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September 8, 2025 (Approved 9/22/25)

To: Members of the Westford School Committee
From: Dr. Christopher Chew, Superintendent of Schools
Re: Proposed Superintendent Goals for SY25-26

As this is the final year of our current Strategic District Improvement Plan (SDIP), a major focus will be assessing the effectiveness of our previous SDIP while developing the objectives and initiatives for the FY27-FY30 SDIP. To that end, one of this year's goals specifically focuses on the development of our next four year plan while the other goals include focusing on elements of the current SDIP that still needs to be addressed. As is the case with all of the superintendent goals, each reflects the collaboration of many different individuals helping to advance the work of our district. As recommended by the Department of Elementary and Secondary Education (DESE), these goals include one professional practice goal and one student learning goal similar to the goals established by all of our educators through their evaluation process. In addition to those two goals, DESE requires superintendents to develop at least two district improvement goals, as well. I continue to be grateful in advance for the support and collaboration of the Superintendent Evaluation Subcommittee as the process has evolved to be coherent and well organized.

Please consider the following as my proposed Goals for 2025-2026:

1. **(Professional Practice Goal) Collaborative Leadership** By June 2026, a WPS Curriculum Council will review and assess the vertical and horizontal alignment as well as the equitable access of all district curriculum and share recommendations and action plans for any needed updates or adjustments.
 - a. Key Actions
 - i. Throughout the 25-26 school year, monthly meetings will be held with the full Curriculum Council which will include all curriculum coordinators, the instructional technology supervisor, assistant superintendent and superintendent of schools
 - ii. Develop a long range WPS Curriculum Review schedule to help prepare future budgets and professional development
 - iii. Revamp Elementary Administrative Advisory Council (AAC) meetings
 - iv. Collaborate with Principals and Asst. Principals during Full Leadership Mtgs
 - b. Benchmarks
 - i. Regularly scheduled monthly meetings
 - ii. Curriculum Review Schedule will be established

- c. Success Criteria
 - i. Develop an established timeline for curriculum review cycle for long-term planning
 - ii. Recommendations for future professional development
 - iii. Current analysis of alignment of curriculum with targeted action items from recommendations
2. **(Student Learning Goal) Sense of Belonging and Engagement** By June 2026, all students will exhibit an age appropriate awareness of and ability to participate in the utilization of intentional strategies that support student engagement, sense of belonging and wellbeing.
- a. Key Actions
 - i. Provide professional development for all teachers to access the Social Emotional Learning curricular resources developed by Wayfinder
 - ii. Utilize Wayfinder to survey all students in age appropriate surveys in the fall and the spring
 - iii. Expand Elementary PE/Wellness to increase the number of times they meet each week
 - iv. Universal Design for Learning (UDL) Engagement and Representation discussed in classrooms with students
 - v. School based teams trained in Collaborative Problem Solving (CPS) will provide support and overview within each school
 - vi. Continue partnering with [Pathways to Restorative Communities \(P2RC\)](#) to provide professional development for 15 MS & WA staff to be trained in Restorative Conferencing (Tier 3 Level)
 - vii. Community Information Night utilizing restorative practices at home with Pathways to Restorative Communities
 - b. Benchmarks
 - i. All WPS teachers will have access to professional development and SEL curriculum resources provided by Wayfinder.
 - ii. Age appropriate student survey to collect feedback assessing awareness of engagement strategies and ability to participate
 - iii. Collect, analyze, and share data regarding the impact of the increased Elementary PE/Wellness instructional time
 - c. Success Criteria
 - i. WPS students will exhibit awareness of intentional strategies to increase engagement and sense of belonging
 - ii. Common language reflecting UDL principles will be evident when communicating student progress (also incorporated in Goal 3)
 - iii. Common language reflecting CPS strategies will be evident if communicating student behavior concerns (also incorporated in Goal 3)
 - iv. Students in grades 6-12 will regularly participate in Community Circles as a proactive model for establishing supportive environments
 - v. Community has access to UDL, CPS and Community Circles resources
3. **(District Improvement Goal)** By June 2026, findings will be presented to the School Committee from the WPS Report Card Committee's (RCC) work in assessing the effectiveness of how student progress is communicated to students and families.
- a. Key Actions
 - i. Develop a report card committee for Elem, MS and WA to assess effectiveness of communicated progress within current documents

