



## 2022-2023 Superintendent Goals\*

### Section 1: Benchmarking Performance Indicators (BPIs)

#### **Standard 1: Academic Excellence**

Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.

##### Benchmark Performance Indicators

1. Monitor student achievement based on standardized assessments and implement strategies for improvement as needed.
2. Collaborate with the board to share information on student achievement.
3. Collaborate with the board in developing district policies and administrative directives around student growth.
4. Use the strategic plan of the district and multiple data sources to evaluate student achievement, such as attrition rates, graduation rates, PSSA, and Keystone exam results.

#### **Standard 2: Critical Competencies**

There is a complementary set of skills to the standards that separate students who are prepared for increasingly complex life and work environments in the 21st century, from those who are not. An education that develops the skills of analysis, critical thinking, problem-solving, creativity, communication, global awareness, and collaboration is essential to prepare students for the future.

##### Benchmark Performance Indicators

1. Monitor, evaluate, and report on annual progress in critical competencies per the strategic plan.
2. Provide professional development for teachers on pedagogy and critical competencies.

### **Standard 3: Social & Emotional Well Being**

Mastery of standards and a complementary set of skills are best achieved in a thriving and compassionate community of students and adults whose performance and well-being are fostered by an intentional focus on evidence-based Social and Emotional Learning.

#### Benchmark Performance indicators

1. Monitor, evaluate, and report on annual progress in SEL practices in the District.
2. Ensure professional development for teachers and staff on SEL.
3. Use the suicide risk assessment process to evaluate risk. Share data with the board.
4. Promote initiatives to destigmatize mental health issues among students, staff, and community members.

### **Standard 4: Inclusive, Welcoming, Safe & Secure Schools**

For students to learn and demonstrate their knowledge, skills, and abilities, the District must foster a safe, welcoming, and inclusive environment in each of its schools.

#### Benchmark Performance Indicators

1. Monitor, evaluate, and report on annual progress on Safety & Security and Facilities Plans.
2. Monitor, evaluate, and report on annual progress on school climate.
3. Ensure professional development for teachers and staff on providing a safe, inclusive, and welcoming school environment.
4. Promote and protect the welfare and safety of students, staff, and other stakeholders.
5. Ensure that resources are provided in a just and equitable manner so that all students, regardless of background, identity, or ability, will be supported to reach their full potential and pursue their unique talents.

### **Standard 5: Governance & District Operations**

The superintendent collaborates with the board to establish policies and procedures that promote the best possible education for each and every student and to implement policy through the administrative role. The superintendent effectively leads school district operations to ensure the mission to provide the best education possible for each and every student is consistently carried out in all areas of the District's operational departments, including Business, Human Resources, Technology, Facilities, and Communications.

#### Benchmark Performance Indicators

1. Facilitate the review and revision of school board policies based on changes in law, regulations, and district processes, and develop or revise administrative directives and procedures for implementing board policy.

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2. Monitor and evaluate the administration and management of District operations and personnel.
3. Ensure the long-term financial stability of the district while allocating the necessary personnel, fiscal, technological, and facilities resources to support District operations and strategic goals.
4. Manage, allocate, and align resources to support the ongoing growth and development of District personnel.
5. Recruit, retain, and support a diverse workforce.
6. Promote transparency and improve communications with the community.
7. Provide regular public updates regarding work toward the achievement of Annual Performance Indicators (APIs).

## Section 2: Annual Performance Indicators (APIs)

### Standard 1: Academic Excellence

#### Goal: Continuous improvement in student academic performance.

##### Annual Strategies and Indicators

1. Given the feedback received from the Graduate Survey (Alumni Survey), conduct a program analysis with current students to determine how to make the curricular experience more meaningful in the following departments:
  - a. World Languages
  - b. Practical Arts
  - c. Physical Education
2. Improve Advanced Placement Scores that do not meet and/or exceed the state means by providing targeted professional development to faculty members.
3. Increase staff capacity and familiarity with the new Integrated Science and Technology curricular standards that will be implemented by the Pennsylvania Dept. of Education on July 1, 2025, in preparation for curricular revisions and realignment.
  - a. Science, Environment, Ecology, Technology, and Engineering (Grades K-5);
  - b. Science, Environment, and Ecology (Grades 6-12); and
  - c. Technology and Engineering Academic Standards (Grades 6-12).
4. Implement a new ELA curriculum and evaluate and report on improved outcomes:
  - a. Systematic and explicit foundational reading program in grades K-2 (Foundations, Wilson Learning)
  - b. Research-based writing workshop program in grades 3-5 (Units of Study, Lucy Calkins)
5. Implement recommendations from the special education (Chapter 14) program review and evaluate and report on outcomes.

## Standard 2: Critical Competencies

**Goal: To facilitate communication, transparency, and robust personalized learning.**

Annual Strategies and Initiatives

1. Training, implementation, and monitoring of Schoology Learning Management System (LMS), with the goal of having all faculty trained and using Schoology as the primary LMS.
2. 1:1 K-5 Computer initiative: distribution and training of students and families on personal technology devices (Chromebooks and iPads), and monitoring distribution and proper use throughout the year, in order to facilitate personalized learning and effective use of Schoology.
3. Create informational dashboards to publicly share progress on critical district initiatives – academic outcomes, DEI progress, and sustainable practices.

## Standard 3: Social & Emotional Well Being

**Goal: Improved growth for students' social and emotional well-being.**

Annual Strategies and Initiatives

1. Develop, expand, and implement programming in areas identified for improvement through 2021-22 data (PASS, Alumni Survey, Climate Survey) and other indicators:
  - a. Leadership skill development for secondary students
  - b. Development of public speaking skills for secondary students
  - c. Career Awareness provided by the School Counseling Department for Secondary Students
2. Pilot developmentally appropriate SEL program for elementary students (Second Step)
3. Increase programming for students and staff through partnerships with community mental health providers.

## Standard 4: Inclusive, Welcoming, Safe & Secure Schools

**Goal: To create a safe, inclusive, and welcoming school environment.**

Annual Strategies and Initiatives

1. Use the District DEI Action Plan to guide 2022-23 implementation action steps and regularly report on progress through the DEI Committee. Create and deploy a public dashboard to show DEI practices and progress.
2. Identify and train the District threat assessment team and/or appropriate school personnel on evidence-based threat assessment procedures, as well as the Pennsylvania Commission on Crime Threat Assessment Team training in best practices. Utilize the *Threat Assessment Case Management Forms* to track and

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document actions, in order to ensure the District can properly identify and respond to critical safety and security threats.

## **Standard 5: Governance & District Operations**

**Goal: Effective leadership of District operations to ensure the mission is consistently carried out across all areas of the District.**

### Annual Strategies and Indicators

1. Improve the District's climate and sustainability performance through the development and implementation of a Sustainability Plan, gathering of baseline sustainability data, and creation and deployment of a public dashboard to show public practices and progress.
2. Demonstrate progress on the multi-year financial plan by meeting or exceeding year three benchmarks to reduce the use of fund balance.
3. Work with the Board to achieve a smooth and successful Superintendent transition plan.

\*Assistant Superintendents share the same BPIs and APIs