

THE CORE OF EACH ROLE - ACADEMIC DIVISION

While not comprehensive of all responsibilities (a more comprehensive list can be found in the [District Academic Leadership Team Job Descriptions](#) and [School-Based Academic Leadership Team Job Descriptions](#)). This document aims to define the core, most important responsibilities of each role. There is intentional alignment between the goals and actions of different roles, and the leader roles are set up to help teachers plan and execute at a high level. Fundamentally, it's the principal's job to set high expectations and give ongoing feedback so that leaders are doing excellent work...the leader's job to set high expectations and give ongoing feedback so that teachers are doing excellent work...and the teacher's job to set high expectations and give ongoing feedback so that the students are doing excellent work.

Role: CHIEF ACADEMIC OFFICER		
Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Vision and Strategy <ul style="list-style-type: none"> <input type="checkbox"/> Devote time to medium and long term project work (7 hours/week), related to: <ul style="list-style-type: none"> <input type="checkbox"/> the teacher coaching and development strategy, ensuring high-quality professional learning opportunities <input type="checkbox"/> Implementation of a clear instructional vision aligned with Boston Prep's strategic priorities and student needs. <input type="checkbox"/> executing high-quality instructional programs. <input type="checkbox"/> ensure that all curriculum and assessment strategies meet or exceed state and national standards. <input type="checkbox"/> Collaborate with the Executive Director on academic strategy, execution, and data monitoring (1.5 hours/week) <input type="checkbox"/> Partner with Executive Director, COO, CFO, Chief Culture & Equity Officer, and Chief of Staff to ensure alignment across operational, financial, and strategic priorities (1.5 hours/week) <input type="checkbox"/> Serve as the school-based lead for the Outcomes Committee, collaborating with the Board committee chair, creating the agenda, and co-facilitating meetings (1 hour/week) 	11 hours	27.5%
Leadership and Team Development <ul style="list-style-type: none"> <input type="checkbox"/> Prepare for and lead a weekly CAO Team Meeting, focused on district priorities (2 hours) <input type="checkbox"/> Build leadership capacity among CAO Team Members through weekly 1-1 coaching (9 hours) 	11 hours	27.5%
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Fulfill culture duties, as assigned (1 hour/week) 	1 hour	2.5%
Student Support <ul style="list-style-type: none"> <input type="checkbox"/> Monitor the vision, systems, and structures associated with the organization's MTSS Framework (1 hour/week) <input type="checkbox"/> Oversee policies and programs related to special education, multilingual learners (MLLs), and other student support services (1 hour/week) <input type="checkbox"/> Support college persistence efforts, ensuring students are equipped for long-term success (1 hour/week) 	3 hours	7.5%

<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) <input type="checkbox"/> Review lesson plans and curriculum maps for trends (strengths and areas for growth) in preparation for team meetings and individual coaching (1 hour) <input type="checkbox"/> Conduct classroom walkthroughs focused on intervention, literacy strategies, and GBF techniques (2 hours/week) 	5.5 hours/week	13.75%
<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Weekly Data Pull and identify areas of strength and areas for growth, in preparation for weekly team meeting and/or 1-1 coaching (1 hour) 	1 hour	2.5%
<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet weekly with the Chief Culture Officer to calibrate and plan for future professional development, walkthroughs, 1-1 coaching, etc. (1.5 hours) <input type="checkbox"/> Plan monthly Leader PD sessions (2 hours) <input type="checkbox"/> Lead and/or observe school-based professional development to identify strengths and areas for growth in execution (1 hour/week) 	4.5 hours	11.25%
<p>Data Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that MTSS (Multi-Tiered Systems of Support) and intervention strategies are effective in closing achievement gaps <input type="checkbox"/> Monitor and report on annual school goals, as defined by the Strategic Plan, to the Executive Director and other stakeholders (1 hour/week) 	1 hour/week	2.5%
<p>Community Engagement</p>		
<p>Compliance and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures all required district level DESE reports are completed comprehensively and on time (30 mins/week) <input type="checkbox"/> Ensure compliance and accountability responsibilities of all team members are fulfilled comprehensively and on time (30 mins/week) 	1 hour/week	2.5%
<p>Management and Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Devote time to fulfill HR and managerial responsibilities, including (1 hour/week): <ul style="list-style-type: none"> <input type="checkbox"/> Monitor leader attendance and punctuality, ensuring adherence to school schedules and addressing concerns as needed. <input type="checkbox"/> Ensure leaders fulfill all professional responsibilities, including lesson planning, grading, communication with families, and participation in professional development. <input type="checkbox"/> Maintain clear documentation of leader performance, including strengths, areas for growth, and follow-up support plans. <input type="checkbox"/> Address performance issues through appropriate channels, including mentoring, coaching, and performance improvement plans when necessary. <input type="checkbox"/> Guide leaders in setting and achieving measurable instructional goals aligned with school and district priorities. <input type="checkbox"/> Facilitate regular check-ins and one-on-one meetings with leaders to discuss progress, challenges, and professional aspirations. <input type="checkbox"/> Implement and manage the employee discipline process in accordance with district policies, addressing issues such as misconduct, insubordination, or performance deficiencies. <input type="checkbox"/> Collaborate with Human Resources to ensure compliance with contractual agreements, disciplinary procedures, and employee rights. 	1 hour/week	2.5%

Role: **SENIOR DIRECTOR OF ACADEMIC PROJECTS**

Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4

Goal #2: Teacher/Leader Development: 80% of teachers on caseload earns a rigor score of 3.0+ on scorecard

Goal #3: Intellectual Prep: All leaders on caseload have documented evidence of completed intellectual prep prior to WDM and Obs/Feedback coaching sessions 75% of the time / All leaders on caseload complete at least 80% of observation target for their caseload

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Goal #6: Role-Specific: MTSS

Goal #7: Leader Skill: Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
<p>Vision and Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with the Chief Academic Officer to support visioning, strategy, and execution of key priorities of the Academics Division (1 hour/week) <input type="checkbox"/> Devote time to medium and long term project work (10 hours/week), related but not limited to: <ul style="list-style-type: none"> <input type="checkbox"/> State testing <input type="checkbox"/> Curriculum adoption and/or procurement <input type="checkbox"/> MTSS <input type="checkbox"/> Collaboration across teams <input type="checkbox"/> Data presentations <input type="checkbox"/> Documentation of processes, procedures, policies, etc. 	11 hours	27.5%
<p>Leadership and Team Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with CAO on and manage the instructional coaching across both MS and HS, accordingly (1 hour/week) <input type="checkbox"/> Serve as district lead for our observation and feedback online platform, including partnering with the company's support manager to make updates to the infrastructure, in alignment with district priorities (1 hour/week) <input type="checkbox"/> Directly coach and manage the Curriculum Manager and the Instructional Coach (3.5 hours/week total) <ul style="list-style-type: none"> <input type="checkbox"/> Observation (15 minutes each) <input type="checkbox"/> Coaching preparation (30 minutes each) <input type="checkbox"/> Coaching/management meetings (1 hour/week) <input type="checkbox"/> Participate in weekly CAO meetings (1 hour) <input type="checkbox"/> Prep for meeting with CAO (1 hour) <input type="checkbox"/> Attend weekly 1:1 with CAO (1 hour) 	8.5 hours	21%
<p>School Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fulfill culture duties as assigned by the Operations Team (1.5 hours/week) <ul style="list-style-type: none"> <input type="checkbox"/> Reinforce school-based behavior and broader culture systems during interactions with students <input type="checkbox"/> Cover classes for absent staff occasionally, as described in the district's Substitute Coverage Policy 	1.5 hours	4%
<p>Student Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead the implementation and maintenance of a multi-tiered systems and supports (MTSS) framework through cross-functional collaboration and systems alignment (5 hours/week) 	5 hours	12.5%

