SUPERINTENDENT
GOALS 2020.2021

SCITUATE PUBLIC SCHOOLS
WILLIAM BURKHEAD

GOAL ALIGNMENT
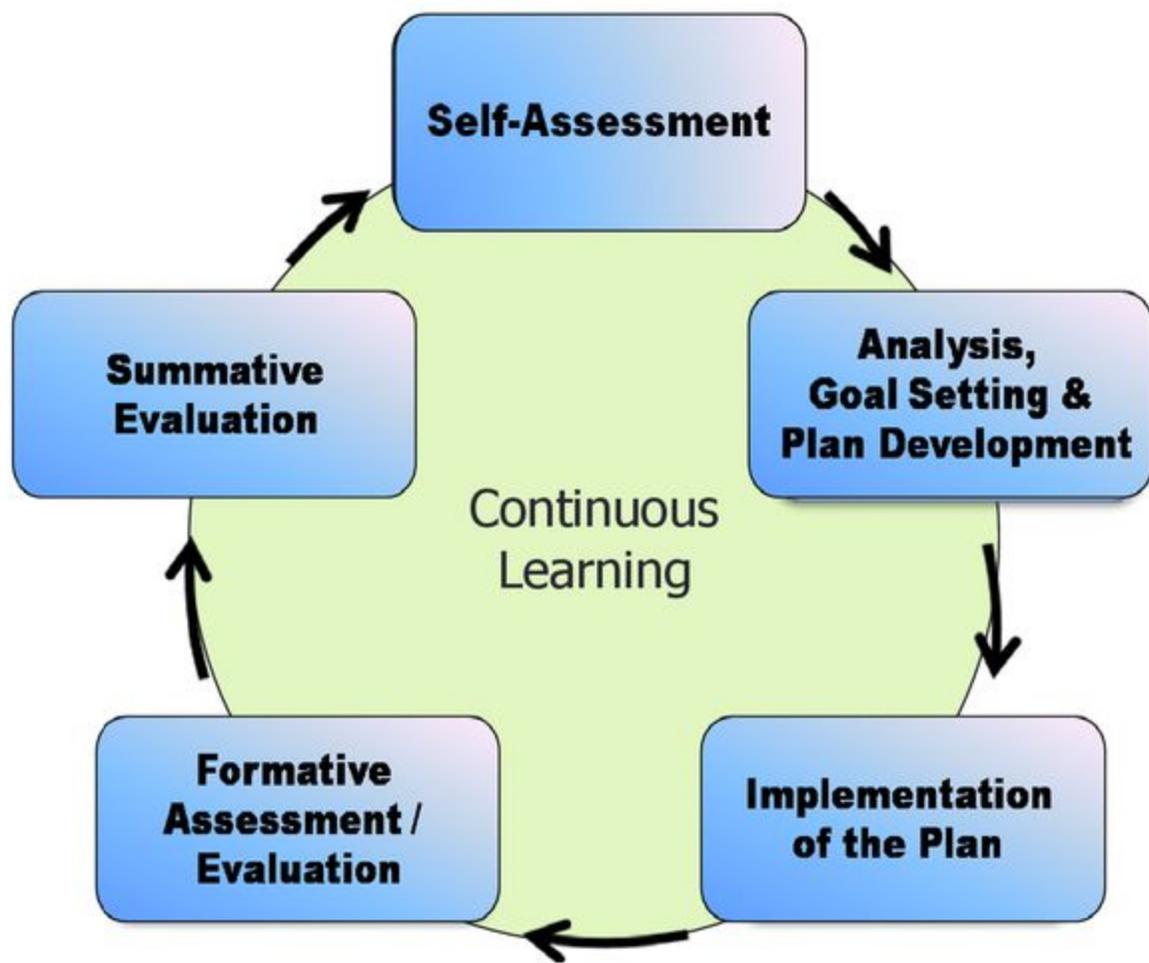
STUDENT ACHIEVEMENT

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TEACHER GOALS

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ADMINISTRATOR GOALS

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SUPERINTENDENT GOALS

5 Step Evaluation Cycle

- ★ Every educator is an active participant in an evaluation
- ★ Process promotes collaboration and continuous learning
- ★ Foundation for the Model

GOAL SETTING & GOAL AREAS

PROFESSIONAL PRACTICE GOAL

STUDENT LEARNING GOAL

DISTRICT IMPROVEMENT GOAL

Goals were drafted based upon self-evaluation using the Superintendent's Evaluation Rubric, initial evaluation of the Scituate Public School District, consultation with our School Committee, Leadership Team, and input from MASC and the New Superintendent's Induction Program Trainings.

**Together, these elements make up key focus areas for the district and act as the Superintendent's Annual Plan that serves as the basis for my performance.

4 PERFORMANCE STANDARDS

INSTRUCTIONAL LEADERSHIP

MANAGEMENT & OPERATIONS

FAMILY & COMMUNITY ENGAGEMENT

PROFESSIONAL CULTURE

LEADERSHIP GOAL: STUDENT LEARNING

SMART GOAL 1: *To develop and execute effective plans, procedures, and operational systems to address a full range of safety, health, and emotional needs of students.*

KEY PRACTICES

- Ensure both physical and virtual learning environments are accessible, welcoming, and safe.
- Establish operational systems, procedures, and routines in both in-person and online learning environments that are supportive of staff and student engagement, health, wellbeing and safety.
- Coordinate and effectively support custodial, maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff.
- Foster opportunities within district or partnerships with outside agencies and organizations to address student needs.

KEY FOCUS AREAS

- Maintain physical buildings in accordance with current public health and DESE guidance.
- Develop professional development opportunities to support culturally responsive, social-emotional learning that can be adapted and integrated into remote and hybrid learning contexts.
- Implement systems that support a positive school environment across all learning contexts (in-person/remote),
- Frequent and transparent communication
- Connect families and students to in-district and/or community organizations that can provide safe learning spaces when students are not in the classroom.

LEADERSHIP GOAL: PROFESSIONAL PRACTICE

SMART GOAL 2: *To participate, and complete, year one of the M.A.S.S. New Superintendent Induction Program (NSIP) culminating in the development of a comprehensive Entry Plan.*

THEORY IN ACTION

The NSIP theory of action is based on the multidimensional nature of effective district leadership. By teaching and supporting successful former superintendents to coach new superintendents, and by grounding this support in a research-based curriculum taught over three years through a series of cohort-based, day-long workshops, NSIP enables participants to develop and effectively implement high leverage, widely-understood strategies that will improve teaching and learning during their first years as superintendent.

KEY FOCUS AREAS

- Coaching from experienced Superintendent
- Content meetings/Professional Development
- Collaboration and networking with peers

LEADERSHIP GOAL: DISTRICT IMPROVEMENT

SMART GOAL 3: *To ensure that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.*

KEY PRACTICES

- Develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff.
- Provide staff with relevant resources to support them in building cultural proficiency and promote a culture that affirms individual differences.

KEY FOCUS AREAS

- Seek out the perspectives, feedback, and voices of every demographic represented in the school community and incorporating those voices into the decision-making around hybrid and remote learning.
- Regularly reviewing disciplinary, attendance, engagement, and academic progress data to identify and quickly address potentially biased policies and practices
- Work with educators to ensure the curricula and instructional materials promote understanding of the strengths and cultures of Black, Indigenous and People of Color.
- Provide professional learning opportunities to support anti-racist, asset-based teaching practices.