

Strategic Plan Goal #1					
<i>Build and nurture a culture of well-being and inclusivity.</i>					
Goal/Focus <i>(Specific)</i>	Indicators of Progress <i>(Measureable)</i>	Supports & Resources <i>(Attainable)</i>	Connection to District Priorities & VSBA Standards <i>(Relevant)</i>	Timeline <i>(Timely)</i>	Reflection/Evidence
Design and implement social-emotional learning standards, instruction, and assessments that foster emotional well-being and mental health.	<ul style="list-style-type: none"> Regular reports to Board SEL learning standards Assessments 	<ul style="list-style-type: none"> Engagement of Curriculum Council in the development of standards and assessments 	<u>VSBA Standards:</u> Policy (2A, B) Operational Management & Leadership (5C, D) Instructional Leadership (6C, E, F, G)	August 2024 - September 2025	
Design and implement plans to engage and build community and connectedness, both within and beyond school buildings.	<ul style="list-style-type: none"> WCUUSD Communication and Engagement Plan Regular communication through newsletters, forums, and website 	<ul style="list-style-type: none"> WCLT Website development Coordination with the Board on communication Great Schools Partnership coaching 	<u>VSBA Standards:</u> Community Relations (4A-F) Operational Management & Leadership (5A, B, E)	December 2024 - June 2025+	
Create a professional learning plan to ensure that all staff can create a safe and welcoming learning and working environment that supports equity, diversity, and inclusion in our schools.	<ul style="list-style-type: none"> WCUUSD Professional Learning Plan developed 	<ul style="list-style-type: none"> Work with WCLT to build and implement PLP Work with Associations to develop PLP 	<u>VSBA Standard:</u> Policy (2A) Operational Management & Leadership (5A, B, E) Instructional Leadership (6C, E, F, G)	February 2024 - September 2025	
Expand our comprehensive assessment system to include measures of	<ul style="list-style-type: none"> Common Assessment System Equity Indicators 		<u>VSBA Standard:</u> Policy (2C, E) Operational Management & Leadership (5C, J)	September 2025 - June 2026	

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well-being and belonging so that we can celebrate strengths, provide opportunities for reflection, and hold schools accountable to high expectations for all students			Instructional Leadership (6C, E, F, G)		
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Strategic Plan Goal #2					
<i>Challenge, empower, and engage each student through evidence based instructional strategies and curriculum and varied educational opportunities.</i>					
Goal/Focus <i>(Specific)</i>	Indicators of Progress <i>(Measureable)</i>	Supports & Resources <i>(Attainable)</i>	Connection to District Priorities & VSBA Standards <i>(Relevant)</i>	Timeline <i>(Timely)</i>	Reflection
Improve our proficiency-based system to further hold high expectations while being responsive to student strengths, needs and interests.	<ul style="list-style-type: none"> Supervision and evaluation process for all staff Education Quality Reports on student performance 	<ul style="list-style-type: none"> Work with COLT, WCLT to develop plan 	<p><u>VSBA Standard:</u> Operational Management & Leadership (5C, J) Instructional Leadership (6C, E, F, G)</p>	<p>Plan Development: Summer/Fall 2025 Implementation: Fall 2026+</p>	
Partner with students to inform curriculum and instruction.	<ul style="list-style-type: none"> Student participation in curriculum and professional development 	<ul style="list-style-type: none"> Partner with Up for Learning, Student Council and Student Board Members 	<p><u>VSBA Standards:</u> Operational Management & Leadership (5C, D) Instructional Leadership (6C, E, F, G)</p>	Spring 2025	
Audit the opportunities in PreK-12 classrooms to ensure robust engagement in real-world authentic skills in and with the community, flexible pathways, and outdoor/place-based experiences.	<ul style="list-style-type: none"> Education Quality Reports Course offerings and enrollment 	<ul style="list-style-type: none"> Partner with WCFE WCLT - align with Supervision and Evaluation 	<p><u>VSBA Standards:</u> Policy (2A, E) Community Relations (4B, C, E) Operational Management & Leadership (5C, D) Instructional Leadership (6F, G)</p>	School Year 2024-25	
Create and implement professional development that supports educators in learning about:	<ul style="list-style-type: none"> UDL System and Educator Assessments Equity Indicators Performance Data Climate Survey 	<ul style="list-style-type: none"> WCLT works with Seed the Way HJC Curriculum Council COLT 	<p><u>VSBA Standards:</u> Community Relations (4E) Operational Management & Leadership (5C, D)</p>	<p>Plan Development Spring 2025 Implementation: Fall 2025+</p>	

