

Superintendent Goals 2023-24

Mission Statement

To support the mission of the Chelmsford Public Schools to cultivate inspired, creative, and well-rounded lifelong learners who possess the integrity and self-direction necessary to be contributing community members, the superintendent proposes the following goals for the 2023-2024 school year.

District Wide Goals

The following goals for the 2023-2024 school year are intended to support the district's multi-year strategic plan.

Superintendent Goals and Action Steps

Academic Achievement

By June 2024, the superintendent will complete the strategic planning process on academics with year-one goals that focus on closing the mathematical achievement gap in the elementary and middle grades to build a strong foundation for academic success in high school and beyond. This goal will be measured by the percentage of students making adequate annual growth on MCAS, the percentage of 3rd grade students meeting standards in reading based on i-Ready data, the percentage of 3rd grade students meeting standards in math based on i-Ready data, and the percentage of 8th grade students meeting standards in math based on i-Ready data.

ACTION STEPS:

1. Provide professional development in grades K-8 for the new mathematics program during the 2023-2024 school year;
2. Implement Math/ELA benchmark assessment, My Path program, and standards mastery (iReady) K-8 to identify areas of improvement;
3. Continue implementation of district data dashboards (Panorama) to improve data-based decision-making;
4. Review and adjust school schedules to maximize student learning time.



Equity

By June 2024, the superintendent will focus on providing equitable opportunities for each and every student as identified in the special education opportunities review to close the achievement gap between marginalized student populations and their peers. This goal will be measured by identifying the achievement gap between general education students and special education students with IEPs and students who are economically disadvantaged.

ACTION STEPS:

1. Define and clarify the role of paraeducators in supporting classrooms and students;
2. Establish guidelines for determining inclusion vs. pullout instruction to ensure students with disabilities are receiving appropriate inclusion instruction.

Social-Emotional Learning

By June 2024, the superintendent will focus on ensuring that students have strong relationships with staff and their peers, so students feel welcomed, included and safe at school. This goal will be measured by the percentage of students who report through surveys, a feeling of a sense of belonging in school, having positive relationships with peers, and having positive relationships with staff in grades K-12.

ACTION STEPS:

1. Establish focus areas for the 2023-24 school year with 2022-23 End of Year (EOY) survey data;
2. Implementation of DEI practices and protocols;
3. Develop transition protocols and practices between levels to support students' social emotional learning needs.



Human Capital

By June 2024, the superintendent will focus on attracting and developing a highly effective teaching staff equipped to meet the diverse needs of our student population. This goal will be measured by the increase of adults from diverse backgrounds through college partnerships, the percentage of instructional staff who receive professional development and training to better support diverse student populations, and the percentage of staff who report feeling equipped to provide culturally responsive instruction.

ACTION STEPS:

1. Create a professional development plan from 2022-23 End of Year (EOY) survey results;
2. Continue partnerships with teacher collaboration programs that will diversify the staff applicant pool and identify new programs.

Facilities and Operations

By June 2024, the superintendent will enhance the educational facilities to provide students with safe and modern schools that support innovative student learning. This goal will be measured by the annual review of short-term capital plans, project delivery and budget use; maintenance work orders submitted and completed, APPA standards of cleaning for buildings, and school schedules that maximize instructional time.

ACTION STEPS:

1. Provide an update on building cleanliness to APPA standards;
2. Implement efficient processes for work order opening, assignment, priority level, and closure time for school buildings;
3. Prioritize project completion for safety updates, upgrades, and enhancements;
4. Review school schedules for adjustments needed from a facility perspective.

Engagement with State Level Organizations

By June 2024, the superintendent will attend state and national conferences and meetings to maintain his knowledge/learning with regard to the most educationally appropriate practices involving 1) school safety, security and emergency planning preparedness for our schools, 2) the integration of technology initiatives in elementary, middle and high schools, as we focus on the meaningful integration of technology in our curriculum and learning practices, and 3) district administration and leadership.

