

Goal #1:

Address issues concerning Maintenance, Grounds and Student Transportation.

Evidence to Support Goal #1: The summary document labeled "...evidence of Superintendent Goal #1)" as was shared with the Board on Wednesday, September 11, 2019)

Goal #2:

Provide a Superintendent's weekly summary utilizing the same format that has been presented to the Board on a weekly basis since April 2019.

Evidence to Support Goal #2:

Weekly summaries will continue to be provided utilizing the same format and distribution methods as has been presented on a weekly basis to the Board since April 2019.

Goal #3A:

Provide a report to the Board of Directors within a month of its release to the district by the State (or one month after the Boards' approval of this goal) on the following: 1.) achievement gap disparities for all student sub-groups (as defined by the State) within the East Stroudsburg Area School District on all state sponsored testing; 2.) graduation rates; 3.) student attendance rates; and, 4.) PVAAS data.

Evidence to Support Goal #3A:

A report (spreadsheet) of ALL student sub-groups as identified by the Pennsylvania Department of Education will show performance percentages of proficient and non-proficient scores for each sub-group in the content areas of mathematics, reading, and biology.

Goal #3B:

Identify and/or modify current courses of study curricula for the 2020-2021 school year that may address the needs of all of our students within the district based on students' performance on state sponsored testing in mathematics, reading, and/or biology.

Evidence to Support Goal #3B:

A narrative summary will highlight the name(s) of any current courses of study that have been identified and/or modified for the 2020-2021 school year based on the

most significant area of need from the discrepancies found in goal 3A as related to students' performance on state sponsored testing. Highlights may include one or more of the following: total/partial curriculum revisions, update of resources specifically related to the identified competencies associated with the most significant area of need, professional development on instructional practices related to the most significant area of need, tracking of instructional time related to standards associated with the most significant area of need as related to students' performance on state sponsored testing. **Note:** *Any modifications and the extent of modifications in any given year will be dependent on staff being willing to engage in the curricular revision process.*

Goal #3C:

Implement an after-school program for a undefined period of time to address the most significant identified area of need in mathematics and reading for elementary, intermediate and high school in an effort to close the achievement gap and address the most significant area of the least amount of growth, as measured by PVAAS.

Evidence to Support Goal #3C:

After-school programs, which will also present a cost to the district and require Board approval, will be established at each elementary school, intermediate schools, and high schools (where staff agree to offer such programs) to offer instructional support specific to the most significant area of need as identified by students' performance on state sponsored tests. **Note:** *as after-school programs are not permitted to be mandatory, the Board of Directors recognizes that this goal may only be measured by the establishment and implementation of the after-school program. The number of students electing to participate may have little statistical significance on the districts' performance on state sponsored tests as related to percentages of proficiency, achievement gap disparities between sub-groups, and/or PVAAS data.*

Goal #4:

Demonstrate that the following positions have been evaluated on or before June 30, 2020. The positions include: assistant superintendents (indicating a satisfactory or unsatisfactory evaluation only), principals, directors of pupil services, directors of curriculum, director of technology, director of facilities, director of transportation and grounds, assistant director of transportation and grounds, CFO, director of school police, director of food services, and the director of human resources.

Evidence to Support Goal #4:

A report will be provided to the Board indicating the completion of the end of year evaluations on the following positions on or before June 30, 2020: assistant superintendents (indicating a satisfactory or unsatisfactory evaluation only),

principals, directors of pupil services, directors of curriculum, director of technology, director of facilities, director of transportation and grounds, assistant director of transportation and grounds, CFO, director of school police, director of food services, and the director of human resources.

Goal #5:

Provide a directive to all administrative staff to improve responsiveness to inquiries made to their office within two (2) business days, and when informed otherwise, the Superintendent will provide a written response to the administrator to document any founded occurrences when this did not occur.

Evidence to Support Goal #5:

A report will be provided to the Board indicating when the initial written directive was issued to the administrative staff, along with any reminders during the 2019-2020 school year as well as the number of founded occurrences that were reported to the Superintendent during the 2019-2020 school year.

Goal #6:

Develop a system to replace aged content and update information for each school and department found on the districts' website.

Evidence to Support Goal #6:

A report will be provided to the Board outlining the system that was implemented during the remainder of the 2019-2020 school year to replace aged content and update information for each school and department found on the districts' website as per a designed schedule.

Goal #7:

Continue to provide monthly reports, by depository, to the board.

Evidence to Support Goal #7:

Mr. McIntyre will continue to provide depository reports as part of the monthly board meeting documentation.

Goal #8:

Provide quarterly updates for the board on the following area(s) to improve Standards of Operational Excellence: Maintenance (Projects and Preventative Maintenance schedules/completions); 3 out of 5 Strategic Objectives (Academic Solutions

(mathematics), Learning Experiences (mathematics), and Emotional Support (Mind Up, Zones of Development and MTSS/RTII); Roles and Responsibilities of the Assistant Principal in Preparation for Being a Principal.

Evidence to Support Goal #8:

Quarterly updates will be provided through the Board Brief on: Maintenance Updates (Projects and PM); (3 of 5) Strategic Objectives (Academic Solutions (specific to mathematics), Learning Experiences (specific to mathematics), and Emotional Support (specific to Mind Up, Zones, and the expansion of MTSS/RTII programs); Roles and Responsibilities of the Assistant Principal in Preparation for Being a Principal.