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| Name: | Click here to enter text. | | | | | | | | | | | | | | | | | | | | | | |
| E-Mail: | | Click here to enter text. | | | | | | | | | | | | Phone: | | | Click here to enter text. | | | | | | |
| When did you obtain your position as Superintendent: | | | | | | | | | | | | | | | | Click here to enter text. | | | | | | | |
| Have you had orientation and training in regards to the responsibility as Superintendent? | | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | No | | | | Please explain and indicate date:Click here to enter text. | | | | | | | | | | | | | | | | |
| Does PSIS have an improvement plan that is current, relevant, and thorough to progress in an efficient and timely manner? | | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | | | No | | | Please explain and indicate the date when this was established:Click here to enter text. | | | | | | | | | | | | | | | | |
| Please select all that were actively engaged in the process of formulating the strategic plan and indicate how. | | | | | | | | | | | | | | | | | | | | | | | |
| Group | | | | | How? | | | | | | | | | | | | | How was the information obtained incorporated into strategic plan? | | | | | |
| Meeting(s) | | | | | Focus Groups | Surveys | | | | Other? | | |
| Students | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Guardians | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Teachers | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Staff | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Superintendent | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Principle | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| School Board | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| CBC | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Community | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Does PSIS have policies or plan of operations that is current, relevant, and provides sufficient guidance to successfully carry out your role as Superintendent? | | | | | | | | | | | | | | | | | | | | | | | |
| Yes | | No | | | | Please explain and indicate the date it was established and last updated:Click here to enter text. | | | | | | | | | | | | | | | | | |
| Please select all that were actively engaged in the process of formulating the plan of operations and indicate how. | | | | | | | | | | | | | | | | | | | | | | | |
| Group | | | | | How? | | | | | | | | | | | | | How was the information obtained incorporated into plan of operations? | | | | | |
| Meeting(s) | | | | | Focus Groups | Surveys | | | | Other? | | |
| Students | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Guardians | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Teachers | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Staff | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Superintendent | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Principle | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| School Board | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| CBC | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| Community | | | | |  | | | | |  |  | | | |  | | | Click here to enter text. | | | | | |
| What areas (if any) are lacking in the PSIS Plan of Operations in terms of providing effective guidance to organization and personnel issues? | | | | | | | | | | | | | | | | | | | | | | | |
| Click here to enter text. | | | | | | | | | | | | | | | | | | | | | | | |
| Questions | | | | | | | | | | Not satisfied | | Somewhat Satisfied | | | | | | | Satisfied | | | Very Satisfied | |
| How satisfied are you with the overall operations of PSIS? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you with student achievement at PSIS? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with the qualifications and achievement of teachers at PSIS? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with the qualifications and achievement of staff at PSIS? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you with the qualifications and achievement of Administration at PSIS? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with parent/guardian engagement? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with student life at PSIS? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with financial outlook of school in the next 5 years? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with support from tribal services (e.g. accounting, ORA, human resources, etc.) | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you overall with support from tribal leadership? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you with the opportunities provided for all staff to participate in professional development activities? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you the participation of staff in professional development opportunities? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| How satisfied are you with the evolution and progress of curriculum development? | | | | | | | | | |  | |  | | | | | | |  | | |  | |
| Questions | | | | | | | | | | | | | Disagree | | | | | | | Neutral | | | Agree |
| I feel safe communicating with School Board. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I feel like my advice and ideas are solicited, valued, and respectfully considered by the school board. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I have a positive relationship with all of my staff and often solicit feedback, input, and consider their perspective when making important decisions. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| The Plan of Operations supports job satisfaction and employee retention. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| The employee morale and motivation is high in my school. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I feel empowered to make decisions that are in the best interest of students, teachers, staff, families and community. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I have all the necessary tools and information to make the best decisions for the school. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I am satisfied with my current job and do not intend to seek employment elsewhere now. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I know how my work fits in with the overall goals and objectives of the school. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I feel appreciated by the School Board | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I feel appreciated by the staff. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I feel my work environment accepts and respects diversity and cultural differences. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I have opportunities to learn and grow. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I am treated with dignity and respect. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| Teamwork exists in my organization. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I am encouraged to come up with better ways of doing things. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| I am likely to recommend that a friend or family member seek employment with PSIS. | | | | | | | | | | | | |  | | | | | | |  | | |  |
| To improve operations, what would you like to see the School Board do? | | | | | | | | | | | | | | | | | | | | | | | |
| Communicate Better | | | | | | Set the Example | | | | | | | Keep me Informed | | | | | | | | Develop and apply policies fairly, consistently, and equally | | |
| Handle problems with fairness and consistency | | | | | | Exercise competence in responsibilities | | | | | | | Show more appreciation and respect | | | | | | | | Develop a strategic plan or vision for school and employees to follow | | |
| Do not micromanage | | | | | | Reward performance | | | | | | | Be more available | | | | | | | | Ensure workplace is safe | | |
| Other: Click here to enter text. | | | | | | | | | | | | | | | | | | | | | | | |
| In your opinion what are the 5 greatest strengths of PSIS. Please summarize with one word, then provide greater detail and description. | | | | | | | | | | | | | | | | | | | | | | | |
| ONE WORD DESCRIPTION | | | | | | | | | | DETAILED DESCRIPTION | | | | | | | | | | | | | |
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| Click here to enter text. | | | | | | | | | | Click here to enter text. | | | | | | | | | | | | | |
| In your opinion what are the 5 greatest challenges or barriers of PSIS being successful. Please summarize with one word, then provide greater detail and description. | | | | | | | | | | | | | | | | | | | | | | | |
| ONE WORD DESCRIPTION | | | | | | | | | DETAILED DESCRIPTION | | | | | | | | | | | | | | |
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| Please list 5 things that would help you to be effective in your role as a School Board member. Please summarize with one word, then provide greater detail and description. | | | | | | | | | | | | | | | | | | | | | | | |
| ONE WORD DESCRIPTION | | | | | | | | DETAILED DESCRIPTION | | | | | | | | | | | | | | | |
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| What are the top 5 things you can do as a School Board member that will immediately or long term make the school be the best it can be? Please summarize with one word, then provide greater detail and description. | | | | | | | | | | | | | | | | | | | | | | | |
| ONE WORD DESCRIPTION | | | | | | | | DETAILED DESCRIPTION | | | | | | | | | | | | | | | |
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| Please thoroughly describe your vision for PSIS 20 years from now. What type of school do you see? What type of students, teachers, etc? What do you want the school to be known for? How big/little will it be? What will be taught? How will it be taught? DREAM BIG, THE SKY IS THE LIMIT. | | | | | | | | | | | | | | | | | | | | | | | |
| Click here to enter text. | | | | | | | | | | | | | | | | | | | | | | | |