

Office of the Superintendent
 Acton-Boxborough Regional School District
 16 Charter Road
 Acton, MA 01720
www.abschools.org
 978-264-4700

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: September 9, 2016
Re: Superintendent’s 2016-2017 Goals

At the School Committee Meeting on September 1, I provided you with an overview of my performance goals for the upcoming 2016-17 school year. The goals below represent a restatement of those brought before you that evening for your consideration.

Since that meeting I have had the opportunity to further reflect upon these goals and have made some minor changes to Goal II.B. as noted below.

I. Professional Practice

My particular area of focus under *Professional Practice* centers on my efforts to enhance my engagement with the staff throughout the district, in addition to my regularly scheduled monthly visits to our schools.

Goal I. A. Implementation of a Superintendent’s Council

<i>Strategies</i>	<i>Outcomes</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff throughout the district.	<ul style="list-style-type: none"> • A council that includes representation from all parts of the district. • Regularly kept minutes and agendas that provide accessible information to the entire staff community. • An improvement in staff feedback regarding the Superintendent’s accessibility and presence throughout the district.

II. Student Learning Goal

*II. A. Implementation of Massachusetts Tiered System of Supports
(Two-Year Goal 2016/17 & 2017-18)*

This is an offshoot of my Student Learning Goal during the 2015-16 school year that examined intervention strategies and the Child Study Team practices across the district. The culmination of that work led to the realization that as a district, we have a wide variety of approaches and gaps in these areas and a more unified system level response would provide far greater opportunities for district-wide success.

<i>Strategies</i>	<i>Outcomes</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> • Multiple ways that students who struggle to learn can receive help. • Consistent process across the district to identify gaps in learning. • Provide systematic general education interventions. • Develop a coherent system that establishes the ability to monitor student progress when students don't learn.

*II. B. Assessing the Culture and Climate of Our School Communities
(Revision - Two-Year Goal 2016/17 & 2017-18)*

“Over the last three decades there has been an extraordinary and growing body of research that attests to the importance of school climate. Positive school climate supports learning and positive youth development.” *National School Climate Center*

A powerful and important field of data centers on the state of the culture and climate of our school communities. The use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and principal level.

<i>Strategies</i>	<i>Outcomes</i>
Using members of this year's <i>Superintendent Wellness Committee</i> , I will oversee a process during the 2016-17 school year that will develop/select an instrument and process that captures	<ul style="list-style-type: none"> • The recommendation of specific measurable areas that are believed important in generating an understanding regarding culture and climate in schools and departments.

<p>information about the views around school community climate and culture and also presents that information in a usable format that can then be used at the school and district level for improvement planning.</p> <p>The assessment will be administered during the 2017-18 school year.</p>	<ul style="list-style-type: none"> • The adoption of a tool that allows for the collection of data related to the agreed upon areas. • The establishment of a reporting process that makes available the information collected to all relevant stakeholders. • A template (s) that can help generate an action plan that school communities and departments can use to guide improvement planning related to culture and climate.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

III. District Improvement

III. A. School Space & Capital Planning (Two-Year Goal 2016/17 & 2017-18)

The district is in the second phase of a capital study which will culminate with the Development of a *District Master Plan* in the fall. Upon the completion of this report the School Committee will need to identify capital and infrastructure related priorities.

<i>Strategies</i>	<i>Outcomes</i>
<p>Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.</p>	<ul style="list-style-type: none"> • Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements. • By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan. • Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018.

III. B. Change in School Start Time Report

The Superintendent's Wellness Committee completed a year-long study during the 2016-17 school year (<http://www.abschools.org/district/school-start-times>). Upon the receipt of this report, the School Committee has requested that I begin to examine all that would be involved in switching our start times.

It is my intention to form a working group to deliver an initial report to the School Committee by May 1, 2017 that outlines the various options, financial costs and other respective implications.

<i>Strategies</i>		<i>Outcomes</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is pursued.	<ul style="list-style-type: none"> A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times.
II.	Establish a wider stakeholder group that can then assist with the work, provide public outreach and help gather community feedback on proposals.	

III. C. Elementary School Funding Report

Over the past few years, there have been growing questions in the district regarding the level of funding at the elementary schools. As part of our full regionalization, the metric of per pupil cost has been introduced in accordance with the requirements of the regional agreement. This goal will attempt to analyze the funding mechanisms in all of our elementary schools and make recommendations to the School Committee. In conjunction with this analysis, there will also be a review of the use of regular education classroom assistants.

<i>Strategies</i>		<i>Outcomes</i>
I.	Review the use of regular education classroom assistants and clarify their role, purpose	<ul style="list-style-type: none"> A clear district-wide vision of regular education classroom support across all schools in

<p>and appropriate level of distribution across school settings.</p> <p>II. Review funding mechanisms district-wide that provide financial resources to the elementary school level.</p>	<p>support of teaching and learning.</p> <ul style="list-style-type: none"> • A coherent set of procedures that establish an appropriate allocation of classroom assistants by building. • An analysis of the funding streams and their contributions to staff and programs. • Recommendations that can be considered which respond to any notable inequities which impact teaching and learning services.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------