

Superintendent Goal Achievement Plan 2015-2016

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

Primary Evaluator—Name/Title: _____ School Committee _____

Check all that apply¹: 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\(3\)\(b\)](#).

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <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"> • 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. <p>Note: This goal is aligned with the School Committee's 2011-2016 Strategic Priorities, Goal "C" under "Engage & Challenge All Students."</p>	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: School Leadership Team <ul style="list-style-type: none"> • 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 educators. <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.</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."

Action	Supports/Resources from School/District	Timeline or Frequency
<ul style="list-style-type: none"> • 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.) • Work with District Leadership Team, Faculty Advisory Council, parent leaders, and student leaders to operationally define "engagement," "challenge," and "meeting needs." • 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. • Develop and distribute survey instrument to measure constituents' perspectives regarding academic engagement, challenge, and needs. 	<ul style="list-style-type: none"> • School administrators; curriculum & instruction leadership personnel • Professional development opportunities for educators • Curriculum, instruction, and technology materials • Meetings/communications with these groups • Communication tools (email, social media, cable TV, etc.) • Online survey tool 	<ul style="list-style-type: none"> • 2015-2016 school year • By end of December 2015 • At least one visit to each school per month • Develop survey by end of February 2016; distribute survey in March 2016; analyze and report results by mid-April 2016

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

Professional Practice Goal:

- By April 2016, the superintendent will provide evidence of multiple communications designed to increase SPS educators' understanding of key leadership concepts and will have developed a multi-year plan to build leadership capacity among SPS educators.

Action	Supports/Resources from School/District	Timeline or Frequency
<ul style="list-style-type: none"> • Include information and resources on leadership topics in regular communications to staff (such as memos). • 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. • Create online collection of resources on leadership topics that staff can access. • 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. 	<ul style="list-style-type: none"> • Executive Assistant for Communications & Operations • Meeting opportunities • Communications equipment and software, such as <i>Schoology</i>. • <i>Schoology</i> software • Consultations with staff • Opportunity to review research and best practices, including potential conference attendance 	<ul style="list-style-type: none"> • At least monthly • Begin in September, continue monthly • Create initial collection by December; continue to add resources monthly • Plan drafted by end of March 2016