**Performance Levels:**

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

**Exemplary**: Exceeds the standard

**Accomplished**: Meets the standard

**Developing**: Makes growth toward meeting the standard

**Growth Required**: Area(s) required to be addressed in the Professional Growth Plan

| **Mid-Year Progress Report 2014-15** | | | | |
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| **Standard** | **Exemplary** | **Accomplished** | **Developing** | **Growth Required** |
| 1. **Strategic Leadership**   The Superintendent creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision. | **Comments/Evidence** | **Comments**  **/Evidence** | **Comments:**  -I would contend that “reimaging” is not totally necessary for us but continuing to build on the tradition and foundation of graduating solid, college, career, and life ready students is our objective and focus.  -We believe in continuing to empower staff and students and to challenge ourselves to improve in new and innovative ways.  **Evidence:**  -I’ve had multiple discussions with school administration regarding mission statements for each school and the district. Due to their current ownership and usage we don’t feel the need for modification at this time.  -I’ve had multiple discussions and input regarding creating and improving the district improvement plan. We have entered those into ASSIST electronically and they mirror both schools.  -I have regular weekly discussions with administrative team and teachers… stress my “open door” policy to discuss questions, comments, or concerns at any time.  -I highly encourage our Board Team to contact me any time they may have any questions, comments or concerns. I also have a standing open invitation encouraging each Board Member to come speak with me any time to discuss a Board Agenda or any other related or unrelated items prior to the board meeting. | **Comments/**  **Evidence** |
| 1. **Instructional Leadership**   The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready. | **Comments/Evidence** | **Comments**  **/Evidence** | **Comments:**  -We continue to regularly monitor, meet, review and discuss individual student growth (or lack thereof) and discuss ideas and interventions to ensure every student (and teacher) grows and improves.  -I regularly share myvision that no student should regress and we should be able to maintain growth with every child, every year. We should be able to show gradual growth in each assessment “cycle.”  -I contend that if a student fails, then we all fail…and failure is not an option.  **Evidence:**  -With our Administrative Team and Stakeholders we totally completed a current, updated 23 page Comprehensive District Improvement Plan (CDIP) with objectives, goals, and resources to help guide our improvement.  -I am currently working on plan with our administrative team to help improve new teacher orientation/integration.  -We have regular discussions as a team regarding teaching, professional development, things we need to do to “get better” in our engagement and instruction.  -We are in process of implementing Positive Behavior in Schools (PBIS). The purpose of PBIS is to support academic achievement by eliminating behavior as a barrier to learning. We currently have 2 administrators involved in this training and intend to expand the principles of the program.  -We are in the process of implementing “The Leader in Me” in our Jr. High School. This program instills leadership, responsibility, accountability, adaptability, problem solving, communication, initiative and self-direction, creativity, cross cultural skills, and teamwork among every student. Our goal is to eventually expand these skills throughout several other grade levels.  -I along with our other administrators regularly walk through our buildings and interact with students and teachers and observe interaction/instruction.  -I discuss corrective measures with our administrators for various staff.  -We regularly encourage staff to seek and pursue professional growth opportunities to “build their toolbox” and improve their skill set. | **Comments**  **/Evidence** |
| 1. **Cultural Leadership**   The Superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose. | **Comments/Evidence** | **Comments**  **/Evidence** | **Comments:**  -I believe Dawson Springs Schools are the “hub” of the community and we work hard to maintain that “community” feel while offering “world class” opportunities for our students.  -I am working diligently to empower staff members to think beyond the “status quo” and try new innovative techniques to more effectively engage and encourage students. Utilization of technology is a key component to engage today’s students.  **Evidence:**  -Maintain visibility in classrooms, schools, the community, and region.  -Implementation of SUDS as a school related function and stakeholder service project to benefit both the community and our schools.  -Attend regular events outside school to be visible and accessible to students, staff, parents, other stakeholders and community members (soccer, basketball, baseball, band concerts, trunk or treat, community BBQ, Chamber of Commerce, Rotary, etc.)  -We will begin hosting one Rotary meeting each month every last Monday of the month at noon. We will attempt to help boost Rotary involvement and also try to encourage student leaders to be more involved with Rotary. | **Comments**  **/Evidence** |
