

## Superintendent Goals

### 1. Build a cohesive, collaborative, administrative team.

**Target:** Generate unmistakable positive impact for students through the growth and learning of school leaders.

**Actions:**

- Articulate often to the administrative team the vision, goals and expectations of the District.
- Invest in professional development of Instructional Leaders towards the District Vision. This may include training in Leadership principles, Professional Learning Communities and/or running quality data team meetings.
- Meet regularly with administrator team to keep each consistently informed of District work, goals and decisions.
- Remodel area for collaborative work in the District, creating space for data work, administrative meetings, Board meetings and negotiations.
- Work WITH district administrative team to develop a systems approach to the education of Payette students, modeling true collaborative strategies.
- As an administrative team, develop consistent teacher evaluation procedures, forms, and expectations to ensure teacher quality.

**Measurable Outcomes:** The superintendent will articulate expectations for systems work and hold administrators accountable for such. Systems work includes teacher evaluations, monitoring curriculum implementation, and training teachers to work collaboratively. Evidenced by meeting agendas, teacher evaluation policies/procedures, collaborative strategies implemented with teachers.

**February update:** Each of the actions in this goal have been thoroughly addressed during the past seven months and are a strong force behind achieving all other goals. The full administrative team continues to meet twice monthly. The remodeled area, Galleon Room, created the perfect space for data work and open collaboration. The agenda for administrative meetings center around the collaborative work and discussions that are necessary to build cohesiveness, with minimal time used on disseminating information. The agendas included with this report are evidence of this work. Team created working norms were reviewed again in our first meeting of the new year.

Team meetings allow the opportunity to frequently articulate the vision, goals and expectations of the District. These were reviewed individually during evaluation conferences, where I had the chance to address growth and new goals with each administrator. The State Technical Assistance Team (STAT) work at McCain Middle school afforded time for Richard Hale and I to review the District vision and goals with a teacher leadership team serving as a guide in the development of their schoolwide improvement plan. As a result, that plan is not only consistent with the goals of the District, but serves as the model of true collaborative strategies, also listed in this goal.

Administrators have expressed the appreciation for the investment in their professional development. In addition to the fall sessions mentioned in November, Kipp McKenzie has taken advantage of PD to grow in teacher observations and feedback. MaryBeth Bennett and Richard Hale (February) had Mastery

Leadership Training to lead teachers in mapping, evaluating and tracking student progress toward mastery of State Standards. Marci Holcomb, Kipp, Brittany, Rick and I attended assessment training in Caldwell, sponsored by the Region III Superintendents. Jason Dransfield, Danny Squibb and select teachers attended the Idaho Technology Education Association Conference in support of the technology plan and support the learning required by the high school accreditation report. Danny has signed up to take additional courses through SkillShare.com as part of his growth plan. Imagine Learning is sponsoring Kipp and I plus two teachers to attend an institute in Utah in conjunction with our literacy plan. In addition, after completing our book study, we are using online videos to help us review processes so that we can better lead our schools in true collaborative strategies.

The teacher evaluation process continues to be a topic of discussion at meetings so that we can develop consistency and ensure teacher quality. Evidence of this is held in Teacher Vitae and will be shared in general as part of the Superintendent report to the Board.

February Update

## 2. Align pre-K through 12<sup>th</sup> grade curriculum to state standards so that students graduate ready for college or career.

**Target:** Every classroom will be instructed in the written and tested curriculum, based on agreed upon pacing guides to ensure mastery of standards.

**Actions:**

- Work collaboratively with the Board to develop curriculum policies to guide the expectations and work of teachers.
- Utilize a District Curriculum Committee to coordinate curriculum needs and discussions among buildings.
- Establish district norms for meetings, instruction and grading, adopted by board (SP Goal 1.1)
- Provide regular time for data analysis and planning to increase student achievement of grade level standards. (SP Goal 1.3)
- Model data meetings with administrators after each benchmark assessment (SP Goal 1.4 modified)
- Use teacher collaboration to set agreed upon standards for mastery throughout the year, measured by STAR.

