



HAY SPRINGS PUBLIC SCHOOL

407 N. Baker Street

P.O. Box 280

Hay Springs, Nebraska 69347

Dr. Sadie Coffey, District Superintendent

Mrs. Tera Digmann, PK-12 Principal

Mrs. Nichole Marcy, Activities Director



Mission/Vision Statement: Empower students to **S.O.A.R.:** Show pride through success. Own opportunities. Act positively to achieve. Respect all.

Hay Springs Public School Strategic Plan Objectives:

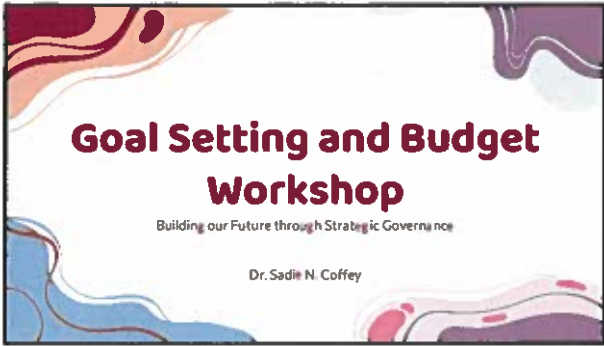
- 1. Student Learning & Growth:** Rigorous, relevant instruction that ensures every student grows and achieves.
- 2. Staff Excellence & Unity:** Effective leadership and a unified, highly effective staff committed to student success.
- 3. Resources & Learning Environment:** Responsible use of resources to sustain a safe, effective, and continuously improving school.



Continuous School Improvement Goal: 80% of Hay Springs students will meet projected growth and/or 80% of students will be proficient on NWEA MAP assessments in Math, Reading, Language Arts, and Science.

Targeted Improvement Plan (Students): Hay Springs K–11 students with disabilities (students on an IEP) will improve reading proficiency on the NWEA MAP assessment, increasing from a baseline of 20% proficient (Winter 2025–2026) to 60% proficient by Spring 2028.

Targeted Improvement Plan (Adults): By Spring 2028, Hay Springs K–11 staff teaching literacy, including general education, special education, and intervention staff, will demonstrate full implementation of explicit and systematic literacy instruction, as measured by achieving an average score in the Area of Strength (≥ 3.0) across all ten applicable Foundational and ELA Instructional Practice Guide (IPG) Core Action 2 components.



Goal Setting and Budget Workshop

Building our Future through Strategic Governance

Dr. Sadie N. Coffey

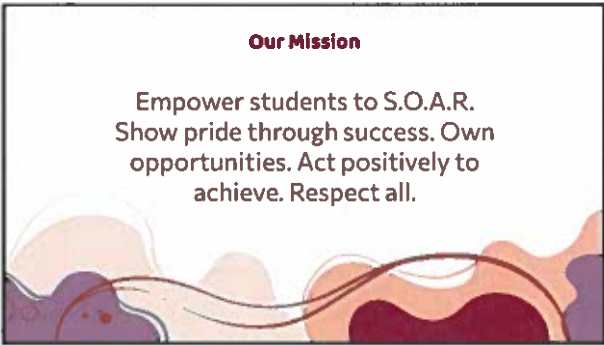


Retreat Purpose

By the end of the evening we will:

- Confirm Board Priorities for the remaining two years of the Strategic Plan
- Align District Goals to the Strategic Plan
- Ensure Budget Decisions Support our Priorities
- Develop a Roadmap for Future Capital Improvements

Every budget decision should support a strategic priority.



Our Mission

Empower students to S.O.A.R.
Show pride through success. Own opportunities. Act positively to achieve. Respect all.

Strategic Plan Objectives



These three objectives are the focus areas identified in the district's Strategic Plan and are intended to guide district action and board governance.

Continuous School Improvement Goals (including TIP)



Today's work should support these district outcomes.

The Board's Role Governance

Questions we will focus on:

- What outcomes do we expect?
- What priorities deserve district resources?
- How will we measure success?
- Are we staying aligned to the Strategic Plan?

The Board sets the direction. Administration determines the path.

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01

Goal Setting

As an Individual, Board as a Whole, Superintendent, and District

As a Board Member & As the Superintendent

Index Card: Your name and personal goal for the year as a Board member

Review: two NASB evaluation options (this becomes the superintendent goals)

Individual Reflection

Silently answer the following questions each on a separate sticky note:

- **Student Learning & Growth:** What ONE thing would have the biggest impact on students over the next 3-5 years?
- **Staff Excellence & Unity:** What ONE investment would most improve our staff?
- **Resources & Learning Environment:** What ONE facility, technology, or financial priority should the district tackle?

No discussion yet.

Gallery Walk / World Cafe

Obj. 1

Student Learning & Growth

What Board-level priorities should we accomplish over the next 3-5 years?

Obj. 2

Staff Excellence & Unity

What investments or policies will best support recruiting, retaining and developing excellent staff?

Obj. 3

Resources & Learning Environment

What facilities, technologies, safety, and financial priorities should we address over the next 5 years?

Gallery Walk / World Cafe

Walk around in pairs
Read each sticky note on the poster(s)
Add ideas
Place stars next to ideas you like
Discuss: Is there anything missing? Do you have additional ideas to add?

Group Discussion

- What themes do we see?
- What surprised us?
- What seems most important?
- Which ideas belong in the Strategic Plan?
- Which ideas belong in the budget?
- Which ideas are operational (administration)?
 - If administrative: What outcomes do we want?

Budget Discussion

- Can we realistically fund ALL of these priorities?
 - Immediate
 - 1-2 years
 - 3-5 years
 - Future

02

Budget Plans

What are in the works for our capital improvement schedule & the future?

