



Superintendent Goals for 2013-14

Final Report

Nancy Allen-Mastro, Ed.D.

Competency 1: Leadership and District Culture

Goal 1.a. Develop a district implementation plan for the Strategic Framework

Action Steps

- a) Create a format/design of an implementation plan
- b) Develop implementation plan contents with input from administration and staff
- c) Submit the implementation plan to the school board
- d) Communicate the implementation plan to the District and community
- e) Monitor implementation of the plan

Deliverable

An implementation plan is completed and communicated to stakeholders.

Mid-Year Status:

This goal is 75% complete. The plan has been developed and submitted to the board. Site and community presentations will occur in January and February. Strategy teams are being formed to support the implementation of the core strategies for each core area. Monitoring the implementation of the plan will be ongoing.

End-of-Year Status

This goal is 100% complete. A strategic implementation plan was developed collaboratively with input and support from staff between May and November and approved by the School Board in December 2013. Strategy teams charged with supporting the core strategies have been formed and are working independently. Personal note cards were created to recognize and affirm the efforts and achievements of groups and individuals who are working to make the goals in the Strategic Framework a reality. A community presentation was held on February 13.

Artifacts

- WBWF Plan
- Strategy Team Model (PowerPoint presentation from the Strategy Team Orientation session on March 10, 2014)
- Note Cards



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Goal 1.b. Revise the District Scorecard to align to the Strategic Framework

Action Steps

- a) Work with administration to determine appropriate revisions
- b) Work with the School Board results subcommittee to review the changes
- c) Gain final school board approval of the changes
- d) Implement new Scorecard starting in SY 2014-15
- e) Collect baseline information using 2013-14 data

Deliverable

The District Scorecard is updated to align to the District Strategic Framework.

Mid-Year Status:

This goal is 90% complete. The scorecard has been updated. Baseline data is being collected. A management system to collect, store, and report the data is being researched.

End-of-Year Status

This goal is 100% complete. The District Scorecard was revised to align to the Strategic Framework. The Scorecard will be ready for implementation in Fall 2014. Baseline data has been collected and organized by Dr. Jim Angermeyr, our research and evaluation consultant. We are awaiting final spring scores that won't arrive until summer before the baseline data document will be complete.

Artifact

- District 197 Scorecard



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Competency 2: Policy and Governance

Goal 2. Update Board governance policies (Section 200) and Policy 304 (Superintendent Evaluation)

Action Steps

- a) Review specified policies
- b) Work with the school board chair to determine revisions (Section 200) and the board vice-chair (Policy 304)
- c) Propose changes to the school board
- d) Submit policies for three readings

Deliverable

Specified policies are updated.

Mid-Year Status:

This goal has not yet been completed. Now that the new board has been seated, a review of the policies will begin in February.

End-of-Year Status

This goal is 100% complete. Board policies in the 200 section of the board policy book and policies 302.1 and 304 were updated between February and April 2014.

Artifacts

- Revised policies



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Competency 3: Communications and Community Relations

Goal 3. Host a Superintendent blog - *Focused Forward*

Action Steps

- a) Consult with communications office to create a blog that facilitates two-way communication with parents and the community
- b) Post a minimum of a monthly message
- c) Periodically post comments that will engage the public and create a positive image of District 197 students and staff

Deliverable

The blog is created and monthly posts are completed.

Mid-Year Status:

This goal is 100% complete. I have been submitting approximately 2 posts per month.

End-of-Year Status

See above. There have been just over 4,300 viewers to the blog since it started.

Artifact

- Sample blog post



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Competency 4: Organizational Management

Goal 4.a. Prepare a capital projects levy vote

Action Steps

- a) Work with the Technology and Curriculum Departments to determine need for the levy
- b) Work with the Business Office and School Board to determine a levy amount
- c) Work with the School Board to determine date of levy election
- d) Organize an internal levy planning team
- e) Work with the Communications Department to create a communication plan
- f) Implement the communication plan
- g) Provide information to voters and answer questions as needed

Deliverable

A levy election is conducted in 2014

Mid-Year Status:

This goal is 50% complete.

End-of-Year Status

This goal is 100% complete. A capital projects levy was on a May 6th referendum ballot. Unfortunately, the levy failed to win approval.

Artifacts

- Board approved levy amount
- Resolution calling a special election
- Internal planning team members
- Presentation to community



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Goal 4.b. Develop recommendations to meet Early Learning space needs and other district facility needs as identified by the District Facility Task Force and School Board

Action Steps

- a) Provide support to the Operations Director and work with architectural consultant to develop recommendations
- b) Participate as a member of the Facility Task Force
- c) Assist in communicating about the project (staff, parents, and community)

Deliverable

A facility proposal is submitted to the School Board.

Mid-Year Status:

This goal is 100% complete. A facility proposal was submitted to the board in November.

End-of-Year Status

See above.

Artifact

- Facility plan submitted to the Board

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Competency 5: Curriculum and Instructional Leadership Development

Goal 5.a. Implement Balanced Leadership in the District

Action Steps

- a) Arrange training for directors, principals, and coordinators in Special Programs and Curriculum, Instruction, and Assessment (7 day training series)
- b) Provide follow-up support and technical assistance to administrators during implementation
- c) Embed ongoing dialogue regarding the use and implementation of Balanced Leadership into the day to day operations of the school district
- d) Incorporate team building into the implementation of Balanced Leadership
- e) Develop and implement strategies for sustaining Balanced Leadership training and support in the district in the future

Deliverable

Administrators will develop a firm understanding of Balanced Leadership and will be able to embed the 21 leadership responsibilities and corresponding behaviors into their practice. A model is defined that shows how Balanced Leadership will be sustained.

Mid-Year Status:

This goal is 80% complete. The last session of technical support for principals will be completed in January. Balanced Leadership has become the way in which we do business and has become a regular part of our leadership vocabulary. Various exercises continue, such as working on our administrative operating principles and identifying our agreed upon processes. The planning tools are also used regularly and are routinely revisited and discussed. Continuing to expand the number of those trained in Balanced Leadership is a core strategy in our strategic implementation plan and will focus on teacher leaders, with preference being given to site leadership team members. Three administrators are scheduled to be trained in July to become in-house trainers.

End-of-Year Status

This goal is 100% complete. The model has been successfully implemented in the district. All administrators have applied the principles and practices of the Framework, including using the model for goal setting and planning. Technical assistance was provided for building administrators in October 2013 and January 2014. Principals have been evaluated using the Balanced Leadership evaluation model. Fall, winter, and spring discussions around the use and implementation of the model were scheduled with each building and district administrator. Balanced Leadership has become part of our vocabulary and the way in which we plan and organize our work as leaders.



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Artifacts

- 21 Balanced Leadership Responsibilities
- Training Dates
- Superintendent graphic organizers (sample of what all those trained had to complete and will complete annually around a major initiative)
- Agreed Upon Operating Principles (a sample of team building and sustained conversation around the model)



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Goal 5.b. Adopt a set of district achievement benchmarks toward college and career readiness standards

Action Steps

- a) Review current student achievement trends
- b) Finalize benchmarks that were proposed to administrators in May 2013
- c) Communicate the benchmarks to staff and parents
- d) Use the benchmarks as a measure in the District Balanced Scorecard

Deliverable

Benchmarks are defined and are embedded in the Scorecard.

Mid-Year Status:

This goal is 100% complete. These readiness benchmarks have been developed and can be found on page 50 and 51 of our strategic implementation plan. Monitoring progress on these benchmarks will be part of our district scorecard.

End-of-Year Status

See above.

Artifact

Benchmarks were included in the Strategic Implementation Plan on pp. 50-52.

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Competency 6: Human Resources and Labor Relations

Goal 6.a. Develop an evaluation model for district directors (cabinet)

Action Steps

- a) Review the research on what district leadership behaviors are most likely to positively impact student achievement
- b) Collect input from building principals on what leadership behaviors are most valuable to supporting the work of schools
- c) Work with district directors to determine standards for performance
- d) Develop or select an evaluation tool to measure the standards
- e) Provide directors an orientation to using the model and any training associated with the model
- f) Begin using the evaluation model in 2014-15.

Deliverable

An evaluation model is ready for implementation by the targeted date.

Mid-Year Status:

This goal is 25% complete. Cabinet has identified key job descriptors which will become the basis of the model. Conversations have occurred with McREL regarding how we may utilize a draft they have developed as a springboard for our model. This will enable us to use their research yet tailor the model to our specific needs and interests.

End-of-Year Status

This goal is 80% complete. Training with McREL will occur for cabinet members and the superintendent on September 17 and 18. The evaluation components will also be finalized at that time. The training and work with McREL could not occur until after July 1 due to budget constraints.

The model is a rubric in four leadership areas (Focus, Managing Change, Purposeful Community, and Management) and follows the same format as the principal evaluation model, but it is not available online. Using this research-based evaluation will ensure broad-based alignment to Balanced Leadership across multiple administrative levels. A 360 leadership assessment will also be used but will not be part of the evaluation. (McREL does not have a 360 profile for district administrators.)

Artifacts

McREL does not want their rubric for evaluating central office staff distributed publicly. Once our final document is agreed upon with McREL it can become public.



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Goal 6.b. Restructure the performance pay structure for administrators

Action Steps

- a) Propose an alternative to the existing model
- b) Seek comment on the model from the School Board results subcommittee
- c) Cost out the model
- d) Present proposed model in contract negotiations

Deliverable

Performance pay for administrators is restructured for the 2013-14 contract year.

Mid-Year Status:

This goal is 100% complete. Performance pay has been restructured for district administrators. Contract negotiations are pending with principals.

End-of-Year Status

See above.

Artifact

Restructured pay model



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Competency 7: Values and Ethics of Leadership

Goal 7.a. Research centralized enrollment as a potential means of streamlining student enrollment procedures, improving services for enrolling families, and providing outreach and support to underserved families.

Action Steps

- a) Use a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to assess current enrollment procedures
- b) Examine the advantages and disadvantages of centralized enrollment
- c) Identify the cost/benefit of centralized enrollment versus school-based enrollment
- d) Seek staff and parent input
- e) Determine whether District 197 should move to a centralized enrollment model
- f) If yes to “d”, prepare a proposal for the school board to consider, including the projected cost and provisions for where to locate centralized enrollment

Deliverable

An enrollment report which addresses a-d is submitted to the school board. A proposal for “e” is developed, pending the findings of the report.

Mid-Year Status:

This goal is has not yet been completed.

End-of-Year Status

This goal is 100% complete. Centralized enrollment was researched by an internal team. A SWOT analysis of our current practice was completed. A report is attached as an artifact. The finding of the internal team was that there did not appear to be a compelling need at this time that would justify the cost to staff and to designate a location for a centralized enrollment office. Schools like making the immediate connection with families during the enrollment process. In addition, TIES is developing an online enrollment module that will change the way in which families register for school.

Artifact

Summary report on centralized enrollment



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Goal 7.b. Research a parent education program for implementation in 2014-15 that enhances the ability of all parents to support their child's learning at home, with a particular focus on meeting the needs of parents of underserved students, including but not limited to parents of students of color, parents for whom English is a second language, immigrant parents, and economically disadvantaged parents.

Action Steps

- a) Use a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to assess current parent education strategies and opportunities in District 197
- b) Network with East Metro Integration District (EMID) superintendents who are also working on improving opportunities for parent education
- c) Research evidence-based parent education models
- d) Seek staff and parent input
- e) Develop a proposal for parent education, to begin in the 2014-15 school year
- f) Seek funding sources to help offset potential costs, or examine ways to redistribute existing funding to implement a parent education model

Deliverable

An evidence-based parent education program is articulated for implementation in the 2014-15 school year.

Mid-Year Status:

This goal is 50% complete.

End-of-Year Status

This goal is 100% complete. A parent education program was selected with assistance and support from the EMID collaboration. *Parents Involved in Quality Education*, also known as PIQE (pronounced p-kay) will be implemented at all sites starting in the fall of 2014. An additional .50 FTE was added to the integration coordinator position to coordinate PIQE. An internal team assisted with evaluating PIQE and endorsing its purchase.

Artifacts

- PIQE Summary

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Competency 8: Superintendent - School Board Relations

Goal 8. Provide support to new school board members

Action Steps

- a) Welcome new members
- b) Meet regularly one-on-one with new board members
- c) Provide orientation on the following:
 - i. Board calendar
 - ii. Policy manual
 - iii. Introduce new board members to district directors
 - iv. Roles and responsibilities of the district departments and ensure questions are answered and clarification is provided as needed
 - v. Make a minimum of one site visit to each school with the new board members and introduce them to the school principal and office staff

Deliverable

New board members are oriented on items in “c” above.

Mid-Year Status:

This goal is 90% complete. New board members did not want to visit all sites, but selected sites were visited as part of their initial orientation per their wishes. New members will meet with district directors in January – March. A schedule has been communicated. New board members will participate in updating the 200-300 policy series which are about school board roles. One-on-one meetings have been scheduled and will be ongoing as they are for all board members.

End-of-Year Status

This goal is 100% complete. All cabinet members met with the new board members.

Artifact

- Orientation summary
- Meeting schedule with cabinet members



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Performance Pay

Per the contract, the Superintendent may earn up to \$12,000 in performance pay.

- \$5,076 for the attainment of District Academic and Implementation Goals
- \$6,924 for the attainment of the Superintendent Goals.
- Superintendent may earn partial pay for partial fulfillment.