

CRAFTING AN AIM STATEMENT

A POWERFUL AIM IS



MEANINGFUL

The aim advances school or district priorities, works toward more equitable schools and focuses on metrics that get to the heart of the issue.



MEASURABLE

It's clear what the goal is and how it will be measured. The aim focuses on an outcome rather than an activity.



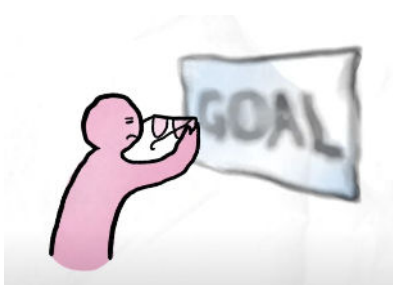
MANAGEABLE

The aim is scoped for the duration of the project and the sphere of influence of the improvement team.

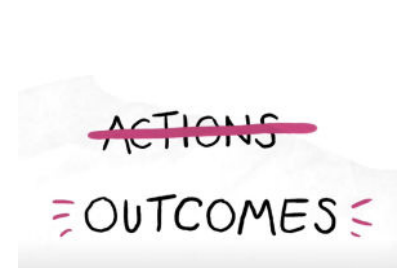
WATCH OUT FOR THESE MISSTEPS!



Misstep #1: Creating an aim that is too broad to be achieved by the intended date.



Misstep #2: Creating an aim that is so vague that the goal is unclear.



Misstep #3: Aims that focus on actions instead of outcomes

As a program, we are working on our own continuous improvement project...to support high quality improvement projects! We've realized that an aim and how it's constructed has a big impact on a team's improvement work so this year we are making some improvements to how students learn about crafting aims.

Aims are meaningful. It's important for the improvement aim to be meaningful to the stakeholders--not just the masters student. Ideally the aim fits into the broader efforts of the community by advances school or district priorities and working toward more equitable schools. It's difficult to tell from an aim statement how it was created and how it fits into the larger change movement in that community, so some storytelling here is helpful--both for the readers of your paper and for the members of your community who are learning about the improvement project as it evolves.

Aims are measurable. This one is much more visible in the statement itself. A powerful aim statement will make it clear how you are defining success. Education buzzwords can have different meanings to different people, so to unite a team around a common improvement effort it's important to be crystal clear about how success will be measured in the context of this project. So, how do you decide how to measure success? Your team will want to choose a metric that is meaningful. Like Cate says in the video, don't just measure attendance because it's easy if what you care about is belonging. Once you have a metric, do some research to find calibrate your aim. What would a good outcome look like?

School B is working to decrease the number of students failing classes. They decide to track week by week how many students are failing at least one class. After digging into historical grades, they see that over the last three years, around 12% of students have failed at least one class each semester. Ideally, no students would be failing. This is their ultimate goal, and they think they can achieve it in the next three years. To make progress toward that end goal, this school year the team has set an aim to decrease the number of students failing a class by 5 percentage points this semester, from 12% to 7%.

Aims are manageable. The aim is scoped for the duration of the project and the sphere of influence of the improvement team. In the case of a Master's program, you are working on a really short timeline for improvement.

Once you start testing change ideas, you have 3-5 months to look for improvement.

EVALUATING AIM STATEMENTS



Read the following aim statements from last year's candidates, and evaluate whether they are meaningful, measurable and manageable, based on the criteria from the previous page. Then, if necessary, revise the aim statement to meet the criteria.

2021-2022 Capstone Aim Statements	Meaningful	Measurable	Manageable
By the end of their first year, all new teachers will provide evidence their improvement as PBL facilitators by comparing their first and second semesters in a reflective project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revised aim statement:			
Within one year, 80% of students will report to be empowered and more confident to use their voice about race, social justice and identity as measured by teacher kept data, observations and student responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revised aim statement:			
By June 2022, 80% of 3-6th grade students at Mount Vernon will report that they see their culture represented in the art curriculum.and report a higher sense of belongingness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revised aim statement:			