Budget Discussion

- Can we realistically fund ALL of these priorities?
 - Immediate
 - 1-2 years
 - 3-5 years
 - Future

03

Budget Review

Prior to final valuations (August 20th)

2026/27 Services A - 101 to 130 - Total of 50 months Budget Authority		
Certified Budget Authority	A-101	4,639,048
Access to Prior Year's Unused Budget Authority (Maximum Amount: \$44,080)	A-355	84,080
Total Adjusted Budget Authority	A-361	4,723,128
Total Allowable Budget Authority	A-780	4,723,128
2026/27 Services D - 110 to 130 - Total of 50 months Budget Authority		
2026/27 Property Tax Request Authority	D-110	2,192,180
Did 70% of the School Board approve to exceed the Certified Property Tax Request Authority?	D-120	Yes - 80
Maximum Amount Allowed	D-130	277,077
2026/27 Property Tax Request General Fund	D-210	2,020,202
2026/27 Property Tax Request Special Building Fund	D-220	111,111
2026/27 Total Property Tax Request	D-290	2,131,313
2026/27 Unused Property Tax Request Authority	D-240	337,896

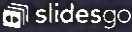
If someone walked into Hay Springs five to ten years from now, what would you hope they would notice first?

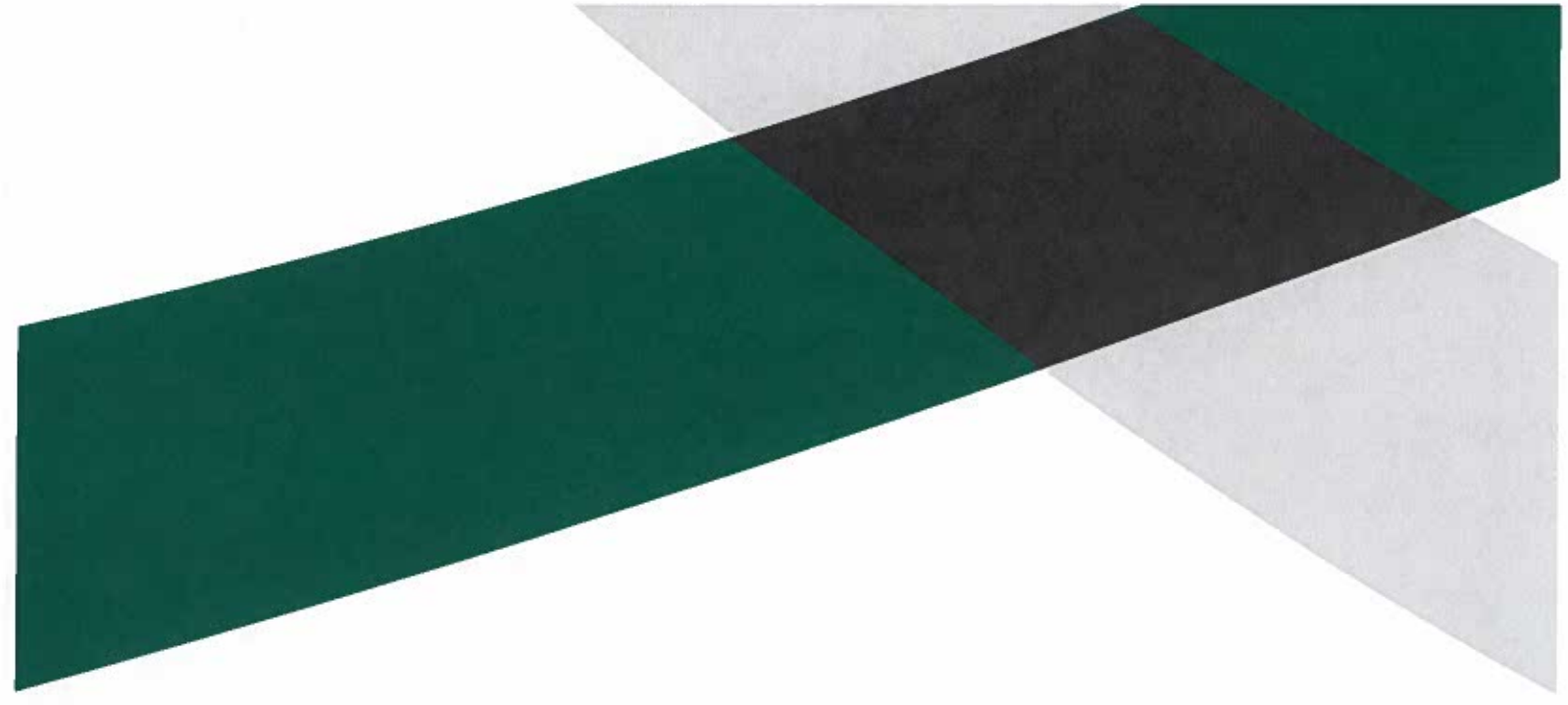
THANKS!

Do you have any questions?

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HAY SPRINGS PUBLIC SCHOOLS

**STRATEGIC PLAN FRAMEWORK
2026-2028**





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HAY SPRINGS PUBLIC SCHOOLS

SUPERINTENDENT

Dr. Sadie Coffey

BOARD OF EDUCATION

Justin Anderson

David Russell

Katie Stock

Miriam Kearns

Katy Highbanks

Tami Milne



MISSION/VISION STATEMENT

Empower students to **S.O.A.R.**
Show pride through success. Own opportunities.
Act positively to achieve. Respect all.

