

Darrington School District

Superintendent Goals 2019-20

- 1) **Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student. (Standard 4 WSBS 2018)**

To achieve this goal, the superintendent will ensure that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.

The superintendent will do this by:

- 1) Developing and implementing procedures and practices that result in a climate that is positive, friendly, and responsive to the needs of individuals (basic)
- 2) By engaging parents, teachers, students and administrative staff in reflecting on and developing these procedures (proficient)
- 3) Through use of data-based continuous improvement cycle for student and employee well-being and community satisfaction (distinguished)

Ongoing through June 2020

Measured by:

- 1) Student, staff and community climate surveys
- 2) Specific examples of programs, events, and actions that demonstrate efforts to increase inclusion, caring, and supportive school community.
- 3) Data-based measures that increase academic success and well-being for students.

January 2020 Formative Progress Statement:

June 2020 Final Progress Statement:

Darrington School District

Superintendent Goals 2019-20

- 2) **Ethical Leadership: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner. (Standard 5 WSBS 2013)**

To achieve this goal, the superintendent will interact respectfully with others.

The superintendent will do this by:

- 1) Interacting with colleagues and other stakeholders in a professional, respectful and trustworthy manner (basic)
- 2) By soliciting and engaging stakeholders (proficient)
- 3) Through providing an exemplary model that influences employees, board, and other stakeholders to act with a high degree of professionalism, respect and trustworthiness (distinguished)

Ongoing through June 2020

Measured by:

- 1) Student, staff and community climate surveys
- 2) Increased listening, cooperation, and recognition of employee contributions and accomplishments on the part of superintendent and district
- 3) Specific examples of programs, events, and actions that demonstrate efforts to solicit and engage stakeholders across school community

January 2020 Formative Progress Statement:

June 2020 Final Progress Statement:

Washington Standards-Based Superintendent Framework[®]

Standard 4 — Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

The superintendent...

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers.	does not develop and implement procedures and practices that ensure the safety and well-being of students, employees, and volunteers	develops and implements procedures and practices that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	involves members of the school community in developing procedures and practices that address threats to student, volunteer, and employee safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)
B. Develops and implements procedures and practices that advance a purposeful and safe learning environment.	does not develop and implement procedures and practices that ensure a purposeful and safe learning environment	develops, communicates, and implements procedures and practices that guide student behavioral expectations and disciplinary actions	engages parents, students, and staff in developing, implementing, monitoring and updating guidelines and norms for accountable student behavior	regularly conducts data-based evaluations of the effectiveness of policies and practice that guide student behavioral expectations and disciplinary actions
C. Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.	does not ensure that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals	develops and implements procedures and practices that result in a climate that is positive, friendly, and responsive to the needs of individuals	engages parents, teachers, students, and administrative staff in reflecting on and developing procedures and practices that promote a climate that is positive, friendly, and responsive to the needs of individuals	involves parents, teachers, students, and administrative staff in a data-based continuous improvement cycle for student and employee well-being and community satisfaction
D. Promotes the development of student agency in learning and community participation.	does not promote, monitor, or support efforts to develop student agency in learning and community participation.	promotes efforts to help students understand, articulate, and act on their own learning needs as well as participate in classroom/school decision making	ensures that curricular and co-curricular activities provide opportunities and support for development of student agency	collaborates with staff and students to conduct data-based evaluations of district efforts to help students understand, articulate, and act on their learning needs and participate in classroom/school decision-making
E. Articulates high expectations for ethical and professional behavior of district employees.	does not model or articulate expectations and monitor compliance for ethical and professional behavior in the district	models and articulates expectations for ethical and professional behavior by staff	guides administrators to model, articulate and reinforce high ethical and professional expectations for staff	elevates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable

Standard 5—Ethical Leadership: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

Strand 1—Acting with integrity, fairness, and courage in upholding high ethical standards. *The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Models high standards of professional and ethical behavior as set out in the Washington Administrative Code, AASA Code of Ethics, and board policy on ethics.</i>	does not comply with standards of ethical and professional behavior	follows acceptable standards of ethical and professional behavior	models with consistency the highest standards of ethical and professional behavior, including courage and integrity	demonstrates in words and action pervasive commitment to the highest standards of ethical and professional behavior, including courage and integrity
<i>B. Interacts respectfully with others.</i>	does not interact with others in a professional, respectful and trustworthy manner	interacts with colleagues and other stakeholders in a professional, respectful and trustworthy manner	solicits, engages and interacts with colleagues and stakeholders in a professional, respectful and trustworthy manner	provides an exemplary model that influences employees, board, and other stakeholders to act with a high degree of professionalism, respect, and trustworthiness
<i>C. Articulates high expectations for ethical and professional behavior of district employees.</i>	does not articulate expectations or monitor compliance for ethical and professional behavior in the district	articulates expectations for ethical and professional behavior by teachers, principals and other administrators, and other employees	guides principals and other administrators to articulate and reinforce high ethical and professional expectations for district employees	creates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable
<i>D. Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.</i>	does not examine district procedures and practices for adherence to principles of fairness, social justice, and human dignity	frequently examines district procedures and practices for adherence to principles of fairness, social justice, and human dignity	guides principals and other administrators to examine district procedures and practices for adherence to principles of fairness, social justice, and human dignity	assures that district procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity for each member of the school community

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