<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) <input type="checkbox"/> Conduct classroom walkthroughs focused on intervention, literacy strategies, and GBF techniques (2 hours/week) <input type="checkbox"/> Review lesson plans and curriculum maps for trends (strengths and areas for growth) in preparation for team meetings and individual coaching (1 hour) 	5.5 hours	14%
<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serve as the High School's AP Coordinator (30 mins/week) <ul style="list-style-type: none"> <input type="checkbox"/> Manage all AP tests <input type="checkbox"/> Manage AP Budget <input type="checkbox"/> Serve as the district's academic testing coordinator (2 hours/week) <ul style="list-style-type: none"> <input type="checkbox"/> Sets the parameters and guidelines for individual school testing plan development <input type="checkbox"/> Conducts on site walkthroughs to ensure compliance with local and state testing regulations and provides feedback to school-based leadership teams 	2.5 hours	6%
<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curate professional development opportunities for staff (1 hour week) <input type="checkbox"/> Collaborate with the CAO to develop and/or facilitate professional learning sessions for leaders (30 mins/week) <input type="checkbox"/> Review and determine the appropriateness of external professional development requests (1 hour) 	2.5 hours	6%
<p>Community Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in committee and Board meetings, as needed (30 mins/week) <input type="checkbox"/> Meet with external stakeholders as needed (1 hour) 	½ hour	1%
<p>Data Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor and report on annual school goals, as defined by the Strategic Plan, to the Chief Academic Officer and other stakeholders (1 hour) <input type="checkbox"/> Prepare standards and item-level data analyses based on i-Ready and interim assessments (1 hour) 	2 hours	5%
<p>Compliance and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure compliance with all national, state and local testing and reporting requirements (1 hour) 	1 hour	2.5%
<p>Management and Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with stakeholders to ensure that projects reflect the needs and expectations of our community (2 hours/), by doing the following: <ul style="list-style-type: none"> <input type="checkbox"/> Work closely with the Principals and other stakeholders to orchestrate the projects <input type="checkbox"/> Manage all operational and administrative aspects of the projects from following up with the corporate partners, contracts, and budgets to logistic management <input type="checkbox"/> Monitoring students' performance against the project <input type="checkbox"/> Spearhead and drive events associated with the projects (i.e kick-off and final conference) <input type="checkbox"/> Work with internal stakeholders to identify potential partners for the academic projects <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) 	4.5 hours	11%

Role: **SENIOR DIRECTOR OF SPECIAL EDUCATION & RELATED SERVICES**

- Goal #1: Achievement:** 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4
- Goal #2: Teacher/Leader Development:** 80% of teachers on caseload earns a rigor score of 3.5+ on scorecard
- Goal #3: Intellectual Prep:** All leaders on caseload have documented evidence of completed intellectual prep prior to WDM and Obs/Feedback coaching sessions 75% of the time / All leaders on caseload complete at least 80% of observation target for their caseload
- Goal #4: Culture:** 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard
- Goal #5: Attendance:** Reduce chronic absenteeism by 6 points compared to SY25
- Goal #6: Role-Specific:**
- **SDSS:** Compliance / Academic Support
- Goal #7: Leader Skill:** Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
<p>Vision and Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set department priorities, goals, and metrics aligned with the Academics division’s vision and strategy (1 hr) <input type="checkbox"/> Manage transition programs from middle to high school and post-secondary pathways (college, vocational training, workforce (1 hr) 	2 hours	5%
<p>Leadership and Team Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build leadership capacity among Support Service Team Members through weekly 1-1 coaching (5 hrs) <ul style="list-style-type: none"> <input type="checkbox"/> MS Dean of Support Services <input type="checkbox"/> MS Compliance Manager <input type="checkbox"/> HS Dean of Support Services <input type="checkbox"/> HS Compliance Manager <input type="checkbox"/> Director of Counseling <input type="checkbox"/> Additional meeting and prep: 1:1 with building principals weekly (1 hour with prep), meeting with Support service leadership team weekly (1 hour meeting with prep) <input type="checkbox"/> Provide bi-weekly coaching to Related Service Providers, in alignment with district priorities; document coaching according to district protocol (2.5 hrs) <ul style="list-style-type: none"> <input type="checkbox"/> School Psychologist <input type="checkbox"/> SLP <input type="checkbox"/> OT <input type="checkbox"/> Reading Specialists <input type="checkbox"/> BCBA <input type="checkbox"/> Participate in weekly CAO meetings (1 hour) <input type="checkbox"/> Prep for meeting with CAO (1 hour) <input type="checkbox"/> Attend weekly 1:1 with CAO (1 hour) <input type="checkbox"/> Conduct classroom walkthroughs independently and collaboratively with the CAO and/or school-based leadership team members (1 hour) 	13 hours total (~6.5 hours/week)	15%
<p>School Culture</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly collaborate to create and/or revise culture systems to meet the needs of students with disabilities (1 hour) <input type="checkbox"/> Fulfill culture duties, as assigned (1 hour) <input type="checkbox"/> Upholding school and grade level systems and structures with fidelity 	3 hours	7.5%

