

APPENDIX A

SMETHPORT AREA SCHOOL DISTRICT

SUPERINTENDENT PERFORMANCE EVALUATION FORM

Standard 1 (SHARED VISION) An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

Behaviors that indicate success in meeting this standard:

- ❖ In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- ❖ Uses research and/or best practices in improving the educational program.
- ❖ Aligns and implements the educational program, plans, actions, and resources with the district's vision and goals.
- ❖ Provides leadership for major initiatives and change efforts.
- ❖ Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
- ❖ Constructively handles dissent and disagreements within the organization.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Presented Back-to- School in-service presentation to all District staff 8.18.2025. Provided state-level updates and technology impacts on learning/ student achievement presentation to all teachers on 1.19.2026.
- Aligned In-Service training program to continual changes in School Code/ Act 55 mandates for safety and security. Designed and implemented staff training throughout school year 2025-26 to comply with state mandates. Arranged presentations/ programming for March in-service "Staff Wellness" theme.
- Worked with Comprehensive Planning team to identify areas of focus and used feedback to write the SASD Comprehensive Plan for 2026-2028. Met deadline for state submission.
- Worked alongside Mrs. Anderson of IU9 at IU9 to shift SASD' s model of supervision of Special Education to the IU for our first year with this model. Assisted IU9 Supervisor Allyson Baker with numerous situations to best service students.
- Directed building principals to conduct curriculum review sessions. This initiative was a continuation of a new approach for SASD to perform a comprehensive curriculum review of a subject area to best align our resources and meet the diverse needs of multiple grade levels. Curriculum is reviewed on a scheduled timeline for better implementation of contemporary needs and budgeting purposes.
- Chaired professional development committee meetings throughout the school year. Designed and implemented professional development survey for all staff.
- Conducted Administrative Leadership team meetings throughout the summer of 2025 and school year 2025-26.
- Maintained MOU with SAEA for the Temporary Year-Long substitute teachers.
- In alignment with Comprehensive Plan goals, SASD will independently oversee the cooperative education model going forward to better serve students seeking work-based experiences while in high school.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 2 (CULTURE OF LEARNING) An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

Behaviors that indicate success in meeting this standard:

- ❖ Monitors and evaluates the effectiveness of curriculum, instruction, and assessment.
- ❖ Articulates the desired school/system culture and shows evidence about how it is reinforced.
- ❖ Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- ❖ Creates a system that prioritizes the needs of the staff in terms of professional development leading to improved student learning.
- ❖ Oversees the evaluation of staff and ongoing coaching for improvement.
- ❖ Monitors and evaluates the effectiveness of curriculum, instruction, and assessment.
- ❖ Is highly visible and engaged in the classrooms, schools, and student activities.
- ❖ Delegates appropriately to encourage the empowerment of staff

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Sent monthly commendation letters to students and staff to highlight achievements. Directed use of Facebook page to highlight District achievements.
- Provided detailed lesson observation of teaching practices to each of SASD's new teachers through the SASD Differentiated Supervision Plan.
- Initiated new Literacy Team in spring of 2026 to meet PDE mandates while promoting new initiatives to better test scores and family engagement. Expansion of Dolly Parton Imagination Library and "Reading at the Stadium" new for fall 2026 to build family engagement for early literacy.
- Chaired professional development committee meetings and organized/created agendas for In-Service professional development for faculty and staff.
- Initiated central office staff Monday Morning Meetings (new in 2026) to improve District processes (new, inclusive employee handbook built and ready for staff upon return in August).
- Reviewed and submitted all PA Act 82 professional educator evaluations in January of 2026.
- Reviewed PSSA and Keystone results for both 2023, 2024, 2025, 2026, and directed administrative staff to mark areas of growth and arrange plans to counter areas of weakness moving forward.
- Continued to align professional development to the needs articulated in surveys and walk-throughs.
- Conducted administrative performance reviews with Act 93 personnel in summer of 2026, along with noted commendations, and recommendations/ corrective actions.

