

Salem City Schools  
2025-2026 Division Goals and Objectives

<b>Category 1: Strategic Leadership</b> <b>The Division creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.</b>				
<b>OBJECTIVE</b>	<b>MANAGER</b>	<b>TIMELINE</b>	<b>EVALUATION CRITERIA</b>	
Implement and monitor the 2024-2030 Comprehensive Plan using Annual Division Goals and Objectives.	Superintendent Assistant Superintendent Directors Principals	2024-2030	Progress Reports: Fall 2025 and Spring 2026	
Collaborate with each school to create a school-specific strategic plan that aligns to the division's mission, vision, and goals.	Assistant Superintendent Principals	Summer/Fall 2025	School Strategic Plans	
Monitor economic trends and proactively develop Budget Priorities for FY 27	Superintendent Chief Financial Officer	November 2025- March 2026	Reports and Budget Presentations to the Board	
Advocate for state and local funding to support a competitive salary and benefits package for Salem City School Division employees and ensure appropriate staffing to meet division goals.	Superintendent School Board Chief Financial Officer Executive Director of Human Resources	November 2025-March 2026	Legislative Positions, Budget Priorities, & Funding Request	
<b>Category 2: Planning and Assessment</b> <b>The division strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress and improved student outcomes.</b>				
<b>OBJECTIVE</b>	<b>MANAGER</b>	<b>TIMELINE</b>	<b>EVALUATION CRITERIA</b>	
Embed the Profile of a Graduate (POG) into our existing instructional and assessment systems by aligning current practices and developing a balanced assessment framework that reflects standards and desired student outcomes.	Assistant Superintendent Principals Instructional Coaches	SY 25-26	SCS Balanced Assessment Plan	
Monitor and refine the division's approach to data collection and analysis, to select appropriate research based strategies to support student achievement.	Assistant Superintendent Principals Instructional Coaches	SY 25-26	Professional Development Outcomes Student Achievement Outcomes	
Monitor and refine the K-5 Literacy Plan, while expanding and implementing it to encompass grades 6-8.	Assistant Superintendent Principals Reading Specialists/Teachers	SY 25-26	Pacing Guides Lesson Plans Reading SOL and VALLEYS	
The school division will increase inclusive practices by ensuring that at least 80% of students with disabilities are educated in the general education classroom for 80% or more of the school day.	Assistant Superintendent Director of Student Services Coordinator of Special Education Principals	SY 25-26	State Performance Indicators December 1st Report	
Within one year of exiting high school, more than 73.5% of students with disabilities will be enrolled in higher education, a post-secondary training program, or be competitively employed (including supported employment), increasing from the current baseline of 69.7%.	Assistant Superintendent Director of Student Services Coordinator of Special Education Principals Special Education Teachers	SY 25-26	State Performance Indicators December 1st Report	

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2025-2026 Division Goals and Objectives

**Category 3: Instructional Leadership**

The division fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

OBJECTIVE	MANAGER	TIMELINE	EVALUATION CRITERIA	
Provide teachers with professional development training in evidence-based literacy instruction.	Assistant Superintendent Principals Instructional Coaches	SY 25-26	Reading PD Plans Lesson Plans Observation	
Monitor and refine mental health-related initiatives to provide professional development for staff and improve the division's capacity to meet the mental health needs of both students and staff.	Executive Director of Human Resources Director of Student Services Coordinator of Student Services	SY 25-26	School and Division Professional Development Plans PD Day Agendas	
Collaborate with instructional coaches/data analysts, department chairs building-level administrators, and teachers to develop professional development plans to address new standards implementation, new core programs as well as areas of need.	Assistant Superintendent Coordinator of Assessment & Accountability Principals Instructional Coaches	SY 25-26	School and Division Professional Development Plans PD Day Agendas	
Evaluate and further refine the Mentor Cohort program to meet staff professional development needs.	Assistant Superintendent Principals Instructional Coaches	Summer/Fall 25	Mentor Cohort PD Plans	
Develop & Implement Professional Development that leads to Micro-Credentialing & IEP Writing (IEP Standards Based IEPs).	Director of Student Services Coordinator of Special Education Instructional Coaches	SY 25-26	Survey Data PD Plans Meeting Agendas Lesson Plans Observations	
Review IEPs and provide meaningful feedback to case managers while ensuring that services and accommodations are being provided.	Director of Student Services Coordinator of Special Education Principals	SY 25-26	Audit Schedule Feedback to Case Managers	

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2025-2026 Division Goals and Objectives

