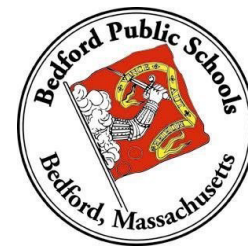


BEDFORD PUBLIC SCHOOLS



To: Members of the Bedford School Committee
From: Cliff Chuang, Superintendent
Date: October 6, 2023
Subject: FY24 Superintendent Goals

On August 29, 2023, I presented my entry plan for this year. Now that the entry process is well underway, for your October 10, 2023, meeting, I present for your review and feedback my proposed goals for FY24 based upon my core values, the mission of the district, and the immediate short term needs for this year. The successful attainment of the goals depends heavily on collaboration among the leadership team. In keeping with the objectives of New Superintendents Induction Program (NSIP), these goals (informed by Appendix E of [DESE Model System Guide for Superintendent Evaluation](#)) take into account both the simultaneous need to complete my entry process and to ensure forward momentum on important ongoing improvement efforts at the school and district levels.

Goal 1: Effective Entry and Direction Setting. By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By September, present to the school committee a written Entry Plan, including an articulation of core values and four phases: (1) Listen, Observe, Learn; (2) Synthesize & Analyze; (3) Share; and (4) Plan. March - Summer 2024)
2. By March, complete and present a *Report of Entry Findings* that includes
 - a. A high-level summary of the information gathered in phase 1, including feedback from stakeholder conversations and survey information; themes and trends identified from instructional observations; and findings from the review of data, documents and policies.
 - b. A synthesis of strengths, weaknesses, opportunities and threats from all data sources.
 - c. An assessment of leadership and organizational structure and identification of any design/staffing changes needed to ensure optimal student learning.
 - d. Preliminary recommendations and areas of focus for the collaborative strategic planning process that will begin shortly after the report is finalized.
3. By July, complete a draft of the 2024–2027 comprehensive three-year district improvement plan.

Benchmarks

1. Key components completed on schedule as described above.
2. Results of spring survey of district staff demonstrates awareness and engagement in the entry process and confidence that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward working with principals and district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. Evaluate progress toward district and school improvement goals via goal-setting and evaluation of leadership team members.
 - a. By November 15, review and establish student learning, professional practice and district/school improvement goals with all principals and district leaders.
 - b. By March 1, complete formative evaluation conferences with each principal and district leader supervised by the superintendent.
 - c. Conduct at least monthly visits to each school.
 - d. By July 1, analyze progress on goals and complete summative evaluation reports for all supervisees.
2. Other key actions:
 - a. Ongoing: Work collaboratively with Town partners to support and educate Bedford's emergency shelter families and students.
 - b. By November 2023, ensure that School Safety Security Plan policies are in place, Phase 1 implementation is underway, and budget and timeline for out-year phases are established.
 - c. By May 31, 2024, complete FY2025 budget process.
 - d. By June 30, 2024, execute new collective bargaining agreements with the Bedford Education Association and other unions requiring contract renewal that honors staff, supports student learning, and aligns with the district's strategic goals.

Benchmarks

1. Educator evaluations are completed timely.
2. Summative evaluation reports demonstrate "meets" or "exceeds" ratings on at least 75 percent of principal/administrator goals.
3. Results of a spring survey of district staff reflect that the superintendent is a regular presence in the schools.

Goal 3: (Professional Practice) New Superintendent Induction Program (NSIP). Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.

Key Actions

1. Attend all NSIP content sessions (barring district emergencies) and complete all NSIP assignments.
2. Regularly consult and reflect with my NSIP coach at least monthly.

Benchmarks

1. Calendar documents active participation in NSIP sessions and contact with NSIP coach
2. NSIP leaders/coach can confirm that the superintendent actively engaged in the first year of the program.