

## Superintendent Mid-Cycle Performance Goals Progress Report

Goals, Standards & Indicators	SMART Goal Description / Update (mid-year)	Comments	On Target	Off Target	Not Started
<b>Professional Practice</b>					
1	I completed my first year in strategy development, data analysis, and instructional leadership by completing all expectations required in the first year of the New Superintendent's Induction Program. I am enrolled in year 2 of the same program for 2017-18.		X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>					
2	I implemented strategic interventions in grades 3, 6 and 10 for students that were at high risk in both math and reading.		X	<input type="checkbox"/>	<input type="checkbox"/>

**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.

**New Superintendent Cohort Meeting Dates:**

- August 10, 2016
  - October 5, 2016
  - November 16, 2016
  - January 11, 2017
  - February 8, 2017
  - May 3, 2017
  - June 14, 2017
- 

**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.

**Evidence:**

- **District Accountability Meetings:**
  - October 12, 2016
  - January 10, 2017
  - June 13, 2017
- **School Accountability Plan Meetings:**
  - September 2016
  - October 2016
- **School Accountability Plan Status/Update meetings:**
  - March 2017
  - January 3, 2017
  - March 22, 2017
  - April 3, 2017
- **Strategic Interventions for Grade 10:** MCAS tutoring in Math and ELA from January – April 2017
- **Strategic Interventions for Grades 3&6**
  - Focused upon **Pedagogy:** schools provided differentiated whole and small group instruction as needed in reading, writing and mathematics through the implementation of Readers and Writers' Workshops models of instruction.
  - Each school provided **RTI (Response to Intervention Approaches)** to struggling student to reduce the achievement gap for grades 3-6.
  - **Materials and programs** matched to student needs.
    - Foundations, guided reading books, Chapter Books, varied writing programs for CORE were used across schools.
    - LLI Intervention program was provided to students below grade level in grade 3.
    - Double-Dose of Foundations (extra and explicit instruction about a skill with students have struggled)
    - Varied and numerous computer-based programs were used at many schools : Lexia, Storia, IXL (math), Learnzillion

- **Focus on assessment** - use of varied assessments to understand student needs and modify learning: BAS, MAP, formative assessments school- based assessments and the first district math common assessment.
- **Focus on planning and teamwork**- (created PLC and common planning expectations) Teachers worked in teams and developed lessons, reviewed student work, analyzed assessment results and selected appropriate materials. Six schools partnered with RB (Research for Better Teaching) and learned elements of excellent instruction.
- **Focus on supporting principal practice**- PLAN groups worked together to develop a shared definition of good instruction, shared best practices and kept updated about research - based approaches through discussion, presentations in formal and informal ways.
  - Dr. Catherine Snow HGSE spoke several times at principal meetings and continued on-going visits at several schools.
  - Kim Marshall shared his knowledge regarding the value and importance of formative assessment.
- Grades 3 and 6 were monitored closely and using varied forms and types of data. Educators responded to needs in a personal manner and focused on reducing the achievement gap.
- **Title 1 Before and After School supports**
  - **Greg Tang Math Games:** Greg Tang offered PD for teachers in after school and it was open to all interested teachers. Schools received a Family Math Night Kit. Greg Tang Jr modeled and worked with teachers.
  - **Game 24:** Teachers from West Tatnuck and Worcester Arts offered PD to colleagues teaching Game 24 in before or after school clubs. Schools have kits for beginning, intermediate and advanced levels.