**Measurable Outcomes:** The superintendent will lead the district in creating articulated policy and curriculum maps to guide instructional expectations for each classroom. Teachers will meet regularly around common data to determine how to increase student achievement toward state standards. Evidence may include new or revised policies, curriculum committee meeting agendas, data meeting schedules, benchmark assessment reports, pacing guides with mastery standards.

**February update:** As shared in November, this goal continues progress but not in a strong visible manner. The first two action strategies have not been addressed. I have read the curriculum policies and can identify some areas that need addressed, such as expressing the expectation that all classroom teachers follow the adopted curriculum. I placed this in the staff handbook but will not bring forth policy revisions until a committee, including teachers can assist. A curriculum committee was not formed this year based on other priorities. According to research by Robert Marzano, a guaranteed and viable curriculum is third of five levels of operation for a high reliability school. The first two levels are, safe and collaborative culture followed by effective teaching in every classroom. These first two levels are being addressed in goals 1 and 4.

The book study, *Leaders Make It Happen!*, instructs district leaders in the purpose and processes of District Data Teams, Building Data Teams and Instructional Data Teams. We are using videos from OhioLeadership.org to assist administrators in visualizing how to structure data meetings in their buildings. Utilized correctly, District Data Teams, Building Data Teams and Instructional Data Teams will address instruction and grading practices. We are proposing to add weekly 'collaboration time' to next year's calendar so that ALL teachers can participate in instructional data teams.

Payette Primary and Westside Elementary used teacher collaboration to set agreed upon standards for mastery and are measuring with STAR and other assessments. The Mastery Leaders Institute that MaryBeth and Rick are attending provides professional development (6 months) and a platform for tracking student learning toward the standards. Westside has already taken the challenge to pick a

standard, teach to it, measure it and put results in the software before piloting a data meeting to discuss what worked or didn't instructionally.

The administrative team has created the questions that must be addressed with teams of Stakeholders to provide regular time for data analysis and planning to increase student achievement. Providing that time, requires the training of teachers on how to work collaboratively by establishing norms for meetings.

This portion of my goals will build in accomplishment throughout this school year, with a plan for full implementation fall of 2018.

February Update

### 3. Communicate effectively with board, district and community

**Target:** To communicate in an effective manner that promotes student academic achievement and parent involvement. (SP Goal 3)

**Actions:**

- Provide weekly updates to the Board regarding happenings within the District to keep the informed throughout the month.
- Develop process and procedures for electronic board meetings and communication. Acquire necessary hardware and software to push out electronic board packets and facilitate meetings with technological support (laptops, projector, screen and meeting area).
- Meet regularly with the administrative team to ensure a consistent message is received regarding district expectations.
- Generate a monthly report to district staff, to keep them informed regarding the work of the Board and district happenings.
- Work with the communication and volunteer leaders from each school at least quarterly to determine and measure effective communication practices.
- Provide professional development for the communication and volunteer leaders to guide the work with proven effective practices.
- Develop partnerships with community organizations
- Generate a greater positive presence communicating with the community at large. This includes social media, web site, local paper and Twitter.

**Measurable Outcomes:** The superintendent will evaluate, coordinate and participate in effective communication strategies that result in an informed community that supports and promotes high student achievement and parent involvement. Evidence may include Board updates, meeting agendas, newsletters, annual stakeholders survey, professional development registrations, news articles, social media feeds.

**February update:** Many of the actions listed with this goal have been accomplished or are in place (ongoing status). Board members are being provided a weekly update on district happenings. These have been sent out on Fridays except for weeks when Board packets are distributed. Board packets are delivered electronically on Wednesday or Thursday the week prior, improving time by approximately 48 hours. Each month, following the regular meeting of the Board, an electronic newsletter is sent to all staff highlighting Board actions and communicating District information. I can track readership through the website as well as participation in monthly reader contests. Administrators meet bi-monthly to ensure a consistent message regarding district expectations. I also meet monthly with Payette Education Association representatives to openly communicate about the District.

I have not met the goal of working quarterly with communication and volunteer leaders to address consistency and grow those initiatives. I have identified an administrative leader who will oversee this work next year. The goal is to improve the positive presence of the District through a variety of means. The accessibility law suits targeting districts across the state and country required us to pull back on some of the postings and uses of the webpages. We are researching and developing a plan to address compliance in a preventative manner.

