

**Joint School District No. 391
2009-10 Superintendent Goals**

The mission of the Kellogg School District in a partnership of students, parents, educators, and community members is to ensure a safe, nurturing environment where people are challenged to achieve : Individual responsibility, Academic excellence, Personal success, and Life-long learning

Board Goal	Action Plan	Progress to Date
<p>Using the <i>Nine Characteristics</i> as a model for district structure and on-going goals, focus work and resources toward:</p> <p>1. High Levels of Collaboration and Communication</p>	<p>Using the <i>Nine Characteristics</i> as a model for district structure and on-going goals, I will focus work and resources toward:</p> <p>1. <u>High Levels of Collaboration and Communication</u></p> <ul style="list-style-type: none"> • Model collaboration in all team meetings by sharing a model agenda with district staff. Use the model agenda to assure that teams plan for their work together, record their work and have written agreement of their consensus on action items. • Model collaboration in board goal setting process. • Model collaboration with the community through involvement of the Financial Advisory Committee in recommending financial goals for the supplemental levy and budget priorities. • Expand Key Communicators membership and reports out. • Present to local community groups on district status. • Present to district staff on Nine Characteristics • Establish a replicable process for district from pre-assessment to goal setting to actions to post assessment. • Meet monthly with the two newest principals to assure full orientation to the district • Facilitate Leadership Team meetings to maximize academic achievement discussions and movement more toward <u>instructional leadership</u> • Involve food service, transportation and maintenance in goal setting aligned with district 	

2. Focused Professional Development

3. High Standards and Expectations for All Students

focus.

- Expand student, parent, community membership on district and building teams
- Emphasize consensus on goals

2. Focused Professional Development

- Assure that we have primarily school based professional development that has been developed with teachers and modeled after the manner outlined in the *Nine Characteristics*:
 - Connecting teacher and student learning
 - Supportive of professional collaboration
 - Coupling teaching and assessment
 - Develops a common language
 - Develops and uses tools to guide discussion
 - Builds teacher capacity
- Assure that the district develops a draft observation and evaluation plan patterned after SDE approved model by Charlotte Danielson. (Draft plan due 2/2010)
- Facilitate all certified staff (including me) working on the Danielson 6 hour training.
- Personally train on Response to Intervention (RTI) and support district-wide implementation
- Facilitate educators observing each other
- Facilitate the Skyward transition trainings
- Facilitate Choice Theory related training as a means to emphasize/model questioning strategies with district administrators

3. High Standards and Expectations for All Students

- Organize and Facilitate a DATA Team that meets regularly to discuss and plan for district-wide improvement of learning.
- Organize a district Data Notebook for use in district decision-making. Sample data should

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<p>4. Frequent Monitoring of Learning and Teaching</p>	<p>include: graduation rate (CIP #1), dropout rate (CIP #2) , ADA and enrollment, academic performance on statewide assessments (CIP #4), number of highly qualified personnel (CIP #7), % statewide test participation; dual enrollment participation; discipline data; decreasing suspensions/expulsions (CIP #5) and other discipline data; family/community involvement (CIP #8); post school outcomes (CIP #6);</p> <ul style="list-style-type: none"> • Prevent or reduce the use and distribution of illegal drugs, tobacco and alcohol. (Pre-populated objectives for this goal: 1) Increase students knowledge of the dangers of using alcohol, tobacco and other drugs. 2) Increase students' refusal skills. (CIP #11) • Model and emphasize questioning strategies. <p>4. <u>Frequent Monitoring of Learning and Teaching</u></p> <ul style="list-style-type: none"> • Personally observe teachers in the classrooms giving them individual feedback and conversations on instructional strategies, and Danielson components. • Support administrators being in the classroom observing more. • Facilitate Data decision-making and Assessment for learning 	
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