<input type="checkbox"/> Cover classes for absent staff occasionally, as described in the district's Substitute Coverage Policy (1 hour)		
Student Support <ul style="list-style-type: none"> <input type="checkbox"/> Conduct regular meetings with student support teams to discuss individual student needs, progress, and necessary interventions. (2 hours) <input type="checkbox"/> Serve on the MTSS Steering Committee provide expertise and support to ensure early intervention for students struggling academically. (30 minutes/week) <input type="checkbox"/> Manage the pre-referral and referral process for students not yet identified as having a disability (1 hours) 	3.5 hours	8%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) <input type="checkbox"/> Monitor the effectiveness of special educator instructional methods on student outcomes (2 hour) <input type="checkbox"/> Supervise and manage post-secondary transition program for students 18 years+ (1 hour) <input type="checkbox"/> write and plan scope and sequence for sub separate courses 6-12 <input type="checkbox"/> write and plan transitional scope and sequence and services 	6.5 hours	14%
Assessment) <ul style="list-style-type: none"> <input type="checkbox"/> Partner with the schools' leadership team to ensure all state testing accommodations and other requirements are met for students with disabilities 	As needed	1%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Plan weekly Support Service Staff meetings (1 hour) <input type="checkbox"/> Facilitate weekly Support Service Staff Meetings (1 hour) <input type="checkbox"/> Plan weekly Support Service Leadership meetings (1 hour) <input type="checkbox"/> Facilitate weekly Support Service Staff Leadership (1 hour) <input type="checkbox"/> Participate in monthly webinars with DESE on testing updates and testing practices/accommodations 	4 hours	10%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Monitor student attendance and progress in both academic and social-emotional development, intervening when necessary. (1 hour) <input type="checkbox"/> Monitor and report on annual school goals, as defined by the Strategic Plan, to the Chief Academic Officer and other stakeholders (1 hour) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) <input type="checkbox"/> Ensure data reporting accuracy in sp. ed. platforms, deans list, powerschool are identified properly <input type="checkbox"/> Other Data Reporting and Training <ul style="list-style-type: none"> <input type="checkbox"/> SIMS data reporting- triannually (3-4 hours) <input type="checkbox"/> Inputting new student information into systems (1 hour weekly) <input type="checkbox"/> Reviewing new student acceptances (1-2 hours) <input type="checkbox"/> College Board reporting and accommodations biannually <input type="checkbox"/> MCAS reporting and accommodations <input type="checkbox"/> ACCESS reporting and accommodations for dually identified students 	4.5 hours	7.5%
Community Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Communicating frequently with students, families, and school leaders around academic and behavioral progress (2 hours) <input type="checkbox"/> Coordinate with outside agencies and community resources for additional support and services (1 hour) 	3 hours	7.5%
Compliance and Accountability	10.5 hours	22.5%

<input type="checkbox"/> Collaborate with leadership to ensure appropriate student placements and service schedules (2 hrs) <input type="checkbox"/> Schedule and manage IEP meeting (initial, annual, new student, amendment, parent called), 504 meetings, evaluation meetings, referral meetings <input type="checkbox"/> Run all manifestation meetings grades 6-12 <input type="checkbox"/> Ensure Special Education programming compliance with state/federal guidelines (2 hrs) <input type="checkbox"/> Manage budgets for Special Education programs/resources (1 hr) <input type="checkbox"/> Oversee evaluation, IEP, and 504 documentation, adhering to compliance timelines (1 hr) <input type="checkbox"/> Write and review IEPs/504 plans, provide edits, and act as LEA representative for final sign-off (2 hrs) <input type="checkbox"/> manage and attend challenging disciplinary hearings		
Management and Supervision <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) <input type="checkbox"/> Provide feedback and coaching as needed to members of the Support Services Team (2 hours)	4.5 hours	11%

Role: DIRECTOR OF MULTILINGUAL EDUCATION		
<p>Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4</p> <p>Goal #2: Teacher/Leader Development: 75% of teachers on caseload earns a rigor score of 3.0+ on scorecard</p> <p>Goal #3: Intellectual Prep: 75% of teachers on caseload meets 3 of 4 goals on Intellectual Prep</p> <ul style="list-style-type: none"> • Exemplar: Writes high quality exemplars 75% of the time • Objective: Writes appropriate SMART objectives reflective of grade level standards 90% of the time • MPS: Accurately identifies the moment of most productive struggle (MPS) in a lesson and plans instruction deliberately and effectively for that moment 75% of the time • Exit Ticket: Designs objective-aligned exit tickets 75% of the time <p>Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard</p> <p>Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25</p> <p>Goal #6: Role-Specific: NG ESL / 90% records compliance</p> <p>Goal #7: Leader Skill: Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics</p>		
Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Vision and Strategy <input type="checkbox"/> Develop and implement department-specific priorities, goals, and progress metrics, in alignment with the overarching vision and strategy of the Academics division		
Leadership Development <input type="checkbox"/> Participate in weekly CAO meetings (1 hour) <input type="checkbox"/> Prep for meeting with CAO (1 hour) <input type="checkbox"/> Attend weekly 1:1 with CAO (1 hour)	3 hours	7.5%
Student Support	5 hours	12.5%

<input type="checkbox"/> Review student accommodations for ELD & FEL (1 hour) <input type="checkbox"/> Develop intervention plans for students who are not making adequate progress; collaborate across departments as needed (2 hours) <input type="checkbox"/> Participate as a key member of the MTSS Team (2 hours)		
Curriculum and Instruction <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) <input type="checkbox"/> Align curriculum to state and local standards (2 hours)	4.5 hours	11%
Assessment <input type="checkbox"/> Support the development and revision of interim assessments for the ELD Department (1 hour) <input type="checkbox"/> Support the development and revision of formative and summative assessments for ELD (2 hours)	3 hours	7.5
Team Development <input type="checkbox"/> Conduct twenty-minute observations of each teacher on caseload (2 hours) <input type="checkbox"/> Intellectually prep for each coaching session (2 hours) <input type="checkbox"/> Facilitate 45-minute coaching sessions with each teacher on caseload (3 hours) <input type="checkbox"/> Plan weekly ELD meetings (1 hour) <input type="checkbox"/> Facilitate weekly ELD Meetings (1 hour)	9 hours	22.5%
Data Management <input type="checkbox"/> Manage all physical ELD files, in accordance with DESE regulations (2 hours) <input type="checkbox"/> Update ELLevations, our online platform for ML student data and progress reporting (3 hours) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour)	6 hours	15%
Community Engagement <input type="checkbox"/> Plan ELPAC meetings (30 mins)	30 mins/week	1%
Compliance and Accountability <input type="checkbox"/> Ensuring compliance with state and federal regulations for ESL programming (2 hours) <input type="checkbox"/> Manage budgets for ELD programs and resources (1 hour)	3 hours	7.5%
Management and Supervision <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) <input type="checkbox"/> Document coaching on TeachBoost using the Teacher Observation Form (1 hour) <input type="checkbox"/> Review lesson plans and provide feedback on Power School (1 hour) <input type="checkbox"/> Provide feedback on gradebooks (1 hour)	5.5 hours	14%

Role: **INSTRUCTIONAL COACH**

Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4

Goal #2: Teacher/Leader Development: 80% of teachers on caseload earns a rigor score of 3.0+ on scorecard

Goal #3: Intellectual Prep: 80% of teachers on caseload meets 3 of 4 goals on Intellectual Prep

- Exemplar: Writes high quality exemplars 75% of the time
- Objective: Writes appropriate SMART objectives reflective of grade level standards 90% of the time
- MPS: Accurately identifies the moment of most productive struggle (MPS) in a lesson and plans instructional deliberately and effectively for that moment 75% of the time
- Exit Ticket: Designs objective-aligned exit tickets 75% of the time

