

All in for All Students



Superintendent Goals 2019-2020

Dr. Laurynn Evans

August 22, 2019

NKSD Vision:

Every NKSD student is a confident, competent, creative and compassionate person who is prepared for a world yet to be imagined.

NKSD Mission:

We foster a safe, collaborative, and intentional learning environment where each student is known by name, strength, and need

NKSD Core Values:

We are ALL IN for ALL STUDENTS

We model extraordinary care through our words and deeds

We foster high expectations, continuous growth,
and high achievement for everyone

We celebrate our diversity, we embrace inclusion,

and we respect our local heritage

There is no limit to better

Introduction and Context

This year, my identified goals are derived from the newly adopted NKSD Strategic Plan.

During the 2017-2018 and 2018-2019 contract years, the Board of Directors and I partnered to use the WA State Standards Based Superintendent Evaluation. Not only does this evaluation process mirror the process for our faculty and administration, it provides standards and clear feedback to generate next steps for me in my work. It also helps the board provide the Superintendent with targeted feedback centered on growing skill and increasing performance. The intent is for the identified goals and the identified standards strands to complement one another. In other words, my identified goals will align to particular standards within the Superintendent Evaluation framework. While all six standards are important, it is typical practice with a standards-based model to identify two to three standards for focused effort in a particular year. As such, while each goal for this year is aligned to a particular standard within the Superintendent Evaluation instrument, the focus will be on three standards.

Goals– Structure of Goals and Indicators

Goals can be both aspirational and attainable. My hope is that these goals will inspire our organization to stretch itself to best serve our learners. At the same time, goals must be pragmatic and measurable. In order to balance the need for goals to be aspirational and measurable, it is important to draw out and make public the roadmap that will drive progress towards the stated goals. As such, I am providing metrics and action items for each goal.

Metrics are the measures that will indicate that the goal has been attained and/or that progress has been made. These are observable, documentable, or otherwise clearly identified indicators of progress.

Action Items are the specific steps that will be taken this year towards attaining the goal. Some of these have already been done in summer 2019, but are included so as to demonstrate the full scope of work that has taken place since the prior year's evaluation which was completed on May 23, 2019.

Some goals will look familiar to prior year goals (and they may show up again next year), as some goals are multi-year in nature or they are critical components of ongoing leadership work for the Superintendent.

Goal One (standard 1): Actively promote the NKSD Strategic Plan with constituents to build familiarity and understanding of the NKSD Strategic Plan vision, mission, core values, and goals with students, staff, parents, and community members.

Rationale:

- Alignment team, core planning team, and school board all agree that communication about the plan's goals, vision, mission and core values are essential to successful plan implementation.
- Knowledge about the plan and understanding the vision and direction for NKSD will help engender support for both the direction of the district and the necessary work that the district will undertake to serve the vision/mission of NKSD.

Metrics:

- A targeted, specific communication plan is implemented that includes direct mail, online updates, e-News items, and community group information sessions.
- Staff and students can identify there is a new plan and identify key components of the plan (vision, mission, goals, core values).
- NKSD collateral incorporates the use of strategic plan goals, language, icons, images.
- Staff and community can articulate the rationale and pathway for implementation of the strategic plan.
- Information is provided and broadcast regarding the processes and infrastructure that will help implement the plan and attain goals.

Action Items:

- Community "State of the Schools" presentations which include information about the strategic plan components and the implementation plan
- General availability to meet with key constituents to discuss and implement the plan
- Solicit community partnerships essential to successful implementation
- Continue building relationships with local elected representatives and officials with a focus on sharing strategic planning components and communicating impacts of legislation on NKSD
- Ensure the strategic plan is viewable to the public, to all employees, and to students online and via PDF
- Create and deliver collateral designed to inform constituents about the plan and its implementation
- Create and distribute copies of the plan to all campuses and have them available for the public at school events throughout the year
- Use the plan language, icons, and design in NKSD communications, including board meeting communications
- Align board meeting agendas to strategic plan components as much as possible
- Shoot and broadcast video segments discussing the plan components and the pathway for implementation in the current and future years

