

**Practice Goal
2019-2020
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie**

Practice Goal: To work with the HMFH architects, Skanska OPM and Consigli contractor teams, as well as district administrators and teachers to develop transition and phasing plans to ensure that the physical and educational conditions for staff and students continue to maintain a positive learning environment during the 2019-2020 school year

Rationale: While phasing plans for the build of the new high school have been developed by HMFH architects and Consigli construction, the plans focus on construction, not learning environments, which is the task of the superintendent, high school administrators and preschool director to ensure as smooth a transition and consistent learning environment as possible through each phase of construction.

Key Actions:

1. Maintain a regular meeting schedule with all parties to address both anticipated and unanticipated issues.
2. Meet regularly with the high school administrators and preschool director, as well as curriculum leaders and the athletic director to hear concerns and problem-solve solutions with the architects and contractor.

Benchmarks:

1. A smooth opening of the high school and preschool in September 2020.

Superintendent Standards Reference:

Standard II: Management and Operations. 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

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| Indicator II-A. | Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs. |
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| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| II-A-1. Plans, Procedures, and Routines | Does not organize the district effectively for orderly and efficient movement of students. | May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. | Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. | Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element. |
| II-A-2. Operational Systems | Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe. | Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe. | Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe. | Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element. |
| II-A-3. Student Safety, Health, and Social and Emotional Needs | Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently. | May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences. | Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being. | Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element. |

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.

| IV-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| IV-A-1. Commitment to High Standards | Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff. | May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it. | Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. | Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element. |