



# CS Partners

## 6 Indicators of Excellence School Leadership Performance Planning Worksheet

### INDICATOR 1: Mission-Driven Decision-Making

*The School Leader is responsible for setting, communicating, and implementing the vision and mission of the school.  
Leaders are expected to use their vision and mission to drive all school level decision making to create a safe and nurturing environment for all stakeholders.*

Leadership Competencies	Behaviors that Demonstrate Competency
Develops mission and vision to promote success for all students	<ul style="list-style-type: none"> <li>• Leader collaborates with the school’s stakeholders to develop a mission and vision that promotes the success of all students with attention to race and culture.</li> <li>• Leader clearly articulates the mission and vision.</li> <li>• Leader develops a shared understanding of and commitment to the mission and vision among all staff.</li> <li>• Leader facilitates constructive and difficult conversations about equity and student performance.</li> </ul>
Creates systems and structures that promote the mission and vision of the school	<ul style="list-style-type: none"> <li>• Leader implements predictable routines and structures throughout the organization.</li> <li>• Leader creates guidelines, protocols, and systems for the social and emotional well-being of all students.</li> <li>• Leader creates structures to ensure a safe and an effective learning environment for students and staff.</li> </ul>
Links decisions to strategic priorities as defined in the mission and vision of the school	<ul style="list-style-type: none"> <li>• Leader links decisions to goals, objectives, and priorities.</li> <li>• Leader consistently evaluates decisions for effectiveness in furthering strategic instructional priorities.</li> <li>• Leader consistently evaluates decisions and their effectiveness in promoting equity for all students.</li> <li>• Leader consistently revisits decisions to test for effectiveness.</li> </ul>
Acts in accordance with expressed belief system that reflects personal integrity and is aligned to the mission and values of the school, and willingly confronts issues of equity	<ul style="list-style-type: none"> <li>• Leader’s behaviors reflects core values at all times.</li> <li>• Leader’s actions are transparent and can be anticipated and/or understood.</li> <li>• Leader’s actions are aligned and support student success.</li> <li>• Leader uses language that promotes a growth mindset and publicly identifies language that is based on a deficit thinking model.</li> </ul>
Uses evidence and context as basis for diagnosis and decision-making aligned to the mission of the school	<ul style="list-style-type: none"> <li>• Leader has systems in place for data analysis in the school, and is proficient in the use of technology for the purpose of accessing data.</li> <li>• Leader analyzes data for patterns and trends that are indicative of racial inequity.</li> <li>• Leader interprets and analyzes multiple sources of information to make decisions.</li> <li>• Leader identifies key leverage points for effective implementation.</li> <li>• Leader analyzes the context of the school and adjusts as necessary.</li> </ul>
Responds appropriately to situations using a systems perspective	<ul style="list-style-type: none"> <li>• Leader analyzes situations to determine underlying cause of the presenting challenge.</li> <li>• Leader considers the consequences of his/her actions, anticipates possible responses or reactions and accurately adjusts behavior accordingly.</li> <li>• Leader considers the effects of decisions on issues of equity and culture.</li> </ul>

