

Board of Education Self-Evaluation Summary Questions

1. List areas of strengths. In what areas are we really doing well?

We do a great job at looking to receive input from our stakeholders. We hold multiple listening sessions throughout the year, and I feel we proactively act when possible. We are very open and transparent to the public. I think we have a good makeup of individuals that are knowledgeable in a variety of areas that are able to share ideas in a positive and professional manner.

Our greatest strength is the trust and confidence of fellow board members. This trust allows our committee structure to effectively work. Another area of strength is carefully considering Administration recommendations to help guide our decisions.

- Managing the complexity of infrastructure builds in the district
- Putting students first in all our conversation

- Work collaboratively with our Superintendent, our Central Administrative team, and as a Board.
- Working well as a Board, respectful of each other, even in disagreement, seeking what's best for our students and community.
- Working to provide ample opportunities for feedback from our stakeholders: students, staff, parents, and community.
- Planning and budgeting, not just for the present but for the future

Trust/teamwork, respectful collaboration, goal setting with academic goal as top priority.

Open Discussion & Consensus Building

2. List areas where the board could improve.

There is always a case to be made for being or getting more involved. Some of us are very engaged and learning how to better equip themselves about making informed decisions, while others could work more towards that. I think this evaluation process (or at least the superintendent one) could be a little more impactful. With the start of a new superintendent, it may be a good time to use a more structured evaluation process focused on measurables.

- Communication with teachers & school level staff on content of reviews & efforts
 - Also applies to administration efforts, i.e. Disproportionality Plan

- Continue to keep Student Achievement as our number one goal.
- Utilize data to assess how well our programs and initiatives are affecting student achievement.
- Improved communications from our Board Committees and Subcommittees to our Staff and Community
- Continue to prioritize and improve our 3 year budget process.

More regular focus on priorities during meetings/committees. We have improved in this area but need improvement on bringing every topic/decision back to priorities and how our decisions/agenda items address/affect our goals/priorities.

3. What would be the most important thing the board needs to work on first? What will have the greatest impact on student learning?

Making sure the transition of superintendents goes well. Start off on the right foot in terms of expectations. Be supportive of the changes to curriculum at all levels as they relate to our top priority of improving student achievement.

With the transition of leadership, I think our greatest need is to have the board governance conversation with our new superintendent and to establish goals/expectations for the first 100 days with an evaluation model in place for the superintendent.

- Securing operational funding.
- Need a plan for growth metrics in academic achievement
- Pass the Operational Referendum for fall '24
- Providing the necessary resources to implement the curriculum changes and middle school schedule changes.
- Monitor the data over time to determine the impact of these changes.
- Provide the support and monitoring needed to successfully implement the Disproportionality Plan.

With new superintendent we need to work towards building a new strategic plan... keeping academic achievement at the forefront of this plan.

Bringing the new superintendent into our process

4. What do we need to learn about as a board team? Where can we get the information we need to improve? Who will teach us? When can we take the time to learn?

We need to best understand the efforts we are making towards student achievement. We need to know what we are focusing on is making the changes we desire. While we make certain bullet points for intended improvements, let's dig deeper to

understand the actual steps that are being implemented. We can best get this information from the staff and administration. We need to take the time to meet and learn what the teachers are actually doing. We have listening sessions that are coordinated and scheduled. Is it possible to have a more coordinated schedule of monitoring?

- More on political activism to help with both budgeting and curriculum choices
 - Need to do research here
 - Bi-Annual learning opportunities/Quarterly?
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- AI and it's impact on education
 - How well our RTI programming is positively impacting our students needing support, how many of our students "graduate" out of RTI.
 - How well we are closing the achievement gaps, both for those at or above proficiency, but underperforming, and for those below proficiency.