



Superintendent's Goals 2023-2024

Goal #1: Student Learning Goal: - Instructional Leadership

The newly formed district administrative team has worked throughout the summer to establish a Problem of Practice from which all of our goals this year are designed. These goals are intended to move us toward developing a competency-based education through which we will expand the possibilities for all students to follow a variety of pathways toward graduation and align to the vision designed in our upcoming work around the Portrait of a Graduate. The Problem of Practice is, *"How do we build collective advocacy within our school system that demonstrates connected, collaborative, intentional instructional practices based on student need and teachers' expertise?"* In each of our action steps we will monitor how we work together, and share our strengths to improve all student learning and experiences.

Therefore, my instructional leadership goal for the 2023-2024 school year will be to meet at regularly scheduled times each week with administrators to:

- Analyze data for next steps in instructional improvement
- Hold administrators accountable for effectively evaluating educators
- to participate in classroom walkthroughs with a focus on instructional practices

Effectiveness will be measured by:

- A record of dates and times from each weekly meeting between the administrative team and the Superintendent, including a meeting schedule and summary of those meetings
- Evidence of a review of real data between the Superintendent and principals including: Aimsweb data, MA Comprehensive Assessment System (MCAS) data, District Accountability/School & District Report Card
- Dates/time/locations of classroom walkthroughs in each building to include feedback to administrators on effective leadership practices
- Provision of effective feedback on Educator Evaluation for administrative team

Standards Addressed:

Standard 1: Instructional Leadership: *The educational leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*



Indicator I-C: Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning growth, and understanding and make necessary adjustments to their practice when students are not learning. (I-C-1 – Variety of Assessment Methods; I-C-2 – Adjustments to Practice)

Indicator I-D – Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. (I-D-1: I-D-2; I-D-3)

Indicator I-E – Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning. (I-E-1)

Standard IV: Professional Culture – Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A- Commitment to High Standards – Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. (IV-A-1 Commitment to High Standards) (IV-A-2 Mission and Core Values) (IV-A-3 Meetings)

Indicator IV-E. Shared Vision – Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors. (IV-E-1: Shared vision development)



Goal #2: District Improvement Goal - Parent & Community Engagement

Community outreach in both towns is essential to building partnerships and relationships that serve our students, staff and families, as well as honor our commitment to our towns and communities who support us. This goal will focus on continued and broader community outreach.

By June 2024, the Superintendent will have demonstrated community outreach through attendance at school and community meetings, organizations, and events in both Boylston and Berlin.

Effectiveness will be measured by:

- Attendance and participation at each Parent/Teacher Organization meeting *at least once* during the year
- Attendance and participation in *at least one* SEPAC meeting during the year
- Attendance and participation in *at least one* community event in each town during the year
- Attendance and participation in *at least one* municipal meeting in each town during the year
- Facilitation of *at least one* Berlin-Boylston Crisis Team Meeting

Standards Addressed:

Standard III: Family and Community Engagement – Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Indicator III-A: Engagement: Welcomes and encourages every family to become active participants in the classroom and school community. (II-A-2: Community and Stakeholder Engagement)

Indicator III-D: Family Concerns – Addresses family concerns in an equitable, effective, and efficient manner. (III-D-1)

Standard IV: Professional Culture – Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-C: Communications – Demonstrates strong interpersonal, written, and verbal communication skills (IV-C-1 Communication Skills) (IV-E-1: Shared Vision Development)



Goal #3: Professional Practice Goal

As a first year Superintendent, my goal for the 2023-2024 school year is to strengthen my understanding of the operation of a regional school as it pertains to policy and budget.

Action Steps Addressed: The Superintendent and mentor will focus on the following areas demonstrating evidence of professional growth in: regional school systems; budget processes
I will maintain a log of meetings and discussions with my mentor based on these topics as well as issues that arise throughout the year including personnel matters, and communication with stakeholders.

Effectiveness will be measured by:

- A list of meeting dates and discussion topics addressed, and resources consulted as related to regional schools and budgetary processes
- Evidence of workshops, trainings, etc. focused on areas of budget and regional schools

Standards Addressed:

Standard II: Management & Operations – Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resource to implement appropriate curriculum, staffing and scheduling.

Indicator II-E: Fiscal Systems – Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources. (II-E-1. Fiscal Systems)

Standard IV: Professional Culture – Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A- Commitment to High Standards – Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. (IV-A-1 Commitment to High Standards) (IV-A-2 Mission and Core Values) (IV-A-3 Meetings)



Indicator IV-D. Continuous Learning – Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator’s own practice. (IV-D-2)