Professional Practice Goal: Beginning in August 2016, I will develop my skills in strategy development, data analysis, and instructional leadership by completing all expectations required in the first year of the New Superintendent's Induction Program.

Student Learning Goal: By September 2017, the district will identify and provide strategic intervention for all third, sixth, and tenth grade students that are at high risk and not meeting expectations for math and reading performance as measured by accountability standards.

District Goal 1: Work collaboratively to create and sustain excellent instruction that improves students' skills in literacy, critical thinking, collaboration and communication to prepare them for global citizenship.

Superintendent Performance Goal:
1. Continually evaluate student data with Principals, FIC, ILT, and Central Office Personnel to develop, implement, assess and embed practices/strategies in service to improve student achievement.
2. Implement and expand College and Career opportunities in all high schools such as AP Capstone Project, participation in MA College Application Day, PSAT and SAT Day.
3. Enhance our current district literacy initiatives and provide support, guidance and resources to expand and strengthen the quality of programming.

Standard I: Instructional Leadership. The educational leader promotes the learning and growth of all students and success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

1. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
2. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
3. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.
4. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.
5. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

District Goal 2: Provide a supportive, safe, and orderly learning environment that emphasizes relationships marked by respectful interactions, acceptance, inclusiveness, and our responsibility to one another.

Superintendent Performance Goal:

1. By June 2017, a district plan will be developed and implemented to address chronic absenteeism using school and district data, evaluation of current strategies, and collaboration between community agencies.
2. By July 31, 2017, 100% of all school and district administrators will be evaluated using the MA Model System for Educator Evaluation to ensure a professional culture of high expectations and achievement.
3. Implement and monitor strategies to ensure a safe, welcoming and orderly learning environment marked by respectful interactions, acceptance and our responsibility to each other.

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

1. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.
2. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.
3. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.
4. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
5. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with direct-and school-level goals and available resources.

District Goal 3: Engage responsively with families and higher education, business and community partners to develop and enhance opportunities for all students.

Superintendent Performance Goal:

1. Attend community events including outreach at churches, community meetings, higher education and business forums to share the "good news" about the positive opportunities provided to students who attend the Worcester Public Schools.
2. Deepen community support of the "Compact for Public Education in Worcester" by partnering with community businesses, agencies and higher education.
3. Provide multiple and on-going, expanded opportunities for family involvement that foster collaborative relationships and result in positive partnerships between school and home.

Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

1. Engagement: Actively ensues that all families are welcome members of the classroom and school community and can contribute to the effectiveness if the classroom, school, district and community.

2. Sharing responsibilities: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.
3. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.
4. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

District Goal 4: Enhance professional collaborative structures that promote strong, ethical leadership and scholarship.

Superintendent Performance Goal:
1. Provide high quality and strategic professional development to ensure all staff are apprised of "best practices," innovation and current research to ensure a professional culture of high expectations and student achievement exists in all Worcester Public Schools.
2. Provide targeted intervention and increased central office support to the WPS lowest performing schools by implementing and monitoring our DESE approved Turnaround Platform.
3. Assist schools and provide increased collective and collaborative professional opportunities in schools in order to inform, monitor, and effectively use data and best practices to adapt instruction to achieve improved results.

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

1. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.
2. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
3. Communications: Demonstrates strong interpersonal, written and verbal communications skills.
4. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.
5. Shared Visions: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.
6. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.