Overview
The School Board has asked to review the Superintendent Evaluation Tool. A sub-group of the Board (Chair Wootten, Directors Donovan and Goodroad) the Superintendent and Assistant Superintendent met to review the Superintendent Evaluation instrument on March 18, 2013. Ideas were expressed surrounding the process, the evaluation tool, and the development of the Superintendent’s goals. For this workshop, the full Board will discuss the ideas of this group and any next steps related to the Superintendent Evaluation Instrument and Goals.

Primary Issues to Consider
Superintendent Evaluation and Goals

Supporting Documents
The full report begins on the next page.
Superintendent Evaluation Tool
School Board Policy 256
Current Superintendent Goals
Superintendent Evaluation Tool.

The sub-group briefly reviewed Policy 256 and MSBA Policy 304. The group discussed the repetition of the current evaluation instrument and the lack of alignment the instrument has with the Superintendent’s goals. The committee proposed that the Superintendent submit goals in the SMART format (specific, measurable, attainable, realistic, and time-bound). It was also suggested that the Board and Superintendent review goals more frequently than what is currently practiced.

In this workshop the Board will respond to the ideas of this sub-group, review the current evaluation instrument, and discuss proposals for a new process.
Superintendent Evaluation Instrument—ad hoc Board Committee
February 27, 2013
2:30 p.m.-4:00 pm

Invitees:
Wendy Donovan
Warren Goodroad
Dr. Nik Lightfoot
Dr. John Schultz
Susan Wootten

Agenda
For review:
• Hopkins Policy 256; MSBA Model Policy 304
• Hopkins Superintendent Evaluation Instrument
• MSBA Superintendent’s Employment Contract Handbook (see p. 17)
• Notes from Superintendent Evaluation Board Workshop, 11/8/12, conducted by Sandy Gundlach, MSBA
• Superintendent Goals 2012-13

1. Process, meeting dates, work plan
2. Review of current evaluation instrument
3. Discussion of known issues with current evaluation tool:
   • Lack of inter-rater reliability;
   • Repetition in instrument;
   • Some discontinuity with Superintendent goals

Review of discussion that followed:
• We briefly reviewed Hopkins Policy 256 and MSBA Model Policy 304. Committee members were familiar with 11/8/12 Board workshop handouts from Sandy Gundlach of MSBA on superintendent evaluation. Discussion centered on (1) repetition in the current supt. instrument, and (2) a lack of alignment between the instrument and Board-approved Superintendent goals.
• Discussion turned toward considering a deliberate focus on Superintendent Goals that follow a SMART format (Specific, Measurable, Attainable/Achievable, Results-based, and Time-bound), with goal evaluations by Superintendent and Board done both more routinely and frequently than is our current practice (presently twice per year for both Superintendent and Board goal progress/attainment).
• We agreed to meet 3/18/13 at 11 a.m. to continue the discussion.
Superintendent Evaluation Instrument—ad hoc Board Committee
March 18, 2013
11:00 am-12:30 pm

Invitees:
Wendy Donovan
Warren Goodroad
Dr. Nik Lightfoot
Dr. John Schultz
Susan Wootten

Agenda

For review:
- Superintendent Goals 2012-13
- Example: GSBA Superintendent Evaluation Instrument (from 2012 NSBA Conference, Boston, MA)
- “10 Do’s and Don’ts for Evaluating Your Superintendent”

1. Review of current evaluation instrument

2. Process, next dates, work plan

3. Discussion:
   - Review current 2012-13 Superintendent Goals
   - Refer briefly to AASA article and “10 Do’s and Don’ts…” articles
   - Focus on Georgia School Board Association model evaluation instruments (2)

Review of discussion that followed:
- Discussion continued to focus on interest in a SMART goal format (Specific, Measurable, Attainable/Achievable, Results-based, and Time-bound) for goal-setting and goal evaluation, with goal progress/evaluation by Superintendent and Board done more frequently than current twice-yearly practice for both Superintendent and Board. Sandy Gundlach’s MSBA PowerPoint presentation specifically referred to SMART goal-setting and evaluation.
- Discussion turned toward specific evaluation systems and the complexity of setting fair goals with appropriate performance indicators. Dr. Lightfoot mentioned the McREL principal evaluation system now being piloted across the Hopkins system. It incorporates goals, indicators of success, and progress markers.
- Dr. Schultz noted goals need to be crafted with an understanding of the distinction between individual Superintendent goals vs. Superintendent/Cabinet shared goals. Examples included “Successful implementation of teacher evaluation system,” “Leading a successful
referendum,” and “Creating and implementing a new strategic plan,” each of which requires Superintendent leadership and staff collaboration. The Board must understand that Superintendent goals may necessarily reflect a need for collaboration and cooperation between Supt. and Cabinet members.

