

DATA DRIVEN

We believe that we must use performance data to inform decision-making at all levels.

Expectations for Schools:

- ✓ The school community uses formative, summative and standardized data to document continuous improvement, and provide personal support to students in ways that can help them develop foundation skills and achieve at high levels.
- ✓ Teachers will maximize instructional time by only collecting appropriate and necessary data.
- ✓ School staff will analyze and use qualitative and quantitative data to monitor student progress toward closing gaps and accelerating learning.

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators use data to determine the effectiveness of major initiatives, to monitor the performance of subgroups and to make decisions.
- ✓ All administrators will use data as a rationale for the selection and implementation of programs and initiatives.
- ✓ All administrators will use qualitative and quantitative data to develop professional growth opportunities for individual staff members.

Performance Indicators

- ✓ Teachers analyze student performance data regularly to plan and improve instruction and accelerate achievement.
- ✓ Teams of teachers collaboratively plan instruction based upon data.
- ✓ School-wide performance data is posted publicly and in a timely manner.
- ✓ Each staff member can articulate the components of the school improvement plan, the action steps taken, and the data that supports the plan.
- ✓ The academic growth of students is identified, recognized and celebrated.
- ✓ Data is readily available and shared with students and parents/guardians on a regular basis.

EFFECTIVE INSTRUCTION

We believe that our number one responsibility and priority as a school district is to ensure that effective teaching is taking place in our schools.

Expectations for Schools:

- ✓ The school community develops positive relationships among staff and students that support an engaging, motivating, learning environment.
- ✓ Cross-curricular instructional planning and delivery becomes the norm.
- ✓ Daily lessons will encourage creative thinking and allow students to construct knowledge using technology to support learning.
- ✓ Students will be engaged in learning by using a variety of instructional strategies and differentiation in order to meet individual learning needs.
- ✓ The school community utilizes the common core state standards/model academic standards, to systematically gather, analyze and use relevant data to measure student progress, guide instructional content and delivery methods, and provide timely criterion-based feedback to students, parents and stakeholders.

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators base their decisions on the question, "How will this accelerate achievement?"
- ✓ Administrators will drive the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Performance Indicators

- ✓ Classrooms must show evidence of active student participation, inquiry, and intellectual risk taking.
- ✓ School administrators spend time in classrooms every day, observing and discussing learning with teachers and students.
- ✓ Clear learning targets are posted and reviewed daily with students

EQUITY & INCLUSION

We believe that all students can learn at grade level or higher (no excuses), with this being true for all students and is not determined or limited by race, family income, native language, gender, disability, or area of residence.

Expectations for Schools:

- ✓ The school community nurtures an instructional environment whereby students and staff are treated with dignity and respect at all times, with particular sensitivity towards socio-economic, cultural and linguistic differences.
- ✓ All staff shares a commitment to equity and inclusive instructional practices guided by the principle that every child will learn at grade level or higher.
- ✓ Asset-based language is used in all settings.

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators monitor progress on an annual basis toward the goal of embedding equity and inclusiveness policy into practice.
- ✓ Staff and students are assigned in heterogeneous settings.
- ✓ Admin team will focus attention on closing gaps and accelerating learning for all students.
- ✓ All administrators will communicate and educate all stakeholders in regard to the value of inclusive practices.
- ✓ Administrators will review policies and practices to identify and address systemic bias.

Performance Indicators

- ✓ Professional educators must openly share a commitment to equity and inclusive practices guided by the principle that every child can learn.
- ✓ Classroom materials reflect the needs, interests and cultural background of students.
- ✓ Instruction is based upon student strengths.
- ✓ Administrators will review assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way that students' work is assessed and evaluated.
- ✓ All school activities are demographically proportionate.

PROFESSIONAL DEVELOPMENT

We believe that we must retain and recruit the most effective teachers and principals, and we must develop and support them so they are able to implement research-based best practice in every classroom and school.

Expectations for Schools:

- ✓ The school community, upon reflection, acts on the developmental needs of individual staff members and the staff as a whole by providing opportunities for both individual and group growth.
- ✓ Personal mentoring is available for all new and targeted instructional personnel.
- ✓ The district will support formal building-level induction processes and informal procedures to support and assist all new personnel.
- ✓ The district will provide instructional coaching to ensure high-quality classroom instruction.

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators are responsible for ensuring that professional development in schools has coherence, is aligned with the Essential Eight, supports the improvement of pedagogical practice, and enhances the sustainability of district reform efforts.
- ✓ The school district develops a healthy and productive work environment that supports improved instructional practice.
- ✓ The district will continually provide, and evaluate, systemic and systematic, researched-based, job-embedded professional development that supports the acceleration of student achievement.

Performance Indicators

- ✓ Teachers make their practice public by working collaboratively with instructional coaches, administrators, and their peers.
- ✓ Learning from professional growth opportunities is incorporated into instructional practice
- ✓ Teachers share knowledge of evidenced-based instructional best practices.

ACCOUNTABLE LEADERSHIP

We believe that creating a district-wide culture of learning, leadership and performance will best ensure our ability to build and maintain optimal conditions for student learning in every school.

Expectations for Schools:

- ✓ The school community sets a standard for collaboration within professional learning communities that examine data, share practices, and build capacity among teachers and administrators to lead change and "risk success."
- ✓ Teachers will support and contribute to high-performing professional learning communities.
- ✓ Teachers will be provided opportunities for teaming and professional development within grades and across disciplines.
- ✓ Members of the school community will hold each other accountable for productive, asset-based mindsets.
- ✓ Instructional staff will constantly analyze, reflect upon, share their insights, and improve their practice to accelerate learning.