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Goal #6: Leader Skill: Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Leadership and Team Development <ul style="list-style-type: none"> <input type="checkbox"/> Conduct twenty-minute observations of each teacher on caseload (5 hours) <input type="checkbox"/> Intellectually prep for each coaching session (5 hours) <input type="checkbox"/> Facilitate 45-minute coaching sessions with each teacher on caseload (9 hours) 	18 hours	45%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) 	2.5 hours	6%
Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Review assessment data (2 hours) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) 	3 hours	7.5%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Internalize Wednesday Practice Clinic and Priority PD (1 hours) <input type="checkbox"/> Facilitate Wednesday Practice Clinic and Priority PD (2 hours) <input type="checkbox"/> Prepare and internalize weekly department meetings (2 hours) 	5 hours	12.5%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Document coaching on TeachBoost using the Teacher Observation Form (1 hour) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) 	2 hours	5%
Management and Supervision <ul style="list-style-type: none"> <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) 	2.5 hours	6%

Role: **CURRICULUM MANAGER**

Goals

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Align assessments to state standards (3 hours) <input type="checkbox"/> Create, review, and enhance lesson plans, instructional materials, and assessments that promote engaging and effective learning experiences for students in grades 6–12 in English Language Arts and Social Studies). (7 hours) <input type="checkbox"/> Build curriculum maps in Power School (3 hours) <input type="checkbox"/> Create formative assessments aligned to high leverage standards (5 hours) <input type="checkbox"/> Support the development content based intervention materials (1 hours) <input type="checkbox"/> Maintain and update curricular resources (5 hours) 	24 hours	60%
<p>Leadership and Team Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct twenty-minute observations of each teacher on caseload (5 hours) <input type="checkbox"/> Intellectually prep for each coaching session (5 hours) <input type="checkbox"/> Facilitate 45-minute coaching sessions with each teacher on caseload (9 hours) 		
<p>Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support assessment implementation for formative and summative assessments (2 hours) <input type="checkbox"/> Analyze student achievement data to identify trends, areas of need, and opportunities for growth in humanities education. (4 hours) 	6 hours	15%
<p>Professional Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan, coordinate, and deliver professional development opportunities for humanities educators, focusing on best practices in instruction, content knowledge, and classroom management. (3 hours) <input type="checkbox"/> Lead and contribute to curriculum-related meetings, discussions, and workshops, fostering an environment of continuous learning and improvement. (2 hours) 	5 hours	12.5%
<p>Data Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and present reports to school leadership and stakeholders on program effectiveness and student outcomes. (5 hours) 	5 hours	12.5%

Role: **DIRECTOR OF DATA SYSTEMS**

Goals

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Vision and Strategy		
Student Support <ul style="list-style-type: none"> <input type="checkbox"/> New students - Collecting transcripts and ensuring correct credits and grades are input into PS. <input type="checkbox"/> Grades - Fixing issues with report card grades(stored grades) due to attendance or an error on the teachers part. 	3	8%
Operations Support <ul style="list-style-type: none"> <input type="checkbox"/> New student Enrollment - Manage the data in Schoolmint and DESE and provide tools and goals to teams in regards to collected IEPs and getting students correct data for scheduling and system upload. <input type="checkbox"/> Providing data and insight for various projects using student, faculty, behavior, attendance, assessment, schedule, and grade data. <input type="checkbox"/> Managing the Scheduling tool (PowerScheduler or Timely) which Ops need updating throughout the year. <input type="checkbox"/> Creating and maintaining schedules for Service providers and creating a system where it is viewable to all stakeholders 	9	23%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Scheduling - my historic knowledge puts me in a position where I am the de facto scheduling guru. I am involved in all parts of the process as I am able to zoom out and see all the parts that are needed to successfully make a schedule. <input type="checkbox"/> Providing data and insight for various projects 	5	13%
Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Collect and analyse data from various assessment platforms. 	2	5%
Data Analysis <ul style="list-style-type: none"> <input type="checkbox"/> Typically provide data slides for Board meetings and outcomes meetings(it's been a little different this year) <input type="checkbox"/> Quarterly school wide data analysis <input type="checkbox"/> Weekly school wide data analysis <input type="checkbox"/> Various analysis projects requested by School leadership 	12	30%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Collection and quality checks of data in Powerschool and Deanslist. These systems sync with the majority of our other systems. <input type="checkbox"/> Creation and maintenance of various google sheet tools used throughout the school where the data is coming from the systems I manage. 	5	13%

<p>Compliance and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> State Reporting - Collect data for various state reports throughout the year and ensure its accuracy due to this data becoming publicly available and is used in all other reports the State creates. <input type="checkbox"/> DESE Data - Analyse, synthesize and share data that DESE has released in regards to school goals. <input type="checkbox"/> Historic knowledge on certain processes where I know the compliance needed and share that knowledge. 	4	10%
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Role: **PRINCIPAL**

Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4

Goal #2: Teacher/Leader Development: 80% of teachers on caseload earns a rigor score of 3.0+ on scorecard

Goal #3: Intellectual Prep: All leaders on caseload have documented evidence of completed intellectual prep prior to WDM and Obs/Feedback coaching sessions 75% of the time / All leaders on caseload complete at least 80% of observation target for their caseload

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Goal #6: Leader Skill: Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Leadership and Team Development <ul style="list-style-type: none"> <input type="checkbox"/> Intellectually prep for coaching session with AP and Deans (1.5 hours) <input type="checkbox"/> Facilitate one hour coaching sessions with each AP and Dean (3 hours) <input type="checkbox"/> Prepare for an instructionally focused School Leadership Team Meeting (1 hour) <input type="checkbox"/> Facilitate Leadership Team meeting (1 hour) <input type="checkbox"/> Conduct twenty minute observations of each teacher on caseload (1.5 hours) <input type="checkbox"/> Intellectually prep for each coaching session (1.5 hours) <input type="checkbox"/> Facilitate 45 minute coaching sessions with each teacher on caseload (2.25 hours) 	12 hours	30%
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Participate in at least one Culture Walkthrough with Assistant Principal and/or Deans of Students (30 mins) <input type="checkbox"/> Play an active role during arrival and dismissal each day (5 hours) <input type="checkbox"/> Lead and/or attend long term suspension and expulsion hearings (1 hour) <input type="checkbox"/> Responding to unanticipated school culture issues (2 hours) 	8.5 hours	21%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Review lesson plans of teachers on caseload and provide feedback (1 hour) <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) 	3.5 hours	8%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Design and/or internalize Wednesday Practice Clinic and Priority PD (2 hours) <input type="checkbox"/> Facilitate Wednesday Practice Clinic and Priority PD (2.5 hours) 	4.5 hours	11.3%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Document coaching on TeachBoost using the Leadership Coaching Form for Leaders (1.5 hours) <input type="checkbox"/> Document coaching on TeachBoost using the Teacher Observation Form (1 hour) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) 	3.5 hours	8%
Community Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Prepare for community meeting (1 hour) <input type="checkbox"/> Attend community meeting (30 mins) <input type="checkbox"/> Communicate with families (1 hour) <input type="checkbox"/> Create weekly staff newsletter (1 hour) 	3.5 hours	8%
Management and Supervision	6.5 hours	16%

