



Lincoln Public Schools

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Superintendent's Annual Plan for Evaluation, 2023-24 Mid-Cycle Summary of Progress

This document represents a mid-cycle summary of progress made to date toward my goals for the year, along with work completed on selected evaluation indicators.

Goal #1 (Student Learning Goal): Oversee implementation of the Responsive Classroom model as a vehicle to ensure that all students feel a sense of belonging in their classrooms and schools, and that all students are building the social-emotional skills to be happy and successful learners.

Key Actions (may occur in collaboration with other school and district leaders):

- Ensure that all faculty are appropriately trained to implement Responsive Classroom
- Use external feedback and assessment tools to monitor implementation
- Develop school- and district-wide metrics to assess RC implementation and outcomes
- Emphasize RC practices in the faculty and administrator evaluation process
- Review RC data (from site visits and local metrics)
- Identify next steps for continued RC implementation for the 2024-25 school year

Measurable Outcomes:

- Official feedback from the Responsive Classroom organization
- Clear metrics to assess RC implementation success
- Plan for data collection throughout the 2023-24 school year
- A high percentage of faculty and administrators have professional goals connected to RC implementation
- Identification of clear patterns around student sense of connection and belonging that inform continued RC implementation
- RC implementation and PD plan for the 2024-25 school year

To date, formal Responsive Classroom (RC) training has either begun or been scheduled for all new staff members. A total of 27 staff members are signed up to be trained, with two days of preschool and elementary training already having occurred. The final elementary training dates, along with middle school dates, are scheduled for February and March. In addition to the official RC training, instructional coaches have led professional development during faculty meetings, led learning walks with teachers, provided individual coaching to new faculty members, and provided training to a number of new lunch and recess monitors. A majority of staff members and administrators have either student learning or professional practice goals connected to RC, and each school has a School Improvement goal focused on RC implementation.

The RC organization has conducted two rounds of site visits at each school, doing observations of classroom and non-teaching spaces (one round of site visits occurred in the fall, and another round occurred in January). RC used specific rubrics to provide feedback data around the visits – that information was shared with school and district administrators via a composite report, and school administrators in turn provided feedback to their staffs with data highlights. For the January site visits, Lincoln created an additional equity measurement tool, which instructional coaches used to capture data beyond that measured in the RC rubrics.

For the remainder of the year we will be continuing to analyze data around RC implementation, along with finalizing staff trainings. In addition, in the spring we will begin working on a plan for continued RC implementation and

training for the 2024-25 school year.

Additional examples of work connected to evaluation indicators:

- Finalized a district improvement plan
- Supported the development of presentations to the School Committee on a variety of instructional, curricular, and assessment topics, including MCAS, METCO, and Responsive Classroom/Social Emotional Learning
- Supported the development of a revised Employee Crisis Guide, along with emergency drills conducted at each of the schools

Goal #2 (District Improvement Goal): Oversee revisiting and revising the district's five-year AIDE plan to identify opportunities for improvements, and operationalizing identified practices this year to continue our AIDE work.

Key Actions (may occur in collaboration with other school and district leaders):

- Conduct an initial review of the five-year AIDE plan with the Administrative Council
- Develop draft revisions to the five-year AIDE plan
- Solicit feedback from staff around draft revisions
- Identify short-term actions for the 2023-24 school year (e.g., hiring practices, affinity groups, community events)
- Reconstitute the LAAG structure and solicit feedback from LAAG about a revised plan
- Bring revised AIDE plan to School Committee for feedback and eventual approval

Measurable Outcomes:

- Working draft that incorporates Admin Council feedback and reflects the identified framework
- Short-term implementation plan for concrete actions and steps to take during the 2023-24 school year
- Feedback from a broad range of voices
- LAAG group reconstituted with broad representation
- Polished draft that incorporates community feedback presented to the School Committee
- A finalized new five-year AIDE plan

During the summer of 2023, the district's Admin Council reviewed the current five-year AIDE plan and identified a variety of revisions. Since that time, the Assistant Superintendent and AIDE Coordinator have been working to create a new draft framework that incorporates that feedback. This has resulted in the establishment of a centralized repository outlining key focus areas crucial for the district's progress. This strategic shift aims to integrate elements of the AIDE plan seamlessly into both principal and school improvement plans and the overarching district strategic plan.

