

Superintendent and Board Goals 2022 – 2023

Background:

Effective school boards focus across four sets of goals and try to seek alignment among the different levels of goals:

- a) **District Goals** – Goals for the overall district;
- b) **Board Goals** – These are specific to the board team and its governance;
- c) **Superintendent Goals** – These allow for a clear understanding of expectations for the superintendent's next evaluation; and
- d) **Building Goals** – Individual sites may have goals specific to their sites that relate back to the district's goals.

IASB Strategic Board Goals Retreat 2022

Board Development Director Lou Ann Gvist provided this Board with a strategic goals development workshop on the evening of September 8, 2022.

When the Board began to work on goals for this year, two groups worked in parallel. They identified similar themes, as follows:



	GROUP A	GROUP B
Student Achievement	High Student Achievement	Student achievement has improved across all demographics to ensure they are well-prepared for college or a career.
School Culture	Rated #1 Place to work!	BK staff turnover is at or below that state average.

Long-range BK School Improvement Strategies

Our current long-range school improvement strategies for our faculty and staff are as follows:

- 1) We will improve student academic performance and reduce the achievement gap.
- 2) We will integrate relevant technologies to support optimal learning.
- 3) We will improve the culture and climate of our buildings for our students and staff.

Board and Superintendent Goals for 2022 – 2023

GOAL ONE

Board Goal	Superintendent Goal
Short-term Board Goal/Key Action Steps	Short-term Supt. Goals/Key Action Steps
Goal: The board will improve its understanding related to district efforts to improve instruction and student learning.	Goal: Superintendent will provide leadership for the board's understanding of, and administrator/staff efforts to improve instruction and student learning.
Progress Reports The board will hear/discuss progress reports from admin/teacher leaders reading and student success goals least four (4) times this school year.	Progress Reports The superintendent will collaborate with admin and teacher leaders to prepare and provide progress reports regarding reading and student success goals at least four (4) times this school year. <ul style="list-style-type: none"> • Elementary student literacy data, • Elem implementation information/data, • Secondary – key actions to promote student success, • Reducing failure (success for all), and • Support secondary admin/staff in identifying indicators of success (data). The superintendent will collaborate with board to schedule time for progress reports throughout the year.
Questions Framework for Progress Reports The board will use and/or adapt the Board Questions for Progress Reports for these goals.	The superintendent will orient the administrative team and teacher leadership to the progress report questions in advance and collaborate/assist them in preparing to give progress reports.
Common Messages Right after a progress report on a district goal while admin/teacher leaders are still at the meeting, the board will identify at least 2-3 common messages (sample discussion starter: <i>"What are one two key things we heard or learned from this progress report?"</i>). Then board can ask staff, "how well do our common messages align with the big ideas from your progress report?" Share the common messages with public/staff in the coming days/weeks (board will seek at least 2-3 people to tell).	Common Messages After each progress report on a district goal, the superintendent will collaborate with the board to "capture" the common messages. The superintendent will share board's common messages with admin team, all staff, and the media.

GOAL TWO

Board Goal	Superintendent Goal
Short-term Board Goal/Key Action Steps	Short-term Supt. Goals/Key Action Steps
Goal: The board will enhance its knowledge related to improving climate and culture for school staff.	Goal: The superintendent will provide leadership for the board's understanding of, and administrator/staff implementation/success of improving climate and culture for school staff.
Progress Reports The board will hear/discuss progress reports from the administrative team/teacher leaders on the implementation/success of school culture improvement plans at least two (2) times this school year.	Progress Reports The superintendent will collaborate with the administrative team and teacher leaders to prepare and provide progress reports regarding climate and culture at least two (2) times this school year: <ul style="list-style-type: none"> • Implementation information/data, • Interviews of faculty and staff, and • Key actions to promote climate and culture. The superintendent will collaborate with board to schedule time for progress reports.
Questions Framework for Progress Reports (Attachment C) (Same key action steps used from student achievement goal but applied to climate and culture)	Questions Framework for Progress Reports (Same key action steps used from student achievement goal but applied to climate and culture)
Common Messages (Same key action steps used from student achievement goal but applied to climate and culture)	Common Messages (Same key action steps used from student achievement goal but applied to climate and culture)

Board Questions for Belmond-Klemme Progress Reports

The intent of these questions (which may be revised and adopted by the board and superintendent) is to guide the format of presentations and progress reports shared by staff.



1. What is this action/initiative intended to improve?

(Describe the desired result, outcome or purpose as succinctly as possible.)

2. How does this data or initiative relate to the moral imperative expressed in our mission?

(Describe how it will help all students become effective citizens.)

3. Which goal is this action/initiative aligned with?

(Describe the link between this action/initiative and a goal or priority it is intended to address.)

4. What does it take to do or implement this well?

(Please focus on the big picture or “balcony view” essential elements or supports it takes to “make this work.” For example: time, training, resources, leadership, financial elements, etc.)

5. What is the impact of this action/initiative? How do we know its impact (data/information)?

(What is the anticipated impact of this action/initiative? How will we know its impact?)

6. What are the key roadblocks or challenges to doing this well?

(What are the likely ways to work around these roadblocks or challenges?)

7. What are some of the key implications of this presentation/progress report for the board (and superintendent)? i.e.,

- What support do you need from us?
- What will help this move forward?
- What can we do to help you?

(Implications might include areas such as: board leadership/advocacy, board learning, sharing common messages with the public/staff, “staying the course,” providing time/resources/financial support, etc.)