



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: Monday, April 8, 2024

TIME: 5:30 p.m. Executive Session

6:00 P.M. Regular Session

NOTE LOCATION: In-Person at POWDER MILL SCHOOL Cafeteria

94 Powder Mill Road, Southwick, MA 01077

***NOTE TIME AND LOCATION**

Community members who do not wish to attend in-person are also able to watch the meeting on LiveStream via ZOOM Webinar. However, public comment will not be allowed via Zoom. In the event of disruption of the LiveStream, the in-person meeting shall continue to proceed.

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/88954629364?pwd=aUZtT29saUhHRVp2a0ZEMVc0Sm4xQT09>

Passcode: htLB5Y

Or One tap mobile: +13092053325,,88954629364#,,,,*886102# +13126266799,,88954629364#,,,,*886102#

Or Telephone: Dial (for higher quality, dial a number based on your current location):

+1 309 205 3325 +1 312 626 6799 +1 646 931 3860 +1 929 205 6099 +1 301 715 8592 +1 305 224 1968

+1 386 347 5053 +1 507 473 4847 +1 564 217 2000 +1 669 444 9171 +1 669 900 6833 +1 689 278 1000

+1 719 359 4580 +1 253 205 0468 +1 253 215 8782 +1 346 248 7799 +1 360 209 5623

Webinar ID: 889 5462 9364 Passcode: 886102

International numbers available: <https://us02web.zoom.us/j/88954629364>

AGENDA

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. EXECUTIVE (5:30 p.m.)

Move to go into Executive Session pursuant to:

M.G.L. c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public and the chair so declares; and to reconvene in Open Session.

II. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar

- A. Attendance
- B. Opening Ceremony
- C. Consent Agenda – SRS Fundraiser (Drama Club Talent Show); SRS Out-of-State Field Trip (NYC – 9/11 Memorial Museum); Home Education Proposal
- D. Warrants
- E. Correspondence

III. STUDENT ADVISORY REPORT

IV. EDUCATIONAL PRESENTATION

- Yondr Pouch Update – Chuck Jasak, Assistant Principal, Southwick Regional School

V. REPORTS

- A. Superintendent
 - Attorney General’s Office Addressing Hate Local Training
 - Training Active Bystanders
 - SRS Student/Staff Committee Update
 - DA’s Office Community Safety & Outreach Presentation 4/23/24
 - Needs Assessment

- B. Director of Finance and Operations
 - Auditor's Report (Powers Sullivan)

VI. POLICIES

- None

VII. ACTION ITEMS

- A. Approve Consent Agenda
- B. Approve Advisory Committee to the School Committee
- C. Approve Participation in METCO Program
- D. Approve School Choice Seats for 2024/2025
- E. Accept Attorney General's Office Local School Training Grant/Addressing Hate in School Sports

VIII. SUBCOMMITTEES AND LIAISONS

Negotiations: Locke, Melloni, Fox, Stevenson (Alternate)
Finance: Locke, Stevenson, Fox
L.P.V.E.C. Bd. Collaborative: Emmelmann
L.P.V.E.C. Bd. Corporation: Stevenson
Policy: Petschke, Stevenson, Korobkov
Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson
Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni
Wellness Liaison: Locke, Melloni, TBD
SPED Liaison: Petschke, Korobkov, Emmelmann
Technology Liaison: Petschke, Melloni, TBD
Southwick Capital Committee Liaison: Fox
Athletics Liaison: Stevenson
Legislative Liaison: Rotating attendance at MASC

IX. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

X. COMMITTEE DISCUSSION

- A. Old Business
 - Yondr Pouches Cost Proposal
- B. New Business
 - Superintendent Evaluation – Form and Rubric

XI. ADJOURNMENT



Southwick-Tolland-Granville Regional School District

Fundraiser Application and Approval Form

No fundraising of any kind may be held without the specific consent of the building principal, Superintendent and the School Committee. Fundraising activities may not begin until approval is obtained.
Application must be approved two (2) weeks in advance of activity or must be rescheduled.

Name of Organization: Drama Club Name of Advisor(s): J. Grunwald

Date of Application: 3/20/24 Date of Fundraising Activity: 5/3/24

Fundraising Activity: Talent Show

Location of Fundraiser: SRS Auditorium

Purpose / Beneficiary of Fundraiser: Showcase of SRS Student/Staff Performance (open to all) \$5 admission

JANET GRUNWALD

Applicant Printed Name

[Handwritten Signature]

Applicant Signature

[Handwritten Signature]

Principal's Signature

Date _____

[Handwritten Signature]

Athletic Director's Signature (if sports related)

Date _____

[Handwritten Signature]

Superintendent's Signature

School Committee:

Date Approved _____

When the fundraiser is completed, please submit the following information to the building principal:

Gross Profit: \$ _____

Less Expenses: \$ _____

Net Profit: \$ _____

Account Deposited to: _____

Date Deposited: _____

Signature of Applicant

Signature of Building Principal

For Central Office Use
 Rec'd: 3/28/24
 Returned: _____

FIELD TRIP REQUEST FORM

Trip Date: 5/15/24

Request Date: 3/20/24

DIRECTIVES AND REGULATIONS:

1. The Building Administrator must submit this form to the Office of the Superintendent AT LEAST (3) THREE WEEKS PRIOR TO THE WEEK OF THE PROPOSED TRIP so that bus/driver availability can be verified.
2. All trips must meet the requirements of purpose, supervision, and policies of each school.
3. The Trip Coordinator is responsible for providing directions to the driver.