<p>Exhibits ability to lead in spite of ambiguities, risk, competing initiatives and change management</p>	<ul style="list-style-type: none"> <li>• Leader weighs the information that is available and makes decisions aligned to the strategic priorities of the school and the needs of students.</li> <li>• Leader manages the complexity and ambiguity of shifting leadership from a hierarchical to a shared model.</li> <li>• Leader is able to identify intended and unintended consequences of decisions.</li> <li>• Leader is able to act upon the decisions in a timely manner.</li> <li>• Leader confronts issues of equity despite personal level of comfort.</li> </ul>
<p>Collaborates with families and community in service of the vision and mission.</p>	<ul style="list-style-type: none"> <li>• Leader takes responsibility for establishing interactions with families and community members and develops opportunities for authentic engagement.</li> <li>• Leader develops clear processes for gathering and transmitting information from and to families, with awareness of the types of communication modes/resources families may have.</li> <li>• Leader is able to identify all stakeholders involved in the school and know and respect all cultural norms.</li> <li>• Leader's presentations to parents and community members are respectful, organized, and logical; include analysis; and are delivered in an engaging and a dynamic style.</li> <li>• Leader provides clear, specific responses to questions.</li> <li>• Leader accords individuals consistent amounts of attention, time, and respect.</li> <li>• Leader demonstrates awareness of the public and political nature of his/her position, applies explicit processes for engaging the public in controversial issues, and advocates for the needs and priorities of all students and their families.</li> </ul>
<p>Sets systems and structures that enable high academic expectations for students to be met</p>	<ul style="list-style-type: none"> <li>• Leader sets goals that are within the zone of proximal development for students, teachers and the organization.</li> <li>• Leader confronts issues of equity by establishing high expectations for all students, regardless of race and culture.</li> <li>• Leader builds a culture of shared ownership for learning by ensuring students are collaborators in establishing their own learning and performance goals.</li> </ul>
<p>The leader solicits and promotes student voice in decision making and understands and responds to their broader political, socio-economic, racial, and cultural contexts.</p>	<ul style="list-style-type: none"> <li>• Leader interacts with student body on a regular basis.</li> <li>• Leader models behavior for staff and encourages staff to engage in purposeful solicitation of student ideas regarding successful classroom approaches to teaching and learning.</li> <li>• Leader ensures the school community engages with and reflects the culture and race of all students.</li> </ul>
<p>Clearly identifies decision-making structure</p>	<ul style="list-style-type: none"> <li>• Leader builds a structure that engages and empowers all staff in decision-making.</li> <li>• Leader builds standard operating procedures that make decisions clear to all staff and community.</li> <li>• Leader clearly articulates non-negotiables.</li> <li>• Leader establishes opportunities for building the capacity of stakeholders, including students and families, to engage in decision making.</li> <li>• Leader is able to make decisions alone when required and is clear about intent when seeking input from others.</li> </ul>
<p>Makes decisions and addresses the consequences</p>	<ul style="list-style-type: none"> <li>• Leader exhibits willingness to make tough decisions and address difficult circumstances on behalf of students.</li> <li>• Leader openly confronts behaviors that promote negative bias and inequity.</li> <li>• Leader employs strategies for implementing tough decisions and considers possible consequences and opportunities resulting from such decisions.</li> </ul>

## INDICATOR 2: Professionalism

*The School Leader models the Partner Principles in order to create a responsive and professional culture that meets expectations related to reporting, compliance, and employee professional development and rights. The Partner Principles are the central values of the CS Partners company and the chief measure of professionalism. These principles guide our work with schools and the community. The Principles are: 1) We are a team. 2) We believe in building relationships. 3) We are problem solvers. 4) We value innovation. 5) We get the work done.*

Handles disagreement and dissent constructively	<ul style="list-style-type: none"> <li>• Leader analyzes and transforms disagreement and dissent into opportunities to build dialogue that leads to constructive solutions.</li> </ul>
Collaborates with staff	<ul style="list-style-type: none"> <li>• Leader knows all staff members and publicly acknowledges individual contributions.</li> <li>• Leader models, encourages, and reinforces efficacy in individuals to produce results for all students.</li> <li>• Leader generates a sense of urgency among staff in pursuit of strategic goals.</li> <li>• Leader collaborates with team members to generate shared goals.</li> <li>• Leader creates opportunities for teacher leaders and other team members to lead the work.</li> </ul>
Values reflective practice	<ul style="list-style-type: none"> <li>• Leader creates an environment that encourages staff to question their own assumptions/biases in light of evidence.</li> <li>• Leader creates systems that encourage reflective practice.</li> <li>• Leader creates structures to promote innovation, collaboration, and feedback.</li> </ul>
Sets a system for clear expectations	<ul style="list-style-type: none"> <li>• Leader establishes performance and behavioral expectations for staff and students that are consistent with effective practices, high professional standards, educational research, and promoting equity for students.</li> <li>• Leader frequently checks for mutual understanding of his/her expectations.</li> <li>• Leader establishes coaching relationships and attends to cultural and racial differences.</li> </ul>
Cultivates a system of evaluation, continuous learning and improvement	<ul style="list-style-type: none"> <li>• Leader creates systems that provide staff with a variety of ways to meet with the leader and his/her teams, share expectations, provide feedback, and check for clear and mutual understanding.</li> <li>• Leader organizes the environment to hold staff accountable.</li> <li>• Leader systematically uses observations to identify patterns needing improvement with attention to issues of equity.</li> <li>• Leader actively coaches instructional staff on improvement in classroom practice.</li> <li>• Leader provides opportunities for staff to engage in leadership roles.</li> </ul>
Promotes and values different points of view within the organization	<ul style="list-style-type: none"> <li>• Leader actively seeks and makes use of diverse and controversial views.</li> <li>• Leader welcomes and appreciates diversity in demonstrable ways such as structuring productive debate through the use of protocols to create a psychologically safe environment.</li> </ul>
Focuses on solutions and integrates competing demands and conflicting directives to problem-solve effectively	<ul style="list-style-type: none"> <li>• Leader focuses on problem-solving.</li> <li>• Leader demonstrates capacity to analyze, synthesize, and promote coherence notwithstanding competing demands and/or conflicting directives.</li> </ul>
Consistently manages time in relationship to priorities	<ul style="list-style-type: none"> <li>• Leader clearly establishes daily priorities and objectives and engages in analysis to assess use of time.</li> <li>• Leader distinguishes between interruptions that are (a) important, (b) urgent, or (c) represent distractions.</li> <li>• Leader aligns organizational priorities and daily activities and focuses on issues of equity that impede student learning.</li> <li>• Leader removes or delegates non-essential tasks.</li> </ul>
Complies with legal requirements and behaves ethically in relationships with employees and students	<ul style="list-style-type: none"> <li>• Leader understands the intent of the law and uses it to ensure that the rights of employees and students are fully protected.</li> <li>• Leader effectively manages employees, budget, and other resources in alignment with ethical and legal standards.</li> </ul>

