



Stargate School

Board Business Meeting

Published on August 24, 2025 at 4:59 PM MDT

Date and Time

Monday August 25, 2025 at 6:00 PM MDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Lindsey Paquette	1 m
B. Roll Call		Lindsey Paquette	1 m
C. Reading of Stargate Mission		Any Board member	1 m
A volunteer from the Board reads the Stargate Mission:			
Stargate School will provide a differentiated program designed specifically to meet the needs of identified intellectually gifted learners in order to challenge each student's academic abilities, support their unique emotional needs, promote individual character development and encourage a life-long love of learning.			
D. Recognitions and Appreciations	Discuss	ED and/or Board Members	5 m

	Purpose	Presenter	Time
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Executive Director and/or Board Members may highlight special contributions or achievements of members of our community (students, staff, volunteers). (Optional participation)

II. Approve Consent Agenda Items 6:08 PM

A.	Approve Consent Agenda	Vote	Lindsey Paquette	5 m
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The Consent Agenda contains the routine, generally agreed upon meeting items to be approved with a single vote.

- 1) Agenda for August 25, 2025 Governance Board Meeting
- 2) Minutes for Governance Board Meeting held July 24, 2025

B.	Minutes from Governance Board Meeting July 24, 2025	Approve Minutes	N/A	
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III. School Operations 6:13 PM

A.	Executive Director Academics Report	FYI	Robin Greene, Exec Dir	10 m
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[ED Report August 2025](#)

B.	Finance Update	FYI	Sheila Mischke, Finance Mgr	10 m
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IV. Public Comment 6:33 PM

Public Comments Reminder: The board meeting is structured to allow the Governance Board to conduct its business in a timely manner. Comments may not be immediately addressed but may be considered as future agenda items.

Comments are limited to 3 minutes each, and total time allotted for all public comments will not exceed 45 minutes. Those wishing to speak that do not get the opportunity to do so can submit their comments to governance@stargateschool.org or may attend the next board meeting to do so. Please note that time may not be donated to others and comments are expected to maintain professional courtesy, civility, and respect.

	Purpose	Presenter	Time
A. Public Comment	FYI		15 m

Community members are offered an opportunity to sign up for Public Comment at the beginning of each meeting. Only those who have signed up are permitted to offer comment during this time. The "Public Comment Reminders" are read by a Board Member prior to any comments being heard.

Anyone wishing to speak must sign-in before the public comment portion of the meeting at [this link](#).

[Public Comment Sign Up](#)

B. Public Comment Response	FYI	Any Board Member	5 m
The Board is given an opportunity, but is not required, to offer a response to any Public Comment.			

V. Committee Reports 6:53 PM

A. Written Committee Reports	FYI		1 m
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Monthly reports, if any, from the following committees will be posted here for pre-read. The Board will not spend time discussing these in detail, but may respond to specific questions presented within the report.

1. Elections Committee
2. Finance Committee
3. Fundraising Allocation Committee
4. Recruiting Committee
5. School Accountability Committee

B. Elections Committee Update	FYI	Bibi Paul or Committee Member	10 m
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1. Confirm [Draft 2025-2026 Election Timing](#).
2. Confirm continued subscription to SimplyVoting.
3. Confirm how Bylaws will be presented on Fall 2025 Ballot.

C. Recruiting Committee Update	FYI	Danielle Fox	5 m
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1. [Recruiting Board Report August 2025](#): Update for Fall SAC Election

D. SAC Committee Update	FYI	Lumakar Challa or Committee Member	5 m
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1. UIP Plan (UIP due to CDE October 15th)

	Purpose	Presenter	Time
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2. Discuss how SAC will support Strategic Planning session			
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VI. Discussion Items**7:14 PM**

These agenda items are for discussion only (no formal action/voting). If appropriate, these discussions may result in an action item on a future agenda.

- | | | | |
|--|---------|------------------|-----|
| A. Strategic Planning Session Agenda | Discuss | Lindsey Paquette | 5 m |
| Draft 2025-2026 Strategic Planning Agenda . Strategic Planning Session is scheduled on Saturday, September 20th. | | | |
| B. Fall Board Training Session | Discuss | Jessica Painz | 5 m |
| Identify training topic for Strategic Planning session. | | | |

VII. Action Items**7:24 PM**

Board Member votes will be taken on items requiring Board approval. Most of these items will have been reviewed and discussed during an earlier agenda item, so a motion to approve "as discussed" may be presented immediately, if appropriate.

- | | | | |
|--|------|---------------------|------|
| A. Revised Policy 1.6 Election Second Reading | Vote | Elections Committee | 5 m |
| Board to vote on second reading of changes to Policy 1.6 Election Policy . The Board is required by our Bylaws to review and approve this document annually, and as such, changes are likely to be minimal. Policy changes approved during First Reading at last business meeting must pass a Second Reading at this Board Meeting before taking effect. | | | |
| B. 2025-2026 Board Calendar | Vote | Lindsey Paquette | 10 m |
| Draft 2025-2026 Board Calendar | | | |
| C. Fall 2025 Election Timing | Vote | Bibi Paul | 5 m |
| Draft 2025-2026 Election Timing | | | |
| D. SimplyVoting Subscription for 2025-2026 Election | Vote | Bibi Paul | 5 m |
| E. 2025-2026 Committee Handbook | Vote | Lindsey Paquette | 10 m |
| Draft 2025-2026 Committee Handbook | | | |
| The Committee Handbook is reviewed and approved annually, so changes should be minimal. | | | |

	Purpose	Presenter	Time
F. 2025-2026 Executive Director Evaluation Planning Discuss plan to kickoff to the Evaluation cycle: 1. Confirm Goal Setting date (September 24th @ 5pm) and who will attend 2. Approve Draft 2025-2026 ED Evaluation Process and Draft 2025-2026 ED Evaluation Criteria	Vote	Karla Lindgren	10 m
G. Fundraising Allocation to Principals	Vote	Samantha Howorko	5 m
H. Fundraising Allocation to After Prom	Vote	Samantha Howorko	5 m
VIII. Future Planning			8:19 PM
A. Next Board Meeting Agenda and Board Packet Review proposed agenda for next month's meeting in Board On Track and suggest additions or changes.	Discuss	Lindsey Paquette	5 m
B. Next Admin Sync Meeting Two (rotating) Board Members are assigned to meet with our Executive Director at a specified time in the interim between Board meetings to maintain regular communication. Meetings are typically scheduled two weeks after each meeting on a Monday morning, if schedules permit.	Discuss	Lindsey Paquette	5 m
C. Upcoming Events Board Members highlight any upcoming important events requiring our attendance or contribution.	Discuss	All Board Members	1 m
IX. Closing Items			8:30 PM
A. Adjourn Meeting Motion and vote to officially adjourn.	Vote	Lindsey Paquette	1 m

Coversheet

Minutes from Governance Board Meeting July 24, 2025

Section:	II. Approve Consent Agenda Items
Item:	B. Minutes from Governance Board Meeting July 24, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Governance Board Meeting on July 24, 2025

APPROVED



Stargate School

Minutes

Governance Board Meeting

Date and Time

Thursday July 24, 2025 at 6:00 PM

Location

Secondary Library

Directors Present

B. Paul, H. Sonnenahalli, J. Painz, K. Lindgren, L. Challa, L. Paquette, L. Steele, S. Howorko

Directors Absent

None

Guests Present

J. Roach, M. Anderson, R. Greene

I. Opening Items**A. Call the Meeting to Order**

L. Paquette called a meeting of the board of directors of Stargate School to order on Thursday Jul 24, 2025 at 6:04 PM.

B. Roll Call**C. Reading of Stargate Mission****D.**

Recognitions and Appreciations

Lumakar - Thank Doug for all of the amazing work they're doing at the school building in construction and the rental of the building.

Lindsey - Leaders of summer fitness for HS and MS, great way to stay connected and active in the summer.

Lindsey - New board members for stepping into this role.

E. Board News and Events

None.

II. Approve Consent Agenda Items

A. Approve Consent Agenda

L. Paquette made a motion to Pass the consent agenda for this evening.

S. Howorko seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Minutes from Governance Board Meeting June 11, 2025

L. Paquette made a motion to approve the minutes from Governance Board Meeting on 06-11-25.

S. Howorko seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Board Administrative Items

A. Oath of Office

Jessica, Lauren, and Hari were sworn in.

B. District Conflict of Interest Disclosure Form

Jessica, Lauren, and Hari requested to fill in the COI form.

C. Board Officer Elections

Treasurer - Samantha volunteered, Bibi recommended Samantha

B. Paul made a motion to appoint Samantha as treasurer.

K. Lindgren seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Howorko Abstain
 B. Paul Aye
 L. Steele Aye
 H. Sonnenahalli Aye
 L. Paquette Aye
 L. Challa Aye
 K. Lindgren Aye
 J. Painz Aye

Lumakar would like to continue as VP

L. Paquette made a motion to Lumakar to the position of VP.

S. Howorko seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Paquette Aye
 K. Lindgren Aye
 L. Challa Abstain
 L. Steele Aye
 S. Howorko Aye
 B. Paul Aye
 J. Painz Aye
 H. Sonnenahalli Aye

Samantha recommended Karla as Secretary.

S. Howorko made a motion to appoint Karla as Secretary.

L. Challa seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Challa Aye
 S. Howorko Aye
 B. Paul Aye
 K. Lindgren Abstain
 H. Sonnenahalli Aye
 J. Painz Aye
 L. Steele Aye
 L. Paquette Aye

Lindsey to be appointed as President

S. Howorko made a motion to Appoint Lindsey as the President.

L. Challa seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

K. Lindgren Aye
 H. Sonnenahalli Aye

Roll Call

L. Steele	Aye
L. Challa	Aye
B. Paul	Aye
L. Paquette	Abstain
S. Howorko	Aye
J. Painz	Aye

IV. School Operations

A. Human Resources Report

Jennifer Roach reviewed the summary of changes to the Staff Handbook.

SH asked why we deleted the community compact. Staff responded. It was still there.

Change two days to three days on page 36.

Question around JR mediating, updating page 50 to say "mediator or designee."

JR went through other Staffing changes.

B. Executive Director Academics Report

Robin Green went through ED Report, Community Handbook, Community Compact, and Communications Pathway.

Parents don't always feel like there are many volunteer opportunities. Room parents in elementary.

KRL to share volunteer policies and processes.

RG to follow up on volunteer processes to ensure compliance; does not need to bring back to the Board.

Admission Clinics to decrease barriers across the community.

Maggie Anderson has been working on digitizing our forms.

Stargate has Plan A and Plan B for how to move around the construction.

Received School Security Grant. Woohoo!!! \$100K!

V. Public Comment

A.

Public Comment

No public comment.

KRL fix QR code to sign up for public comment.

B. Public Comment Response

No response required.

VI. Committee Reports

A. Written Committee Reports

No written reports.

B. Election Committee Policy Changes

Lindsey reviewed the revisions to the Election Committee Policy.

VII. Action Items

A. Staff Handbook

S. Howorko made a motion to approve 2025-2026 staff handbook as discussed.

L. Paquette seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Community Handbook

S. Howorko made a motion to approve the 25-26 community handbook as discussed.

L. Paquette seconded the motion.

The board **VOTED** unanimously to approve the motion.

C. Board Handbook and Agreement

L. Paquette made a motion to approve the changes to the 25-26 Board Handbook and Agreement as discussed.

S. Howorko seconded the motion.

Discussion regarding commenting on unofficial page as Board Members and previous Board Members.

Discussion regarding clarification on communications pathway.

KRL share nondisclosure agreement.

SH look into nepotism clause

The board **VOTED** unanimously to approve the motion.

D.

Communication Pathways

S. Howorko made a motion to approve as discussed.

L. Paquette seconded the motion.

The board **VOTED** unanimously to approve the motion.

E. 2025-2026 Board Calendar

L. Paquette made a motion to pass the 25-26 Board Calendar as discussed.

S. Howorko seconded the motion.

Discussion regarding the Board Calendar.

Board decided on August meeting.

LP will adjust calendar and will bring it back at our next meeting.

September 20 for the Strategic Planning

The motion unanimously did not carry.

F. Revised Policy 1.6 Election First Reading

S. Howorko made a motion to approve the revised 1.6 election policy as discussed.

L. Challa seconded the motion.

The board **VOTED** unanimously to approve the motion.

VIII. Discussion Items

A. Bylaws Next Steps

Discussion re: plan for the next bylaws revision.

SH - Communication has not been great, lets promote the bylaws better to get on the ballot

JP - suggestion to make it a competition in the classrooms

SH - will look into SimplyVoting/other voting platforms

If we make an effort to improve the participation, then we are okay bringing this forth again.

BP - proposes a working session for the bylaws. LP recommends it's a virtual meeting.

B. Liaisons Assignments and Special Projects

Board discussed and set liaison assignments.

C. Strategic Planning Session

Discussed date for September 20. LP and LC will bring more next meeting.

D. Board Training Sessions and Conference Attendance Interest

Trainings - CDE Required trainings, and 2-3 trainings JP will solicit the group for ideas.

CAGT & the League Conference - 2 passes for each Board Member, we agree that 2 tickets to each conference is good.

IX. Future Planning

A. Next Board Meeting Agenda and Board Packet

Board reviewed and discussed the agenda for August

- Kelli discuss marketing for admissions.
- FAC request
- Sheila will need to present the revised budget
- RG delegate sending us student accomplishments
- MA does not need to attend the board meetings to take notes, secretary role
- SAC will be on here with the UIP

B. Next Admin Sync Meeting

No admin sync meeting this month.