<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for weekly 1-1 with CAO (1 hour) <input type="checkbox"/> Participate in weekly 1-1 with CAO (1.5 hours) <input type="checkbox"/> Meet with cross-functional stakeholders, including DOO, CCEO, Senior Dean of Special Education, CCO, as needed (2 hours) <input type="checkbox"/> Meet with Deans of Students (30 mins) <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) 		
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Role: **ASSISTANT PRINCIPAL**

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Leadership and Team Development <ul style="list-style-type: none"> <input type="checkbox"/> Meet with SLT (2 hours) <input type="checkbox"/> Coach and develop Culture Team to execute daily expectations around student culture and climate (9 hours) <input type="checkbox"/> Work with the Culture Team to develop and implement a school-wide discipline policy in all areas of the school including classrooms, hallways, cafeteria, and recreational areas in collaboration with administrators and teachers. (4 hours) 	15 hours	37.5%
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Play an active role during arrival and dismissal each day (5 hours) <input type="checkbox"/> Respond to unexpected issues (1.5 hours) <input type="checkbox"/> Monitor Advisory Communication <input type="checkbox"/> Advisory Walkthroughs Plan <input type="checkbox"/> Conduct weekly Circle Walkthroughs using Walkthrough Scorecard <input type="checkbox"/> Plan School Wide Community Meeting <input type="checkbox"/> Oversee planning of Grade Level Community Meeting <input type="checkbox"/> Work in collaboration with other stakeholders (i.e.-Phoenix Senate Leaders, DEI Coordinators, GLLs etc.) to ensure events are executed with quality by those that own the specific events <input type="checkbox"/> Disseminate Logistics <input type="checkbox"/> Ensure participation from students and staff <input type="checkbox"/> Create field trip permission slips and coordinate with other school-based coordinators <input type="checkbox"/> Fulfill culture duties to ensure high levels of safety and focus 	11 hours	26%
Student Support <ul style="list-style-type: none"> <input type="checkbox"/> Participate as a key member of the MTSS Team (2 hours) 	2 hours	5%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) 	2.5 hours	6%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Internalize Wednesday Practice Clinic and Priority PD (1 hours) <input type="checkbox"/> Facilitate Wednesday Practice Clinic and Priority PD (2 hours) <input type="checkbox"/> Prepare and internalize weekly department meetings (2 hours) 	5 hours	12.5%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) <input type="checkbox"/> Track and manage data related to trip eligibility criteria 	2 hours	5%
Compliance and Accountability <ul style="list-style-type: none"> <input type="checkbox"/> Ensure accuracy and completeness for all discipline data, in accordance with state and federal reporting guidelines 	1 hour	2.5%

<p>Management and Supervision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) <input type="checkbox"/> Participate in at least one Culture Walkthrough with Assistant Principal and/or Deans of Students (30 mins) 	2.5 hours	6%
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Role: **DEAN OF CURRICULUM & INSTRUCTION**

Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4

Goal #2: Teacher/Leader Development: 80% of teachers on caseload earns a rigor score of 3.0+ on scorecard

Goal #3: Intellectual Prep: 80% of teachers on caseload meets 3 of 4 goals on Intellectual Prep

- Exemplar: Writes high quality exemplars 75% of the time
- Objective: Writes appropriate SMART objectives reflective of grade level standards 90% of the time
- MPS: Accurately identifies the moment of most productive struggle (MPS) in a lesson and plans instructional deliberately and effectively for that moment 75% of the time
- Exit Ticket: Designs objective-aligned exit tickets 75% of the time

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Goal #6: Leader Skill: Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Leadership and Team Development <ul style="list-style-type: none"> <input type="checkbox"/> Conduct twenty-minute observations of each teacher on caseload (4 hours) <input type="checkbox"/> Intellectually prep for each coaching session (3 hours) <input type="checkbox"/> Facilitate 45-minute coaching sessions with each teacher on caseload (7.5 hours) <input type="checkbox"/> Meet with SLT (2 hours) 	16.5 hours	41%
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Play an active role during arrival and dismissal each day (5 hours) <input type="checkbox"/> Respond to unexpected issues (1.5 hours) 	6.5 hours	16%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1.5 hours) <input type="checkbox"/> Align curriculum (as needed) (1 hour) 	3.5 hours	9%
Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Review assessment data (2 hours) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) 	3 hours	7.5%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Internalize Wednesday Practice Clinic and Priority PD (1 hours) <input type="checkbox"/> Facilitate Wednesday Practice Clinic and Priority PD (2 hours) <input type="checkbox"/> Prepare and internalize weekly department meetings (2 hours) 	5 hours	12.5%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Document coaching on TeachBoost using the Teacher Observation Form (1 hour) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) 	2 hours	5%
Management and Supervision <ul style="list-style-type: none"> <input type="checkbox"/> Address unanticipated staff issues (1 hour) <input type="checkbox"/> Respond timely to miscellaneous administrative tasks (1.5 hours) 	2.5 hours	6%

Role: DEAN OF SUPPORT SERVICES

Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4

Goal #2: Teacher/Leader Development: 80% of teachers on caseload earns a rigor score of 3.0+ on scorecard

Goal #3: Intellectual Prep: 80% of teachers on caseload meets 3 of 4 goals on Intellectual Prep

- Exemplar: Writes high quality exemplars 75% of the time
- Objective: Writes appropriate SMART objectives reflective of grade level standards 90% of the time
- MPS: Accurately identifies the moment of most productive struggle (MPS) in a lesson and plans instructional deliberately and effectively for that moment 75% of the time
- Exit Ticket: Designs objective-aligned exit tickets 75% of the time

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Goal #6: Leader Skill: Score 2.5+ on first assessment and 3+ on second assessment on obs/feedback coaching, WDM coaching, and PD Facilitation rubrics

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Leadership and Team Development <ul style="list-style-type: none"> <input type="checkbox"/> Conduct 20-minute observations of support staff and paraprofessionals (3 hours) <input type="checkbox"/> Prep for and deliver weekly coaching (3 hours) <input type="checkbox"/> Facilitate 45-minute coaching sessions (7.5 hours) <input type="checkbox"/> Attend building based Leadership Team & Support Services Leadership Team meetings (2 hours) 	15.5 hours	37.3%
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Actively support Tier 2 and Tier 3 student needs (behavior, academic, attendance) through case management, communication, and intervention (4 hours) <input type="checkbox"/> Respond to emerging issues (1.5 hours) 	5.5 hours	13.2%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Teach Ethics (1 hour) <input type="checkbox"/> Prep for Ethics (1hour) <input type="checkbox"/> Align curriculum (as needed) (1 hour) <input type="checkbox"/> Co-teach or model inclusive instructional practices as needed (1 hour) <input type="checkbox"/> Prep for instructional modeling or small group instruction (1 hour) <input type="checkbox"/> Collaborate with gen ed teachers to align accommodations and modifications (1 hour) 	6 hours	14%
Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Review student IEP progress monitoring and interim assessment data (2 hours) <input type="checkbox"/> Analyze <u>weekly data pulls</u> to determine intervention effectiveness (1 hour) 	3 hours	7%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Internalize Wednesday Practice Clinic and lead Support Services PD (1 hour) <input type="checkbox"/> Facilitate PD and case studies (2 hours) <input type="checkbox"/> Prepare and lead weekly Support Services Team meetings (2 hours) <input type="checkbox"/> Participate in department-wide planning meetings (1 hour) 	6 hours	14%
Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Document coaching on TeachBoost using the Teacher Observation Form (1 hour) 	3 hours	7%

