



Vision Statement:

We commit to providing a high-quality education centered around dynamic learning and personal well-being in a community where everyone can find belonging.

Professional Practice Goals:

Outcome for 2024-25:

- Provide support and guidance to new members of the Leadership Team as they establish relationships, impact teaching and learning, and make progress on their individual goals and School Improvement goals.

Action Steps for 2024-25:

1. Meet weekly with leaders in groups and individually. Use the meetings to collaborate, learn together, problem solve, vision, plan, and implement.
2. Provide feedback on areas defined in the school leader rubric.
3. Coordinate cross-district support through job-alike cohorts, workshops, conferences, and mentors.
4. Increase community visibility into the work through visits to community groups, newsletters, surveys, and forums.
5. Use district data to measure, plan, and target improvements

Conditions:

- Time to meet
- Funds for professional development and compensation

Interfaces:

- School Leaders
- School Committee members

Mid-Year/End-of-Year Update:

The leadership team meets weekly, on Wednesdays, to learn, problem-solve, envision, plan, and implement improvements. Our meetings have involved goal setting, evaluation calibration, walk-through debriefs, budgeting, strategic planning, and problem-solving. We have used data analysis protocols and research reviews in our decision-making.

I also meet weekly with the Principals, Directors, and the Assistant Superintendent. These meetings focus on specific topics related to students, personnel, data, goals, and overall improvements.

Dan, Mandy, and Dana have mentors in their first year in their new positions. All attend workshops and trainings related to their leadership roles and are involved with their professional organizations. I model this by staying involved with M.A.S.S. related work, including serving as the Vice President of the

Worcester Roundtable, serving on the Racial Equity, Diversity, and Inclusion (REDI) planning committee, and the Women's Educational Leadership Network (WELN) planning committee. I also sought and was granted the role of mentor facilitator to a group of superintendents in the 2025-26 school year. Training for this role began this year.

The leadership team continued to analyze STAR student data and implement Tier II interventions. We collaborated on hiring practices and instructional mapping. We prioritized budget cuts, communicated the urgency of the vote, and curtailed spending to address the FY25 budget issues.

Student Learning Goal: Universal Design for Learning

Outcome for 2024-25:

- Increase the use of the UDL framework to impact teaching and learning across the district.

Action Steps for 2024-25:

1. Provide summer courses and training to the leadership team and teachers.
2. Provide structure to professional development time for planning, analysis, and growth.
3. Link the evaluation to the UDL framework, conduct walk-through calibration sessions, create model examples.
4. Share the work with the School Committee, students, teachers/staff, and parents.
5. Implement new assessments and use the data for Multi-Tiered Systems of Support (MTSS) and planning

Conditions:

- Time to meet
- Funds for professional development and compensation

Interfaces:

- School Leaders
- School Committee members
- Parent Community
- Teachers/Staff

Mid-Year/End-of-Year Update:

In the summer of 2024, the leadership team and teacher leaders worked with a facilitator of UDL strategies from the Novak Education Group; [K.D. Knudson](#); [agenda](#). Teachers attended UDL workshops and classes. Principals continue to use faculty meetings and Professional Development .5 days to focus on UDL strategies. The leadership team did walk-through calibration sessions. I have asked Dana to lead a working group to review the educator evaluation document and TeachPoint forms used for educator feedback. This review will be completed before the end of the year and will come before the School Committee for approval. The evaluation document is under final review. The TeachPoint forms will take longer to update and this will become a summer project.

We researched new assessments for middle and high school. After identifying the Star Assessment, we brought it to the district. Dana has led the work, ensuring a smooth implementation and follow-up data analysis. The mid-year data will detail the students' learning growth and help teachers target instruction to ensure maximum learning. The middle and high school Principals and teachers will use the results to target tutoring and support for students during the advisory block. The Leadership Team has reviewed the Star Assessment data and used it to forward Tier II interventions at Bromfield. The newer generation of DIBELS provides formative data for HES students.

District Improvement Goals: District Improvement Plan and Shared SC Goals

Outcome for 2024-25:

- Make a year's worth of progress on the District Improvement Plan (DIP) and shared SC Goals
- The DIP has areas of the superintendent rubric identified.

Action Steps for 2024-25:

1. Define the goals for this school year.
2. Collaborate on action plans with stakeholders.
3. Share progress with the School Committee, Parents/Staff, Students, and Parents.

Conditions:

- Time to meet
- Funds as needed

Interfaces:

- School Leaders
- School Committee members
- Teachers/Staff
- Parents and Students
- Town Committees and Leaders

Mid-Year/End-of-Year Update:

See the DIP document with mid-year and end-of-year progress notes.