****

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

Central Office Administrator

**Evaluation Process**

**There are two components to the Central Office Administrator Evaluation Process:**

1. **Professional Growth Plan:**

The administrator and evaluator should collaborate to create and discuss implementation of 2 professional goals. The administrator should keep the plan and bring it to all meetings. The form is on pg. 1.

* **September**: Collaboratively set2 goals and document on the Professional Growth Plan form.
* **January**: Meet to discuss mid-year evidence and progress at the halfway point in the year and document on the Professional Growth Plan form. Document discussion/progress on Mid-Year Evaluation Form (pg. 2).
* **June**: Meet to discuss year-end evidence and sign the Professional Growth Plan document. The final document should be submitted with the Summative Evaluation by June 30.
1. **Summative Evaluation:**

A formal written Summative Evaluation of the administrator’s performance will be completed each year.

The form is on pg. 3.

* Multiple sources of evidence should be used to complete the Summative Evaluation including:
	+ Professional Growth Plan
	+ informal observations
	+ collection of data
	+ collection of evidence/artifacts
	+ other documentation as appropriate
* Please confirm the contract status of the administrator with the Human Resources Office.
* In the final year of a contract, a recommendation for renewal or non-renewal must be included in the Recommendations section of the Summative Evaluation.
* A signed copy of the completed Summative Evaluation should be provided to the administrator, evaluator, and submitted to the Human Resources Office by June 30.



**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

Central Office Administrator

**PROFESSIONAL GROWTH PLAN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Administrator Name** |  | **Evaluator Name**  |  | **School Year** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 1:** Based on Shaker Heights Strategic Plan (pgs. 4-7) | **Timeline** | **Mid-Year Evidence** | **Year-End Evidence** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal 2:** Based on Shaker Heights Strategic Plan (pgs. 4-7) | **Timeline** | **Mid-Year Evidence** | **Year-End Evidence** |
|  |  |  |  |

Date of Initial Meeting to discuss goals (Sept)  Initials:

Date of mid-year meeting to discuss progress toward goals (Jan)  Initials:

*The administrator should keep this document, bring it to all meetings, and provide the evaluator with a copy.*

Administrator’s Signature Final Meeting Date (prior to June 30)

Evaluator’s Signature Final Meeting Date (prior to June 30)

*Signatures indicate that the document has been shared and discussed.*

*A signed final copy of the completed Professional Growth Plan should be provided to the administrator, evaluator, and submitted to the Human Resources Office by June 30.*

*Please collaborate with the Human Resources Office* ***prior to April 1*** *if there are issues that could lead to non-renewal.*

****

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

Central Office Administrator

**MID-YEAR EVALUATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Contract Exp Date** |  |
| **Administrator Name** |  | **Evaluator Name**  |  | **School Year** |  |

A formal written **Mid-Year Evaluation** of the administrator’s performance will be completed each year. Multiple sources of evidence should include Professional Growth Plan, formal and informal observations, collection of appropriate data, collection of evidence/artifacts, and documentation of coaching / progress meetings involving the administrator and evaluator. *Please collaborate with the Human Resources Office regarding contract status and number of evaluations needed.*

**GENERAL APPRAISAL**

|  |
| --- |
|   |

**RECOMMENDATIONS**

|  |
| --- |
|   |

Based on the Mid-year Evaluation, an Improvement Plan can be developed and implemented. *[ ]  Check here if Improvement Plan has been recommended.*

Administrator’s Signature Date (prior to January 30)

Evaluator’s Signature Date (prior to January 30)

*Signatures indicate that the document has been shared and discussed.*

*The evaluator should provide a signed copy of the completed Mid-Year Evaluation to the administrator. This form is for informational purposes and is not included in the Personnel file. Please collaborate with the Human Resources Office* ***prior to April 1*** *if there are issues that could lead to non-renewal.*

****

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**

Central Office Administrator

**SUMMATIVE EVALUATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Contract Exp Date** |  |
| **Administrator Name** |  | **Evaluator Name**  |  | **School Year** |  |

A formal written **Summative Evaluation** of the administrator’s performance will be completed each year. Multiple sources of evidence should include Professional Growth Plan, formal and informal observations, collection of appropriate data, collection of evidence/artifacts, and documentation of coaching / progress meetings involving the administrator and evaluator. *Please collaborate with the Human Resources Office regarding contract status and number of evaluations needed.*

**GENERAL APPRAISAL**

|  |
| --- |
|   |

**RECOMMENDATIONS**

|  |
| --- |
|   |

Based on the Summative Evaluation, an Improvement Plan can be developed and implemented. *[ ]  Check here if Improvement Plan has been recommended.*

Administrator’s Signature Date (prior to June 30)

Evaluator’s Signature Date (prior to June 30)

*Signatures indicate that the document has been shared and discussed.*

*The evaluator should provide a signed copy of the completed Summative Evaluation and Professional Growth Plan to the administrator, and submit to the Human Resources Office by June 30 for placement in the Personnel file. Please collaborate with the Human Resources Office* ***prior to April 1*** *if there are issues that could lead to non-renewal.*

**SHAKER HEIGHTS CITY SCHOOLS STRATEGIC PLAN goals**

**2016-2017 initiatives**

GOAL 1. THE SHAKER EXPERIENCE: Engage all students in an enriching educational experience that enables them to achieve educational milestones and meet high school graduation requirements within four years as fully developed young adults with an entrepreneurial spirit, prepared for success in post-secondary education and careers.

