

## **Assistant Superintendent Goals and Performance Objectives**

### **School Year: 2025–2026**

The following objectives outline the priorities guiding the work of the Assistant Superintendent during the 2025–2026 school year. These goals support the district’s commitment to instructional excellence, student achievement, professional learning, and responsible stewardship of district resources.

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### **Objective Performance Standard 1**

#### **Build a Districtwide Culture of Data-Informed Instructional Practice**

##### **Objective:**

Institute Data Analysis Teams (ILT) and Professional Learning Communities (PLC)

##### **Timeline:**

August 2025 – June 2026

##### **Action Steps**

- Coordinate and oversee the partnership with the Center for Model Schools to align district initiatives, strengthen instructional leadership, and enhance student achievement outcomes
- Establish a systematic process for ongoing and regular monitoring of student performance data from all available resources, including local, district, and state assessments
- Provide targeted professional learning sessions for directors and building-level administrators focused on effective data analysis, interpretation, and application to instructional decision-making
- Conduct monthly reviews of student performance indicators (including D and F lists) with department directors and building-level administrators to identify patterns, trends, and causal factors
- Collaborate with central office staff and school teams to develop and implement evidence-based strategies designed to improve student outcomes
- Continuously evaluate the effectiveness of implemented strategies and interventions to refine instructional practices and sustain continuous improvement

##### **Assessment of Goal**

Success in building a districtwide culture of data-informed instructional practice will be demonstrated through the consistent and effective operation of Data Analysis Teams (ILT) and Professional Learning Communities (PLC). Indicators include:

- Evidence of active collaboration with the Center for Model Schools to align district initiatives and strengthen instructional leadership

- Demonstrated use of multiple data sources in regular, systematic monitoring to identify trends, performance gaps, and actionable strategies
- Growth in administrators' and teachers' data literacy, analytic skills, and ability to apply data to instructional decision-making, as shown through professional learning participation and reflections
- Implementation of evidence-based strategies developed collaboratively at the school and central office levels, with monitoring showing measurable progress in student outcomes
- Year-end analyses, reports, and presentations that reflect tangible improvements in student achievement and demonstrate refinement to instructional practices based on data-informed evaluation

Overall, the goal will be considered met when ILT and PLC structures effectively guide data-driven decisions that result in improved instructional practices and measurable student learning gains across the district.

## **Objective Performance Standard 2**

### **Develop and Implement a Districtwide Professional Development Plan**

#### **Objective:**

Design and execute a comprehensive professional development plan that strengthens instructional effectiveness across all grade levels, promotes data-informed decision-making, ensures alignment with district initiatives, equity priorities, and a culture of continuous learning, and incorporates stakeholder input through the Act 48 Committee.

#### **Timeline:**

August 2025 – June 2026

#### **Action Steps**

- Collaborate with building principals, directors, and instructional leaders to analyze district and state assessment data to identify priority areas for targeted professional development
- Design and implement professional learning programs that reflect evidence-based instructional strategies, MTSS practices, and district curriculum frameworks
- Provide professional development sessions emphasizing differentiation, data literacy, formative assessment, and equitable instructional practices
- Oversee an Act 48 Committee representing diverse stakeholder groups across the district to provide input, feedback, and guidance on professional development planning and implementation
- Convene the Act 48 Committee at least four times per year to review PD initiatives, evaluate effectiveness, and ensure PD supports the needs of both staff and students

- Establish a system for monitoring progress and outcomes of professional development through data review meetings with principals and instructional teams
- Communicate PD outcomes, successes, and recommendations to the Board of School Directors and community stakeholders through periodic reports and presentations

### **Assessment of Goal**

The districtwide professional development plan will be considered successful when it demonstrates a coherent, equitable, and data-informed approach to building instructional capacity across all grade levels. Success indicators include:

- Evidence of effective collaboration with principals, instructional leaders, and the Act 48 Committee to identify PD priorities and align initiatives with district goals and equity priorities
- Implementation of professional learning programs that reflect evidence-based instructional strategies, MTSS practices, and district curriculum frameworks, with demonstrable application by staff
- Measurable growth in administrators' and teachers' instructional leadership, data literacy, and equitable practices, as shown through participation records, feedback, and surveys
- Ongoing monitoring and review of PD initiatives, including quarterly data analysis and Act 48 Committee input, resulting in actionable adjustments to meet staff and student needs
- Clear communication of PD outcomes, successes, and recommendations to the Board of School Directors and stakeholders, demonstrating alignment with district priorities and impact on student achievement

Overall, the goal will be considered met when professional development initiatives are systematically planned, collaboratively executed, monitored for effectiveness, and lead to observable improvements in instructional practices and student learning outcomes.