STRATEGIC PLAN FRAMEWORK

Purpose of the Framework

Through the engagement of students, parents, staff, administrators, and community via online surveys and in-person meetings, the needs of Hay Springs Public Schools (HSPS) were identified and categorized into ten Guiding Principles of a high-functioning school district. (For more information and a look at the data, please see the Hay Springs Public Schools Needs Analysis.) This resulting Strategic Plan Framework is the first step in creating a plan of action to address the district's identified needs. The action items to follow align to the data gathered, as well as extant data available about the community and school district. This use of local data ensures that the strategic plan is custom designed to address challenges specific to HSPS. Through purposeful implementation and commitment to collective development, this Framework defines the path to creating a more connected and high-achieving school district.

Utilization of the Strategic Plan Framework

This Strategic Plan represents a collective resolve to inspire and empower students. The Guiding Principles, Objectives, and Strategies set forth below create the path toward reaching the benchmarks for student learning. However, meeting benchmarks is dependent upon more than the simple design of the framework—there must be dedication, at every level, to the consistent and effective implementation of the specific Strategies and measurable Action Steps, as well as intentional work to integrate the Strategic Plan into the district's day-to-day operations.

Definitions of Framework Terms

Guiding Principles of Focus

The Guiding Principles of Focus highlight the areas HSPS will build upon in year one to support the mission and vision of the school district.

Objective

The Objective states the area of focus and outcomes that HSPS will achieve.

Strategy

The Strategy provides details of how the objective will be met.

Action Step

The Action Steps identify specific tasks, assignments, or action(s) staff will follow to realize the stated Objective and Strategy.

GUIDING PRINCIPLES

The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning Process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

Academic Learning & Success	<i>A balanced learning process that includes instructional methods to improve learning and growth for each student.</i>
Student-Centered Learning Environment	<i>A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.</i>
Cultural Inclusion & Engagement	<i>The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.</i>
District/Building Culture & Climate	<i>Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.</i>
Personnel Effectiveness	<i>Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.</i>
Social-Emotional & Mental Health Well-Being	<i>Social-emotional and mental health well-being of students and staff is a critical component of a high-functioning school district.</i>
Access to Educational Opportunities	<i>Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.</i>
Family & Community Partnerships	<i>Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.</i>
District Resources	<i>District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.</i>
Board Governance	<i>Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.</i>

GUIDING PRINCIPLES OF FOCUS

The identified Guiding Principles of Focus are targeted within the plan based upon multiple data points collected throughout the assessment phase of the NASB Strategic Planning Process. Data collection included stakeholder engagement through the Strategic Overview Committee (SOC) meetings, a community meeting, and online surveys of HSPS' administrators, certified and classified staff, students, and parents. Through data analysis, the NASB Board Leadership Team developed overarching objectives and specific strategies consistent with the needs presented through stakeholder engagement.

ACADEMIC LEARNING & SUCCESS

A balanced learning process that includes instructional methods to improve learning and growth for each student.

Objective 1: To implement a challenging, relevant, data-based curriculum, aligned both horizontally and vertically and delivered through evidenced based instructional methodologies supported by the Danielson Instructional Framework. *(Continuous Improvement Goal: Eighty percent of Hay Springs Public School students will meet projected growth and/or 80% of students will be proficient on the Nebraska state testing system test.)*

Strategy 1.1: Adopt data-based curriculum for all subjects/courses and grade levels to support the success of students' transitions grade to grade and level to level.

Recommended Action Steps:

- a) The board and administration will review and evaluate the current curriculum review process and adoption policy to ensure effective implementation.
- b) Establish a consistent, systematic curriculum review process to provide alignment to the standards and comprehensive curriculum mapping.
- c) Continually use multiple data sources (assessment results, classroom evidence, etc.) to assess the effectiveness and rigor of the curriculum.

Strategy 1.2: Align curriculum both vertically and horizontally to ensure coherent progression of learning across all grade levels and content areas.

Recommended Action Steps:

- a) Provide time and support for staff collaboration focused on curriculum mapping and curriculum alignment.
- b) Ensure all curriculum at HSPS has scope and sequence to support student learning.
- c) Clearly define essential standard and learning outcomes for each subject and level.

Strategy 1.3: Ensure consistent implementation of instructional strategies supported by the Danielson Instructional Framework.

Recommended Action Steps:

- a) Provide professional development to equip and prepare staff for success regarding the integration and implementation of Danielson's Instructional Framework.
- b) Ensure the teacher evaluation instrument is aligned to the Danielson's Instructional Framework.

Board Governance Strategy 1: The board will provide effective governance that prioritizes academic excellence and continuous improvement in student learning and instruction.

Recommended Action Steps:

- a) The board will ensure meeting agendas maintain focused on student learning and ensure alignment with district goals, priorities, and the strategic plan.
- b) The board will ensure consistent policy review to provide clear expectations and support effective practice, including curriculum review and adoption processes.

PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

Objective 2: To ensure the district provides educational leadership and highly effective staff to support our students, as well as building unity among the staff. *(SEBL/Emotional Citizenship Goal: By the end of the continuous improvement cycle (2027-2028), the staff at Hay Springs will score 80% or better in the areas of classroom procedures, faculty involvement and data-based decision-making as identified by the Self-Assessment Survey schoolwide and classroom subscales.)*

Strategy 2.1: Develop and implement an employee on-boarding and mentoring program to train, equip, and support new staff.

Recommended Action Steps:

- a) Create and establish an employee on-boarding program to support new hires to the district.
- b) Enhance the employee mentoring program to encourage and cultivate a supportive work environment.
- c) Encourage mentors to work collaboratively with mentees to establish specific professional development goals to enhance their time and work together as mentor/mentee.

Strategy 2.2: Provide a structured and relevant HSPS Professional Development Plan to encourage the use of best practice, support programs and initiatives, and enhance staff knowledge and skills.

Recommended Action Steps:

- a) Develop a defined annual professional development plan for building administrators and directors to support a collective vision and enhance district leadership capacity.
- b) Provide training and clarification of the alignment between curriculum, instructional model, and other district directional systems for staff and administration.
- c) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.

