

- **Facilities:** Develop Facilities (building/spaces/etc) to support student education
- **K-8:** Support K-8 Campus Environment
- **Optimization:** Optimize facilities and transportation to balance cost savings with student and employee safety and comfort
- **Technology for Savings:** Focus technology investments to achieve cost savings
- **Equalization:** Equalize technology across buildings

Measures of Success

Suggested measures of success are included in the matrix view of the strategic plan, however these are, at the time of writing, only suggestions and require further evaluation.

Strategic Plan: Graphic Version



Part III: Funding Proposal

Program-Based-Funding

The funding proposal presented in this strategic plan focuses on program-based-funding. The intention of program based funding is to approve program budgets based on estimated line item costing at the time of the proposal, but allow the district administrative staff flexibility in execution within that program.

To give an example, this document proposes a “Drug & Alcohol Prevention and Intervention” program. Assuming the board approved, and the proposed levy funded the program at \$200,000 (note that this isn’t the actual proposal value) based on estimated curriculum costs and the assumption of maintaining a drug and alcohol specialist at each high school. The program based funding model establishes a budget for the program, but allows the specific mechanisms to be modified, albeit with oversight at a later date.

Continuing the example, if at a later date the ESD provides drug and alcohol services on a contract basis at a cost less than that of hiring a full time counselor at each school, this change could be adopted, and the saved funds applied to other aspects of the program, in this case for example, possibly funding group sessions for current or past drug or alcohol abusers.

Program line item decisions are made using a formal management-by-proposal process (or a management by grant proposal process), with visibility and oversight of the board.

The most significant benefit to this model is that it keeps the focus on student outcomes. By monitoring leading indicators and validating those indicators with appropriate lagging indicators, dollars can be swiftly moved to allow maximum effectiveness in achieving desired student outcomes. By utilizing a proposal process, adjustment proposals may be initiated at all levels of the organization.

A program constitutes a collection of one or more funding items aligned generally on a single strategic goal, and generally a cross section of strategies and tactics. They are grouped into programs because they are typically interrelated. For example, assessment includes licensing for a data management system, and standards based report cards. While each represents a separate tactic, the ability to generate standards-based report cards is dependent on the ability to manage the data which shows performance against those standards.

The following describe the programs included in this funding proposal. The actual funding details are included as appendix A.

Program Descriptions

10 year plan

Items which were identified as having merit, but which were likely outside the immediate scope of a 3 year strategic plan have been included, but no funding is being requested at this time. These are items which are expected to seed a 10 year strategic plan.

Academic Achievement

The Academic Achievement program consists of countermeasures specifically focused on improving academic achievement. The tactics here include curriculum development and academic interventions. At present only 74% of district students achieve on-time completion of high school graduation requirements. (State statistic is 71%) The remaining students either require additional instructional time to complete high school or they drop out. This program includes countermeasures which are targeted at improving this situation through early education, interventions consistent with “failure is not an option,” program, and assistance to at risk and struggling students.

Academic Support

Academic support includes services such as library resources, information services for students and parents and support for supplemental academic programs. These are classified as support because they indirectly support academic achievement.

Assessment

Assessment consists of countermeasures intended to facilitate instructional decision making based on valid verifiable data, or for the purpose of meeting state reporting guidelines.

Asset Preservation

Asset preservation countermeasures are infrastructure-related. These are items intended to prevent damage to property, make repairs resulting from normal wear and tear, prevent vandalism or improve property values.

Facilities-related items which have direct safety concerns are included in building-safety program.

The razing of old buildings is included in the funding proposal because, in addition to the safety issues failing buildings pose and the negative community feelings they generate, it can be expected that an increase in property value of the cleared land will exceed the cost of demolition.

Basic Ed

The Basic Education program includes funding items that are either state or federally mandated; provide operational support for teachers, students and parents; or provide direct compensatory relief for teaching staff.

Building Maintenance

Countermeasures in the building maintenance program are focused on providing a healthy learning environment. These are distinguished from asset preservation because they have direct effects on the learning environment, while asset preservation is focused primarily on maintaining property values.

