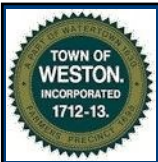




## District Goals: 2016-2017

Robert A. Tremblay, Superintendent  
Weston Public Schools

Approved by Weston School Committee: October 17, 2016



# GOALS OF THE SUPERINTENDENT OF SCHOOLS 2016-2017

As a leader and coach with a vision toward moving the Weston Public Schools from great to exceptional, I began developing an entry plan immediately following my appointment as Superintendent of Schools in October 2015, nearly a year before my official start date of July 1, 2016.

In August 2016, I presented an *Entry Plan* that summarized the meetings and activities that have guided my transition into the district having spent significant time and attention on collecting, analyzing, and synthesizing information from stakeholders within and outside of the Weston Public Schools in an effort to:

- Gather information about the community and the school district to minimize time lost during my first year as I get to know the district
- Establish a strong community presence
- Identify the strengths and challenges in the Weston Public Schools
- Create a network of resources to advance the Weston Public Schools from great to exceptional

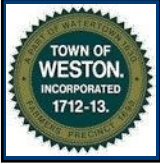
Over the last few months, the Weston School Committee and I have been working to refine district priorities and goals that will drive short and long-term improvement of our educational system.

Listed below are the priorities for the 2016-2017 school year:

- Two-Way Communication
- Building Administrator Capacity
- Organizational Structure: Innovating How & When Students Learn Best
- PreK-12 Curriculum Oversight

The broad goals have been summarized within this document and an accompanying *Superintendent Goals & District Projects Progress Monitoring* document provides a more detailed, month-by-month, action plan. That working document, available on the Weston Public Schools website, is reviewed by the Weston School Committee regularly and is used by me as a forward planning and tracking tool for the many important goals and projects taking place throughout our schools.

Robert A. Tremblay, Ed.D., Superintendent  
Weston Public Schools

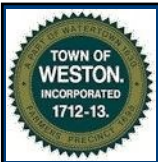


# GOALS OF THE SUPERINTENDENT OF SCHOOLS 2016-2017

## TWO-WAY COMMUNICATION

The goal of improving two-way communication is to expand opportunities for Weston Public Schools families and community stakeholders to better engage in the life of public education in the Town of Weston. This goal seeks to simultaneously make school district priorities known while listening to the voices in our community as we innovate the existing educational system.

- Participation in the **Weston Citizen's Academy** aimed at facilitating and deepening public knowledge and understanding of how Weston's Town Government operates while promoting two-way dialogue between Town staff and residents; and enhancing public participation by communicating opportunities for residents to become involved (Weston Citizens Academy 2016).
- The Weston Public Schools "**Learning How**" Series is aimed at engaging the Weston community in discussions about processes and procedures associated with the Weston Public Schools and is an expanded, school-specific, offering modeled after the Town's Citizen Academy series.
- Quarterly **Superintendent Coffee** events present as opportunities for community members to share their ideas and vision for the future of education in Weston and affords me the opportunity to discuss some of the latest developments in teaching and learning in the 21st century.
- An improved **Weston Public Schools Website and Brand** will allow us more flexible options to better match the current communication needs, accommodate long-term School Committee projects, integrate with other social media platforms, and provide a professional and user-friendly web presence for the Weston Public Schools. A Weston Public Schools brand should be developed with consideration given to:
  - Student engagement as a teaching/learning opportunity
  - Purposeful, student-centered learning
  - Imagery, color schemes, and fonts that appropriately reflect the district/town
  - Stationary, website, social media presence
  - Marketing/promotional materials used by area private schools



# GOALS OF THE SUPERINTENDENT OF SCHOOLS 2016-2017

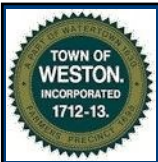
## **BUILDING ADMINISTRATOR CAPACITY**

A core strategy for understanding how the educator evaluation system can positively impact student learning in the Weston Public Schools will be to focus intensely on teaching and learning with an emphasis on fostering a shared understanding of the most effective teaching practices in education. By having a shared understanding of what differentiated instruction looks like, for example, the Weston Public Schools Administrative Council will be empowered to guide teacher leaders and educators toward better meeting the unique needs of students.

In his book, *Fair Isn't Always Equal*, Wormeli (2006) writes that “differentiated Instruction is doing what’s fair for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time in order for them to learn when the general classroom approach does not meet students’ needs. It is not individualized instruction, though that may happen from time to time as warranted. It’s whatever works to advance the students. It’s highly effective teaching.”

Evaluator training, in accordance with the Agreement between the Weston School Committee and the Weston Education Association (Article XXIII, Section 2J), will ensure that all evaluators have a shared understanding and application of the principals of supervision and evaluation in order to effectively “identify strengths and weaknesses in teacher performance in order to improve instruction, to encourage professional growth, and to assist in making personnel decisions.” (Article XXIII, Section 1) To that end, the Weston Public Schools Administrative Council will engage in professional development during the 2016-2017 academic year as a follow-up to work done during the 2015-2016 academic year around implementation of the district’s evaluation protocol to ensure that classroom instruction is targeted, meaningful, and appropriately differentiated.