Board Governance Strategy 2: The board will promote effective leadership, clear expectation, professional growth and accountability districtwide.

Recommended Action Steps:

- a) Working with administration, allocate the appropriate resources to prioritize highly effective staff.
- b) Review and adopt the annual school calendar, paying special attention to how allocated professional development time impacts student learning.
- c) Review and adopt an annual professional development calendar aligned with professional growth priorities of the district.

Board Governance Strategy 3: The board will commit to their own professional development as they support the ongoing learning and development of HSPS staff, building shared knowledge among board members.

DISTRICT RESOURCES

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

Objective 3: To sustain efficient use of resources focused on continuous improvement, expansion, and support of a safe, effective learning environment.

Strategy 3.1 Provide a safe and well-maintained learning environment conducive the academic needs of students and district priorities.

Recommended Action Steps:

- a) Develop both short and long-term facilities plan, including maintenance, upkeep and replacement.
- b) Conduct analysis of the functionality of learning spaces, determining how to best allocate space for efficiency and instructional productivity.

- c) Develop and adhere to a process for updates to technology and curriculum.

Strategy 3.2: Ensure adequate staffing, addressing current and future needs to support optimal student learning outcomes and maintain high educational standards.

Recommended Action Steps:

- a) Explore and research creative strategies that are attainable for HSPS to address the current staffing challenges.
- b) Budget and allocate resources to deliver structured and intentional professional development to all staff, ensuring growth in knowledge and skills related to, but not limited to areas identified in the strategic plan process (i.e. Danielson Instructional Framework, MTSS Implementation, SPED/504, Utilizing Data, Technology Integration).

Board Governance Strategy 4: Through the board agenda, the board will align district resources to support professional development of staff and the short- and long-term needs of the district.

Recommended Action Steps:

- a) Prioritize the development of a long-range facility plan, allocating facility and staffing resources to promote student-centered learning.
- b) Commit the resources necessary to provide opportunities for professional growth among administrators, and both certified and classified staff.
- c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning.

BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

Board Strategies highlighted in green throughout this document are consolidated here to show the board's role in supporting the initiatives outlined in the Framework. The board's ongoing commitment to effective governance and their focus on continuous improvement will support the advancement of student learning through the initiatives listed in this Framework.

Board Governance Strategy 1: Provide effective governance that prioritizes academic excellence and continuous improvement in student learning and instruction.

Board Governance Strategy 2: Promote effective leadership, clear expectation, professional growth and accountability districtwide.

Board Governance Strategy 3: Commit to their own professional development as they support the ongoing learning and development of HSPS staff, building shared knowledge among board members.

Board Governance Strategy 4: Align district resources to support professional development of staff and the short- and long-term needs of the district.

REMAINING GUIDING PRINCIPLES

Guiding Principle: Student-Centered Learning Environment

Objective: To create an environment that ensures each student's unique needs are met to promote their academic and personal growth.

Strategy 1: Enhance collaboration and clarity in the MTSS process to ensure it is implemented consistently and effectively at all levels.

Strategy 2: Continue to provide social-emotional and behavior supports through the Multi-Tiered System of Supports (MTSS) model.

Guiding Principle: Cultural Inclusion & Engagement

Objective: Establish and nurture a healthy, respectful, and safe learning environment that supports and values the contributions of all voices and perspectives.

Strategy 1: Identify and implement strategies to support staff understanding of poverty and the challenges poverty presents in the learning environment.

Strategy 2: Implement an anti-bullying campaign to ensure a safe and healthy school culture at HSPS.

Guiding Principle: District/Building Culture & Climate

Objective: Develop and sustain a healthy, respectful, safe learning environment for students and staff, resulting in student success, effective staff collaboration, and overall school improvement.

Strategy 1: Improve the school district climate and learning environment through implementing positive behavior models to support better student behavior and increased social-emotional skills.

Guiding Principle: Social-Emotional & Mental Health Well-Being

Objective: To elevate the educational experience and strengthen social-emotional support, focusing on the health, safety, and well-being of all students and staff.

Strategy 1: Consider the implementation of a social-emotional learning curriculum to develop and expand skills that are critical to everyday life.

Strategy 2: Develop student outcome goals to enhance student decision-making skills, responsible behavior, and students' role as a community member.

Guiding Principle: Access to Educational Opportunities

Objective: To provide equity and excellence of education by ensuring expanded learning experiences for all students that address the diverse needs of HSPS students.

Strategy 1: Implement expanded learning opportunities for student to enhance college/career/post-high school readiness skills and knowledge.

Strategy 2: Provide a High-Ability Learning (HAL) Program to challenge identified students to advance their individual academic knowledge, skills, and abilities.

Guiding Principle: Family & Community Partnerships

Objective: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications between students, school, families, and community.

Strategy 1: Increase district outreach efforts with community organizations and business partners to inform of the programs, services, and news of the district.

Strategy 2: Evaluate and consider stakeholder perception of communications and strategies for improving perceptions.

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HAY SPRINGS PUBLIC SCHOOLS

STRATEGIC PLAN FRAMEWORK

2026-2028

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NASB GUIDING PRINCIPLE OVERVIEW

The ten Guiding Principles of the NASB Strategic Planning Process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and NASB Standards for Effective Board Governance. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

1. ACADEMIC LEARNING & SUCCESS

A balanced learning process that includes instructional methods to improve learning and growth for each student

2. STUDENT CENTERED LEARNING ENVIRONMENT

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

3. CULTURAL INCLUSION & ENGAGEMENT

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

4. DISTRICT/BUILDING CLIMATE & CULTURE

Relationships among staff, students, and families are the foundation of a school's culture and climate.