Building Safety

Building Safety countermeasures directly affect student safety.

Capital Projects

These are items which would require bond funding to move forward. Like 10-year plan countermeasures, they have no funds allocated. Capital Projects are included in the strategic plan because they were raised as important issues by community members and function as place holders for future planning.

Curriculum Materials

Curriculum Materials include replacement of materials resulting from wear and tear and obsolescence, and consumable materials utilized in the classroom. Obsolescence is typically the result of text books going out of print or sufficiently dated, for example dated history texts, which require updates. There is also money in this program for the development of new curriculum to meet new state standards.

On-line Learning

On-line learning provides on-line materials for academic intervention and in support of student learning using methods other than traditional classroom activity.

Public Relations

The Public Relations program is included because of the significant number of remarks documented during the public strategic planning meetings calling for improved communications. A goal of the public relations program is to insure that all district employees are empowered to act on behalf of the district in support of students, parents and the community.

Student Support

Student support is specifically targeted at meeting students' nonacademic needs, which can significantly influence their academic performance. These include items such as drug intervention, nonacademic counseling and after school engagement activities.

Technology

The Technology program includes countermeasures including personnel, equipment and consumables that support academic activities. These items are focused on technology equalization across the district, maintenance of existing equipment and professional development related to use of technology to provide student value.

Details of the proposed funding countermeasures can be found in Appendix B and the accompanying spreadsheet.

Part IV

History, Methods and Synthesis

Strategic Planning Process

The strategic planning process began in January 2009 with a series of five monthly meetings open to community, parents, and school staff. Chart notes from those meetings were collected to be used in further planning.

The strategic planning work restarted after summer break in September with the foundational question of who the customer of the system (the district) is, which helped define the mission statement (see Defining the Customer below). The mission statement that came out of that line of questioning came directly from the January 22, 2009 strategic planning meeting.

The mission of the Battle Ground School District is to educate young minds to ensure that children are prepared for the next step in their lives.

Once the customer and mission were defined, working with central office staff, the question was posed: “How will you know when you are successful?” The working group identified several measures which were distilled over the period of a week in multiple conversations between the superintendent, board members, staff members, building administrators and members of the public. From those discussions came the three strategic goals:

- 1: Improve student academic achievement and preparation for post high school.**
- 2: Provide a supportive learning environment with improved student engagement.**
- 3: Foster a high level of family and community involvement**

With strategic goals in place, working again with the superintendent’s staff, an affinity diagramming exercise arranged the material that came from the five strategic planning meetings into apparent themes. A further refinement exercise led to sometimes cutting flip chart images into line items and arranging these under appropriate categories. The overall result is shown in the following image:



These categories were then refined through a set of 13 meetings with building administrators and teachers across the district to develop a set of high level strategies.

- **Focus on developing professional learning communities.**

Professional learning communities are a concept developed by Richard DuFour at Adlai Stevenson High School in Lincolnshire Illinois, and made famous in the book *Professional Learning Communities at Work*, by Reichard DuFour and Robert Eaker, National Educational Service, 1998.

Professional learning communities are focused on building a learning community of educators engaged in a continuous improvement, peer mentored environment.

- **Recruit, Develop and Retain High Quality Employees.**

Recognizing that the most critical factor which the district has control over is the quality of teachers and those who support teachers, it is imperative that the district focus on recruiting highly skilled teachers, while providing adequate compensation and professional development to retain those employees as the valuable assets which they are.

- **Improve Communications internally, with Partners and Patrons.**

An issue that surfaced repeatedly in the strategic planning flip chart notes was the need for better communication and partnerships between school and parents, school and community and within the schools themselves. This strategy is focused on creating community involvement and support in order to support the educational outcomes of students.

- **Provide, Develop and Support Infrastructure required to support effective education and efficient operations.**

Much of the input from the strategic planning public meetings focused on facilities and operations. Because these contribute to student learning in an indirect manner,

they were grouped under one strategy focusing on student and community environment, technology support infrastructure and operational efficiency.

