DOUGLAS PUBLIC SCHOOLS
SUPERINTENDENT'S GOALS AND EVALUATION UPDATE
September 2023

2023-2024 STANDARDS

STANDARD I: Instructional Leadership (Data-Informed Decision Making)

PROFICIENT: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals

EXEMPLARY: Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.

STANDARD II: Management and Operations (Environment)

PROFICIENT: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by:

- · orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;
- · school and district buildings that are clean, attractive, welcoming, and safe; and
- · safe and supportive learning environments for all students.

EXEMPLARY: Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:

- · orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;
- · school and district buildings that are clean, attractive, welcoming, and safe; and
- · safe and supportive learning environments for all students.

Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

STANDARD III: Family and Community Engagement (Sharing Responsibility)

PROFICIENT: Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school, as evidenced by:

- the collaborative identification of each student's academic, social, emotional, and behavioral needs; and
- connecting families to the necessary resources and services within the school and the community to meet students' learning needs.

EXEMPLARY: Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

STANDARD IV: Professional Culture (Continuous Learning)

PROFICIENT: 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 instruction and achieve improved results, as evidenced by:

- Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and
- Engaging in their own continuous learning to improve leadership practice.

Models these behaviors in their own practice.

EXEMPLARY: Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:

- Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and
- Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.

2023-2024 SCHOOL YEAR GOALS

PROFESSIONAL PRACTICE GOAL: STANDARD I– INSTRUCTIONAL LEADERSHIP

GOAL: By June, 2024, a comprehensive professional development program for teachers, centered around Universal Design for Learning (UDL), resulting in increased integration of UDL strategies in classroom instruction will be developed and implemented.
STRATEGIES: Throughout the year at leadership meetings, staff meetings, common planning time, and in creating ISSPs professional development and strategies will be discussed so that UDL strategies can be implemented into classrooms for students to succeed.
RESOURCES: Meeting time, professional development
TIMELINE: Throughout the course of the year, teachers will receive professional development to implement UDL strategies in their classrooms. Topics include, but are not limited to: Unpacking Barriers, Engagement, Representation, Action and Expression
EVIDENCE OF COMPLETION: A final presentation will be made in May/June to the School Committee

STUDENT LEARNING GOAL: STANDARD 1- INSTRUCTIONAL LEADERSHIP

GOAL: Principals will review individual school data to ensure that 100% of students are at or above grade level by June 2024.
STRATEGIES: Grades K-5 will use STAR data, Grade 6-8 will use NWEA data and Grades 9-12 will use AP and MCAS data during the school year to set benchmarks, progress monitor, and create plans so that students achieve success.
RESOURCES: Access to STAR, NWEA, AP, and MCAS data, and time
TIMELINE: Throughout the course of the year benchmark assessments will be given to students to monitor progress. Results will be presented multiple times a year to The School Committee, Staff, and the Community.
EVIDENCE OF COMPLETION: A final presentation will be made in May/June to the School Committee

DISTRICT IMPROVEMENT GOAL: STANDARD II- MANAGEMENT AND OPERATIONS

GOAL: By June 2024, each school will refine and adapt their current SEL program. These programs are focused on the CASEL competencies (Self-Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making). These will be implemented in daily morning in grades PreK-5, SEL long block in grades 6-8, and Advisory in grades 9-12.
STRATEGIES: Through professional development in leadership meetings and faculty meetings, staff will be provided with resources to refine and develop a program that meets the needs of students
RESOURCES: Professional development, time
TIMELINE: The structure for this to occur is already in place however professional development is needed throughout the course of the year to ensure that teachers have the resources they need to make the program succeed.
EVIDENCE OF COMPLETION: A final presentation will be made in May/June to the School Committee