

**Westwood Public Schools
Superintendent's Goals
2017-2018**

The goals below are formulated using the model set forth by DESE in their Evaluation Educators, Part VI: Implementation Guide for Evaluating Superintendents (2012). The Superintendent's goals are written in concert with the comprehensive District Improvement Goals. The goals articulated here highlight focus areas and are written to thoughtfully mirror the current work of educators and administrators across the district.

#1 Professional Practice Goal:

Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program (NSIP).

Key Actions:

1. Participate in eight daylong content sessions with the new superintendents cohort throughout the 2017-2018 school year.
2. Complete all program readings and assignments.
3. Engage in the coaching process (at least 6 hours per month of onsite coaching).
4. Under the auspices of the NSIP, conduct a systematic entry process with findings reported to School Committee by spring, 2018.

Benchmarks:

- Updates to School Committee during Superintendent's Reports (ongoing)
- Report of entry findings to School Committee (by February)
- Presentation of strategic objectives and initiatives (by September 2018)

#2 Student Learning Goal:

Advance progress in narrowing the gap between general education students and students with disabilities by 5% in Science, Technology and Engineering, as measured by state assessments.

Key Actions:

1. Review district's MCAS performance data (Oct./Nov. 2108) to identify areas of strength and areas of need with specific focus on needs of students in high need subgroup and develop action steps based on the findings.
2. Implement new elementary science program (STEM Scopes) PreK-5 in Earth and Space Science.
3. Continue professional development in science content and pedagogy to elementary teachers, including special educators.

4. Continue the process of aligning the middle school science curriculum to the state's new science standards; use grade 6 & 7 formative assessments to assess impact of instruction and identify necessary adjustments.

Benchmarks:

- Report to School Committee on MCAS performance and identified action steps. (November, 2017)
- Presentation to School Committee regarding TMS science curriculum alignment and formative assessment data (by Spring, 2018)
- Examination of Spring 2018 MCAS results (Fall, 2018)

#3 District Improvement Goal:

Engage the community around the current status of our school buildings, with a focus on educational needs, in order to develop a set of priorities to guide capital improvement planning.

- Develop a communication plan to ensure the community (parents, residents, town officials, educators) is aware of and encouraged to participate in a visioning process.
- Use community input to establish a set of criteria for evaluating potential building project options.
- Continue to engage with the MSBA in the Statement of Interest process.

Benchmarks:

- Meeting with MSBA (Sept.) and completion of required documents according to MSBA timeline.
- Implementation of plan (Dec, 2017 - April, 2017)
- Published criteria for evaluating potential building project options (by June, 2018)

#4 District Improvement Goal:

Develop and support practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students.

Key Actions:

1. Provide professional development for teachers focused on concrete strategies for supporting diverse students, including our LGBTQ students and students with social/emotional needs.
2. Implement and evaluate impact of professional development series (Sept. - Feb.) for elementary school staff about supporting the mental health of young children.
3. Provide training for middle school staff to support peer leadership model through the ADL's World of Difference Institute.

Benchmarks:

- Collect and analyze feedback from faculty regarding the impact of professional development programming on their practice (September, 2017 - February, 2018)
- Collect baseline data at high school using the Youth Risk Behavior Survey and Massachusetts Youth Health survey at TMS. (Winter, 2018)
- Collect baseline data at the elementary level regarding counseling referrals and data around consultation with teachers (ongoing throughout year)