

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.

November update: Most of my focus the past four months has been developing building and district leadership. I have shared the District vision, goals and expectations, including these goals set for me by the Board. Each district administrator has written an Individual Professional Learning Plan guided by District goals. The administrative team meets regularly. In the beginning we met weekly but have now gone to twice monthly; generally, Tuesday mornings from 9-11:00 a.m. During these meetings we work on consistency across schools and growing as a team. I have attached a few of the agendas as evidence of our work. The District has consistent teacher evaluation procedures, forms and expectations to ensure teacher growth and quality. We practice evaluations for calibration as a team, with emphasis on evidence.

Professional development for administrators includes the IASA summer conference, Ken Williams in October regarding taking responsibility for student learning, book study *Leaders Make It Happen! An Administrator's Guide to Data Teams*, math data conference for Middle School team (November), data analysis conference for High School staff (December), Instructional Leadership Coaching, and support towards reaching their IPLP goals.

We actively work with capacity builders and Leadership Teams at Payette Primary and McCain Middle School. New STAT team and School Improvement Processes will be utilized at both locations.

2. Align pre-K through 12th 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.

November update: Progress toward this goal is taking place in ways that is not yet completely visible. Building administrators and teachers are becoming more aware of the importance of this component. The October in-service with Ken Williams was designed to build understanding and starting points for teachers to provide a consistent curriculum. The Middle School STAT members began to address the reality and need in last week's meeting. Westside Elementary teachers have met collaborative to set agreed upon standards for mastery, paced throughout the year and measured by STAR 360.

We have collaboratively set STAR 360 benchmark testing periods for all schools. This decision will allow us to move forward in modeling data meetings while reviewing consistent Student Growth Percentiles on the STAR 360. This measure has also been identified as the student achievement portion of the teacher and administrator annual evaluations. 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. I want to build the knowledge and understanding of our principals while developing the need for true collaboration among teachers through school improvement plans prior to establishing norms for meetings and providing regular time for data analysis. This portion of my goals will build in accomplishment throughout this school year, with a plan for full implementation fall of 2018.

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. November will be our second month of delivering board packets and accessing documents electronically. The new Board room is equipped with a projector and screen so that charts and information can be displayed rather than printed. Each month, following the regular meeting of the Board, an electronic newsletter is sent to all staff highlighting Board actions and communicating District information. Administrators meet bi-monthly to ensure a consistent message regarding district expectations. I also meet at least monthly with Payette Education Association representatives to openly communicate about the District.

I have met with several community organizations to develop partnerships: Payette Boosters Club, Boys and Girls Club, Payette Recreation and the City. I have worked to connect these organizations to the work of the District when appropriate. For example, the Boys and Girls Club with Lights On event, and the Athletic Planning Committee will incorporate representatives from Boosters and Payette Rec.

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.

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.

November 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. The October in-service with Ken Williams began the look at what we can and must do to take students 'through the bar.' The data team model, currently under review with administrators provides structure to collaborative meetings in a way that teachers will examine instructional practices. Data teams will expose teaching and leadership practices that are contributing to increased learning for all students, so that we can replicate with certainty.

Additional training was provided on STAR 360 to assist teachers and leaders in using data to inform instruction. With new consistency we can use data more effectively at the district level as well.