**Category 4: Organizational Leadership and Resource Management**

The division fosters the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

OBJECTIVE	MANAGER	TIMELINE	EVALUATION CRITERIA	
Implement the Simple Discipline discipline management system to more effectively process discipline referrals and collect and analyze behavior data.	Director of Administrative Services Behavior Analyst Principals	SY 25-26	Professional Development Plan Professional Development Activities Data Analysis	
Develop, implement, and monitor effective behavior management programs for students who are experiencing social and emotional difficulties and other complex or severe behaviors.	Director of Student Services Coordinator of Special Education Behavior Analyst Principals	SY 25-26	Behavior Plans Behavior Plan Outcomes Student Behavior/Achievement Outcomes	
Strengthen building security by implementing the CoramAI weapons detection system.	Director of Administrative Services Chief Financial Officer	Summer/Fall 2025	Demonstration Schedule CIP Plan Implementation Schedule	
Streamline visitor management by screening individuals, issuing photo badges for real-time tracking, and maintaining accurate visitor logs to ensure accountability.	Director of Administrative Services	Summer/Fall 2025		
Support emergency preparedness by facilitating drill management, coordinating responses, and enabling efficient reunification processes.	Director of Administrative Services	Summer/Fall 2025		
Develop, communicate, implement, and monitor strategies to promote higher levels of employee appreciation.	Executive Director of HR Principals	SY 25-26	List of Strategies Internal Communications Attendance Reports	
Continue to refine, implement, and monitor strategies to limit cell phone use across schools, while adapting these strategies to support the high school expansion, ensuring alignment with a safe and focused learning environment.	Director of Administrative Services Assistant Superintendent Principals	SY 25-26	School Policies Communications Committee Recommendations	

Salem City Schools  
2025-2026 Division Goals and Objectives

<b>Category 5: Communication and Community Relations</b> <b>The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.</b>				
OBJECTIVE	MANAGER	TIMELINE	EVALUATION CRITERIA	
Provide staff and the community with relevant information in a timely manner to promote ongoing stakeholder engagement.	Superintendent Assistant Superintendent Directors Principals	SY 25-26	Communication Examples/History	
Utilize high impact family engagement activities to improve student learning to include positive phone calls; home visits; and regular personalized	Director of Student Services Coordinator of Student Services Coordinator of Special Education	SY 25-26	Communication Logs	
<b>Category 6: Culturally Responsive and Equitable Division Leadership</b> <b>The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.</b>				
Provide focused professional development in differentiated instruction.	Assistant Superintendent Directors Principals	SY 25-26	Professional Development Plans	
Use communication strategies that are inclusive of the language, cultural, social and literacy needs of all stakeholders.	Assistant Superintendent Coordinator of EL Principals	SY 25-26	Communication Logs/Professional Development Plans	
<b>Category 7: Professionalism</b> <b>The division fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.</b>				
OBJECTIVE	MANAGER	TIMELINE	EVALUATION CRITERIA	
Revise and update legislative positions to include a proactive legislative agenda for consideration by elected representatives.	Board Chairman Superintendent Assistant Superintendent Directors	November 2025	Adoption of Legislative Positions	
Engage in annual reflection/self-assessment of Board effectiveness.	Board Chairman	January 2025	Participation in Board Development Activities	
Participate actively in regional, state, and national educational organizations to ensure that division staff are using the most recent research on educational practice.	Superintendent Assistant Superintendent Directors Principals	SY 2025-2025	Division participation in meetings and implementation of selected initiatives.	

Salem City Schools  
2025-2026 Division Goals and Objectives

<b>Category 8: Division-Wide Student Academic Progress</b> The superintendent's leadership results in acceptable, measurable, and appropriate divisionwide student academic progress based on established standards.				
OBJECTIVE	MANAGER	TIMELINE	EVALUATION CRITERIA	
By the end of the 2025–2026 school year, the division will reduce the percentage of students identified in the High Risk band on the VALLSS assessment by at least 15%, while increasing the percentage of students in the Low Risk band by at least 10%. Progress will be measured through fall, midyear, and spring VALLSS screening data across all grade	Assistant Superintendent Reading Specialists Principals Classroom Teachers	SY 25-26	Assessment Data Reported Annually	
Maintain 95% graduation and 100% completion rates.	High School Principal School Counselors Classroom Teachers Assistant Superintendent Director of Student Services	SY 25-26	Assessment Data Reported Annually	
All schools and the division will meet state and federal accreditation requirements.	Principals Classroom Teachers Assistant Superintendent Directors Coordinator, Assessment & Acct.	SY 25-26	Assessment Data Reported Annually	
Meet or exceed state expectations for growth, achievement, and readiness on Reading, Mathematics, and Science SOL scores, aligning with the School Performance and Support Framework's mastery metrics to achieve On Track or Distinguished	Classroom Teachers Principals Assistant Superintendent Coordinator of Assessment & Accountability	SY 25-26	Assessment Data Reported Annually	

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Cell: A29

Comment: Repeat from category 3  
-Curtis Hicks

Cell: A33

Comment: lets make a specific goal tied to results, I already changed teacher attendance to appreciation in category 4. You could probably just delete this.  
-Curtis Hicks