

# Superintendent's Performance Goals 2015-2016

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	I will visit schools 2 days per month observing instruction in classrooms or attending data team meetings with the Principal, Assistant Superintendent, and Director of Special Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
1	Work collaboratively with the School Committee, Board of Selectmen, Appropriation Committee, Capital Expenditure Committee, Permanent Building Committee, Director of Facilities and Architect to address space capacity, increasing student enrollment, and construction of new building facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	By June 30, 2016, focus up to 50% of administrative leadership team meetings on supporting administrators to calibrate observations as well as develop a common language regarding the unsatisfactory and exemplary ratings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	By June 30, 2016, review the technology department organizational structure including job descriptions, meet with the department to better understand the district's vision for technology and make recommendations based upon feedback from all stakeholders for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any):</b>						

## Additional Agreed-Upon Standards and Indicators from Model Rubric for Superintendents School Year 2015-2016

Check one box for each goal.

Standard	Indicator	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>I: Instructional Leadership</b>						
I-D	<b>Educator Goals:</b> Support administrators to develop actionable goals that are aligned with District Improvement Plan, School Improvement Plan, and School Committee Goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II: Management and Operations</b>						
II-A	<b>Environment:</b> Collaborate with the school committee and MASC facilitator to identify superintendent and school committee roles and responsibilities and increase communication and collaboration between both parties through individual meetings with the chairperson and quarterly meetings between the superintendent, school committee and facilitator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-A	<b>Student Safety, Health and Social &amp; Emotional Needs:</b> Gain an understanding of the underlying issues related to student and staff stress and develop actionable goals that will increase the social and emotional wellness of our students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II -C	<b>Time for Collaboration:</b> Develop expectations and norms of behavior for administrative meetings focused on aligned goals (district, school, school committee).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard	Indicator	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>III: Family and Community Engagement</b>						
III-A (1)	<b>Family and Community Engagement:</b> Facilitate the Superintendent’s Adhoc Advisory Committee on Redistricting. Develop a comprehensive redistricting plan to the school committee to address overcrowding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-A (2)	<b>Family and Community Engagement:</b> Participate in meetings with the community to address concerns of communication, student and staff stress, homework policy, and technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-A (3)	<b>Family and Community Engagement:</b> Increase parent and community communication through the development of Superintendent House Calls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV: Professional Culture</b>						
IV-D	<b>Continuous Learning of Administrator:</b> Review, discuss and provide feedback to school committee on approved school committee policies as they relate to students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F	<b>Consensus Building:</b> Employ a variety of strategies to listen to different points of views while also building consensus around district and school decisions among administrators, school committee, parents and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>