



# SUPERINTENDENT'S SUMMATIVE APPRAISAL

FEBRUARY 5, 2019

Survey Link:

<https://www.surveymonkey.com/r/PHPHVSW>

Dr. Greg Gibson  
Superintendent

**DOMAIN 1 – INSTRUCTIONAL MANAGEMENT**  
**Rate Domain 1 based on the duties listed below**  
**Priority 1 – All Graduates will be College and/or Career and/or Military Ready**

**The Superintendent shall...**

**A. Establish effective mechanisms for communication to and from staff in instructional evaluation, planning, and decision making.**

- Scorecard Alignment: 1.1, 1.2., 1.3
- Significant Outcomes:
  - Implementation of a new universal screener for academic (NWEA – Maps) and social emotional learning (Panorama) to provide data for instructional planning and remediation for student success.
  - Continued work based on curriculum four-year plan including identifying critical content and developing Focused Planning Guides in core and non-core areas including career and technical education, fine arts education, and physical education. This work includes teacher teams working with content coordinators.
  - Multiple opportunities through rounding (High-Level, athletic, fine art), one-on-one visits with principals, Principal and AP PLCs, Continuous Improvement visits, and Curriculum PLC that includes a focus on Priority 1.
  - Refined processes to capitalize the role of the District Improvement Committee (DIC) in the use of a needs assessment to determine areas of focus and decision making.

**B. Oversee annual planning for instructional improvement and monitor for effectiveness.**

- Scorecard Alignment: 1.1 and 1.2
- Significant Outcomes:
  - Continuous Improvement campus visits. This includes working collectively with campus administration and teachers to observe instruction and provide feedback on campus alignment to their area of instructional focus.
  - Development of Learning Framework document which identifies key aspects that impact learning and the district's approach to support students' learning needs.
  - Provided district-level special education training for campus teams on best practices for inclusion opportunities for students with disabilities.

**C. Ensure that goals and objectives form the basis of curricular decision making and instruction and communicate expectations for high achievement.**

- Scorecard Alignment: 1. 1 and 1.2
- Significant Outcomes:
  - Develop the process for and implement the creation/expansion of the department and campus scorecards to include a focus on the districts four priorities and department and campus goals
  - Align District and Campus Improvement Plans with District Strategic Plan and District and Campus Scorecards to address areas of improvement using a comprehensive needs assessment.
  - Improved our process related to using a comprehensive needs assessment and year two of the district's four-year curriculum development plan to drive curriculum and instruction work.

**D. Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.**

- Scorecard Alignment: 1.1, 1.2, and 1.3
- Significant Outcomes:
  - Improved PBMAS data review to ensure we are addressing the root causes of low performance for student groups such as Bilingual/ESL and Special Education.
  - Implemented additional data resources such as but not limited to (NWEA) for academics and (Panorama) for social-emotional learning for all students. This data informs our staff of identified areas of targeted intervention needed for students' social and emotional skills and provides strategies for individualized and group intervention.
  - CCMR plan expansion to include all student k-12. Counselors at all levels are providing leveled instruction regarding college, career, and military readiness as appropriate in order to assist with academic decisions.

**E. Oversee a system for regular evaluation of instructional programs, including identifying areas for improvement to attain desired student achievement.**

- Scorecard Alignment: 1.1, 1.2, and 1.3
- Significant Outcomes:
  - Improved process for annual review of multiple data sources as part of the district's comprehensive needs assessment.
  - District Improvement Committee (DIC) meets four or more times a year and is charged with assisting district leaders reviewing multiple data sources as part of a comprehensive needs assessment that impacts current and future District Improvement Plans.
  - Developed a Student to Employment Advisory Committee (SEAC) to provide input and feedback based on local, regional and state employment and labor market data, thus assisting district leaders with the development of short and long-range planning
  - Use of the special education staffing review from Spring 2018 to develop a professional development plan for the 2018-19 school year to include developing a process to identify current and future staffing to meet the learning needs of students.

