



# School & Executive Director Goals

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2022-2023



# Spiraled review

Work to date and plan for the  
year



## Performance Goals...

are goals that relate to **WHAT** an individual or organization (in this case BPCS writ large) must accomplish.

Wherever possible, these should be measurable and transparent.

These are **set by the ED and SLT** and reviewed, scrutinized, and ultimately **approved by the Board**. Relevant performance goals are **reported** on at each board meeting.

## Developmental Goals...

are goals that pertain to **HOW** an individual (or group) can bring their best selves to their work and maximize positive outcomes.

They seek to augment individuals' strengths and address any areas for growth. They are often personal and confidential.

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# School Performance Goals

Using a framework tied to the Charter School Performance Framework, we charged the ED and SLT with setting **measurable, performance goals** for the school.

Measurable Annual Performance Goals (SY 2022-23)							
Benchmark	What is the Priority Area?	Why is that area the priority?	How will you measure success?	SY 22-23 Threshold	SY 22-23 Target	Point Person	Ultimate Owner
1: Academic Performance	School ESEA Standing	ESEA standing is a critical component of Benchmark 1.	ESEA Accountability Designation	Good Standing	Recognition	Director of Teaching and Learning, Director of Operations	Executive Director
	Student Performance- NYS assessments	Benchmark 1 (related to NYS assessments) is critical towards re-authorization and student performance data helps the ED, leadership team members, and teaching staff plan, adjust, and make the most appropriate use of resources.	Proficiency levels for students in testing grades(3-5) on mock NYS ELA and math assessments from 2022-2023 SY.	ELA proficiency: TBD Math proficiency: TBD	ELA proficiency: TBD Math proficiency: TBD	Director of Teaching and Learning	Executive Director
	Student Performance- School Based Assessments	Performance in the Academic Performance Goals outlined in our charter is critical to re-authorization and provide alternative performance data outside of the NYS exams. This information is both predictive of student performance data on NYS Assessments, as well as	NWEA MAP assessments	45% of students in NYS testing grades, who have been enrolled at BPCS for at least two years, will be proficient on their EOY MAP ELA and math assessment	65% of students in NYS testing grades, who have been enrolled at BPCS for at least two years, will be proficient on their EOY MAP ELA and math assessment	Director of Teaching and Learning	Executive Director
	Student Growth- NYS Assessments	Student growth in NYS assessments from year to year is a critical measure to support the school's	Growth in the total % of students proficient, in testing grades, from 2021-2022 NYS	TBD% increase in ELA proficiency TBD% increase in math proficiency	TBD% increase in ELA proficiency TBD% increase in math proficiency	Director of Teaching and Learning	Executive Director
	Student Growth- School Based Assessments	Growth in Academic Performance Goals established in our charter is critical to re-authorization as well as to build trust with families and motivate teachers and students .	NWEA MAP assessments	50% of students in NYS testing grades(3-5) will increase their score on MAP ELA and math assessments, from BOY to EOY	75% of students in NYS testing grades(3-5) will increase their score on MAP ELA and math assessments, from	Director of Teaching and Learning	Executive Director

# Timeline for School Performance Goals

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- We assigned this task to the ED in **June 2022**.
- The ED presented the first draft on time in **August 2022**.
- I've been **meeting with the ED** to refine these goals in advance of our September meeting and will do so again based on your thoughts tonight.
- The ED and SLT are refining these goals **right now**.
- The ED will present the **school performance goals**, as well as the individual goals that flow from them, at our **September 2022 meeting**.

# Individual leader goals tie directly to the School Performance Goals

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- For some school performance goals the ED is **directly** responsible.
- For others, another member of the SLT (e.g. DOO) is directly responsible. Even so, the ED remains ultimately accountable.
- The ED will present a refined version of the School Performance Goals, and the proposed individual goals that extend from them, at our September meeting.

# Trimesterly cadence of review

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- The ED and SLT members will report in on school performance goals to the appropriate committees and the full board **each month**
- On a **trimesterly cadence** (to be confirmed before our Sept meeting), we will meet in executive session with the ED to review his performance against individual and school goals.
- Just prior to our trimesterly check ins with the ED, he will hold **trimesterly check ins with his SLT members** about their goals.
- Our **performance-based bonus decisions** will be tied directly to those trimesterly check ins.