- Another example is in the Superintendent’s and Board Chair’s setting of Draft Agendas for Board meetings. Board members share responsibility in creating (through goal-setting), reviewing, modifying, and asking questions about agenda items in advance of a meeting to produce the most informed subsequent discussion at the Board table.

- We briefly touched on parameters of the Open Meeting Law, and its role in determining how a Superintendent’s review is conducted (e.g. in private or public).

- We agreed to meet 4/2/13 at 1 p.m. to continue the discussion.
Superintendent Evaluation Instrument—ad hoc Board Committee
April 2, 2013
1:00 p.m.-2:30 pm

Invitees:
Wendy Donovan
Warren Goodroad
Dr. Nik Lightfoot
Dr. John Schultz
Susan Wootten

Agenda

For review

• Superintendent Goals 2012-13


2. Discussion of sample revision of current evaluation instrument, as well as GSBA model from NSBA Boston 2012

Review of discussion that followed:

• Looked at possible revisions to the current instrument, if the Board decided to retain it and update it. Also briefly discussed other sample superintendent goals and evaluation tools from Plymouth, MA and Westbrook, CT.
• Discussed how Dr. Schultz’s current goals would look in a SMART goal format. He will provide a sample of one goal provided in a SMART context for the workshop on April 4, 2013.
• Dr. Schultz noted the relevance of the six domains contained in the current instrument (Policy & Governance, Planning & Assessment, Organizational Management, Communications & Community Relations, Instructional Leadership, and Professionalism). They coincide with specific superintendent administrative licensure training areas.
• Again, discussion touched on limitations of Board members’ ability to evaluate all aspects of a superintendent’s work, acknowledging the high importance of setting goals collaboratively with the superintendent to ensure that what is evaluated is what Board members can fairly assess.
• Dr. Lightfoot reiterated that the crux of the issue in this evaluative process is fairness. For instance, an appropriate goal might relate to the Superintendent/Board working relationship, with specific data that points to ongoing work in that area.
• Board members were urged to ultimately focus on the overarching purpose of the evaluation: What gives the Superintendent the most useful and effective information for personal growth?
• The committee will recap its three committee discussions at the 4/4/13 Board workshop, and will examine various aspects of the evaluation process: the goal format, evaluation format, frequency of progress check-ins, and any other suggestions that arise.
I. ROLE OF PLANNING AND EVALUATION

The Board and superintendent believe that optimum effectiveness of the School Board and superintendent as a leadership team can be greatly enhanced and facilitated by a systematic planning and evaluation process, which should include the following:

A. Setting of goals and specific objectives;
B. Identification and implementation of action plans;
C. Review of degree of attainment of stated goals and objectives;
D. Identification of specific needs and problem areas to be addressed;
E. Maintenance and reinforcement of goals and responsibilities satisfactorily performed.

II. PLANNING-EVALUATION CONTEXT

The Board and superintendent share many responsibilities for district leadership; thus, an assessment and planning process should be set in a context that permits and encourages examination of the degree of effectiveness as a Board/superintendent team in addition to those functions that are primarily the responsibility of either the superintendent or Board.

III. SOURCE OF REVIEW COMPONENTS

Superintendent and Board job descriptions and responsibilities delineated in Board Policy 202 are essential components in the planning and evaluation process. Thus, it is important that these functions be reviewed periodically and that changes in the policies also be reflected in the review procedure. Specific short-term planning goals established for each school year will be included in the evaluation.
IV. FRAMEWORK FOR REVIEW

Assessment inventories to address important roles and responsibilities of the Board and superintendent will be developed and continually updated. Goals for the current year will be included in this instrument. Such formalization of content will provide a means of assuring a complete and comprehensive review. The intent is to use the documents as framework for analysis and discussion; summary quantitative judgments are neither intended nor desired.