**The Superintendent shall... DOMAIN 2 – SCHOOL/ORGANIZATIONAL MORALE**  
**Rate Domain 2 based on the duties listed below**  
**Priority 2 – High-performing and Engaged Workforce**

**The Superintendent shall...**

**A. Ensure that goals and objectives form the basis of curricular decision making and instruction and communicate expectations for high achievement.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Align District and Campus Improvement Plans with District Strategic Plan and District and Campus Scorecards to address areas of improvement using a comprehensive needs assessment.
  - Development of Curriculum PLC and continuation of the Curriculum Council to ensure campus voice is included in decision making.
  - Monthly curriculum and instruction newsletter to all staff.
  - Use of the special education staffing review from Spring 2018 to develop a professional development plan for the 2018-19 school year to include developing a process to identify current and future staffing and appropriate placement of students to meet their learning needs
  - Through the District of Innovation (DOI) a process to allow for industry experienced individuals the opportunity to teach CTE courses to utilize their knowledge to provide student real world learning.

**B. Administer a compensation and benefits plan for employees based on clearly defined goals and priorities.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Moved from Fully Insured to Partially Self-Insured which allowed for no increase in premiums for the employees for 2018-19
  - Conducted TASB Compensation Review to ensure internal equity and external competitiveness
  - Received Gold Status Recognition for Staff Wellness Initiatives from the San Antonio Board for Group Health

**C. Encourage, oversee, and participate in staff recognition and support activities.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Awarding of District Core Value Coins
  - Annual Commitment to Excellence Ceremony for Staff Recognition
  - Annual Convocation and Service Awards
  - Attendance in Fall/Spring at scheduled campus/department meetings to deliver state of the district and other important information
  - Attendance at events throughout the district during the year
  - Leading Great Conversations Team (GTC) to highlight the successes of SCUC and public education
  - Publish weekly Everyday Successes happening in SCUC
  - Achieved Top Workplace Designation in San Antonio
  - Process for High Level Rounding which identifies staff recognition opportunities

**D. Oversee a program for staff retention and monitor for effectiveness**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Development and expansion of district-wide needs assessment to provide high-quality professional development aligned to staff needs. An example of this is the continuation of SCUC-U to provide staff voice and choice for personalized professional learning.
  - Teacher Turnover rate at 8.1% well below the state average of 16.6%
  - Meet with Staff Advisory Focus Groups from each campus/department in Fall and Spring to gather feedback and listen for opportunities for improvement with follow up of themes gathered from feedback

SAMPLE

## DOMAIN 3 – SCHOOL/ORGANIZATION IMPROVEMENTS

**Rate Domain 3 based on the duties listed below**

**Superintendent's Areas of Focus**

**All Priorities**

The Superintendent shall...

- A. Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.
  - B. Oversee a program of staff development and monitor staff development for effectiveness in improving district performance.
  - C. Implement and oversee a planning process that results in goals, targets, or priorities for all major areas of District operations, including facilities maintenance and operations, transportation, and food services.
  - D. Oversee procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.
  - E. Ensure that key planning activities within the District are coordinated and are consistent with Board policy and applicable law and that goals and results are communicated to staff, students, and the public as appropriate.
  - F. Organize District staff in a manner consistent with District priorities and resources and monitor administrative organization at all levels for effectiveness and efficiency.
  - G. Oversee a performance appraisal process for all staff that reinforces a standard of excellence and assesses deficiencies; ensure that results are used in planning for improvement.
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To be determined during the Superintendent's evaluation on February 5, 2018 for next evaluation cycle. These will become the Superintendent's Areas of Focus for the coming year.

- In addition to Areas of Focus, the District Services survey (DSS) is one of the primary tools used by the Superintendent to drive improvement throughout the organization. In 2018-19, the process became much more sophisticated and ensured the transfer of feedback into action. If you are interested in a deeper dive into DSS, please let Etrheim/Gibson know.
- High Level Rounding continues to be a significant driver for continuous improvement.

