

# SUPERINTENDENT GOALS 2021-22

*Mid-Year Update*

*March 17, 2022*

# GOAL #1: PROFESSIONAL PRACTICE GOAL

## New Superintendent Induction Program (NSIP):

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

- Started work on strengthening the leadership team with a focus on Excellence in Management based on the work we have engaged in with Teamworks International.
- All administrators, teachers and IAs in the district have been introduced to the Principles of Learning (POLs) to establish a common language around our shared beliefs about academic rigor, equity and best practices.

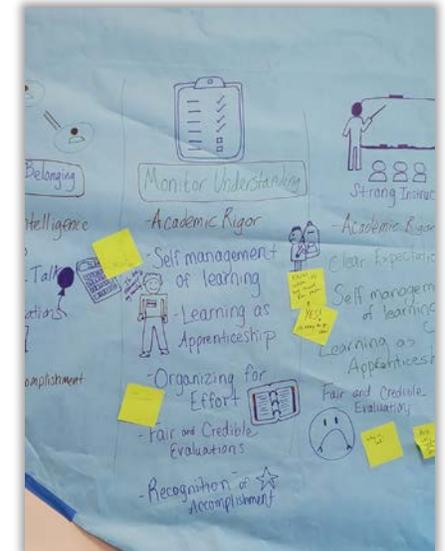


# GOAL #2: DISTRICT IMPROVEMENT GOAL

## Effective Entry & Direction Setting:

*Through the use of a well-developed entry plan, by May/June, the Superintendent will work with key stakeholders to reach consensus about the district's (a) most critical needs and (b) will begin on development of a plan that will include strategies and goals.*

- Hosted multiple office hours to meet with community members, parents, staff and students.
- Met individually with members of the APD and AFD, FINCOM and the Selectboard.
- Led 1:1 meetings with each building leader, central office leaders, executive assistants across multiple departments, several members of the Town IT Department, teachers, community members, individual parents, the head of Pike School, Ms. Ashley Marshall and the head of Phillips Academy, Dr. Raynard S. Kington.

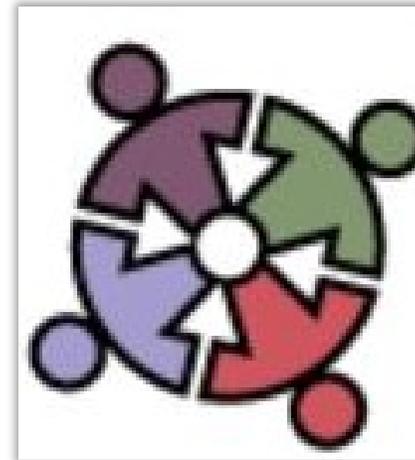


# GOAL #2: DISTRICT IMPROVEMENT GOAL

## Maintaining Momentum During the Transition:

*Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district priorities (rigorous curriculum, equity, SEL, fiscal oversight) and school goals.*

- Excellence in Management is essential to the success of APS.
- The SAT has had four sessions with Teamworks International.
- I led a professional learning session with all administrators of the district(45-50 admins) to introduce the Principles of Learning and explore the beliefs, concepts and practices in each.