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators align evaluation tools with expectations for instructional improvement and the objectives of accelerating achievement gains for all students.
- ✓ The district will create a climate that fosters educator leadership, empowerment, accountability, innovation and a drive for results that will bring achievement gains to scale.
- ✓ Administrators will perform evaluations of professionals with a focus on instructional improvement.
- ✓ District leaders will visit schools and collaborate with school personnel to develop and support improved instructional practices.

Performance Indicators

- ✓ Professional educators must have a consistent and continuous school-wide focus on student achievement within a culture of high expectations.
- ✓ All administrators will be in the classroom evaluating and providing productive feedback.
- ✓ Central Office leaders are visible in buildings and are accessible to building staff.
- ✓ All staff members will demonstrate that they utilize learning data, research, collaborative opportunities, and take appropriate risks to improve student learning.
- ✓ We will hold each other accountable for productive, asset-based mindsets, and achievement results.

CORE OBJECTIVE

ACCELERATE ACHIEVEMENT GAINS FOR ALL STUDENTS

... all students including students with disabilities, limited language proficiency, low socio-economic status and diverse ethnic backgrounds.

COMMUNITY ENGAGEMENT

We believe that parents and the community are essential partners in the effort to improve student achievement and that it is our responsibility to engage them in that process.

Expectations for Schools:

- ✓ The school community will welcome all students, families and community members as partners and contributors in the learning process.
- ✓ School staff will recognize the assets each student, family and community member brings to the learning process.
- ✓ School staff will seek out and create innovative and productive relationships with students, families and community members

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators model strong and measurable outreach to families and community members.
- ✓ The district office will ensure that all schools design and implement plans for student, parent and community engagement.
- ✓ All administrators will identify and eliminate discriminatory barriers that limit engagement by students, parents and the community.

Performance Indicators

- ✓ The district must identify and remove discriminatory barriers that limit engagement by students, parents and the community, so that diverse groups and the broader community have greater access to information and resources.
- ✓ Data is collected and used to drive plans that increase parent, family, and community partnerships.
- ✓ All annual community engagement plans are housed in a shared document.
- ✓ Productive relationships are evidenced in our customer service data.
- ✓ Each school will organize a Parent Involvement Committee and assign one staff member as the Parent Involvement Coordinator in an effort to systematize our community engagement efforts.
- ✓ Parent and community newsletters and other external communications will be timely, fresh and informative; with an emphasis on identifying opportunities for stakeholder to connect to the district/school/classroom.
- ✓ Through structured professional development opportunities, the district will build capacity among staff for understanding and applying sound outreach practices at the classroom level.

OPERATIONAL EXCELLENCE

We believe that raising and accelerating achievement for all students requires optimal resources, a high level of capacity in schools and at the district level, implementation of effective change management strategies, and strategic management of all resources.

Expectations for Schools:

- ✓ The school community will efficiently utilize personnel, time, funds, materials, and technology to the benefit of teaching and learning.
- ✓ The school will maintain a safe, clean and orderly learning environment.
- ✓ The school community will report accurate student, personnel, programmatic, and operational data in a timely manner

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators work together to provide services efficiently and effectively enabling schools to focus their time and resources on maximizing student, adult and organizational learning.
- ✓ All administrators will find ways to leverage technology in the pursuit of organizational efficiency and effectiveness.
- ✓ All administrators will value and creatively utilize time and existing resources.
- ✓ All current expenditures and programs will be evaluated for their appropriateness in supporting and accelerated student achievement.
- ✓ The district will insure adherence to best practices in all areas of district operations including instruction, business administration and all other auxiliary services.

Performance Indicators

- ✓ All classrooms are staffed with qualified, culturally proficient professional educators.
- ✓ Every classroom has the appropriate materials and equipment.
- ✓ The district will revise compensation and benefit structures to focus on performance to help retain and attract effective staff members.
- ✓ The district will establish a comprehensive safety and security plan that will be updated regularly.

CUSTOMER SERVICE

We believe that we must constantly and consistently exceed our customer's expectations with an employee focus on serving and treating students, parents, taxpayers and peers in the best possible manner.

Expectations for Schools:

- ✓ The school community will treat all stakeholders with respect and dignity, respond to inquiries in a courteous and timely manner, utilize active listening techniques in all stakeholder interactions, and create an inviting, family-friendly environment.
- ✓ Schools will provide students with the best possible education and parents with a sense of security that their children are in a safe environment conducive to learning.
- ✓ All employees will personally assume responsibility to our customers, or will direct the customer to the appropriate contact.
- ✓ All buildings will nurture a family friendly culture that welcomes all stakeholders.

Expectations for Administrators:

- ✓ The superintendent, directors and building administrators monitor and track organizational adherence to the posted standards of customer service.
- ✓ The district will give confidence to community members that their tax dollars are well spent.
- ✓ The district will continually elicit and tabulate customer service feedback data in multiple contexts in an effort to improve overall, as well as specific customer service practices.

Performance Indicators

- ✓ Teachers call, email (in English and the adult's primary language) and meet with students' families regularly to share progress and suggestions about helping students learn.
- ✓ Customer Service Standards will be posted in prominent areas throughout the district
- ✓ Internal and external customer service satisfaction survey data show positive responses.