Adopted: October 3, 1985
Revised: March 7, 1996, November 6, 2008
DISTRICT CODE: 256 - REGULATIONS

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.
Hopkins School District 270
Hopkins, Minnesota

SUPERINTENDENT EVALUATION

Review for: __________________________
Review Date: _________________________

Domain #1: Policy & Governance

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

Performance Level:

NA  U  B  P  D

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

Performance Level:

NA  U  B  P  D

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

Performance Level:

NA  U  B  P  D

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

Performance Level:

NA  U  B  P  D

Comments:

Demonstrated Strengths:

Areas for Improvement:
Domain #2: Planning & Assessment

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

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

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

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

Comments:

Demonstrated Strengths:

Areas for Improvement:
Domain #3: Organizational Management

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

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

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

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

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

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.

Comments:

Demonstrated Strengths:

Areas for Improvement:

NA=Not Assessed  U=Unsatisfactory  B=Basic  P=Proficient  D=Distinguished
Domain #4: Communications & Community Relations

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

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.

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

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

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

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

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

Comments:

Demonstrated Strengths:

Areas for Improvement:

NA=Not Assessed  U=Unsatisfactory  B=Basic  P=Proficient  D=Distinguished
## Domain #5: Instructional Leadership

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>The Superintendent oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.</th>
<th>NA</th>
<th>U</th>
<th>B</th>
<th>P</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superintendent selects, inducts, supports, evaluates, and retains quality instructional and support personnel.</td>
<td>NA</td>
<td>U</td>
<td>B</td>
<td>P</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>The Superintendent assesses factors affecting student achievement and serves as an agent of change for needed improvements.</td>
<td>NA</td>
<td>U</td>
<td>B</td>
<td>P</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>The Superintendent assists the school board in developing educational goals and objectives in planning programs to meet the instructional needs of all community learners.</td>
<td>NA</td>
<td>U</td>
<td>B</td>
<td>P</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>The Superintendent demonstrates cultural competency and partners with the school community to develop instructional practices that enhance the achievement of all district learners.</td>
<td>NA</td>
<td>U</td>
<td>B</td>
<td>P</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>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. (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.)</td>
<td>NA</td>
<td>U</td>
<td>B</td>
<td>P</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Demonstrated Strengths:**

**Areas for Improvement:**

NA=Not Assessed  U=Unsatisfactory  B=Basic  P=Proficient  D=Distinguished
Domain #6: Professionalism

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

NA  U  B  P  D

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  U  B  P  D

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  U  B  P  D

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

NA  U  B  P  D

Comments:

Demonstrated Strengths:

Areas for Improvement:
### Other Administrative Duties

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

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

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>NA</th>
<th>U</th>
<th>B</th>
<th>P</th>
<th>D</th>
</tr>
</thead>
</table>

Superintendent

Signature__________________________________________________  Date__________________

Hopkins Board Chair:

Signature__________________________________________________  Date__________________

NA=Not Assessed    U=Unsatisfactory    B=Basic    P=Proficient    D=Distinguished
304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

A. The superintendent’s contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.

B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.

C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)
Superintendent Evaluation Instrument

District Goal #1 (Performance Expectation):
Implement and explore curriculum and instructional models that have positive impacts on student growth and learning.

Indicators:
The Superintendent will (board determines)

- Implement curriculum and instruction (using a digital framework) that ensures curriculum integrity, high-quality instruction, and student and family access.
- Ensure that Junior High Rigor Study recommendations are reviewed and continue to shape junior high programming; perform a feasibility study with a resulting recommendation regarding the Middle Years International Baccalaureate (IB) program.
- Examine the Hopkins Equity/Integration Plan regarding new State “innovation funding,” legislative changes, or other programming requirements that address eliminating the achievement gap, and make any necessary recommendations.
- Expand Community Education out-of-school time programming (after school) at each elementary school, including, but not limited to, service learning, academic/tutoring support, and enrichment opportunities.
- Continue to explore and build partnerships with local, state, and national organizations and agencies around curriculum (program) and instruction.
- Plan for junior high immersion programming related to the world language curriculum.
Evidence Needed to Measure achievement and/or progress on indicators:

- Provide School Board Reports in the following areas through the year, providing status of the work and the opportunity to discuss and make decisions related to the program:
  - Digital Content-February 7, 2013
  - Equity and Integration Plan-March 7, 2013
  - Out of School Programming-October 16, 2012
  - Junior High Immersion Programming-March 21

Comments:

Adoption Date_____________ Proposed Evaluation Date(s)_____________

________________________  ________________________
Board Chairperson          Superintendent
Superintendent Goals
— Midyear Report —
2012-13

Serving a community rich in culture and diversity, the Hopkins Public Schools develops in all students the skills, knowledge, and passion for lifelong learning.