A set of tactics were identified under each strategy. These tactics are intended to further focus the efforts to achieve alignment across the district with regard to practices and principles.

A final community planning meeting was held in October, everyone who had participated in one or more of the prior public meetings was invited. The strategic plan was presented, and feedback captured and applied to the plan.

The strategic plan was presented to the board for incremental review on three occasions since the beginning of this school year. The mission statement, strategic goals and high level strategies were approved by the board in October.

Strategic Plan Framework

Defining the Customer

There is a story told inside Hewlett-Packard about Dave Packard, one of the founding partners of Hewlett-Packard Company. In the late 1940s he was at a meeting with executives from several fortune 500 companies, and there was a general consensus among those executives that the purpose of a corporation was to generate profit for the share owners. Dave disagreed. “Hewlett-Packard exists,” he said, “to make a contribution to society.” “Profit,” he went on to say, “is important, but it is a condition of existence, not the reason for existence.”

The distinction of purpose is important because it biases the kinds of questions that are asked and how decisions are made. How purpose is defined is largely the result of how the customer is defined.

Most organizations, including school districts, can be diagrammed at a high level as shown in figure 3. In this diagram, the central box defines a system which takes inputs from suppliers and outside influencers, executes some set of processes, and produces some output in the form of a product or service to one or more customers, the success of which is evaluated by some set of measures.

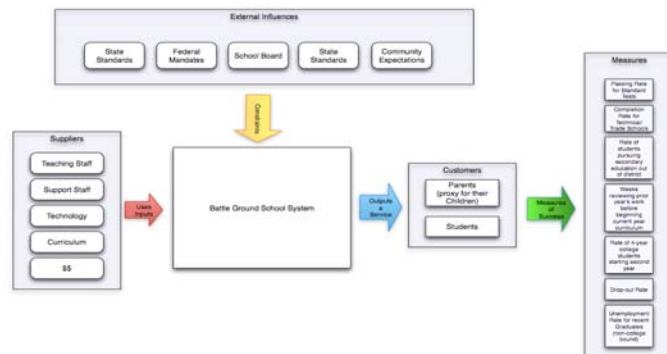


Figure 3

Consider for example the decision making bias in a company which defines the customer as the shareowner. With the shareowner as the customer, the strategic goals of the system would favor short term profits, and as a result new product research and customer service may be sacrificed for near term gains. The long term result may well be, as we have seen recently in the financial sectors, an eventual failure of the organization.

Similarly, a school system defining its customers as the taxpayer may seem logical given that tax payers are the source of revenue for the system. Such a view would, for example, treat the student as a raw material which is fed as an input to the system to be processed and formed until, after twelve years, he or she is delivered in a finished state to the community.

The economics of such a view may also allow for an acceptable defect rate. In other words, so long as we adequately train 80% of the students to provide economic output to the community during their working lives, we may be willing to accept the long term costs of a 20% dropout (defect) rate. Such a view regards a failure to learn as a defective in the student.

Defining the customer as the student by comparison changes the decision perspective. Instead of the student being viewed as the product of the school system, the output of the system is the service provided to the student. As with a commercial entity, where a failure of the customer to purchase the service indicates a problem with the service, in a school system, a failure to learn indicates more of an issue with the delivery of the service than it does a failure of the student. In this situation, any defect rate becomes unacceptable. Since value is measured by the student, things like enrichment programs such as art, music and athletics gain importance.

The Battle Ground School District Strategic Plan is built upon a premise similar to that Dave Packard had for Hewlett-Packard: That while the taxpayer is a valid stakeholder with an interest in influencing the system to the benefit of the community, this is best achieved by treating the customers of the system as the students, and by proxy, their parents. The goals defined in this strategic plan are therefore defined in terms of student outcomes.

