

PRINCIPLES OF ORGANIZATIONAL EXCELLENCE FOCUS: PRINCIPLE #1: COMMIT TO EXCELLENCE

There are nine principles for organizational excellence that serve as a foundation for the work that we all do to make TASD the best district it can be. Each month we will highlight one principle and relate it to the work that we are doing through our Continuous School Improvement tools and strategies.

Focus Principle: Principle #1: Commit to Excellence - Set high expectations to achieve results while living out mission and values.

We, as a district, have put our focus on crafting purpose statements to start this school year. Knowing our purpose (or mission) is vital to accomplishing principle #1: Commit to Excellence. Once we have clarified our purpose, we can focus on setting high expectations (for both ourselves and our students) that align with that pur-

pose. As a district, we have identified our Standards of Excellence in order to clarify our expectations of what living out our purpose means in practice. As we continue on our Continuous School Improvement journey this year, the foundation we have laid through our individual, class, and/or department

purpose statements will help us make that commitment to excellence and help us achieve our collective purpose of educating and empowering every student for success in a global society.

Tips for living out your purpose statement:

- *Work your purpose statement into your everyday classroom language.* Use the vocabulary of your purpose statement in directions and instruction when possible.

- *Refer to Purpose Statement daily.* In an Elementary setting, that might involve the class chanting or reading the purpose statement each day. In a MS/HS setting it might be putting the statement on headers of assignments, or tying each classroom activity to the purpose statement.

- *Find ways to display the purpose statement in multiple ways.* Some teachers have made bookmarks with their purpose statements for students to have, included the purpose statement on assignments and take-home folders, worked into the banners of Google Classroom, and added to name-tags.



STARTING PDSA CYCLES

The next step in our continuous improvement journey after creating purpose statements is to begin to engage in PDSA cycles.

PDSA cycles are meant to be intentional improvement cycles based on data gathered during the cycle on any area in which an individual may desire to see improvement. Here at TASD we have staff

members engaged in PDSA cycles relating to such items as:

- Student behavior expectations (monitoring distractions, blurring, etc...)
- Classroom procedures (bathroom breaks)
- Test preparation (study practices, prep materi-

als)

- Academic Growth (sight words, math facts, ELA standards)

There is no set topic that a PDSA cycle has to be over. If you have any questions over PDSA cycles—how to start, what to track, what does it look like in a classroom—[please reach out to a CSI Coach for a conversation.](#)

CSI IN ACTION—USING PURPOSE STATEMENTS IN THE CLASSROOM

In these videos, see how teachers are using purpose statements in their classrooms:

[Ms. Kleinjan—Kindergarten](#)

[Mrs. Berg—AP Calculus](#)