- Visible presence in both buildings to greet students in the morning (HS) and say goodbye during the afternoon (ES). Attendance at numerous extra-curricular events throughout the year.
- Met with SAEA president and SAESPA president as needed throughout the school year to address teacher/staff concerns.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 3 (DECISION MAKING) An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

Behaviors that indicate success in meeting this standard:

- ❖ Decisions are made after acquiring the best information possible.
- ❖ Decisions are consistently made in a timely manner appropriate to the situation.
- ❖ Decisions are consistently made based upon the needs of the student.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Performed employee searches for numerous positions throughout the 2025-26 school year and filled those vacancies. We are on pace to be 100% staffed in both buildings at the start of the school year. SASD has expanded search to the use of websites such as Indeed.com, SASD Facebook feeds, and Solomon's Word website when needed to seek applicants. This has been a cost-savings for the District vs. former print advertising.
- Managed and navigated employee matters and resolved issues with teachers, support staff, and administration. Led employee and extra-curricular interviews and hiring processes.
- Monitored the Special Education Department's pivot to Intermediate Unit 9 supervision model.
- This winter saw the awarding of Associate's degrees for five SASD para-educators through the IU9 Para-Educator grant initiative through a partnership with the Rural Pennsylvania Community College.
- Continue to provide the Board with valuable information on regional demographic trends impacting the region and the ramifications on education. Provided board members with various educational, technology articles to keep members aware of current issues for education.
- Wrote and secured Ready to Learn block grant. Secured PA Commission on Crime and Delinquency grants for physical security and mental health.

- Drafted SASD capital project list for summer of 2026.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 4 (MANAGEMENT) An education leader promotes personalized student success by ensuing management of the resources for a safe, efficient, and effective learning environment.

Behaviors that indicate success in meeting this standard:

- ❖ Complies with state and federal mandates and local board policies.
- ❖ Has system in place to recruit, select, induct, and retain staff to support quality instruction.
- ❖ Addresses current and potential issues in a timely manner.
- ❖ Manages fiscal and physical resources responsibly, efficiently, and effectively.
- ❖ Maximizes instructional time by effectively designing and managing operational procedures.
- ❖ Communicates effectively with both internal and external audiences about the operation of the school/system.
- ❖ Has systems in place to monitor budget.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Kept SASD Board Policies updated per PSBA and changes necessary due to federal and state mandates.
- Opened the 2025-26 school year with all faculty positions filled. Anticipate opening the 2026-27 school year with all faculty positions filled.
- Reached tentative agreement via "Early-Bird" negotiations with SASD support staff and UniServ representative on a three year contract during the summer of 2026. This is SASD's third "early bird" contract in a row.
- SASD worked with Otto-Eldred SD in the summer of 2026 to begin exploratory talks for expanded partnership opportunities between the two school districts.
- Utilized SASD-ALL emails to communicate District-wide messages and District Facebook pages and website (smethportschools.com) to communicate with stakeholders throughout the year
- Worked to ensure audit completed for homeless/ federal McKinney-Vento compliance.
- SASD led area schools in continuing to implement no-cell phone use rule for the school day.

- Worked with bus contractor, maintenance director, and local PENNDOT officials to navigate another tough winter with delays and one cancellation due to weather/ unforeseen circumstances.
- Issued Board Memo's, meeting information, Executive Session content, to keep Board of Directors informed of current issues including sensitive personnel issues.
- Directed budget discussions and formation of operating budget for 2026-27 fiscal year.
- Directed numerous Administrative Leadership meetings. No professional staff grievances filed in 2025-26 by the Association. Two straight years with no professional staff grievances filed. No support staff grievances filed in 2025-26. Maintained professional working rapport with both union memberships. Collaborated on an MOU with professional staff to address FMLA/ personal days policy.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 5 (FAMILY AND COMMUNITY) An education leader promotes personalized student success by collaborating, communicating, engaging, and empowering others inside and outside of the organization to pursue excellence in learning.