RG will consider whether the structure still works for her.

C. Upcoming Events

- August 5 - Keynote Speaker - Alex Sheen @ 1030-1130
- August 5 - Meet the Board Members - Lunch & Learn & Bylaws promotions (focused on the why and general information, not in depth) @ 12-1
- August 23 - EagleFest 10-2

X. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:58 PM.

Respectfully Submitted,
L. Paquette

Coversheet

Executive Director Academics Report

Section:	III. School Operations
Item:	A. Executive Director Academics Report
Purpose:	FYI
Submitted by:	
Related Material:	ED Report August 2025.docx



**Executive Director
Governance Board of Directors Report**

Date: 8/25/2025

Prepared by: Dr. Robin Greene, Executive Director

Student Celebration:

- High School Yearbook and Mrs. Jennifer Laster were recognized as one of the best with an All-Colorado award from CSMA.

Strategic Work:

- **Responsible Leadership**
 - Additional leadership training of both academic and operations staff members
 - Goal setting, prioritization, scope of work determined.
- **Shared Decision Making**
 - Operations Admin working with a 3rd party on September 2nd for a shared decision making model.
 - Admin involved in developing UIP for 2025-2026 SY.
 - Teacher Advisory Council in the works.
- **Engaged Community**
 - Eagles Fest 8/23
 - Coffee Chat 8/29 for Kindergarten families
 - Designing a Family Advisory Council for the 2026-2027 school year
 - Current thinking: Purpose
 - Serve as a Voice for Families
Provide representative input from diverse family perspectives.
Elevate both strengths and concerns so leadership can make informed decisions.
 - Strengthen School–Family Partnerships
Build trust, transparency, and collaboration between families and school leadership.
Ensure families feel heard and valued as key stakeholders.
 - Advise (Not Govern)
Offer feedback on school policies, programs, and initiatives that directly affect the student and family experience.
Share insights into how decisions impact families day-to-day (e.g., communication, homework, events, transportation, school climate).

- Foster Community & Belonging
Help design and promote opportunities for families to connect with the school and with one another.
Strengthen the overall sense of belonging and partnership across the school community. Connect with CRC and with
- **Financial Stability**
 - KPI Update
 - Finance Committee meeting- Samantha
 - Audit is in process
- **Exceptional Staff**
 - In the first phase of designing a [K-12 Teacher Advisory Council](#)
 - Purpose
 - Act as a bridge between classroom educators and school leadership.
 - Provide structured, representative teacher feedback on initiatives, policies, and practices.
 - Ensure decisions are informed by the realities of daily teaching and learning.
 - Strengthen trust and collaboration between leadership and staff.
- **Differentiated Learning Environment**
 - High School Depth and Complexity is up and running.
 - Cell phone- good feedback so far.
 - Looking ahead: We will need to adopt a literacy curriculum for Elementary.

Admissions/Enrollment:

- Eagles Landing
- [Current enrollment numbers](#)
 - Tours begin in October (see postcard below for dates)
- Advertisement of School
 - Facebook and Instagram ads (estimated 7K-20K reached per day)
 - [Example of Ad](#)
 - Ad 1: August 25–27
 - Kindergarten focused
 - Ad 2: October 21–23
 - K-12 focused
 - Ad 3: November 4–6
 - Secondary focused
 - Ads may appear multiple times to the same users.
 - Shown based on user interaction, interest, and algorithm data (e.g., following similar pages, engaging with educational content).
- [Postcards](#) will be sent in August and September Pre K, K, and 1st.
 - Kindergarten will go back to an estimated 23 max per grade for 2026-2027 with the overall goal to get to 20 per grade with larger waitlists in the other grades.

MLO

- [District's Proposal](#)
- All charter schools are working with the following lawyers Brad Miller (Westgate), Carleen Clark (PRA and Stargate), and Bill Bethke (Stargate and NAS) and have met as a group.
- Adams12 is proposing pulling funds back from charter schools for programs like CTE, Preschool, and Safety and Security.
- Adams12 is proposing that charters agree to receiving 97.5% per pupil share of all previous mills and they would take out money to hold "above the line" for specific programs. This would be a 150k decrease every year for Stargate alone.
- Adams12 proposal does not meet statutory requirements and our lawyers are drafting language that we will move forward with receiving 95% of the per pupil amount.
- The district would like two parent ambassadors from Stargate, but I am waiting to hear what the outcome will be for charters before I ask our community.

Construction Update

- "Footprint" of the elementary addition is in place.

Coversheet

Finance Update

Section:	III. School Operations
Item:	B. Finance Update
Purpose:	FYI
Submitted by:	
Related Material:	Financial Statements Soft Close - June 2025.pdf Consolidated Detail w KPIs Soft Close - June 2025.pdf

Stargate Charter School
General Fund (unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close
Student Enrollment: 1570

	Fiscal Year 2023-2024				Fiscal Year 2024-2025			
	Adopted Budget	FY24 Actual Year-to-date	FY24 Audited Actuals	% of Budget	Revised Budget	Supplemental Budget	Actual Year-to-date	% of Budget
Beginning Fund Balance	\$ 6,634,873	\$ 6,634,873	\$ 6,934,883		\$ 8,506,453	\$ 8,506,453	\$ 8,506,453	
REVENUES:								
Interest	415,000	407,129	449,809	98.1%	460,000	460,000	\$ 435,091.00	94.6%
Miscellaneous	567,450	565,657	651,694	99.7%	633,750	650,750	\$ 679,180.61	104.4%
Services Provide								
Federal Other	178,180	-	243,105	0.0%	206,754	184,754	\$ 148,600.00	80.4%
State Other	306,394	296,714	628,038	96.8%	315,000	305,000	\$ 303,885.06	99.6%
Other Financing-Lease Proceeds							\$ 115,378.44	
Mill Levy Funding	2,513,904	1,860,182	2,549,429	74.0%	2,627,131	2,597,081	\$ 2,624,029.00	101.0%
Food Service	520,000	217,909			475,000		\$ 404,201.00	85.1%
PERA In Kind	500,000	-	42,545	0.0%	300,000	350,000		
Transfers							\$ 206,602.85	
Charter School Capital Construction	621,287	462,281	613,919	74.4%	621,720	636,720	\$ 611,994.00	96.1%
Charter School Allocation-PPR	16,511,781	12,416,690	16,555,587	75.2%	17,518,060	17,518,060	\$ 17,676,477	100.9%
TOTAL REVENUES	22,133,996	16,226,562	21,734,126	73.3%	23,157,415	21,576,861	23,205,439	107.5%
Transfers:								
Interest Transfer	(125,000)	-	(149,609)	0.0%	(140,000)	140,000	145,101	103.6%
BASE Fund Transfer	(50,000)	-						
Capital Projects	300,000	-			300,000	(1,200,000)	(1,200,000)	100.0%
Transfer Out to Athletics	145,000	80,000	97,500	55.2%	240,127	(231,127)	(250,127)	108.2%
Transfer Out to SRFP						15,000	15,000	100.0%
Transfer Out to SRFP		-			(15,000)	(105,000)	(105,000)	100.0%
TOTAL TRANSFERS	270,000	80,000	97,500	29.6%	385,127	(1,002,127)	(1,395,026)	139.2%
TOTAL REVENUE & TRANSFERS	22,070,565	12,827,054	20,162,545	58.1%	23,542,542	20,574,734	21,810,413	106.0%
EXPENDITURES & TRANSFERS:								
Expenditures:								
Salaries	10,803,552	6,228,978	10,590,318	57.7%	11,321,856	11,683,000	11,030,856	94.4%
Benefits	4,014,526	1,962,949	3,149,320	48.9%	4,304,241	3,644,640	3,551,475	97.4%
Operating:								
Supplies & Materials	1,571,294	544,187	933,428	34.6%	1,201,499	725,500	713,779	98.4%
Purchased Services	2,351,147	1,873,900	2,167,847	79.7%	2,734,001	2,692,225	2,615,702	97.2%
Rent	2,460,046	1,874,191	2,460,046	76.2%	2,462,775	2,462,775	2,462,108	100.0%
Property	600,000	262,849	764,086	43.8%	398,000	813,500	434,202.86	53.4%
Other					170,000	153,598	113,050	73.6%
Total Operating Expenditures:	6,982,487	4,555,127	6,325,407	65.2%	6,966,275	6,847,598	6,338,841	92.6%
TOTAL EXPENDITURES	21,800,565	12,747,054	20,065,045	58.5%	22,592,372	22,175,238	20,921,172	94.3%
REVENUES OVER (UNDER)	63,431	3,399,508	1,571,581		950,170	(1,600,504)	889,241	
EXPENDITURES & TRANSFERS								
Ending Fund Balance	\$ 6,698,304	\$ 10,034,381	\$ 8,506,464		\$ 9,456,623	\$ 6,905,949	\$ 9,395,694	

Stargate Charter School
Special Revenue Fund (unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close

	2023-2024				Fiscal Year 2024-2025			
	Adopted Budget	FY24 Actual Year-to-date	FY24 Audited Actuals	% of Budget	Revised Budget	Supplemental Budget	Actual Year-to-date	% of Budget
Beginning Fund Balance	42,645		42,645		29,945	29,945	29,945	
REVENUES:	220,000				260,000	260,000		
Local Sources	220,000	128,528	238,600		260,000		296,306	
Transfers			10,000		15,000		105,000	
TOTAL REVENUES AND TRANSFERS	220,000	128,528	248,600	113.0%	275,000	289,945	401,306	
EXPENDITURES:								
Salaries	32,000	10,000	25,000	31.3%	20,000	21,000	19,500	
Benefits	6,500	2,140	5,350	32.9%	4,280	5,000	4,173	83.46%
Purchased Services	82,000	75,749	108,639	92.7%	140,000	165,000	154,949	93.91%
Supplies	106,000	83,480	145,353	78.8%	105,720	174,000	168,056	
Property-Equipment								
Other Expenses	12,000						(25)	
	-				-			
TOTAL EXPENDITURES	238,500	171,369	284,342	71.9%	270,000	365,000	346,653	94.97%
REVENUES OVER (UNDER) EXPENDITURES	(18,500)	(42,841)	(35,742)		5,000		54,652	
Ending Fund Balance	24,145		6,903		34,945		84,597	

Unaudited for management use only

Stargate Charter School
Special Revenue Fund (unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close

	2023-2024				Fiscal Year 2024-2025			
	Adopted Budget	FY24 Actual Year-to-date	FY24 Audited Actuals	% of Budget	Revised Budget	Supplemental Budget	Actual Year-to-date	% of Budget
Beginning Fund Balance	660		2,650				(387)	
<u>REVENUES:</u>								
Local Sources	113,685	104,394	120,540		124,700	104,700	136,428	130.30%
Fund Transfers	145,000	80,000	97,500		230,127	250,127	250,127	100.00%
TOTAL REVENUES & TRANSFERS	258,685	184,394	218,040	84.3%	354,827	354,827	386,555	
<u>EXPENDITURES:</u>								
Salaries	120,000	56,507	95,417	47.1%	193,318	160,000	158,468	99.04%
Benefits	26,244	9,600	15,269	36.6%	35,559	48,399	42,421	87.65%
Purchased Services	74,700	55,238	62,046		74,000	92,428	85,240	92.22%
Supplies	26,500	19,588	25,560	73.9%	29,500	45,000	44,857	99.68%
Other Expenses	47,000	14,260	22,783	30.3%	4,700	2,000	1,180	59.00%
Dues and Fees	-				14,050	7,000	6,317	90.24%
	-							
TOTAL EXPENDITURES	294,444	155,193	221,075	52.7%	351,127	354,827	338,482	
REVENUES OVER (UNDER) EXPENDITURES	(35,759)	29,201	(3,035)		3,700	-	48,073	-
Ending Fund Balance	(35,099)		(385)		3,700	-	47,686	\$ -

Stargate Charter School
Special Revenue Fund Fundraising (Unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close

	Fiscal Year 2023-2024				Fiscal Year 2024-2025			
	Adopted Budget	FY24 Actual Year-to-date	FY24 Audited Actuals	% of Budget	Revised Budget	Supplemental Budget	Actual Year-to-date	% of Budget
Beginning Balance	\$ 425,693		\$ 425,694		\$ 247,865	\$ 247,865	\$ 247,865	
<u>CASH RECEIPTS:</u>								
Local Sources	100,000	53,810	69,196	69.2%	120,000	110,000	109,087	99.17%
Transfers			(10,000)		<u>(10,000)</u>	<u>(15,000)</u>	<u>(15,000)</u>	
TOTAL CASH RECEIPTS	<u>100,000</u>	<u>53,810</u>	<u>59,196</u>	<u>59.2%</u>	<u>110,000</u>	<u>95,000</u>	<u>94,087</u>	<u>85.53%</u>
<u>CASH DISBURSEMENTS</u>								
Salaries and Benefits								
Purchased Services	23,000	4,699	5,210	22.7%	30,000	30,000	14,716	
Supplies and Materials	90,000	63,589	64,079	71.2%	50,000	20,000	\$ 13,140	65.70%
Other Objects	107,000					10,000	\$ 9,116	91.16%
Property	30,000	112,766	167,737		100,000	35,000	12,373	35.35%
TOTAL CASH DISBURSEMENTS	<u>250,000</u>	<u>181,055</u>	<u>237,026</u>	<u>94.8%</u>	<u>180,000</u>	<u>95,000</u>	<u>49,345</u>	<u>51.94%</u>
REVENUES OVER (UNDER) EXPENDITURES & TRANSFERS	<u>(150,000)</u>		<u>(177,830)</u>		<u>(70,000)</u>	<u>-</u>	<u>44,742</u>	
Ending Balance	<u>\$ 275,693</u>	<u>\$ (127,245)</u>	<u>\$ 247,865</u>		<u>\$ 177,865</u>	<u>\$ 247,865</u>	<u>\$ 292,607</u>	

This fund is used to account for resources obtained from parent organizations, community members/parents and other fund raising organizations and is used to record financial transactions related to school-sponsored pupil organizations and activities. These activities are self-supporting and do not receive any Charter School financial support.