Below are the Superintendent’s Goals and Action Steps for the 2012-13 school year. As the Board will recall, these goals focus on areas that require the attention of and priority by District administrators. The goals are aligned with the Strategic Plan, as well as other areas of the Superintendent’s leadership. In addition, information is included surrounding the alignment of the goal with the domains of the Superintendent Evaluation Tool and School Board Goals. (The status of each Action Step is indicated in blue text.)

Achievement Strategy
We will create culturally responsive, high-achieving learning environments that engage each learner, staff, and family as essential partners, in order to reach continuously higher levels of student learning.

Goal 1:
Implement and explore curriculum and instructional models that have positive impacts on student growth and learning.

Superintendent Evaluation Tool Domains: School Board Goals:
2. Planning and Assessment Ensure Accountability
3. Organizational Management Professional Development: Learn
5. Instructional Leadership

Action Steps:
• Implement curriculum and instruction (using a digital framework) that ensures curriculum integrity, high-quality instruction, and student and family access.

Midyear Status:
Digital curriculum and resources are being delivered throughout the P-12 system, including focused student learning and teacher development at the junior-high level. The 1-to-1 iPad initiative was successfully launched as a result of professional development (staff) and genius training (students) over the summer. Plans are underway to launch the next iPad initiative for another grade level in 2013-14. In addition, curriculum is being developed in a digital framework. A sample of grade 6 teachers are piloting Minnesota History digital curriculum, developed by District 287 member districts; this curriculum is aligned with the new Minnesota Social Studies standards. Curriculum Coordinators and technology integration staff members are developing online criteria for digital curriculum review and selection.

• Ensure that Junior High Rigor Study recommendations are reviewed and continue to shape junior high programming; perform a feasibility study with a resulting recommendation regarding the Middle Years International Baccalaureate (IB) program.

**Midyear Status:**
The Board and Administration continue to study the impact and feasibility of junior high schedules and programming for Hopkins North and Hopkins West Junior High Schools. At a Board workshop on November 15, 2012, information was presented focused on the IB training being conducted and plans for continued exploration. A discussion and recommendation around the Middle Years IB program and potential junior high schedule implications will be presented for Board action in February-March, 2013.

• Examine the Hopkins Equity/Integration Plan regarding new State “innovation funding,” legislative changes, or other programming requirements that address eliminating the achievement gap, and make any necessary recommendations.

**Midyear Status:**
District administrators recently began examination of the District Equity Plan; more specifically, the effectiveness of the services and programs provided through the Equity and Integration Plan are being reviewed by building. Program recommendations, along with three levels of potential budget implications, will be presented to the Board at a workshop in April. This examination is being conducted concurrent with the Minnesota State Legislature’s review of Integration funding.

• Expand Community Education out-of-school time programming (after school) at each elementary school, including, but not limited to, service learning, academic/tutoring support, and enrichment opportunities.

**Midyear Status:**
At the Board meeting on October 16, 2012, a report was presented that highlighted the Community Education programs offered to children during out-of-school time. These programs are being offered through a combination of budget sources in order to impact the greatest number of students possible.

• Continue to explore and build partnerships with local, state, and national organizations and agencies around curriculum (program) and instruction.

**Midyear Status:**
The District continues to build on strong partnerships such as those with Cargill, companies who support our students in the ProPEL program at Hopkins High School, the City of Hopkins, and area police and fire departments. Through the World Café’ portion of the strategic planning process, a priority that was clearly articulated focused on building partnerships that have mutual benefits for both the District and its partners. It is expected that this will be a strong component of the strategic direction for the District.
• Plan for junior high immersion programming related to the world language curriculum.

Midyear Status:
Planning for junior high immersion programs continues to be central in Teaching and Learning. Spanish immersion coursework will be offered at Hopkins North Junior High beginning in the fall of 2013; Chinese immersion coursework will be offered at Hopkins West Junior High in the fall of 2014. The future of junior high school immersion programming will be presented to the Board at their regular meeting on April 9, 2013.

Goal 2:
Review and improve the use of data throughout all systems of the District.