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### **Objective Performance Standard 3**

#### **Strengthen Curriculum Alignment and Implementation Across All Content Areas**

##### **Objective:**

Support curriculum management to ensure the design, development, implementation, monitoring, evaluation, and revision of K–12 curriculum is aligned to PA Core Standards and district initiatives, including the collaborative development of common assessments at the secondary level.

##### **Timeline:**

August 2025 – June 2026

##### **Action Steps**

- Support Directors of Teaching, Learning, and Innovation (TLI) in conducting a comprehensive inventory of current K–12 curricular materials to identify gaps and ensure alignment to PA Core Standards
- Assist Directors of TLI in developing and maintaining a clear scope and sequence for K–12 vertical and horizontal curriculum alignment across all content areas
- Collaborate with Directors of TLI and teacher leaders to design and implement new curriculum initiatives, including clear learning intentions (objectives) and learning outcomes (success criteria)
- Facilitate the development of common formative and summative assessments at the secondary level, collaboratively created by department teams, to ensure consistency, alignment to standards, and data-driven instructional planning
- Monitor, evaluate, and revise curriculum materials and instructional practices to ensure continued alignment with district goals and PA Core Standards

### **Assessment of Goal**

The goal of strengthening curriculum alignment and implementation across all content areas will be considered successful when K–12 curriculum is clearly mapped, consistently implemented, and aligned to PA Core Standards and district initiatives. Indicators of success include:

- Completion of a comprehensive inventory of current curricular materials with identified gaps addressed to ensure standards alignment
- Development and maintenance of K–12 vertical and horizontal curriculum maps across all content areas, reflecting cohesive scope and sequence
- Implementation of new curriculum initiatives with clearly defined learning objectives, success criteria, and instructional plans that guide teaching and learning
- Collaborative development of common formative and summative assessments at the secondary level, ensuring consistency, alignment to standards, and data-driven instructional decision-making
- Evidence of ongoing monitoring, evaluation, and revision of curriculum materials, instructional practices, and assessments, demonstrating continuous improvement and alignment with district goals

Overall, the goal will be considered met when curriculum management practices, including collaborative assessment development, lead to coherent instruction, consistent standards alignment, and measurable improvements in student learning outcomes across all content areas.

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### **Objective Performance Standard 4**

#### **Optimize Resource Allocation and Strategic Staffing to Support Fiscal Responsibility**

**Objective:**

Ensure fiscally responsible management of district resources by strategically overseeing budget expenditures, vendor relationships, and human capital to maximize efficiency and support student services.

**Timeline:**

Ongoing, with strategic staffing review completed by June 2026

**Action Steps**

- Monitor all budgetary expenditures for the Offices of Teaching, Learning, Innovation, and Student Services through eFinance
- Provide guidance and training to administrative staff on responsible budget management and fiscal practices
- Conduct comprehensive analyses of high-cost vendors, including Brett DiNovi & Associates (BDA), to assess current and projected costs and identify cost-saving strategies while maintaining service quality
- Evaluate the efficacy and cost-effectiveness of outsourced services and make recommendations regarding continuation or adjustment of contracts
- Review enrollment projections in collaboration with HR and determine staffing needs by school, grade level, and program
- Assign staff strategically to maximize the use of current human capital, minimize new positions, and ensure alignment with district goals and budget priorities

**Assessment of Goal**

The goal will be considered successful when:

- Budget monitoring demonstrates expenditures are justified and aligned with district priorities
- Vendor analyses and contract evaluations result in cost savings or more efficient service delivery without compromising quality
- Strategic staffing plans reflect optimal assignment of current staff, minimize the need for new positions, and align with enrollment and program needs

Overall district expenditures for staffing, vendors, and outsourced services are managed responsibly, demonstrating a balance of fiscal prudence and operational effectiveness.