**Stargate Charter School
Foundation (unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close**

	Fiscal Year 2023-2024				Fiscal Year 2024-2025			
	Adopted Budget	FY24 Actual Year-to-date	FY24 Audited Actuals	% of Budget	Revised Budget	Supplemental Budget	Actual Year-to-date	% of Budget
Beginning Fund Balance	\$ 3,026,537		2,311,537		\$ 2,339,286	\$ 2,339,286	3,054,286	
<u>REVENUES:</u>								
Local Sources	<u>2,585,046</u>	<u>-</u>	<u>2,614,053</u>		<u>2,602,775</u>	<u>2,602,775</u>	<u>2,605,075</u>	100.09%
TOTAL REVENUES	<u>2,585,046</u>	<u>-</u>	<u>2,614,053</u>		<u>2,602,775</u>	<u>2,602,775</u>	<u>2,605,075</u>	100.09%
Transfers:								
General Fund Transfer	<u>125,000</u>		<u>149,609</u>		<u>(140,000)</u>	<u>(140,000)</u>	<u>\$ (145,101)</u>	103.64%
TOTAL TRANSFERS	<u>125,000</u>	<u>-</u>	<u>149,609</u>		<u>(140,000)</u>	<u>(140,000)</u>	<u>(145,101)</u>	103.64%
TOTAL REVENUES & TRANSFERS	<u>2,710,046</u>	<u>-</u>	<u>2,763,662</u>		<u>2,462,775</u>	<u>2,462,775</u>	<u>2,459,974</u>	99.89%
<u>EXPENDITURES & TRANSFERS:</u>								
Expenditures:								
Debt Service	2,460,046		2,436,695		2,462,775	2,462,775	2,439,150	99.04%
Depreciation								
Amortization								
Issuance Costs								
Loss on Refunding								
Non Capital Equipment								
Bank Charges								
TOTAL EXPENDITURES	<u>2,460,046</u>	<u>-</u>	<u>2,436,695</u>		<u>2,462,775</u>	<u>2,462,775</u>	<u>2,439,150</u>	99.04%
Retirement of Principal								
REVENUES OVER (UNDER) EXPENDITURES & TRANSFERS	<u>250,000</u>		<u>326,967</u>		<u>-</u>	<u>-</u>	<u>20,824</u>	
Ending Fund Balance	<u>\$ 3,276,537</u>		<u>2,339,286</u>		<u>\$ 2,339,286</u>	<u>\$ 2,339,286</u>	<u>\$ 3,075,110</u>	

Stargate Charter School
Before, After, and Summer Enrichment Program-Proprietary Fund (Unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close

	Fiscal Year 2023-2024				Fiscal Year 2024-2025			
	Adopted Budget	FY24 Actual Year-to-date	FY24 Audited Actuals	% of Budget	Adopted Budget	Supplemental Budget	Actual Year-to-date	% of Budget
Net Assets, Beginning	\$ 24,969		\$ 24,967		\$ 100,144	\$ 100,144	\$ 100,144	
<u>REVENUES:</u>								
State Grants								
Tuition	500,000	347,365	475,992	95.2%	460,000	460,000	452,942	98.5%
Fund Transfer								
TOTAL REVENUES	500,000	347,365	475,992	95.2%	460,000	460,000	452,942	98.5%
Transfers:								
General Fund Transfer	50,000							
TOTAL TRANSFERS			-		-		-	
TOTAL EXPENDITURES & TRANSFERS	550,000	347,365	475,992	86.5%	460,000	460,000	452,942	98.5%
<u>EXPENDITURES & TRANSFERS:</u>								
Expenditures:								
Salaries	290,000	173,243	272,183	93.9%	285,000	295,000	276,304	93.7%
Benefits	90,000	55,120	76,992	85.5%	110,000	103,290	93,476	90.5%
Purchased Services	30,000	19,719	30,101	100.3%	46,827	35,710	26,529	74.3%
Overhead								
Supplies	40,000	16,185	21,540	53.9%	36,000	26,000	20,935	80.5%
Dues and Fees								
Contingency								
TOTAL EXPENDITURES	450,000	264,267	400,816	89.1%	477,827	460,000	417,244	90.7%
NET INCOME (LOSS)	-	83,098	-		-		\$ 35,698	
Net Assets, Ending	\$ (25,031)		\$ 24,967		\$ 100,144		\$ 135,842	

The Before, After & Summer Enrichment Program (BASE) also operates in a manner similar to private business enterprises where the costs associated with the program are primarily financed through user charges. BASE is a fee based program offering before and after school programs, summer programs and Kindergarten Extended Day Enrichment Programs (KEEP).

**Stargate Charter School
Balance Sheet (Unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close**

	General	Special Revenue Fund Students	SRF Foundation	SRF Fundraising	SRF- Athletics	Before, After, and Summer Enrichment Program	Total
<u>Assets</u>							
Assets:							
Cash and investments	\$ 9,714,005	\$ 86,399	\$ 3,136,650	\$ 292,912	\$ 50,139	\$ 158,449	\$ 13,438,554
Accounts receivable	22,500	11,546	-	-			\$ 34,046
Other Accounts Recievable	78,624	-	-	-		-	\$ 78,624
Due from other funds	61,539	-	-				\$ 61,539
Due from other governments			-	-		-	\$ -
Prepaid Expenses	314,325	-	-	-			\$ 314,325
Prepaid Insurance	4,325	-		-		-	\$ 4,325
Prepaid Taxes	9,327						
Capital Projects-CIP							\$ -
Petty Cash							\$ -
Total assets	<u>\$ 10,204,645</u>	<u>\$ 97,945</u>	<u>\$ 3,136,650</u>	<u>\$ 292,912</u>	<u>\$ 50,139</u>	<u>\$ 158,449</u>	<u>\$ 13,940,740</u>
							\$ -
							\$ -
<u>Liabilities and Fund Balances</u>							
Liabilities:							
Accounts payable	13,483					1,284	\$ 14,767
Pcard Payable	86,311	13,348		305	2,453	4,346	\$ 106,763
Accrued salaries and benefits	697,855					16,978	\$ 714,832
Payroll withholding payable		-	-				\$ -
PERA Payable							\$ -
FAMLI Liabilitiy Payable	2,722						
125 Plan	8,579	-	-	-	-		\$ 8,579
Due to other governments		-					\$ -
Due to Other Fund			61,539	-			\$ 61,539
Bond Premium							
Accrued Interest Payable	-	-		-	-	-	\$ -
Loan Payable Current							\$ -
Loan Payable		-		-	-	-	\$ -
Total liabilities	<u>808,949</u>	<u>13,348</u>	<u>61,539</u>	<u>305</u>	<u>2,452.92</u>	<u>22,608</u>	<u>\$ 909,201</u>
							\$ -

Unaudited for management use only

**Stargate Charter School
Balance Sheet (Unaudited)
Fiscal Year 2024-2025
6/30/2025 Soft Close**

	General	Special Revenue Fund Students	SRF Foundation	SRF Fundraising	SRF- Athletics	Before, After, and Summer Enrichment Program	Total
Fund balance:							\$ -
Nonspendable:							\$ -
Investment in Capital Assets							\$ -
		-		-	-	-	\$ -
Total nonspendable fund balance	-	-	-	-	-	-	\$ -
Spendable:							\$ -
Restricted for:							\$ -
TABOR	590,788	-		-	-	-	\$ 590,788
Multi Year Commitments	-	-		-	-	-	\$ -
Government Grants	-			-	-	-	\$ -
SPED Reserve	200,011			-	-	-	\$ 200,011
Business-Type Activities	-	-		-	-	-	\$ -
CPP Preschool	-	-					\$ -
Pupil Activities	-	-				-	\$ -
Committed to Risk Management	-	-			-	-	\$ -
Committed to Transfer In/(Out)		-					\$ -
Assigned to future year expenditures	318,650						\$ 318,650
Unassigned:	8,286,245	84,597	3,075,110	292,607	47,686	135,842	\$ 11,922,088
Total fund balance	9,395,694	84,597	3,075,110	292,607	47,686	135,842	\$ 13,031,537
							\$ -
Total liabilities and fund balance	\$ 10,204,645	\$ 97,945	\$ 3,136,650	\$ 292,912	\$ 50,139	\$ 158,449	\$ 13,940,740
	\$ -	\$ -	\$ -	\$ -	\$ 0.00	\$ -	\$ -

Unaudited for management use only

STARGATE SCHOOL

14530 WASHINGTON STREET | THORNTON, CO 80023

OFFICE: 303.450.3936 3941 | INFO@STARGATESCHOOL.ORG

FY2025 Soft Close - KPI's			
6/30/2025	KPI	Actual	Budget
<u>Cash Reserve</u>			
Days Cash on Hand		153	
<u>Budget Performance</u>			
Revenue	>100%	98.36%	100.00%
Expenses	<100%	94.27%	100.00%
<u>Revenue Distribution</u>			
Salaries	>45%	47.79%	50%
Benefits	>15%	15.41%	15%
Other Expenses	<17%	17.62%	17%
Debt Service Coverage Ratio	1.1	1.38	1.23
Surplus/Loss		8.11%	5%

- ❖ The financial statements for FY 2024-2025 are attached. Stargate's financial performance continues to be strong and has been on target this year with

INSPIRING SUCCESS IN THE MINDS AND HEARTS OF GIFTED CHILDREN SINCE 1994



Stargate School - Board Business Meeting - Agenda - Monday August 25, 2025 at 6:00 PM

Stargate School
Income Statement
For the Period July 1, 2024 through April 30, 2025

