

OXFORD PUBLIC SCHOOLS



Superintendent S.M.A.R.T. Goals

2018 - 2019

Dr. Elizabeth Zielinski

S.M.A.R.T Goal #1: Professional Practice

Lead the District in the Development of an Oxford Public Schools Strategic Plan (1-year Goal)

Key Actions

- Discuss the purpose and need for a District Strategic Plan at the School Committee Retreat, informing the Committee of the intended process and receiving feedback from the Committee.
- Create a Town-wide Strategic Planning Committee which includes multiple stakeholders to inform the discussion.
- Work with the Strategic Plan working group to create a series of surveys targeting specific community groups to find out the current community perspective of the Oxford Public Schools, elicit community opinions as to the priorities of the District, and assess the strengths and areas for growth of the District.
- Based on the feedback received, redesign or update the District's Mission and Vision for approval by the School Committee.
- Working with the Strategic Plan working group create a written 3 to 5 year Strategic Plan for Oxford Public Schools.

Benchmarks

- Present information related to the Development of a Strategic Plan to the School Committee no later than September 30, 2018.
- Establish a Strategic Plan Committee by the end of October 2018.
- Community surveys should be completed and disseminated to all target groups by the end of March 2019.
- Data from surveys will be analyzed for inclusion in a report to the School Committee by the end of April 2019.
- Results of the Survey will be presented to the School Committee in a State of the Schools Address by the Superintendent in May 2019.
- A final written Strategic Plan will be approved by the School Committee by June 2019.

Rubric Alignment:

Indicator I-E, element 1, 2
Indicator II-A, elements 1, 2
Indicator III-A, element 1, 2

Indicator IV-A, element 1, 2, 3
Indicator IV-E, element 1

S.M.A.R.T Goal #2: Professional Practice

Lead the Administrative team to determine the focus areas for teacher observation and evaluation based on District and School Improvement plans (2-year Goal)

Key Actions

- At each Administrative Meeting, teacher observation and evaluation will be a regular agenda item.
- All Administrators will receive training/refresher on the District's collectively bargained evaluation system.
- Administrators will review the evaluation list and determine who will evaluate each teacher and support staff, and identify who may be used as a back-up in case building circumstances may cause deadlines to be missed.
- Administration will discuss what a "self-directed growth plan" should include for PTS teachers with this status, and begin to calibrate expectations during observations and rigor of teacher evidence for teachers on a "self-directed growth plan."
- Administrators will calibrate areas of focus for teacher observations related to all standards.

Benchmarks

- Administrators will help support teachers and answer questions they have related to individual and department goals prior to October 15, 2018.
- Administrators assigned as a teacher's evaluator will ensure that teachers have their S.M.A.R.T goals submitted and approved by the negotiated date.
- Principals will present at a faculty meeting by the end of December 2019, a presentation showing different rigorous evidence which can be used to support their evaluation and how to provide evidence using electronic means to make the collection easier on teachers and administrators.
- All administrators assigned as a teacher evaluator will conduct at least one unannounced observation of staff by the end of the first quarter.
- The administrative team members who conduct observations will review observations and evidence as implemented in Teach Point for calibrating the focus of observations and supporting evidence during administrative team meetings: winter/spring 2018 and fall/winter 2019.

- The Superintendent will conduct unannounced learning walks in each building, at least two per semester, to observe Principal and Vice Principal observation practices for administrator evaluations.

Rubric Alignment:

Indicator I-B, elements 1, 2, 3
Indicator I-D, element 1,2,3,4
Indicator I-E, elements 2, 3
Indicator II-B, elements 2
Indicator II-C, elements 2
Indicator IV-A, elements 1, 2, 3
Indicator IV-C, elements 1
Indicator IV-D, elements 1, 2
Indicator IV-E, elements 1
Indicator IV-F, elements 3

S.M.A.R.T Goal #3: Student Learning (2-year goal)

The Administrative team will have a comprehensive inventory of all district textbooks and reading and math interventions. The inventory will include who the internal experts are in the District, the use of the intervention, and in which areas we do not have interventions. The District will build a comprehensive textbook and intervention replacement system for use to improve student outcomes.