Superintendent Evaluation Tool Domains:                  Board Goals:
2. Planning and Assessment                             Ensure Accountability
3. Organizational Management
5. Instructional Leadership

Action Steps:
• Collaborate with the Board’s Teaching and Learning Committee to develop a public reporting system for Academic Milestones and assessment data.

Midyear Status:
The Board’s Teaching and Learning Committee met throughout the summer and fall to review how milestone and assessment data will be presented to the public, as well as to the School Board. As the amount of student data available steadily increases, this committee is instrumental in determining what data sources are best suited for public reporting. Academic Milestones were presented to the Board at their regular meeting on September 20, 2012. MCA and MAP assessment data were respectively presented on October 16, 2012 and November 15, 2012.

• Support and direct the interpretation and use of student data through high-quality implementation of Professional Learning Communities (PLCs).

Midyear Status:
All Hopkins teachers meet a minimum of twice each month in PLCs. Their focus is to review student data, and collaborate about curriculum and instruction practices that best support learning and growth for every student. Common Formative Assessments are used to share successful strategies, and identify appropriate instructional tools. Student data is used regularly by classroom teachers, administrators, grade levels, and content area departments, as well as in site data retreats and strategic planning work.
II. Communication Strategy

*We will create a responsive and culturally sensitive communication system that allows us to inform, connect, and engage all parties.*

**Goal 3:**
Engage the Hopkins Community in the education of its citizens.

**Superintendent Evaluation Tool Domains:**
1. Policy and Governance
2. Organizational Management
3. Communications and Community Relations

**Board Goals:**
- Cultivate Community Engagement
- Professional Development: Learn

**Action Steps:**
- Continue to meet as a leadership team with “The Choice is Yours” families at a geographically family-friendly site.

**Midyear Status:**
This meeting is being planned for Spring 2013.

- Conduct periodic Early Childhood-, Elementary-, and Secondary-level meetings with parents and students.

**Midyear Status:**
The Superintendent has interacted with parents and other community members on an informal basis (e.g., football games, school Bingo nights, carnivals, and regular school visits, etc.). The Superintendent was at the Open Enrollment Open House on November 19, and will attend as many Kindergarten Open Houses as possible. The Superintendent also presented the “state of the schools” at All Saint’s Lutheran Church (September 19, 2012) and SCIP (October 29, 2012). More formal meetings are being considered to present the District’s new strategic plan and other District initiatives.

- Invite and recruit community members to join District committees, including but not limited to Strategic Planning, CFAC, ESAC, and LAC.

**Midyear Status:**
CFAC, ESAC, and LAC have all added new members to their committees. The most significant and successful outreach to the community was the initial activity to kick-off our strategic planning process. Approximately 130 parents, community leaders, and staff met in a World Café’ setting to provide insight and direction for the future direction of the District.

- Establish a committee composed of District residents and staff members to lead the renewal of any future District Operating Referendum.

**Midyear Status:**
On November 27, 2012, three community members stepped forward to begin leadership duties on future referenda.

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• Address relevant issues identified in stakeholder and community surveys.

  **Midyear Status:**
  District administration continues to respond to data generated in community surveys. While we celebrate receiving extremely positive ratings in the most recent Decision Resources survey, administration continues to review the 2009 and 2010 surveys to examine variables that may positively influence student enrollment (e.g., school enrollment systems, school climate, curriculum, customer service, communication timing and formats, early childhood options, parent relationships, etc.).

• Facilitate leadership regarding citizens’ request to detach from the Hopkins Public Schools.

  **Midyear Status:**
  The Superintendent’s office worked proactively and respectfully with detaching citizens’ representatives, legal counsels, the Monitoring Committee, Citizen’s Financial Advisory Committee, AMSD, MSBA, and District staff by leading and facilitating multiple meetings and studies in preparation for the Board decision on the detachment request. The detachment request will be heard by the Board at their regular meeting on December 20, 2012.

**Goal 4:**
**Promote a positive climate and culture throughout the District.**

**Superintendent Evaluation Tool Domains:**
**Board Goals:**
2. Planning and Assessment
   Promote Positive District Climate
3. Organizational Management
4. Communications and Community Relations

**Action Steps:**
• Collaborate with the Board’s Communications Committee to establish a sustainable communications program and philosophy for District programs and schools.