	July 2024	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025	Year to Date	Supplemental Budget	Actual / Budget
Revenues															
Enrollment for PPR	\$ 1,416,405.00	\$ 1,416,405.00	\$ 1,416,405.00	\$ 1,416,405.00	\$ 1,723,773.00	\$ 1,477,878.00	\$ 1,444,006.00	\$ 1,473,039.96	\$ 1,473,039.96	\$ 1,473,039.96	\$ 1,473,039.96	\$ 1,473,039.96	\$ 17,676,476.80	\$ 17,518,060.00	100.90%
Eagle's Landing Tuition	\$ 29,825.00	\$ 45,207.00	\$ 35,995.00	\$ 44,008.00	\$ 31,163.00	\$ 29,621.00	\$ 32,662.00	\$ 30,506.00	\$ 57,113.00	\$ 32,297.00	\$ 44,350.00	\$ 40,195.00	\$ 452,942.00	\$ 460,000.00	98.47%
Federal Grant Revenue			\$ 38,428.00	\$ 124,754.00				\$ -	\$ -	\$ 42,392.00	\$ (18,546.00)	\$ (38,427.63)	\$ 148,600.37	\$ 184,754.00	80.43%
Lunch Revenue					\$ 123,752.00		\$ 71,895.00	\$ -	\$ 86,337.18	\$ 45,045.88	\$ -	\$ 77,170.92	\$ 404,200.98	\$ 475,000.00	85.09%
Mill Levy Funding	\$ 219,621.00	\$ 219,621.00	\$ 219,621.00	\$ 219,621.00	\$ 219,621.00	\$ 219,621.00	\$ 219,466.00	\$ 219,598.55	\$ 219,598.55	\$ 219,598.55	\$ 209,372.59	\$ 218,668.91	\$ 2,624,029.15	\$ 2,597,081.00	101.04%
Grant Funding								\$ 287,540.00	\$ -	\$ -	\$ -	\$ -	\$ 287,540.00	\$ 305,000.00	94.28%
Local Sources		\$ 154,488.00	\$ 228,006.00	\$ 47,816.00	\$ 28,589.00	\$ 29,059.00	\$ 18,382.00	\$ 26,580.37	\$ 49,959.68	\$ 12,992.00	\$ 3,096.44	\$ 80,212.12	\$ 679,180.61	\$ 633,750.00	107.17%
Capital Construction Funding	\$ 50,976.00	7/25/2039	\$ 50,976.00	\$ 51,052.00	\$ 51,002.00	\$ 51,002.00	\$ 51,002.00	\$ 51,001.61	\$ 51,001.62	\$ 51,001.61	\$ 51,001.62	\$ 51,001.61	\$ 611,994.29	\$ 636,720.00	96.12%
Other Financing- Lease Proceeds												\$ 115,378.44	\$ 115,378.44		
Interest/Investment Income	\$ 40,385.00	\$ 40,447.00	\$ 38,320.00	\$ 37,884.56	\$ 35,705.00	\$ 35,227.00	\$ 32,621.00	\$ 28,765.09	\$ 33,936.82	\$ 36,599.75	\$ 38,172.82	\$ 37,026.74	\$ 435,090.78	\$ 460,000.00	94.58%
GT Funding								\$ 16,345.06	\$ -	\$ -	\$ -	\$ -	\$ 16,345.06	\$ 17,000.00	96.15%
PERA On Behalf Proceeds												\$ 206,602.85	\$ 206,602.85	\$ 350,000.00	59.03%
Fund Transfers (In)	\$ (14,500.00)			\$ (50,000.00)		\$ 23,562.00		\$ (325,000.00)	\$ (40,000.00)	\$ -	\$ (30,000.00)	\$ (959,087.84)	\$ (1,395,025.84)	\$ (1,002,127.00)	
TOTAL REVENUES	\$ 1,742,712.00	\$ 1,927,144.22	\$ 2,027,751.00	\$ 1,891,540.56	\$ 2,213,605.00	\$ 1,865,970.00	\$ 1,870,034.00	\$ 1,520,836.64	\$ 2,218,526.81	\$ 1,912,966.75	\$ 1,770,487.43	\$ 1,301,781.08	\$ 22,263,355.49	\$ 22,635,238.00	98.36%
Expenses															
Salaries	\$ 206,004.00	\$ 847,337.00	\$ 901,269.00	\$ 900,256.00	\$ 1,030,455.00	\$ 907,130.00	\$ 865,834.00	\$ 915,106.38	\$ 861,501.59	\$ 889,244.86	\$ 1,580,708.36	\$ 1,402,312.89	\$ 11,307,159.08	\$ 11,978,000.00	94.40%
Employee Benefits	\$ 122,475.00	\$ 265,316.00	\$ 287,699.00	\$ 290,528.00	\$ 319,839.00	\$ 290,788.00	\$ 278,999.00	\$ 291,521.89	\$ 278,442.70	\$ 285,695.43	\$ 348,396.29	\$ 585,250.80	\$ 3,644,951.11	\$ 3,747,930.00	97.25%
Purchased/Professional Services	\$ 27,199.00	\$ 44,390.00	\$ 29,988.00	\$ 46,957.00	\$ 24,956.00	\$ 24,945.00	\$ 28,690.00	\$ 17,531.33	\$ 30,897.69	\$ 23,157.97	\$ 36,115.56	\$ 93,051.72	\$ 427,879.27	\$ 509,840.00	83.92%
Purchased Property Services	\$ 38,489.00	\$ 44,968.00	\$ 37,097.00	\$ 31,856.00	\$ 23,117.00	\$ 24,084.00	\$ 42,334.00	\$ 23,107.70	\$ 36,887.95	\$ 54,087.84	\$ 25,313.74	\$ 10,288.24	\$ 391,630.47	\$ 450,626.00	86.91%
Other Purchased Services	\$ 58,820.00	\$ 77,840.00	\$ 89,090.00	\$ 137,170.00	\$ 129,892.00	\$ 64,070.00	\$ 47,666.00	\$ 92,381.02	\$ 75,824.21	\$ 91,537.85	\$ 55,105.34	\$ 104,944.92	\$ 1,024,341.34	\$ 1,023,343.00	100.10%
Centralized Administrative Services	\$ 66,613.00	\$ 66,613.00	\$ 47,177.00	\$ 47,324.00	\$ 47,325.00	\$ 47,325.00	\$ 47,888.00	\$ 47,150.56	\$ 47,150.56	\$ 47,164.24	\$ 47,150.56	\$ 57,124.00	\$ 616,004.92	\$ 563,238.00	109.37%
Supplies	\$ 168,023.00	\$ 216,415.00	\$ 96,262.00	\$ 52,421.00	\$ 52,189.00	\$ 48,504.00	\$ 58,513.00	\$ 40,761.66	\$ 74,978.96	\$ 37,041.79	\$ 70,330.01	\$ 15,528.17	\$ 930,967.59	\$ 751,500.00	123.88%
Dues and Fees	\$ 27,600.00	\$ 25.00		\$ 25.00		\$ 65.00		\$ -	\$ 250.00	\$ 37,927.29	\$ 5,107.53	\$ (37,514.25)	\$ 33,485.57	\$ 60,000.00	55.81%
Capital	\$ 6,206.00	\$ 1,227.00		\$ 1,438.00		\$ 2,330.00	\$ 1,439.00	\$ -	\$ 1,582.44	\$ 586.14	\$ 107,860.20	\$ 115,378.44	\$ 238,047.22	\$ 813,500.00	29.26%
Lease Principal		\$ 13,334.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 6,612.00	\$ 79,454.00	\$ 80,000.00	99.32%
Other Expenses					\$ 503.00			\$ 577.70	\$ -	\$ -	\$ -	\$ -	\$ 1,080.70	\$ 13,598.00	7.95%
Insurance	\$ 12,883.00	\$ 41,594.00	\$ 16,990.00	\$ 15,542.00	\$ 16,827.00	\$ 6,930.00	\$ 16,990.00	\$ 17,002.09	\$ 19,207.55	\$ 11,928.32	\$ -	\$ 4,952.00	\$ 180,845.96	\$ 180,888.00	99.98%
Rent	\$ 208,275.00	\$ 208,025.00	\$ 208,025.00	\$ 208,025.00	\$ 208,025.00	\$ 208,484.00	\$ 364,847.00	\$ 364,846.55	\$ 364,846.55	\$ 119,166.16	\$ -	\$ -	\$ 2,462,565.26	\$ 2,462,775.00	99.99%
TOTAL EXPENSES	\$ 942,587.00	\$ 1,827,084.00	\$ 1,720,209.00	\$ 1,738,154.00	\$ 1,859,740.00	\$ 1,631,267.00	\$ 1,759,812.00	\$ 1,816,598.88	\$ 1,798,182.20	\$ 1,604,149.89	\$ 2,282,699.59	\$ 2,357,928.93	\$ 21,338,412.49	\$ 22,635,238.00	94.27%
NET PROFIT/(LOSS)	\$ 800,125.00	\$ 100,060.22	\$ 307,542.00	\$ 153,386.56	\$ 353,865.00	\$ 234,703.00	\$ 110,222.00	\$ (295,762.24)	\$ 420,344.61	\$ 308,816.86	\$ (512,212.16)	\$ (1,056,147.85)	\$ 924,943.00	\$ -	

FY2025 Soft Close

Cash			
	6/30/2024		6/30/2025
General Fund	\$ 9,702,343.00	\$ 170,111.02	\$ 9,872,454.02
SRF Fundraising	\$ 248,080.00	\$ 44,832.06	\$ 292,912.06
SRF Athletics	\$ 394.00	\$ 49,745.41	\$ 50,139.41
SRF Pupil	\$ 57,571.00	\$ 28,828.02	\$ 86,399.02
	\$ -		
Escrow Account	\$ -		
	\$ -		
Restricted for Tabor	\$ 590,788.00	\$ 590,788.00	\$ 193,437.12
Stargate Foundation	\$ 3,119,356.00	\$ 47,293.61	\$ 3,166,649.61
SPED Reserve Account (GF compo	\$ 211,292.00	\$ (6,723.95)	\$ 204,568.05
Capital Projects Reserve	\$ 934,764.00	\$ (912,739.77)	\$ 22,024.23
ColoTrust (GF component)	\$ 7,629,097.00	\$ 1,470,703.63	\$ 9,099,800.63

6/30/2025 Zions Bank
\$ 490,968.68
\$ 2,482,243.81
\$ 3,166,649.61

FY2025 Soft Close

DSCR	1.38
DCOH	153
Rev Distribution	
Salaries	47.79%
Benefits	15.41%
Rent	11.06%
Other Expenses	17.62%
Surplus	8.11%

63.20%

Coversheet

Strategic Planning Session Agenda

Section:	VI. Discussion Items
Item:	A. Strategic Planning Session Agenda
Purpose:	Discuss
Submitted by:	
Related Material:	2025 Strategic Planning Meeting_DRAFT 8-18.pptx



STRATEGIC PLANNING MEETING (*AGENDA PLANNING*)

Stargate School Governance Board
September 20, 2024



Agenda

9:00–9:30	Welcome, Meeting Norms, & Ice Breaker
9:30–10:30	Board Training: Topic TBD
10:30–11:30	Data Review and Trend Identification
11:30–12:00	Lunch break
12:00–1:00	SWOT Analysis
1:00–2:00	Identification and prioritization of Strategic Objectives
2:00–2:30	One-year deliverables and owners (quarterly reporting)
2:30–2:45	Multi-year goals and how we will track these
2:45–3:00	Wrap up

Strategic Planning Process Overview

Data Analysis

Review performance data collected over the past school year and identify key trends

1. Mission & Vision
2. Enrollment Data
3. Demographic Data
4. Assessment Data
5. Financial Data
6. Fundraising Data
7. Parent Survey Data
8. Staff Survey Data
9. Key Performance Indicators
10. Unified Improvement Plan
11. CDE School Performance Framework (SPF) Report

SWOT Analysis

Leverage knowledge of the school's history and notable local trends, in combination with data analysis, to identify and prioritize the school's:

- | | |
|-----------------|--|
| Internal | <ul style="list-style-type: none"> • Strengths • Weaknesses |
| External | <ul style="list-style-type: none"> • Opportunities • Threats |

Goals & Objectives

1. Revisit last year's Strategic Plan to identify objectives still in progress
2. Identify near-term priorities across five strategic areas:
 - Responsible Leadership
 - Exceptional Staff
 - Differentiated Learning Environment
 - Financial Stability
 - Engaged Community
3. Contemplate longer-term opportunities and goals
4. Assign owners and timelines to address for each



Note: Strategic Planning is performed by the Executive Director(s) and the Governance Board of Directors, with analysis and input from the School Accountability Committee.



Data used in Strategic Planning (see [Data Dashboard](#))

-
1. Mission & Vision
 2. Enrollment Data
 3. Demographic Data
 4. Assessment Data
 5. Financial Data
 6. Fundraising Data
 7. Parent Survey Data
 8. Staff Survey Data
 9. Key Performance Indicators, including Staff Retention
 10. Unified Improvement Plan
 11. CDE School Performance Framework (SPF) Report
 12. Governance Board SWOT Analysis

Coversheet

Revised Policy 1.6 Election Second Reading

Section:	VII. Action Items
Item:	A. Revised Policy 1.6 Election Second Reading
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT 2025 Revisions 1.6 Election Policy revised 8.2024.docx



STARGATE SCHOOL GOVERNANCE

Board Policy: 1.0 Governance	Election
Revision No: 0708 Review Schedule: Annually – Board of Directors	Document Number: 1.6 Adopted: 2/9/2011 Date Last Revised: 8/14/2024/24/2025

1.6 Election Policy

POLICY

General Election Policy

Stargate Charter School will hold two (2) elections each year. One election for the Governance Board of Directors (Board) shall be held in the spring, and a second election for the elected positions on the School Accountability Committee (SAC) shall be held in the fall.

Board member terms begin at the first meeting of the Board held after June 30th per the Stargate School Bylaws. School Accountability Committee terms begin and end at the first SAC meeting following the fall election.

Director Elections

Section 5.3.8 of the Stargate School Bylaws state: "Directors will serve rotating terms such that the term of at least one Parent Director will expire each year. Elections for Parent Directors shall be held annually in the month of May. Each Parent Member and each Staff Member, as defined in Article IV, shall have one vote per vacancy or issue to be voted upon. No family shall have more than two votes per vacancy. Staff Members who are also Parent Members shall have one vote per vacancy. The candidate(s) or issue(s) receiving the greatest number of votes is deemed elected or passed. Parent Directors shall be elected by Parent and Staff Members at the annual election as per the election policy."

Stakeholders

Section 4.1 of the Stargate School Bylaws states: "There are two classes of Members of the School. Each parent or legal guardian of a child enrolled at the School will be a "Parent Member" of the School and each full-time employee of the faculty or administration of the School will be a "Staff Member."

Membership as a Parent Member will terminate when the person no longer has a child enrolled at the School. For purposes of these Bylaws, a child is considered enrolled at the School until the first day of attendance at a different school. Membership as a Staff Member will terminate when the person's employment by the School terminates. The date of record for membership shall be twenty [calendar] days prior to any action requiring a count or vote of the members."

Eligible Voters

Parents Members are eligible to vote when their child has been registered as a student and attended the school for 20 calendar days. If a student has a split household or multiple caretakers, up to two parents/guardians can vote per student, and if there is any dispute between more adult caretakers as to which individuals are entitled to vote, the adults who have legal parental rights shall have priority. If a Parent Member has more than one child, they can only vote once for each position up for election.



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Staff Members are eligible to vote 20 calendar days after their start date and are no longer eligible to vote when their employment is terminated. As specified in the bylaws, part-time staff members are not eligible to vote.

If a member is both a Parent Member and Staff Member, they are eligible for one vote only in the Board election for each director position up for election. Because there are separate elections for Parent Members and Staff Members of the School Accountability Committee, dual members may participate in both parent and staff SAC elections, if they meet the requirements for each at the time of the election.

Eligible Candidates

Parent Members are eligible to become a candidate in the Governance Board and/or SAC elections when their child has attended the school for 20 calendar days.

Staff members are eligible to become a candidate in the staff SAC election 20 calendar days after their start date.

Candidate eligibility is contingent on a national criminal background check (see Stargate Bylaws Section 5.3.6 for terms of disqualification) initiated by a Board member as soon as possible after candidate **nomination**. ~~If results are not received at least 48 hours before the election cycle opens, the candidate's nomination will be withdrawn. Candidates who have submitted all information required for candidacy, including background check inputs and authorization, are presumed, in good faith, to be eligible for placement on the ballot unless the Election Committee receives information before finalizing the ballot that makes the candidate ineligible.~~

Commented [1]: change 'nomination' to 'application'

Withdrawal of Candidates during the Election Cycle

~~If a candidate withdraws from the election for any reason after elections have opened, the candidate's name will remain on the ballot. The community will be notified as soon as possible of the candidate's withdrawal. Any votes directed toward that candidate will be discarded.~~

Candidate Shortfall

In the event that there are not enough candidates for open Governance Board of Director positions, an election will still occur. The vetted candidates will appear on the election ballot. The candidates on the ballot will be "elected" if they receive one or more votes. This policy will ensure that the Director positions are filled by election and not appointment where possible, abiding by the spirit of the Bylaws. If there are remaining open Director positions after an election, any additional vacancies shall be handled as provided under "Open Positions" below.