<input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour) <input type="checkbox"/> Monitor service delivery and compliance metrics (1 hour)		
Management and Supervision <input type="checkbox"/> Respond to urgent staffing needs, including coverage, interpersonal issues, or family concerns (1 hour) <input type="checkbox"/> Complete administrative responsibilities including compliance reviews and communication (1.5 hours)	2.5 hours	6%
	41.5 hours	100%

Role: COMPLIANCE MANAGER

Goal #1: Achievement: 80% of students on caseload improves by 5 points in the reading/writing section on interim assessments from IA#1 to IA#4

Goal #2: Teacher/Leader Development: 80% of teachers on caseload earns a rigor score of 3.0+ on scorecard

Goal #3: Intellectual Prep: 80% of teachers on caseload meets 3 of 4 goals on Intellectual Prep

- Exemplar: Writes high quality exemplars 75% of the time
- Objective: Writes appropriate SMART objectives reflective of grade level standards 90% of the time
- MPS: Accurately identifies the moment of most productive struggle (MPS) in a lesson and plans instructional deliberately and effectively for that moment 75% of the time
- Exit Ticket: Designs objective-aligned exit tickets 75% of the time

Goal #4: Culture: 80% of teachers on caseload earns a 3.0 or higher on the Culture Scorecard

Goal #5: Attendance: Reduce chronic absenteeism by 6 points compared to SY25

Goal #6: Role Specific:

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
Leadership and Team Development <input type="checkbox"/> Develop systems & structures for compliance (IEP workflow, record-keeping protocols) (2 hrs) <input type="checkbox"/> Deliver compliance-focused coaching & IEP goal-writing support (4 hrs) <input type="checkbox"/> Set departmental compliance goals (1 hr) <input type="checkbox"/> Facilitate IEP coaching meetings & platform-proficiency trainings (4 hrs) <input type="checkbox"/> Attend Support Services Leadership Team meetings (1 hr) <input type="checkbox"/> Attend Compliance Manager Check ins (1 hr)	13 hours	30%
School Culture <input type="checkbox"/> Act as primary family contact for IEP/504 concerns (2 hrs) <input type="checkbox"/> Build & sustain partnerships with BPS for out-of-district placements (0.25 hrs) <input type="checkbox"/> Troubleshoot student/family service challenges (1.5 hrs) <input type="checkbox"/> Run SEPAC quarterly (4 hrs quarterly, 0.25 hours weekly) <input type="checkbox"/> Intellectual prep for SEPAC and logistics (4 hrs quarterly, 0.25 hours weekly)	4.5 hours	10%
Curriculum and Instruction <input type="checkbox"/> Collaborate with gen-ed & special-ed staff to ensure compliant accommodations & modifications (2 hrs) <input type="checkbox"/> Guide staff in writing rigorous, standards-aligned IEP goals (1 hr)	3 hours	7%
Assessment <input type="checkbox"/> Review student data for IEP goal progress (2 hrs)	4 hours	9%

<input type="checkbox"/> Audit progress reports & compliance data submissions (1 hr) <input type="checkbox"/> Review Weekly Data Pull and identify strengths and areas of focus (1 hour)		
Professional Development <input type="checkbox"/> Prepare & deliver IEP-platform proficiency trainings (0.5 hrs) <input type="checkbox"/> Facilitate compliance updates & IEP-writing workshops (1 hr)	1.5 hours	3%
Data Management <input type="checkbox"/> Audit IEPs for accuracy & legal compliance (1 hrs) <input type="checkbox"/> Maintain detailed records (suspensions, manifestations) & track service delivery gaps in real time (2 hrs) <input type="checkbox"/> Submit state/federal special-ed reports & monitor timelines (evaluations, annual reviews, re-evaluations) (0.5 hr)	3.5 hours	8%
Management and Supervision <input type="checkbox"/> Schedule all IEP, 504, and manifestation determination meetings (2 hrs) <input type="checkbox"/> Ensure timely parent communications & documentation updates (3 hrs) <input type="checkbox"/> Lead every IEP, 504, Manifestation meetings each week (9 hours)	14 hours	32%
	43.5 hours	100%

Role: MIDDLE SCHOOL GENERAL EDUCATION TEACHER		
Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <input type="checkbox"/> Implement school-wide culture systems and expectations <input type="checkbox"/> Attend all duties (approximately 2.5 hours per week) <input type="checkbox"/> Completing school-wide duties (e.g. hallway supervision, participation in field trips etc) and other such duties as the School Leaders may from time to time request commensurate with the employee's position <input type="checkbox"/> Facilitate homeroom twice a day	6 hours	15%
Curriculum and Instruction <input type="checkbox"/> Plan/Internalize lessons at least one week in advance and upload for feedback <input type="checkbox"/> Implement feedback on the lesson before teaching the lesson <input type="checkbox"/> Internalize/Plan Units at least two weeks in advance in order to receive feedback <input type="checkbox"/> Implement feedback on Unit Plans before teaching the Unit <input type="checkbox"/> Host weekly office hours <input type="checkbox"/> Teach 4 classes a day	22 hours	55%
Professional Development <input type="checkbox"/> Attain and maintain appropriate educator certification <input type="checkbox"/> Attend professional development weekly <input type="checkbox"/> Attend department meetings weekly <input type="checkbox"/> Attend grade-level meetings weekly	5 hours	12.5%

Data Management <input type="checkbox"/> Update grade books weekly with 2-3 grades <input type="checkbox"/> Administer 2 summative assessments per quarter and 2 formative assessments for every summative assessment	4 hours	10%
Community Engagement <input type="checkbox"/> Carry out advisory duties <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates Circle Weekly in accordance with the Circle Rubric <input type="checkbox"/> Mentor 8 - 15 student <input type="checkbox"/> Communicates and logs twice a month with families and differentiates the communication style to suit each family <input type="checkbox"/> Serves as a point of contact for the families with the rest of Boston Prep <input type="checkbox"/> Communicate with families weekly	1 hours	2.5%
Student Support <input type="checkbox"/> Co-Plan and Co-Teach with the special education teacher <input type="checkbox"/> Accommodate material to support students with IEPs	2 hours	5%

