

End-of-Cycle Summative Evaluation Report: Superintendent 2018-2019



Superintendent: Sheldon Berman _____
Evaluator: Susan K. McCready _____ 6/18/19 _____
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	X Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	X Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Dr. Berman continues to maintain an unfailing commitment to reaching all of Andover's students with an engaging and rigorous curriculum. This is demonstrated in the support that he provides across the district's sprints including social-emotional learning, mental and behavioral health, progress monitoring, and accessibility; continued work on student personalization and inclusion; and the creation of modern and effective physical learning environments for our children.

Dr. Berman's willingness to empower his administrative team and his commitment to employing excellent staff, positions our district with leadership strength for many years to come.

The continued implementation of Andover's Theory of Action through the agile strategic planning process (6 sprints), the commitment to date in the measurement of progress, the responsiveness to faculty and staff input, the support of professional development, the efforts to engage community entities supportive of our school system, and the expectation that faculty and staff will be highly performing, continuously improving, and firmly focused on Andover's delivery of a strong PK-12 education all illustrate Dr. Berman's commitment to exemplary instructional leadership for the Andover Public Schools. The goals established for the 2018-19 school year and the results obtained demonstrate his ability to set direction, motivate staff and support progress in the continuous improvement of student results.

In the midst of Dr. Berman's work on his defined goals, he dealt with a number of other district needs including the hiring of 2 new principals (elementary & middle) and a new program coordinator for the visual and fine arts, all openings resulting from retirements.

A discrete focus on basic but essential communications and communications planning will be a strong compliment to the great educational work happening in the district.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
Goal 1	<p><i>Standard IV: Professional Culture; Professional Practice Goal</i></p> <p>The superintendent will facilitate progress of the seven cross-functional sprint teams in order to move forward on the agile strategic plan: Literacy, AHS Personalization, Mental and Behavioral Health, Social-Emotional Learning, Accessibility, Progress Monitoring, and Innovation.</p> <p><i>Evidence/Product: Each sprint moves forward on action-specific steps identified in the attached matrix to achieve their targets.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Student Learning						
<p>Goal 3</p>	<p>Standard I: Instructional Leadership; Student Learning Goal</p> <p>The superintendent will work with the assistant superintendent of student services and the assistant superintendent for teaching and learning to enable the district to implement a strong core literacy curriculum and interventions that address students' reading issues, including issues related to dyslexia, by: a) launching a three-year phase-in of a new elementary literacy program through a year-long professional development program for all teachers; b) enhancing the use of such diagnostic tools as DIBELS, MAP, and early screening measures to identify students needing support and areas for program improvement; c) continuing professional development to deepen the skills and knowledge of teachers and instructional assistants in core curriculum and intervention approaches to address students' reading development; d) implementing computer-based accessibility tools and universal design for learning strategies for students and teachers; and d) expanding reading interventions and programs at the middle and high school levels.</p> <p><i>Evidence/Product: Document the assessments in use for early identification, universal screening and progress monitoring; the professional development offered to both regular education and special education staff; and the program supports implemented at the middle and high school levels, with the long-range target of demonstrating improvement in students' reading performance, particularly for students with language-based reading issues. (We should begin to see improved reading performance on MAP and MCAS beginning with the 2020 administration of these assessments, as well as a reduction in the percentage of students identified as learning disabled in reading at the elementary level.)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Goal 4</p>	<p>Standard I: Instructional Leadership; Standard III: Family & Community Engagement; Student Learning Goal</p> <p>The superintendent will provide detailed and reliable data analyses and reports to help assess curricular strengths and implement changes in areas that require growth related to student academic performance, as well as to assess Andover's performance relative to other comparable communities.</p> <p><i>Evidence/Product: Provide analytical data reports on MCAS, MAP and other assessments that track the district's academic trends and our comparative performance among similar communities, as well as provide trend data on the district's financial investments in comparison to other similar communities.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Improvement						
Goal 2	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for finance and administration and the director of facilities to make progress on: a) the district's capital plan and large facility projects, with particular attention to supporting the work of the AHS Facility Study Committee and the West Elementary School Building Committee, b) the MSBA process for renovation/replacement of West Elementary, and c) working with the School Committee, town leadership, community and other stakeholders to define and evaluate options for additional school facility improvements, including those at Doherty Middle School and a Pre-K facility.</p> <p><i>Evidence/Product: Continued progress toward the renovation/replacement of West Elementary, the renovation of/addition to Andover High School, a capital plan for Doherty, a strategy for a Pre-K facility, and a viable capital improvement plan to address the needs of the other school buildings.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Goal 5	<p>Standard III: Family and Community Engagement; District Improvement Goal</p> <p>The superintendent will work with the communication coordinator, administrators, faculty, School Committee, and parents to enhance communication among these district stakeholders and within the community in order to keep the community informed of district initiatives, events, and achievements; enlist feedback on ways to address issues confronting the district; and strengthen appreciation of the valuable contributions the district is making to students and the community at large.</p> <p><i>Evidence/Product: Documentation of and metrics related to additional communication strategies including regular web and social media communications, greater website accessibility and usability, press releases and media coverage of events and achievements, and community forums that enhance regular on-going communications with staff, parents and the community.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Goal 6	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for finance and administration, the Superintendent's Administrative Team, the School Committee, and the town manager to identify budget needs as early as possible, establish priorities, implement financial reporting processes that drive confidence in school department transparency, prepare thorough and timely budget documents, communicate with town leaders and the public regarding budget needs, and attempt to reach an early and responsible budget agreement.</p> <p><i>Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs and town funding capacity.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