**DOMAIN 4 – PERSONNEL MANAGEMENT**  
**Rate Domain 4 based on the duties listed below**  
**Priority 2 – High-performing and Engaged Workforce**

**The Superintendent shall:**

**A. Ensure that the system for recruiting and selection results in personnel recommendations based on defined needs, goals, and priorities.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Participation in recruitment opportunities through local Job Fairs and others at specific locations in the state to promote diversity of applicants to SCUC
  - Held Job Fairs in the district to recruit for operations staff in hard to fill areas
  - Training of district hiring officials through HR/Finance Round Table of hiring practices to include how to hire for right fit for SCUC
  - Use of the special education staffing review from Spring 2018 to develop a professional development plan for the 2018-19 school year to include developing a process to identify current and future staffing to meet the learning needs of students

**B. Organize District staff in a manner consistent with District priorities and resources and monitor administrative organization at all levels for effectiveness and efficiency.**

- Scorecard Alignment: 2.2
- Significant Outcomes:
  - Refined Key Work Process to improve communication and support provided to campuses through identification and clarification of focus areas for each cabinet member. This includes a revised process of gathering feedback through DSS survey and speed rounding.
  - Development of department scorecards

**C. Oversee a performance appraisal process for all staff that reinforces a standard of excellence and assesses deficiencies; ensure that results are used in planning for improvement.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Performance appraisals include a Goal Setting step to develop a professional development plan for each staff member
  - Teacher appraisals include a review of student data, informal and formal observations and walkthroughs to provide ongoing support and feedback and an ongoing review of professional development plans to support student learning
  - Teacher appraisals in the 2018-19 school year included a goal centered around student growth
  - Through the DOI process we established a 3-year cycle of the complete TTESS appraisal process for those meeting a specific criteria

**D. Administer a compensation and benefits plan for employees based on clearly defined goals and priorities.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Moved from Fully Insured to Partially Self-Insured which allowed for no increase in premiums for the employees for 2018-19
  - Conducted TASB Compensation Review to ensure internal equity and external competitiveness
  - Received Gold Status Recognition for Staff Wellness Initiatives from the San Antonio Board for Group Health

**E. Encourage, oversee, and participate in staff recognition and support activities.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Awarding of District Core Value Coins
  - Annual Commitment to Excellence Ceremony for Staff Recognition
  - Annual Convocation and Service Awards
  - Attendance in Fall/Spring at scheduled campus/department meetings to deliver state of the district and other important information
  - Attendance at events throughout the district during the year
  - Leading Great Conversations Team (GTC) to highlight the successes of SCUC and public education
  - Publish weekly Everyday Successes happening in SCUC
  - Achieved Top Workplace Designation in San Antonio
  - Process for High Level Rounding which identifies staff recognition opportunities

**F. Oversee a program for staff retention and monitor for effectiveness.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Development and expansion of district-wide needs assessment to provide high-quality professional development aligned to staff needs. An example of this is the continuation of SCUC-U to provide staff voice and choice for personalized professional learning.
  - Teacher Turnover rate at 8.1% well below the state average of 16.6%
  - Meet with Staff Advisory Focus Groups from each campus/department in Fall and Spring to gather feedback and listen for opportunities for improvement

**G. Ensure that the Board approves the appraisal instrument for senior leaders (direct reports to the superintendent), and discuss the effectiveness of the instrument annually, as part of the superintendent's evaluation.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Senior leader board approved instrument aligned the appraisal to the SCUC priorities and goals as well as the superintendent areas of focus
  - Department scorecards have been developed to align to the district scorecard
  - DSS results are used as a progress monitoring tool to align with department key work processes



## DOMAIN 5 – MANAGEMENT OF ADMINISTRATIVE, FISCAL AND FACILITIES FUNCTIONS

**Rate Domain 5 based on the duties listed below**

### Priority 4 – Efficient District and Campus Operations

The Superintendent shall...

