

## Washington Standards-Based Superintendent Framework – Annual Goals

<b>Name: Dr. Ian B. Saltzman</b>		<b>District: Everett Public Schools</b>	<b>Year: 2020-21</b>
<b>Standard 1 — Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of <i>each</i> student.</b>			
Theme A – <i>Builds commitment to the vision and mission.</i>		<ul style="list-style-type: none"><li>▪ Engage internal and external stakeholders in regular discussions of the district vision and build shared understanding and commitment to the vision.</li></ul>	
<b>Standard 2 — Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student’s academic success and well-being.</b>			
Theme C – <i>Works to reduce opportunity and achievement gaps.</i>		<ul style="list-style-type: none"><li>▪ Diminish achievement gaps in all federal sub-groups, engaging both internal and external stakeholders.</li></ul>	
<b>Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student’s academic success and well-being.</b>			
Theme A – <i>Advocates for student learning as the district’s highest priority.</i>		<ul style="list-style-type: none"><li>• Ensure systems of support in curriculum, instruction, and assessment are aligned and coordinated to improve student achievement.</li></ul>	
<b>Standard 4 — Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student.</b>			
Theme C – <i>Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.</i>		<ul style="list-style-type: none"><li>▪ Apply continuous improvement process in strengthening district capacity to develop procedures and practices that promote a climate responsive to needs of students and staff.</li></ul>	
<b>Standard 5 — Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student’s academic success and well-being.</b>			
Theme E. Builds leadership capacity to improve student learning.		<ul style="list-style-type: none"><li>▪ Create district-wide culture that leads all staff to engage in continuous collaborative professional development focused on student learning.</li></ul>	
<b>Standard 6— Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student’s academic success and well-being.</b>			
Theme B – <i>Develops strategies to involve families and community members in the educational process.</i>		<ul style="list-style-type: none"><li>▪ Increase families’ and community members’ involvement and knowledge of district goals and long-term needs, especially with typically underrepresented communities, in advancing a district-wide vision for learning.</li></ul>	

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**Standard 7— Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student’s academic success and well-being.**

Theme B – Effectively manages fiscal resources in accord with board policies and instructional improvement.

- Collaborates with board, staff and community to continually seek efficiencies, identify new sources of funding, and assess fiscal stability over several years.

**Standard 8— Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student’s academic success and well-being.**

Theme F – Builds strong team relationships with the board.

- Facilitates development of a strong board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change.

Board Approved:

Type: Comprehensive