








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 communication planned.
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. • Board briefed on overview. 	<ul style="list-style-type: none"> • All 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"> • Sessions scheduled or being scheduled. • Leadership briefed on overview. 	<ul style="list-style-type: none"> • All sessions completed. • Leadership understanding established. • Outputs documented.

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) for 26-27.
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.