Behaviors that indicate success in meeting this standard:

- ❖ Engages families and community by promoting shared responsibility for student learning and support of the education system.
- ❖ Facilitates the connections of students and families to the health and social services that support a focus on learning.
- ❖ Mobilizes community resources to support individual student success.
- ❖ Collaboratively establishes a culture that welcomes and honors families and seeks ways to engage them in student learning.
- ❖ Evaluates staff and provides ongoing coaching for improvement.
- ❖ Promotes collaboration with all stakeholders.
- ❖ Is easily accessible and approachable to all stakeholders.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Continued SASD's participation in the *Dolly Parton Imagination Library*, bringing the opportunity of a monthly book shipped to each child birth- 5 yr's old in SASD. Expansion to include students in kindergarten to grade 3 via Literacy Team initiative. "Reading at the Stadium" planned for September 17, 2026, via Literacy Team. Participated in "Haunted Hallways" at Halloween and greeted each family in attendance. Continued partnership with Drug and Alcohol Services to host an on-site SAP liaison at the high school to expand programming to K-12 students.
- Observed new teachers employed by SASD and provided detailed feedback through the Differentiated Supervision Plan. Evaluated Act 93 employees, and the business manager.
- Continued Alumni Spotlight newsletters highlighting achievements of SASD alums, Community Walking Club. SASD Foundation will sponsor a tailgate in cafeteria prior to home football game this fall.
- Supported increased activities at both the Elementary and High School such as Back to School Night, Hall of Presidents, Wax Museum, Chief Science Officer activities, DECA, student incentive activities at Homecoming, Veteran's Day guest speaker, High School Field Day. Attended numerous extra-curricular events to support Smethport students, including sports and concerts.
- Member of Smethport Rotary Club, member of Hilltop Baptist Church, member of Smethport Country Club, member of Bucktail American Legion Post 138 Sons of the American Legion. Serve on Board of Directors for the New York State Oil Producers Association. Active member of McKean County Collaborative Board.
- Held numerous phone conversations, in-person meetings, email exchanges with parents and stakeholders in regards to school safety, curriculum, athletic issues, teacher and staff complaints, etc. Maintains an open-door approach for all stakeholders.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 6 (ETHICS) An education leader promotes personalized student success by operating in a fair and equitable manner with personal and professional integrity.

Behaviors that indicate success in meeting this standard:

- ❖ Models values and beliefs and attitudes that inspire others to higher levels of performance.
- ❖ Fosters and maintains supportive professional relationships with staff.
- ❖ Demonstrates appreciation for and sensitivity to diversity within the school community.
- ❖ Is respectful of divergent opinions and of different points of view within the boundaries of the vales and mission of the organization.
- ❖ Acts in accordance with the letter and spirit of the law.
- ❖ Meets commitments, verbal, written, and implied.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- In-Service presentations on safety issues/current challenges impacting public education.
- Use of Solomon's Word website, and Indeed.com to better assist with search for candidates for open positions and save advertising dollars compared to traditional media.
- Met with SAEA president Mrs. Michelle Acker, and SASPA president Christy Olson as needed throughout the year to listen to feedback and discuss issues.
- Consulted with Mr. Tim Sennett (general solicitor) until December 2025, then Ms. Jennifer Gornall (general solicitor), Mrs. Julia Herzing (labor), and Ms. Gornall (special education/504 Plans) of Knox Law on numerous issues with regards to school law, personnel, litigation matters, special education and 504 law, policy. Issued employee discipline in alignment with SASD policies and applicable labor law in 2025-26 leading to negotiated resignation of professional staff member.
- Issued weekly Board Memo's and Work Session/ Voting meeting information to board members.
- Formulated capital project listing and worked with business manager to review and issue public bids.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 7 (ADVOCACY) An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal, and cultural context.