5. PERSONNEL EFFECTIVENESS

Support the professional growth of effective staff and school leaders.

6. SOCIAL-EMOTIONAL & MENTAL HEALTH WELL-BEING

Social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

7. ACCESS TO EDUCATIONAL OPPORTUNITIES

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

8. FAMILY AND COMMUNITY PARTNERSHIPS

Positive partnerships fundamentally improve the outcomes for students, school district, and community.

9. DISTRICT RESOURCES

Align and manage district resources to meet needs and goals.

10. BOARD GOVERNANCE

Effective board governance ensures accountability focused on growth and student learning.



MISSION/ VISION STATEMENT

Empower students to S.O.A.R.
Show pride through success. Own opportunities.
Act positively to achieve. Respect all.



**HAY SPRINGS PUBLIC SCHOOLS
STRATEGIC PLAN 2026-2028
GUIDING PRINCIPLES OF FOCUS**

ACADEMIC LEARNING AND SUCCESS

Objective 1: To implement a challenging, relevant, data-based curriculum, aligned both horizontally and vertically and delivered through evidenced based instructional methodologies supported by the Danielson Instructional Framework. (Continuous Improvement Goal: Eighty percent of Hay Springs Public School students will meet projected growth and/or 80% of students will be proficient on the Nebraska state testing system test.)

Strategy 1.1: Adopt data-based curriculum for all subjects/courses and grade levels to support the success of students' transitions grade to grade and level to level.

Action Steps:

- a) The board and administration will review and evaluate the current curriculum review process and adoption policy to ensure effective implementation.
- b) Establish a consistent, systematic curriculum review process to provide alignment to the standards and comprehensive curriculum mapping.
- c) Continually use multiple data sources (assessment results, classroom evidence, etc.) to assess the effectiveness and rigor of the curriculum.

Strategy 1.2: Align curriculum both vertically and horizontally to ensure coherent progression of learning across all grade levels and content areas.

Action Steps:

- a) Provide time and support for staff collaboration focused on curriculum mapping and curriculum alignment.
- b) Ensure all curriculum at HSPS has scope and sequence to support student learning.
- c) Clearly define essential standards and learning outcomes for each subject and level.

Strategy 1.3: Ensure consistent implementation of instructional strategies supported by the Danielson Instructional Framework.

Action Steps:

- a) Provide professional development to equip and prepare staff for success regarding the integration and implementation of Danielson's Instructional Framework.
- b) Ensure the teacher evaluation instrument is aligned to the Danielson's Instructional Framework.

Academic Learning and Success

Strategy 1: Adopt data-based curriculum for all subjects/courses and grade levels to support the success of students' transitions grade to grade and level to level.			
Alignment Areas:	NASB Guiding Principles: Accountability & Student Success - Personnel Effectiveness		
Action Step	Target Date	Responsible	Progress Updates / Notes
The board and administration will review and evaluate the current curriculum review process and adoption policy to ensure effective implementation.			
Establish a consistent, systematic curriculum review process to provide alignment to the standards and comprehensive curriculum mapping.alignment.			

Continually use multiple data sources (assessment results, classroom evidence, etc.) to assess the effectiveness and rigor of the curriculum.			
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Academic Learning and Success

Strategy 2: Align curriculum both vertically and horizontally to ensure coherent progression of learning across all grade levels and content areas.				
Alignment Areas:	NASB Guiding Principles: District Resources - Personnel Effectiveness			
Action Step	Target Date	Responsible	Progress Updates / Notes	
Provide time and support for staff collaboration focused on curriculum mapping and curriculum alignment.				
Ensure all curriculum at HSPS has scope and sequence to support student learning.				
Clearly define essential standards and learning outcomes for each subject and level.				

Academic Learning and Success

Strategy 3: Ensure consistent implementation of instructional strategies supported by the Danielson Instructional Framework.				
Alignment Areas:	NASB Guiding Principle: Personnel Effectiveness			
Action Step	Target Date	Responsible	Progress Updates / Notes	
Provide professional development to equip and prepare staff for success regarding the integration and implementation of Danielson's Instructional Framework.				
Ensure the teacher evaluation instrument is aligned to the Danielson's Instructional Framework.				

PERSONNEL EFFECTIVENESS

Objective 2: To ensure the district provides educational leadership and highly effective staff to support our students, as well as building unity among the staff. (SEBL/Emotional Citizenship Goal: By the end of the continuous improvement cycle (2027–2028), the staff at Hay Springs will score 80% or better in the areas of classroom procedures, faculty involvement and data-based decision-making as identified by the Self-Assessment Survey schoolwide and classroom subscales.)

Strategy 2.1: Develop and implement an employee on-boarding and mentoring program to train, equip, and support new staff.

Action Steps:

- a) Create and establish an employee on-boarding program to support new hires to the district.
- b) Enhance the employee mentoring program to encourage and cultivate a supportive work environment.
- c) Encourage mentors to work collaboratively with mentees to establish specific professional development goals to enhance their time and work together as mentor/mentee.

Strategy 2.2: Provide a structured and relevant HSPS Professional Development Plan to encourage the use of best practice, support programs and initiatives, and enhance staff knowledge and skills.

Action Steps:

- a) Develop a defined annual professional development plan for building administrators and directors to support a collective vision and enhance district leadership capacity.
- b) Provide training and clarification of the alignment between curriculum, instructional model, and other district directional systems for staff and administration.
- c) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.

Personnel Effectiveness

Strategy 1: Develop and implement an employee on-boarding and mentoring program to train, equip, and support new staff.				
Alignment Areas:	NASB Guiding Principles: District Resources - District/Building Culture and Climate			
Action Step	Target Date	Responsible	Progress Updates / Notes	
Create and establish an employee on-boarding program to support new hires to the district.				
Enhance the employee mentoring program to encourage and cultivate a supportive work environment.				
Encourage mentors to work collaboratively with mentees to establish specific professional development goals to enhance their time and work together as mentor/mentee.				