Trip Coordinator to Complete This Section: Statue of Liberty and

Destination: ~~Statue of Liberty~~ Ground Zero 9/11 Memorial Museum, NYC

Complete Address: NY, NYC

Phone Number: (212) 312-8800

School: Circle One: WS PMS SRS Group/Class: AP US History, US History

Trip Coordinator (s): Moriarty

School Departure Time: 7:00 School Arrival Time: 7 PM (estimate)

Type of Transportation: Circle One: Van Mini Bus Bus Charter Bus Other: _____

Cost of Trip to Students: \$19.50 + cost of BUS Number of Chaperones: 5 (1:10 ratio) including parents
25.80

Trip List Attached: Check One: YES NO Number of Students: 50 (ish)

Meals: Check One: Student Provide/Bring from Home Provided on Trip/Eat Out

School Provide Bagged Lunch School Café During Regular Lunch Period

Teacher/Advisor: Desiree Moriarty

School Office to Complete This Section:

Trip Charged To: District Budget Student Activity Account

Nurse Needed: YES NO Signature: Shanigan RN

Administrator: Approve Reject: Reason: _____

Signature: [Signature]

Superintendent's Office to Complete This Section:

Transportation: Bus Available: Y N Per LPVEC Date: _____

Nutrition: Notified: Y N Date: _____

Superintendent: Approve Reject: Reason: _____

Signature: [Signature]

2023/2024 Home Education Proposals

**SOUTHWICK-TOLLAND-GRANVILLE
REGIONAL SCHOOL DISTRICT**

ID#	23/24 Grade Level	Town	Date Received
HS-2324-64	2	Southwick	3/25/2024

Superintendent Goals for 2023-2024

Jennifer C. Willard

As in years past, my goals are aligned with the District Strategic Plan.

Goal 1: To improve literacy across the District, I will continue to work collaboratively with administrators on a three-year initiative around the Science of Reading in conjunction with providing new high-quality instructional materials. The intended outcome will result in teachers having an enhanced knowledge around reading and students making at least one year of growth evidenced by District Assessments. (Acceleration Roadmap aligned) (Student Learning Goal)

Key Actions

1. Provide opportunities for teachers to engage in professional development aligned with our District Strategic Initiative- Guaranteed and Viable Curriculum.
2. Provide professional development that will focus on phonics in the early grades and comprehension through the development of background knowledge and vocabulary in the upper grades.
3. Hold quarterly meetings with Director of Curriculum and Instruction on the progress of initiative and next steps.
4. Participate in learning walks at building level to gather data on changes in instructional practice.
5. Support administrators on initiative progress during monthly leadership meetings.

Benchmarks

1. PD calendar with specific professional development aligned to initiative- specifically Hill for Literacy
2. Mid-Year presentation to SC on student growth using District approved screeners, common assessments
3. Collaborative day professional development offerings
4. Beginning of year presentation to SC on student growth using District approved screeners, common assessments

Focus Indicator: Instructional Leadership

1-F- Student Learning- Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

III-C- Communication- Engages in regular, two way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.

Evidence: District Wide Assessment Calendar
Common Assessment Data

List of parent teacher conference dates

Samples of principal newsletters where they explain what students are learning

UPDATE: As of January, I am on track with all my benchmarks. We have continued our work on the Science of Reading and have held data and monthly literacy meetings with Hill for Literacy. Our teachers have participated in data meetings that help identify target areas for growth. Walkthroughs are continuing and data is being collected to help identify areas that we can still improve on in our instruction. Mid-Year Data will be collected throughout January.

Goal 2: At the beginning of the year, I will support administrators in creating meaningful, actionable, and measurable professional practice goals around using data in real time and how to use that data to support student learning. (Acceleration Roadmap aligned) (Professional Practice)

Key Actions

1. Meet with building administrators to discuss Beginning of Year benchmark data and set student learning growth goals.
2. Conduct a minimum of three meetings with building administrators to discuss building progress towards established goal. Adjust action plan if necessary.
3. Review instructional growth over the course of the year to determine next steps and targeted areas of focus for 2022-2023.
4. Use online assessments (iReady and in class end of unit tests) in preparation for mandated statewide testing.
5. Support administrators to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.