Behaviors that indicate success in meeting this standard:

- ❖ Collaborates with community agencies and other decision makers to improve students' well-being.
- ❖ Advocates for policies and practices to improve the welfare of students.
- ❖ Communicates with all constituencies to advance the mission and goals of the district.
- ❖ Communicates with all constituencies to advance the mission of public education.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Wrote weekly Board Memo's to provide necessary updates on school issues to Board of Education members.
- Named to PA Association of School Administrators Advocacy Committee in fall of 2024. Attended statewide Advocacy meetings in Harrisburg, PA, and via Zoom to highlight concerns of our region as the IU9 representative.
- Named to Penn St. Study Council advisory group of school leaders as rural school representative for Study Council initiatives and research topics (Summer 2026).
- Joined Rural Broadband Task Force for McKean County in 2023. Became active member of the McKean County Collaborative Board in 2023-24 and regularly attend meetings/ present as requested.
- Communicates important legislative updates to board members and the public via published board reports.
- Attended monthly Superintendent's Advisory Council Meetings at the IU9. Attended IU9 Summit in March, in Hershey, PA. Attended the PA Association of Rural and Small School Conference in May in State College, PA. Weekly participant in IU roundtable Wednesday meetings via Zoom.
- Met PDE mandate for security through part-time Armed Security Guard positions for 2025-26 school year. Securing funding, training, and staffing for these positions.
- Corresponded with local legislators via advocacy group work on key issues pertaining to schools such as Early Intervention, Fair Funding lawsuit.
- Board member of the Allegany Forest Alliance. ANF provides a revenue stream to the District.
- Attended numerous Rotary meetings, CTC meetings, weekly IU9 superintendents forum, to collaborate and advance public education.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 8 (PERSONAL AND PROFESSIONAL GROWTH) An education leader promotes personalized student success by supporting professional growth of self and others through practice and inquiry.

Behaviors that indicate success in meeting this standard:

- ❖ Engages in periodic quality reflection and self-evaluation.
- ❖ Seeks feedback from others internal and external to the school community.
- ❖ Sets personal and professional job-related goals that are connected to the system's mission, vision, and goals.
- ❖ Participates in professional development opportunities to extend and expand upon one's knowledge, skills, and competencies, including performance coaching if appropriate.
- ❖ Arranges for the personal and professional development of others within the system, including the school board.
- ❖ Reads professionally and seeks to stay abreast of current education and leadership research and theory.
- ❖ Engages in activities to promote personal well-being.
- ❖ Seeks to ensure that the resources for the above are available.
- ❖ Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

- Attended IU9 Superintendent's Summit (March 2026) in Pittsburgh, PA, and PA Association of Rural and Small Schools conference (April 2026) in Boalsburg, PA. Member of Penn St. Study Council.
- Member of Smethport Rotary Club this past year. Serve on the Board of Directors of the New York State Oil Producers Association. Serve as Executive Director of the Smethport Area School District Education Foundation. Met with alumni in July and received feedback on outreach and history of the school district.
- Served as lay speaker at Hilltop Baptist Church, Smethport Free Christian Evangelical Church throughout 2025-26.
- Planned and developed agendas for professional development activities for the professional and support staff for August 2025, January 2026 and March 2026. Presented to SASD head coaches in July 2026 on regional demographic challenges.

- Participated in webinars through PSBA, PASA, and PDE with regards to school budgets, school safety, mental health grants. Met with Conrad Siegel throughout the year as SASD prepared for transition to the VEBA model and prepared for negotiations.
- Read (a partial listing) *A Time to Build* by Yuval Levin, *Range: Why Generalists Triumph in a Specialized World* by David Epstein; *Coachable: How the Greatest Performers Reach Their Highest Potential* by Ric Bucher, *The Digital Delusion* by Jared Cooney Horvath. *Thinking in Bets* by Annie Duke, during the 2025-26 year.
- Regular listener to podcasts *Not Dead Yet* – Ben Sasse and Chris Stirewalt, *East Meets West*- Beau Martonik, *The Rest is History*- Tom Holland and Dominic Sandbrook, *The Joe Rogan Experience*- Joe Rogan.

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach copy for additional comments.

Standard 9 (OBJECTIVE PERFORMANCE STANDARDS) Objective performance standards may be based upon the following; 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; 7) any additional criteria deemed relevant and mutually agreed to by the board and district superintendent.