Use of the Strategy Alignment Matrix

As previously described in section I of this document, the strategy alignment matrix intended as a tool to guide trade-off conversations. Strategies provide high level

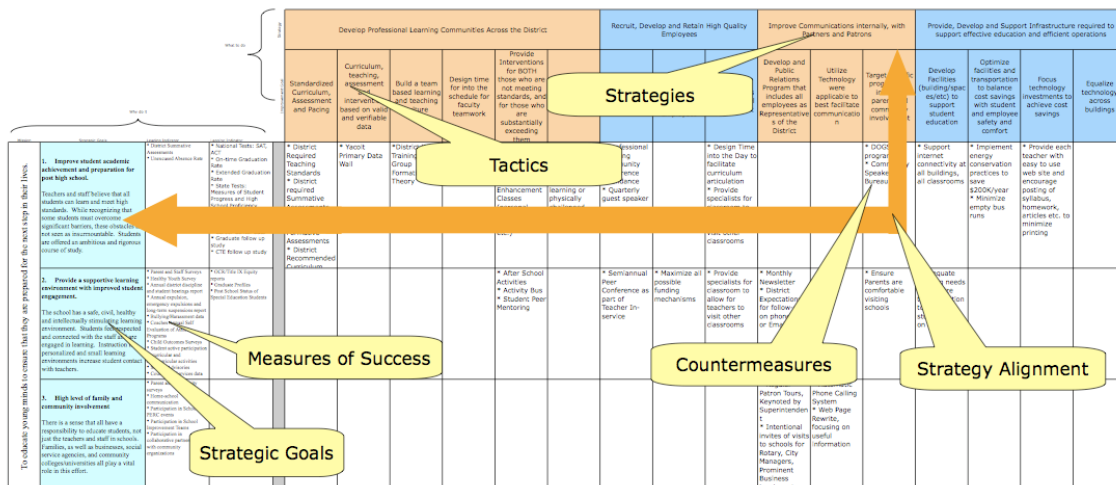


Figure 4

direction, tactics narrow the focus of the effort, and specific implementation projects (countermeasures) create movement toward a strategic goal. that should be occurring on a regular basis.

Using the matrix view shown in figure 4, every strategy should be aligned with at least one goal through a countermeasure, and every goal should have at least one countermeasure to create movement toward the goal.

If you are doing something that isn't aligned with a strategy, you probably have people working at odds with each other, and this constitutes one form of waste which should be eliminated. Similarly, working across each row, countermeasures should be focused on progress toward a strategic goal. If you have countermeasures that are not aligned with your strategic goal, you are working on things that are not important, and those should be eliminated. Finally, if you have a goal with no countermeasures, there is a gap in your strategy.

Once countermeasures are aligned with both goal and strategy, the matrix functions as a guide for trade-off analysis. If budget doesn't allow implementation of all countermeasures, the matrix provides a framework to discuss relative value of individual countermeasures as part of both strategic value and contribution to goals as compared to cost. The effect is to focus discussion on relative merits of activities to perform a return on investment assessment and de-emphasize the impact of personal preferences.

SMART Guidelines

SMART is an acronym that describes specific characteristics of a goal or countermeasure:

- **Specific:** They should describe specific actions. A nonspecific action may be, for example, "we will collaborate," a specific action would be "we will meet for 15 minutes each day walk through our core set of questions."
- **Measurable:** Countermeasures need one or more measures of success. These can be quantitative, for example, an improvement in student learning as measured a specific assessment, or qualitative, for example, "on completion, there will be laughter in the halls." The important point is that there is a measure by which to adjust during the implementation period.
- **Actionable:** It is important that there are clear actions that can be taken today to move toward the goal. If defining the countermeasure leaves people with blank faces as to where to begin, it is not actionable.
- **Realistic (or Realizable):** A countermeasure that is overly constrained is not realistic. For example, setting a student learning goal, but providing no funding for curriculum or professional development is not a realistic goal.
- **Time Bounded:** The single most valuable motivator for success in any change process is visible movement toward that change. To achieve this visible movement, it is important that every countermeasure have a specific timeframe for implementation, generally less than 100 days. There should also be a time frame for evaluating results. Countermeasures which exceed 100 day

implementations may be better considered a tactic with a set of progressive countermeasures which show movement toward a goal.