  **Midyear Status:**
  With guidance from the Board’s Communication Committee, Katie Williams, Director of Community Education, Communications & Marketing, presented a proposed budget for the District Communications & Marketing services to the Board at a regular meeting on November 1, 2012.

• Meet with local media, realtors, and other key communicators to elicit and share their perceptions of the District’s Communications efforts.

  **Midyear Status:**
  Plans are being made for a meeting with local real estate agents that will take place sometime in later winter/early Spring. District programs/services and offerings will be highlighted.
• Lead the development of Communications plans with all District leaders.

  **Midyear Status:**
  Using a highly researched administrative supervision tool, the Superintendent, Assistant Superintendent, and Director of Teaching, Learning & Assessment, conducted two-hour pre-evaluation conferences with each principal. As a component of the evaluation process, emphasis was placed on the nature and scope of communication. Communication will be evaluated annually with every District principal. An additional mid-year evaluation conference is planned with each principal following winter break.

• Lead the development of Communications plans for every school and program.

  **Midyear Status:**
  The District Communications Department is utilizing the talents of two Communications & Marketing interns, as a result of Board action last spring during the budget discussion/approval process. Their primary task is to establish a system for communicating what is happening in classrooms and buildings at each site. The effectiveness of various communication vehicles (e.g., websites, mailings, video, blogs, podcasts, etc.) are being tried.

• Promote the development and use of common technology tools and formats in communicating with parents through the Infinite Campus Parent Portal.

  **Midyear Status:**
  This work continues and will be examined and measured in the latter half of the school year.

• Provide Staff Development training and resources needed by staff to actively maintain a professional presence on all web-based student and parent communication systems.

  **Midyear Status:**
  The Communications Department is exploring systems for professional staff to efficiently and uniformly have a web presence. This work will continue throughout the remainder of the school year.

**Goal 5:**
**Address Effective Board-Superintendent Operations**

**Superintendent Evaluation Tool Domains:**
1. Policy and Governance
2. Organizational Management

**Board Goals:**
Ensure Accountability
Professional Development: Learn

**Action Steps:**
• Plan (with the Board Chair) workshop opportunities for the School Board team to discuss Board roles, function, and operations.
**Midyear Status:**
At a Board workshop on August 23, 2012, Paula Forbes facilitated a discussion that explored the hopes and dreams and strategic planning for the school year. At a Board workshop on November 8, 2013, Sandy Gundlach, from MSBA, facilitated a discussion with the Board focused on the evaluation tool for the Superintendent, as well as the process.

- Work with the School Board to develop a long-term District Leadership succession model.

**Midyear Status:**
This work will be accomplished in the latter half of the year.
III. Strategic Planning

Goal 6: Lead and manage all aspects of District Strategic Planning.

Superintendent Evaluation Tool Domains:  
2. Planning and Assessment  
5. Instructional Leadership  
6. Professionalism

Board Goals:  
Ensure Accountability  
Cultivate Community Engagement

Action Steps:

• Collaborate with the Board’s Visioning and Strategic Planning Committee to establish a vision and recommendations to the Strategic Planning process.

Midyear Status:  
The Board’s Visioning and Strategic Planning committee met several times over the summer to provide guidance to strategic planning. During these meetings, the group stressed the need for broad and dynamic community involvement. It was also suggested that the strategic plan be kept clear and direct, allowing for easy communications with stakeholders.

• Develop a focused District Strategic Plan through the use of World Café meetings, along with a community- and staff-based strategic planning committee.

Midyear Status:  
A World Café’ was conducted on October 4, 2012, resulting in a plethora of ideas, suggestions, and hopes for the future of public education in Hopkins. On November 29, 2012, outcomes harvested from the World Café’ were presented to a smaller group of World Café attendees to build consensus around the District’s strategic direction and outcomes.

• Using results from multiple studies and options explored by administrators, staff, and the Board over the past several years, prepare a process that motivates a dialogue between parents, community, School Board, and staff to discuss “next steps” in the District’s future, in the event the State of Minnesota decreases education funding.

Midyear Status:  
This goal will be live in the event the State Legislature reduces school funding.
IV. Fiscal Leadership

Goal 7: Continue to monitor all District systems to ensure sustainability of fiscal resources and programs.

