

GOAL 1			
Standard	Indicator	Element	Key Actions
I. Instructional Leadership	I-B. Instruction	1-B-1. Student engagement	
<p>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</p>	<p>Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p>	<p>"Proficient" rating =</p> <p>While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.</p>	<ul style="list-style-type: none"> • Administrators "learning walk-throughs" focused on implementation of curricula • Agendas for follow-up meetings plus "next steps" for boosting student engagement and coaching Administrative Team in providing growth • Weekly Administrative Team Meetings to review, discuss, share best practices for improving teaching and learning across the District • The Administrative Team will provide feedback to educators using a combination of formative and summative assessments, observational data, and student and teacher feedback with a goal of building capacity for effective standards-based learning, social emotional learning, inclusive practices, and behavior intervention strategies

		<p>1-B-2. Quality of effort and work</p>	
		<p>"Proficient" rating =</p> <p>Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it;</p> <p>Supports all administrators and instructional staff to consistently uphold these expectations for all students.</p>	<ul style="list-style-type: none"> • Work with the Administration to support the on-going development and reconfiguration of middle school program • Support the Administrative Team in the enhancement and refinement of pathways including the possible expansion of the arts pathway and the internship program • Expand/explore more early college and career opportunities for our students • Develop, Review and Present the District Strategy for Continuous Improvement to various stakeholder groups with the goal of setting high expectations and improving student achievement • Support the Principals in the planning and resource needs assessment processes informed by the data and stakeholder feedback.

GOAL 2			
Standard	Indicator	Element	Key Actions
I. Instructional Leadership	I-D. Evaluation	I-D-1. Educator goals	
<p>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</p>	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</p>	<p>"Proficient" rating =Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.</p> <p>Reviews goals for quality and supports progress.</p>	<ul style="list-style-type: none"> • Establish a practice of performing learning walkthroughs, consensus around best instructional practices Working with Administrative Team to ensure that they are providing meaningful evaluations, and giving effective feedback to improve teaching practices • Administrators participating in various outside coursework to improve their own practice on teacher coaching • Use observations and feedback from evaluations and walkthroughs to identify professional development opportunities or resources needed with a link to necessary budgetary implications
		I-D-3. Observations and Feedback	
		<p>"Proficient" rating =Makes multiple visits to each school to observe administrator practice, and provides quality feedback (specific, timely, actionable) that reinforces effective practice and provides clear next steps and support for improvement.</p>	<ul style="list-style-type: none"> • Use observations and feedback from evaluations and walkthroughs to identify professional development opportunities or define resources needed • Advocate for appropriate levels of resources, programming, and staffing as part of the budget development process • Use the data from observations, evaluations, and feedback to develop, review and present the District Strategy for Continuous Improvement to various stakeholder groups with the goal of setting high expectations and improving student achievement

Goal 3			
Standard	Indicator	Element	Key Actions
II. Management and Operations	II-C. Scheduling and Management Info Systems Indicator	II-C-1. Time for teaching and learning	
Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	Uses systems to ensure optimal use of time for teaching, learning, and collaboration.	<p>"Proficient" rating = Ensures that schedules, procedures and related systems across the district maximize student access to quality instructional time and minimize school day disruptions and distractions for all school- level staff;</p> <p>Consistently monitors the extent to which these systems are effective.</p>	<ul style="list-style-type: none"> • Create a year-long calendar of opportunities (workshops, events, discussions, etc.) to boost and clarify communication, and increase collaboration between our school communities' stakeholder groups (teachers, parents, students, school leaders, town representatives, etc.) • Review agendas and minutes from Administrative Team members meetings • Work with the Administration to develop schedules and systems that meet student needs and interests, and that maximize quality instructional time
		II-C-2. Time for Collaboration	
		<p>"Proficient" rating = Sets expectations for regular collaboration among administrators and promotes scheduling that ensures sufficient time for collaboration within and across schools.</p> <p>Establishes norms for effective collaboration and prevents or deflects activities that may interfere. Supports principals to do the same for their teachers.</p>	<ul style="list-style-type: none"> • Professional development time devoted specifically to strengthening adult culture i.e. creating process by which stakeholders feel they have input on the goals/outcomes of the District • Actively working with Administration to build in time during the day for adults to collaborate (faculty advisory, department meetings, PLCs) • Facilitates weekly Administrative Team meetings and biannual Administrative Retreats with a focus on norms, working collaboratively

GOAL 4			
Standard	Indicator	Element	Key Actions
III. Family and Community Engagement	III-B. Sharing Responsibility	III-B-1. Student Support	
Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.	Continuously collaborates with families to support student learning and development both at home and at school.	<p>"Proficient" rating =</p> <p>Provides resources, professional development, and related supports to enable the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners.</p> <p>Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.</p>	<ul style="list-style-type: none"> • Provide evidence of school extracurricular programming opportunities, community events, workshops, presentations • Renewed commitment to advocacy and support of active Faculty and Student Advisory Councils, SEPAC, School Councils, PTOs • Continue to hold Superintendent's Regional Roundtable meetings, and attend sub-committee and town meetings where appropriate to advocate for the District • Continue to provide news and notes to the school community to share resources, activities and student needs and achievements • Work on development of a PR plan for schools with the School Committee

GOAL 6			
Standard	Indicator	Element	Key Actions
IV. Professional Culture	IV-D. Continuous Learning	IV-D-1. Continuous Learning of Staff	
Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.	Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.	"Proficient" rating = Sets expectations for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning. Encourages and models curiosity and a growth mind-set, and ensures that all administrators use data, research, and best practices to adapt practice and plan appropriate interventions to achieve improved results.	<ul style="list-style-type: none"> • Works with Administrative Team to translate findings of Professional Learning Communities into actions/new practices/implementation strategies (e.g. peer coaching, observations, common planning time, and feedback) • Engages in regular Professional Development, actively participates in educational organizations, pursuing doctorate • Encourages and supports professional development opportunities for Administration and faculty and staff • Work with Administrative Team to establish a meaningful process for gathering feedback on meetings i.e. surveys or feedback forms at end of meetings etc.

Goal 5			
Standard	Indicator	Element	Key Actions
IV. Professional Culture	IV-A. Commitment to High Standards	IV-A-3. Meetings	
<p>Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.</p>	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. 3. 	<p>"Proficient" rating =</p> <p>Regularly plans and leads well- run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important district matters.</p> <p>Establishes clear norms for administrator team behavior that promote a supportive team culture.</p>	<ul style="list-style-type: none"> • Regular and outcome-driven (monthly) meetings with key constituencies: examples include Superintendent’s Office Hours, Weekly Administrative Meetings, weekly SBREA Meetings, Budget Planning Meetings, and Public Forums etc. • Works with Administrative Team to develop opening day events and professional development • Review, update, and present the Strategy for District Improvement with various stakeholders for feedback and discussion • Promotes and Incorporates the District Vision and Core Values into the work on on-going basis and as part of the decision-making process.