**A. Implement and oversee a planning process that results in goals, targets, or priorities for all major areas of District operations, including facilities maintenance and operations, transportation, and food services.**

- Scorecard Alignment: Priorities 2, 3, and 4
- Significant Outcomes:
  - 2016 Bond Projects are on schedule; District leaders are working on plan for bond savings.
  - District leaders are preparing to add the “pay-go” methodology used in EPP and long-term planning to the Priority 4 District work. Should future revenue sources become available, the district must be prepared to move forward with projects from established, long term plans with adjustments based on the yearly analysis of priorities and needs within said plans.
  - Aligned department scorecards have been developed and rolled out to staff. Goals are aligned to the district Strategic Plan and Scorecard. Progress monitoring systems are in place in each operations department.

**B. Monitor effectiveness of District operations against appropriate benchmarks.**

- Scorecard Alignment: Priority 4
- Significant Outcomes:
  - The district received a score of 100 on the 2017-18 ratings based on school year 2016-2017. The district received the 2017-18 rating in August 2018; furthermore, the corresponding information was presented to the Board of Trustees in November 2018 in public forum format. The financials for the 2017-18 school year indicate that the district will receive a superior rating A for the 2018-19 school year.
  - During the fall refinancing, the district was able to retain the Aa3 underlying and Aaa enhanced rating from Moody’s Investors Service. For Fitch, the district received the ‘AAA’ rating on the Permanent School Fund (PSF) and a ‘AA’ underlying rating.

**C. Oversee procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies.**

- Scorecard Alignment: All Priorities
- Significant Outcomes:
  - 2017-18 Annual Financial Audit – Unmodified Opinion (Clean Audit)/ Free of material weaknesses.
  - The district completed a full TASB Policy Audit during the summer of 2018. All updates went through a cycle of refinement prior to board approval through district leadership and the district board policy committee during the Fall of 2018.

**D. Ensure that key planning activities within the District are coordinated and are consistent with Board policy and applicable law and that goals and results are communicated to staff, students, and the public as appropriate.**

- Scorecard Alignment: All Priorities
- Significant Outcomes:
  - Roll out of the 2018-22 Strategic Plan and District Scorecard – Aligned Campus and Department Scorecards.
  - 2018-19 District and Campus Improvement Plans Aligned with the District Strategic Plan and incorporating to policy aligned communication and meeting structure (DIC and CIC's).

**E. Oversee a budget development process that results in recommendations based on District policies, available resources, and anticipated changes to district finances.**

- Scorecard Alignment: Priorities 1 and 4
- Significant Outcomes:
  - 2018-19 – Balanced Budget passed in August. Budget Amendment – Approximately \$ 1.6 Million for EPP projects. Budget Amendment – Approximately \$650,000 for special education positions due to enrollment growth.
  - Fall Refinancing of Unlimited Tax Refunding Bonds, Series 2018 – The refinancing of \$20 Million produced a small savings over time for the district, the majority coming in SY 2018-19 (\$2.4 Million) which help offset the I & S revenue projections in the formula for the debt service payment.
  - The board budget committee consolidated into a board quarterly workshop structure. The result was two initial committee meetings and two budget workshops in the Fall of 2018 (October and November). The district utilized the “Top Ten Finance Questions that Every Board Member Should be Asking” TASB format for providing a foundation information piece to begin the 2019-20 budget process. The presentation is available on the school district website. Board workshops will be utilized in the Spring of 2019, as necessary.
  - First draft of the 2019-2020 Budget Parameter Memo reported to the Board of Trustees – January 2019. Updates will provided monthly throughout the budget process.

**F. Oversee budget implementation to ensure appropriate expenditure of budgeted funds, to provide for clear and timely budget reports, and to monitor for effectiveness of the process.**

- Scorecard Alignment: Priority 4
- Significant Outcomes:
  - Financial Forecasting
    - District Level: The Finance Department completes a Financial Forecasting exercise at the close of each month to include the integration of each six-week attendance data. Cabinet is briefed monthly on the financial status of the district based on forecasting findings.
    - Campus and Department Level: Financial forecasting tools are utilized to adjust budgets to needs each quarter. The Finance/HR Round Table allows time for this exercise each quarter. With support from the Business Office, each campus and department completed the first quarter forecast in November. Second quarter forecasting is scheduled within the February Round Table. We expect adjustments within the budgets based on the forecasting analysis.
    - Based on feedback from the January 2019 Team One Meeting, district leaders will consider additional strategies to enhance our efforts in Priority 4. (List provided under separate cover)

