

Superintendent Goals 2025-26

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 2025-2026 school year.

District Wide Goals

The following goals for the 2025-2026 school year are intended to support the district's multi-year strategic plan.

Superintendent Goals and Action Steps

Academic Achievement

By June 2026, the superintendent will complete the strategic planning process on academics with year-four 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 enhanced practices for the “My Path” program usage of the iReady program;
2. Promote inclusive instruction through targeted “look fors” and practices;
3. Identify focus foundational standards and implement targeted lessons in grades 7 & 8 mathematics;
4. Provide evidence-based professional development to enhance writing practices across the grades.



Perseverance • Respect • Integrity • Dedication • Empathy

Equity

By June 2026, 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. Develop a robust onboarding, induction and training process for new paraeducators in the district;
2. Building upon the work in the 2023/24 school year, collaborate with the special education team to support the implementation of the newly defined roles and responsibilities of paraeducators to ensure strategic time allocation and effective supports for students;
3. Develop an action plan to support student academic growth using data from iReady to progress monitoring students with disabilities.



Social-Emotional Learning

By June 2026, 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 SEL data collection and analysis tool (Panorama) to measure and respond to student data results;
2. Continue to refine and implement equitable and inclusive practices and protocols as 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 2026, 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 indicate that they feel adequately prepared to address diverse student populations, and the percentage of staff who report feeling equipped to provide culturally responsive instruction.

ACTION STEPS:

1. Continue to collaborate and partner with teacher preparation programs to attract highly qualified candidates for openings in the district;
2. Provide on-going professional development to grow staff preparation and responsiveness to educate diverse student populations;
3. Facilitate the development and implementation of the paraeducator onboarding/induction process.

Facilities and Operations

By June 2026, 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. Identify and prioritize school projects for safety upgrades and enhancements;
2. Implement efficient processes for work order entry/opening, assignment, priority level designation, and completion/resolution in school facilities;
3. Provide an update on building cleanliness to APPA standards;
4. Standardize the Visitor Management process and procedures at school facilities;
5. Standardize use of the Enhanced Notification System (ENS) at school facilities.

Engagement with State Level Organizations

By June 2026, 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.

School Building Project

By June 2026, the superintendent will facilitate the Feasibility Study phase of the Parker Middle School building project working through the Parker School Building Committee to procure the services of an Owner's Project Manager (OPM) and Designer. When under contract with the Town of Chelmsford, the superintendent will work with the OPM and Designer to examine and develop a Preliminary Design Program including educational visioning and programming, site analysis and exploration, and development of design options to enable the submission of the Preferred Schematic Design option to the MSBA Board of Directors for review and approval.