Personnel Effectiveness

Strategy 2: Provide a structured and relevant HSPS Professional Development Plan to encourage the use of best practice, support programs and initiatives, and enhance staff knowledge and skills.				
Alignment Areas:	NASB Guiding Principles: Academic Learning and Success - Culture and Climate			
Action Step	Target Date	Responsible	Progress Updates / Notes	
Develop a defined annual professional development plan for building administrators and directors to support a collective vision and enhance district leadership capacity.				
Provide training and clarification of the alignment between curriculum, instructional model, and other district directional systems for staff and administration.				
Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program				

effectiveness, and prioritize learning needs.				
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DISTRICT RESOURCES

Objective 3: To sustain efficient use of resources focused on continuous improvement, expansion, and support of a safe, effective learning environment.

Strategy 3.1 Provide a safe and well-maintained learning environment conducive to the academic needs of students and district priorities.

Action Steps:

- a) Develop both short and long-term facilities plan, including maintenance, upkeep and replacement.
- b) Conduct analysis of the functionality of learning spaces, determining how to best allocate space for efficiency and instructional productivity.
- c) Develop and adhere to a process for updates to technology and curriculum.

Strategy 3.2: Ensure adequate staffing, addressing current and future needs to support optimal student learning outcomes and maintain high educational standards.

Action Steps:

- a) Explore and research creative strategies that are attainable for HSPS to address the current staffing challenges.
- b) Budget and allocate resources to deliver structured and intentional professional development to all staff, ensuring growth in knowledge and skills related to, but not limited to areas identified in the strategic plan process (i.e. Danielson Instructional Framework, MTSS Implementation, SPED/504, Utilizing Data, Technology Integration).

District Resources

Strategy 1: Provide a safe and well-maintained learning environment conducive to the academic needs of students and district priorities.				
Alignment Areas:	NASB Guiding Principles: Student-Centered Learning Environment - Personnel Effectiveness			
Action Step	Target Date	Responsible	Progress Updates / Notes	
Develop both short and long-term facilities plan, including maintenance, upkeep and replacement.				
Conduct analysis of the functionality of learning spaces, determining how to best allocate space for efficiency and instructional productivity.				
Develop and adhere to a process for updates to technology and curriculum.				

District Resources

Strategy 2: Ensure adequate staffing, addressing current and future needs to support optimal student learning outcomes and maintain high educational standards.				
Alignment Areas:	NASB Guiding Principles: District Resources - Personnel Effectiveness			
Action Step	Target Date	Responsible	Progress Updates / Notes	
Explore and research creative strategies that are attainable for HSPS to address the current staffing challenges.				
Budget and allocate resources to deliver structured and intentional professional development to all staff, ensuring growth in knowledge and skills related to, but not limited to areas identified in the strategic plan process (i.e. Danielson Instructional Framework, MTSS Implementation, SPED/504, Utilizing Data, Technology Integration).				



NASB TRANSITION SUPERINTENDENT EVALUATION

Developed from the NASB Standard Superintendent Evaluation, the NASB Transition Superintendent Evaluation is designed to support new superintendents during their first year in the district.

Instructions: Please indicate what you feel is the most accurate descriptor to the following statements.

I. MISSION, VISION, AND GOALS

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I.a.	Develops, implements, and monitors district goals/strategic plan.					
I.b.	Updates the board on progress of district goals/strategic plan.					
I.c.	Engages board in long-range discussion and decision-making.					
Comments (Optional):						

II. POLICY

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
II.a.	Collaborates with the board to develop, align, and sustain a policy process and schedule to support monthly policy review.					
II.b.	Monitors and ensures policies are followed and implemented effectively.					
II.c.	Maintains districtwide handbooks aligned to adopted policies.					
II.d.	Provides public access to policy and handbooks.					
Comments (Optional):						



III: COMMUNITY RELATIONS

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
III.a.	Serves as spokesperson for the school district.					
III.b.	Maintains meaningful community partnerships.					
III.c.	Maintains a visible presence at district activities and community events.					
Comments (Optional):						

IV: BUDGET PLANNING AND MANAGEMENT

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management of school operations by allocating, using, and investing district resources to support effective instruction and improved student learning.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
IV.a.	Provides ongoing discussion of budget related development and management of the budget throughout the year.					
IV.b.	Forecasts and aligns resources to goals and objectives.					
IV.c.	Supports financial accountability with data.					
IV.d.	Maintains short-long-term facility and grounds plans.					
IV.e.	Completes the annual Audit and discloses findings to board.					
Comments (Optional):						



V: EDUCATIONAL LEADERSHIP

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
V.a.	Promotes a student-centered culture to support student success.					
V.b.	Aligns resources to support effective instruction and learning.					
V.c.	Ensures curriculum is aligned vertically and horizontally and aligned to NDE Learning Standards.					
V.d.	Updates board regarding NDE Accreditation compliance annually.					
V.e.	Validates teacher evaluation is aligned to framework and completed per board policy.					
V.f.	Supports college/career readiness.					
Comments (Optional):						

VI: BOARD-SUPERINTENDENT RELATIONS

Standard Descriptor: The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
VI.a.	Supports effective board governance.					
VI.b.	Provides timely and accurate information to the board to support informed decision-making.					
VI.c.	Supports board committee and processes.					
Comments (Optional):						



SUMMARY SECTION

Overall Comments on Superintendent's Performance:
Provide specific strengths and areas for growth based on the evaluation above.