During the course of the 2016-2017 academic year, I will work together with Principals to increase their awareness of programs and instructional models, PreK-12, and help guide their professional goal-setting and school improvement efforts to that they are working and thinking within a Preschool through Grade Twelve continuum. Our shared focus will be on horizontal and vertical alignment of curriculum, calibration of instructional practice, data analysis and application to improving instructional practices through ongoing discussions, site visits, and professional development through Research for Better Teaching (RBT).



# GOALS OF THE SUPERINTENDENT OF SCHOOLS 2016-2017

## **ORGANIZATIONAL STRUCTURE: INNOVATING HOW & WHEN STUDENTS LEARN BEST**

Ongoing meetings with staff will continue to take place so that I can better understand how the organization is connected and gain perspective on how staff members understand their role within the organization, particularly as this relates to the “middle management structure,” including grade leaders, department heads, and in consideration of recent contract negotiations and necessary follow-up planning and actions related to the Teacher Leadership Review Team’s Proposed Teacher Leadership Model and actual Teacher Leadership Model in practice in the Weston Public Schools.

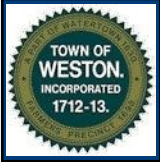
Before the submission of the FY2018 budget, the middle management structure will be re-conceptualized in consideration of the Teacher Leadership Review Team’s Proposed Teacher Leadership Model and actual Teacher Leadership Model in practice in the Weston Public Schools.

The Weston School Committee has accumulated a set of topics that have been discussed in the district over the past couple of years, or longer. Of these, the health issues surrounding high school start time has perhaps received the most attention. As a function of this organizational structure and forward vision goal, the following are priority considerations:

- Responding to the health and wellness of students
- Reducing (or assisting in reducing) student stress
- Preserving course choice/electives despite a declining enrollment
- Enhancing course choice options
- Accommodating accelerated course programming for high-achieving students

Beyond the management structure proposal to be submitted to the Weston School Committee by November 2016, ongoing work relative to the organizational structure and forward vision for the Weston Public Schools will continue throughout the 2016-2017 school year. School and grade level configurations, start and end times of the school day, and schedule innovations and realignment work, particularly at the secondary level, are among the litany of topics under consideration.

I will work in collaboration with the Weston School Committee, Case House Cabinet, Building Principals, and families to present a thoughtful organizational structure and forward vision that considers how and when students learn best with consideration of school schedules and opportunities for alignment, start time, length of school day, curriculum innovations, grade level consistencies, transportation efficiencies, among other design considerations.



# GOALS OF THE SUPERINTENDENT OF SCHOOLS 2016-2017

## PREK-12 CURRICULUM OVERSIGHT

Preschool through Grade 12 curriculum discussions and planning will take place within a district team led by the Assistant Superintendent for Teaching and Learning. I will support the Assistant Superintendent for Teaching and Learning who will work with elementary, middle, and high school curriculum cabinets and a Curriculum Council to support horizontal and vertical curriculum development and refinement to meet the needs of WPS students.

The Weston Public Schools Teacher Leadership Review Team identified the need for districtwide curriculum oversight as part of their Proposed Teacher Leadership Model. Although the Model was not adopted as presented during the collective bargaining process, bringing together Curriculum Cabinet Representatives, Teacher Leaders, and Principals for the purpose of vertical and horizontal curriculum alignment will afford staff and administrators the opportunity that they have long desired as identified during my entry meetings and will be an important initiative during the 2016-2017 academic year.

Curriculum coordination, framed by clearly articulated job descriptions and well-defined performance evaluation measures, and coupled with gap analysis data from school-based data teams will result in the development of more comprehensive and better-aligned curriculum.

Consistent with student learning goals from the 2015-2016 school year as presented by John Brackett, we will continue with self-study work, progress monitor any “Just Start” initiatives to ensure that innovative and collaborative practices are steeped in content standards, driven by empirical data, and appropriately supported. We will continue to challenge all staff to ensure that we are providing rigorous, consistent, transparent and student-focused opportunities for all students.

In an effort to better align district and school improvement efforts, I will work with Principals as they develop School Improvement Plans that are framed by the four Massachusetts Evaluation Standards (Standard 1 - Curriculum, Planning, and Assessment; Standard 2 - Teaching All Students; Standard III - Family and Community Engagement; and Standard IV - Professional Culture) and focused on forward-looking improvement efforts. Each goal will specify expected student outcomes and measurable/observable results and will have been fully vetted by the Curriculum Council and Administrative Council before presentation to the Weston School Committee to ensure consistency and vertical and horizontal alignment with district goals and initiatives.