

# Goal Setting Form



Educator—Name/Title: Gary Reese, Superintendent

Primary Evaluator—Name/Title: Ken Gray, School Committee Chair

Check all that apply<sup>1</sup>:  Proposed Goals  Final Goals      Date: 10/3/2016

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered per 603 CMR 35.06(3)(b).** Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Admin Team/District  By May 2018, 80% of students will be able to define and discuss the five competencies of the Social Emotional Learning framework (social awareness, self awareness, self-management, responsible decision making, and relationship skills) and will be able to identify how these competencies assist in their academic development.	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Admin Team/Leadership  By May 2017, to build professional capacity in the integration of social, emotional and academic learning throughout curriculum, assessment and instruction across the district as demonstrated by the completion of Stage 1 in the Understanding by Design process in all curricular areas.
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: Admin Team/District  By June 2017, I will work with the administrative team to enhance our ability to meet the varied learning needs of all students as measured by district common assessments and standardized assessments. I will place emphasis on reducing proficiency gaps for the high needs student subgroup in the area of math. Proficiency gaps will have decreased by 2 CPI points or greater, as measured by the 2017 state assessment.	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team:  I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

**S.M.A.R.T.:** S=Specific and Strategic; M=Measurable; A=Action Oriented;  
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

<sup>1</sup> If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

# Educator Plan Form



Educator—Name/Title: Gary Reese, Superintendent

Primary Evaluator—Name/Title: Ken Gray, School Committee Chair

Educator Plan:       Self-Directed Growth Plan       Directed Growth Plan  
                           Developing Educator Plan       Improvement Plan\*

Plan Duration:       2-Year       One-Year       Less than a year \_\_\_\_\_

Start Date: October 1, 2016      End Date: June 30, 2017

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

<b>Student Learning Goal #1: Planned Activities</b> <i>By May 2018, 80% of students will be able to define and discuss the five competencies of the Social Emotional Learning framework (social awareness, self awareness, self-management, responsible decision making, and relationship skills) and will be able to identify how these competencies assist in their academic development.</i>		
Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<b>Provide Training for staff on SEL and curriculum development</b>	Funding from Title IIA grant External Consultant	<b>Monthly</b>
<b>Development of curriculum utilizing UbD (Understanding By Design) lens and embedding SEL (Social Emotional Learning)</b> <ul style="list-style-type: none"> <li>• Stage One (16-17)</li> <li>• Stage Two (17-18)</li> <li>• Stage Three (18-19)</li> </ul>	Time for staff development and curriculum development  Funding from Title IIA grant for sub coverage	<b>Monthly (pullout days, PRT and PD days)</b>
<b>Initial curriculum implementation</b>	Review of curriculum resources and materials Funding for potential new resources	<b>2017-2018 school year</b>
<b>Develop and Conduct Pre-Assessment of students</b>	Access to survey instrument (ie. SurveyMonkey)	<b>January 2017</b>
<b>Administer Post Assessment</b>	Access to survey instrument (ie. SurveyMonkey)	<b>June 2018</b>

Educator—Name/Title: Gary Reese, Superintendent

<p align="center"><b>Student Learning Goal #2: Planned Activities</b></p> <p><i>By June 2017, I will work with the administrative team to enhance our ability to meet the varied learning needs of all students as measured by district common assessments and standardized assessments. I will place emphasis on reducing proficiency gaps for the high needs student subgroup in the area of math. Proficiency gaps will have decreased by 2 CPI points or greater, as measured by the 2017 state assessment.</i></p>		
Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
Review of MCAS data with administrators, with focus on subgroups (SWD, LI, ELL)	Time	October 2016
Identification of key areas of focus and establishment of action plan	MCAS results	Oct-Nov 2016
Work with administrative team to analyze type of service delivery and other supports for students in SWD, ELL and LI subgroups and evaluate for trends related to achievement.	Discussion/Data Collection	Oct - Dec 2016
Conduct observation and feedback calibration activities with principals	DESE Evaluation Tools	Oct – May 2016
Conduct classroom visits with principals utilizing the Power elements and observation/feedback tools (at least two times per month with each administrator)	DESE Observation Tools District Power Elements	Oct – May 2016
Engage administrators in readings about working with students from low income environments, students with disabilities, and second language learners	Materials	Nov 16 – Jun 2017
Establish budget priorities that support academic growth	Budget Review	Dec 16 – Mar 17
Review of MCAS results and feedback to school committee	MCAS results	Sept – Oct 2017

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<b>Professional Practice Goal #1: Planned Activities</b>		
<i>By May 2017, to build professional capacity in the integration of social, emotional and academic learning throughout curriculum, assessment and instruction across the district as demonstrated by the completion of Stage 1 in the Understanding by Design process in all curricular areas.</i>		
<b>Action</b>	<b>Supports/Resources from School/District<sup>2</sup></b>	<b>Timeline or Frequency</b>
<p><b>Provide Training for staff on SEL and curriculum development</b></p> <p><b>Development of curriculum utilizing UbD (Understanding By Design) lens and embedding SEL (Social Emotional Learning)</b></p> <ul style="list-style-type: none"> <li>• Stage One (16-17)</li> </ul> <p><b>Administer staff survey regarding professional development activities and individual growth</b></p> <p><b>Review of Stage One for each curriculum area with administrators and external consultant</b></p>	<p>Funding from Title IIA grant External Consultant</p> <p>Time for staff development and curriculum development</p> <p>Funding from Title IIA grant for sub coverage</p> <p>Survey analysis</p> <p>Funding for external consultant Time</p>	<p><b>Monthly</b></p> <p><b>Monthly (pullout days, PRT and PD days)</b></p> <p><b>Monthly, following PD</b></p> <p><b>May 2017</b></p>

<sup>2</sup> Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)

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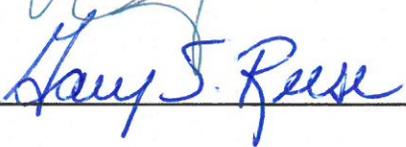
<b>Professional Practice Goal #2: Planned Activities</b>		
<i>I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.</i>		
Action	Supports/Resources from School/District <sup>3</sup>	Timeline or Frequency
<p>I will introduce administrators to my professional practice goal and the opportunity each will have semi-annually to assess my progress.</p> <p>For each bi-weekly administrator meeting, I will develop a “lesson plan” that includes objectives (what participants “will know and be able to do”), strategies designed to engage every participant in active learning, and strategies for assessing learning.</p> <p>I will incorporate and model cooperative learning strategies such as “Think-Pair-Share”</p> <p>I will develop, administer and analyze a semi-annual survey of administrators and refine my lesson planning based on the feedback.</p> <p>I will establish a schedule for administrators to lead the administrative meetings so that this practice can be applied in each school.</p>	<p style="text-align: center;">Time</p> <p>Review of Relevant Literature</p> <p>Use of Survey instruments</p>	<p style="text-align: center;">October 2016</p> <p style="text-align: center;">Bi-weekly at admin meetings</p> <p style="text-align: center;">Bi-weekly at admin meetings</p> <p style="text-align: center;">Jan 2017; May 2017</p> <p style="text-align: center;">October 2016</p>

<sup>3</sup> Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)

**This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.”**

(see [603 CMR 35.06 \(3\)\(d\)](#) and [603 CMR 35.06\(3\)\(f\)](#).)

Signature of Evaluator  \_\_\_\_\_ Date 10-26-2016

Signature of Educator  \_\_\_\_\_ Date 10-26-2016

\* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the evaluator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))