Superintendent's Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)





NASB STANDARD SUPERINTENDENT EVALUATION

STANDARD 1: MISSION, VISION, & GOALS

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community), using relevant data in the discussion of long-term plans and goals.						
I.c.	Effectively utilizes data to implement, guide, and monitor progress of district goals/strategic plan.						
I.d.	Adjusts mission and vision to changing expectations and opportunities for the district and changing needs and situations of students.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> • District strategic plan/district goals • Plan for implementing, monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						



STANDARD II: POLICY

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocols and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Understands, complies with, and educates the school community on local, state, and federal laws, policies, and regulations.						
II.g.	Ensures student discipline is implemented with integrity and consistency.						
II.h.	Ensures student and personnel policies are clear and implemented consistently.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - District adopted policy review process/calendar - Progress/updates of the board's work with policy - Policy committee minutes - Curriculum review policy - Meeting agendas/minutes						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*



STANDARD III: BUDGET PLANNING & MANAGEMENT

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management of school operations by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
III.h.	Institutes and manages operations and administrative systems that promote the mission and vision of the school.						
III.i.	Strategically manages staff resources, assigning and scheduling teachers and staff to roles that optimize their professional capacity.						
III.j.	Develops, implements, and sustains a responsive district crisis and safety plan.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - Budget strategic/district goals - Professional development plan - Monthly budget reports - Quarterly expenditure updates - District audit - Crisis and safety plan - Executive summary of the safety audit						



• Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data	
If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?	

STANDARD IV: EDUCATIONAL LEADERSHIP

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Excellent
The supt. does
an outstanding
job at this task.

Good
The supt.
performs this
task as
required.

Average
The supt. does
an adequate
job performing
this task.

Fair
The supt. does
a passable job
performing this
task.

Poor
The supt. does
not perform
this task well
or at all.

Unsure
I do not have
certainty or
confidence
that the supt.
completes this
task.

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture and accepts responsibility for each student's academic success and well-being.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and the needs of each student.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that recognizes student strengths, is differentiated, and challenges each student.						

NASB STANDARD SUPERINTENDENT EVALUATION

IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Assumes the key leadership in the successful learning of each child through an adopted instructional framework and curriculum review cycle.						
IV.l.	Promotes the effective use of technology in the service of teaching and learning.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

STANDARD V: ORGANIZATIONAL & CULTURAL LEADERSHIP

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Commits to developing a high-performing leadership team.						

NASB STANDARD SUPERINTENDENT EVALUATION

V.c.	Ensures a purposeful and equitable recruiting and hiring process that meets the changing needs of the district.						
V.d.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.e.	Promotes a culture of shared expectations and mutual accountability for the success of each student.						
V.f.	Fosters a collaborative environment that includes shared reflection, feedback and growth.						
V.g.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
V.h.	Maintains a safe, caring, and healthy school environment.						
V.i.	Provides systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.						
V.j.	Supports and develops effective and caring teachers and other professional staff, ensuring an educationally effective staff.						
V.k.	Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> • Conflict resolution process • Leadership development plan • Professional development plan • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity and inclusion initiatives • Personnel policies						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						



STANDARD VI: COMMUNITY RELATIONS

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
VI.a.	Regularly attends and participates in school activities, events, and programs and is visible within the community.						
VI.b.	Interacts and expresses genuine interest in building a connection with students.						
VI.c.	Develops collaborative partnerships to foster support for the school district.						
VI.d.	Effectively communicates key public information in a timely manner.						
VI.e.	Promotes a positive image of the district.						
VI.f.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.g.	Is approachable, accessible, and welcoming to families and members of the community.						
VI.h.	Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.						
VI.i.	Advocates publicly for the needs and priorities of students, families, and the community.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - Community engagement summary/report - District partnerships and initiatives established to provide resources and support - Partnership support received through the district foundation, scholarships, grant monies, etc. - Inter-local agreements - District annual report - Communications designed by and distributed to generate support of the district - Membership and participation with civic, community and state organizations - Meeting invitations/agendas						



If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?	
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STANDARD VII: PROFESSIONAL LEADERSHIP

Standard Descriptor: The superintendent models and develops the professional capacity of school personnel to promote improved instruction and student academic success and well-being.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent The supt. does an outstanding job at this task.	Good The supt. performs this task as required.	Average The supt. does an adequate job performing this task.	Fair The supt. does a passable job performing this task.	Poor The supt. does not perform this task well or at all.	Unsure I do not have certainty or confidence that the supt. completes this task.
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Develops teachers' and staff members' professional knowledge and practice through differentiated opportunities for learning and growth.						
VII.d.	Provides an effective evaluation process with actionable feedback anchored in research and evidence based instructional practices.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes and maintains a comprehensive onboarding and mentoring program to effectively support new certified hires.						
VII.h.	Sustains a professional culture of engagement and commitment to shared mission, goals, and objectives pertaining to student success.						
VII.i.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: • Memberships						

NASB STANDARD SUPERINTENDENT EVALUATION

	- Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) - Educational growth plan (professional goals and development) - Leadership team development plan - District staff professional development plan	
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?	

*Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.

STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

Standard Descriptor: The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent <i>The supt. does an outstanding job at this task.</i>	Good <i>The supt. performs this task as required.</i>	Average <i>The supt. does an adequate job performing this task.</i>	Fair <i>The supt. does a passable job performing this task.</i>	Poor <i>The supt. does not perform this task well or at all.</i>	Unsure <i>I do not have certainty or confidence that the supt. completes this task.</i>
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
VIII.g.	Encourages and helps to develop board members' knowledge of educational issues and trends and their impact on the school community.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> - Superintendent performance plan/goals - Board committee minutes - Communication plan						

	• Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes	
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?	

STANDARD IX: STRATEGIC PLANNING

The superintendent collaborates with the board to act as agents of continuous improvement to promote each student's academic success and well-being.