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Anti-bias and antiracist practices Universal Design for Learning The integration of transferable skills			Instructional Leadership (6C, E, F, G)		
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Strategic Plan Goal #3
Foster and commit to responsible leadership that engages the community and communicates transparently.

Goal/Focus <i>(Specific)</i>	Indicators of Progress <i>(Measureable)</i>	Supports & Resources <i>(Attainable)</i>	Connection to District Priorities & <u>VSBA Standards</u> <i>(Relevant)</i>	Timeline <i>(Timely)</i>	Reflection
Work with the Board Configuration Committee to propose a financially sustainable configuration plan that supports the strategic plan.	<ul style="list-style-type: none"> Develop a proposal with the configuration committee that provides a sustainable program 	<ul style="list-style-type: none"> VSA and VSBA training and resources Active and engaged leadership team Collaboration with Central Office Leadership (Curriculum & Instruction, Special Services) Clerical support/central office infrastructure 	<u>VSBA Standard:</u> Board and Superintendent Relationship (1A - G) Policy (2A - E) Business and Finance (3A - C) Community Relations (4A - F) Operational Management & Leadership (5A, C, E) Instructional Leadership (6A-G)	July 24 - June 25	
Work with staff and board to support the strategic plan.	<ul style="list-style-type: none"> Meet the goals of the strategic plan and the CIP 			Ongoing	
Create and strengthen connections between WCUUSD and the community	<ul style="list-style-type: none"> Community events and engagement in school functions 			Ongoing	
Establish structures, policies, procedures, and accountability frameworks that	<ul style="list-style-type: none"> Policy Workplan 			Summer 2025 - June 2026	

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support the implementation of the strategic plan.					
Work with the Board to utilize its Education Monitoring Plan to monitor district progress.	<ul style="list-style-type: none"> ● Education Quality Committee Reports ● Report on equity indicators 	<ul style="list-style-type: none"> ● Strategic Plan 	<u>VSBA Standard:</u> Board and Superintendent Relationship (1A - G)	Ongoing	

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Evaluation Rubric Reflection

1). Board and Superintendent Relationship

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps the board informed with professional, timely communication so it may perform its responsibilities.		
B: Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided in a timely manner with supporting information in order to make informed decisions.		
C: Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.		
D. Input & Feedback	Does not solicit or accept input or feedback from the board.	Accepts input or feedback from the board but does not demonstrate to the board how its input is reflected in decisions.	Accepts input or feedback from the board and clearly indicates how that input has been incorporated into decisions.	Actively and continuously encourages board input and feedback on decisions before they are presented to the board for approval.		

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E. Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.		
F. Operating Results	Doesn't review operating results with board(s).	When asked, provides board(s) with information about operating results.	Provides board(s) with operating results and compares them to established objectives.	Provides board with operating results compared to established objectives and informs board of successes and corrective steps taken, if needed.		
G. Inter-personal Skills	Does not collaborate, build consensus, resolve conflicts and/or manage crises.	Collaborates with some individuals but not a variety of individuals. Limited ability to build consensus, resolve conflicts and/or manage crises.	Collaborates with a variety of individuals on a regular basis. Satisfactory ability to build consensus, resolve conflicts and/or manage crises.	Actively collaborates with a variety of individuals. Is highly skilled in consensus building, conflict resolution and crisis management.		

