

**Easton Public Schools
 Superintendent's Performance Goals 2021-2023
 Dr. Lisha Cabral, EdD**

Goal #1 - District Improvement: Standard I: Instructional Leadership, A. Curriculum (I-A-1), B. Instruction (I-B-3), and Assessment (I-C-2) Indicators

Strategic Objective #3 - Curriculum Development

All principals will ensure that staff have the tools, resources, and support to adapt curriculum, instruction, and assessments to appropriately meet the needs of all learners in an accelerated vs. remedial learning model. Administrators will set and model high expectations for student engagement, performance, expectations, and progress toward standards-based achievements and continual growth.

1	<p>Key Actions:</p> <ul style="list-style-type: none"> ● Provide professional development and support for consistently identifying appropriate inclusive teaching materials and resources. ● Establish a shared procedure for appropriate accelerated vs. remedial instruction at all grade levels with appropriate differentiation and personal contact. ● Create schedules and structured learning opportunities that maximize student access to quality instructional time and educator access to common planning time. ● Provide targeted professional development for principals and staff in utilizing multiple modalities for authentic assessment as well as adapting strategies for advancing learning opportunities for all students. ● Research, acquire, and properly implement research-based programs and curricula that appropriately align to the SEL/DEI needs of students. 	<p>Completed:</p> <ul style="list-style-type: none"> ● TBD
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	<ul style="list-style-type: none"> ● Incorporate Transfer Goals and Core Values into daily staff and student practice. 	
	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Targeted high-quality professional development for addressing immediate and long term social emotional staff and student needs. ● Enhanced opportunities and time for professional collaboration. ● Targeted, high-quality professional development in identifying and appropriately differentiating lessons, tasks, and tiers of support to specific student learning needs. ● Student and staff awareness and use of Transfer Goals and Core Values to set expectations and increase personal academic and social emotional improvement. ● Effective utilization of Data Team Meetings to analyze and disaggregate assessment results to determine progress and set ambitious and achievable goals for continuous student achievement. ● Enhanced schedules that meet all federal and state requirements while ensuring appropriate access to academics and support services. 	<p>Evidence:</p> <ul style="list-style-type: none"> ● TBD
	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● Improved learning opportunities and feedback to staff for appropriate modified and inclusive teaching practices in all grades and content areas. 	

	<ul style="list-style-type: none"> ● Increase in educators' ability to review resources, modify lessons, and choose or create assessments that are appropriate to meet the needs of all learners; particularly those who have special needs, are English Language Learners, or need more advanced opportunities. ● Sustained academic achievement and appropriate academic and social emotional growth of all subgroups.
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Goal #2 - Student Learning: Standard II: Management and Operations, A. Environment (II-A-1&2), Human Resources, management, and Development (II-B-1), and Laws and Policies (II-D-1) Indicators

Strategic Objective #4 - Educator Excellence

Develop an effective district operational system and processes for the effective support and supervision of professional and auxiliary staff that best maximizes the use of all budget and grant funding sources.

2	<p>Key Actions:</p> <ul style="list-style-type: none"> ● Complete a thorough assessment of the current reality and district needs related to positions and salaries, specifically at the leadership and Pk-2 levels. ● Provide up-to-date job descriptions, comparable salary scales, and evaluation materials for all non-union staff. ● Secure resources and professional development that assists Pk-2 staff and administrators in establishing effective plans, routines, and policies for the Blanche Ames Elementary School. ● Identify, define, and develop a plan for implementing an appropriate process for the maintenance of safety. ● Identify District-wide efficiencies in operations and human resources. 	<p>Completed:</p> <ul style="list-style-type: none"> ● TBD
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	<ul style="list-style-type: none"> Secure grants to further educational and safety plans within the District. Recruit, hire, and work to maintain a staff that better reflects the diversity, background, identities, and skills needs of the District. Proactively partner with pre-service education partners and organizations to generate educator pipelines to fill critical vacancies. 	
	<p>Benchmarks:</p> <ul style="list-style-type: none"> Educator participation in appropriate professional development and process implementation for all grade bands within the district. Action plan for staff roll-out of an appropriate system and supports that is clearly articulated to and followed by all students and families. Modifications based on results of data analysis. Advertisement and recruitment of effective staff. 	<p>Evidence:</p> <ul style="list-style-type: none"> TBD
	<p>Measures of Success:</p> <ul style="list-style-type: none"> Increase in educator preparedness and confidence in meeting the needs of themselves and their students. A physically and emotionally safe working and learning environment. 	

