

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.

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

- a. Strategic Plan goal 1
 - i. District norms, instruction and grading policies
 - ii. Regular planning w/ data analysis
 - iii. Math English Science
- b. Strategic Plan goal 2
 - i. Uniform expectations
 - ii. MAP testing
 - iii. Rigor
- c. Superintendent Standard I, II and III
 - i. Vision of Learning
 - ii. Instructional Leadership
 - iii. Organizational Management

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.

3. Communicate effectively with board, district and community

- a. Strategic Plan goal 3
 - i. Communication and Volunteer coordination
- b. Superintendent Standard VI
 - i. Governance and context. Work with Board. Monitors political, social, cultural contexts impacting education.

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.

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

- a. Strategic Plan, Goal 2
 - i. Increase academic rigor and regularly monitor student achievement
- b. Superintendent Standards I, II, and III
 - i. Vision of learning
 - ii. Instructional leadership
 - iii. Organizational management

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.