

**Superintendent's Evaluation**  
**North Boone CUSD #200**  
**2019-2020**

The North Boone Board of Education is committed to providing regular feedback to recognize the accomplishments of the Superintendent and promoting professional development.

The Performance Expectations and Descriptors are drawn from the Superintendent's job description and represent the major areas of responsibility. Please assess the Superintendent's performance by scoring each item using the following scale:

3 = Performance above expectations

2 = Performance meets expectations

1 = A performance concern exists (Please provide a comment/suggestion to guide improvement.)

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**Superintendent Performance and Academic Goals**

1. *Improving Instructional Leadership and collaboration across all buildings and grade levels.*
  - ▶ *Beginning Illinois Quality Framework assessment at each building and will work with the ROE to use the framework to help administrators put in place school improvement plans that are matching the models of best practice identified by Illinois Empower.*
  - ▶ *November 18<sup>th</sup>, Poplar Grove, Capron, and Manchester SIP Teams will begin the IQF process.*
  - ▶ *December 2<sup>nd</sup>, the UE, MS and high school will begin the IQF process.*
2. *Investigate and provide a plan for the social and emotional needs of the North Boone School District*
  - ▶ *Initial Committee Meeting is set for November 5<sup>th</sup>, 2019 at 3:30 pm.*
  - ▶ *November 5<sup>th</sup>, the SEL Committee met and discussed what Social Emotional Learning is and what it means to North Boone. The committee also discussed what is working successfully and the challenges that are still being experienced in schools. A needs assessment is being investigated to help with developing a SEL plan for the district.*
3. *Create a long term Technology Plan for the next five years that provides more detail on how it will support classroom instruction, improve and impact student achievement, and create a path for professional development.*
4. *Continue the curriculum process and development for Science, Math and begin ELA*

- ▶ *K-5 Math: Determined non-negotiables of year 1 of implementation of Into Math. Aligned our Priority Standards to lessons in our resources. Began developing proficiency for Priority Standards. Will continue this work and engage in Assessment Design Training on Nov. 7<sup>th</sup>. [Link](#) to Tracking Sheet.*
- ▶ *6-8 Math: Defined proficiency for all Priority Standards. Aligned our Priority Standards to lessons in our resources. Participated in Assessment Design Training. Will begin writing assessments for Priority Standards on 10/25 Institute Day. [Link](#) to Tracking Sheet.*
- ▶ *9-12 Math: Incorporated missing standards into the 9-12 curriculum to ensure all students have access to all standards. Aligned our Priority Standards to lessons in our resources. Will engage in Proficiency and Assessment Design Training on 10/23. [Link](#) to Tracking Sheet.*
- ▶ *K-4 Science: Determined proficiency for Priority Standard and selected common Performance Tasks (assessments and rubrics) for measuring proficiency. Team will pilot at least 1 assessment before our next meeting in February. [Link](#) to Tracking Sheet.*
- ▶ *5-8 Science: Incorporated missing standards in to the 5-8 curriculum to ensure all students have access to all standards. Began developing proficiency for Priority Standards. Will continue this work on 10/25 Institute Day. [Link](#) to Tracking Sheet.*
- ▶ *9-12 Science: Incorporated missing standards into the 9-12 curriculum to ensure all students have access to all standards. Began developing proficiency for Priority Standards. Will continue this work on Dec. 5<sup>th</sup>. [Link](#) to Tracking Sheet.*
- ▶ *5-12 ELA and Social Studies: Will meet on 10/25 Institute Day to begin understanding standards and selecting priority standards.*

*\*\*\*All Goals will be updated throughout the school year in writing and with presentations to the Board.\*\*\**

### **Performance Expectation 1**

Superintendent provides leadership in the areas of instruction, curriculum, professional development, and assessment to promote the District's vision and strategic goals.

<b>Performance Expectation 1 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Administers the development and maintenance of an educational program designed to meet the needs of the community.			
Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in textbooks and schedules to be used in the schools.			
Maintains knowledge of current "best practices" in the areas of instruction, curriculum, professional development, and assessment for the purposes of developing recommendations and direction action.			
Uses assessment data to guide the improvement of the District's educational program and services.			
Oversees District programs designed to improve the performance of all staff members, including teacher professional development and certification.			

