

School Board Work Session

Monday, May 16, 2022 6:30 PM

LS-H MS/HS Media Center & Online (if unable to attend in person), 901 Ferry St., Le Sueur, MN 56058

1. **CALL TO ORDER**

2. **PLEDGE OF ALLEGIANCE**

3. **AGENDA ITEMS**

3.1. Work on Strategic Plan

3.2. Evaluation Template for Superintendent and School Board

4. **ADJOURN**

Le Sueur-Henderson Public Schools

Strategic Plan | 2018-2023

BELIEF STATEMENTS

The Le Sueur-Henderson Public Schools believe:

- That collaboration between the home, the school, and the community has a positive impact on student success;
- That everyone deserves a safe and respectful school environment;
- That all students deserve the opportunity to learn and succeed;
- That diversity enriches the individual, school, and community;
- That educational excellence requires effective leadership, high expectations, teamwork, up-to-date facilities, and the responsible utilization of resources;
- In educating the whole child — academically, socially, physically, and emotionally;
- In continuous improvement and a growth mindset; and
- In an individualized, rigorous, and relevant academic experience.

MISSION STATEMENT

The mission of the Le Sueur-Henderson Public Schools is to:

- Provide a shared commitment to learning that enables every student to contribute and succeed in life.

VISION STATEMENT

- Le Sueur-Henderson Public Schools — where individual dreams and aspirations are born and fostered through student-centered learning.

BRANDING STATEMENT

- Small Towns ... Giant Opportunities ... District of Choice.



FOCUS AREA	GOALS	OBJECTIVES
STUDENT ACHIEVEMENT	<p>1. Le Sueur-Henderson Public Schools will achieve the goals of the World's Best Workforce for all students in the school district.</p> <p>2. LeSueur-Henderson Public Schools will deliver high-quality education to all students in the district.</p> <p>3. Le Sueur-Henderson Public Schools will develop and implement a plan to embed 21st century skills into the district's curriculum.</p>	<p>1.1 Annually evaluate the success of meeting the five goals of the World's Best Workforce:</p> <ul style="list-style-type: none"> ▪ All students are kindergarten ready; ▪ All students reading at grade level by third grade; ▪ Closing the achievement gap for identified student groups; ▪ All students graduating career and college ready; and ▪ All students graduating on time. <p>2.1 By fall 2021, develop and implement a guaranteed and viable curriculum (preK-12)</p> <p>2.2 Continue to use the PLC process to identify what students need to know and should be able to do.</p> <p>2.3 By fall 2019, develop, and by fall 2020, implement a preK-12 general education intervention model to address academic, social, and emotional needs.</p> <p>2.4 By fall 2021, outperform both regional and comparable districts on state accountability tests and college-ready measures.</p> <p>3.1 By fall 2022, embed teaching and learning practices throughout the district that ensure students will graduate with the skills, knowledge, and attributes to be college, career, and life ready.</p>
STUDENT SUPPORT	<p>4. LeSueur-Henderson Public Schools will provide the resources, systematic support, programs, and personnel that give all students equal opportunity for success.</p>	<p>4.1 By fall 2020, develop and implement a system designed to identify student needs and match with appropriate evidence-based interventions to address those needs.</p> <p>4.2 By spring 2019, develop and implement a data-driven process designed to increase participation in co-curricular activities.</p> <p>4.3 By March 2019, develop a process that provides all students with support during transition points (including postsecondary options) during their educational experience in the district.</p> <p>4.4 By fall 2020, ensure that varied academic pathways are in place to meet personalized learning plans developed by each student.</p>
WORKFORCE	<p>5. LeSueur-Henderson Public Schools will identify, recruit, develop, and retain quality employees for all positions in the school district.</p> <p>6. Le Sueur-Henderson Public Schools will, in partnership with stakeholders and local government, advocate for quality-affordable housing, daycare, education, and employment opportunities for significant others.</p>	<p>5.1 By fall 2022, ensure that competitive salary schedules are in place for all employees.</p> <p>5.2 By fall 2018, ensure that a strong mentorship and induction program is in place for all new teachers.</p> <p>5.3 By fall 2019, identify, implement, and support staff development opportunities aligned with the district's mission, vision, and belief statements.</p> <p>5.4 Working with district marketing team, by March 2019, develop a marketing plan to increase the number of available paraprofessional and teacher substitutes.</p> <p>5.5 During the 2018-2019 school year, identify and implement an annual measure of how the district sustains a positive working environment.</p> <p>6.1 By December 2018, schedule regular joint meetings with school board and city councils.</p> <p>6.2 By December 2018, increase partnerships with local businesses and industries.</p>

