

**Superintendent’s Goals for 2023-24 School Year**

**Final**

**Second Reading November 2, 2023**

Category	Goal	DESE’s Superintendent Leadership Standards & Indicators	Description/ Action Steps
<p><b>GOAL 1: Professional Practice</b></p>	<p><b>Refine skills in strategy implementation, data analysis, Racial Equity Diversity and Inclusion (REDI) strategy, and instructional leadership by completing the final year of the New Superintendent Induction Program (NSIP).</b></p>	<p><b><u>Instructional Leadership</u></b></p> <p><b>I-B Instruction:</b> Ensures that 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.</p> <p><b>I-C. Assessment:</b> 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.</p> <p><b>I-E. Data-Informed Decision Making:</b> 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.</p> <hr/> <p><b><u>Professional Culture</u></b></p> <p><b>IV-A (Commitment to High Standards):</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for all.</p> <p><b>IV-B (Cultural Proficiency):</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.</p>	<p>Activities to be completed throughout the 2023-2024 school year to achieve the professional practice goal will include:</p> <ul style="list-style-type: none"> <li>● Attendance at 3 full in-person days in Marlborough with content focusing on implementation of district strategic planning, REDI strategy work and instructional leadership.</li> <li>● Participate in 6 regional consultancy groups facilitated by a NSIP coach to work on NSIP focus areas such as, leadership development, and student growth. Each consultancy day is 2-hours.</li> <li>● Professional learning on strategy execution with particular attention paid to initiative planning, progress monitoring, benchmarking, and mid-course correction.</li> <li>● Analysis of the steps and systems needed to succeed in supporting sustained change in a targeted teaching practice.</li> <li>● Explore the use of teaching videos as calibration exercises with the leadership team as an approach to advancing administrator practice as instructional leaders.</li> <li>● Discuss and identify effective strategic communications, public engagement, and personal leadership skills to succeed in the current contentious climate.</li> </ul>

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<b>GOAL 2: Student Improvement</b>	<b>Coordinate and guide a District wide equity audit, conducted by an outside consultant, to systemically examine policies, programs, and processes in APS and determine actionable steps for the correction of potential inequities.</b>	<p><b><u>Instructional Leadership</u></b>  <b>I-B (Instruction):</b> Ensures that 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.</p> <hr/> <p><b><u>Management and Operations</u></b>  <b>II-A (Environment):</b> Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs.</p> <hr/> <p><b><u>Family and Community</u></b>  <b>III-A (Engagement):</b> Actively ensures that all families are welcome members in the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.</p> <hr/> <p><b><u>Professional Culture</u></b>  <b>IV-B (Cultural Proficiency):</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.</p>	<p>In Andover Public Schools (APS) our vision is to create a culture of belonging and inclusivity and promote a staff that reflects, respects, supports, and embraces our diverse families. A district wide equity audit will assist APS in answering the question, "How does APS promote and sustain educational equity for all learners?"</p> <p>The action steps for this goal will include:</p> <ul style="list-style-type: none"> <li>● Building cohesion and "rebranding" the district C3 to align district equity practices across the school system.</li> <li>● Guide the district Cultural Climate Committee (C3) through the selection process to identify a vendor to conduct the district equity audit and determine the equity focus areas to be examined.</li> <li>● Work in partnership with the identified vendor to establish a timeline for work completion, participants for focus groups, potential survey questions and site visits.</li> <li>● Work in partnership with the identified vendor, prepare messaging, communication outreach and FAQ explaining the work.</li> <li>● Facilitate outreach for stakeholder engagement (students, parents/caregivers, teachers, principals, central office and school staff, School Committee).</li> <li>● Meet with the C3 regularly to review initial findings and project goals.</li> <li>● Present updates on progress to the SC and community</li> <li>● Final findings of equity audit will be presented to the SC -Feb/Mar 2024</li> </ul>

<p><b>GOAL 3: District Improvement</b></p>	<p><b>Continue the focus on using data to drive instruction and inform district priorities which include consistency in the supervision and evaluation process</b></p>	<p><b><u>Instructional Leadership</u></b>  <b>I-B (Instruction):</b> Ensures that 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.</p> <p><b>I-D (Evaluation):</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</p> <p><b>I-E (Data-Informed Decision Making):</b> 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.</p> <p><b><u>Management and Operations</u></b>  <b>II- E (Fiscal Systems):</b> Develops a budget that supports the district’s vision, mission and goals; allocates and manages expenditures consistent with district and school-level goals and available resources.</p>	<p>The year two work to build teacher and leader collaborative use of evidence in teaching and leading expands upon last year's efforts. A second cohort of school and district leaders are working with Dr. Adam Parrott-Sheffer from the Data Wise Project to apply the principles of Data Wise to their daily work. This effort expands the number of leadership team members familiar with evidence-based continuous learning practices from 20 last year to 38 this year.</p> <p>The action steps for this goal:</p> <ul style="list-style-type: none"> <li>● Increase local knowledge of evidence-driven instruction.</li> <li>● Build APS capacity to scale and sustain this work independently by training three members of the district team to coach data teams using the Data Wise approach by meeting monthly with Dr. Parrott-Sheffer.</li> <li>● Data coaches will identify a teacher team to work with and will receive guidance and feedback over the year through coaching from Dr. Parrott-Sheffer.</li> <li>● Training sessions will be offered in-person on some dates and virtually on others <ul style="list-style-type: none"> <li>○ October 11, 2023</li> <li>○ October 18, 2023</li> <li>○ November 8, 2023</li> <li>○ December 6, 2023</li> <li>○ January 12, 2024</li> </ul> </li> <li>● Continue in year two to build consistency and coherence through teacher observation, supervision and evaluation responsibilities to improve student achievement and close achievement gaps. In-person training sessions led by Carol Gregory from Ribas on: <ul style="list-style-type: none"> <li>○ September 19, 2023</li> <li>○ October 24, 2023</li> <li>○ November 28, 2023</li> <li>○ January 23, 2024</li> <li>○ March 19, 2024</li> </ul> </li> </ul> <p>The goal is that at the end of year two there is a strong foundation of leaders ready to expand the number of educators using evidence consistently to inform their instruction and a smaller leadership team confident in their ability to model and support other leaders with these practices.</p>
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Category	Goal	DESE's Superintendent Leadership Standards & Indicators	Description/ Action Steps
<b>GOAL 4: District Improvement</b>	<b>Implement and pilot the district VisionCard to show the trend of improvement and measure the district's success in achieving the strategic objectives</b>	<p><b><u>Instructional Leadership</u></b>  <b>I-B (Instruction):</b> Ensures that 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.  <b>I-E (Data-Informed Decision Making):</b> 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.</p> <p><b><u>Management &amp; Operations</u></b>  <b>II-A (Environment):</b> Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs.</p> <hr/> <p><b><u>Professional Culture</u></b>  <b>IV- A (Commitment to High Standards):</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for all.  <b>IV-E (Shared Vision):</b> Successfully and 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 a responsible citizen and global contributor.</p>	<p>VisionCards are the design of measures and metrics aligned to the Strategic Objectives. Our Strategic Objectives prioritize the district's resources and allow us to do the important work of measuring our progress. In continued partnership with Teamworks International, APS will pilot implementation of the district <a href="#">VisionCard</a> with a continued focus of district operations with focus on excellence in management and excellence in governance. All members of the Executive Team are stewards of this work and process.</p> <p>Actions steps related to this goal are:</p> <ul style="list-style-type: none"> <li>● Socialize the VisionCard with the leadership team and continuously review metrics.</li> <li>● Visit schools, programs and classrooms to monitor progress on Strategic Objectives.</li> <li>● Analyze data on identified assessments to determine growth/progress.</li> <li>● Adjust the VisionCard as needed. <ul style="list-style-type: none"> <li>○ Present VisionCard to SC 2 to 3 times to demonstrate its purpose and use.</li> </ul> </li> <li>● Coordinate learning sessions with Dennis Cheesebrow and the CO Executive team to continue refinement of our strategy work and core processes.</li> <li>● Socialize the concept of the VisionCard and its purpose in the broader Andover School community.</li> </ul>

Category	Goal	DESE's Superintendent Leadership Standards & Indicators	Description/ Action Steps
<b>GOAL 5: District Improvement</b>	<b>Ensure two-way, respectful and consistent communication and engagement across the district, with families, and the Andover Public Schools Community while continuing to seek diverse ways to continuously engage our community</b>	<p><b><u>Family and Community Engagement</u></b>  <b>III-A (Engagement):</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.  <b>III-C (Communication):</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.  <b>III-D (Family Concerns):</b> Addresses family and community concerns in an equitable, effective, and efficient manner</p> <hr/> <p><b><u>Professional Culture</u></b>  <b>IV-F (Managing Conflict):</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p>	<p>Building trusting and collaborative relationships with key stakeholders through visibility, regular meetings and intentional opportunities for engagement continue to be a focus. In year three, we are working on implementing feedback from our staff and families regarding ways in which communication may be enhanced. Effective, honest, timely and open communication continue to be a priority.</p> <p>Action steps to support this goal based on community feedback:</p> <ul style="list-style-type: none"> <li>● Implement level specific “Office Hours” so that parents at a particular level may discuss topics important to them.</li> <li>● Provide more learning opportunities for parents in-person and virtually so that parents may engage in district initiatives at a deeper level and develop a better understanding.</li> <li>● Develop short “one pagers” for the administrative team to facilitate updates to staff of district progress on our Strategic Objectives</li> <li>● Begin exploring the process for the development of a universal district calendar.</li> <li>● Develop a plan to streamline timing of content/information shared with parents.</li> <li>● Conduct focus groups on initiatives to receive feedback directly from the community.</li> <li>● Partner with the assistant superintendent for finance and administration, School Committee, Andover High School Building Committee and community to help facilitate the process and community dialogue for an Andover High School building project including the schematic design process, associated funding and next steps as the project progresses.</li> <li>● Partner with the assistant superintendent for finance and administration, School Committee, and the Shawsheen Preschool / West Elementary Building Committee to ensure the completion of, move into and opening of the new West Elementary building for the start of the 2024-2025 school year.</li> </ul>

Goal	Evidence of Progress - (Mid-Year)	Evidence of Completion (Final)
<p><b>Goal 1:</b> Refine skills in strategy implementation, data analysis, Racial Equity Diversity and Inclusion (REDI) strategy, and instructional leadership by completing the final year of the New Superintendent Induction Program (NSIP).</p>		
<p><b>Goal 2:</b> Coordinate and guide a District wide equity audit, conducted by an outside consultant, to systemically examine policies, programs, and processes in APS and determine actionable steps for the correction of potential inequities.</p>		
<p><b>Goal 3:</b> Using data to drive instruction and inform district priorities which include consistency in the supervision and evaluation process</p>		
<p><b>Goal 4:</b> Implement and pilot the district VisionCard to show the trend of improvement and measure the district's success in achieving the strategic objectives</p>		
<p><b>Goal 5:</b> Ensure two-way, respectful and consistent communication and engagement across the district, with families, and the Andover Public Schools Community while continuing to seek diverse ways to continuously engage our community</p>		