







Academics and Programs

Year One Activities	Year One Evidence
Portrait of a learner exploration	Agendas and minutes, communication to stakeholders, examples from other districts, Year 2 Development Process
Framework for Teaching-Danielson Model for professional practice implemented	Trainings, observations, feedback meetings, iwalks, teacher evaluation feedback, committee meetings
MTSS: Academic Differentiation	Define current reality of academic differentiated opportunities. Data collection & analysis process. Recommendation for next steps in Year 2.




Strategic Goal Implementation Rubric: Portrait of a Learner

Action Step	 Not Implemented	 In Progress	 Implemented
1. Establish contracted services with Knowledge Works	<ul style="list-style-type: none"> • No contract drafted or reviewed. • No communication initiated. • Budget/approvals not started. 	<ul style="list-style-type: none"> • Contract drafted or under review. • Scope/timeline in negotiation. • Awaiting approval or signatures. 	<ul style="list-style-type: none"> • Contract fully executed. • Scope/timeline confirmed. • Kickoff scheduled and communicated.
2. Phase 1: “WHY” Learning & Exploration – Board Learning Sessions (3)	<ul style="list-style-type: none"> • Sessions not scheduled. • No materials prepared. • Board not briefed. 	<ul style="list-style-type: none"> • Sessions scheduled or being scheduled. • Pre-reads shared. • 1–2 sessions completed. 	<ul style="list-style-type: none"> • All 3 sessions completed. • Board demonstrates foundational WHY understanding. • Themes documented and shared.
3. Phase 1: “WHY” Learning & Exploration – Leadership Council Sessions (3)	<ul style="list-style-type: none"> • Leadership not engaged. • Sessions not scheduled. 	<ul style="list-style-type: none"> • Dates set. • Materials developed. • 1–2 sessions completed. 	<ul style="list-style-type: none"> • All 3 sessions completed. • Leadership understanding established. • Outputs documented.
4. Phase 1: “WHY” – Design Team Orientation	<ul style="list-style-type: none"> • Design Team not identified. • No orientation content. 	<ul style="list-style-type: none"> • Team selected. • Orientation content drafted. • Session scheduled or underway. 	<ul style="list-style-type: none"> • Orientation completed. • Team understands roles and process. • Ready for Portrait work.
5. Phase 2: Developing the Portrait	<ul style="list-style-type: none"> • No sessions scheduled. • No draft elements. • Engagement plan not defined. 	<ul style="list-style-type: none"> • Working sessions underway. • Draft elements created. • Feedback being gathered. 	<ul style="list-style-type: none"> • Portrait finalized. • Validated with stakeholders. • Approved and communicated.

Strategic Goal Implementation Rubric: Danielson Implementation

Action Step	 Not Implemented	 In Progress	 Implemented
1. Danielson Training – Administrators	<ul style="list-style-type: none"> No training scheduled. No materials prepared. Admins not informed of expectations. 	<ul style="list-style-type: none"> Training dates set. Partial attendance or early sessions completed. Materials distributed. 	<ul style="list-style-type: none"> All administrators trained. Calibration completed. Expectations aligned across levels.
2. Danielson Training – Educators	<ul style="list-style-type: none"> No staff training planned. No introduction to the Danielson Framework. 	<ul style="list-style-type: none"> Training sessions scheduled. Initial modules delivered. Staff receiving materials and guidance. 	<ul style="list-style-type: none"> Full staff training completed. Educators understand domains, components, and rubric use.
3. Implement Process: Identify teachers being evaluated	<ul style="list-style-type: none"> Evaluation list not created. No communication to principals or teachers. 	<ul style="list-style-type: none"> Draft list created. Verification and adjustments occurring. Teachers beginning to be notified. 	<ul style="list-style-type: none"> Final list confirmed and communicated. Evaluation assignments in system.
4. Implement Process: Principal observations & feedback	<ul style="list-style-type: none"> No observations started. No schedule or expectations delivered. 	<ul style="list-style-type: none"> Observations underway. Initial feedback provided. Tracking documents created or partially used. 	<ul style="list-style-type: none"> Scheduled observations completed. Timely, high-quality feedback consistently provided. Documentation up to date.
5. Fidelity Check: On-track observations & feedback meetings	<ul style="list-style-type: none"> No mechanism to monitor progress. Missing or inconsistent data. 	<ul style="list-style-type: none"> Progress monitored periodically. Some principals meeting timelines; others catching up. Coaching provided as needed. 	<ul style="list-style-type: none"> All buildings on track. Observation/feedback cycles completed on schedule. Data reviewed regularly.
6. Fidelity Check: Consistent iWalk observation form by level	<ul style="list-style-type: none"> No standard form used. Different forms across buildings. 	<ul style="list-style-type: none"> iWalk form drafted or partially adopted. Principals calibrating use. Adjustments being made for consistency. 	<ul style="list-style-type: none"> One common iWalk form adopted per level (Elem/MS/HS). Used consistently across all observations.
7. Reflect on process & tool: Feedback at K–12 meetings	<ul style="list-style-type: none"> No reflection structures in place. No feedback gathered. 	<ul style="list-style-type: none"> Initial discussions happening. Feedback being collected informally. Themes emerging. 	<ul style="list-style-type: none"> Formal reflection conducted at K–12 admin meetings. Clear strengths/needs identified. Adjustments planned for next cycle.

Strategic Goal Implementation Rubric: Academic Differentiation

Action Step	 Not Implemented	 In Progress	 Implemented
1. District MTSS Committee meetings (Sept., Jan., May)	<ul style="list-style-type: none"> • Meetings not scheduled. • Members not informed. • No agendas prepared. 	<ul style="list-style-type: none"> • Meetings scheduled. • Some meetings completed. • Minutes or notes partially documented. 	<ul style="list-style-type: none"> • All 3 meetings held. • Full participation documented. • Decisions and next steps recorded and communicated.
2. Building MTSS meetings (Oct., Nov., Feb.)	<ul style="list-style-type: none"> • Meetings not scheduled. • Building teams not engaged. 	<ul style="list-style-type: none"> • Meetings scheduled. • Some sessions completed. • Early documentation collected. 	<ul style="list-style-type: none"> • All meetings completed. • Participation documented. • Building-specific action plans aligned with district MTSS goals.
3. Communication of MTSS handbook and committee to all stakeholders	<ul style="list-style-type: none"> • Handbook not finalized. • No communication plan. 	<ul style="list-style-type: none"> • Handbook draft shared with select stakeholders. • Communication plan in development. 	<ul style="list-style-type: none"> • Handbook shared with all stakeholders. • Committee and roles communicated. • Feedback collected.
4. Identify current academic differentiation opportunities (intervention & acceleration)	<ul style="list-style-type: none"> • No inventory of opportunities. • No process for identification. 	<ul style="list-style-type: none"> • Opportunities partially documented. • Initial review underway. 	<ul style="list-style-type: none"> • Complete list of differentiation opportunities identified. • Documentation available for all levels.
5. Monitor effectiveness of current academic differentiation opportunities	<ul style="list-style-type: none"> • No monitoring plan in place. • Data not collected. 	<ul style="list-style-type: none"> • Monitoring plan drafted. • Some data collected and reviewed. 	<ul style="list-style-type: none"> • Effectiveness consistently monitored. • Data analyzed and findings documented.
6. Review data of academic differentiation opportunities to adjust plan for following year	<ul style="list-style-type: none"> • No data review process. • No plan adjustments considered. 	<ul style="list-style-type: none"> • Data review underway. • Early plan revisions drafted. 	<ul style="list-style-type: none"> • Data fully reviewed. • Adjusted plan finalized for next year.