Should there not be enough candidates for open elected committee positions (i.e. a committee needs 3 new elected members, and only 2 candidates to run), the vetted candidates will be considered "deemed elected" and no election is necessary, and any additional vacancies shall be handled as provided under "Open Positions" below.

Withdrawal of Candidates during the Election Cycle

~~If a candidate withdraws from the election for any reason after elections have opened, the candidate's name will remain on the ballot. The community will be notified as soon as possible of the candidate's withdrawal. Any votes directed toward that candidate will be discarded.~~



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Determining the Election Winners

All voting will be completed via a secure online voting tool managed by the Election Committee. The candidate(s) with the highest number of votes wins. A run-off election will be initiated when two or more candidates each have the same number of votes for the last open position (i.e. the 3rd of 3 open positions). When a run-off election is required, it will be performed as soon as possible, with notice to the community; and voting will be open for the same amount of time as the original election. Should the run-off election result in another tie, a coin toss will determine the winner. Present at the coin-toss shall be the individuals who are tied for votes, the Executive Director(s), a designated Election Committee member and at least one current Board member.

Open Positions

If a Director position becomes vacant outside of an election nomination period, the Board will appoint a replacement Director. The appointed Director's term will end June 30th following the election to fill that position.

Should a vacancy occur of an elected member of the SAC committee or an insufficient number of candidates exist, the vacancy shall be filled within sixty days by a majority vote of the combined members of the Committee and the Board, unless the vacancy occurs within 120 days of the next election. The newly selected member shall hold the position until the first SAC meeting following the fall election, at which point the seat shall be filled via the election process.

Terms

In the event there are multiple terms available for the same elected positions, the elected members would decide among themselves who would serve each term. If no decision is reached by those elected, a coin toss will determine who will take which term prior to being sworn in. Present at the coin-toss shall be the elected individuals, the Executive Director(s), a designated Election Committee member, and at least one current Board member.

Electronic Voting

To vote electronically, parent stakeholders must have a unique, valid, and current email address registered with Infinite Campus ~~30~~at least 20 days prior to the election in which they are to vote. Stargate Staff stakeholders must have a unique, valid, and current email address registered with the Stargate office ~~30~~at least 20 days prior to the election in which they are to vote. To abide by the "date of record for membership" definition in the bylaws, distribution lists for ballots will be prepared 20 days before the election begins. If the 20th day before the election falls on a weekend, the distribution list will be prepared the business day immediately prior to that weekend.

The Election Committee will validate emails using test emails or other email validation tools prior to the election. However, it is the stakeholders' responsibility to ensure that their Primary email is unique, valid, current, correct, and registered in Infinite Campus. Email addresses cannot be shared among voting stakeholders. In the event parents/guardians share an email address, only one ballot will be sent and recorded. Paper ballots will not be issued for voting, but access to a school computer will be available for those that are unable to vote electronically.



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INTENT

The intent of this document is to provide a procedure that ensures compliance with the spirit of the Stargate Bylaws and transparency concerning positions that are designated to be elected (Board and Committee).

PURPOSE

The purpose of this document is to describe Election Policies and Procedures. If there is a conflict between this election Policy and the Stargate Charter Contract or the Bylaws, those documents shall take precedence.

RATIONALE

Election Timing

As specified in Section 5.2.8 of the Bylaws, "Elections for Parent Directors shall be held annually in the month of May."

The School Accountability Committee elections should occur in the fall. This is designed to allow recruitment of new parent members of the school.

Election Dates

A defined nomination period shall occur and be complete before the election process begins. Election dates are determined by the Board based on parameters specified in the Bylaws. However, no election may commence any earlier than five (5) days after the close of nominations for positions being elected.

When determining the nomination and election periods, Board members will use an election date planning document to ensure timing adheres to Bylaw specifications and meeting schedules.

ELECTION COMMITTEE

The Election Committee Chair will be appointed by the Board. The Chair of the Election Committee is responsible for assembling the remainder of the Election Committee and reporting to the Board the members of the Election Committee along with the status and results of the election process.

Election Process

The Election Committee shall manage each election per the Election Committee Charter requirements.

Not included in this document:

1. Voting procedures
2. Recruiting procedures
3. Ballot Assembly

Revision History

Version	Date	Description of revision
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STARGATE SCHOOL GOVERNANCE

<u>08</u>	<u>7/24/2025</u>	<u>Updated with additional detail around background check process and candidate eligibility. Aligned timing of nomination and election with Bylaws.</u>
07	8/14/2024	Reviewed by legal counsel; clarified terms and voter eligibility, updated references, aligned with bylaws
06	8/10/2022	Clarified definitions and provided references to bylaws
05	12/9/2020	Updated for formatting & updated SAC election from Bylaws
04	3/21/2018	Added option for electronic voting
03	11/16/2016	Added term clarification (removing former governance policy 1.5)
02	11/18/2015	Amended to clarify language and accommodate candidate ties
01	12/12/2012	Amended to hold spring elections for the board and fall elections for committees
00	2/9/2011	Approved

Coversheet

2025-2026 Board Calendar

Section:	VII. Action Items
Item:	B. 2025-2026 Board Calendar
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 Board Calendar_DRAFT.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2025-2026 Board Calendar_DRAFT.xlsx

Coversheet

Fall 2025 Election Timing

Section:	VII. Action Items
Item:	C. Fall 2025 Election Timing
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 Election Date Planning_DRAFT.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2025-2026 Election Date Planning_DRAFT.xlsx

Coversheet

2025-2026 Committee Handbook

Section:	VII. Action Items
Item:	E. 2025-2026 Committee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 Committee Handbook_DRAFT.docx



STARGATE SCHOOL GOVERNANCE

Stargate School will provide a differentiated program designed specifically to meet the needs of identified intellectually gifted learners in order to challenge each student's academic abilities, support their unique emotional needs, promote individual character development and encourage a life-long love of learning.

Committee Handbook

Chairperson and Members

Each Committee shall have at least one designated Chairperson. In the absence of a Chairperson, the Board Liaison or Community Development Manager will act in that capacity.

That Chairperson will be responsible for:

- Coordinating meetings
- Communicating with the Board and Community Development Manager
- Delegating responsibilities to members as necessary

The Board Liaison shall be responsible for keeping a current list of Committee members, and communication shall be sent to all committee members. The Board Liaison is responsible for getting the distribution list updated regularly when changes are necessary and gathering new member's email addresses to add to the distribution. The Board Liaison should work with the IT Network Administrator upon the departure of a member or annually to review access and report changes.

Each Committee shall also have at least one designated member who will be responsible for:

- Taking minutes at meetings
- Sending the minutes and/or Board report to the Board each month
 - Reports or minutes should be submitted to the Board one week before the Board meeting whenever possible
 - Each Committee can make individual arrangements with their Board Liaison for deviations from this timeline if necessary

Meetings

The Chairperson is responsible for coordinating meeting times and places with the Committee members, and if applicable, members of the School (if needing to use the School's facilities).

Meetings shall be:

- At consistent times, when possible, set at the beginning of the school year or at the beginning of the Committee's active time (e.g. the first Thursday of every month at 6pm or every other Wednesday at 9am)
- At a consistent place, when possible (e.g. Starbucks, the School).
 - If school facilities are required, coordination with school members shall be made in advance and a facility use form will need to be completed
- Placed on the Governance calendar and, if applicable, the Community calendar

Supplemental meetings may be required and can be added to the calendar as necessary, but regular meetings should be set for the whole year in advance.



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If there is a supplemental meeting or variance to the regular meeting schedule, the Board Liaison and Committee should be notified at least 48 hours in advance.

Planning

A tentative planning schedule should be made at the end of the school year for the next school year. For Committees that have events, firm events can be posted to the calendar and tentative events should be posted as soon as the dates are confirmed.

For Committees that do not plan events, they should still plan a calendar at the end of the school year to outline what may be required for the following year.

The planning period is a good time to start discussing tentative goals for the next school year. The goals will be finalized with the Board at the beginning of each school year, should be tracked throughout the year, and reported on at the end of the year.

Communication

Each Committee will have a Committee distribution list that includes all Committee members and the Board Liaison. Each Committee also has a committee email address that will be accessible to the Board Liaison and Committee Chair. Exceptions can be approved by the Committee's Board Liaison. Emails received by the Committee must be responded to through the official Committee email.

Communication with the Committee shall include all committee members. No communication shall exclude members, especially when a vote is required. If the Committee chooses to delegate a smaller group to make decisions, the rest of the Committee does not need to be included in those conversations as long as the rest of the Committee is aware that this delegated group has been selected, all members have been invited to participate, and this subgroup is reflected in the minutes.

Social Media

When a Chairperson or Committee Member is posting on social media as a member of the Committee, they shall remember that they are representing the School and the Committee and use good judgment and follow these guidelines:

- Request the post to be placed on the official Stargate social media page(s) and verify it is posted there. Posts from the official social media pages can be shared.
- Don't post sensitive, private, or confidential information
- Respect members of the community and don't post photos or make negative comments about members of the community that could be perceived as harassing, threatening, retaliatory, or discriminatory
- You may be legally responsible for the content you post, so respect brands, trademarks, and copyrights
- Follow terms and conditions for social networking sites
- Comply with the Code of Conduct in this Committee Handbook
- Ensure your posts do not create a real or perceived conflict of interest
- Consult your Board Liaison for questions regarding these guidelines

Board Meetings

At least once each year, the Committee Chairperson or their designee will be asked to present at a regular business Board meeting. The timeline for this presentation will be agreed upon in advance and discussed with the Board Liaison ~~along with the Committee's goals.~~

Commented [1]: We have had mixed feedback on Committee goals. Should we instead ask Committees to document their deliverables and track/report on those?



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When the Chairperson is scheduled to attend the Board meeting, the Board Liaison will be responsible for notifying the Chairperson at least two weeks in advance of the meeting. If the Chairperson is unable to attend, and does not have a delegate to fill in, the Chairperson will be responsible for giving at least one week's notice, so the agenda can be revised to move the Committee presentation to another month.

While the Chairperson is not required to attend every business board meeting, it is encouraged for at least one member of the Committee to attend whenever possible to help keep the communication lines open between the Board and the Committee.

Website

The Committee Chairperson is responsible for knowing whether or not their webpage(s) on the School website needs to be updated. When updates are required, the Chairperson should reach out to the Community Development Manager to get their pages updated.

Succession Planning

If the Chairperson is considering leaving the Committee or stepping down from the role as Chairperson, they should provide notice to the Committee early enough that a successor can be identified as soon as possible. This will allow enough time for the successor to be trained on the Chairperson responsibilities.

In the event a successor cannot be identified, the Recruiting Committee should be engaged in a search. The Board Liaison or Community Development Manager will act as the Chairperson until a successor is established. This is not an ideal situation, as the Board Liaison has important Board responsibilities that may not be able to be fulfilled if they're filling in for Committee Chairs, so each Chairperson shall make their best effort to identify a successor before leaving the role.

Committee Charters

Each Chairperson is responsible for reviewing their Charter each fall and determining if changes need to be made. If changes are required, the Chairperson shall ask their Board Liaison to add it to the agenda at the next business Board meeting. If no changes are required, no action needs to be taken.

Orientation

When a new Chairperson is selected for a Committee, they are responsible for completing orientation, as defined in Governance Board Policy 1.10 Board Orientation.



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Code of Conduct

Each member of the Committee has no individual authority; it is only as a collective group that there is authority.

Code of Conduct: Members will act in a professional manner that upholds the mission and vision of Stargate School at all times.

- **Confidentiality:** Members shall remember that all matters discussed in closed sessions of meetings, many materials reviewed by members, and a great deal of information obtained as a member are confidential and may not be disclosed to the public. In particular, Committee members shall not disclose teacher or student information discovered as a result of service on the Committee. Disclosure of such could constitute a violation of federal and/or state law. Members shall handle this material with the greatest of caution and sensitivity.
- **Active Participation:** Members are expected to exercise the duties and responsibilities of their positions with integrity, collegiality, and care through attendance at meetings, being prepared to discuss issues on the agenda, cooperating and respecting the opinions of fellow members, putting the interests of the School above personal interests, representing the School in a positive and supportive manner at all times, showing respect and courteous conduct in all meetings, refraining from intruding on administrative issues that are the responsibility of the Executive Administrator(s) or the appointed school administrator(s) and observing the established lines of communication.
- **Conflict of Interest:** A member's duty is to act in good faith with regard to the best interests of the School, not in the member's personal interest. It is the responsibility of each member to promptly report any actual or potential conflicts that may exist between the member and the School in accordance with the School Bylaws.
- **Retaliation:** Retaliation is prohibited and will not be tolerated. Negative or adverse action will not be taken against any member, community member, or staff member for making a good-faith report of a possible violation of applicable laws, even if the report is mistaken, or against the Committee. Retaliation in any form will not be tolerated.

Commented [2]: I updated this section to match the latest version in our Board Handbook.

I understand that failure to abide by this Code of Conduct may result in my removal as a Committee Member, pursuant to the requirements and processes provided in the organization's governing documents.

By signing below, I state that I have read the Committee Handbook and agree to the terms within.