1.1- *Implement the International Baccalaureate (IB) Programme and philosophy in every school and classroom.*

1.1.3 Embrace the philosophy and culture of IB as a means of ensuring a global education for all students.

1.2- *Collaboratively develop and consistently implement a comprehensive curriculum that aligns with rigorous academic standards.*

1.2.3 Identify technological tools to support and enhance instruction. (i.e. tablets, laptops, smartboards)

1.2.5 Define district expectations for academic stamina, rigor and persistence.

1.3- *Employ a common set of proven teaching practices that are culturally inclusive.*

1.3.1 Evaluate current initiatives and academic support systems for students. (i.e. tutoring centers, study groups, instructional coaches)

1.3.3 Solicit the assistance of community members and organizations to elevate the academic growth of students

1.3.5 Enhance summer offerings to provide both enrichment and academic support opportunities

1.4 - *Build a system of school-based supports to positively impact the academic achievement of all students.*

1.4.1 Identify purposeful, formative and summative assessment practices that reflect a common philosophy across the district. (i.e. at the start,

 During and the end of lessons/ units)

1.4.2 Select and design formative and summative assessments that are aligned to instructional goals and student needs

1.5- *Use assessment and data to make informed decisions.*

1.5.1 English/Language Arts: Develop curriculum maps, curriculum guides, and units of study that embrace the framework of the IB philosophy and

 are based on adopted state standards to delineate student academic goals pre - K thru 12

1.6- *Implement a core set of behavioral expectations that are consistently modeled and positively reinforced equitably for all students.*

1.6.4 Principals, Central Office, Teacher Leaders: Implement professional learning for faculty and staff on cultural proficiency

1.7- *Ensure an environment free of barriers to opportunity, knowledge and achievement.*

1.7.1 Identify barriers to opportunity, knowledge and achievement exist. (i.e. transportation, length of day, technology in the home, nutrition etc.)

1.7.4 Develop a plan to establish consistent grading and homework practices/protocols.

1.8- *Cultivate a learning environment where students are provided with the tools to succeed and are comfortable advocating for their own success.*

1.8.2 Increase the use of goal setting at all grade levels. (i.e. as a component of parent-student-teacher conferences, improve the developmental

 appropriateness at different levels, etc.)

1.9- *Enrich learning and cultivate personal growth for all students through experiences beyond the classroom*

1.9.1 Investigate ways to remove barriers to student participation in co-curricular activities. (Diversity, finances, family situations, transportation,

 etc.)

GOAL 2. CONTINUOUS IMPROVEMENT: Support the Vision and Mission of the District through strategic planning, systems and data analysis, technology infrastructure, professional learning, and accountability mechanisms.

2.1- *Develop, monitor and evaluate the implementation of the five-year Strategic Plan.*

2.1.1 Educate staff, parents, and the community in a consistent and ongoing manner

2.1.3 Create work plans that align and are consistent with the strategic initiatives

2.1.6 Review the progress toward the strategic plan measures each year and revise plan as appropriate

2.2- *Develop an accessible and integrated system to input, monitor, utilize and analyze student data.*

2.2.1 Inventory currently used PreK-12 assessment measures and the capabilities of the current student information system

2.2.2 Select assessment tools which impact instruction and discontinue assessment measures that no longer fit instructional needs

2.3- *Establish District-wide expectations to implement and monitor the use of technology tools to support instruction and organizational efficiency.*

2.3.1 Review and revise the District technology plan

2.3.2 Inventory, review and determine a standard set of technology tools and software for both instructional and operational needs

2.3.6 Implement a personalized learning center

2.4- *Expand professional learning opportunities that align with District goals and meet individual learning needs, tracking participation and evaluating effectiveness.*

2.4.1 Develop a comprehensive professional learning calendar aligned to the District’s strategic plan and Annual Professional Growth Plan goals in

 OTES

2.4.6 Develop and implement a process for teachers who attend professional learning activities outside of the District to share their learning with

 fellow colleagues

2.4.7 Expand the use of PD360 software for 24/7 online professional learning opportunities

GOAL 3. POLICY: Develop and implement policies that align with the District’s Mission and Vision as well as support the goals of the District’s strategic plan.