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	



SUPERINTENDENT GOALS

This component of the evaluation tool may contain a changing list of annual goals from year to year for the board to provide feedback on.



Superintendent's Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (what must he/she do to achieve the objective or what is the intended result)
- performance indicators (how will the board measure progress and/or success)
- timeline (when will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



VALUATIONS

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
\$151,794,752	\$169,149,990	\$171,343,549	\$173,640,085	\$173,786,573	\$168,628,735	\$171,975,987	\$177,574,619	\$201,304,224	\$222,659,813	\$238,089,956	\$253,783,027	\$270,510,485	\$286,346,448	\$397,345,647
% change:	10.26%	1.28%	1.32%	0.08%	-3.06%	1.95%	3.15%	11.79%	9.67%	6.40%	6.18%	6.18%	6.18%	6.18%

Annual Change last 5 years 6.59%

YEAR	GENERAL	BOND	BUILDING	QCPIUF	TOTAL Levy	YEAR
2015-2016	\$1,049,893	\$0	\$0	\$0	\$1,049,893	2015-2016
2016-2017	\$1,027,123	\$0	\$0	\$0	\$1,027,123	2016-2017
2017-2018	\$1,020,013	\$0	\$0	\$0	\$1,020,013	2017-2018
2018-2019	\$1,020,115	\$0	\$0	\$0	\$1,020,115	2018-2019
2019-2020	\$0,999,717	\$0	\$0,019,762	\$0	\$1,019,479	2019-2020
2020-2021	\$0,999,087	\$0	\$0,020,366	\$0	\$1,019,453	2020-2021
2021-2022	\$0,950,332	\$0	\$0,064,608	\$0	\$1,014,940	2021-2022
2022-2023	\$0,943,692	\$0	\$0,062,571	\$0	\$1,006,263	2022-2023
2023-2024	\$0,858,794	\$0	\$0,055,196	\$0	\$0,913,990	2023-2024
2024-2025	\$0,834,143	\$0	\$0,049,857	\$0,030,000	\$0,914,000	2024-2025
2025-2026	\$0,823,049	\$0	\$0,021,213	\$0,030,000	\$0,874,262	2025-2026
2026-2027	\$0,864,920	\$0	\$0,047,209	\$0,030,000	\$0,942,129	2026-2027
2027-2028	\$0,864,920	\$0	\$0,047,209	\$0,030,000	\$0,942,129	2027-2028
2028-2029	\$0,864,920	\$0	\$0,047,209	\$0,030,000	\$0,942,129	2028-2029
2029-2030	\$0,864,920	\$0	\$0,047,209	\$0,030,000	\$0,942,129	2029-2030

YEAR	General Fund	Bond Fund	Building Fund	QCPIUF	Total Asking	YEAR
2015-2016	\$1,593,682	\$0	\$0	\$0	\$1,593,682	2015-2016
2016-2017	\$1,737,373	\$0	\$0	\$0	\$1,737,373	2016-2017
2017-2018	\$1,747,726	\$0	\$0	\$0	\$1,747,726	2017-2018
2018-2019	\$1,771,329	\$0	\$0	\$0	\$1,771,329	2018-2019
2019-2020	\$1,737,374	\$0	\$34,344	\$0	\$1,771,718	2019-2020
2020-2021	\$1,684,748	\$0	\$34,343	\$0	\$1,719,091	2020-2021
2021-2022	\$1,634,343	\$0	\$111,110	\$0	\$1,745,453	2021-2022
2022-2023	\$1,675,757	\$0	\$111,110	\$0	\$1,786,868	2022-2023
2023-2024	\$1,728,789	\$0	\$111,112	\$0	\$1,839,900	2023-2024
2024-2025	\$1,858,970	\$0	\$111,111	\$66,858	\$2,036,939	2024-2025
2025-2026	\$1,959,597	\$0	\$50,506	\$71,427	\$2,081,530	2025-2026
2026-2027	\$2,195,020	\$0	\$119,808	\$76,135	\$2,390,963	2026-2027
2027-2028	\$2,339,699	\$0	\$127,705	\$81,153	\$2,467,404	2027-2028
2028-2029	\$2,493,914	\$0	\$136,123	\$86,502	\$2,630,037	2028-2029
2029-2030	\$2,658,294	\$0	\$145,095	\$92,204	\$2,803,389	2029-2030

DRAFT
to
Valuations

Property Tax History Information
6-11-2025 03:50:00 PM

2025-2026 Budget Information					2026-2027 Budget Information				
Fund	2025-2026 Operating Budget	2025-2026 Property Tax Request	2025 Tax Rate	Property Tax Rate (2025-2026 Request Divided By 2026 Valuation)	2026-2027 Operating Budget	2026-2027 Proposed Property Tax Request	Proposed 2026 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	4,581,303.00	1,959,596.00	0.823049	0.799076	5,177,611.00	2,020,202.00	0.823790	0%	13%
Bond Fund(s) K - 12			0.000000	0.000000			0.000000	\$DIV/0!	0
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	\$DIV/0!	0
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	\$DIV/0!	0
Bond Fund			0.000000	0.000000			0.000000	\$DIV/0!	0
Special Building Fund	612,892.00	50,505.00	0.021213	0.020595	716,903.00	111,111.00	0.041306	114%	17%
Qualified Capital Purpose Undertaking Fund K - 12	70,714.00	71,426.00	0.030660	0.029127	96,187.00	80,808.00	0.032852	10%	36%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	\$DIV/0!	0
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	\$DIV/0!	0
Total	5,264,909.00	2,081,528.00	0.874262	0.848798	5,990,701.00	2,212,121.00	0.902050	3%	14%

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 for
 Valuations