| 1. **Human Resource Leadership**   The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning. | **Comments/Evidence** | **Comments**  **/Evidence** | **Comments:**  -Our teachers meet regularly in in their PLC’s and also have professional development and professional discussion in their “Wonderful Wednesday” trainings. We commonly have teacher leaders lead these trainings and I occasionally attend to listen in and answer any questions the teachers may have for me.  -I am strongly encouraging teachers to step outside their comfort zone and try new techniques to engage students.  -We are regularly trying to close gaps and tighten up in concerning areas (seasonal mowing, custodial lead, losing teacher positions due to enrollment, etc)  **Evidence:**  -Teacher input on needed Professional Development (tell survey need)  -Reduction of teachers in Elementary to get more in line with staffing allocation.  -We promote and encourage Advanced Placement Training for teachers which allow us to expand offerings and opportunities for students.  -I encourage our staff to “think outside the box” so we may move towards “creating a niche” to make us even more visible and successful.  -Through our restructuring plan, we have assistant principals’ in each building working on “building their toolbox” related to potential succession plans in the future.  -Creation of seasonal mowing position and night time custodial lead position.  -Restructuring of administrative duties to fit more in line with individual strengths.  -We are in process of restructuring our custodial team for more effectiveness and efficiency in that area. | **Comments**  **/Evidence** |
| 1. **Managerial Leadership**   The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district. | **Comments/Evidence** | **Comments/Evidence** | **Comments:**  **-**We are commonly reviewing our managerial processes in the areas mentioned. We continue to work on budgetary issues and discuss those monthly in regular board meetings.  -We continuously monitor and review policies and processes to be sure we are operating as effectively and efficiently as possible.  **Evidence:**  -Attend regular Regional Superintendent Meetings Monthly.  -Complete walkthroughs of each building generally once or twice each week, if not more and interact with staff and students of all levels.  -Utilize monies to “get the biggest bang for our buck.” Examples would be: purchase of 3 buses to save us significant money over the next 2-4 years, refurbishment of lockers in the HS, and sealing and striping of our parking lots to ensure continued usability. | **Comments**  **/Evidence** |
| 1. **Collaborative Leadership**   The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill. | **Comments/Evidence** | **Comments**  **/Evidence** | **Comments:**  -Since coming on board we have instituted an “open” standing agenda item where any stakeholder may address the board at any board meeting.  -We meet weekly as an Administrative Team or Principal Team to discuss current initiatives and discuss any questions or concerns. Every member of this team has a voice and is encouraged to share ideas that will make us better…or come up with ideas to solve problems or simply “make us better.”  -I am highly visible and accessible to students, staff and parents alike as I regularly attend multiple events during and after school.  **Evidence:**  -We hold weekly Principal or full Administrative team meetings to discuss regular business and address issues as necessary. Each team member gets a chance to discuss what is on their immediate “radar” and we discuss items that may need attention or fixed.  -Regularly attend Chamber of Commerce Meetings and discuss ways our schools can become more involved in the community.  -Have regular discussions with local and state elected politicians to discuss potential legislation that affects schools.  -Regularly work with city officials (primarily Mayor Sewell and Bo Hester with Public Works) to maintain a healthy and positive collaborative working relationship.  -We are in the process of joining forces with Jr. Achievement to come into our schools and share their curriculum in isolated areas to benefit students in the areas of personal finance, entrepreneurship and other business related areas.  -Our career day last year was a major success which we will continue to build on as local successful graduates come in and discuss various vocations and careers and discuss various keys to being productive and successful. | **Comments**  **/Evidence** |
| 1. **Influential Leadership**   The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students. | **Comments/Evidence** | **Comments/Evidence** | **Comments:**  -We attempt to promote both student and teacher success daily.  -We continue to review, discuss, and revise when necessary, policies, procedures, and goals to ensure opportunity and success for students.  **Evidence:**  -We recognize multiple students and staff each month for exemplary work and efforts.  -I occasionally write personal notes to students and staff and often write emails to staff thanking them for their input on various items and congratulate them when appropriate. | **Comments**  **/Evidence** |

**Overall Comments:**

I would contend that the first 14 months of my tenure as Superintendent of the Dawson Springs has been a success and also a tremendous learning experience which will continue. A large portion of my time has been spent trying to learn “the lay of the land” while also attempting to evaluate and address issues in multiple areas from personnel to facilities to working on an extensively tight budget.

We have had to make some changes and address some issues to make us more effective and efficient and also make staff adjustments as we react to declining enrollment which occurred over the last few years. I do think our enrollment will increase slightly and remain fairly constant once the current senior class graduates (35+/-) and we end up having roughly 50 students +/- at every grade level. We have had to make some internal administrative adjustments to best try to get employees in their “strength” areas as much as possible and also give them the opportunity to “build their toolbox” for potential advancement opportunity in the future.

Given all the variables mentioned above my number one priority is to break down barriers for students to have the maximum opportunity to learn and grow. We will continue to push in this direction as we encourage both students and staff to prepare, engage, grow, and persist.