

**APPENDIX**  
**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 be supported to ensure that staff members 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><b>Key Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Provide professional development and support for consistently identifying appropriate inclusive teaching materials and resources.</li> <li>● Establish a shared procedure for appropriate accelerated vs. remedial instruction at all grade levels with appropriate differentiation and personal contact.</li> <li>● Create schedules and structured learning opportunities that maximize student access to quality instructional time and educator access to common planning time.</li> <li>● 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.</li> <li>● Research, acquire, and properly implement research-based programs and curricula that appropriately align to the SEL/DEIA needs of students.</li> <li>● Incorporate Transfer Goals and Core Values into daily staff and student practice.</li> </ul>	<p><b>Sample Evidence::</b></p> <ul style="list-style-type: none"> <li>● Comprehensive <a href="#">PD</a> plan</li> <li>● <a href="#">Goals and values</a> communications</li> <li>● Comprehensive <a href="#">Scheduling audit</a></li> <li>● <a href="#">Data (Intervention and SIT) team meetings and achievement data</a></li> <li>● <a href="#">Tiered supports added</a></li> <li>● <a href="#">Increase in interventionists (reading specialists)</a></li> <li>● <a href="#">Addition of Focus and Tiger Blocks</a></li> <li>● <a href="#">DESSA mini</a> adopted and implemented</li> <li>● <a href="#">PBIS practices and supports</a> put in place</li> <li>● <a href="#">New curricula (math/sci/ELA)</a></li> <li>● <a href="#">Curriculum review with Theresa Moore</a></li> <li>● <a href="#">Addition of Curriculum Director</a></li> <li>● <a href="#">EPS Curriculum Site</a></li> <li>● <a href="#">RMK Diversity In Classroom Leadership and Literature Program</a> PD for staff</li> <li>● <a href="#">Addition of English Learner Coordination</a></li> <li>● Increased <a href="#">EL FTE</a> positions</li> <li>● Creation of <a href="#">Central Registration</a> Department</li> <li>● <a href="#">Acceleration opportunities (OA career/college)</a></li> </ul>
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	<ul style="list-style-type: none"> <li>● Targeted high-quality professional development for addressing immediate and long term social emotional staff and student needs.</li> <li>● Enhanced opportunities and time for professional collaboration.</li> <li>● Targeted, high-quality professional development in identifying and appropriately differentiating lessons, tasks, and tiers of support to specific student learning needs.</li> <li>● Student and staff awareness and use of Transfer Goals and Core Values to set expectations and increase personal academic and social emotional improvement.</li> <li>● 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.</li> <li>● Enhanced schedules that meet all federal and state requirements while ensuring appropriate access to academics and support services.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Summer Enrichment Academy</a></li> </ul>
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<p><b>Goal #2 - Student Learning: Standard II: Management and Operations, A. Environment (II-A-1&amp;2), Human Resources, Management, and Development (II-B-1), and Laws and Policies (II-D-1) Indicators</b></p> <p><b>Strategic Objective #4 - Educator Excellence</b></p> <p>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.</p>		
	<p><b>Key Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Complete a thorough assessment of the current reality and district needs related to positions and salaries, specifically at the leadership and Pk-2 levels.</li> </ul>	<p><b>Sample Evidence::</b></p> <ul style="list-style-type: none"> <li>● Finance Director and Payroll and Grants Coordinator position modified and re-filled</li> <li>● Streamlined and vertically aligned <a href="#">budget process at every school</a></li> </ul>

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- Provide up-to-date job descriptions, comparable salary scales, and evaluation materials for all non-union staff and Unit A.
- 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.
- 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.
- Create and implement a comprehensive physical and mental wellness program for all staff.
- Leverage use of alternative funding sources: Grants, Community Preservation Act, Capital, Revolving Accounts
- 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 support 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.
- Staff participation in a supportive wellness program.
- [New budget](#) process, and new payroll, accounts payable/receivable, and policies and procedures
- [FY24 Budget](#) balanced
- [Additional EPS positions](#)
- [CPA Court and Playground Projects](#)
- [Capital](#) investments secured including FULL security upgrades
- [Grants received: SouthShore Consortium, ARPA](#)
- Successful completion of [Blanche Ames](#) construction (\$10M under budget)
- Multiple [Legislative](#) budget priority [presentations](#)
- Comparative salary rate research done at all levels, salary adjustments made, and several [new salary scales implemented](#), including a cost-saving plan for [Unit A](#)
- Successful [contract negotiations](#) with none expired
- [Tyler Technologies](#) platform purchased in partnership with Town
- [Evaluation committee to change Unit A evaluation from Marshall to DESE](#)
- [BA transition team meetings](#)
- Completed BA transition timeline and communications library: [Tiger's Den](#)
- [Human Resources Director](#) and [Administrative Assistant](#) hired
- [Job descriptions created for all posted positions](#)
- [Hires up to 80+](#) per year
- [Diversity of staff](#) slowly increasing
- New pre-service partners: Stonehill, [Merrimack](#),
- MPDE [membership \(diversity\)](#)
- [Expanded ads](#): 8 new sites, lawn signs, [Twitter](#), LinkedIn, newspaper, [Town Crier](#)
- [EU wellness offerings](#)
- Staff [Wellness Fair](#) and development of ongoing program

		<ul style="list-style-type: none"> <li>• Committee to complete standard <a href="#">Threat Assessment Protocols</a></li> <li>• <a href="#">Security PD for ALL</a> staff, January 2023</li> <li>• \$750,000 security earmark/Senate budget</li> </ul>
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**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.