2). Policy

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	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: Policy Execution	Does not carry out the policies adopted by the board(s).	Carries out the policies adopted by the board(s), but in an inconsistent manner.	Carries out the policies adopted by the board(s) in a consistent manner.	Is proactive in carrying out the polices adopted by the board(s) in a consistent manner and recommending changes when appropriate.		
B: Policy Development & Administration	Is not involved in the development of district policies. Makes decisions without regard to adopted policy.	Is minimally involved in the development of district policies. Makes decisions after consulting district policy, but in an inconsistent manner.	Is actively involved in the development and recommendation of district policies. Policies are administered consistently and with fidelity.	Is proactive in the determination of district needs and policy priorities. Encourages board participation in the development of policies to meet district needs.		
C: Procedure Development & Administration	Has not created administrative procedures to implement board policy.	Has created a minimal number of administrative procedures to implement district policies.	Has developed Is developing district procedures to accompany district policies where called for in policy.	Has developed district procedures when called for by policy and takes proactive steps to ensure procedures are updated to reflect changes in practice or policy.		
D: Policy Maintenance	Has no system for the maintenance of board policy.	Provides the board with information when a policy change is needed per change in law or regulation.	Supports the board in developing a schedule for monitoring and updating district policy.	Establishes and maintains a system for the development and codification of board policy.		

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E: Dissemination	Has no system to disseminate policies and procedures to staff and community.	Policies and procedures are available on the district’s website.	Policies and <i>required</i> procedures are available on the website and staff are trained on new policies as needed.	Has a system in place to assure staff and community awareness of all existing and proposed policies.		
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3). Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
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<p>A:Budget development and maintenance</p>	<p>Superintendent’s budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.</p>	<p>Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.</p>	<p>Budget actions are proactive and consider the most current information and data. A system exists to ensure the continuous monitoring of budgets so the board has sufficient data for accurate decision-making.</p>	<p>Budget actions are proactive and consider both current and long range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.</p>		
<p>B. Budget reports</p>	<p>Doesn’t report financial information to the board except with the annual audit.</p>	<p>Reports the status of financial accounts as requested by the board and ensures annual audit is completed in a timely manner.</p>	<p>Regularly reports to the board concerning the budget and financial status. Annual audit and financial reports indicate the district’s finances are being well managed.</p>	<p>Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.</p>		
<p>C. Budget Education</p>	<p>Doesn’t assist the board(s) with presentation and explanation of the budget.</p>	<p>Assists the board(s) with presentation and explanation of the budget when asked.</p>	<p>Assists board(s) with presentation and explanation of the budget.</p>	<p>Proactively and skillfully assists board(s) in presentation and explanation of the budget.</p>		
<p>D.Facility Management</p>	<p>A facilities management plan is not created. Maintenance is only performed when absolutely needed.</p>	<p>Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as needed basis.</p>	<p>A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.</p>	<p>Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.</p>		

4). Community Relations

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: District Advocacy	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district.	Actively promotes public education and a positive image of the district. Represents the district's interests with the board, faculty, staff and public.		
B:Communication with community	Isn't readily available	Provides appropriate information only when asked.	Actively seeks two-way communication with all stakeholders as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with all stakeholders.		
C: Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.		
D:Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.		

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<p>E: Collaboration & Engagement</p>	<p>Does not collaborate with other community groups to promote effective engagement</p>	<p>Collaborates with one or two community groups on specific topics of mutual interest.</p>	<p>Collaborates with a range of community groups to promote effective engagement.</p>	<p>Actively seeks opportunities to build new alliances with community groups and maintains existing relationships. Directs a communications program designed to enlist the understanding, support, and participation of the community in solving the major challenges of the school system.</p>		
<p>F: Interpersonal Skills</p>	<p>Does not work cooperatively with community members.</p>	<p>Works cooperatively with specific community members on specific projects.</p>	<p>Works cooperatively with a variety of community members on a range of projects.</p>	<p>Actively seeks opportunities to work with community members on a range of projects in order to enlist the support of the community for the school system.</p>		
<p>G: Local and State Agency Relations</p>	<p>Does not establish a positive working relationship with local and state agencies.</p>	<p>Has a limited working relationship with local and state agencies.</p>	<p>Has a positive working relationship with local and state agencies.</p>	<p>Proactively builds and maintains a positive working relationship with state and local agencies.</p>		

