

SUPERINTENDENT'S 2017-2018 EVALUATION GOALS

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GOAL DESCRIPTION	ACTIONS	EVIDENCE
<p>Goal 1: Effectively launch and co-lead the design and implementation of the District's multi-year focus on strengthening literacy and student ownership of their own learning</p>	<p>Key Actions</p> <ul style="list-style-type: none"> • Frame the work on Opening Day (emphasize equity context) • Ensure consistent focus at, and coordination through, weekly leadership meetings • Increase presence at school-based meetings (faculty, department, team, PLC) • Work to provide PD in disciplinary literacy • Work with technology director and principals to connect technology plan focus on research and work curation to literacy work, leveraging adolescents' out-of-school literacy 	<p>Evidence</p> <ul style="list-style-type: none"> • Opening Day speech • Agendas • Summaries of school-based meetings • PD plans • 2017-2018 Technology Plan and school-based examples
<p>Goal 2: Shepherd the Davis Building Project through to, and including, the general contractor bidding process in April and the breaking of ground in June.</p>	<p>Key Actions</p> <ul style="list-style-type: none"> • Work closely with Davis School Building Committee, School Committee, administrative team and TBA Architect • Conduct In-depth review of options, including multiple schools scenarios • Select multi-school scenario and Davis design option that is most programmatically and fiscally responsible • Work with town committees (Finance and CapEx) to secure support • Produce documents and oversee community education efforts to prepare for town meetings • Effectively present the request for financing of construction documents at STM and construction at ATM 	<p>Evidence</p> <ul style="list-style-type: none"> • Davis Building Committee Report and Powerpoints • Successful passage of construction documents financing at STM and construction financing at ATM

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	<ul style="list-style-type: none"> • And oversee the bidding process for the general contractor in April. 2018 	
<p>Goal 3: Increase the racial diversity of our faculty and staff.</p>	<p>Key Actions</p> <ul style="list-style-type: none"> • Establish a faculty committee to develop a plan for more proactive recruitment, e.g.: building bridges with graduate schools of education; developing more accurate and compelling materials for hiring fairs, etc. 	<p>Evidence</p> <ul style="list-style-type: none"> • Written plan and review of implementation • Increase in racially diverse staff hired in the spring
<p>STUDENT LEARNING GOAL:</p> <p>Over next two years, bring MCAS 2.0 ELA scores/growth to Level 1</p>	<ul style="list-style-type: none"> • Identify ELA/literacy needs and coordinate comprehensive improvement plan relative to poor subgroup scores at Lane and disappointing aggregate scores at JGMS • In addition to steps outlined in Goal #1: <ul style="list-style-type: none"> ○ Support Asst. Superintendent's K-12 curriculum coordination work ○ Support ELA/Reading Coordinator's implementation of Running Records in Grade 5, new kits Grades K-4, Writer's Workshop Grade 4, and LLI (Levelled Literacy) Grade 3. ○ Support JGMS principal's instructional focus on research, student work curation, and disciplinary literacy 	<ul style="list-style-type: none"> • Summaries of implementation step progress • Examples of alignment of Bedford's common assessments with MCAS 2.0 • MCAS 2.0 test scores