

**Weston Public Schools**  
**Dr. Marguerite (Midge) Connolly**  
**Superintendent of Schools**

**Annual Goals**

**2017-2018**

**Overview:** As a new superintendent in Massachusetts I will be participating in the three-year New Superintendent Induction Program launched in 2010 by Department of Elementary and Secondary Education (DESE) and Massachusetts Association School Superintendents (MASS) in collaboration with Massachusetts Association of School Committees. The induction program will support me in my new role to be an effective instructional leader, build strong relationships with school committee and the union, and develop high-functioning leadership teams of district administrators and principals. In this program, I will be supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them.

The goals below are formulated using the model set forth by DESE in their Evaluation Educators, Part VI: Implementation Guide for Evaluating Superintendents (2012). Below I have provided two Professional Practice Goals and two Student Learning Goals, the language thoughtfully mirrors that which is completed by all educators and administrators in the Weston Public Schools each year.

**Goal 1: New Superintendent Induction Program (Professional Practice)**

Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least *Proficient* ratings on each major assignment.

**Key Actions**

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly (schedule for twice a month now).

**Goal 2: Effective Entry and Direction Setting (Professional Practice)**

By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress. We will be working with Laurie Likis and following *Planning for Success* process which is a program developed out of the Massachusetts Department of Elementary and Secondary Education (DESE).

**Key Actions**

1. Present a written Entry Plan to school committee, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice.
2. By November, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By March, propose key strategies to improve student learning and other district systems of support.
4. By April, in collaboration with school committee, identify district improvement goals.
5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

### **Goal 3: Collaboratively build a strong administrative team (Student Learning)**

Beginning in the summer of 2017, we will work together as Case House administrators and school-based administrators to work as one unit taking into considerations and understanding the district needs from a K-12 perspective.

#### ***Key Actions***

1. During the summer of 2017, facilitate a two-day retreat and focus on our work as a Team. As part of this retreat, a consultant will assist us in identifying key factors that will move us in the direction of a highly functional team.
2. Throughout the year, meet on a regular basis in which we will continue the work of the fall with a focus of creating a district-wide vision and strategic plan.
3. Throughout the year, base our leadership work in research and share common reads on leadership themes to inform our practice and to create a professionalism of continuous learning.
4. Seek shared external educational experiences (in smaller teams), such as courses on social emotional health and well-being and highly effective teaching.
5. All administrators (central office and building-based) engage in activities, including classroom visits, throughout the district in order to learn from one another and to enhance vertical appreciation of student learning.
6. All administrators participate in a *Lunch & Learn* Series, a recently designed induction program for new administrators.
7. Complete process to appoint a Field School Principal by March 2018.

### **Goal 4: Support Effective Instructional Practice (Student Learning)**

Engage in regularly scheduled school visits where I will observe classrooms with principals so that we can support and better align the evaluation process to help insure teachers have the tools and resources to provide students with the highest quality of instruction.

#### ***Key Actions***

1. Provide professional development to the Administrative Team including shared research-based reads to more clearly define what effective teaching and learning is with the goal being to better meet the needs of all students.
2. Provide time in Administrative Team meetings to share teacher observations in order to calibrate and develop a shared understanding of effective teaching.
3. Dedicate time in Administrative meetings to view digital recordings of teaching and sharing conclusions about the level of practice observed.
4. During school visits, observe classrooms with building principal and share conclusions about the level of practice observed for calibration of *effective instructional practices*.