Signature

Date

Name

Committee(s)

Coversheet

2025-2026 Executive Director Evaluation Planning

Section:	VII. Action Items
Item:	F. 2025-2026 Executive Director Evaluation Planning
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 Stargate ED Evaluation Process Doc_To Be Approved.docx 2025-2026 Stargate ED Evaluation Template_To Be Approved.xlsx



Executive Director Evaluation Tool

The purpose of this document is to provide a tool for the evaluation of Stargate's Executive Directors. This tool is based on [The Colorado Principal Quality Standards](#) and the [Rubric for Evaluating Colorado Principals and Assistant Principals](#). The job descriptions for the Executive Director of Academics and the Executive Director of Operations and Finance are reflected in this evaluation.

Evaluation and Feedback Cycle

August	September/October	January/February	May/June
Initial conversation to review the tool, generate ideas for evidence of meeting indicators and brainstorm potential goals for the year	BOY Conversation in the weeks following Strategic Planning session	Mid-Year Evaluation (Executive Director provides some evidence of indicators).	EOY Evaluation The Executive Director has all evidence available for the Board to review. Conversation between ED and board resulting in a final rating for the year.

Monitoring and motivating growth and performance requires ongoing observations, progress monitoring, feedback, support, and check-ins. The touchpoints above are the minimum expectations for implementation.

Board's Responsibilities:

- Assign two board members the main responsibilities in performance evaluation of the Executive Directors
- Calibrate with Executive Directors on expectations and evidence to demonstrate effectiveness against the framework.
- Plan for and conduct mid-year and end-of-year performance conversations.
- Inform leaders of the performance cycle and aligned progress monitoring timeline
- Consider all evidence at the EOY evaluation meeting and come to a consensus on a final rating

Executive Director's Responsibilities:

- Familiarize yourself with the indicators in this framework and work with the Board to calibrate on acceptable evidence to support performance
- Self-select learning opportunities that will support your growth and consider the career stallers for any possible roadblocks to your personal growth
- Collect ongoing evidence of your growth and performance throughout the year through Google Drive or BoardOnTrack

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Body of Evidence: This evaluation tool reflects the state's standards for school leaders and includes scoring guidance by drilling down into the Evidence of Impact and providing even further clarity on what effectiveness looks like, to assist in the process of determining a competency rating and guiding growth conversations. A leader's performance is rated across five performance bands: not meeting, approaching, proficient, advanced, and distinguished with aligned scores. This resource focuses on guiding feedback and support for leaders to inspire high performance and clearly communicate the level of excellence expected. It should be used to develop personal development plans for the year, monitor progress, and calibrate on performance. In order to appropriately assign scores, the Board will review a robust body of evidence provided by the Executive Director that includes continuous improvement processes, coaching conversations, observations, school/classroom visits, walk throughs, survey data, informal feedback, staff and community input, 1:1 meetings, goals, the schools strategic plan, professional practice. assessment data, and any other evidence deemed relevant by the Executive Director.

Two Step Scoring Process:

1. Expectation and Indicator Ratings: At least 48 hours prior to the End of Year Conversation, the Executive Director will provide final evidence for each element that supports the ED's self-selected expected scores. During the End of Year evaluation meeting, the Board selects a score for each indicator and element. Scores are reflective of the evidence provided by the ED. Each expectation includes a numeric score range to choose from. The lower of the two numbers in any given range is an indication that what is listed, is observed. If what is observed indicates progress or positive movement in the right direction, consider assigning the higher of the two numbers. [Career Stallers](#) can also be helpful in determining when a lower score may be warranted. A good rule of thumb for a distinguished (5) score is that what is observed is so highly effective that the systems and processes are not dependent on the leader and the behaviors of the leader could be a model for the district.

2. Final Rating: The Board considers the EOY Evaluation conversation, the evidence provided by the ED, expected scores, and actual scores of each Expectation to come to a consensus on a final rating.

Final Rating	
5	Distinguished - In addition to level 4, Executive Director is a role model, influencing and inspiring others to achieve and make continuous improvement.
4	Above Expectations - Consistently and significantly exceeded basic competence on standards of performance.
3	Proficient - Clearly delivers goals on a consistent basis. Demonstrates full knowledge and understanding.
2	Partially Proficient - Understands concepts and goals, but doesn't concretely or consistently connect them to the day-to-day operations. Is acquiring skills through new knowledge and experience, and demonstrates some strengths.
1	Does Not Meet Expectations - Doesn't understand concepts and skills required to meet standard and/or demonstrate the urgency needed. Does not connect goals to a workable plan in order to achieve them. Rarely achieves goals and does not influence others for results. Will need to make immediate improvements.

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EXAMPLE OF SCORING SHEET

Date of BOY Meeting:			
Executive Director:			
Board Members:			
Link to folder/doc where evidence is being collected by the Executive Director:			
Expectation	Indicator	Potential sources of evidence of the expectation/indicator	Next Steps/Notes
1. The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement	1.A The Executive Director upholds the vision and mission by executing the strategic plan, collaboratively written with the board.		
	1.B The Executive Director collaborates with staff and the community to implement improvement strategies based on the goals in the strategic plan.		
	1.C The Executive Director establishes and effectively manages systems that enhance the capacity of their staff.		
	1.D The Executive Director establishes systems and partnerships for managing all available school resources to facilitate improved student outcomes.		
	1.E The Executive Director facilitates the design and use of a variety of communication strategies with the school community.		
2. The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.	2.A The Executive Director creates a professional school environment and fosters relationships that promotes staff and student success and well-being.		
	2.B The Executive Director ensures that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.		
	2.C The Executive Director commits to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.		
	2.D The Executive Director creates and utilizes systems to share leadership and support collaborative efforts throughout the school.		
	2.E The Executive Director designs and/or utilizes structures and processes which result in family and community engagement and support.		
3. The Executive Director of Academics demonstrates instructional leadership through the coaching and support of the school's leaders in applying gifted education best practices to appropriately align curriculum, instruction, assessment, and professional learning resulting in measurable student improvement.	3.A The Executive Director of Academics establishes, aligns, and ensures implementation of appropriate gifted, data driven instructional practices and relevant assessments that result in academic growth for all students.		
	3.B The Executive Director of Academics fosters a collaborative culture of professional learning that balances the school's goals and the individual educators' professional goals specific to their content area.		
	3.C The Executive Director of Academics demonstrates knowledge of effective gifted instructional practice and provides feedback to their direct reports which results in continuous improvement of teaching and learning.		
	3.D The Executive Director of Academics holds relevant staff accountable for setting and achieving measurable student growth.		
4. The Executive Director demonstrates professionalism and personal integrity in all relationships with other administrators, school personnel, families, and the community, especially as it relates to internal and external community involvement in the promotion of Stargate's overall goals and mission.	4.A The Executive Director demonstrates high standards for professional conduct.		
	4.B The Executive Director links professional growth to their professional goals.		
	4.C The Executive Director builds and sustains productive partnerships with key members of the community, including public and private sectors, to promote school improvement, student learning, and student well-being.		
5. The Executive Director demonstrates effective partnership with Stargate's Governance Board of Directors through communication between Board and community, implementation of board policy, and the collaborative development and implementation of the strategic plan.	5.A The Executive Director acts as liaison to ensure an effective flow of critical information between the Board and the staff, students, and community as relevant.		
	5.B The Executive Director implements Board policies and recommends policies for Board consideration.		
	5.C With input from the Board, the Executive Director ensures the development and ongoing refinement of a long-term strategy; establishes objectives and plans that meet the needs of students, staff, and the community; ensures consistent and timely progress toward strategic objectives.		

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Career Stallers

Below is a list of career stallers, by role, that, if unchecked, may limit future opportunities. These indicators can be used to decide how leaders should be scored within one category (e.g., between a 3 or 4 on approaching) or between categories (e.g., approaching or effective) and help leaders and the Board set goals and guide a focus for growth.

- Exhibits uncertainty and delays decisions when information is incomplete; fears failures and does not take calculated risks
- Fails to seek out differing opinions or to understand differing points of view; fails to build diversity of perspectives within the leadership team and organization
- Fails to champion change management and make adjustments at the school-level that facilitate change
- Fails to focus on cultivating, supporting, and holding other school leaders accountable for their leadership role in developing others toward measurable results
- Fails to adequately invest time in proactively developing strong cross-functional relationships across the leadership team and school
- Uses time and energy inappropriately; overly focusing on short-term instead of long-term results, reacting to every interruption
- Unable or unwilling to be responsive to feedback and/or new learning/research; satisfied with status quo
- Blames external forces rather than taking responsibility and holding self and team accountable for the success of all students
- Fails to align systems and structures to bold goals for student learning
- Fails to build collaborative relationship with the Board; does not communicate up well

[Jump to Overview Table](#)**Evaluation Tool Overview**

Expectation	Indicator
1. The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement	1.A The Executive Director upholds the vision and mission by executing the strategic plan, collaboratively written with the board.
	1.B The Executive Director collaborates with staff and the community to implement improvement strategies based on the goals in the strategic plan.
	1.C The Executive Director establishes and effectively manages systems that enhance the capacity of their staff.
	1.D The Executive Director establishes systems and partnerships for managing all available school resources to facilitate improved student outcomes.
	1.E The Executive Director facilitates the design and use of a variety of communication strategies with the school community.
2. The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.	2.A The Executive Director creates a professional school environment and fosters relationships that promotes staff and student success and well-being.
	2.B The Executive Director ensures that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.
	2.C The Executive Director commits to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.
	2.D The Executive Director creates and utilizes systems to share leadership and support collaborative efforts throughout the school.

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	2.E The Executive Director designs and/or utilizes structures and processes which result in family and community engagement and support.
3. The Executive Director of Academics demonstrates instructional leadership through the coaching and support of the school's leaders in applying gifted education best practices to appropriately align curriculum, instruction, assessment, and professional learning resulting in measurable student improvement.	3.A The Executive Director of Academics establishes, aligns, and ensures implementation of appropriate gifted, data driven instructional practices and relevant assessments that result in academic growth for all students.
	3.B The Executive Director of Academics fosters a collaborative culture of professional learning that balances the school's goals and the individual educators' professional goals specific to their content area.
	3.C The Executive Director of Academics demonstrates knowledge of effective gifted instructional practice and provides feedback to their direct reports which results in continuous improvement of teaching and learning.
	3.D The Executive Director of Academics holds relevant staff accountable for setting and achieving measurable student growth.
3.OF The Executive Director of Operations and Finance demonstrates operational and financial leadership through the coaching and support of their direct reports and their related staff that results in improved operational functions and financial stability.	3.OF.A The Executive Director of Operations and Finance demonstrates leadership in the organization's financial functions and ensures all legal compliance is appropriately managed.
	3.OF.B The Executive Director of Operations and Finance oversees the development, maintenance, and regular revision of systems that improve the operational functions of the school.
	3.OF.C The Executive Director of Operations and Finance provides specific, timely feedback and coaching to their direct reports which results in the continuous improvement of operational systems and financial stability.
	3.OF.D The Executive Director of Operations and Finance holds relevant staff accountable for delegated responsibilities related to the improvements of the

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	operations and finance functions.
4. The Executive Director demonstrates professionalism and personal integrity in all relationships with other administrators, school personnel, families, and the community, especially as it relates to internal and external community involvement in the promotion of Stargate's overall goals and mission.	4.A The Executive Director demonstrates high standards for professional conduct.
	4.B The Executive Director links professional growth to their professional goals.
	4.C The Executive Director builds and sustains productive partnerships with key members of the community, including public and private sectors, to promote school improvement, student learning, and student well-being.
5. The Executive Director demonstrates effective partnership with Stargate's Governance Board of Directors through communication between Board and community, implementation of board policy, and the collaborative development and implementation of the strategic plan.	5.A The Executive Director acts as liaison to ensure an effective flow of critical information between the Board and the staff, students, and community as relevant.
	5.B The Executive Director implements Board policies and recommends policies for Board consideration.
	5.C With input from the Board, the The Executive Director ensures the development and ongoing refinement of a long-term strategy; establishes objectives and plans that meet the needs of students, staff, and the community; ensures consistent and timely progress toward strategic objectives.

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EXPECTATION 1: The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Indicator 1.A: The Executive Director upholds the vision and mission by executing the strategic plan, collaboratively written with the board.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Ensures the vision, mission and strategic plan are:</p> <ul style="list-style-type: none"> - Developed through a collaborative process including staff and other community members. - Aligned with district priorities. 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Ensures the school's vision, mission, and strategic plan are a part of routine communication with the community.</p> <p>Eliminates ineffective practices and initiatives.</p> <p>Prioritizes the successful implementation and process of completion with the strategic plan</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Ensures that the strategic plan is:</p> <ul style="list-style-type: none"> - Focused on student growth and achievement - Based on multiple sources of data - Models and pursues the vision and mission in daily work and decision-making. 	<p>...and STAFF:</p> <p>Align their practice with the strategic plan.</p> <p>Identify and address barriers to achieving the school's vision, mission, and strategic plan.</p>	<p>...and STAFF:</p> <p>Assume leadership roles in refining the school's vision, mission, and strategic plan (outside of the mandated staff on SAC)</p> <p>Facilitate opportunities for student voice within the school's strategic plan.</p>

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EXPECTATION 1: The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Indicator 1.B: The Executive Director collaborates with staff and the community to implement improvement strategies based on the goals in the strategic plan.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Establishes the need and purpose for change.</p> <ul style="list-style-type: none"> - Develops systems and processes for planning and managing change. 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Supports change efforts through:</p> <ul style="list-style-type: none"> - Resource allocation. - Addressing barriers to change. - Supports staff in implementing change strategies. 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Anticipate, identify, and address barriers to the change process.</p> <ul style="list-style-type: none"> - Provides opportunities for all staff to engage in change efforts. - Ensures sustainability of the change process. 	<p>...and STAFF:</p> <p>Provides feedback on change strategies to best meet the needs of the community.</p> <ul style="list-style-type: none"> - Approved change strategies implemented successfully by 75%+ of the impacted staff. 	<p>...and STAFF:</p> <p>Provide modeling and coaching to colleagues in support of change efforts.</p> <ul style="list-style-type: none"> - Communicate the purpose of the changes to the students and/or community.