3	<p><b>Key Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide greatly reduced or free college credits for students in the early college program.</li> <li>• Share current research and best practices in preparing students for college and career.</li> <li>• 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.</li> <li>• 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.</li> <li>• Create peer district partnerships in these efforts for professional and student improvement and augmented resources.</li> </ul>	<p><b>Sample Evidence::</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Updated OA Program of Studies</a></li> <li>• <a href="#">College partnerships</a> and <a href="#">SouthShore Consortium</a> intermunicipal agreement</li> <li>• <a href="#">SouthShore Consortium partners</a></li> <li>• <a href="#">Beta website</a> for SouthShore Consortium</li> <li>• <a href="#">Beta brochure</a></li> <li>• <a href="#">Early College courses</a></li> <li>• Increased <a href="#">College Fair</a> and College Visit opportunities</li> <li>• <a href="#">Added college/career liaison</a></li> <li>• Educational Alliance <a href="#">partnerships</a></li> <li>• <a href="#">PCC</a> subsidized enrollments</li> <li>• Additional new Early College programs in development: <a href="#">Lasell</a>, <a href="#">Middlesex</a>, <a href="#">William James College</a></li> <li>• Boston Architectural College <a href="#">Fellowship</a> and <a href="#">Summer Academy</a></li> <li>• <a href="#">Career Pathways</a></li> <li>• <a href="#">School of American Safety</a> Certification Programs</li> <li>• Child <a href="#">daycare program</a> with YMCA (passcode: +K*60QP&amp;)</li> <li>• Serve on Stonehill program Advisory Board</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ensure the inclusion of opportunities that directly serve the needs of advanced learning, English language learners, and special education students.</li> <li>• Career programs and pathways that address student interests and regional economic development needs.</li> <li>• Multiple and varied early college opportunities for students.</li> <li>• Educational offerings that meet the needs of a diverse workforce.</li> <li>• Increased economic support for program implementation and development.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">"Really" Early College</a> preliminary research</li> <li>• Diversified <a href="#">college acceptances</a></li> <li>• Newspaper article(s)</li> <li>• <a href="#">Special Education</a> audit and working group established</li> </ul>
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**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	<p><b>Key Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Develop a plan for the communication of the District Strategic Plan, Core Values, and Transfer Goals to staff, students, parents, and the community.</li> <li>• Model the use of the values and goals in the Plan and modify as needed to address changing needs or conditions.</li> <li>• Ensure visibility of and reference to the Plan and all other salient documents and resources at school and district levels.</li> <li>• Provide high-quality professional development with strategies addressing social justice, equity, and mental health needs.</li> </ul>	<p><b>Sample Evidence:</b></p> <ul style="list-style-type: none"> <li>• Sharing and Planning with the <a href="#">Strategic Plan as the Foci</a></li> <li>• <a href="#">Strategic Plan updates</a> in preparation for new plan</li> <li>• New Strategic Plan preparations <a href="#">Planning for Success</a></li> <li>• <a href="#">Cabinet Book Study - Waking Up White</a></li> <li>• <a href="#">One book one town</a> (and OA junior summer reading)</li> <li>• <a href="#">RMK/HRC Proclamation</a></li> <li>• <a href="#">DCLL and LIL programs with RMK</a> in over 50% elementary classrooms</li> <li>• <a href="#">Curriculum Leader training and curricula/resources review</a> with <a href="#">Theresa Moore</a></li> <li>• MIAA training: <a href="#">Addressing Hate in Sports</a></li> </ul>
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- 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.
- Nurture and support Transition Team efforts to create a cohesive, collaborative culture for the Blanche Ames Elementary School.
- 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.
- 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

- REDI Committee member: Created and provide statewide PD on [Guide to Getting Started](#)
- [REDI Foundation group](#)
- [MASS REDI](#) Board member and state presenter at ["Wednesday Webinars"](#)
- EPS Leadership Team completed the [Teacher Diversification Program](#) and the [RIDES process](#) of program evaluation and planning
- [Dr. Thangaraj/Stonehill Director of the Center for the Study of Race, Ethnicity, and Social Justice](#) staff PD
- [IDEAS training: microaggressions](#) 9 hours counseling staff PD
- [EPS/RMK DEIA Community Meetings](#) and [Equity presentation](#)
- ["I Love Me"](#) program at EMS and [Student Survey](#)
- [PD Plan: Diversity Equity Inclusion Belonging, School Safety, and Social/Emotional Learning \(PBIS and mental health\)](#)
- [Interface Program](#)
- [DESSA/PBIS](#) implemented
- [Youth Risk Health Data Survey](#) collected and analyzed
- SEL partner: [Easton Wings of Hope](#) sponsor of Superintendent attendance at the [Montana Summer Institute in June 2023: The Paradox of the Positive: Preventing Harm by Promoting Health](#)
- [EAP program](#) meetings in every school
- HR Department support
- [Staff daycare program](#) with YMCA (passcode: +K\*60QP&)
- [Superintendent Advisory Committee](#) feedback on goals
- Superintendent [Newsletters](#)
- Updated [handbook OA](#)
- Updated [handbook EMS](#)

	goals, inclusive and equitable expectations, and improvement in social emotional skills.	<ul style="list-style-type: none"><li>• Creation of <a href="#">new district and school websites</a> (Launch fall 2023)</li></ul>
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