Big-picture, the goal is to foster a holistic and inclusive strategic framework that includes a purposeful focus on differentiated instruction, general education intervention, scheduling, extension/enrichment, young adolescent development, curriculum review, diverse teacher recruitment, diverse teacher hiring, culturally-responsive professional development, and engagement. After finalizing the new draft framework in the late winter/early spring, that draft will be shared with leaders and staff for additional feedback. In addition, the LAAG group will be reconstituted to provide feedback and implementation planning before bringing a polished draft to the School Committee.

Additional examples of work connected to evaluation indicators:

- Led the hiring for a new Assistant Superintendent, oversaw changes to the leadership structure at the Hanscom School, and am currently leading the hiring process for a new Administrator for Business and Finance
- Implemented the Student Learning Spotlight program for School Committee meetings
- Supported the hosting of a School Committee meeting at the METCO Headquarters
- Meet regularly with LEA leadership to work collaboratively while proactively addressing staff areas of need or concern
- Continued the implementation of staff pulse checks to collect and respond to staff feedback

Goal #3 (Professional Practice Goal): Use participation in the New Superintendent Induction Program to A) develop my skills as an educational leader through professional development and coaching, and B) create and act upon a formal Entry Plan for the district.

Key Actions:

- Participate in NSIP professional development meetings
- Meet regularly (i.e., multiple times per month) with new superintendent coach
- Work with Assistant Superintendent to review a broad range of data around student learning, review school curricula and pedagogical practices, and review professional development structures and practices
- Collect staff and family feedback around school and district priorities
- Work with school and district leaders to analyze quantitative and qualitative data and information to identify patterns in student learning, with a particular emphasis on student and family sub-group discrepancies
- Present findings to School Committee
- In collaboration with school and district leaders, develop a draft multi-year strategic plan around curriculum, instruction, and educator growth and innovation

Measurable Outcomes:

- Logs of professional development participation and coaching meetings
- Rich data set around student learning, curricula, pedagogy, and professional development
- Rich set of qualitative feedback around school and district priorities connected to student learning, curricula, pedagogy, and professional development
- Presentation that clearly summarizes patterns, areas of strength, and areas for improvement
- Multi-year strategic plan that addresses long-term opportunities for improvement around student learning, curricula, pedagogy, and professional development

To date I have participated in one full-day workshop and five half-day workshops with other new superintendents from across the state as part of the NSIP program. Topics have included the entry planning process, building an effective leadership team, creating a district-wide equity culture, data collection and analysis, and budget development. In addition, I have met with my coach on a regular basis (typically six hours per month), and my coach has observed me working with the School Committee, with the Administrative Council, with the principals group, and engaging in classroom walkthroughs. I will continue to have monthly meetings with my NSIP cohort through the end of the year, and to meet regularly with my coach.

As part of my entry planning process, I have:

- Reviewed current curriculum and curriculum review cycles
- Analyzed a variety of student achievement data, including MCAS data, local literacy data, and local math data
- Analyzed Responsive Classroom data
- Analyzed student feedback data around school climate and engagement
- Reviewed school schedules
- Reviewed a variety of district documents, including the Hanscom contract, equity audit, and five-year AIDE plan
- Conducted classroom walkthroughs throughout the district
- Conducted eight listening sessions with caregivers
- Conducted 18 listening sessions with staff members

I have a number of additional caregiver and staff listening sessions to conduct, and I will be sending out surveys to staff and caregivers prior to the February vacation. I am also continuing to analyze available data around student achievement, student attrition, student special education and 504 referrals, and student sense of belonging. I will be meeting with students for additional listening sessions, and continuing to conduct classroom walkthroughs. After the February vacation I will begin sharing draft findings internally before finalizing a report for the School Committee, staff, and broader community in March. After sharing my entry plan report with the School Committee, the next step

will be to begin working on a multi-year strategic plan for the district, incorporating a wide variety of voices and perspectives.

Additional examples of work connected to evaluation indicators:

- Supported principals in the development of School Improvement Plans that align with district and school priorities
- Supported the Assistant Superintendent in the creation of a district professional development plan, along with a district-wide professional development day focused on teachers learning from their colleagues
- Implemented bi-weekly family communications about pertinent topics