

2020-2021 COLLECTIVE DISTRICT/ADMINISTRATIVE GOALS

1. Continue to engage/empower staff through the use of Professional Learning Communities (PLC's) in the following areas:
 - A. Social Studies – Continue with implementation Year 3 timeline for adoption/implementation of revised JK-grade 12 Social Studies standards.
 - B. English/Language Arts (ELA) – Review and analyze current standards alignment with revised/updated ELA standards.
 - a. JK-Grade 4 – Review and analyze current standards alignment with revised/updated ELA standards. Develop/revise scope and sequence.
 - b. Grades 5-12 – Align writing standards to establish scope and sequence that flow from middle to high school. Develop formative writing assessments aligned to assess these standards across all curricular areas.
 - C. JK-Grade 5 Math – Continue to explore and implement additional aspects of the Eureka math curriculum to further facilitate individualization of the math curriculum to best meet students' learning needs—whether remedial or enrichment. Staff will continue to work with CESA 7 consultant/coach on their facilitation of the Eureka program implementation, assessment, and differentiation.
 - D. As the H.S. PLC's enter into their second year, they will assess progress made in year 1 and based on this analysis, collaboratively establish goals with corresponding activities and assessment criteria to move forward in each of the areas: School Culture/Climate, ACP (Academic & Career Planning), and ACT Performance/Expectations.

2. Involving stakeholders, the District will develop a “fluid” plan to safely reopen our schools to provide instruction to all students as we address the ever-changing landscape as a result to the COVID pandemic. This includes meeting students' needs academically, physically, emotionally and socially, while also being cognizant of the needs/concerns of staff and families/parents.

Together staff and administration will continue to refine/develop/adapt learning expectations and effective teacher delivery in on-site, synchronous and totally virtual environments. The District will continue to work with county, state and national health departments to stay current in recommended practices/procedures to mitigate the effects of COVID in our school settings.

3. The District will work to ensure that students from diverse backgrounds have meaningful opportunities to experience high quality instruction that includes cultural components to support student learning in a safe, accepting environment.
 - A. Encourage all instructional leaders to be reflective about their own identity, assumptions, beliefs, and values and how they create a lens through which they and others see the world.
 - B. Educate, engage and empower staff and students in fostering/maintaining an inclusive and accepting environment for ALL so, as a District, we ensure that all staff, students, families, and community members have a sense of membership and belonging at our schools.
 - C. Offer curriculum, assessments and teaching practices that are unbiased and culturally sensitive.
 - D. Educate, reinforce and model the role social media has in communicating and spreading individual prejudices, biases and misinformation. Students need to learn/receive refreshers on how to actively practice discriminating use and production/sharing of information via digital media

4. Facilitate the transition of the changes (present & future) within the leadership/administrative team. This involves:
 - A. Orientation/acclimation of the new elementary/middle school principal role.
 - B. Redefine the Pupil Services/Director of Special Education Role – current and future job duties/expectations. Over the past two years, coordinating family outreach/support/assistance has been a new focus as needs have grown.
 - C. Initiate/continue discussion for expectations/responsibilities for transition of the District Administrator’s role/position.

5. Develop/refine future financial/maintenance/personnel recommendations for short-term implementation and long-term planning as part of the analysis of the financial position of the District.