

School Board and Superintendent Team Goals 2026-27

End Products

- **2027–2032 District Strategic Plan:** Formally adopted by the Board by May 31, 2027.
- **2027–2028 Strategic Plan Aligned Budget:** Approved by the Board by June 30, 2027, funding the new strategic priorities.
- **Superintendent Strategic Evidence Portfolio:** Four milestone reports delivered to inform the Board and external facilitator:
 - **Report 1:** Phase I Listening Sessions Synthesis (1:1s and small groups).
 - **Report 2:** Phase II Comprehensive Needs Assessment (CNA) & Stakeholder Feedback.
 - **Report 3:** Phase III "Portrait of a Graduate" Community Definition & Campaign Results.
 - **Report 4:** Phase IV Draft Strategic Plan incorporating Phases I-III and spring stakeholder feedback.

School Board SMART Goals

- **Goal 1: Strategic Governance, Community Engagement, & Plan Adoption**
 - **SMART Statement:** Exercise governance oversight by reviewing Superintendent Reports 1–3, participating in the external-facilitator-led February Strategic Retreat and spring community forums, and formally adopting the 2027–2032 District Strategic Plan by May 31, 2027.
 - **Target Metric:** 100% board participation at the February Retreat, active participation in spring public forums, and formal approval of the Strategic Plan with at least a 5-out-of-6 supermajority vote (83%+ approval).
 - **Key Milestones:**
 - **Fall/Winter 2026–27:** Review monthly briefings and Reports 1–2 on listening sessions, CNA data, and stakeholder feedback.
 - **February 2027:** Analyze Reports 1–3 at the February Retreat to kickoff public strategic planning alongside the external facilitator.
 - **Spring 2027:** Participate in stakeholder feedback forums and vote to adopt the final plan by May 31, 2027.
- **Goal 2: Strategic Plan Aligned Budget Adoption**
 - **SMART Statement:** Evaluate and adopt a 2027–28 Strategic Plan Aligned budget by June 30, 2027, that explicitly funds the community priorities established in the new Strategic Plan.
 - **Target Metric:** Board approval of a budget where funds are allocated to align directly with approved plan goals and benchmarks.

- **Goal 3: Governance Team Cohesion & Alignment**
 - **SMART Statement:** Strengthen school board unity, shared purpose, and governance protocols through joint professional development and self-assessment during the strategic planning process.
 - **Target Metric:** 100% attendance across at least two joint board development sessions (e.g., MSBA, TeamWorks, governance workshops, etc), adoption of formal Board Operating Protocols by June 30, 2027, and adoption of an annual/bi-annual self-evaluation tool.

Superintendent SMART Goals

- **Goal 1: Process Management, Report Delivery, & Engagement Scaling**
 - **SMART Statement:** Manage all operational phases, deliver Reports 1–4, and partner with the external facilitator while expanding community participation to 300+ Phase I engagements and an overall engagement increase of 4,000%.
 - **Target Metric:** Achieve 300+ direct interactions in Phase I, deliver 100% of evidence reports on time, and reach a 4,000% total growth in community engagement touchpoints by Phase IV.
 - **Report & Operational Milestones:**
 - **Fall 2026 (Phase I):** Complete 300+ individual/small-group stakeholder engagements and deliver Report 1.
 - **Winter 2026–27 (Phase II):** Launch Edlio and ThoughtExchange for broad public input, complete department CNAs, and deliver Report 2.
 - **February 2027 (Phase III):** Execute the "Portrait of a Graduate" campaign, submit Report 3 prior to the retreat, and support the external facilitator in leading the Board Strategic Retreat.
 - **May 2027 (Phase IV):** Support the external facilitator during spring feedback forums and deliver Report 4 (Final Draft Strategic Plan) to the Board by May 15, 2027.
- **Goal 2: Strategic Budget Proposal**
 - **SMART Statement:** Develop and present a 2027–28 budget aligned to the Strategic Plan to the Board by June 15, 2027.
 - **Target Metric:** 100% of proposed new strategic investments mapped directly to specific Strategic Plan.

Superintendent Evaluation Competencies

Standard 1: Governance Team

Element	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
1.a. Roles and Responsibilities	Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear.	Works with the school board to review and refine guidelines for effective responsibilities of the school board and superintendent.	Articulates and adheres to the roles and responsibilities of the school board and superintendent.	Does not articulate or adhere to the roles and responsibilities of the school board and superintendent.
1.b. Goals and/or Strategic Plan	Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals.	Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals.	Goals have been developed but no overall plan or alignment of financial resources exists.	Goals are not developed.

1.c. Policy Implementation	Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process.	Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making.	Occasionally acts without following school board policy.	Does not follow or rely on school board policy. Uses personal discretion in decision-making.
1.d. Information for Decision-Making	Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations.	Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations.	Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective.	Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information.

1.e. School Board Inquiries and Development	Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols.	School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time.	School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed.	School board questions are rarely answered. Does not promote school board development. No communication protocols exist.
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Standard 3: Communication and Community Relationships

Element	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
3.a. Relationships with the Community	Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.	Creates relationships with public and private sectors.	Reluctantly seeks some relationships with public or private sectors.	Has no relationships with public and private sectors and shows no interest in pursuing partnerships.

3.b. Engagement	Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process.	Solicits input from select external groups and individuals.	Very rarely seeks input from external groups and individuals.	Demonstrates lack of regard for input and influence of external groups and individuals.
3.c. Informs the Community as a Whole	Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities.	Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities.	Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities.	Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities.

3.d. Advocacy	Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions.	Assumes leadership role through numerous contacts with government officials to protect and promote students' interests.	Engages with government officials to protect students' interests.	Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests.
3.e. Media	Actively engages media; maintains professionalism with media; seeks to promote school district in media and community.	Is cooperative with media; seeks to promote school district in media.	Passively and reluctantly communicates with media.	Does not communicate with community.
3.f. Visibility and Approachability	Is visible and approachable by members of the community; attends many and varied events.	Is visible and approachable by community; attends some events.	Attends few events and is seldom approachable by community.	Is neither visible nor approachable by community.