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EXPECTATION 1: The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Indicator 1.C: The Executive Director establishes and effectively manages systems that enhance the capacity of their staff.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Manages personnel according to school, district and state policies and procedures.</p> <p>Ensures evaluations of school staff are:</p> <ul style="list-style-type: none"> - Consistent. - High quality - Collaborative - Based on multiple sources of data 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Makes personnel decisions based on strategic goals and student outcomes.</p> <p>Provides opportunities for effective orientation, mentoring, and/or induction for new personnel.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Engages in conversations with staff and takes action that positively improves climate, culture, and professional performance.</p> <p>Plans for and manages staff turnover and succession.</p> <p>Develops long term strategies to retain high</p>	<p>...and STAFF:</p> <p>Hold themselves accountable and take action from feedback from supervisors and colleagues.</p> <p>Seek opportunities to improve their practice.</p>	<p>...and STAFF:</p> <p>Serve as mentors for new or transitioning staff that results in retention of new staff overtime.</p>

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		quality staff.		
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EXPECTATION 1: The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Indicator 1.D: The Executive Director establishes systems and partnerships for managing all available school resources to facilitate improved student outcomes.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Manages school resources with respect to district guidelines and school needs.</p> <ul style="list-style-type: none"> - Considers student and community needs in school resource planning. - Utilizes available technology to improve the efficiency of operations and data systems. 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Allocates resources to support:</p> <ul style="list-style-type: none"> - The strategic plan - Student outcomes - Advocates for the needs and priorities of the school community 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Creates systems to manage fiscal, physical, and personnel resources efficiently.</p> <ul style="list-style-type: none"> - Builds and sustains productive partnerships to promote school improvement, safety, and student outcomes. 	<p>...and STAFF:</p> <p>Support in the alignment of resources with school goals and student outcomes.</p>	<p>...and STAFF:</p> <p>Support in the development of external partnerships that benefit the school community.</p>

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EXPECTATION 1: The Executive Director demonstrates organizational leadership by upholding the vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

Indicator 1.E The Executive Director facilitates the design and use of a variety of communication strategies with the school community.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Initiates communication with stakeholders on a consistent basis.</p> <p>Responds in a timely and meaningful manner.</p> <p>Articulates thoughts and ideas clearly and effectively.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Creates systems to facilitate communication among:</p> <ul style="list-style-type: none"> - Colleagues - Students - Families - Key community members <p>Uses active listening strategies with all stakeholders.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Monitors and adjusts communication systems based on feedback.</p>	<p>...and STAFF:</p> <p>Utilize existing systems to communicate with:</p> <ul style="list-style-type: none"> - Colleagues - Students - Families - Key community members 	<p>...and STAFF:</p> <p>Develop effective strategies to sustain positive, meaningful communication with:</p> <ul style="list-style-type: none"> - Colleagues - Students - Families - Key community members

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EXPECTATION 2: The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.

Indicator 2.A: The Executive Director creates a professional school environment and fosters relationships that promote staff and student success and well-being.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Establishes trust with and among staff, students, and families by demonstrating Stargate's Core Values:</p> <ul style="list-style-type: none"> ● Education is first ● Quality and hard work ● Love of learning ● Self confidence & personal accountability 	<p>...and THE EXECUTIVE DIRECTOR models:</p> <ul style="list-style-type: none"> - Follow-through - Risk-taking - Openness to feedback <p>Promotes an environment that supports the personal health, well-being, and school-life balance for students and staff.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Fosters open, caring, and trusting relationships to promote a sense of belonging.</p> <p>Promotes mutual accountability among staff and students.</p> <p>Consistently monitors school culture and responds to needs.</p>	<p>...and THE ED'S DIRECT REPORTS:</p> <p>Model risk-taking for their staff.</p> <p>Demonstrate openness to feedback from staff and families.</p> <p>Demonstrate respectful behavior toward staff, students, parents, and community.</p>	<p>...and THE ED'S DIRECT REPORTS:</p> <p>Encourage respectful behavior between and among the Stargate community.</p> <p>Utilize opportunities to tend to their own learning and effectiveness while maintaining a school-life balance.</p>

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<ul style="list-style-type: none"> • Diversity • Community involvement • Continual improvement 				
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EXPECTATION 2: The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.

Indicator 2.B: The Executive Director creates a professional school environment and fosters relationships that promote staff and student success and well-being.

LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Adheres to safety policies.</p> <ul style="list-style-type: none"> - Establish rules and procedures to maintain school safety and a supportive environment. - Educates staff and supports development of student-facing education on the impact of physical, 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Addresses school safety and environment issues immediately, consistently, and efficiently.</p> <p>Creates/maintains schoolwide systems to integrate the physical, cognitive, social, and emotional wellbeing of students and staff.</p> <p>Collects and uses feedback on school safety and environment to ensure community voices are heard and addressed.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Monitors and adjusts protocols and processes to improve school safety and environment.</p> <p>Facilitates productive conflict resolution between and among students, parents, and colleagues.</p>	<p>...and THE STAFF:</p> <p>Consistently implements rules and procedures for a safe and supportive school environment.</p> <p>Seek advice from experts and colleagues who can help address student physical, cognitive, social, and emotional</p>	<p>...and THE STAFF:</p> <p>Initiates activities designed to:</p> <ul style="list-style-type: none"> - Improve school safety - Promote physical, cognitive, social, and emotional well-being of colleagues and students - Proactively address potential

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cognitive, social, and emotional well-being on school safety and welfare.	Interacts with students, staff, and other community as needed to defuse potentially stressful situations		needs.	conflicts among students, parents, and community.
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EXPECTATION 2: The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.

Indicator 2.C: The Executive Director commits to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.

LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Integrates the cultures and languages of the school's community into the learning environment.</p> <ul style="list-style-type: none"> - Recognizes that diversity is an asset to the school and community. 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Sets expectations that reflect an understanding of and respect for all backgrounds, needs, and/or skills. - Acts with cultural competence and responsiveness in their interactions, decision-making, and practice.</p> <ul style="list-style-type: none"> - Leads the school's administration teams in the development of culturally relevant 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Sets the expectation that all students will:</p> <ul style="list-style-type: none"> - achieve one year of growth for one year of instruction. - graduate from high school. - be ready to implement a post-secondary plan - Ensures that all students have equitable access to: 	<p>...and STAFF:</p> <p>Ensure that all students, staff, and community members are treated with respect and dignity.</p> <ul style="list-style-type: none"> - Respect and leverage students' strengths, diversity, and culture as assets for teaching and learning. 	<p>...and STAFF, STUDENTS, AND COMMUNITY:</p> <p>Initiate actions that encourage an inclusive climate of respect for diversity.</p> <ul style="list-style-type: none"> - Advocate for diversity, equity, and social awareness.

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	student policies - Ensures student conduct is addressed in a positive, fair, and unbiased manner.	- Effective teachers. - Learning opportunities - Academic support - Social support - extracurricular activities		
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EXPECTATION 2: The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.

Indicator 2.D: The Executive Director creates and utilizes systems to share leadership and support collaborative efforts throughout the school.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Assumes responsibility for decision-making and determines when shared leadership is appropriate.</p> <p>Ensures equitable access to leadership opportunities among staff.</p> <p>Recognizes and</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Works with staff to implement school wide systems for shared leadership.</p> <p>Engages families and the larger school community in decision-making processes when appropriate.</p> <p>Creates pathways for a variety of opportunities</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Monitors leaders in a variety of settings and provides specific, timely feedback to support their continued development.</p> <p>Sustains a system of shared leadership.</p> <p>Capitalizes on staff strengths to continually elevate the profession.</p>	<p>...and STAFF:</p> <p>Participate in activities designed to improve teaching and learning at the local, state, and/or national level, especially as it relates to gifted education.</p> <p>Work with colleagues to promote changes to school-wide</p>	<p>...and STAFF:</p> <p>Assume leadership roles in activities designed to improve local, state, and/or national level policies and procedures, especially as it relates to gifted education.</p>

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fosters leadership potential among staff.	for staff leadership.		systems.	
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EXPECTATION 2: The Executive Director demonstrates inclusive leadership practices that fosters a positive school culture and promotes safety and equity for all students, staff, and community.

Indicator 2.E: The Executive Director designs and/or utilize structures and processes which result in family and community engagement and support.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Maintains an approachable, accessible, and welcoming environment to families and the community.</p> <p>Includes family and community engagement goals and actionable</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Ensures access to the school as a resource for families and community.</p> <p>Recognizes obstacles to family and community participation and works with staff and key members of the community to seek solutions to overcome them</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Provides structures for families and community to engage in:</p> <ul style="list-style-type: none"> - Student learning initiatives - School strategic planning efforts - Gifted education specific learning opportunities 	<p>...and STAFF:</p> <p>Promote family and community involvement for the benefit of student learning.</p> <p>Advocate for the needs and priorities of students, families, and community for the benefit of student learning.</p>	<p>...and STAFF:</p> <p>Seek solutions and collaborate with the Executive Director to enhance family and community engagement.</p>

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steps in strategic planning efforts.				
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EXPECTATION 3: The Executive Director of Academics demonstrates instructional leadership through the coaching and support of the school's leaders in applying gifted education best practices to appropriately align curriculum, instruction, assessment, and professional learning resulting in measurable student improvement.

Indicator 3.A: The Executive Director of Academics establishes, aligns, and ensures implementation of appropriate gifted, data driven instructional practices and relevant assessments that result in academic growth for all students.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Establishes expectations for:</p> <ul style="list-style-type: none"> - Alignment of instruction to Colorado Academic Expectations - Use of effective gifted instructional 	<p>...and THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Collaborates with school leaders to create and implement a plan of instruction and assessment that align with:</p> <ul style="list-style-type: none"> - Colorado Academic Expectations - National Association 	<p>...and THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Ensures the implementation of the instructional and assessment plan through the coaching and support of their direct reports as they submit updates that include the ongoing</p>	<p>...and STAFF:</p> <p>Engages in analysis of programs and resources to determine alignment of practice to the plan for instruction and assessment.</p> <p>Refines instruction</p>	<p>...and STAFF:</p> <p>Assume leadership roles to align the school's plan for instruction and assessment to the National Association for Gifted Children's (NAGC) Gifted Programming</p>

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practices - Relevant assessments of progress toward student growth targets	for Gifted Children's (NAGC) Gifted Programming Expectations - Student learning outcomes. - Stargate's strategic plan	review of multiple sources of data and regular monitoring of professional practices.	and assessment practices based on multiple sources of data and gifted best practices.	Expectations
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EXPECTATION 3: The Executive Director of Academics demonstrates instructional leadership through the coaching and support of the school's leaders in applying gifted education best practices to appropriately align curriculum, instruction, assessment, and professional learning resulting in measurable student improvement.

Indicator 3.B: The Executive Director of Academics fosters a collaborative culture of professional learning that balances the school's goals and the individual educators' professional goals specific to their content area.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
THE EXECUTIVE DIRECTOR: Organizes the school as a community of learners. Identifies professional learning opportunities for staff. Aligns professional	...and THE EXECUTIVE DIRECTOR: Oversees relevant staff in the development of measurable professional learning goals. Provides needs based professional learning opportunities.	...and THE EXECUTIVE DIRECTOR: Supports and oversees relevant staff as they - observe and collect multiple sources of data to monitor the effective application of	...and STAFF: Actively participate in professional learning activities to improve teaching and student outcomes. Reflect on progress towards professional learning goals.	...and STAFF: Advocate for their needs based on professional learning goals. Assume leadership roles in professional learning activities.

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learning with the strategic plan.	<p>Actively engages with staff in professional learning activities.</p> <p>Supports the implementation of new professional learning.</p>	<p>professional learning</p> <ul style="list-style-type: none"> - refine professional learning opportunities, based on feedback and student outcome data 		
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EXPECTATION 3: The Executive Director of Academics demonstrates instructional leadership through the coaching and support of the school's leaders in applying gifted education best practices to appropriately align curriculum, instruction, assessment, and professional learning resulting in measurable student improvement.

Indicator 3.C: The Executive Director of Academics demonstrates knowledge of effective gifted instructional practice and provides feedback to their direct reports which results in continuous improvement of teaching and learning.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Recognizes and promotes effective gifted instructional practice.</p> <p>Supports relevant administrators in</p>	<p>...and THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Uses observation data to coach direct reports in the instructional feedback for teachers and potentials for</p>	<p>...and THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Ensures continuous improvement by:</p> <ul style="list-style-type: none"> - Supporting administrators in providing staff 	<p>...and STAFF:</p> <p>Seek feedback from supervisor and/or colleagues to improve gifted instructional best practices.</p>	<p>...and STAFF:</p> <p>Implement revised practices to improve student growth.</p>

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establishing a system for classroom observation and feedback cycles.	professional learning. Engages in feedback with staff that is actionable, timely, and consistent	with time and support to implement feedback. - Engaging staff in reflection and collaborative learning.	Sets professional learning goals that are challenging and achievable.	Monitor and revise their own progress toward goals to ensure professional growth.
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EXPECTATION 3: The Executive Director of Academics demonstrates instructional leadership through the coaching and support of the school's leaders in applying gifted education best practices to appropriately align curriculum, instruction, assessment, and professional learning resulting in measurable student improvement.

