

# Superintendent Goal Achievement Plan 2015-2016

Educator—Name/Title: \_\_\_\_\_ Joseph M. Sawyer, Ed.D. \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_ School Committee \_\_\_\_\_

Check all that apply<sup>1</sup>:     Proposed Goals     Final Goals    Date:   Sep. 23, 2015  

A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per [603 CMR 35.06\(3\)\(b\)](#).

<b>Student Learning S.M.A.R.T. Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>	<b>Professional Practice S.M.A.R.T. Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team:  <ul style="list-style-type: none"> <li>• By April 2016, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs.</li> </ul> <p>Note: This goal is aligned with the School Committee's 2011-2016 Strategic Priorities, Goal "C" under "Engage &amp; Challenge All Students."</p>	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: School Leadership Team  <ul style="list-style-type: none"> <li>• By April 2016, the superintendent will provide evidence of 1) creating multiple communications and resources designed to increase SPS staff members' understanding of key leadership concepts, and 2) developing a multi-year plan to build leadership capacity among SPS staff members.</li> </ul> <p>Note: This goal is not designed to provide formal training for administrative roles, but rather to build leadership knowledge and skill that can enhance effectiveness regardless of role and further advance a collaborative, distributed leadership model throughout the district. Research indicates that when leadership is distributed among staff and practiced in a collaborative environment there is a positive effect on student learning.</p>

**S.M.A.R.T.:** S=Specific and Strategic; M=Measurable; A=Action Oriented;  
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

\* Format is adapted from model provided by the Department of Elementary and Secondary Education

**Student Learning Goal(s): Planned Activities for 2015-2016**

Student Learning Goal: By April 2015, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs.

Note: This goal is aligned with the School Committee's 2016 goal "C" under "Engage & Challenge All Students."

<b>Action</b>	<b>Supports/Resources from School/District</b>	<b>Timeline or Frequency</b>
<ul style="list-style-type: none"> <li>• Work with district and school leaders to ensure effective implementation of district initiatives in curriculum, instruction, and assessment (e.g. new math core materials; Shrewsbury Writing Project; 1:1 technology; PARCC, etc.)</li>   <li>• Work with District Leadership Team, Faculty Advisory Council, parent leaders, and student leaders to operationally define "engagement," "challenge," and "meeting needs."</li>   <li>• Directly observe teaching and learning through classroom visits at each school in order to develop firsthand knowledge of student learning experiences; communicate with constituents to build awareness of learning experiences taking place in schools.</li>   <li>• Develop and distribute survey instrument to measure constituents' perspectives regarding academic engagement, challenge, and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• School administrators; curriculum &amp; instruction leadership personnel</li>   <li>• Professional development opportunities for educators</li>   <li>• Curriculum, instruction, and technology materials</li>   <li>• Meetings/communications with these groups</li>   <li>• Communication tools (email, social media, cable TV, etc.)</li>   <li>• Online survey tool</li> </ul>	<ul style="list-style-type: none"> <li>• 2015-2016 school year</li>   <li>• By end of December 2015</li>   <li>• At least one visit to each school per month</li>   <li>• Develop survey by end of February 2016; distribute survey in March 2016; analyze and report results by mid-April 2016</li> </ul>

**Professional Practice Goal(s): Planned Activities for 2015-2016**

Professional Practice Goal:

- By April 2016, the superintendent will provide evidence of 1) creating multiple communications and resources designed to increase SPS staff members' understanding of key leadership concepts, and 2) developing a multi-year plan to build leadership capacity among SPS staff members.

<b>Action</b>	<b>Supports/Resources from School/District</b>	<b>Timeline or Frequency</b>
<ul style="list-style-type: none"> <li>• Include information and resources on leadership topics in regular communications to staff (such as memos).</li> <li>• Utilize the Faculty Advisory Council, District Leadership Team, and other methods such as online tools in order to gather feedback on how to build leadership capacity among staff members.</li> <li>• Create online collection of resources on leadership topics that staff can access.</li> <li>• Using feedback from staff, create a multi-year plan that provides pathways to gain knowledge and skill in various leadership domains that can be applied regardless of role.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Assistant for Communications &amp; Operations</li> <li>• Meeting opportunities</li> <li>• Communications equipment and software, such as <i>Schoology</i>.</li> <li>• <i>Schoology</i> software</li> <li>• Consultations with staff</li> <li>• Opportunity to review research and best practices, including potential conference attendance</li> </ul>	<ul style="list-style-type: none"> <li>• At least monthly</li> <li>• Begin in September, continue monthly</li> <li>• Create initial collection by December; continue to add resources monthly</li> <li>• Plan drafted by end of March 2016</li> </ul>