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Superintendent of Schools

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

The goals identified for the Superintendent's Annual Plan 2022 - 2023 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)**

Overall Priority: Establish a culture that is built upon the intersectionality of social and emotional learning, Antiracism, Inclusion, Diversity, and Equity (AIDE), student and adult learning, and fostering strong connections.

Build a culture of trust, engagement, and pride in our schools through:

- reinvesting in the relationships among and between students and caregivers, staff, administrators, partner organizations, and community members
- creating spaces where feedback is welcomed and used to facilitate transformative change
- developing our awareness, ability, skills, desire, and stamina to navigate and work through barriers that arise

#### **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:**

- Establish the Portrait of a Learner as the foundation for our culture and all aspects of our work.

The PoL was introduced at the opening of the school year. Opportunities to make connections to the PoL have been capitalized on during PD sessions including; Wednesday sessions at the school level, faculty meetings, individual coaching of faculty members.

The Admin. Team spent time digging into the various components on the PoL and discussing tools that will be useful moving forward in various situations such as; learning walks, observations, planning, equity assessments, etc.

The LPS Learning Framework Core Practices have been developed to accompany the PoL. The PoL and Core Practices together provide the foundation from which to implement practices that will assist students and staff to develop the PoL competencies.

- Training and Implementation of Responsive Classroom across the district.

All faculty, administrators, ESPs, and other staff have been trained in Responsive Classroom. The training has been a good reset and has opened up conversations at the school level. These conversations provide opportunities to talk about the approaches, practices, and systems that are currently in place, or not, and what adjustments need to be made. Next steps include setting expectations for implementation of Responsive Classroom from the beginning of the school year and throughout the next school year. Plans are being developed for providing new faculty and staff training.

- Work with Jess Rose, Assistant Superintendent and Marika Hamilton, METCO Director to carry out long-range planning for AIDE work at the district level.

The focus through this point of the year has been on the development and launch of the 21-day AIDE challenge. This process has been completed.

- Support school-based administrators in their development and implementation of strategic priorities specific to the needs of their schools.

On-going. Principals receive support and coaching in individual sessions with the Superintendent, the Assistant Superintendent, and during our bi-weekly Principal's Meetings. The biggest challenges are the competing demands at school and district levels.

While school-based administrators created plans for the school year. Immediate school needs or unexpected district needs require constant assessment about what the right next steps are and adjusting to meet the needs of the faculty and students. Principals will share their outcomes at the June 1<sup>st</sup> School Committee meeting.

- Document the district assessment plan and Key Yearly Measures and provide analysis of our data.

Assistant Superintendent, Jess Rose and the content specialists have presented the district level literacy and math universal assessments in literacy and math and presented the beginning and mid-year data. The end of year data along with survey results will be presented at the June 15<sup>th</sup> School Committee meeting.

- Pilot/institute systems for gathering feedback from employees and students on a regular basis.

This fall we introduced Pulse Checks for employees. Employees have completed a four-question survey once a month for the past 6 months. The admin. team reviews the responses and makes decisions regarding who and what requires a response and by whom. Our initial experiences have been positive in terms of being able to follow up with individuals in a timely manner.

Rob Ford provided an overview of the Pulse Check process at the May 18<sup>th</sup> School Committee meeting.

### **Outcomes/Measures:**

- Students, employees, and families feel a connection to and a sense of belonging within their schools and the district
- Student's Social Emotional Learning development is a primary focus in our schools and classrooms
- Students demonstrate the ability to use effective, productive communication with their peers to create community and to solve problems when necessary
- Consistent expectations, language, and actions are communicated and used within schools
- Parents are able to reinforce the expectations set at school and use common language at home
- Students are engaged and excited about what they are learning, how they are learning, and the purposeful products they are producing
- Students receive the support and extensions that meet their needs
- Students have a greater sense of belonging as a result of seeing themselves in the learning and being engaged in the learning

- Continue to develop our District Key Yearly Measures
- **Assessments, survey data and qualitative data show improvements in areas of academic achievement and growth, sense of belonging, engagement, and behavior/discipline**

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

**Evidence will be gathered through multiple sources including assessments, survey data, professional development feedback forms, Learning Walk data, focus groups and “Pulse Checks”, observation.**

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

**Due to competing demands for my time, I have been unable to work on this to date.**

**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:**

- Continue to review our recruitment and hiring practices and implement practices based on the learning gained in the prior school year.
- Review our current practices and apply new learning to update our practices and develop a hiring guide.

**Outcomes/Measures:**

- A district recruitment, hiring and retention plan focused on increasing the diversity of our workforce is created and implemented.
- Hiring for FY24 is carried out using the updated practices.

**Goal 3:**

**Focus on the long-term “health” and stability of the district. (District Improvement Goal)**

**Key Actions:**

- Continue work within the district and with SMMA, Consigli, CHA, and the School Building Committee and community members to bring the Lincoln School building project to completion.

**The project is nearing completion but there are still a number of items on our punch list that need to be addressed.**

- Carry out analysis of enrollment, staffing and programming to develop an FY24 budget that meets the needs of the district long-term and retains high quality programs and educators.

**The FY24 budget was developed and approved, including additional funds advocated for with the FinCom.**

- Work collaboratively with the School Committee, Administration, and Lincoln Educators Association to successfully negotiate a successor contract for faculty.

This process is underway. I am confident that we will be able to come to agreement on a successor contract with our faculty unit of the LEA prior to the end of June.

- Participate on the MA Association of School Superintendents (MASS ) Race Equity Diversity Inclusion (REDI) Guide Planning Team.

I have participated in regular sessions to review the virtual modules created for superintendents and district leaders provided by MASS.

In April, I facilitates one of the modules for MASS on student engagement.

<https://www.massupt.org/redi/>

**Outcomes/Measures:**

- Complete the Lincoln School Building Project
- Develop a budget for FY24 that meets the long-term needs of the district
- Successfully carry out a contract negotiation process with the LEA that meets the needs of the district and supports our faculty in service of students and families.

**Outreach:**

- Participation on Town IDEA committee
- Superintendent Representative to the MA Military Interstate Compact Commission
- Chair of CASE Negotiations team for first paraprofessional contract.