- Ensure plan language and visuals are present throughout NKSD campuses and classrooms
- Champion the plan components, goals, and language in the community and among staff/students daily
- Hold staff accountable for striving toward the vision articulated in the strategic plan
- Create and use NKSD branded look/feel on all communications
- Develop a district-wide communications handbook and calendar to focus messaging and communications to all constituents

DRAFT

Goal Two: (standard 2) Ensure that the work of the district is focused on accomplishing the vision, mission and goals. Create, implement and monitor systems and structures that lead to improved student outcomes, that are focused on the NKSD Strategic Plan, and which uphold professional standards for NKSD personnel.

Rationale:

- The newly adopted Strategic Plan calls out the “Year Zero” work, and this goal and associated metrics align to the identified needs and next steps.
- Implementing the plan effectively will require significant pre-work to ensure the efforts of faculty, staff, and leadership are in alignment as we begin implementation.

Metrics:

- Completion of a “NKSD Teacher Profile” that outlines the qualities, characteristics, and expectations for all faculty hired in NKSD.
- Greater fidelity of implementation of evaluation processes and greater accuracy in evaluations capturing the performance of all NKSD faculty/staff/administration.
- The key metrics for student/staff performance that will be monitored consistently for the duration of the Strategic Plan are identified, agreed upon, and ready for implementation in 2020-2021.
- The baseline data (K-12) required to effectively implement the strategic plan is captured and recorded for future monitoring for both goals and signature strategies.
- Progress milestones for Year One and Two of strategic plan implementation will be identified and communicated by July 2020.

Action Items:

- Oversee and assist in the coordination of a district wide profile that will help with the hiring and retention of high quality staff in NKSD by December 2019
- Oversee and assist in training for all NKSD administration regarding effective evaluation practice
- Coordinate greater transparency and collaboration among leadership team members on the topic of evaluation practice, as well as increasing the frequency of collaborative observations/walk-throughs, systematic evaluation of processes to assure effectiveness
- Continue with growth of data literacy and principal led analysis, interpretation and application of student performance data with their staff, parents, and community
- Intentional/explicit discussion and instruction on data literacy for faculty and staff
- Ensure that School Connections meetings are data-rich and speak to the improvement journey of each individual school, highlighting cohort trend data and correlation between data analysis and future planning
- Collaborate with NKSD leadership team to determine appropriate benchmarks and and KPIs that will be used in the implementation of the strategic plan

- Oversee and manage the capture of baseline data for all NKSD students so that a comprehensive baseline is archived by summer 2020
- Collaborate with NKSD leadership team to draft the implementation strategy for 2020-2021 and 2021-2022
- Continue work on climate/trust/morale so as to foster authentic discussions regarding celebrations and problems in student learning across the district
- Continue work on climate/culture so as to engage all staff in continuous collaborative learning focused on improving student learning
- Continue work on climate/culture so as to engage all aspects of the local community in understanding the goals, pillars, vision and mission of NKSD
- Implement data-based strategies to analyze and address barriers to student learning
- Hold staff accountable for striving toward the vision articulated in the strategic plan

DRAFT

Goal Three: (standard 3): Ensure the long-term financial stability and financial sustainability of the district.

Rationale:

- The financial health of NKSD is of paramount importance as we fulfill our mission and attain the identified goals in the strategic plan
- Maintaining facilities and crafting a roadmap for facility improvement for the future is of great importance for us to deliver a quality instructional environment for all students
- Board feedback May 2019 directed continued focus on this

Metrics:

- Capital campaign is effectively stewarded with the community (information provided, explained, and follow up to thank voters takes place regularly)
- Capital projects are completed on time, within budget, and to the expected standard of workmanship
- District budget and expenditures remain within projected and actual revenues
- Board agendas reflect regular updates on expenditures and capital program. Timely budget and capital information is presented to the board for decision making
- Long range planning models maintained and updated for finance and capital planning