- ii. Establish smaller working groups within the full committee to focus on each building level
 - iii. Review of all current district report card templates
 - iv. Gather exemplars of how other districts communicate student progress at all grade levels
 - v. Gather feedback from families as to the clarity and effectiveness of current communication of student progress through both formal surveys and informal meeting opportunities
 - vi. Compile recommendations and present to full leadership and School Committee
 - b. Benchmarks
 - i. Meeting dates for the Report Card Committee and any smaller working groups
 - ii. Representation from each building level participating on the RCC
 - iii. Recommendations presented to School Committee
 - c. Success Criteria
 - i. Timelines to implement any changes to report cards and or progress reports will be effectively communicated to all stakeholders
 - ii. Common language reflecting UDL principles will be evident when communicating student progress (also incorporated in Goal 2)
 - iii. Common language reflecting CPS strategies will be evident if communicating student behavior concerns (also incorporated in Goal 2)
4. **(District Improvement Goal)** By March 2026, the FY27-FY30 Westford Public School Strategic District Improvement Plan (SDIP) will be developed and presented for approval by the School Committee.
- a. Key Actions
 - i. Assemble a working group of stakeholders to assess effectiveness and relevance to determine whether or not current strategic objectives have been met and or should be continued
 - ii. Collect feedback and data to be considered in the development of WPS SDIP FY27-FY30
 - iii. Develop action items based on strategic initiatives
 - iv. Share priority areas and draft SDIP with each school SAC meetings as they develop their FY27 SIPs
 - v. Present proposed SDIP FY27-FY30 in spring '26 along with Year 3 (FY26) Update
 - b. Benchmarks
 - i. Calendar dates of working group meetings (process)
 - ii. Data and feedback collected
 - iii. Final SDIP approved by WPS School Committee in spring of 2026
 - c. Success Criteria
 - i. Identified Action Items articulated in the SDIP are represented in FY27 School Improvement Plans and Educator Evaluation goals

The final part of the goal development process includes identifying one to two specific indicators in each of the four standards as articulated in the DESE Superintendent and District Administrator Rubric. Although we anticipate another challenging budget cycle for FY27, all four indicators have been adjusted for this year.

Based on the proposed goals, please consider the following indicators as they align to support the overall evaluation process:

1. Standard One: Instructional Leadership
 - a. Indicator I-A. Curriculum
 - i. Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
 1. SDIP 1.2, 3.1, 3.3, 4.1
 2. Supt Goals 1 & 2
2. Standard Two: Management and Operations
 - a. Indicator II-A. Environment
 - i. Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.
 1. SDIP 1.2, 1.3, 2.3
 2. Supt Goals 2 & 3
 - b. Indicator II-D. Law, Ethics, and Policies
 - i. Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
 1. SDIP 2.4
 2. Supt Goals 4
3. Standard Three: Family and Community Engagement
 - a. Indicator III-B. Sharing Responsibility
 - i. Continuously collaborates with families to support student learning and development both at home and at school.
 1. SDIP 1.3, 2.3, 2.4, 3.2, 3.4
 2. Supt Goals 2 & 3
 - b. Indicator III-A. Engagement
 - i. Welcomes and encourages every family to become active participants in the classroom and school community.
 1. SDIP 1.3, 2.3, 3.2, 3.4
 2. Supt Goals 3 & 4
4. Standard Four: Professional Culture
 - a. Indicator IV-E. Shared Vision
 - i. 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.
 1. SDIP 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.2
 2. Supt Goals 1, 2, 3, & 4

Links for resources: [Superintendent Evaluation in Massachusetts](#)

[Superintendent and District Administrator Rubric](#)

[The Massachusetts Model System for Educator Evaluation - Evaluating Superintendents and District- Level Administrators](#)