Benchmarks

1. Calendar of benchmark assessments with opportunities for online assessments
2. Dates of meetings with administrators
3. Beginning of year and mid-year presentations to school committee on student growth

Focus Indicators: Instructional Leadership

IV-D- Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt instruction and achieve improved results, as evidenced by:

1. Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness on a wide range of practices related to instruction and student learning and
2. Engaging in their own continuous learning to improve leadership practice.

I-E- Data-Informed Decision Making: Using multiple sources of evidence related to student learning- including state, district, and school assessments results and growth data- to inform school and district goals and improve organizational performance, education effectiveness and student learning.

1-D- Provides effective and timely supervision and evaluation of all staff in alignment with the state regulations and contract provisions.

Evidence: District Wide Assessment Data
Report on District Assessments
District/ School Improvement Plans

UPDATE: As of January, I have met with each principal individually to discuss beginning of year data and targeted areas of growth. We will be meeting after mid-year data has been collected to measure progress and update targeted growth for students. We will also work to identify deficit areas that need to be addressed before the end of the year. Most of my time with principals this year is spent on mentoring two new principals in their roles. We have met on personnel matters, staffing issues, student concerns, etc. This initial time spent with the administrators will support them in their roles and ensure success as they navigate the challenges of being a building principal.

Goal 3: To align our current policies with the Education Reform Law of 1993, I will work collaboratively with the Policy Subcommittee to update our policy manual with a lens on equity. (District Improvement)

Key Actions

1. Work with MASC on a systematic approach to updating policies.
2. Meet with MASC and set realistic timelines for completing this initiative
3. Remove administrative procedures from policy.
4. Create a procedure manual for District use.

Benchmarks

1. Updated policies aligned with Ed Reform of 93

Focus Indicator: Management and Operations

II-D- Environment- Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

Evidence: List of updated policies

UPDATE: Through monthly meetings with the Policy Subcommittee, we have reviewed and completed sections A-H of the policy manual. We are waiting for MASC to send us our completed policies to approve them through the school committee and officially update our manual. Once that is complete, we will create a procedural manual that accompanies the policy manual.

Goal 4: Over the course of the year, I will work closely with town leaders to educate and provide up to date financial costs on the anticipated FY25 school year budget with specific attention to out of district special education, out of district vocational costs and necessary positions once funded out of ESSER grants (Special Education related). (District Improvement)

Key Actions

1. Work with our school committee finance sub-committee on topics that are needed to help new members understand the school budget.
2. At November Roundtable, inform members on our E and D and our School choice balances.
3. Provide opportunities for members to ask questions ahead of budget season and provide answers in a timely manner.
4. Join the Rural School Coalition and advocate for Rural School Aid
5. Bring a fiscally sound budget to the towns to meet the needs of our students without the additional ESSER funding.

Benchmarks

1. Share out at SC meetings the outcome of meetings.
2. Budget prepared with clear answers for areas that have grown significantly.

Focus Indicator: Management and Operations

II-E- Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

III-

Evidence: Presentation Materials
 Dates of Presentations
 Completed Budget

UPDATE: This year is as predicted. As of January, we have been informed that state revenues are significantly lower than expected and to anticipate 9C cuts. I have sent letters to our Governor and reached out to local legislators to advocate leaving our regional transportation and rural school aid harmless in any potential 9C cuts. I have also met with our three towns at the November Roundtable and shared the budget concerns for FY25. Our major concerns remain special education, vocational tuition, and social emotional and learning needs of our students. The programs created out of ESSER III funds need to be included in this upcoming budget. I have also discovered that out-of-district vocational tuition is also, by law, the responsibility of the sending town and not a line item in the school’s budget. I will be working with legal and the three towns to identify steps necessary to move forward as we cannot continue to cut the Regional School Budget to pay for the rising cost of out-of-district vocational tuitions. A resolution must be reached between the three towns.

Indicator Rubric for Superintendent Evaluation

The Indicator Rubric for Superintendent Evaluation is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.

Designed around the 21 Indicators from the Standards of Effective Administrative Leadership (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element-level* rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D: Evaluation	<p>Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that:</p> <ul style="list-style-type: none"> Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or Administrators rarely provide quality supervision and evaluation to other staff; and/or <p>Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</p>	<p>Supervises and evaluates administrators in alignment with state regulations and contract provisions, but:</p> <ul style="list-style-type: none"> Some administrator goals may not be SMART or aligned to school and district priorities; and/or Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or <p>Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</p>	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</p> <ul style="list-style-type: none"> Support to all administrators in developing SMART goals aligned to school and district priorities; Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; and <p>Frequent observations of and feedback to administrators on effective leadership practice.</p>	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</p> <ul style="list-style-type: none"> Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; Frequent observations of and feedback to administrators on effective leadership practice. <p>Models this process through the superintendent's own evaluation process and goals.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	<p>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator. For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</i></p>			

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
II-E. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial shortfalls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	<p>Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.</p>	<p>Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.</p>	<p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and Engaging in their own continuous learning to improve leadership practice. <p>Models these behaviors in their own practice.</p>	<p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and <p>Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.</p>