

Andover Public Schools Superintendent Goals for 2021-22

The goals below are formulated using the model set forth by the DESE in their Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation. The Superintendent's goals are written in concert with the APS Theory of Action and goals established in the APS Agile Strategic Plan (2018-2019). The goals articulated here are written to thoughtfully reflect the mission and vision of the district as identified in the strategic plan.

Professional Practice Goal

#1 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.

Key Actions:

1. Attend and actively participate in five day-long content sessions and 15 virtual sessions with the new superintendent's cohort throughout the 2021-2022 school year.
2. Complete all program readings and assignments
3. Engage in the coaching process (at least 6 hours per month of onsite coaching).
4. Observations and feedback by NSIP coach at various district meetings led by the Superintendent.

Benchmarks/Evidence:

1. Updates to the School Committee in Superintendent's Memo and reports.
2. Mid-year and year-end self-reflection of learning and growth from participation in NSIP

District Improvement Goals:

#1 Effective Entry and 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.

Key Actions:

1. By mid-October present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing

instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations.

2. By December, provide updates on progress.
3. By March, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
4. By April/May, propose key strategies to improve student learning and other district systems of support.
5. By summer 2022, collaborate with key stakeholders including the school committee to identify three to five student learning and district improvement goals.
6. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks/Evidence

1. Presentations completed on schedule.
2. Goals adopted.
3. Results of surveys of key stakeholder groups demonstrate engagement, awareness, and agreement.

#2 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.

Key Actions

1. Meet with the Superintendent's Advisory Team (SAT) bi-monthly, Central Office (CO) team weekly and All Admin. team quarterly to discuss district needs and set priorities.
2. Introduce the Principles of Learning (POLs) to establish a common language regarding academic rigor, teaching and learning for the district leadership team.
3. Partner with the Yale Center for Emotional Intelligence (YCEI) to conduct a study focused on SEL and the well-being of the APS school community.

Benchmarks/Evidence

1. Provide artifacts such as samples of SAT, CO and All Admin agendas
2. A clearly articulated district equity goal.
3. YCEI will provide data reports following each assessment wave of which will include actionable next steps for Andover at the school and district level. Reports to be shared/presented to SC in the fall and spring.

#3 Communication and Stakeholder Engagement- 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.

Key Actions:

1. Meet with various stakeholders and groups such as town officials, PTOs/PACs, public safety officials, rotary and booster groups.
2. Attend and participate in various community events/meetings organized by stakeholder groups.
3. Survey of stakeholders through the entry plan process to learn more about communication preferences.
4. Collaborate with municipal officials and parent organizations.
5. Gather data that will help inform the content for a district communication plan

Benchmarks/Evidence:

1. Begin process to develop a district-wide communication plan, which will focus on operational protocols and processes for internal and external communication practices at school and district levels.
2. Report to the School Committee regarding attendance at municipal department head and parent organization meetings.
3. Share progress with SC on development of communication plan.

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.

Key Actions:

1. APS staff will receive meaningful feedback and evaluations on performance aligned to the DESE Model System for evaluating all educators.
2. APS will actively attract and recruit candidates from diverse backgrounds for all open positions. Interview and hiring processes will be as collaborative, inclusive and relevant as practicable.
3. APS staff will receive job relevant, differentiated professional development grounded in best practices for adult learning.
4. Partner with a consulting firm to evaluate job descriptions, assess roles and responsibilities to create an organizational chart for the system.

Benchmark/Evidence:

1. Completed Educator Evaluation Plans.
2. Intentional recruitment efforts targeting diverse candidates from university or community partners. Have a recruitment presence at local community or government events.
3. Participant evaluation/feedback from professional learning sessions offered by the district.
4. A report with recommendations from the consultant and an organizational chart for the system.

Student Learning Goal

#1 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.

Key Actions:

1. District data teams will be formed to analyze student performance data and identify priorities.
2. In collaboration with building leaders, assess/evaluate school-based data teams and identify areas in need of growth.
3. Standardize the data team process and develop common guided questions to support conversations about student learning and performance.
4. Clarify and define the role and purpose of data teams.
5. Work with the Director of Data and Financial Analytics to develop a district data team.

Benchmarks/Evidence-

1. An established district data team that looks at the broader data trends and sets priorities.
2. Agendas from data team meetings
3. Well-articulated guidelines for school-based data team meetings which also define the role and purpose of the data team.