Reflects appropriate personal and professional demeanor	<ul style="list-style-type: none"> <li>• Leader expresses and behaves in a way that is respectful of the norms, values, and culture of the organization (Partner Principles) and the students it represents.</li> <li>• Leader models professional behaviors to promote an environment based on trust.</li> <li>• Leader understands and manages emotions and is aware of their impact on self and others.</li> </ul>
Completes and submits all local, state, federal, and authorizer reports accurately and on time.	<ul style="list-style-type: none"> <li>• Leader works with compliance department to complete all necessary reporting.</li> <li>• Leader responds to compliance requests within a reasonable timeframe, which is determined by the nature and urgency of the request.</li> </ul>

**INDICATOR 3: Student Achievement**  
*The School Leader ensures that academic achievement is the main success measure of the school and that all of the stakeholders uphold the school's vision for high quality teaching and learning.*

Demonstrates understanding of the relationship between assessment, standards, and curriculum	<ul style="list-style-type: none"> <li>• Leader facilitates the analysis and alignment of assessment tools and the curriculum.</li> <li>• Leader builds a culture in which assessments are designed for the purpose of facilitating feedback and reflect the breadth and depth of student learning.</li> <li>• Leader aligns school's organizational structure, resources, and instructional priorities to address learning standards and leverage student learning.</li> </ul>
Uses student performance data to make instructional leadership decisions	<ul style="list-style-type: none"> <li>• Leader uses each student's performance data to guide decisions about instruction.</li> <li>• Leader provides staff with framework of evidence-based inquiry for looking at student work for teachers and students to identify and prioritize instructional next steps for students who are outside the sphere of success.</li> </ul>
Implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness	<ul style="list-style-type: none"> <li>• Leader establishes systems that signal necessary and differentiated interventions and support for students.</li> <li>• Leader monitors intervention strategies for effectiveness and adjusts them to accelerate learning.</li> <li>• Leader provides opportunities for staff to learn and incorporate specialized knowledge and skills into general practice.</li> <li>• Leader provides services for academic and emotional support.</li> <li>• Leader provides the time and space for students to feel known and welcome.</li> </ul>
Continually reads and interprets the environment to identify patterns in student performance indicators	<ul style="list-style-type: none"> <li>• Leader uses a multi-dimensional environmental analysis using multiple measures of student performance indicators. Diagnosis is ongoing.</li> <li>• Leader establishes formal and informal structures for engaging with students and eliciting their feedback on the learning environment.</li> </ul>
Ensures continual improvement for students, teachers, and the organization	<ul style="list-style-type: none"> <li>• Leader possesses working knowledge of current curricular initiatives, approaches to content and differentiated instructional design including the options offered by technology.</li> <li>• Leader understands, articulates, and implements effective instructional strategies and evaluates their effectiveness.</li> <li>• Leader focuses staff meetings on instructional issues.</li> <li>• Leader promotes instructional practices that are authentic and personalized for students.</li> </ul>

**INDICATOR 4: Student Enrollment and Student/Staff Retention**  
*The School Leader is responsible for maintaining their student and staff population in order for the school to fulfill its vision, mission, and contractual goals.*