3.1- *Maintain a Board-adopted policy manual that reflects current state and federal mandates and supports the District’s Vision and Mission by reinforcing the important aspects of a Shaker education.*

3.1.1 Conduct a complete audit of the current policy manual

3.2- *Maintain a clear set of administrative guidelines that inform common practices across the District resulting in consistent implementation of policies.*

3.2.1 Conduct a complete audit of administrative guidelines manual

3.3- *Publish Board-adopted policies and administrative guidelines that are clear and accessible to all stakeholders.*

3.3.1 Investigate all applications available through BoardDocs software program

GOAL 4. HUMAN RESOURCES AND FACILITIES: Recruit and retain high-quality staff with diverse cultural experiences and backgrounds, and provide facilities conducive to high-quality teaching and learning.

4.1- *Develop and implement a recruiting program in order to recruit a high quality staff with diverse cultural representation.*

4.1.1 Revise and increase consistency of interview processes for all positions

4.1.2 Develop a comprehensive HR Recruitment Plan

4.2- *Develop a rigorous plan to retain quality staff.*

4.2.1 Investigate non-monetary strategies to retain employees

4.2.2 Survey teachers re: incentives, possibilities

4.2.3 Develop process to gather data from staff as they leave the District

4.2.4 Redesign our new teacher orientation prior to start of school

4.3- *Design a comprehensive, role-specific, individualized cultural proficiency training program for faculty, staff, students and parents.*

4.3.1 Implement cultural proficiency training with the administrative team

4.3.5 Develop and implement a customer service plan for all visitors to our buildings

4.4- *Develop and maintain organizational structures that support district-wide efficiency and effectiveness.*

4.4.1 Assess staffing levels for all departments and buildings, administration, departments and schools

4.4.4 Develop plan to transition to comprehensive Human Resources Department

4.4.6 Examine and implement new process to acquire and manage substitute teachers

4.5- *Develop a comprehensive capital improvement plan that uses a proactive and creative approach to prioritize innovations and improvements with associated costs.*

4.5.1 Conduct a comprehensive facilities study

GOAL 5. COMMUNICATION: Engage parents and other community stakeholders as active partners.

5.1- *Engage and support the use of multiple methods of communication among and between parents, students and District staff.*

 5.1.1, 5.2.1, 5.3.1, 5.4.1

 Create an ongoing and comprehensive communication plan for all audiences with a fundamental focus on the achievement of al students

5.1.3 Grow our repertoire of differentiated communication methods including print, electronic (email, web, social, text), face-to-face, etc.

5.1.4 Pilot the use of social media at the High School for use with parents, students, and staff

5.2- *Speak with a unified voice about the District’s Mission, values, initiatives, expectations, strengths and areas for growth.*

5.2.2 Review and revise internal communication resources and tools regarding the interrelationship between the IB continuum, state standards, teacher evaluation, assessments and other instructional initiatives aligned with the Strategic Plan

5.3- *Expand and enrich the active partnerships between the District and the residents, businesses, and community and civic organizations.*

5.3.2 Explore the creation of and implementation of an Office of Community Engagement responsible for the recruitment and management of

 Parent volunteers, residents, alumni, businesses and community who will assist the District in meeting its goals

5.3.5 Inventory current databases of active partnerships across the District

5.3.6 Reach out to new and existing partnerships to share, collaborate and work to secure non-tax resources

5.4- *Communicate regularly with all stakeholders regarding school finances.*

5.4.2 Collaborate with the Treasurer’s office to issue timely, clear, and concise financial information to the community

5.4.3 Communicate ongoing , stewardship, transparency and value proposition looking toward future funding issues

5.4.4 Establish a plan to communicate efforts to cut costs in meaningful ways- while maintaining efficiencies and improving the quality of the

 Shaker Experience

GOAL 6. FINANCE: Ensure efficient and effective use of financial resources while maintaining high-quality educational experiences for all students.

6.1- *Maintain the appropriate balance between delivering the Shaker Experience and cost efficiency.*

6.1.1 Develop a yearly process that links educational priorities established by the District to budgetary resources

6.2- *Establish fair and competitive compensation packages that are financially appropriate.*

6.2.1 Explore innovative compensation practices

6.2.2 Determine components of a compensation study for all employee groups

6.2.3 Conduct a compensation study

6.2.4 Evaluate the system for awarding all supplemental pay (i.e. units, supplemental, stipends, overtime)

6.3- *Optimize traditional and non-traditional financial resources.*

6.3.3 Develop a corporate sponsorship program for financial support of enrichment programming

6.4- *Maintain financial management and stewardship practices that ensure focused spending within the budget.*

6.4.1 Review and update financial procedures in Administrative Guidelines Manual

6.4.3 Research best practice budget methods

6.4.5 Explore and implement operational benchmarking analytical tools

6.4.6 Develop a timeline for exploration and implementation of technology enhancements to increase efficiency