It is suggested that five or fewer standards be used annually to keep the focus on the district's most critical items. Note: Section 1073.1 requires that the board to post the mutually agreed to objective performance standards on the school district's website. Upon completion of the annual performance assessment the board shall post the date of the assessment and whether or not the superintendent met the agreed to objective performance standards. It does NOT require the evaluation itself to be posted.

Behaviors that indicate success in meeting this standard:

- ❖ Standards must be clear and readily understandable so as to leave little room for misunderstanding by both the superintendent and members of the board.
- ❖ Standards must be within the scope of the superintendent's control. They must only be held accountable for matters that are within their direct control.
- ❖ Standards must be focused on district priorities by limiting the number of objective performance standards to the most important priority areas. PASA suggest no more than five (5).

- ❖ Standards must be directly aligned with the goals of the district as approved in board approved documents such as the district's mission and vision statements, strategic plan, superintendent's job description or board policies.
- ❖ Standards should be designed to stretch, but not exceed, the capacity of the district in terms of time, talent, and resources.
- ❖ Standards must be readily measurable as determined through available quantitative data and/or through observation of activities/behavior.
- ❖ Standards must have a clear timeframe for achievement – or reasonable benchmarks to measure progress.

SUPERINTENDENT'S EVIDENCE SUPPORTING THIS STANDARD

(See attached evidence provided for each standard)

"Appendix B"

Rate on a scale of 0 to 3 where 3 is high and 0 is low (circle one):

3	2	1	0
D	P	NI	F

Board member comments, feedback, direction for improvement and/or future goals: _____

Please attach a copy for additional comments.

Evaluation Summary

Rating (3, 2, 1, 0)

Standard 1 – SHARED VISION

Standard 2 – CULTURE OF LEARNING

Standard 3 – DECISION MAKING

Standard 4 – MANAGEMENT

Standard 5 – FAMILY AND COMMUNITY

Standard 6 – ETHICS

Standard 7 – ADVOCACY

Standard 8 – PERSONAL AND PROFESSIONAL GROWTH

Standard 9 – OBJECTIVE PERFORMANCE STANDARDS

Overall it has been determined through his performance evaluation that the Superintendent has met the objective performance standards.

Met / Did Not Meet

☐ Yes

☐ No

Evaluation Summary

Rating (3, 2, 1, 0)

Standard 1 – SHARED VISION

2

Standard 2 – CULTURE OF LEARNING

2

Standard 3 – DECISION MAKING

3

Standard 4 – MANAGEMENT

3

Standard 5 – FAMILY AND COMMUNITY

2

Standard 6 – ETHICS

3

Standard 7 – ADVOCACY

3

Standard 8 – PERSONAL AND PROFESSIONAL GROWTH

3

Standard 9 – OBJECTIVE PERFORMANCE STANDARDS

3

Overall it has been determined through his performance evaluation that the Superintendent has met the objective performance standards.

Met / Did Not Meet

☒ Yes

☐ No

Additional Comments: _____

APPENDIX B

Objective Performance Standards

Met / Did Not Meet

1. The Superintendent will continue to enhance the District's alignment, fidelity, and coherence in instructional practices by directing curriculum reviews of both the social studies and physical education departments. The Superintendent will continue to direct professional development towards the ELA series in the elementary school and the new junior high Math series in the high school. The Superintendent will conduct observations of all new teachers. ☒ Yes ☐ No
2. The Superintendent will work to expand capacity for hiring and retention of a highly-qualified staff through the establishment of a "Grow Your Own" model consisting of expanding opportunities for current para-educators to advance towards an Associate's degree designed to augment the pool of prospective teachers. ☒ Yes ☐ No
3. The Superintendent will direct the completion of the K-12 Guidance Plan where SASD will review and update the career education curriculum. PA Career Education and Work Standards will be addressed through the four main areas of focus including Career Awareness/Preparation, Career Acquisition, Career Retention/Advancement, and Entrepreneurship. ☒ Yes ☐ No

Overall it has been determined through his performance evaluation that the Superintendent has met the objective performance standards.

☒ Yes

☐ No



Board President

8.10.2026

Date



Superintendent

8.11.2026

Date