

**WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT**  
**2016-2017**  
**SUPERINTENDENT'S GOALS**

Professional Goal	Indicators of Goal Attainment	Reflection
<b>Promote the success of every student by:</b>  Ensuring a shared and supported vision of learning by all stakeholders. (Shared Vision of Learning)	<ul style="list-style-type: none"> <li>• <u>Provide leadership for the Plan for Growth and Improvement defined through the Middle States Accreditation process</u>, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Facilitation of the adoption of a District-wide strategic plan that includes individual school improvement planning from T. J. Connor and the Middle/High School and required actions identified in the District Comprehensive Improvement Plan; and</li> <li>○ Review and revise the student performance objectives related to English Language Arts and Mathematics and provide ongoing monitoring of action plans.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• <u>Communicate high expectations for improvement and provide professional development</u> for school leaders and teachers on best instructional practices, utilization of data to differentiate instruction, and socio-emotional development of students to ensure that students achieve at high levels, as evidenced by:               <ul style="list-style-type: none"> <li>○ Delivery of consistent message of high expectations through conference days, community events, and all print, electronic, and oral communications;</li> <li>○ Professional development on best instructional practices, utilization of data to differentiate instruction, and socio-emotional development of students is provided;</li> <li>○ 100% of school leaders and teachers engage in learning walks or learning rounds to observe utilization of best practices and provide feedback; and</li> <li>○ Professional development offerings are modified based on fidelity of delivery and student growth.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• Supervise <u>school improvement planning that infuses Disciplines of Execution</u> at the elementary and secondary schools based on student learning opportunities, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Establishment of greatest areas of need, identified targets, and action plans to promote the board priorities, “encourage all students to meet</li> </ul> </li> </ul>	