Indicator 3.D: The Executive Director of Academics holds relevant staff accountable for setting and achieving measurable student growth.

LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR OF ACADEMICS::</p> <p>Establishes and communicates high expectations for all students and staff.</p> <p>Builds the capacity of</p>	<p>...and THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Supports staff in the development of multiple measures of student learning that are measurable, rigorous, and strategic.</p>	<p>...and THE EXECUTIVE DIRECTOR OF ACADEMICS:</p> <p>Ensures progress toward student outcomes by providing:</p> <ul style="list-style-type: none"> - Instructional resources 	<p>...and STAFF:</p> <p>Assist students in setting individualized Advanced Learning Plan goals</p> <p>Demonstrate</p>	<p>...and STAFF:</p> <p>Ensure students meet or exceed individualized Advanced Learning Plan goals</p>

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direct reports to analyze and use multiple sources of data		- Time and structures for staff to regularly review multiple sources of data.	collective responsibility for student outcomes.	
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EXPECTATION 3.OF: **The Executive Director of Operations and Finance** demonstrates leadership through the coaching and support of their staff which results in the successful monitoring and performance of all operational and financial functions.

Indicator 3.OF.A: The Executive Director of Operations and Finance demonstrates leadership in the organization's financial functions and ensures all legal compliance is appropriately managed.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:</p> <p>Ensures the school is in compliance with federal, state, and local laws and all bond covenants.</p>	<p>...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:</p> <p>Prioritizes budget to align with the Strategic Plan as well as mission and vision.</p> <p>Participates in</p>	<p>...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:</p> <p>Leverages opportunities to responsibly manage school funds</p> <p>Evaluates how the</p>	<p>...and STAFF:</p> <p>Produce expenditures of yearly classroom/department budgets</p> <p>Are encouraged to</p>	<p>...and STAFF:</p> <p>Are supported to participate in financial leadership opportunities, year to year budget planning and</p>

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<p>Confirms all policies, audits and other documents are fully followed and successfully completed in a timely manner.</p> <p>Audit has minimal to no corrections.</p> <p>Identifies that expenses are in line with set targets as it relates to KPI metrics.</p>	<p>trainings and networking opportunities, monitor financial legislation</p> <p>Seeks outside advice in efforts to improve financial oversight and management practices.</p>	<p>budget can be best utilized to promote the growth of Stargate and align with the changes within the economy.</p> <p>Openly shares the financial information and interprets the financial status of the school to staff and community on an ongoing basis.</p>	<p>reach out for appropriate allocations when necessary.</p>	<p>understanding of legal budgetary compliance.</p>
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EXPECTATION 3.OF: **The Executive Director of Operations and Finance** demonstrates leadership through the coaching and support of their staff which results in the successful monitoring and performance of all operational and financial functions.

Indicator 3.OF.B: Executive Director of Operations and Finance oversees the development, maintenance, and regular revision of systems that improve the operational functions of the school.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:	...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:	...and THE EXECUTIVE DIRECTOR of OPERATIONS and	...and STAFF:	...and STAFF:

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Ensures all building systems are in place for the long term success of Stargate.	<p>Assesses the building and systems of the building as needed to ensure optimal function.</p> <p>Long-term assessments of building and systems are complete to ensure all issues are aware of and/or prepared for, as applicable.</p>	<p>FINANCE:</p> <p>Ensures all long term maintenance and revisions are completed and/or planned/budgeted for in the following school year</p>	Identify areas of greatest need for improvement and take on responsibilities to	Leverage facility and school grounds to enhance the safety, wellbeing, and educational success of students.
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EXPECTATION 3.OF: **The Executive Director of Operations and Finance** demonstrates leadership through the coaching and support of their staff which results in the successful monitoring and performance of all operational and financial functions.

Indicator 3.OF.C: The Executive Director of Operations and Finance provides specific, timely feedback and coaching to their direct reports which results in the continuous improvement of operational systems and financial stability.

LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:</p> <p>Conducts regular</p>	<p>...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:</p> <p>Coaching and feedback</p>	<p>...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE:</p> <p>Coaching opportunities</p>	<p>...and STAFF:</p> <p>Serve as mentors for</p>	<p>...and STAFF:</p> <p>Utilize feedback</p>

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coaching opportunities with documented and effective feedback cycles. Establishes and maintains systems for direct reports that drive success.	drive decisions that promote 2-way conversations that result in continuous improvement of systems and processes.	are tailored to meet the needs of direct reports. Establishes systems that promote staff to openly receive and be receptive to feedback	new or transitioning staff that results in continuous improvement of operational systems and financial stability and creates an environment for long-term retention.	to develop systems and procedures that drive improvement in areas of needs. Takes risks to benefit the growth of both themselves and Stargate.
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EXPECTATION 3.OF: **The Executive Director of Operations and Finance** demonstrates leadership through the coaching and support of their staff which results in the successful monitoring and performance of all operational and financial functions.

Indicator 3.OF.D: The Executive Director of Operations and Finance holds relevant staff accountable for delegated responsibilities related to the improvements of the operations and finance functions.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE: Sets clear expectations for relevant staff about operations and finance needs and functions	...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE: Supports relevant staff in completing their delegated responsibilities by	...and THE EXECUTIVE DIRECTOR of OPERATIONS and FINANCE: Communicates expectations to relevant staff by defining the scope, quality	...and STAFF: Advocates for their needs when tasks become overwhelming, off-	...and STAFF: Seek new growth opportunities in addition to their current

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<p>Staff are held accountable for their expected responsibilities.</p> <p>Provides resources (tools, information and support) for staff to successfully complete tasks.</p>	<p>setting goals and tracking completion throughout the year.</p> <p>Works with other team leaders</p> <p>Implements a strong onboarding process that leads to clarity of responsibilities and long term goals.</p>	<p>standards, deliverables and deadlines</p> <p>Clarifies roles, responsibilities and authority of each relevant staff member</p> <p>Monitors progress by checking in regularly to track status, results and issues.</p> <p>Evaluates the outcomes of completed responsibilities.</p>	<p>track, or are in need of feedback.</p> <p>Effectively manages their workload according to their responsibilities while able to tend to their own needs to avoid excessive overload and burnout.</p>	<p>responsibilities as a result of the effective leadership of the ED.</p>
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EXPECTATION 4: The Executive Director demonstrates professionalism and personal integrity in all relationships with other administrators, school personnel, families, and the community, especially as it relates to internal and external community involvement in the promotion of Stargate's overall goals and mission.

Indicator 4.A: Executive Director demonstrates high Expectations for professional conduct.

LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
THE EXECUTIVE DIRECTOR:	...and THE EXECUTIVE	...and	...and STAFF:	...and STAFF:

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<p>Complies with state law, district policies, and, where applicable, negotiated agreements.</p> <p>Maintains confidentiality including student and staff data and interactions.</p> <p>Demonstrates ethical behavior including integrity, fairness, and trust</p>	<p>DIRECTOR:</p> <p>Engages in interactions that are:</p> <ul style="list-style-type: none"> - Respectful - Consistent - Reasonable <p>Establishes procedures to protect the confidentiality of staff and student information.</p> <p>Recognizes conflicts of interest when making decisions and/or allocating resources.</p>	<p>THE EXECUTIVE DIRECTOR:</p> <p>Fosters ethical behavior of students and staff as individuals and as members of a community.</p>	<p>Comply with state law, district policies, and, where applicable, negotiated agreements.</p> <p>Maintain confidentiality including student and staff data and interactions.</p> <p>Demonstrate ethical behavior including integrity, fairness, and trust.</p>	<p>Advocate for student-centered solutions to ethical barriers or challenges.</p> <p>Encourage colleagues' accountability to ethical behavior including integrity, fairness, and trust.</p>
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EXPECTATION 4: The Executive Director demonstrates professionalism and personal integrity in all relationships with other administrators, school personnel, families, and the community, especially as it relates to internal and external community involvement in the promotion of Stargate's overall goals and mission.

Indicator 4.B: Executive Director links professional growth to their professional goals.

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THE EXECUTIVE DIRECTOR:	...and THE EXECUTIVE DIRECTOR models:	...and THE EXECUTIVE DIRECTOR:	...and THE EXECUTIVE DIRECTOR:	...and THE EXECUTIVE DIRECTOR:
<p>Develops measurable professional goals.</p> <p>Engages in professional learning aligned to:</p> <ul style="list-style-type: none"> - Current educational practices - Professional goals and growth plan. - School and district goals. - Student and staff needs. 	<p>Monitors progress toward professional goals.</p> <p>Applies knowledge and skills acquired through professional learning.</p> <p>Solicits performance feedback from the Board, staff, and/or colleagues to improve practice.</p>	<p>Reflects on and adjusts practice based on feedback from the Board, staff, students, and community.</p>	<p>Works with colleagues to promote the growth and development of educational leaders.</p> <p>Gathers and responds to feedback from the community to improve practice.</p>	<p>Contributes to the professional growth of peers through external committees, presentations, leadership in district, state, and/or national organizations, and/or publications.</p>

EXPECTATION 4: The Executive Director demonstrates professionalism and personal integrity in all relationships with other administrators, school personnel, families, and the community, especially as it relates to internal and external community involvement in the promotion of Stargate's overall goals and mission.

Indicator 4.C: The Executive Director builds and sustains productive partnerships with key members of the community, including

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public and private sectors, to promote school improvement, student learning, and student well-being.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Includes key community members in school activities.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Partners with:</p> <ul style="list-style-type: none"> - Agencies that provide health, social, and other services. - Key community members. 	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Sustains partnerships with key community members.</p> <p>Maximizes the impact of resources and partnerships.</p> <p>Reports on the impact of community engagement on the satisfaction of staff and students, especially as it relates to the strategic plan/goals.</p>	<p>...and STAFF:</p> <p>Foster relationships with key community members.</p>	<p>...and STAFF:</p> <p>Capitalize on external resources to benefit the school community.</p> <p>Encourage students to make connections with key community members.</p>

EXPECTATION 5: The Executive Director demonstrates effective partnership with Stargate's Governance Board of Directors through communication between Board and community, implementation of board policy, and the collaborative development and implementation of the strategic plan.

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Indicator 5.A: The Executive Director acts as liaison to ensure an effective flow of critical information between the Board and the staff, students, and community as relevant.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
<p>THE EXECUTIVE DIRECTOR:</p> <p>Keeps the Board informed on all matters of academic, strategic, operational, and/or financial importance pertaining to Stargate.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Communicates with the appropriate levels of transparency tailored to the audience receiving the information.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Anticipates and prepares for questions/information the Board may need in order to give appropriate feedback and has a system in place for receiving and responding to board member questions in a timely and thorough manner.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Corrects communication errors and/or resolves miscommunications without prompting from the Board.</p>	<p>...and THE EXECUTIVE DIRECTOR:</p> <p>Creates/maintains communication pathways with fidelity, reflects on the effectiveness of the pathways, and provides feedback to the Board for improved communication.</p>

EXPECTATION 5: The Executive Director demonstrates effective partnership with Stargate's Governance Board of Directors through communication between Board and community, implementation of board policy, and the collaborative development and implementation of the strategic plan.

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Indicator 5.B: The Executive Director implements Board policies and recommends policies for Board consideration.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
THE EXECUTIVE DIRECTOR: Carries out all policies of Stargate and the decisions of the Board as established.	...and THE EXECUTIVE DIRECTOR: Keep Board well informed on all known matters that the ED believes may impact current or future policies.	...and THE EXECUTIVE DIRECTOR: Assists staff in understanding what school decisions are based in policy or Board decision versus the autonomy of the school's leaders.	...and THE EXECUTIVE DIRECTOR: Anticipates the developing needs of Stargate and the school community and communicates those needs to the Board as appropriate.	...and THE EXECUTIVE DIRECTOR: Gives suggestions for changes and recommendations to the Board based on relevant data (qualitative or quantitative) and experience.

EXPECTATION 5: The Executive Director demonstrates effective partnership with Stargate's Governance Board of Directors through communication between Board and community, implementation of board policy, and the collaborative development and implementation of the strategic plan.

Indicator 5.C: With input from the Board, the Executive Director ensures the development and ongoing refinement of a long-term strategy; establishes objectives and plans that meet the needs of students, staff, and the community; ensures consistent and timely progress toward strategic objectives.				
LEVEL 1	LEVEL 2	LEVEL 3 (Proficient)	LEVEL 4	LEVEL 5
THE EXECUTIVE	...and THE EXECUTIVE	...and THE	...and STAFF:	...and STAFF:

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<p>DIRECTOR:</p> <p>Collaborates with the Board in the development of the strategic and/or operational plans to achieve the organization's mission and vision.</p>	<p>DIRECTOR:</p> <p>Regularly reports to the Board on the progress of strategic goals that are the responsibility of the Executive Director.</p>	<p>EXECUTIVE DIRECTOR:</p> <p>Anticipates potential modifications to the strategic plan and communicates them with the Board.</p>	<p>Is aware of the strategic goals and provides feedback to the Executive Director on the impact of the strategic plan on their work.</p>	<p>Actively collaborates with the ED to make suggestions of improvement for the strategic plan.</p>
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Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

2025-2026 Stargate ED Evaluation Template_To Be Approved.xlsx