I began meeting with a committee to develop a long-term plan for PSD athletic success. I purposefully included representatives from community organization such as Boosters and Payette County Recreation Department (PCRD). I attend the regular meetings of the Payette County Local Emergency Planning Committee and plan to attend the Payette Health and Welfare MDT/CCR meetings.

My relationship with the media has been cooperative and collaborative. They now reach out to me for comment and story input when dealing with educational topics. Reporters state an appreciation for the calls I return. After meeting with Bob Kustra and his delegation over lunch, one member called the next day to get additional information on ideas which Jason and I shared; Ideas to help impact the go-on rate of our Hispanic and migrant families. I am attending The Day on The Hill Monday, February 19th. Keeping informed and lifting my voice for the needs of rural schools had brought greater understanding as expressed by key members of the State Department of Education.

February Update

#### 4. Student Achievement – Improve IRI, ISAT and SAT scores.

**Target:** The District will score in the top 75% of State schools and in top 50% when compared to districts of similar size and demographics by decreasing the number of students scoring basic or below basic on State achievement measures

**Actions:**

- Focus administrators and teachers on what we can do rather than our limitations. This is not a student problem but rather an instructional decision.
- Evaluate the instructional practices for our students of greatest need and adjust as needed. This may require budget financial reorganization.
- Provide professional development for leaders and teachers on how to use data to address the learning needs of students. Solution Tree trainings on Leadership Now, RTI, and/or PLC.
- Create a plan for 2018 district Professional Learning Community time in all schools to address the four PLC questions of:
  - What do we want students to know and be able to do?
  - How will we know if they are learning?
  - What will we do if they are not learning?
  - What will we do if they already have learned?
- Utilize the STAR assessments to maximize the evaluation and reporting of current student learning and instructional effectiveness.
- The high school will work collaboratively to create a plan to address SAT performance for Payette students.

**Measurable Outcomes:** The superintendent will lead the District in setting high expectations for *all* students through professional development, adjustment in instructional practices for most at-risk students, and collaborative work of teachers and administrators with the end in mind (graduation). Evidence will include semi-annual reports of progress according to STAR assessments and summative report of State achievement measures. Evidence may include professional development reports, meeting agendas or notes, formal plans for restructuring time and for high school commitment to SAT importance and performance.

**February update:** The heavy lifting for the achievement of this goal is taking place throughout various meetings, professional development and open conversations. We have a long way to go to hit the mark of student achievement but right now we are shifting belief systems to become a proactive staff that know what strategies precede student achievement outcomes to replicate those strategies. Data teams will expose teaching and leadership practices that are contributing to increased learning for all students, so that we can replicate with certainty.

The assessment training conducted by the Region III Superintendents was valuable for administrators to learn what we can do to improve student achievement. All four administrators who attended came away with a new understanding as well as resources for changing the outcomes for our students. ISAT Interim /Block testing provides resources to guide instruction and inform teachers. Item banks give teachers true test items to prepare students and align instruction for rigor. The College Board website has an item analysis that breaks down how our students did, what may have tripped them and how teachers can teach to improve scores. In addition, we were made aware of the partnership with Kahn

Academy which has research to show significant growth from PSAT to SAT with 20 hours of targeted use. The high school has responded by providing that time rather than suggesting that time. Administrators have felt empowered to make a difference in student achievement.

Another area in which this goal was addressed which was not listed as an action, was during individual administrator evaluation conferences. The new administrator evaluation tool expects collaboration around data and expects principals to inform instruction based on data. Special program directors have been challenged to look at the data with teachers to determine impact and plans for improvement. Using data effectively is a professional learning goal for several of the administrators. This awareness of expectation along with the support of professional development and learning will assist in the transition to a learning focused system.

Finally, bullet point four is coming to you this month as a recommendation to adjust the calendar to provide for regular PLC time in all schools. Teachers in all buildings are asking for time to do the work. The principals are developing a common vision of the work. The administrative team will begin this spring to create the plan with Stakeholders. We are using the gift of a working lunch at The Spread Fire Eatery, to begin mapping out the draft plan.

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