FOCUS AREA	GOALS	OBJECTIVES
COMMUNICATION: COMMUNITY RELATIONS AND MARKETING	7. Using multiple platforms, the Le Sueur-Henderson Public Schools will effectively share the story of our programs and students with all members of our communities.	7.1 By fall 2019, develop and implement plans to communicate the school district's noteworthy educational programs, accomplishments of students and staff, and the district's financial condition. 7.2 On an ongoing basis, create annual community-building events designed to engage alumni, current families, prospective families, and the community-at-large. 7.3 By December 2018, create a district marketing team comprised of representatives from staff, administration, and parent/community members charged with marketing the school district throughout the region. 7.4 Beginning in fall 2018 and on a consistent ongoing basis, establish and implement intradistrict communication protocols and channels.
FACILITIES	8. Le Sueur-Henderson Public Schools will ensure that the district's facilities and grounds are designed and maintained to attract and retain students and staff in a safe, sustainable, and attractive environment. 9. Le Sueur-Henderson Public Schools will develop and implement a long-range facilities and infrastructure master plan to address the current and long-term educational needs of the district.	8.1 By fall 2018, create a secure single point of entry for the middle/high school building. 8.2 Consult with the Director of Technology on a quarterly basis to anticipate, prioritize, and provide future technology needs of the district. 8.3 By September 2018, update the district's existing crisis plan 9.1 By December 2018, audit and evaluate all buildings using the UNESCO report and any additional resources to determine current and future needs of each building. 9.2 By March 2019, conduct a cost-benefit analysis of options to meet the identified needs. 9.3 By July 1, 2019, appoint a community task force to recommend options for addressing facility needs. 9.4 By December 2019, prioritize facility needs into a five-year plan with short-term and long-term goals.
FINANCE	10. Le Sueur-Henderson Public Schools will grow and preserve the district's financial standing while maintaining programs, services, and facilities efficiently.	10.1 By December 2018, generate and monitor a three-year budget projection plan that takes into account enrollment, anticipated state and federal funding, and expected expenditures. 10.2 Over the next five years, establish potential bond referendum options. 10.3 Provide year-to-date financial information to the board on a consistent and timely basis.



SCHOOL BOARD AND SUPERINTENDENT PERFORMANCE

EVALUATION AND PLANNING

In order to ensure that the planning and evaluation process is conducted in a timely manner and provides for effective use of the evaluation information, the following procedures are recommended:

A. The Board Chair monitors the entire planning cycle, and in the evaluation phase, ensures that:

1. Assessment forms must be filled out prior to the Board's annual organizational meeting to assure inclusion of all incumbent Board members;
2. Board members complete both the Superintendent and Board performance assessment forms;
3. The Board and superintendent may invite additional individuals to complete their respective forms or a similar form;
4. The Board will meet to analyze and discuss individual Board members' responses to the superintendent's performance assessment, prior to presenting its findings to the superintendent;
5. The Board will present its combined findings to the superintendent, identifying strengths and weaknesses and action, where appropriate;
6. A similar meeting will occur with the Board and superintendent regarding the Board performance;
7. The final evaluation shall be kept in the superintendent's personal file.