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	<p>college and career readiness expectations” and “improve parent engagement, communication, and customer service”;</p> <ul style="list-style-type: none"> <li>○ Identification of GAN Action Steps (lead measures) to positively leverage board priority (lag measures);</li> <li>○ Staff engagement in development and update of data walls to monitor progress on GAN Action Steps; and</li> <li>○ Staff engagement in check-ins to monitor progress on GAN Action Steps.</li> </ul>	
	<ul style="list-style-type: none"> <li>• <u>Meet or exceed student achievement targets established for 2016-2017 (lag measures)</u>, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Increase student performance at mastery level in Regents assessments over a seven-year period to 75%; and</li> <li>○ Increase student performance on 3-8 ELA and math assessments over a seven-year period to 85% for all students.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• <u>Increase percentage of students who meet aspirational targets (lag measures)</u>, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Increase the percentage of students who score 75% or above in ELA assessment;</li> <li>○ Increase the percentage of students who score 80% or above in math assessment; and</li> <li>○ Increase number of students participating in interventions for 2<sup>nd</sup> Regents science, Geometry, and Algebra 2/Trig exams by providing additional opportunities for student engagement in review course and online options.</li> </ul> </li> </ul>	
Ensuring high quality instruction and leadership throughout Wheatland-Chili Central Schools (School Culture and Instructional Program)	<ul style="list-style-type: none"> <li>• Ensure that all teachers fully <u>implement high quality, individualized, and fully aligned common core curriculum</u>, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Common core modules in ELA and math are designed and accessible to all teachers and administrators through electronic solution;</li> <li>○ Three to five required characteristics of standards-based planning are identified, professional development is provided, and classroom implementation is monitored through data collection;</li> <li>○ Formal and informal observations document teacher implementation of standards-based planning and improved student learning; and</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Increase in teacher participation in professional development to support delivery of common core curricular modules through a standards-based planning process.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Ensure <u>that all teachers' instruction is improving in its alignment to the Common Core and the Danielson Framework</u> due to actionable, evidence-based feedback, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Collaboration with school and teacher leaders to identify implementation characteristics of standards-based planning that leverage improved student learning;</li> <li>○ Reinforcement of the characteristics during faculty meetings, in print materials, and at grade-level planning team meetings;</li> <li>○ Increase weekly time in classrooms by spending three to five hours a week collecting evidence and sharing evidence-based feedback on characteristics;</li> <li>○ Identification of preliminary, monthly opportunities for growth for establishment of professional development for individual and/or groups of teachers related to the characteristics; and</li> <li>○ Assessment of teacher growth in identified areas through informal and formal observations and analysis of Framework data for 2017-2018 adjustments.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>● Ensure that teachers <u>use data from periodic common assessments to inform discussions</u> and decisions related to classroom instruction, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Increase conversations at the school level to support Plan/Do/Study/Act cycle of school improvement plans based on analysis meeting model;</li> <li>○ Increase percentage of students meeting targets on the STAR reading and math assessments compared to 2015-2016 data; and</li> <li>○ Increase District Lexile (reading) scores as follow:                   <ul style="list-style-type: none"> <li>○ Grades 3-5 = 100 points;</li> <li>○ Grades 6-7 = 70 points;</li> <li>○ Grades 8-9 = 50 points; and</li> <li>○ Grades 10-11 = 25 points.</li> </ul> </li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>● Facilitate the <u>development of college and career readiness skills</u>, as evidenced by the following:</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Increase K-12 student access to career-related experiences, including work-based opportunities and use of Naviance software; and</li> <li>○ Improve STEM rubric ratings for the District compared to 2015-2016 data.</li> </ul>	
Managing the organizational operations and resources to provide a safe and orderly environment that has as its goal improved student achievement. (Safe, Efficient, Effective Learning Environment)	<ul style="list-style-type: none"> <li>● Provide leadership in the <u>2017-2018 budget process</u> to generate creative solutions and make recommendations for budgetary efficiencies in the 2017-2018 budget in all operational areas to arrive at a fiscally responsible budget that will support a competitive educational program.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Facilitate <u>Smart Bond Act planning and document submission</u>, as evidenced by assembly of review committee and completion of required plan for accessing of bond funds.</li> </ul>	
Allocating and managing resources to promote active parent and community involvement to create shared responsibility for student and school success. (Community)	<ul style="list-style-type: none"> <li>● Continue to provide <u>open communications with all stakeholders</u>, including biweekly electronic newsletters with “news from the schools” and other brief updates that are also distributed to key points of distribution within the community, while establishing a schedule for and providing print newsletters to our community (fall, winter, spring, budget, and graduate).</li> </ul>	
	<ul style="list-style-type: none"> <li>● <u>Increase regular, productive, and meaningful communication and engagement with stakeholders</u>, as evidenced by the following: <ul style="list-style-type: none"> <li>○ Improve parent perceptions of District communications and customer service as evidenced by comparison of 2015-2016 year-end survey results with 2016-2017 results;</li> <li>○ Provide leadership to Communications/Engagement Committee, resulting in increased opportunities for parent/community engagement; and</li> <li>○ Facilitate school improvement process focused on stakeholder communications through the disciplines of execution protocol involving all District staff.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• <u>Improve messaging of the District's Plan for Growth and Improvement related to improved communication, engagement, and customer service</u>, as evidence by the following:               <ul style="list-style-type: none"> <li>○ Distribute the Plan for Growth and Improvement to all staff and provide professional development to describe expectations for tracking activities and monitoring outcomes; and</li> <li>○ Supervise staff in implementation activities related to the Plan, including collection of tracking documents to monitor and analyze communication activities conducted by the staff and provide feedback for necessary adjustments.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• <u>Increase attendance at school and community events</u>, including PTA meetings, interscholastic competitions, academic events, and other opportunities to interact with students, parents, and community members.</li> </ul>	
Acting with integrity, fairness and in an ethical manner, promoting the acceptance of stakeholder diversity, and ensuring dignity for all (Integrity, Fairness, and Ethics)	<ul style="list-style-type: none"> <li>• Ensure that the school <u>culture proactively advocates for children, families, and caregivers</u>, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Monitor the use of Response to Intervention Management module by staff members to ensure timely interventions are provided to students; and</li> <li>○ Provide oversight for implementation of Olweus bullying prevention program at the elementary, middle, and high school levels, resulting in improved positive perceptions of behavior on Olweus survey when comparing 2015-2016 to 2016-2017 data.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>• Supervise teachers and leaders in <u>implementation of a District-wide curricula for proactively teaching appropriate grade level social emotional development health (SEDH) skills</u> to all students, and providing interventions to any student in need of additional instruction, as evidenced by the following:               <ul style="list-style-type: none"> <li>○ Research, study, and adopt a research-based assessment tool for measuring social emotional skills of all students served by the District, and curricula/programs for proactively teaching these skills to all students served by the District;</li> <li>○ Student support services staff in collaboration with all teachers will assess (as a baseline) the social emotional skills of all students served by the district, using the adopted assessment tool.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ District and school leaders, in collaboration with student support services staff, will analyze the assessment data to identify greatest areas of need (GAN), and other trends from the data.</li> <li>○ District and school leaders, in collaboration with student support services staff and teachers, will use the trend data to inform the selection of a curricula/program(s) to proactively teach the SEDH skills for all students across the district.</li> <li>○ All staff will participate in monthly PD, provided by student support services staff and vendor of the curricula/program, to implement and adjust the district-wide curricula/program for teaching the social emotional skills to all students across the district.</li> <li>○ All teachers will implement the district-wide curricula/program for teaching social emotional skills to all students across the district.</li> <li>○ Student support services staff in collaboration with all teachers will re-assess (as a middle of year- formative) the social emotional skills of all students served by the district, using the adopted assessment tool.</li> <li>○ District and school leaders, in collaboration with student support services staff and teachers, will analyze the assessment data to identify greatest areas of need (GAN), and other trends from the data, as well as make adjustments to the curricula/program for teaching the SEDH skills and revise the professional development offerings for teachers and staff.</li> <li>○ Student support services staff in collaboration with all teachers will re-assess (as an end of year-summative) the social emotional skills of all students served by the district, using the adopted assessment tool.</li> <li>○ District and school leaders, in collaboration with student support services staff and teachers, will analyze the assessment data to identify greatest areas of need (GAN), and other trends from the data, as well as make adjustments to the curricula/program for teaching the SEDH skills and revise the professional development offerings for teachers and staff for the 2017-2018 school year.</li> </ul>	
Responding to and influencing the political, social, economic, legal, and cultural context of the work	<ul style="list-style-type: none"> <li>● Provide for the <u>update of the District's Teacher and Principal Annual Professional Performance Review (APPR) process</u> as required by State Education Department regulations and Education law, as evidenced by:</li> </ul>	

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of the District. (Political, Social, Economic, Legal and Cultural Context)	<ul style="list-style-type: none"> <li>○ Supervision of design of professional development for staff on updated APPR process; and</li> <li>○ Supervision of migration to updated electronic platform for collection and storage of teacher and principal evaluation data.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Provide for <u>oversight of mandatory actions related to the District's Comprehensive Improvement Plan</u> involving the performance of our students with disabilities, resulting in the following:               <ul style="list-style-type: none"> <li>○ ELA, Grades 3-8: 25% of students will progress from Level 1 to Level 2. In addition, 10% of students will progress from Level 2 to Level 3 in Grade 7.</li> <li>○ Math, Grades 3-8: 25% of students will progress from Level 1 to Level 2. In addition, 10% of students will progress from Level 2 to Level 3 in Grade 7.</li> </ul> </li> </ul>	