Role: HIGH SCHOOL GENERAL EDUCATION TEACHER			
	Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <input type="checkbox"/> Facilitate homeroom once a day <input type="checkbox"/> Attend all duties (approximately 2.5 hours per week) <input type="checkbox"/> Uphold school and district-level policies <input type="checkbox"/> Completing school-wide duties (e.g. hallway supervision, participation in field trips etc) and other such duties as the School Leaders may from time to time request commensurate with the Employee's position <input type="checkbox"/> Implement school-wide culture systems and expectations		6 hours	15%
Curriculum and Instruction <input type="checkbox"/> Plan/Internalize lessons at least one week in advance and upload for feedback <input type="checkbox"/> Implement feedback on the lesson before teaching the lesson <input type="checkbox"/> Internalize/Plan Units at least two weeks in advance in order to receive feedback <input type="checkbox"/> Implement feedback on Unit Plans before teaching the Unit <input type="checkbox"/> Collaborate with the special education teacher <input type="checkbox"/> Accommodate material to support students with IEPs <input type="checkbox"/> Teach 3-4 classes a day		22 hours	55%
Professional Development <input type="checkbox"/> Attend professional development weekly (2.25 hours) <input type="checkbox"/> Attend department meetings weekly (1 hour) <input type="checkbox"/> Attend grade-level meetings weekly (45 mins)		5 hours	12.5%

<input type="checkbox"/> Host weekly office hours (45 mins)		
Data Management <input type="checkbox"/> Update gradebooks weekly with 2-3 grades <input type="checkbox"/> Administer 2 summative assessments per quarter and 2 formative assessments for every summative assessment	4 hours	10%
Community Engagement <input type="checkbox"/> Carry out advisory duties <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates Circle Weekly in accordance with the Circle Rubric <input type="checkbox"/> Mentor 8 - 15 student <input type="checkbox"/> Communicates and logs twice a month with families and differentiates the communication style to suit each family <input type="checkbox"/> Serves as a point of contact for the families with the rest of Boston Prep 	1 hours	2.5%
Student Support <input type="checkbox"/> Communicate with families weekly	2 hours	5%

Role: MIDDLE SCHOOL SPECIAL EDUCATION TEACHER		
Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <input type="checkbox"/> Facilitate homeroom twice a day <input type="checkbox"/> Attend all duties (approximately 2.5 hours per week) <input type="checkbox"/> Completing school-wide duties (e.g. hallway supervision, participation in field trips etc) and other such duties as the School Leaders may from time to time request commensurate with the Employee's position	6 hours	15%
Curriculum and Instruction <input type="checkbox"/> Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students. Adapt general lessons to meet student's needs <input type="checkbox"/> Collaborate with Science and Social Studies teachers to accommodate work <input type="checkbox"/> Co-plan and co-teach in English and Math <input type="checkbox"/> Host weekly office hours <input type="checkbox"/> Teach and mentor students as a class, in small groups, and one-on-one <input type="checkbox"/> Plan activities that are specific to each student's abilities	18 hours	45%
Professional Development <input type="checkbox"/> Attain and maintain appropriate educator certification <input type="checkbox"/> Attend professional development weekly	5 hours	10%

<input type="checkbox"/> Attend department meetings weekly <input type="checkbox"/> Attend grade-level meetings weekly		
Caseload & Data Management <input type="checkbox"/> Implement IEPs, assess students' performance, and track their progress <input type="checkbox"/> Discuss students' progress with parents, other teachers, counselors, and administrators <input type="checkbox"/> Develop Individualized Education Programs (IEPs) for each student <input type="checkbox"/> Assess students' skills and determine their educational needs <input type="checkbox"/> Prepare and help students transition from grade to grade and from school to life outside of school <input type="checkbox"/> Update IEPs throughout the school year to reflect students' progress and goals <input type="checkbox"/> Write quarterly progress reports for all student goals <input type="checkbox"/> Maintain accurate records of student progress	9 hours	22.5%
Community Engagement <input type="checkbox"/> Carry out advisory duties <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates Circle Weekly in accordance with the Circle Rubric <input type="checkbox"/> Mentor 8 - 15 student <input type="checkbox"/> Communicates and logs twice a month with families and differentiates the communication style to suit each family <input type="checkbox"/> Serves as a point of contact for the families with the rest of Boston Prep <input type="checkbox"/> Contacts and logs communication with students on caseload family's monthly	2 hours	5%

Role: **HIGH SCHOOL SPECIAL EDUCATION TEACHER**

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Attend all duties (approximately 2.5 hours per week) <input type="checkbox"/> Facilitate homeroom once a day <input type="checkbox"/> Implement school-wide culture systems and expectations <input type="checkbox"/> Completing school-wide duties (e.g. hallway supervision, participation in field trips etc) and other such duties as the School Leaders may from time to time request commensurate with the Employee's position 	6 hours	15%
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Adapt general lessons to meet student's needs <input type="checkbox"/> Collaborate with Gen Ed teachers to accommodate work <input type="checkbox"/> Host weekly office hours <input type="checkbox"/> Plan activities that are specific to each student's abilities <input type="checkbox"/> Teach and mentor students as a class, in small groups, and one-on-one <input type="checkbox"/> Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students <input type="checkbox"/> Assess students' skills and determine their educational needs 	18 hours	45%
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Attain and maintain appropriate educator certification <input type="checkbox"/> Attend professional development weekly <input type="checkbox"/> Attend department meetings weekly <input type="checkbox"/> Attend grade-level meetings weekly 	5 hours	10%
Caseload & Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Contacts and logs communication with students on caseload family's monthly <input type="checkbox"/> Implement IEPs, assess students' performance, and track their progress <input type="checkbox"/> Update IEPs throughout the school year to reflect students' progress and goals <input type="checkbox"/> Write quarterly progress reports for all student goals <input type="checkbox"/> Write new IEPs as needed <input type="checkbox"/> Maintain accurate records of student progress <input type="checkbox"/> Develop Individualized Education Programs (IEPs) for each student <input type="checkbox"/> Discuss students' progress with parents, other teachers, counselors, and administrators <input type="checkbox"/> Prepare and help students transition from grade to grade and from school to life outside of school 	9 hours	22.5%
Community Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Carry out advisory duties <input type="checkbox"/> Facilitates Circle Weekly in accordance with the Circle Rubric <input type="checkbox"/> Mentor 8 - 15 student <input type="checkbox"/> Communicates and logs twice a month with families and differentiates the communication style to suit each family <input type="checkbox"/> Serves as a point of contact for the families with the rest of Boston Prep 	2 hours	5%

