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### **Superintendent's Annual Plan for Evaluation**

The goals identified for the Superintendent's Annual Plan 2021 - 2022 for evaluation are aligned with the recommendations set forth in the Massachusetts Model System for Educator Evaluation, Part VI: Implementation Guide for Superintendent Evaluation. The identified goals are also aligned with the District Strategic Plan.

#### **Goal 1:**

**Play a primary role and supporting role in ensuring that progress is made towards achieving the district's [Strategic Priorities](#).  
(Student Learning Goal)**

#### **[Superintendent Evaluation Indicators:](#)**

I-A: Curriculum, I-B: Instruction, I-D: Evaluation, III-A: Engagement, III-C: Communication, IV-A: Commitment to High Standards, IV-B: Cultural Proficiency, IV-C: Communications, IV-D: Continuous Learning, IV-E: Shared Vision

#### **Key Actions:**

- Work with Jess Rose, Assistant Superintendent and Marika Hamilton, METCO Director to carry out long-range planning for AIDE work at the district level.
- Support school-based administrators in their development and implementation of strategic priorities specific to the needs of their schools.
- Re-engage with stakeholders to develop a Portrait of a Learner that includes evidence of development using an equity lens.
- Communicate current assessment and intervention support practices
- Develop and implement a consistent intervention monitoring data system
- Analyze and report to School Committee student progress in math and literacy K-5 disaggregated by subgroups (protecting student confidentiality)
- Determine if additional assessments are necessary K-8 as well as key yearly data points within our suite of assessments, including MCAS

#### **Outcomes:**

- Re-constitute LAAG group for development of a 5-year strategic plan
- Continued professional development opportunities within the district and through outside resources for administrators, faculty, and staff

- Development of AIDE-based Deeper Learning tasks to provide equity for all students and meet the foundational indicators of Deeper Learning
- Provide expanded opportunities for personal and professional learning related to AIDE; learning walks, affinity groups, book study, etc.
- Disseminate a District AIDE Stance to all stakeholders communicating our commitment to being an antiracist district and connections to supporting resources and expectations from DESE and DoDEA.
- Open lines of communication and feedback are developed between our faculty and staff of color and administrators to inform our practices and understand the experiences of our students and employees of color
- Development of Draft Portrait of a Learner for next stage of stakeholder vetting
- Students identified as needing additional support show accelerated progress.
- A consistent intervention data monitoring system is in place.
- Students who receive intervention support show growth in areas of need and at an accelerated rate (more than expected in a period of time without intervention).

**Measures:**

- A 5-year strategic plan is created that outlines the steps to be taken in the district to become an antiracist, high-functioning district with strong instructional practices
- Deeper Learning practices are observed in classrooms during learning walks
- Evidence of learning task planning indicates that faculty are applying their learning to their development of learning tasks and lesson implementation
- Regular meetings take place between administrators and faculty, staff, and students of color to engage in open dialogue about their experiences in the district. Evidence of progress made in feelings of satisfaction, sense of belonging, and opportunities for their voices to play a meaningful role in district decisions and planning.
- Levels of growth demonstrated by students who receive intervention support.
- Comparison of intervention outcomes to MCAS scores when available.

**Specific plans are represented in our Strategic Maps and School- based Strategic Maps/School Improvement Plans.**

**Evidence will be gathered through multiple sources including survey data, focus groups, professional development feedback forms, learning walk data, and instructional planning documents.**

**Goal 2: Develop and implement a plan for diversification of our district workforce.  
(Professional Practice Goal/AIDE Focus and District Improvement Goal)**

**Superintendent Evaluation Indicators:**

II-B: Human Resources Management & Development, IV-B: Cultural Proficiency, IV-C: Communications, IV-D: Continuous Learning, IV-E: Shared Vision

**Key Actions:**

- Apply for participation in the [DESE Teacher Diversity Professional Learning Community](#) (TDPLC).

- Constitute a district team that will participate in DESE TDPLC training throughout the school year.
- Review our current practices and apply learning to update our practices.

**Outcomes:**

- A district recruitment, hiring and retention plan focused on increasing the diversity of our workforce is created and implemented.

**Measures:**

- Plan is created and implemented beginning this spring. Timeline and phasing to be developed through the TDPLC process.
- Feedback and input from current employees of color regarding retention strategies.
- TBD, appropriate measures of year 1 implementation.

**Additional Professional Practice/Personal Growth AIDE Actions:**

- Participation in the [Leadership Academy Foundations of Principal Supervision](#) year long course. This course builds the culturally responsive leadership skills of new and experienced district leaders who supervise and support principals.
- Participation in Racial Equity Institute (REI) two day [Phase I Workshop](#).

**Goal 3:**

**Continue work within the district and with SMMA, Consigli, Daedalus, and the School Building Committee and community members to move the Lincoln School building project forward through the construction phase.**

**(District Improvement Goal)**

**Superintendent Evaluation Indicators:**

II-A: Environment

**Key Actions:**

- Working closely with the administrative team and SMMA, monitor the progress of the Lincoln School renovation/construction project.
- Represent the school district in School Building Committee meetings and at community events regarding the educational needs of our students and the district.
- In concert with the SBC Outreach group, communicate the progress of the Lincoln School building project to the Lincoln School community and keep the school community informed of steps to be taken related to construction and the opening of the grade PreK - 4 portion of the Lincoln School in the fall of 2022.
- Facilitate operational planning with the Lincoln School principals and key district leadership involved with managing the project.

**Outcomes:**

- Phase 2 construction of the Lincoln School is completed within the allocated timeline and budget.
- The community is informed about the project and has clear understanding of the steps being taken and the schedule and process for construction over the 2021 – 2022 school year.

**Measures:**

- The Lincoln School Project remains on schedule and on budget.
- School operations are impacted as little as possible by the construction.
- Plans are in place for the final move into the PreK-4 portion of the building.

**Additional Key Areas of Focus:**

- Continued development of school operations under pandemic conditions
- Collaborate with the Town regarding allocation of state and federal funds available
- FY23 Budget Development – II-E: Fiscal Systems
- Development of Draft Portrait of a Learner for next stage of stakeholder vetting
- Custodian and Secretary Collective Bargaining
- Search Process (2) for Facilities Director, FY22
- Search Process for Administrator for Student Services, FY23
- Participation on Town Public Health Team
- Participation on Town IDEA committee
- Superintendent Representative to the MA Military Interstate Compact Commission