Goal #3 - District Improvement: Standard III: Community Engagement, A. Engagement Indicator (III-A-2)

Strategic Objective #1 - Student Achievement

Establish strategic partnerships with community organizations, businesses, and higher education institutions that focus on strengthening or expanding their role and maximizing their participation in authentic learning experiences for students and maximizing their involvement in district effectiveness.

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Key Actions:

- Explore multiple articulation agreements with college and career readiness programs (including Chapter 74) that create appropriately challenging and preparatory pathways for students to earn early college credits.
- Provide greatly reduced or free college credits for students in the early college program.
- Share current research and best practices in preparing students for college and career.
- Augment the Career Pathway documents to provide the most current educational and career opportunities as well as a vision of the future for different skills and competencies.
- Hold appropriate educational workshops and meetings for educators as well as students and parents for a better understanding of student opportunities for further education and career readiness.
- Create peer district partnerships in these efforts for professional and student improvement and augmented resources.
- Ensure the inclusion of opportunities that directly serve the needs of advanced learning, English language learners, and special education students.

Completed:

- TBD

	<p>Benchmarks:</p> <ul style="list-style-type: none"> • Career programs and pathways that address student interests and regional economic development needs. • Multiple and varied early college opportunities for students. • Educational offerings that meet the needs of a diverse workforce. • Increased economic support for program implementation and development. 	<p>Evidence:</p> <ul style="list-style-type: none"> • TBD
	<p>Measures of Success:</p> <ul style="list-style-type: none"> • Multiple viable opportunities for student career exploration and preparation. • Earned college credits before high school graduation that are strategically aligned to students' future plans. • Stakeholders' understanding and recognition of needs within the community and support for these efforts. • Improved educator training and experience in authentic contemporary work and higher education environments. • Improved student ability to plan their path and be prepared for college and career. 	

Goal #4 - Student Learning and Professional Practice: Standard IV: Professional Culture, A. Commitment to High Standards (IV-A-2) and B. Cultural Proficiency (IV-B-1) Indicators

Strategic Objective #2 - Student and Educator Wellness

Understand, implement, and internalize the Core Values and Transfer Goals as they relate to culturally responsive policies and learning environments that acknowledge diverse backgrounds, identities, strengths, and challenges to create a culture that accepts and affirms individual differences and nurtures social emotional awareness and strength.

4

Key Actions:

- Develop a plan for the communication of the District Strategic Plan, Core Values, and Transfer Goals to staff, students, parents, and the community.
- Model the use of the values and goals in the Plan and modify as needed to address changing needs or conditions.
- Ensure visibility of and reference to the Plan and all other salient documents and resources at school and district levels.
- Provide high-quality professional development with strategies addressing social justice, equity, and mental health needs.
- Encourage Professional Learning Communities focused on understanding and improving cultural proficiency and social emotional competencies.
- Expand educator understanding of unconscious and implicit bias, white privilege, and culturally responsive learning environments.
- Strengthen the culture of equity and inclusivity across the school district.
- Create partnerships with community and state level allies to create culturally responsive policies and learning environments that support social emotional health.
- Lead Transition Team efforts to create a cohesive, collaborative culture for the Blanche Ames Elementary School.

Completed:

- TBD

	<ul style="list-style-type: none"> ● Leverage Core Values and Transition Goals to create high expectations for personal reflection and cultural improvements. ● Model the importance of social responsibilities and self care. 	
	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Evidence of visibility and awareness of the Plan at school and district levels. ● PLCs that reflect and share their developing understandings with colleagues. ● Evidence of understanding biases and identifying resources and/or practices that limit them. ● Acquisition and use of culturally appropriate practices, materials, and resources. ● Visible and audible evidence of the development of culturally inclusive practices. ● Analyses of health data and current research to make appropriate adjustments to practice. ● Student and staff internalization and regular use of Transfer Goals and Core Values to set personal academic goals, inclusive and equitable expectations, and improvement in social emotional skills. 	<p>Evidence:</p> <ul style="list-style-type: none"> ● TBD
	<p>Measures of Success:</p> <ul style="list-style-type: none"> ● Greater understanding of biases and how to combat them. ● Increased sense of inclusivity and positive culture for all. 	

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| | <ul style="list-style-type: none">● Decrease in the number of reported incidents of intolerance, inequity, and social emotional crises.● Increased parent, school, and community focus on equity and inclusivity as well as participation in proactive events, collaborations, and initiatives.● Increased community understanding of and participation in supporting the efforts of the District.● A school and community culture that accepts and affirms individual differences. |
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