

Washington Standards-Based Superintendent Framework – Annual Goals

Name: Dr. Gary Cohn	District: Everett Public Schools	Year: 2018-19
Standard 1 – Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of <i>each</i> student.		
Theme D – <i>Uses the vision as an indicator of progress.</i>	<ul style="list-style-type: none"> ▪ Improve the district’s four-year and five-year graduation rates. 1.1 	
Standard 2 – Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student’s academic success and well-being.		
Theme A – <i>Recognizes and capitalizes on the diversity within the community.</i>	<ul style="list-style-type: none"> ▪ Improve proportion of staff of diverse backgrounds reflective of the district’s student population. 3.1 ▪ Increase resources, teacher training, and support for LGBTQ students and their families to advance a district-wide sense of belonging. 3.4.a 	
Theme C – <i>Works to reduce opportunity and achievement gaps.</i>	<ul style="list-style-type: none"> ▪ Diminish achievement gaps in all federal sub-groups, engaging both internal and external stakeholders. 1.2/1.5 	
Standard 3 – Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student’s academic success and well-being.		
Theme B – <i>Promotes the systematic improvement of coherent curriculum, instruction, and assessment.</i>	<ul style="list-style-type: none"> ▪ Ensure the elementary literacy adoption implementation continues with fidelity to increase all students’ performance in grades K–5. 1.5.a ▪ Ensure the middle school mathematics adoption is implemented with fidelity to increase all students’ performance in grades 6–8. 1.5.a 	
Standard 4 – Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student.		
Theme A – <i>Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers</i>	<ul style="list-style-type: none"> ▪ Systematically conduct data-based evaluation of employee wellness and student perceptions about safety and well-being, including social-emotional learning. 3.4.a 	
Standard 5 – Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student’s academic success and well-being.		

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Standard 6— Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student’s academic success and well-being.	
<i>Theme B — Develops strategies to involve families and community members in the educational process</i>	<ul style="list-style-type: none"> ▪ Increase families’ and community members’ involvement and knowledge of school goals and processes, especially typically underrepresented communities, in advancing a district-wide vision for learning, including early learning and college, career, and life readiness. 5.1
<i>Theme D — Mobilizes community resources to support district goals</i>	<ul style="list-style-type: none"> ▪ Increase community involvement in growth of career connect learning program opportunities and student participation. 1.1.c/5.1.c
Standard 7— Operations and Management: Effective educational leaders manage school operations and resources to promote <i>each</i> student’s academic success and well-being.	
<i>Theme D — Effectively manages key elements of district operations.</i>	<ul style="list-style-type: none"> ▪ Demonstrate evidence of continuous improvement processes using appropriate key indicators and results from data driven improvement in human resources, finance, technology, and facilities operations. 3.3.a ▪ Present evidence of schools’ and departments’ measurement of performance to service standards that result in improved internal and external stakeholder perceptions. 3.5
Standard 8— Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote <i>each</i> student’s academic success and well-being.	
	<ul style="list-style-type: none"> ▪
Board Approved: August 28, 2018	Type: Comprehensive