

## Superintendent Goals 2024-25

### 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 2024-2025 school year.

### District Wide Goals

The following goals for the 2024-2025 school year are intended to support the district's multi-year strategic plan.

## Superintendent Goals and Action Steps

### Academic Achievement

By June 2025, the superintendent will complete the strategic planning process on academics with year-three 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 3<sup>rd</sup> grade students meeting standards in reading based on i-Ready data, the percentage of 3<sup>rd</sup> grade students meeting standards in math based on i-Ready data, and the percentage of 8<sup>th</sup> grade students meeting standards in math based on i-Ready data.

#### **ACTION STEPS:**

1. Continued implementation and professional development in grades K-8 for the new mathematics program during the 2024-2025 school year;
2. Provide enhanced practices for the iReady program;
3. Promote inclusive instructional practices for students with disabilities within the general education classroom;
4. Review, evaluate and provide updates on student achievement and progress across all academic disciplines and grade levels.



## Superintendent Goals and Action Steps

### Equity

By June 2025, 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. Building upon the work in the 2023/24 school year, work closely with the special education team to support the implementation of the newly defined role and responsibilities of paraeducators to ensure strategic time allocation and effective supports for students;
2. Monitor the continuum of educational supports that provided students with high-quality instruction in the least restrictive environment;
3. Continue progress monitoring of students with disabilities and economically disadvantaged students using iReady to adjust instructional practices.



### Social-Emotional Learning

By June 2025, 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. Continue to utilize the DEI data collection and analysis tool (Panorama) to measure and respond to student data results;
2. Continue to refine and implement of DEI practices and protocols recommended by the MTSS committee;
3. Review and enhance transition protocols and practices between school levels to support students' SEL needs.



### Human Capital

By June 2025, 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. Conduct newly developed staff survey and analyze results;
2. Continue with and identify additional teacher collaboration programs that will diversify the staff applicant pool;
3. Continue to provide staff with programs that:
  - i. Assist new staff in their transition to working in the Chelmsford Public Schools;
  - ii. Support learning and growth in academic and professional disciplines;
  - iii. Improve skills to effectively differentiate for diverse student populations and provide culturally responsive instruction.



### Facilities and Operations

By June 2025, 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 entry/opening, assignment, priority level, and completion/resolution for school facilities;
3. Prioritize project completion for safety updates, upgrades, and enhancements to school facilities;
4. Review school schedules for adjustments needed from a facilities perspective.



### Engagement with State Level Organizations

By June 2025, 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.