<p>Implements a comprehensive student recruitment and enrollment strategy to attract and maintain student enrollment and attendance.</p>	<ul style="list-style-type: none"> <li>• Leader develops a 5 year enrollment plan</li> <li>• Leader maintains at least 80% retention rate (see rubric for scale)</li> <li>• Leader keeps a record of every student who enrolls and leaves and why they are choosing their school and why they are leaving</li> <li>• Leader develops an attrition plan that includes methods for engaging with all stakeholders, cultivating relationships, and detecting warning signs for enrollment withdrawal</li> </ul>
<p>Collaborates with DSL and Budget Manager to sets realistic enrollment targets that consider school and community trends.</p>	<ul style="list-style-type: none"> <li>• Leader conducts a thorough analysis of internal and external enrollment trends and new school development in the area.</li> <li>• Leader consults with school marketing and recruiting experts within the network.</li> </ul>
<p>Implements a comprehensive staff recruitment and retention strategy to attract and retain highly effective staff members.</p>	<ul style="list-style-type: none"> <li>• Leader stays informed about neighboring district pay scales and employee incentives.</li> <li>• Leader consults with HR Managers on effective teacher/school employee recruitment and retention strategies.</li> <li>• Leader seeks out opportunities for alternative teacher certification pathways to fill vacancies.</li> <li>• Leader maintains at least 80% retention rate (see rubric for scale)</li> </ul>
<p>Implements a research-based, fair, and developmental teacher and staff evaluation system that meets local, state, and authorizer guidelines.</p>	<ul style="list-style-type: none"> <li>• Leader stays informed and current on all legislative matters related to teacher and staff evaluation.</li> <li>• Leader adopts or develops teacher and staff evaluation tools and practices that are research-based, state-approved, and focus on improving student achievement.</li> <li>• Leader requires staff to set personal development goals and supports staff in reaching them.</li> <li>• Leader aligns staff professional development to the overall vision and mission of the school, schoolwide student achievement initiatives and individual staff member goals.</li> </ul>

**INDICATOR 5: Fiscal Responsibility**

*The School Leader will operate within a balanced, student-centered budget and exercise fiduciary responsibility while maintaining a fund balance between 10-15%.*

<p>Maintains a balanced budget using mission-driven decision-making.</p>	<ul style="list-style-type: none"> <li>• Leader makes strategic spending decisions that align with the overall vision and mission of the school.</li> <li>• Leader effectively and consistently implements the budget and accounting tools such as ReQLogic, the Leader Report, and the P.O. approval process.</li> <li>• Leader holds their Office Manager accountable for implementing the processes outlined by the CSP budget and accounting team.</li> <li>• Leader proactively adjusts spending according to enrollment trends or facility needs.</li> <li>• Leader seeks out additional revenue streams to supplement the budget.</li> <li>• Leader seeks out and accepts guidance from their CSP budget and accounting team.</li> <li>• Leader only uses fund balance in extreme emergencies</li> <li>• Leader keeps fund balance between 10-15%</li> <li>• If fund balance is below 10%, leader will make sure the school contributes 1% to the balance each year until they meet the balance.</li> </ul>
<p>Assigns resources based on student need</p>	<ul style="list-style-type: none"> <li>• Leader uses quantitative and qualitative data to determine high-needs student and staff groups and allocates resources accordingly</li> </ul>
<p>Manages resources to promote student success</p>	<ul style="list-style-type: none"> <li>• Leader invests in instructional materials and activities that are reflective of the students' culture and support academic achievement.</li> </ul>

**INDICATOR 6: Equity-Focused Leadership**

*The School Leaders is aware of and attentive to issues of race, class, gender, power and privilege and their implications for policy and practice.*

<p>Facilitates the creation of a school-wide climate and culture that confronts biases that promote student marginalization and low expectations</p>	<ul style="list-style-type: none"> <li>• Leader facilitates staff meetings that include open discussions about the impact of race, gender, socio-economic status, language etc. on adult perceptions of student ability.</li> <li>• Leader offers professional development that increases staff awareness of different cultural norms and the various ways in which bias exists and inhibits student learning.</li> <li>• Leader identifies and names practices and interactions including micro-aggressions that are based on race, gender, SES or culturally biased assumptions.</li> <li>• Leader applies a lens of equity in observing instructional practice and identifies how teacher practice can change to focus on serving all students.</li> </ul>
<p>Creates systems and structures to promote equity for students</p>	<ul style="list-style-type: none"> <li>• Leader seeks and encourages student voice in decision-making.</li> <li>• Leader ensures that students have opportunities to engage in leadership activities.</li> <li>• Leader develops discipline policies that address student behavior in a positive and an unbiased manner and do not disproportionately affect any one student group.</li> </ul>
<p>Examines own biases relating to issues of equity on an ongoing basis</p>	<ul style="list-style-type: none"> <li>• Leader acknowledges the effect of mental models on student achievement.</li> <li>• Leader deliberately makes space for other voices to engage.</li> <li>• Leader recognizes and articulates the privilege he/she holds based on position, gender, background, language and race.</li> <li>• Leader is receptive to, and, if necessary, seeks out professional learning opportunities to address their personal biases</li> </ul>