**G. Ensure that District investment strategies, risk management activities, and purchasing practices are sound, cost-effective, and consistent with District policy and law.**

- Scorecard Alignment: Priority 4
- Significant Outcomes:
  - Based on 3-year trends and forecasts, we elected to increase our budgeted line item for investment revenue from \$500,000 in 2017-18 to \$800,000 for 2018-19. As of January 1, 2019, we are projected to generate \$1,060,000 in investment income.
  - 2017-18 Annual Financial Audit – Unmodified Opinion (Clean Audit)/ Free of material weaknesses.

**H. Maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.**

- Scorecard Alignment: Priority 4
- Significant Outcomes:
  - 2017-18 Annual Financial Audit – Unmodified Opinion (Clean Audit)/ Free of material weaknesses. The Audit includes a full analysis of the district’s internal controls.
  - In 2016-17, the District began to utilize an online credit card payment system for parents and students for activity fund purchases. The intent was to reduce the amount of cash handling by students and employees; increased visuals and less cash deters possible fraudulent activity. We are seeing a steady increase in the use of the system as detailed below:

	2016-2017		2017-2018		2018-2019 To 1/24	
<b>Totals</b>	\$ 2,327,129.88	\$ 82,775.42	\$ 1,845,383.42	\$ 905,675.54	\$ 637,204.90	\$ 363,262.09
	<b>Cash/Check</b>	<b>CC</b>	<b>Cash/Check</b>	<b>CC</b>	<b>Cash/Check</b>	<b>CC</b>
	\$ 2,409,905.30	3%	\$ 2,751,058.96	33%	\$ 1,000,466.99	36%
	100%	cc%	100%	cc%	100%	cc%

**DOMAIN 6 – STUDENT MANAGEMENT**  
**Rate Domain 6 based on the duties listed below**  
**Priority 3 – Highly Satisfied Students, Parents and Community**

**The Superintendent shall:**

**A. Oversee student services, including health and safety services, counseling services, and extracurricular programs, and monitor for effectiveness.**

- Scorecard Alignment: 1.3, 3.1, and 3.2
- Significant Outcomes:
  - Expansion and refinement of student safety measures to include REACT training for all nurses, critical response training for all counselors, integration of county law enforcement in lock down drills, and adoption of a standard student-parent reunification protocol.
  - Implementation of programs to monitor and support social emotional learning including Traits of a Graduate, Panorama, targeted guidance lessons, as well as an increased parent of counseling topics at all levels.
  - Implemented student surveys for instructional and extra-curricular Fine Arts and Athletics programs to identify opportunities for continuous Improvement.
  - Improved student health services through the implementation of CPR instruction and Peace Officer Interaction training in high school health classes and increased community membership in the Student Health Advisory Committee (SHAC).

**B. Oversee a discipline management program and monitor for equity and effectiveness.**

- Scorecard Alignment: 3.1, 1.3 and 2.1
- Significant Outcomes:
  - Alignment of discipline practices at the junior high campuses, including leveled infractions, consequence ladder and training for all administrators.
  - Established a district discipline task force to update the Administrative Discipline Guide.
  - Refine the process for placement at the District Alternative Education Placement (DAEP) program.

**C. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.**

- Scorecard Alignment: 3.1, 3.2 and 3.3
- Significant Outcomes:
  - Clarified and refined the administrative regulation for consistency of criteria for student recognition at Board meetings.
  - Increased campus initiatives to recognize student achievements and exemplars of Traits of a Graduate.
  - Created a district student awards and lettering regulation to provide consistency and clarification among campuses and programs.
  - Increased use of social media by campuses, departments and teachers to recognize students, clubs and organizations
  - Creation of additional teams in junior high football, soccer and basketball to support program quality and participation.