Key Actions

- Building based administrators will work with each grade level/department to inventory current text books and replacement needs.
- Building based administrators will work with each grade level/department to inventory interventions. The inventory will include the target area each intervention serves, how intervention data is used to inform instruction, and how/when intervention data flows to teachers, parents, and students.
- A District wide list of areas where missing interventions are needed will be created.
- Principals (with their building teams) will work together to use the current student information system to input assessment and intervention data.
- Building based teams/departments will investigate needed text books or core adoption and interventions needed for purchase.
- Building Principals will report to the School Committee during budget season the priority for text books and intervention needs along with cost.
- A plan/schedule will be put into place to secure the needed texts/interventions, and provide staff with the professional development needed to use the interventions.
- Schools will initiate data meetings where teachers can work in teams to determine the best interventions needed for students, collect data on each student, and report back the effectiveness on implemented interventions

Benchmarks

- An inventory of textbooks and interventions needed is created by January 2019.
- Professional Development is provided to teachers in ELA and related interventions by June 2018.
- Needed textbook replacement or intervention requests are incorporated into the FY20 budget.
- A schedule for textbook replacement is created and shared with staff by February 2019.
- New text adoptions (ex. Elementary Math) are planned and scheduled for pilot by September 2019.

- School schedules for FY20 will look to include regular scheduled data meetings for teaching staff to review student data to inform teaching and implement appropriate targeted interventions. At the secondary level, guidance and AP instructors will meet to review student data to increase the number of students who take honors or AP level classes.

Rubric Alignment:

Indicator I-A, element 1, 2
Indicator I-B, element 1, 3
Indicator I-C, element 1, 2
Indicator I-E, element 1, 2, 3
Indicator II-C, element 2
Indicator IV-A, element 1, 2
Indicator IV-D, element 1, 2

S.M.A.R.T Goal #4: Student Learning

Review the C.O.F.F.E.E. program to determine what changes are needed to ensure programmatic and fiscal viability.

Key Actions

- Complete an audit of program's fiscal health, including need for capital outlays to make physical plant more appealing to prospective tuition students.
- Review all current course offerings and program structure against best practices in Alternative Schools programs for at-risk youth.
- Survey current teachers, parents, and students regarding their perspective on what is working well and where growth is needed.
- Propose program revisions to School Committee for consideration.

Benchmarks

- The financial audit of the program will be presented to the School Committee by November 2018.
- Programmatic audit will be completed by January 2019 and presented to School Committee by February 2019.
- Analysis of survey results will be completed by December of 2018 and included in February 2019 programmatic audit results.
- By March 2019 recommendations regarding COFFEE will be presented to the School Committee.

Rubric Alignment:

Indicator I-B, element 2, 3
Indicator I-C, element 2
Indicator I-D, element 4
Indicator II-E, element 1
Indicator III-B, element 2

S.M.A.R.T Goal #5: Student Learning (3-year goal)

Implement a network of curriculum opportunities and instructional strategies that will allow for the differentiation of student needs allowing students access to different paths for academic and social success.

Key Actions:

- A committee at the high school will review the building schedule to consider a schedule change allowing for more elective offerings and an increase in graduation requirements.
- Review the current science, math, technology, and engineering (STEM) courses and look to revise, expand and/or realign these classes for the FY 19-20 school year.
- Create a Priority Restoration List to inform the School Committee what would be required to replace the positions that were lost due to past budget cuts.
- Work with the guidance department to review current dual enrollment opportunities and determine how to better deliver this option to students who may qualify.
- Superintendent will seek out a higher education partner to plan and implement an Early College Program.
- High School guidance department along with department heads will work on developing a graduation with distinction program in Global Studies and/or STEM as a means to differentiate programs for student interests and increase rigor for students seeking these challenges.

Benchmarks:

- High School Principal will provide status report to the Superintendent on the scheduling committee including anticipated goals of the committee and progress toward reaching those goals three times during the 2018-2019 school year.
- High School Principal will present to the Superintendent a proposal for expansion and or reallocation of classes to create a STEM department. The Middle School Principal will also provide a proposal for improvements in the math and science programming to enable a strong feeder program of students who would gravitate toward a comprehensive STEM focused curriculum at the high school by June 2020.
- The guidance department will create student materials and provide student/parent seminars/meetings about how to access dual enrollment and any other advanced curriculum offerings that the high school can provide. These seminars or classes will be focused on freshman and sophomores as programs are revised and introduced by March 2019.

- Provide Priority Restoration List to School Committee by April 2019 and place list on the Oxford Public Schools website as part of ongoing community outreach information.
- The Superintendent will meet with higher education deans and or presidents at both public and private universities to see if there is an interest in partnering with the Oxford Public Schools to create an “Early College Program.” Results from these discussions will be provided to the School Committee in late spring 2020.
- The District Administrative team will review the analysis of the High School’s investigation related to higher level academic programing. A plan related to adapting/expanding higher level course offerings will be provided to the School Committee in time for the FY20 Course of Studies approval.

Rubric Alignment:

Indicator I-B, element 2
 Indicator I-C, element 2
 Indicator I-D, element 4
 Indicator I-E, element 1,2,3,5
 Indicator II-C, element 1, 2
 Indicator II-E, element 1
 Indicator III-A, element 2
 Indicator III-B, element 1
 Indicator IV-A, element 3
 Indicator IV-E, element 1