B. Following the Board and superintendent performance reviews, the Board and Superintendent will plan goals and activities for the coming year that address mutually agreed-upon needs and priorities. Input to this process can incorporate, but not be limited to, information derived from the evaluation and review of planning goals.

NA=Not Applicable

4- Exceeded expectations

3- Performance is acceptable

2- Needs Improvement

1- Unsatisfactory

NA=Not Applicable 1=Unsatisfactory 2=Needs Improvement 3=Performance is acceptable 4=Meets expectations

Le Sueur-Henderson School District

SUPERINTENDENTEVALUATION

Review by: _____

Review Date: _____

Domain #1: Policy & Governance

Performance Level:

The Superintendent works with the School Board to develop and implement policies that define organizational expectations.

NA 1 2 3 4

The Superintendent functions as the primary instructional leader for the school district, relying on support from staff as necessary when advising the School Board.

NA 1 2 3 4

The Superintendent oversees the administration of the school district's day-to-day operations.

NA 1 2 3 4

The Superintendent works with individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe, productive, and efficient.

NA 1 2 3 4

Comments:

NA=Not Applicable 1=Unsatisfactory 2=Needs Improvement 3=Performance is acceptable 4=Meets expectations

Domain #2: Planning & Assessment

Performance Level:

The Superintendent effectively employs various processes for gathering, analyzing, and using data for decision making.

NA 1 2 3 4

The Superintendent organizes collaborative development and implementation of a district strategic plan based on analysis of data from a wide variety of sources.

NA 1 2 3 4

The Superintendent plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of local, state, and national standards where best applicable.

NA 1 2 3 4

The Superintendent develops plans for effective allocation of fiscal and other resources.

NA 1 2 3 4

Comments:

Domain #3: Organizational Management

Performance Level:

The Superintendent actively supports a safe and positive environment for students and staff.

NA 1 2 3 4

The Superintendent coordinates decision-making processes, reflecting consideration of available data and ramifications of chosen and alternative courses.

NA 1 2 3 4

The Superintendent develops procedures for working with the Board of Education that define mutual expectations, working relationships, and strategies for formulating district policies.

NA 1 2 3 4

The Superintendent implements sound personnel procedures in recruiting, employing, and retaining the best qualified and most competent teachers, administrators, and other personnel.

NA 1 2 3 4

The Superintendent oversees staff development for all categories of personnel consistent with program and district needs.

NA 1 2 3 4

The Superintendent oversees the financial and business operations of the district including the development and recommendation of an annual budget that details revenue, expenditures, and fund balances.

NA 1 2 3 4

Comments:

NA=Not Applicable 1=Unsatisfactory 2=Needs Improvement 3=Performance is acceptable 4=Meets expectations

Domain #4: Communications & Community Relations

Performance Level

The Superintendent promotes and demonstrates effective communication and interpersonal relations within the school district.

NA 1 2 3 4

The Superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.

NA 1 2 3 4

The Superintendent works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

NA 1 2 3 4

The Superintendent creates an atmosphere of trust and mutual respect with staff and community.

NA 1 2 3 4

The Superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.

NA 1 2 3 4

The Superintendent directs communication procedures that provide opportunities for residents to participate in decisions related to the school district.

NA 1 2 3 4

The Superintendent maintains positive and cooperative relationships with local, state, and national governing bodies and promotes positions that positively affect the school district.

NA 1 2 3 4

Comments:

Domain #5: Instructional Leadership

Performance Level

The Superintendent oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.

NA 1 2 3 4

The Superintendent selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

NA 1 2 3 4

The Superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements.

NA 1 2 3 4

The Superintendent assists the school board in developing educational goals and objectives in planning programs to meet the instructional needs of all community learners.

NA 1 2 3 4

The Superintendent demonstrates cultural competency and partners with the school community to develop instructional practices that enhance the achievement of all district learners.

NA 1 2 3 4

The Superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements to meet instructional objectives as stated in the District Strategic Plan.

NA 1 2 3 4

(The Superintendent will list specific ways in which his leadership has contributed to meeting the academic objectives and performance indicators as outlined in the District Strategic Plan.)

