

**Easton Public Schools
 Superintendent’s Performance Goals 2023-2025
 Dr. Lisha Cabral, EdD**

“The phrase ‘all students’ in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences”

EPS Administrator Focus Indicators: I(B) Instruction, I(D) Evaluation, II(A) Environment, and IV(C) Continuous Learning

<p>Goal #1 - Student Learning Standard I: Instructional Leadership, B. Instruction (I-B-1, 3) and D. Evaluation (I-D-1, 2, 3, 4) and Standard IV: Professional Culture, A. Commitment to High Standards (IV-A-1) and D. Continuous Learning (IV-D-1) Strategic Objective #1 - Student Achievement and #4 - Educator Excellence Provide effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions by modeling exemplary practices in administrative evaluations and supporting administrators to provide meaningful and actionable feedback that focuses on high-quality instruction and equitable practices to drive improved achievement for all students.</p>		
1	<p>Key Actions:</p> <ul style="list-style-type: none"> ● Conduct quarterly meetings with each administrator to develop meaningful, actionable, and measurable goals focusing on student achievement and equity as well as monitor progress on those goals and their current professional practice. ● Share and review Superintendent goals with each administrator to model the creation, implementation, and measurement of goals and the evaluation process. ● Conduct quarterly staff observations with each administrator to review feedback and support focusing on high-quality instruction and equitable practices. ● Support all administrators in identifying and evaluating appropriate measures of student learning and anticipating student learning gains for those measures. 	<p>Sample Evidence:</p> <ul style="list-style-type: none"> ● TBD

	<ul style="list-style-type: none"> ● Provide timely high-quality feedback with specific key actions for improvement to all administrators after quarterly visits and throughout the school year. ● Determine and provide individualized support to administrators to improve professional performance. ● Ensure administrator evaluations are conducted with a focus on closing student achievement and equity gaps. ● Provide leadership team professional development to improve the quality of evaluation feedback and support and create calibration of practice across the district. ● Identify further professional development opportunities for leadership team and administrators as needed for improved practice and performance and to assist them in meeting their professional and school improvement goals of closing achievement and equity gaps. ● Organize leadership team observations and facilitate debrief sessions throughout the year to share best practices and pose meaningful questions and feedback within the team. ● Conduct observations to evaluate the effectiveness of Tier 1 instruction and its improvement over the course of the year. ● Plan and run Cabinet meetings that have a clear purpose, focus on matters of consequence, and engage all participants in a thoughtful and productive series of conversations and deliberations about critical district matters as a model to school level administration of the use and purpose of school level meetings. 	
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Goal #2 - District Improvement
Standard II: Management and Operations, A. Environment (II-A-1), D. Law, Ethics, and Policies (II-D-1), and E. Fiscal Systems (II-E-1).

Develop a fiscal process and budget that better supports the district's vision, mission, and goals, maximize efficiencies and investments, and models the allocation and management of expenditures consistent with district/school level goals and available resources.

2

Key Actions:

- Conduct pre-schedule meetings with the Finance Director twice weekly to purposefully tailor action plans and budget decisions to address timely needs.
- Explore opportunities to create efficiencies and fine tune budget projections based on data and stakeholder input.
- Leverage the current inclusive budget process to create a stronger stakeholder sense of ownership of the budget.
- Individually train each administrator and department lead in specific budgeted processes and procedures to increase capacity and calibration of efforts.
- Develop new and improved operational processes and procedures for accounts receivable, accounts payable, payroll, and human resources to maximize budget efficiencies and employee output.
- Increase number of cost neutral and cost saving opportunities for district improvement.
- Clearly communicate budget processes and decisions for increased stakeholder understanding and support
- Successfully complete all grant and audit requirements and implement improved practices for most efficient uses of funds.
- Create centralized processes for grant expansion, application, processes, monitoring, procurement, and reporting.

Sample Evidence::

- TBD

Goal #3 - District Improvement

Standard III: Family and Community Engagement, A. Engagement (III-A-1), B. Sharing Responsibility (III-B-1 and III-B-2), and C. Communication (III-C-1) and Standard IV: Cultural Proficiency B. Policies and Practices (IV-B-1).

Strategic Objective #2 - Student and Educator Wellness and #3 - Curriculum Development

Promote the success of all students and create a strong sense of belonging, support, and engagement for all by developing, nurturing, and sustaining a culture in which staff members are reflective about their understandings and practice and use student data, current research, best practices, and feedback to continuously adapt instruction, achieve improved results, and foster inclusivity to meet the needs of a diverse community.

<p>3</p>	<p>Key Actions:</p> <ul style="list-style-type: none">● Provide high-quality professional development with strategies addressing social justice, equity, special education, and mental health needs.● Encourage Professional Learning Communities (PLCs) focused on understanding and improving cultural proficiency and social emotional competencies.● Foster professional opportunities to reflect and share developing understandings with colleagues.● Add direct analysis of the data measuring the progress and needs of Multilingual Learners to the established school data team meetings.● Analyze achievement and mental health data and current research to make appropriate adjustments to practice.● Expand educator understanding of unconscious and implicit bias and white privilege and how to model the disruption of non-inclusive behaviors.● Strengthen culturally responsive learning environments and 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.● Leverage the District Strategic Plan to create high expectations for personal reflection and cultural improvements.	<p>Sample Evidence:</p> <ul style="list-style-type: none">● TBD
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	<ul style="list-style-type: none"> ● Model the importance of social responsibilities and self care. ● Facilitate the acquisition and use of culturally appropriate practices, materials, and resources. ● Expand programs and opportunities that directly serve the needs of advanced learning, English language learners, and special education students. ● Evaluate and procure high quality resources and materials that are inclusive and culturally competent and advance the achievement of all students. ● Offer adult English classes, translated documents and resources, a robust EL PAC, and community connections for families whose second language is English ● Create a Welcome Center for newcomers and displaced families that orients them to the community and the school system and properly connects them to available resources and support services. ● Lead professional development and community outreach based on Positive Community Norms and the Science of the Positive. ● Improve the registration process to provide an efficient, welcoming, and informative experience for families. 	
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Goal #4 - District Improvement and Professional Practice
Standard IV: Professional Culture, A. Commitment to High Standards (IV-A-1, 2, 3), B. Cultural Proficiency (IV-B-1), C. Communications (IV-C-1), and D. Continuous Learning (IV-D-2).

Strategic Objective #1 - Student Achievement

Plan, create, communicate, and implement a comprehensive and cohesive 5-year District Strategic Plan that fosters a shared commitment to high standards of teaching and learning with rigorous expectations for achievement and equity for all students.

4

Key Actions:

- Create a clear and inclusive process for the development of the 5-year District Strategic Plan that involves diverse stakeholders and multiple points of feedback and review.
- Demonstrate and model a commitment to continuous learning by increasing capacity and understanding of a high quality Plan.
- Improve understanding of the Plan process and actively participate in the creation of the Plan product.
- Develop a plan to communicate the Plan clearly and effectively and secure staff, family, and community commitment that will result in rigorous standards of teaching and learning and high expectations for the achievement of all students.
- Ensure understanding, implementation, and internalization of the Plan as it relates 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.
- Model the use of the vision, goals, and objectives 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.

Sample Evidence:

- TBD

	<ul style="list-style-type: none">• Encourage regular use of the Plan to set achievement goals, inclusive and equitable expectations, and increase in measurable culturally responsive skills and practices.	
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P - The educator's performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.

E - The educator's performance exceeds requirements and consistently demonstrates high-quality practice with districtwide impact.