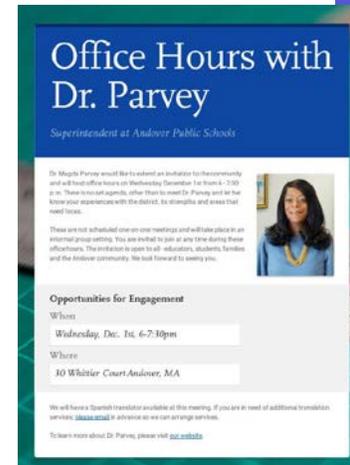
INSTITUTE for LEARNING

### Principles of Learning

<p><b>Organizing for Effort</b></p> <ul style="list-style-type: none"> <li>• Clear and high expectations.</li> <li>• Fair and credible evaluations.</li> <li>• Recognition of accomplishment.</li> <li>• Curriculum geared to standards.</li> </ul> <p><b>Clear Expectations</b></p> <ul style="list-style-type: none"> <li>• Standards available and discussed.</li> <li>• Models of student work.</li> <li>• Students judge their own and others' work.</li> <li>• Intermediate expectations specified.</li> <li>• Families and community informed.</li> </ul> <p><b>Fair and Credible Evaluations</b></p> <ul style="list-style-type: none"> <li>• Exams referenced to standards.</li> <li>• Curriculum and assessments aligned.</li> <li>• Grading against absolute standards, not curve.</li> <li>• Reporting system makes clear how students are progressing toward expected standards.</li> <li>• Public accountability systems and instructional assessments aligned.</li> </ul> <p><b>Recognition of Accomplishment</b></p> <ul style="list-style-type: none"> <li>• Frequent recognition of student work.</li> <li>• Recognition for real accomplishment.</li> <li>• Clearly demonstrated progress points.</li> <li>• Celebration with family and community.</li> <li>• Employers and colleges recognize accomplishments.</li> </ul> <p><b>Academic Rigor in a Thinking Curriculum</b></p> <ul style="list-style-type: none"> <li>• Commitment to a Knowledge Core             <ul style="list-style-type: none"> <li>- An articulated curriculum that avoids needless repetition and progressively deepens understanding of core concepts.</li> <li>- Curriculum and instruction organized around major concepts.</li> </ul> </li> <li>• High Thinking Demand             <ul style="list-style-type: none"> <li>- Students expected to raise questions, to solve problems, to reason.</li> <li>- Challenging assignments in every subject.</li> <li>- Extended projects.</li> <li>- Explanations and justification expected.</li> <li>- Reflection on learning strategies.</li> </ul> </li> <li>• Active Use of Knowledge             <ul style="list-style-type: none"> <li>- Synthesize several sources of information.</li> <li>- Test understanding by applying and discussing concepts.</li> <li>- Apply prior knowledge.</li> <li>- Interpret texts and construct solutions.</li> </ul> </li> </ul>	<p><b>Organizing for Effort</b></p> <p><b>Accountable Talk* Practices</b></p> <p><b>Clear Expectations</b></p> <p><b>Fair and Credible Evaluations</b></p> <p><b>Socializing Intelligence</b></p> <p><b>Recognition of Accomplishment</b></p> <p><b>Academic Rigor in a Thinking Curriculum</b></p> <p><b>Self-management of Learning</b></p> <p><b>Learning as Apprenticeship</b></p>	<p><b>Accountable Talk Practices</b></p> <ul style="list-style-type: none"> <li>• Accountability to the Learning Community             <ul style="list-style-type: none"> <li>- Students actively participate in classroom talk.</li> <li>- Listen attentively.</li> <li>- Elaborate and build on each other's ideas.</li> <li>- Work to clarify or expand a proposition.</li> </ul> </li> <li>• Accountability to Knowledge             <ul style="list-style-type: none"> <li>- Specific and accurate knowledge.</li> <li>- Commitment to getting it right.</li> </ul> </li> <li>• Accountability to Rigorous Thinking             <ul style="list-style-type: none"> <li>- Synthesize several sources of information.</li> <li>- Construct explanations and test understanding of concepts.</li> <li>- Formulate conjectures and hypotheses.</li> <li>- Employ generally accepted standards of reasoning.</li> <li>- Challenge the quality of evidence and reasoning.</li> </ul> </li> </ul> <p><b>Socializing Intelligence</b></p> <ul style="list-style-type: none"> <li>• Beliefs             <ul style="list-style-type: none"> <li>- Have the right and obligation to understand and make things work.</li> <li>- Problems can be analyzed and I am capable of that analysis.</li> </ul> </li> <li>• Skills             <ul style="list-style-type: none"> <li>- A toolkit of problem-analysis skills (meta-cognitive strategies) and good intuition about when to use them.</li> <li>- Knowing how to ask questions, seek help, and get enough information to solve problems.</li> </ul> </li> <li>• Dispositions             <ul style="list-style-type: none"> <li>- Habits of mind.</li> <li>- Tendency to try actively to analyze problems, ask questions, get information.</li> </ul> </li> </ul> <p><b>Self-management of Learning</b></p> <ul style="list-style-type: none"> <li>• Meta-cognitive strategies explicitly modeled, identified, discussed, and practiced.</li> <li>• Students play active role in monitoring and managing the quality of their learning.</li> <li>• Teachers scaffold student performance during social learning, gradually remove supports.</li> <li>• Students become agents of their own learning.</li> </ul> <p><b>Learning as Apprenticeship</b></p> <ul style="list-style-type: none"> <li>• Students create authentic products and performances for interested critical audiences.</li> <li>• Experts critique and guide student work.</li> <li>• Finished work meets public standards of quality.</li> <li>• Learning strategies are modeled.</li> </ul>
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# GOAL #3: COMMUNICATION AND STAKEHOLDER ENGAGEMENT GOAL

*During the recruitment and search process, communication, trust and engagement were identified as areas in need of focus and improvement. Building trusting and collaborative relationships with key stakeholders through visibility, regular meetings and intentional opportunities for engagement. Effective, honest, timely and open communication will be promoted through the development of plans to operationalize communications protocols and processes within our schools and district wide.*



**Office Hours with Dr. Parvey**  
Superintendent of Andover Public Schools

Dr. Magda Parvey would like to extend an invitation to the community and will host office hours on Wednesday, December 16 from 6-7:30 p.m. These are open opportunities for those who want to meet Dr. Parvey and let her know their experiences with the district, its strengths and areas that need focus.