Superintendent Evaluation Tool Domains: Board Goals:
2. Planning and Assessment Ensure Accountability
3. Organizational Management
5. Instructional Leadership
6. Professionalism

Action Steps:
• Continue to advance the concept of transformation in budgeting new programs for the 2013-2014 School District budget.

  Midyear Status:
  District administration continues to use the concept of transformation in budgeting, meaning that less-effective programs are abandoned in order to support new, more promising programs that will support student achievement and management.

• Maintain budgeting process flexibility in order to adapt to unpredictable changes in State education revenue.

  Midyear Status:
  The 2013-14 budget will be developed with a healthy fund balance, allowing the District to be planful – once again – in its response to any State changes in school funding. For example, scenarios are being created in advance that respond to the potential loss and/or reallocation of State Integration funding.

• Prioritize capital improvements to facilities based on the 2012 Facilities Study, and make recommendations, if any, for the 2013 Operating Referendum.

  Midyear Status:
  At the Board workshop on September 13, 2012, the Facilities Study (completed last Spring) was presented. At the Board workshop on November 8, 2012, facility priorities were presented for the next two years. Final priorities will be presented after the first of the year.

• Examine the fiscal and facilities implications of modifying class sizes across elementary and secondary programming.

  Midyear Status:
  This continues to be studied. Information will be examined more carefully after facility priorities are finalized.
• Study with the School Board and local municipalities the fiscal, facilities, and programmatic impact of the Southwest Light Rail Transit line.

**Midyear Status:**

On October 30, 2012, the Hopkins School Board hosted a meeting with the Hopkins City Council, Jennifer Munt from the Metropolitan Council, and City Managers from Hopkins, Minnetonka, and Eden Prairie. On November 2, 2012, Samantha O’Connell from the Metropolitan Council, facilitated a Southwest Light Rail tour for Board members.
V. Professional Development and Leadership

Goal 8:
Seek out and attend professional development opportunities that develop necessary leadership skills and knowledge to implement a fiscally responsible organization based on 21st century learning.

Superintendent Evaluation Tool Domains: Board Goals:
1. Policy and Governance Professional Development: Learn
3. Organizational Management
6. Professionalism

Action Steps:
• Inform and reform District leadership practices as a result of participation in professional development opportunities that address educational change for 21st Century learning.

Midyear Status:
District leadership is currently reading The Will to Lead, the Skill to Teach: Transforming Schools at Every Level, by Anthony Muhammad and Sharroky Hollie. Administrators meet monthly as a leadership Professional Learning Community (PLC) to share successes and challenges, along with strategies to affirm and address each. All administrators have participated in professional development opportunities focused on “Balanced Leadership,” developed by the McREL research organization. Areas of focus include: 1) Focus of Leadership; 2) Managing Change; and 3) Purposeful Community.

• Provide leadership that fosters a collaborative work environment in the Hopkins School District, where all opinions are valued, and different viewpoints work in synergy to create optimal outcomes.

Midyear Status:
This continues to be the philosophy and example set by the Superintendent’s leadership style.

• Attend 1-2 national superintendent conferences and report on their emphases to the Board.

Midyear Status:
As of this writing, the Superintendent is planning to attend the American Education Research Association (AERA) Conference in late April/early May.

• Continue as TIES Executive Committee Member and Treasurer.

Midyear Status:
Superintendent continues to serve TIES in these capacities, providing leadership and governance to the TIES organization.
• Explore partnerships with neighboring school districts to develop digital curriculum.

Midyear Status:
Hopkins and Edina administrative leadership teams met on October 16, 2012, to explore partnering in Equity, Professional Learning Community efforts, and Digital Curriculum development.

2012-2013 Board Workshops and Discussions (Future Presentation Dates are Tentative)
✓ District Class Size Study — November 1, 2012
✓ Middle Years International Baccalaureate Program — November 15, 2012 & February/March 2013
✓ Review of Levies 2013 — December 6, 2012
✓ Secondary (Junior High) Immersion Programming — April 9, 2013
✓ District Leadership Succession — March 21, 2013
✓ Curriculum and Instruction in a Digital World — April 4, 2013
✓ Academic Milestones Implementation — September 20, 2013 & May 23, 2013
✓ Equity and Integration Funding/Programming — March 7, 2013
✓ Southwest Light Rail Transit District Impact — October 30, 2013
✓ District Strategic Planning — August 23, 2012 & January 10, 2013
✓ Detachment and Annexation Request — December 20, 2012