Comments:

Domain #6: Professionalism

Performance Level

The Superintendent models professional and ethical standards, as well as personal integrity in all interactions.

NA 1 2 3 4

The Superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission, goals, and objectives of the school district.

NA 1 2 3 4

The Superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

NA 1 2 3 4

The Superintendent provides service to the profession, the district, and the community.

NA 1 2 3 4

Comments:

Other Administrative Duties Performance Level

The Superintendent effectively manages administrative situations that unexpectedly arise throughout the year (e.g., athletic conference, sponsorship of charter school legislation, etc.).

NA 1 2 3 4

(Note: These are responsibilities/duties not covered under the other domains of this evaluation tool.)

Superintendent

Signature _____ Date _____

Le Sueur-Henderson School Board Member:

Signature _____ Date _____

Superintendent

Board Self-Evaluation – Individual Board Members

Please select one rating (3-1) for each statement. Additional miscellaneous comments may be submitted at the bottom of the last page. The three choices for ratings are: 3= Agree, 2=Disagree, 1=DK/NA. This tool measures the strengths of individuals rather than the board as a whole.

Please select the appropriate number:

	3. Agree	2. Disagree	1. Strongly Disagree	*DK/NA *Don't know/not applicable
1. I understand the mission of the school and use it to inform my discussions and decisions as a Board member.	3	2	1	DK/NA
2. I understand the school's history, culture, major programs, services, and activities.	3	2	1	DK/NA
3. I read and understand the school's financial statements.	3	2	1	DK/NA
4. I understand the Board's major policies.	3	2	1	DK/NA
5. My personal interest in the school's success is high.	3	2	1	DK/NA
6. My attendance at board and board committee meetings is good.	3	2	1	DK/NA
7. My engagement at board and board committee meetings is high.	3	2	1	DK/NA
8. I prepare well for board and board committee meetings by reading all materials sent out in advance.	3	2	1	DK/NA
9. I complete all assigned tasks in a timely manner.	3	2	1	DK/NA
10. I contribute funds to the school in keeping with my means as one of my highest philanthropic priorities.	3	2	1	DK/NA

11. I assist the school's fundraising efforts.	3	2	1	DK/NA
12. I have special skills which I donate to the school on as an unpaid volunteer.	3	2	1	DK/NA
13. I promote the school in my personal and professional circles.	3	2	1	DK/NA
14. I do not speak for the Board unless asked to do so.	3	2	1	DK/NA
15. If I disagree with a Board decision, I refrain from saying so outside of Board or Board committee meetings.	3	2	1	DK/NA
16. I do not allow personal interests or those of another organization to conflict with the school. I declare any conflicts of interest and abstain from any discussion and decisions regarding those interests.	3	2	1	DK/NA
17. I always keep the Board's work in confidence.	3	2	1	DK/NA
18. I do not use my Board position for favors or gain for myself, my family members, or anyone.	3	2	1	DK/NA
19. I contribute appropriately to Board discussions—not too much, and not too little.	3	2	1	DK/NA
20. If I report to the Board, I submit written materials in advance in a timely manner and cover the main points succinctly in the report.	3	2	1	DK/NA
21. I have a good working relationship with the head of school.	3	2	1	DK/NA
22. My interactions with school employees never undercut our relationship with the head of school.	3	2	1	DK/NA
23. I understand and abide by the boundaries between management and governance.	3	2	1	DK/NA
24. I help keep the Board focused on fiduciary and major strategic matters rather than trivial administrative matters.	3	2	1	DK/NA
25. I work well with other Board members.	3	2	1	DK/NA
26. I respect the Board leaders and try to help them in every possible way.	3	2	1	DK/NA
27. My contribution to the success of the Board is high.	3	2	1	DK/NA
28. I enjoy being a Board member at this school.	3	2	1	DK/NA

Please comment on any of the above:

Print Name

Signature

Date