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5). Operational Management and Leadership

	Ineffective	Developing	Effective	Highly Effective	Reflections	Next Steps
A: Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.		
B: Personnel matters	There is no <i>formal</i> system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.		
C: Supervision & Evaluation	There is no system to handle supervision and evaluation in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address supervision and evaluation with consistency, fairness, discretion and impartiality.	Supervision and evaluation system is aligned with district vision and goals and implemented at all levels of the district.		
D: Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision making skills.		
E: Interpersonal Relations	Doesn't collaborate or build relationships with staff and administrators.	Collaborates and builds relationships with staff and administrators in an inconsistent manner.	Collaborates and builds relationships with staff and administrators in a consistent manner.	Collaborates and builds relationships with staff and administrators in a proactive and effective manner.		

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<p>F: Recruitment</p>	<p>There is no formal recruitment process and/or hires are considered in an arbitrary manner.</p>	<p>A formal recruitment process is in place, but is not used consistently.</p>	<p>Follows a formal recruitment process for each hiring opportunity.</p>	<p>Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.</p>		
<p>G: Visibility</p>	<p>Seldom visits buildings.</p>	<p>Is present at building programs and special activities.</p>	<p>Visits buildings/classroom as time permits.</p>	<p>Regular visits to buildings and classrooms are a priority item.</p>		
<p>H: Operational Objectives</p>	<p>Doesn't review operational objectives with staff.</p>	<p>Is inconsistent in keeping staff informed of operational objectives.</p>	<p>Consistently keeps staff informed of operational objectives and their role in achieving objectives.</p>	<p>Inspires staff to meet or exceed operational objectives.</p>		
<p>I: Investigations and Negotiations</p>	<p>Does not plan or direct investigations and negotiations.</p>	<p>Directs investigations and negotiations to meet immediate needs.</p>	<p>Plans and directs investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).</p>	<p>Is innovative in establishing plans for investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).</p>		

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J: Supervisory Objectives	Does not carry out supervisory responsibilities in accordance with district’s policies and applicable laws.	Is inconsistent in carrying out supervisory responsibilities in accordance with district’s policies and applicable laws.	Consistently carries out supervisory responsibilities in accordance with district’s policies and applicable laws.	Is proactive in carrying out supervisory responsibilities in accordance with district’s policies and applicable laws.		
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6). Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Reflection	Next Steps
A: Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.		
B: Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district.		

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				Participates actively in professional groups and organizations.		
C: Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Equity and student achievement are important and guide decisions made within the district.	Places equity and student achievement as the top priorities and consistently communicates this to others. Bases decisions on improving equity & student achievement. These priorities are reflected in budget recommendations.		
D: Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district aligned with the board's vision. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district aligned with the district's vision. Aligns the district and building-based strategic plans and available resources within the budget to accomplish these goals.		

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<p>E: Staff development</p>	<p>Staff development isn't provided. Staff members are responsible for their own improvement.</p>	<p>Staff development programs are offered based upon available opportunities.</p>	<p>Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.</p>	<p>Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.</p>		
<p>F: Curriculum</p>	<p>Curriculum isn't a priority in the district.</p>	<p>Allows teachers to define their own curriculum. There is little or no coordination.</p>	<p>A curriculum is in place that seeks to meet the state standards.</p>	<p>There is an on-going review process to be sure the curriculum is developmentally-appropriate, aligned to the state standards and flexible enough to meet the needs of students throughout the district.</p>		
<p>G: Implements Continuous Improvement</p>	<p>A continuous improvement plan is not being developed.</p>	<p>A continuous improvement plan is being developed.</p>	<p>A continuous improvement plan is in place.</p>	<p>There is on-going development and implementation of a comprehensive plan for continuous improvement based on individual student and systems data.</p>		