Action Items:

- Continue to implement effective communications strategy for capital project updates
- Continue to implement and monitor communications strategy for internal constituents for capital project updates
- Provide guidance and oversight for capital program implementation
- Refine long range model for capital needs in the district in preparation for potential 2022 bond
- Collaborate with business office to develop 2020-2021 budget that reflects strategic priorities and which maintains projected expenses within projected revenues
- Cultivate a more effective strategy to update the community on capital project progress and grows understanding of use of local levy dollars to support student learning
- Ensure the board receives updates on expenditures monthly
- Continue to provide consistent information (management report format) for the board to demonstrate progress on capital program
- Collaborate with HR team to build on and capitalize upon improvements in operations and hiring practices that took place in 2019-2020
- Collaborate with business office and school board to develop budget timeline and process for the 2020-2021 budget by January 2020
- Continue growing alternative education options for 6-12 to reduce the number of students who variance out-of-district and increase revenues for NKSD
- Continue and expand communication regarding alternative education options 6-12
- Monitor and track student enrollment, work with leadership to improve student attendance
- Continue work on targeted plans to improve processes, documentation, workflow

Superintendent Evaluation Timeline

Timeline

The evaluation of a Superintendent is a year-round process which necessitates that the Board and Superintendent check in throughout the year in regards to progress towards goals and to provide general communication and feedback. Below are some notable dates for the evaluation process.

- Mid August: Superintendent Goals drafted and submitted for feedback and identification of applicable evaluation standards
- First September meeting: Superintendent Goals approved, mutual agreement on evaluation standards to be used in the evaluation process
- November (during WSSDA conference): informal (formative) check in on Superintendent progress
- No later than end of January: mid-year formative check in on Superintendent progress with a focus on commendations/recommendations.
 - Superintendent and directors complete the evaluation instrument for collaborative discussion on progress to date
 - Superintendent provides evidence and appropriate documentation outlining progress to date
 - As per contract, the board provides Superintendent notice regarding contract extension status
 - Board provides Superintendent with specific direction for any areas identified for improvement
- May: Summative evaluation process, including:
 - First week of May – directors complete the evaluation instrument individually and superintendent completes evaluation instrument as self-reflection. The board president (or designee) compiles the results into a comprehensive document for review the following week.
 - Third week of May – executive session to discuss director’s individual rankings and superintendent self-reflection. Superintendent provides evidence and documentation supporting progress. Board will then recess to complete summative evaluation document and then meets with the Superintendent to discuss the completed evaluation.
 - By end of May – contract provisions/discussion between board president and Superintendent, finalize updated contract
 - By end of first week of June – contract reviewed by legal counsel
- First June board meeting: Contract approved at school board meeting

It is important for the board to provide the Superintendent notice of any performance concerns in a timely way so as to afford the Superintendent the opportunity to address those concerns and/or present evidence in support of their work.

Summative Evaluation Process

The summative evaluation will be based on three elements:

- Standards-based evaluation based on national standards (specific standards will be mutually agreed upon by the Board and Superintendent annually)
- Progress towards goals
- Superintendent reflection

For the summative evaluation, the process will be:

- In early May, each director will complete the evaluation document regarding progress towards goals and evaluation of the Superintendent on the identified standards. At the same time, the Superintendent will complete the evaluation document as a self-reflection.
 - The value of this process relies on the comments provided by individual directors. Directors should be articulate and specific when filling out comments.
- The rubric for scoring goals is simply “met goal” “demonstrable progress toward goal” “inadequate progress toward goal”
 - If a director marks “inadequate progress” a comment is necessary to provide context regarding the score.
- The rubric for scoring the standards is based on the TPEP model and has four options: unsatisfactory, basic, proficient, distinguished.
 - If a director marks the superintendent as basic, unsatisfactory OR distinguished, a comment is necessary to provide context regarding the score.
- Members and the Superintendent send their individual evaluations to the Board President, who in turn compiles them into a single document, using color-coding to assign each participant a color to identify their scoring and comments during the summative evaluation meeting.
- The board and superintendent meet for the summative evaluation. During this meeting:
 - The superintendent will report on their personal reflection, including accomplishments and areas of challenge/growth. The superintendent will provide evidence and data to support their reflection.
 - The board president will then hand out the compiled evaluations to all directors and the superintendent, and provide time for all to read and review scores and comments.
 - After everyone has read the document, the president will lead the group through a discussion about each part of the evaluation.
 - Again, the value of this discussion relies on the directors being articulate and specific in providing feedback to the superintendent.
 - After everyone is satisfied with the conversation, the Superintendent will step out of the meeting, and the board will engage in a discussion with the intent of collectively scoring the Superintendent on the Overall Report for the evaluation document (Part 3). This is done via consensus of the entire board.
 - All individual board director comments should be included in the final document.
 - During this discussion the board should also come to consensus on the superintendent’s contract extension and salary adjustments.
- The board then meets with the superintendent within a week’s time to discuss the Overall Report for the evaluation (Part 3). The board president and superintendent will sign off on the Overall Report during this meeting, at which point the Overall Report (Part 3) goes into the superintendent’s personnel file.
 - During this meeting, contract changes should also be discussed, and verbal dialogue regarding any items that need explanation or further information regarding the contract is encouraged.
- Following the approval of the new contract, the Superintendent will set goals for the following school year with the intention of having draft goals prepared for the annual August board retreat.

PART I Superintendent's Performance Rating - Progress Towards Goals

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

	Inadequate progress	Demonstrable Progress	Met Goal
Goal One: Actively promote the NKSD Strategic Plan with constituents to build familiarity and understanding of the NKSD Strategic Plan vision, mission, core values, and goals with students, staff, parents, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	
Goal Two: Ensure that the work of the district is focused on accomplishing the vision, mission and goals. Create, implement and monitor systems and structures that lead to improved student outcomes, that are focused on the NKSD Strategic Plan, and which uphold professional standards for NKSD personnel.	<input type="checkbox"/>	<input type="checkbox"/>	
Goal Three: Ensure the long-term financial stability and financial sustainability of the district.	<input type="checkbox"/>	<input type="checkbox"/>	

Required Comments and analysis of progress toward goals:

Superintendent's Performance Rating for Standard 2: Instructional Leadership

Standard Summary	The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.
-------------------------	---

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.</i>				
Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives a high priority to reducing achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements effective procedures for staff evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds leadership capacity to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished, Basic* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard 3: Effective Management

Standard Summary	The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.
-------------------------	---

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.</i>				
Effectively manages fiscal resources in accord with Board priorities and instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively manages key elements of district operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and implements procedures and practices that ensure the safety and well-being of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

needs of individuals				
----------------------	--	--	--	--

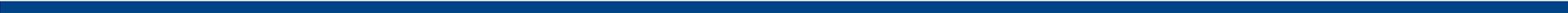
Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished*, *Basic* or *Unsatisfactory*):



PART III

Overall Superintendent Evaluation Report

Superintendent:

Board president:

Name

Signature

Date

Step 1: Assess Progress Toward Goals (*Complete Part I first; circle one for each set of goals.*)

Goal One	Inadequate Progress	Demonstrable Progress	Met Goal
Goal Two	Inadequate Progress	Demonstrable Progress	Met Goal
Goal Three	Inadequate Progress	Demonstrable Progress	Met Goal



Step 2: Assess Performance via Standards (Complete Part II first.)

Unsatisfactory = Performance on a standard or overall is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Basic = The superintendent's performance demonstrates many of the characteristics associated with effective performance, although there may be a few exceptions or inconsistencies

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

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

	Unsatisfactory	Basic	Proficient	Distinguished
Standard 1: Visionary Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Effective Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance

Unsatisfactory

Basic

Proficient

Distinguished

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Distinguished*, *Basic*, *Unsatisfactory* or where goals are felt to have had inadequate progress.

Comments: