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| 2021-2022 Evaluation Ohio County Schools Superintendent: Kimberly S. Miller, Ed.D. | Exceeds Standards | Meets Standards | Does Not Meet Standards | Comments |
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| 4.2. Standards. | | | | All 4.2 Standards are Process Objectives¹ |
| 4.2.a. Demonstrates Interpersonal and Collaborative Skills | | | | |
| 4.2.a.1. The superintendent models professional, moral and ethical behaviors that build trust and respect among staff and the community. | | | | |
| 4.2.a.2. The superintendent develops a productive working relationship with and among the county board members that enables collective action on behalf of students. | | | | |
| 4.2.a.3. The superintendent forms a cohesive district office team whose efforts coalesce to support schools in improving student achievement. | | | | |
| 4.2.a.4. The superintendent develops and supports the leadership capabilities of others and delegates appropriately. | | | | |
| 4.2.a.5. The superintendent builds networks and fosters teamwork and collaboration within and across the school system and the community. | | | | |
| 4.2.a.6. The superintendent demonstrates effective communication skills including use of digital tools and applications. | | | | |
| 4.2.a.7. The superintendent frames problems and makes | | | | |

¹ Process Objectives are specific targets to be achieved by the process: some positive effects being achieved along with a process performance. Process objectives correspond with the process evaluation. Process objectives tell what you are doing and how you will do it. They describe participants, interactions and activities.

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| decisions that promote the long-term best interest of students. | | | | |
| 4.2.a.8. The superintendent anticipates and addresses conflict in ways that promote the improvement of the system. | | | | |
| 4.2.a.9. The superintendent recognizes accomplishment and ensures there are school and school system recognition processes. | | | | |
| 4.2.b. Creates a Clear and Focused Learning Mission. | | | | |
| 4.2.b.1. The superintendent works with the county board to mutually determine and sustain a district strategic vision, mission and goals that reflect student needs in a changing nation and world. | | | | |
| 4.2.b.2. The superintendent works with the county board, staff and stakeholders to build the urgency for change and a shared commitment to actions that will advance the system vision, mission and goals. | | | | |
| 4.2.b.3. The superintendent works with the county board and staff to incorporate state and national priorities into the system's vision, mission and goals. | | | | |
| 4.2.b.4. The superintendent understands the internal and external political systems and the larger social, economic and legal context and applies this knowledge to advance the district's vision, mission and goals. | | | | |

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| 4.2.b.5. The superintendent uses the county's vision, mission and goals to collaboratively build and guide a coherent and focused approach for school and district improvement. | | | | |
| 4.2.b.6. The superintendent works with the county board and staff to evaluate, communicate and recognize system and school progress toward the vision, mission and goals. | | | | |
| 4.2.c. Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments. | | | | |
| 4.2.c.1. The superintendent demonstrates commitment to learning by prioritizing leadership time and efforts on those actions that will advance student achievement. | | | | |
| 4.2.c.2. The superintendent creates a district climate of accountability where individual and collective success is judged by growth in student achievement and well-being. | | | | |
| 4.2.c.3. The superintendent continually evaluates, revises and recommends district policies that will advance student achievement and improve staff performance. | | | | |
| 4.2.c.4. The superintendent works with staff to implement an aligned rigorous standards-based curriculum in every school that prepares all students to be globally competitive for post-secondary education and work. | | | | |

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| 4.2.c.5. The superintendent ensures engaging and relevant instruction in every classroom by working with district staff and school leaders to coordinate a comprehensive system of monitoring and support. | | | | |
| 4.2.c.6. The superintendent ensures that the system has a coordinated assessment process for effectively using summative, benchmark and formative assessment data to guide decisions at the district, school and classroom levels. | | | | |
| 4.2.c.7. The superintendent ensures that the district has a well-designed and coordinated system of student academic intervention and enrichment tailored to the individual differences and needs of schools. | | | | |
| 4.2.c.8. The superintendent ensures that the system has an articulated design for preschool, early childhood, middle childhood, adolescent and adult education that represents programmatic research and best practice. | | | | |
| 4.2.c.9. The superintendent ensures that district programs and processes are aligned to enhance student seamless progression among schools and to institutions of post-secondary education and careers. | | | | |
| 4.2.c.10. The superintendent works with district staff and principals to establish clear targets for instructional improvement that are regularly monitored and evaluated for progress. | | | | |
| 4.2.c.11. The superintendent works with the county board and staff to provide appropriate instructional facilities, resources and technologies to support | | | | |

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| learning. | | | | |
| 4.2.d. Builds and Sustains a Positive Learning Climate and Cohesive Culture. | | | | |
| 4.2.d.1. The superintendent works with the county board, staff and stakeholders to identify core beliefs and values that are the foundation of a student-centered learning-focused school system. | | | | |
| 4.2.d.2. The superintendent communicates and promotes strong ideals about schooling, teaching and learning that represent the system's beliefs and values. | | | | |
| 4.2.d.3. The superintendent models behaviors and implements activities to assess, build and sustain a system culture that is cohesive and reflective of core beliefs and values. | | | | |
| 4.2.d.4. The superintendent works with principals to ensure that schools have processes and programs for assessing and developing a student-centered learning-focused culture. | | | | |
| 4.2.d.5. The superintendent establishes and articulates high expectations for staff and students and works with the county board to create policies and support systems that promote these expectations. | | | | |
| 4.2.d.6. The superintendent ensures implementation of programs and processes to create safe, orderly and well-maintained schools conducive to student learning. | | | | |
| 4.2.d.7. The superintendent ensures the district has a | | | | |

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| coordinated approach for enhancing student character and good citizenship. | | | | |
| 4.2.d.8. The superintendent ensures a coordinated and equitable approach for offering and operating student extra-curricular and co-curricular activities that add to student learning, character and good citizenship. | | | | |
| 4.2.e. Promotes Continual Professional Growth and Attracts and Retains Quality Staff. | | | | |
| 4.2.e.1. The superintendent ensures there are processes and policies for hiring, inducting and mentoring new teachers, principals and other staff that result in the recruitment and retention of highly qualified staff. | | | | |
| 4.2.e.2. The superintendent works with district staff and principals to create policies and processes that guide staff evaluation, reflection and feedback that are linked to district and school goals for student achievement and that drive improvement of professional practice. | | | | |
| 4.2.e.3. The superintendent models professional inquiry, engages in professional growth activities and promotes on-going professional growth of all staff. | | | | |
| 4.2.e.4. The superintendent works with the county board to ensure that appropriate time and resources are allocated for professional growth and school improvement activities. | | | | |
| 4.2.e.5. The superintendent ensures that professional | | | | |

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| development is aligned with the district mission, goals and learning targets and differentiated to address the needs of schools and staff. | | | | |
| 4.2.e.6. The superintendent ensures that the district and schools have a process for examining data, analyzing staff needs, delivering quality professional development and assessing the impact of professional development on student learning and professional practice. | | | | |
| 4.2.e.7. The superintendent works with principals and district staff to support teacher collaborative teams as a central vehicle for enhancing professional growth. | | | | |
| 4.2.e.8. The superintendent promotes teachers as leaders of professional practice and creates conditions that enhance their leadership success. | | | | |
| 4.2.f. Acts as a Student Advocate and Creates Support Systems for Student Success. | | | | |
| 4.2.f.1. The superintendent acts as a steadfast advocate for students and cultivates this advocacy in others. | | | | |
| 4.2.f.2. The superintendent works with the county board to ensure that system policies, practices and decisions are built from a fundamental commitment to the well-being of each student. | | | | |
| 4.2.f.3. The superintendent works with the county board and staff to create policies and practices that value and protect diversity and promote social justice. | | | | |

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| 4.2.f.4. The superintendent communicates the necessity for identifying and addressing student physical and social-emotional needs in order to advance student academic success. | | | | |
| 4.2.f.5. The superintendent works with district staff and principals to create and use a comprehensive data system that allows early identification and intervention to address students' physical and social-emotional needs. | | | | |
| 4.2.f.6. The superintendent works with district and school staff to implement coordinated programs for improving and protecting the physical and social-emotional wellbeing of students Including comprehensive wellness, counseling and social services. | | | | |
| 4.2.g. Manages Operations to Promote Learning. | | | | |
| 4.2.g.1. The superintendent ensures that district operations and services are designed and operated in ways that add value and support to student learning. | | | | |
| 4.2.g.2. The superintendent implements an integrated management system for planning, monitoring and evaluating district operations. | | | | |
| 4.2.g.3. The superintendent ensures that the system adheres to federal, state, and local policies and code and that there are clear expectations and procedures for how the system will be operated and | | | | |

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| managed. | | | | |
| 4.2.g.4. The superintendent ensures implementation of efficient and effective fiscal accounting and management systems. | | | | |
| 4.2.g.5. The superintendent establishes cooperative budgeting processes to appropriately blend and braid fiscal resources to target district priorities. | | | | |
| 4.2.g.6. The superintendent ensures that current technologies are used to enhance the management of operations and ancillary services. | | | | |
| 4.2.g.7. The superintendent ensures the district has efficient and effective child nutrition and transportation services. | | | | |
| 4.2.g.8. The superintendent works with the county board and stakeholders to identify and plan for long-term system facility needs. | | | | |
| 4.2.g.9. The superintendent ensures that the district has processes to maintain safe, clean and inviting school facilities that serve student and community needs. | | | | |
| 4.2.g.10. The superintendent ensures that the district has processes for the storage, security, privacy and integrity of data and information systems. | | | | |
| 4.2.h. Connects to Families and the Larger Community. | | | | |
| 4.2.h.1. The superintendent uses knowledge of the culture, demographics and needs of the various | | | | |

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| communities within the district to inform decisions and focus improvements. | | | | |
| 4.2.h.2. The superintendent engages families, businesses and community leaders in the development of and strategic support for the mission and goals of the school system. | | | | |
| 4.2.h.3. The superintendent works with school principals and staff to enhance family and community engagement and partnerships with the schools. | | | | |
| 4.2.h.4. The superintendent uses various communication technologies to keep families and the community informed of system programs and operations and to promote on-going dialogue about system improvements. | | | | |
| 4.2.h.5. The superintendent develops system processes for communicating with and responding to print, digital and other media in ways that promote the best interests of the students in the system. | | | | |
| 4.2.h.6. The superintendent partners with community agencies and organizations to improve and align services to students and families. | | | | |
| 4.2.h.7. The superintendent partners with post-secondary institutions to ensure greater access and coordination of programs and services for both students and staff. | | | | |
| 4.2.i. Effects Continuous Improvement. | | | | |
| 4.2.i.1. The superintendent exhibits the interpersonal and | | | | |

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| organizational skills associated with leading successful change. | | | | |
| 4.2.i.2. The superintendent challenges the status quo and searches for innovative ways of leading and operating the system to better prepare students for the global, digital world in which they will live. | | | | |
| 4.2.i.3. The superintendent has an effective process for system continuous improvement that involves the county board, district staff and all schools in on-going data analysis, goal setting, strategy development and collective action to improve student learning. | | | | |
| 4.2.i.4. The superintendent ensures that district and school continuous improvement efforts result in viable and coherent strategic plans focused on improved student achievement, developing 21st century skills, increasing graduation rates and preparing all students for post-secondary education and careers. | | | | |
| 4.2.i.5. The superintendent works with principals and district staff to develop the time, structure, teacher leadership skills and supports necessary for effective collaborative improvement teams in each school. | | | | |
| 4.2.i.6. The superintendent uses school and district strategic plans to establish and regularly monitor school and district performance targets; the superintendent uses progress related to these targets to inform evaluation and feedback. | | | | |
| 4.2.i.7. The superintendent works with the county board and staff to regularly evaluate and strategically target | | | | |

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| use of district resources to achieve the goals established in the school and district strategic plans. | | | | |
| 4.2.i.8. The superintendent ensures that district staff is organized to serve and support individual schools and that district resources and services are differentiated according to each school's needs. | | | | |
| 4.2.i.9. The superintendent assesses and communicates progress toward district goals and performance targets to the board of education, staff and community. | | | | |
| SMART Goals | | | | SMART² Goals are Impact Objectives.³ |
| 1. Ohio County Schools will continue to monitor staff and student attendance to ensure the continuity of instruction for student success as measured by monthly attendance rates and a focus on chronic absence. *Across the academic year, each Ohio County school will define and implement strategies to decrease staff and student chronic absence based on reported monthly school data. | | | | |
| 2. Ohio County Schools (in collaboration with McKinley and CMTA) will continue successful and | | | | |

² “SMART Objectives” refers to an acronym built around five measures of a program. (Specific, Measurable, Achievable, Relevant, and Time-framed)

³ Impact objectives may be described as the program goals. They let you know what the long term implications of your program/activity will be; describes the longer term impact on your target audience or organization.

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| <p>efficient implementation of bond projects as measured by the comprehensive plan.</p> <p>*Working In conjunction with McKinley architects and the Board of Education, OCS will follow approved timelines regarding each project throughout the bond construction process.</p> <p>*Collaborating with the county’s Business Manager/Treasurer, OCS will provide quarterly expenditure and budget update reports to the board of education for review and discussion.</p> <p>*OCS will hold periodic meetings with the bond committee, provide monthly clerk of the work reports and give bond update presentations to the Board of Education at each regular board meeting.</p> <p>*OCS will remain within 5% of projected budgets for all bond projects with the exception of those with additional scope vetted and approved by stakeholders.</p> | | | | |
| <p>3. Ohio County Schools will implement and gather data regarding the implementation of the three-pronged site-based method for dissemination of information for each school with recommendations for adjustments and continuation of the plan moving forward.</p> <p>*At the end of the 2021-2022 academic year, stakeholder surveys and usage metrics will be provided to gauge the effectiveness of and to inform any necessary adjustments to the county’s three-pronged communication plan.</p> | | | | |

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| <p>4. Ohio County Schools will engage families, businesses and community leaders in the development of and strategic support for the mission and goals of the school system.</p> <p>*Throughout the academic year and at the county and school level, community member and family engagement will be sought and documented in the form of meetings, events, and surveys.</p> | | | | |
| <p>5. Based on the WV Balanced Scorecard and benchmark testing, every school will meet its growth goal in mathematics and ELA.</p> <p>*By the end of the academic year, growth will occur in both reading language arts and mathematics at each grade level (including focus groups identified for learning loss using benchmark and GSA data) and at each school as measured by benchmark testing data collected throughout the year.</p> <p>*As measured by balanced scorecard data when it becomes available for the 2021-2022 academic year, each school will have demonstrated growth from the 2020-2021 results in both reading language arts and math.</p> | | | | |
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| Signature: _____ Ohio County Schools Board of Education Member: _____ | | | | |
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