

Southgate Independent School District

Superintendent Evaluation 2018-2019

Rating Scale:

- I. **Growth Required:** Areas require to be addressed in professional growth plan
- II. **Developing:** Makes growth toward meeting the standard
- III. **Accomplished:** Meets the standard
- IV. **Exemplary:** Exceeds the standard

Standard 1: Strategic Leadership: Exemplary

Summary of Expectation of Standard:

Superintendents create conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and/or the workforce, and is prepared for life in the 21st century. Superintendents 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.

Evidence:

- ✓ Facilitates the collaborative development of the CDIP/CSIP that aligns with the mission and goals of KBE and the needs of the district based on multiple forms of data (i.e. KPREP, MAP, Surveys, etc.).
- ✓ Facilitates the establishment of high academic goals for all through yearly benchmark assessments that focus on adequate growth for all students regardless of ability.
- ✓ Developed the district's four pillars of success based on the current mission and vision statements – Excellence, Character, Growth, and Pride.
- ✓ Collaborated with the school counselor and neighboring districts when developing an application process for graduating Southgate 8th graders.
- ✓ Collaborated with the leadership team and the board of education to reinstate the all-day kindergarten program in the Southgate Independent School District.

Standard 2: Instructional Leadership: Exemplary

Summary of Expectation of Standard:

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.

Evidence:

- ✓ Participates in monthly PLC's that focus on student engagement and continuous student growth.
- ✓ Participated in regional school visits centered on systems and processes for monitoring fluency and comprehension.
- ✓ Collaborated with the leadership team to analyze and implement new instructional strategies/programs to be implemented in grades P-8 (i.e. Reading Mastery, Artful Reading, KY Writing Project, Imagination Library, etc.)

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Standard 3: Cultural Leadership: Exemplary

Summary of Expectation of Standard:

The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. 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.

Evidence:

- ✓ Continues to district initiative that focuses on the key pillars for success – Excellence, Character, Growth, and Pride.
- ✓ Routinely celebrates and acknowledges district successes through staff communication, superintendent's reports, social media outlets (i.e. Southgate Facebook Page, Southgate Twitter Account, district website), written articles, parent letters, etc.
- ✓ Supports and engages in such community events as Arbor Day, Southgate Optimist Oratorical Contest, Fall Festival, Student Appreciation Night at the Southgate City Council Meeting, Southgate Basketball Tournament, etc.
- ✓ Developed plans to address areas of growth through gaining teacher, parent, and student feedback centered around literacy – Book of the Week Program, Reading Counts Program with incentives, Southgate Summer Reading Challenge, summer library hours and enrichment activities, Me and My School Program, etc.

Standard 4: Human Resource Leadership: Exemplary

Summary of Expectation of Standard: The superintendent ensures the district is a professional learning community with processes 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.

Evidence:

- ✓ Has ensured that processes are in place for hiring, inducting, and mentoring new staff leading to higher retention rates (new staff orientation, district visits, regional PLC participation, roundtables, etc.).
- ✓ Has hired highly qualified and diverse personnel in various certified and classified positions.
- ✓ Has added additional instructional staff through grants (i.e. literacy coach, instructional assistants, robotics coach, etc.
- ✓ Has facilitated and provided resources that support continuous growth for staff members in the arena of professional learning. (Kagan Strategies, Junior Great Books, District Site Visits, Regional PLC's, state conferences, Title I Meetings, Reading Mastery, Artful Reading, KWP, KRP, etc.)

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- ✓ Continues to build leadership capacity in current staff members through placing them in strategically effective positions (i.e. Title I coordinator, Title II coordinator, grant coordinator (i.e. SRCL and RCR), preschool recruitment position, Family in Transitions Coordinator, and DPP).
- ✓ Collaborated with the Newport Independent School District to share district personnel (i.e. Finance Officer, Food Service Director, Accounts Payable Clerk, Payroll, and Human Resource Assistant) creating additional funds for other district needs.

Standard 5: Managerial Leadership: Accomplished

Summary of Expectation of Standard: 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.

Evidence:

- ✓ Facilitated the process for the District Facility Plan leading to the current Southgate Renovation Project that entails rehabbed common areas, electrical upgrades, new lockers, new doors, flooring, signage, complete HVAC overhaul, etc.
- ✓ Collaborated with the board, architect, finance officer, and others to identify, plan, and execute various facility upgrades and technology needs.
- ✓ Collaborates with the principal when using the needs assessment results to identify appropriate resources needed to promote continuous growth for students and staff members.

Standard 6: External Development Leadership: Exemplary

Summary of Expectation of Standard: 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.

Evidence:

- ✓ Has developed collaborative partnerships with the greater community to support 21st century learning and the priorities of the district (i.e. NKCES, United Way, Northern Kentucky Education Council, Children's Inc., Campbell County Library, Scholastic, CTL, ProScan Imaging, etc.)
- ✓ Has established relationships and partnerships with professional development organizations that provide effective training and learning opportunities based on district needs (i.e. Scholastic, NKCES, Kagan, CTL, KWP, KRP, My Conquest Consulting, etc.)

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Standard 7: Influential Leadership: Accomplished

Summary of Expectation of Standard: 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.

Evidence:

- ✓ Participate in the regional superintendent's PLC meetings where political systems are discussed along with their impacts on public education.
- ✓ Collaborates with the other superintendents in the region to define, understand, and communicate the impact of legislative and ethical issues affecting public education (United Message Campaign on Pension Reform, Charter Schools, State Funding, etc.).

Signed: Superintendent: _____ Date: _____

Board Chair: _____ Date: _____



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