<p>Goal 7</p>	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for teaching and learning and key stakeholders on the development of potential options for later start times for secondary students, and will provide objective information concerning the benefits and drawbacks of various options to the School Committee to enable it to evaluate the feasibility of and receptivity to the potential options so that the School Committee can make an effective decision.</p> <p><i>Evidence/Product: A report on the feedback and proposed options for changing start times, along with an explanation of the positive and negative implications of each option and an assessment of its feasibility, effectiveness and acceptability.</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 (Note: Superintendent Berman's 2018/19 goals 3 & 4 are intended to fall in this Standard I category.)
 The impressive work continued with the district's multi-year literacy instruction investment including the launch of a core literacy curriculum, continued professional development, continued implementation and refinement of assessments, and program development at all levels. Andover is becoming a resource for expertise in the area of literacy and specifically language based learning disabilities including dyslexia at the local and national level. This affirms Dr. Berman's continuing commitment to exemplary instructional leadership for the Andover Public Schools and provides opportunities for additional student supports. The collection and analysis of data has now become part of Andover's culture in support of tailoring education delivery as needed student by student. Improvements in MCAS results sooner than expected both in general education and significantly for students with disabilities appears to show tremendous promise for the investments made in literacy and language based learning and commitment to the change in the high school schedule.

Examples of evidence superintendent might provide:

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|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |



Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader 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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 (Note: Superintendent Berman's 2018/19 goals 2, 6 & 7 are intended to fall in this Standard II category.)
 Dr. Berman's continued commitment to the district's modernization and maintenance of school facilities moved the West Elementary MSBA project into the feasibility phase expeditiously, produced research and resubmission of Andover High School's SOI to the MSBA, engaged

analysis of and reporting on the Doherty Middle School to allow for future capital improvement decision making, and focused on the security and structural needs in all school buildings.

The FY20 budget cycle was another successful one led by the Superintendent and his staff and resulted in a school budget approved by all three boards and Town Meeting without question or objection, completed the movement of textbook expenditures out of the CIP and into the school operating budget, and provided additional reductions in FDK tuition. I commend and am grateful for Dr. Berman’s leadership in the advocacy effort for changes to the foundation budget and with the Coalition for Special Education Funding to fully fund the circuit breaker including engagement of 220 Massachusetts superintendents and a presentation to the state legislature on the need for full funding of the circuit breaker.

While the School Start Times goal has not yet been fully realized, there has been some strong work to date, namely in community outreach, communication of the Working Group’s progress, and the creation and execution of a survey. It is my hope that the efforts of the Start Times Working Group will continue through the summer including completion of a bus route optimization analysis to enable review of all viable options with the community and presentation to the School Committee in the fall.

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data

- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports

- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____



Superintendent’s Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check one box for each indicator and indicate the overall standard rating below.

III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Overall Rating for Standard III (Check one.)	The education leader 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 district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement or Unsatisfactory*):
 (Note: Superintendent Berman's 2018/19 goals 4 & 5 are intended to fall in this Standard III category.)

Supports for faculty and administrators including professional development, tools, and opportunities for data review meetings has created a data-based culture in Andover to support the tailoring of education delivery for every student.

With the addition of a Communications Coordinator position for FY19, there was a robust effort to communicate the good work of the district both to the APS community and the greater Andover community. Complimenting this effort, was also the expectation of focus on the district's basic communications needs namely improved website usability and improved communication and responsiveness with key stakeholder groups that was not realized. Recognizing that communication needs in the district are infinitely large with a single resource, I would suggest a prioritized list of initiatives and deliverables in the next school year. I'd also suggest that Warrior Weekly, while a very welcomed and valued addition to the district, is too labor intensive for a single resource to produce weekly in addition to the other duties and needs of the position. Frequency of this should be assessed vis-à-vis other pressing communication needs. Finally, while the OCON initiatives were consistently communicated by the Superintendent to the School Committee in writing, a sensitivity to more open communication on this and any new district initiatives is essential moving forward.

Dr. Berman's presence at countless school and community events is indeed noteworthy. I would again encourage Dr. Berman in the coming year to consider some opportunities for engagement in less structured interactions with families and the community. This will enable additional connections and dialogue on areas of importance to individuals in the APS and Andover communities that may not be otherwise possible.

Examples of evidence superintendent might provide:

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|--|--|--|
| <input type="checkbox"/> Goals progress report
<input type="checkbox"/> Participation rates and other data about school and district family engagement activities
<input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Sample district and school newsletters and/or other communications
<input type="checkbox"/> Analysis of school improvement goals/reports
<input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders
<input type="checkbox"/> Relevant school committee presentations and minutes
<input type="checkbox"/> Other: _____ |
|--|--|--|

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 (Note: Superintendent Berman's 2018/19 goal 1, including seven sprints, are intended to fall in this Standard IV category.)
 The development and execution of the agile strategic plan has not only provided the opportunity to address important district initiatives but has also created strong teams of administrators, faculty, and staff across the district. The sprint work and results continue to be impressive and perhaps in some instances too ambitious. Evaluating the number and scope of sprints in the coming year to ensure continued effectiveness of the model is a reasoned approach. I find the administrators and staff to be highly engaged and empowered to find effective ways of connecting to Andover's children and facilitating connection amongst our children. The sprints appropriately focus on improvements to and delivery of strong academic programs (AHS Personalization, Literacy, Accessibility, Progress Monitoring, Innovation) but also encompass education of the whole child (Mental & Behavioral Health, SEL).

The work of the Innovation sprint was particularly impressive this year with the increased use of design thinking, preparations to launch the student digital resume, a significant increase in capstone projects, and greater exposure of students to the global programming.

Examples of evidence superintendent might provide:

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|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |