

# Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

			Performance Measures
Goals	Focus Indicator(s)	Description	
<b>Student Learning Goal:</b> Close opportunity and achievement gaps for students through sustained focus on instructional practice and inclusive classroom systems and structures.	I-E. Data-Informed Decision making, I-F. Student Learning	This goal is aligned with Priority 1: Ensuring Equity and Excellence. Actions related to this goal include: <ul style="list-style-type: none"> <li>Continued instructional rounds and professional development for administrators;</li> <li>Expanded instructionally-focused leadership teams (ILTs) at all schools;</li> <li>Focus on student and staff sense of belonging for all schools in 2022-23;</li> <li>Development of strategic plan to model data analysis practices to be used in development of 2023-24 School Improvement Plans;</li> <li>Summer professional learning for principals on developing excellent school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>MCAS Gaps for focal groups close by 3% or more in focal areas, including elementary and high school ELA, middle school math;</li> <li>experiential gaps for focal groups demonstrate improvement;</li> <li>focal groups demonstrate higher growth than peers across content areas.</li> </ul>
<b>Professional Practice Goal:</b> Continue to develop inclusive deeper learning practices across APS through participation in NSIP, DLD, and other professional networks	IV-D. Continuous Learning, IV-E. Shared Vision	This goal is aligned with all Priority Areas of our strategic plan, as it is specifically about my own development as a Superintendent. Actions related to this goal include: <ul style="list-style-type: none"> <li>Hiring a new Deputy Superintendent of Teaching and Learning who can drive the instructional work of the district forward in alignment with the new strategic plan;</li> <li>Continuing to develop the collaboration and capacity of the Cabinet team through participation in racial equity professional learning and participation in the Deeper Learning Dozen;</li> <li>Continuing to develop relationships with families, town colleagues, and community members to share and reinforce the new APS Mission and Vision statements.</li> </ul>	<ul style="list-style-type: none"> <li>Staff report improved sense of belonging across schools</li> <li>Establishment of administrator Deeper Learning Team</li> <li>Continuation of ILT rollout and building capacity of ILTs to support instructional learning of colleagues</li> </ul>

<p><b>District Improvement Goal #1:</b> Develop a comprehensive 5-year strategic plan for the district in collaboration with stakeholders</p>	<p>I-E. Data-Informed Decision making, III-A. Engagement, IV-E. Shared Vision</p>	<p>This goal is focused on the development of the strategic plan itself, and actions include:</p> <ul style="list-style-type: none"> <li>● Sharing new Vision, Mission, and Priorities with all staff and the community on Opening Day and in ongoing messaging;</li> <li>● Engaging a group of 25 stakeholders in the development and drafting of a comprehensive 5-year strategic plan;</li> <li>● Holding 4 community forums to share the vision, mission, and draft initiatives with community members, including one at METCO HQ in Boston;</li> <li>● Conducting empathy interviews with students to understand their hopes and dreams for the Arlington Public Schools and to gather their feedback on strategic initiatives;</li> <li>● Engaging all staff in providing feedback on initiatives on November 8th Professional Development day.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>5-year strategic plan completed and shared with broader community</b></li> </ul>
<p><b>District Improvement Goal #2:</b> Recruit and retain excellent and diverse staff and continue to develop shared leadership structures to support continuous improvement</p>	<p>II-B. HR Management and Development, II-E. Fiscal Systems</p>	<p>This goal is aligned with Priority 2: Valuing All Staff. Actions related to this goal include:</p> <ul style="list-style-type: none"> <li>● Modeling hiring expectations in all administrative hiring searches and sharing clear hiring expectations with managers at the start of the hiring season;</li> <li>● Establishing new practice of checking in with new-to-APS staff;</li> <li>● Hiring new teacher-coordinators for the mentor program and collaborating with them to re-design mentor program with a focus on building belonging for new staff early in their tenure;</li> <li>● Establishing affinity groups for staff as part of adjusted professional development model;</li> <li>● Redesigning district-offered professional development to offer courses in areas of interest, aligned with strategic and instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Increase overall % of employees who identify as BIPOC or LGBTQIA from 11% in 2022 to 12% in 2023</b></li> <li>● <b>Updated hiring practice expectations and protocols for the 2022 hiring season</b></li> </ul>

<p><b>District Improvement Goal #3:</b> Refine and improve a collaborative, values-driven, visionary, and inclusive budget process and the systems required to sustain effective and efficient operations.</p>	<p>II-E. Fiscal Systems, III-C. Communication</p>	<p>This goal is aligned with Priority 3: Improving Infrastructure, Operations, and Sustainability. Actions related to this goal include:</p> <ul style="list-style-type: none"> <li>• Collaborating with the Asst Superintendent of Finance and Operations, the Town, and the School Committee to establish funding expectations and models for an anticipated FY24 override;</li> <li>• Developing a 5-year strategic plan that includes financial forecasts and anticipated expenses for high-priority initiatives and actions;</li> <li>• Engage in multiple iterations of budget planning in collaboration with teachers, administration, and school committee to establish and discuss budget priorities;</li> <li>• Restructure the Central Office to provide opportunities for growth and to redistribute duties. Integrate revised organizational structure into budget planning for FY24 and into strategic planning process.</li> <li>• Continue to refine established budget processes internally and in collaboration with the School Committee, including request procedures, presentation to Cabinet team, and public reporting on current budgets, grants, revolving and enterprise funds, and funding decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased engagement of stakeholders in development of budget requests for FY24</b></li> <li>• <b>Expanded opportunities for stakeholders and school committee to participate in budget development process</b></li> <li>• <b>Budget priorities aligned to strategic priorities</b></li> </ul>
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<b>Standards and Indicators for Effective Administrative Leadership</b> <i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation <b>I-E. Data-Informed Decision making</b> <b>I-F. Student Learning</b>	II-A. Environment <b>II-B. HR Management and Development</b> II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies <b>II-E. Fiscal Systems</b>	<b>III-A. Engagement</b> III-B. Sharing Responsibility <b>III-C. Communication</b> III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication <b>IV-D. Continuous Learning</b> <b>IV-E. Shared Vision</b> IV-F. Managing Conflict