These are not scheduled one-on-one meetings and will take place in an informal group setting. You are invited to join at any time during these office hours. This invitation is open to all applicants, students, families and the Andover community. We look forward to seeing you.

**Opportunities for Engagement**  
When: Wednesday, Dec. 16, 6-7:30pm  
Where: 30 Whittier Court, Andover, MA

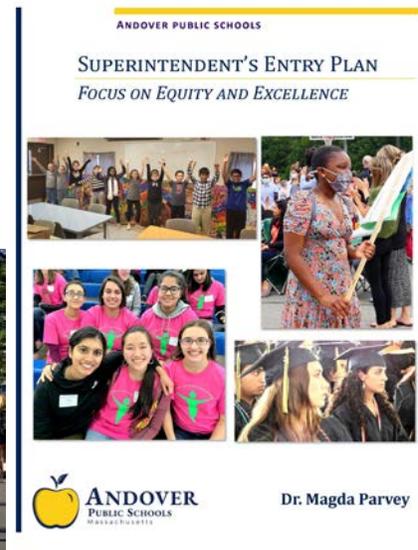
We will have a Spanish translator available at this meeting. If you are in need of additional translation services, please email [espanol@andoverps.org](mailto:espanol@andoverps.org) in advance so we can arrange options.

To learn more about Dr. Parvey, please visit [our website](http://ourwebsite).



**All Around APS**  
News from the Andover Public Schools

Collage of photos showing students and staff engaged in various activities, including a student holding a poster and a group of students in a classroom.



**ANDOVER PUBLIC SCHOOLS**  
**SUPERINTENDENT'S ENTRY PLAN**  
*FOCUS ON EQUITY AND EXCELLENCE*

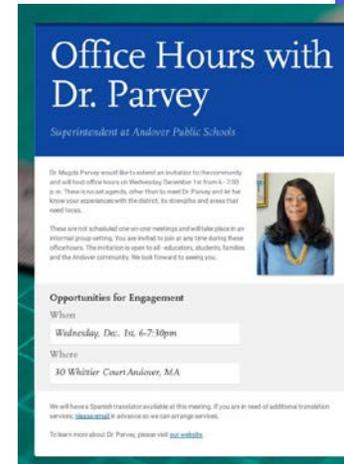
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**ANDOVER PUBLIC SCHOOLS**  
Massachusetts

Dr. Magda Parvey

# GOAL #3: COMMUNICATION AND STAKEHOLDER ENGAGEMENT GOAL

- Created a schedule of “Office Hours with Dr. Parvey”, which provided the opportunity to reach the community at in-person and virtual events.
- August and September brought a number of opportunities to communicate with our families and staff on the evolving COVID-19 protocols.
- In October, following many months of research and collaboration, I released my “Superintendent’s Entry Plan”, detailing my commitment to our students, staff and community.
- Began distribution of a renewed *All Around APS* to the community in October.
- In my efforts to connect with our students and staff, I have committed to visiting three schools weekly since my arrival.
- Since September, I have worked closely with our business office, transportation manager, communications director, principals and transportation company to ensure our families have honest and updated information regarding their use of school transportation.



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To learn more about Dr. Parvey, please visit [www.andoverps.org](http://www.andoverps.org)



**All Around APS**  
News from the Andover Public Schools

This collage features three photographs: a group of people in a meeting, a person presenting to a group, and a person holding a poster.



**ANDOVER PUBLIC SCHOOLS**  
**SUPERINTENDENT'S ENTRY PLAN**  
*FOCUS ON EQUITY AND EXCELLENCE*

This cover features a collage of photos showing students and staff celebrating, a group of students in pink shirts, and a graduation ceremony.

**ANDOVER PUBLIC SCHOOLS**  
Massachusetts

Dr. Magda Parvey

## GOAL #4: RECRUITMENT AND RETENTION OF QUALITY STAFF

*Recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging academic experience for every APS student.*

- The work with the IFL and Teamworks International has assisted in building a foundation of how we talk about leadership and instruction.
- Our new Executive Director for Human Resources has created a New Employee Orientation training which takes place once a month on Mondays.



# GOAL #4: STUDENT LEARNING GOAL

## Thorough and thoughtful data analysis:

*To ensure that each student reaches proficiency, I will support educators in monitoring student progress diagnostically and plan instruction after thorough and thoughtful data analysis.*

- I have requested that the Assistant Supt. for Teaching and Learning and the Director of Data Accountability explore a data dashboard for the district.
- Director of Data Accountability and Financial Analytics is leading intentional discussions with schools around data in an effort to begin to refine the process.