**DOMAIN 7 – SCHOOL OR COMMUNITY RELATIONS**  
**Rate Domain 7 based on the duties listed below**  
**Priority 3 – Highly Satisfied Students, Parents and Community**

**The Superintendent shall:**

**A. Maintain positive and professional working relations with the community.**

- Scorecard Alignment: **Priority 3**
- Significant Outcomes:
  - Community Advisory Committees continue to grow and enhance communication throughout the district. Advisory committees include, Community Advisory Committee (CAC), Combined Community Advisory Committee (CCAC), District Improvement Committee (DIC), Campus Improvement Committee (CIC), Student Advisory Committee (SAC), School Health Advisory Committee (SHAC), Emergency Preparedness Advisory Committee (EPAC), School to Employment Advisory Committee (SEAC), Great Conversation Community Engagement Team (GCT), Booster Club/PTC Advisory Committee
  - Community support of 10-Year Facility Master Plan (10 YFMP), Expenditure Projection Plan (EPP) and District Strategic Plan validated through feedback sessions and data.
  - Community Advisory Committee quarterly survey completed Fall 2018.

**B. Direct a proactive program of internal and external communication at all levels designed to improve staff and community understanding and support of the District.**

- Scorecard Alignment: **Priority 3**
- Significant Outcomes:
  - Monthly District Scorecard Updates/Reports to Board of Trustees and Team One regarding status of District Priorities.
  - Continued Team One progress with SCUCISD District Strategic Plan. Team One continues working and learning in Priority 3 and Priority 4 with aligned goals, strategies and measures.

**C. Establish mechanisms for community and business involvement in the schools and encourage participation.**

- Scorecard Alignment: **Priority 3**
- Significant Outcomes:
  - Successful deployment (pilot) of Community Survey during Fall 2018. Formal Community Survey to be deployed Spring 2019 (March-April).
  - Continued presence of community members on our Campus Improvement and District Improvement Committees

**D. Work with governmental entities and community organizations to meet the needs of students and the community in a coordinated way.**

- Scorecard Alignment: **Priority 3**
- Significant Outcomes:
  - Continued communication and meetings each month with city staff and elected officials (formal and informal, P&Z Reports, City Council Meetings). Our strong relationships with cities continue to grow.
  - Relationships with The Chamber (Schertz, Cibolo, Selma), The Chamber Leadership CORE, the Tri-County Chamber, and the South Texas Excellence Partnership (S.T.E.P.) continues to grow and enhance communication throughout the community and surrounding areas.

SAMPLE

**DOMAIN 8 – PROFESSIONAL GROWTH AND DEVELOPMENT**  
**Rate Domain 8 based on the duties listed below**  
**Priority 2 – High-performing and Engaged Workforce**  
**Priority 1 – All Graduates will be College and/or Career and/or Military Ready**

The Superintendent shall:

**A. Oversee a program of staff development and monitor staff development for effectiveness in improving district performance.**

- Scorecard Alignment: 2.1
- Significant Outcomes:
  - Development and expansion of district-wide needs assessment to provide high-quality professional development aligned to staff needs. An example of this is the continuation of SCUC-U to provide staff voice and choice for personalized professional learning.
  - Multiple opportunities for staff to extend learning through specialized trainings/academies such as, but not limited to, Leaders of Innovative Teaching (LIT), Aspiring Leaders Academy (ALA), New Teacher Academy, Great Conversations, and SCUC-U (personal management, financial planning, technology applications, leadership).
  - Use of the special education staffing review from Spring 2018 to develop a professional development plan for the 2018-19 school year to include developing a process to identify current and future staffing to meet the learning needs of students

**B. Stay abreast of developments in educational leadership and administration.**

- Scorecard Alignment:
- Significant Outcomes:
  - By serving as a mentor to new superintendents (4 this year) I must stay abreast of current educational leadership concepts through professional periodicals (Harvard Business Review, Ed Leadership...etc.) and relevant books:
    - “18-19 Essentialism”
    - “Success in the Superintendency”
    - “The Mind of a Leader”
  - Book study in 2019-19 with Executive Cabinet, “Smarter Budgets, Smarter Schools.”
  - Executive coaching for Executive Cabinet with Studer Education.