Comments/Suggestions:

### **Performance Expectation 2**

The Superintendent provides leadership in the area of finance and budgeting to align District resources to promote the District's vision and strategic goals.

<b>Performance Expectation 2 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Monitors the implementation of the negotiated agreement.			
Monitors the implementation of the budget.			
Directs the development of the annual budget for Board adoption.			
Develops long-term and short-term financial strategies and plans to maintain the financial health of the District and support its programs.			
Monitors the District's facilities and makes appropriate recommendations to the Board for their maintenance and improvement.			

Comments/Suggestions:

### **Performance Expectation 3**

The Superintendent builds relationship with students, staff, parents, and community in support of the vision and strategic goals.

<b>Performance Expectation 3 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Represents the District at school and community events.			
Establishes a program of public relations to keep the community informed of the activities, needs, and successes of the schools.			
Establishes cooperative relationships with local governments, agencies, and community organizations.			
Effectively addresses concerns of stakeholders in a consistent and fair manner.			
Implements strategies to gather feedback and information from stakeholders to inform policy decisions and guide Board action.			

Comments/Suggestions:

#### **Performance Expectation 4**

The Superintendent implements Board policies in support of the District's vision and strategic goals.

<b>Performance Expectation 4 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Advises the Board on the need for new or revised policies.			
Monitors the implementation of Board policies.			
Develops appropriate administrative procedures to support the implementation of Board policies.			

Comments/Suggestions:

#### **Performance Expectation 5**

The Superintendent supports the work of the Board of Education in its efforts to realize the District's vision and strategic goals.

<b>Performance Expectation 5 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Prepares the Board thoroughly, allowing it to make good decisions.			
Communicates effectively with all Board members about District business in a timely, efficient manner.			
Supports the Board's work and decisions in word and in action.			
Effectively communicates the Board's work to parents and the community.			
Prepares and submits to the Board recommendations relative to all matters requiring Board action.			

Comments/Suggestions:

**Performance Expectation 6**

The Superintendent oversees the selection, hiring, supervision, and evaluation of all staff members to insure that all staff are working toward and supporting the District's vision and strategic goals.

<b>Performance Expectation 6 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Recommends for appointment or employment all employees of the Board and assigns, transfers, and recommends for dismissal all employees of the Board.			
Supervises the employment of all staff members.			
Monitors staff certification to insure that all teachers and aides meet highly qualified standards.			

Comments/Suggestions:

**Performance Descriptor 7**

The Superintendent oversees the general operation of the District, insuring alignment with the District's vision and strategic goals.

<b>Performance Expectation 7 Descriptors</b>	<b>1</b>	<b>2</b>	<b>3</b>
Represents the District's interests in all intergovernmental or cooperative agreements—CEANCI, BCSEC, ROE, etc.			
Monitors services provided to students and families—transportation, food services, etc. to assess and improve quality.			

Comments/Suggestions:

## **Board Goals**

- ▶ Social and Emotional Need Plan (including safety)\* (Mary)
  - In close cooperation with the Mike and Ashley.
    - *Initial Committee Meeting is set for November 5<sup>th</sup>, 2019 at 3:30 pm.*
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- ▶ The Technology Plan\* (Joe)
  - In close cooperation with the Curriculum Committee and Business Services, Mike and Jerry.
  
- ▶ Large-scale Facility Plans and District Projects\* (Ed and Brian)
  - In close cooperation with the Curriculum Committee and Business Services, Mike and Jim N.
    - *Committee met on Oct. 9<sup>th</sup> to discuss status of current projects, outstanding life safety projects and update the list of current needs at each building.*
    - *Committee will meet again on November 6<sup>th</sup>, 2019 to create short term and long term plans for the district.*
  
- ▶ Common Assessment and Data Usage Plan\* (Carl)
  - In close cooperation with the Curriculum Committee, Mike and Keri.
    - *K-5 Math: Determined non-negotiables of year 1 of implementation of Into Math. Aligned our Priority Standards to lessons in our resources. Began developing proficiency for Priority Standards. Will continue this work and engage in Assessment Design Training on Nov. 7<sup>th</sup>. [Link](#) to Tracking Sheet.*
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► Supplemental Abatement\* (Tom K)

- In close cooperation with Business Services, Mike and Melissa.