Role: **HIGH SCHOOL ELD TEACHER**

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Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate homeroom once a day <input type="checkbox"/> Attend all duties (approximately 2.5 hours per week) <input type="checkbox"/> Completing school-wide duties (e.g. hallway supervision, participation in field trips etc) and other such duties as the School Leaders may from time to time request commensurate with the Employee's position 		
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Adapt general lessons to meet student's needs <input type="checkbox"/> Administer academic and language assessments for the purpose of evaluating student progress for meeting academic learning targets and progress in language acquisition <input type="checkbox"/> Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students, as well as prepare students for the ACCESS test <input type="checkbox"/> Plan/Internalize lessons at least one week in advance and upload for feedback <input type="checkbox"/> Implement feedback on the lesson before teaching the lesson <input type="checkbox"/> Internalize/Plan Units at least two weeks in advance in order to receive feedback <input type="checkbox"/> Implement feedback on Unit Plans before teaching the Unit <input type="checkbox"/> Host weekly office hours <input type="checkbox"/> Teach up to 4 classes a day <input type="checkbox"/> Collaborate with Gen Ed teachers to accommodate work <input type="checkbox"/> Assess students' skills and determine their educational needs <input type="checkbox"/> Host weekly office hours 		
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Attain and maintain appropriate educator certification <input type="checkbox"/> Attend professional development weekly <input type="checkbox"/> Attend department meetings weekly <input type="checkbox"/> Attend grade-level meetings weekly 		
Caseload & Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Maintain accurate records of student progress <input type="checkbox"/> Discuss students' progress with parents, other teachers, counselors, and administrators 		
Community Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Carry out advisory duties <input type="checkbox"/> Facilitates Circle Weekly in accordance with the Circle Rubric <input type="checkbox"/> Mentor 8 - 15 student <input type="checkbox"/> Communicates and logs twice a month with families and differentiates the communication style to suit each family <input type="checkbox"/> Serves as a point of contact for the families with the rest of Boston Prep 		
Student Support		

<ul style="list-style-type: none"><input type="checkbox"/> Prepare and help students transition from grade to grade and from school to life outside of school<input type="checkbox"/> Evaluate students' progress, and advise them strategically on language development<input type="checkbox"/> Support the maintenance of ELD files in accordations with DESE regulations		
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Role: **MIDDLE SCHOOL ELD TEACHER**

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <ul style="list-style-type: none"> <input type="checkbox"/> Facilitate homeroom twice a day <input type="checkbox"/> Attend all duties (approximately 2.5 hours per week) <input type="checkbox"/> Completing school-wide duties (e.g. hallway supervision, participation in field trips etc) and other such duties as the School Leaders may from time to time request commensurate with the Employee's position 		
Curriculum and Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Adapt general lessons to meet student's needs <input type="checkbox"/> Administer academic and language assessments for the purpose of evaluating student progress for meeting academic learning targets and progress in language acquisition <input type="checkbox"/> Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students, as well as prepare students for the ACCESS test <input type="checkbox"/> Plan/Internalize lessons at least one week in advance and upload for feedback <input type="checkbox"/> Implement feedback on the lesson before teaching the lesson <input type="checkbox"/> Internalize/Plan Units at least two weeks in advance in order to receive feedback <input type="checkbox"/> Implement feedback on Unit Plans before teaching the Unit <input type="checkbox"/> Host weekly office hours <input type="checkbox"/> Teach up to 4 classes a day <input type="checkbox"/> Collaborate with Gen Ed teachers to accommodate work <input type="checkbox"/> Assess students' skills and determine their educational needs <input type="checkbox"/> Host weekly office hours 		
Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Attain and maintain appropriate educator certification <input type="checkbox"/> Attend professional development weekly <input type="checkbox"/> Attend department meetings weekly <input type="checkbox"/> Attend grade-level meetings weekly 		
Caseload & Data Management <ul style="list-style-type: none"> <input type="checkbox"/> Maintain accurate records of student progress <input type="checkbox"/> Discuss students' progress with parents, other teachers, counselors, and administrators 		
Community Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Carry out advisory duties <input type="checkbox"/> Facilitates Circle Weekly in accordance with the Circle Rubric <input type="checkbox"/> Mentor 8 - 15 student <input type="checkbox"/> Communicates and logs twice a month with families and differentiates the communication style to suit each family <input type="checkbox"/> Serves as a point of contact for the families with the rest of Boston Prep 		
Student Support <ul style="list-style-type: none"> <input type="checkbox"/> Prepare and help students transition from grade to grade and from school to life outside of school 		

<ul style="list-style-type: none"><input type="checkbox"/> Evaluate students' progress, and advise them strategically on language development<input type="checkbox"/> Support the maintenance of ELD files in accordations with DESE regulations		
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Role: PARAPROFESSIONAL

Goal #1: Achievement: 80% of students supported demonstrate progress on at least one IEP goal or academic benchmark by Q4

Goal #2: Instructional Support: 90% of instructional time is aligned with students' IEP goals, class objectives, and individual supports

Goal #3: Intellectual Prep: 90% of paraprofessional data trackers reflect intentional planning and reflection on student supports

- **Exemplar:** Uses accurate, student-specific exemplars during instructional support 75% of the time
- **Objective:** Aligns daily supports to grade-level or IEP-aligned objectives 90% of the time
- **MPS:** Supports students effectively at the moment of most productive struggle 75% of the time
- **Exit Ticket:** Assists students in completing or understanding objective-aligned exit tickets 80% of the time

Goal #4: Culture: 90% of walkthroughs reflect strong implementation of behavioral and engagement supports

Goal #5: Professional Growth: Earns a 3.0+ on all relevant scorecard measures by Q4 and demonstrates growth from first to second coaching cycle

Function <i>Core Action</i>	Estimated Weekly Time Commitment	% Total Time
School Culture <input type="checkbox"/> Implement behavior intervention strategies under teacher direction (2 hrs) <input type="checkbox"/> Monitor & reinforce student behavior plans (2 hrs) <input type="checkbox"/> Provide flexible coverage (3.5 hrs)	7.5 hours	20%
Curriculum and Instruction <input type="checkbox"/> Provide academic support in general and special education classrooms (16 hrs) <input type="checkbox"/> Differentiate tasks & prompts based on IEP goals or lesson plans (2 hrs)	18 hours	48%
Professional Development <input type="checkbox"/> Attend all scheduled paraprofessional trainings (2 hrs) <input type="checkbox"/> Participate in coaching and feedback sessions with assigned coach (1 hr)	3 hours	8%
Data Management <input type="checkbox"/> Document student performance and behavior daily in logs (2 hrs) <input type="checkbox"/> Track and report student progress to supervising educator (1 hr) <input type="checkbox"/> Support material prep, data collection, and classroom organization as assigned (2 hrs) <input type="checkbox"/> Maintain compliance in documentation and assist with service tracking (1 hr)	6 hours	16%
Community Engagement <input type="checkbox"/>		
Student Support <input type="checkbox"/> Communicate student needs to supervising teachers (1 hr) <input type="checkbox"/> Build supportive relationships with assigned students (2 hr)	3 hours	8%
	37.5 hours	100%