## **DOMAIN 9 – STUDENT ACHIEVEMENT INDICATORS AND CAMPUS PERFORMANCE**

**Rate Domain 9 based on the duties listed below**

**Priority 1 – All Graduates will be College and/or Career and/or Military Ready**

**The Superintendent shall:**

**A. Ensure that appropriate data are used in developing recommendations and making decisions regarding the instructional program and resources.**

- Scorecard Alignment: 1.1, 1.2 and 1.3
- Significant Outcomes:
  - Improved PBMAS data review to ensure we are addressing the root causes of low performance for student groups such as Bilingual/ESL and Special Education.
  - Implemented additional data resources such as but not limited to (NWEA) for academics and (Panorama) for social-emotional learning for all students. This data informs our staff of identified areas of targeted intervention needed for students' social and emotional skills and provides strategies for individualized and group intervention.
  - CCMR plan expansion to include all student k-12. Counselors at all levels are providing leveled instruction regarding college, career, and military readiness as appropriate in order to assist with academic decisions.

**B. Oversee a system for regular evaluation of instructional programs, including identifying areas for improvement, to attain desired student achievement.**

- Scorecard Alignment: 1.1, 1.2, and 1.3
- Significant Outcomes:
  - Improved process for annual review of multiple data sources as part of the district's comprehensive needs assessment.
  - District Improvement Committee (DIC) meets four or more times a year and is charged with assisting district leaders reviewing multiple data sources as part of a comprehensive needs assessment that impacts current and future District Improvement Plans.
  - Developed a Student to Employment Advisory Committee (SEAC) to provide input and feedback based on local, regional and state employment and labor market data, thus assisting district leaders with the development of short and long-range planning

**C. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.**

- Scorecard Alignment: 3.1, 3.2 and 3.3
- Significant Outcomes:
  - Clarified and refined the administrative regulation for consistency of criteria for student recognition at Board meetings.
  - Increased campus initiatives to recognize student achievements and exemplars of Traits of a Graduate.
  - Created a district student awards and lettering regulation to provide consistency and clarification among campuses and programs.
  - Increased use of social media by campuses, departments and teachers to recognize students, clubs and organizations
  - Creation of additional teams in junior high football, soccer and basketball to support program quality and participation.



**DOMAIN 10 – BOARD RELATIONS**  
**Rate Domain 10 based on the duties listed below.**  
**ALL PRIORITIES**

The Superintendent shall...

**A. Maintain positive and professional working relationship with the Board.**

- Significant Outcomes:
  - Maintains avenues for open communication and availability, providing opportunities for one on one conversations with all Trustees.
  - Works diligently to maintain a neutral/facilitative attitude during Board meetings.

**B. Keep the Board informed of significant issues as they arise, using agreed upon criteria and procedures for information dissemination.**

- Significant Outcomes:
  - Provides information to Trustees ahead of the media through text messaging and email correspondence.
  - Weekly Board Updates are timely, informative and relevant.

**C. Respond in a timely and complete manner to Board requests for information that are consistent with Board policy and established procedures.**

- Significant Outcomes:
  - The Board Member Request log has been implemented, is updated weekly and linked in each Board Update.

**D. Provide recommendations and appropriate supporting materials to the Board on matters for Board decision.**

- Significant Outcomes:
  - Maintains strong oversight of Executive Cabinet to provide timely and relevant information for Trustee review regarding matters requiring Board action.
  - Board meeting structure that allows for discussion of item the month prior to action provides Trustees extended time to review supporting materials prior to Board action.

**E. Articulate and support Board policy and decisions to staff and community.**

- Significant Outcomes:
  - Decisions/actions taken by the Board are communicated through the district's Tough Questions Protocol, Board Briefs, social media and review/discussion opportunities at various staff and community meetings, including Team One and district level advisory committee meetings.