

Mid-Year Updates--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	Updates and Notes
Work with Jess Rose, Assistant Superintendent and Marika Hamilton, METCO Director to carry out long-range planning for AIDE work at the district level.	<ul style="list-style-type: none"><li>• Our team did a lot of work to create the 5-year AIDE plan. The ability to implement or get various parts of the plan off the ground given the pervasiveness of COVID's impact on daily capacity of staff has been variable. For example, our listening session for employees who identify as persons of color scheduled for January 3rd has been rescheduled to February 8th.</li></ul>
Support school-based administrators in their development and implementation of strategic priorities specific to the needs of their schools.	<ul style="list-style-type: none"><li>• We adjusted the way we create school-based plans and provided a high level of support to school-based administrators in creating their maps from August through the fall. It has proven very difficult to maintain bi-weekly principal meetings since November because of COVID. While we have continued to meet, our meetings are often interrupted by COVID events or the need to address the immediate needs in the building that do not necessarily support our strategic priorities. That being said, our principals are doing good work in carrying out professional development for their faculty on Wednesday afternoons and Monday Faculty Meetings. I have attended sessions at HPS and</li></ul>

	<p>Lincoln 5-8 and provided feedback to the principals. I will be attending the Lincoln K-4 session on February 2nd.</p>
<p>Re-engage with stakeholders to develop a Portrait of a Learner that includes evidence of development using an equity lens.</p>	<ul style="list-style-type: none"> <li>● Jess Rose, Marika Hamilton, Rob Ford, and I met on November 22nd to pick up where we had left off with finalizing our Draft Portrait of a Learner. Given our AIDE work, we reviewed our draft through the lens of the Equity Audit and LAAG recommendations to make some initial adjustments.</li> <li>● The last two months have been nearly impossible to consistently bring a group of stakeholders together to engage in this work given the dominating nature of COVID.</li> <li>● Jess Rose has connected with external consultants who advised us in our original process to support us in the subsequent phase of identifying measures of success and progress toward enacting our Portrait, once it is complete.</li> </ul>
<p>Communicate current assessment and intervention support practices</p>	<ul style="list-style-type: none"> <li>● We have not yet communicated this to the School Committee.</li> <li>● Our district literacy teams have been doing outstanding work to assess all students at the beginning of the year and again in January. They have led data meetings with grade level teams in each school, including the principals.</li> <li>● We are working to identify the best timing to report to the School Committee on the literacy data and outcomes.</li> <li>● Jess Rose has been working with the district math specialists to review our current district assessment processes and use of data. Last week kicked off our series of Collaborative Practice sessions in which faculty teams identify a student centered goal and carry out action steps to improve learning outcomes for students. The math specialist team is using this time to improve our processes for assessing student needs and providing the appropriate support or enrichment approaches for students.</li> </ul>
<p>Develop and implement a consistent intervention monitoring data system</p>	<ul style="list-style-type: none"> <li>● This has gotten off the ground, focused on math and literacy K-5. See above.</li> </ul>

Analyze and report to School Committee student progress in math and literacy K-5 disaggregated by subgroups (protecting student confidentiality)	<ul style="list-style-type: none"> <li>• Appropriate Date for Reporting Out - TBD</li> </ul>
Determine if additional assessments are necessary K-8 as well as key yearly data points within our suite of assessments, including MCAS	<ul style="list-style-type: none"> <li>• The literacy assessment plan was adjusted and refined this year, along with a process for screening students, analyzing data, and determining which students require interventions K-5. The math team is currently focusing on doing the same. Similarly, both math and literacy teams are considering the needs of the K-5 students en masse on each campus when looking at data and working with teachers to determine where intervention needs are highest.</li> </ul>

Outcomes	Updates and Notes
Re-constitute LAAG group for development of a 5-year strategic plan	<ul style="list-style-type: none"> <li>• The LPS AIDE 5-year plan was created.</li> <li>• LAAG's focus for the year is on developing common language and definitions for the district to adopt and use in conversations and communications.</li> </ul>
Continued professional development opportunities within the district and through outside resources for administrators, faculty, and staff	<ul style="list-style-type: none"> <li>• All PD this year is devoted to AIDE, with school leaders facilitating and planning what their faculty most need.</li> <li>• Internal website created to encourage and connect faculty and staff with high-quality PD opportunities, with a significant focus on AIDE</li> <li>• REI Phase-1 Workshop has been successful, both in terms of registering faculty and administrators but also in terms of impact on those who have attended.</li> </ul>
Development of AIDE-based Deeper Learning tasks to provide equity for all students and meet the foundational indicators of Deeper Learning	<ul style="list-style-type: none"> <li>• All faculty participated in multiple sessions at the beginning of the year to create AIDE-based Deeper Learning tasks. Some faculty have continued to create or revise tasks through Collaborative Practices or Department Meetings.</li> </ul>

Provide expanded opportunities for personal and professional learning related to AIDE; learning walks, affinity groups, book study, etc.

- Internal site created to encourage and connect faculty and staff with high-quality PD opportunities, with a significant focus on AIDE
- Support was given to create affinity groups
- 6 “Book and Action Groups” launched in September with a new round beginning in February. Sept-Jan books included:
  - *This Book is Anti-Racist* -- Tiffany Jewell
  - *An Indigenous Peoples' History of the United States* -- Roxanne Dunbar-Ortiz
  - *Culturally Responsive Teaching and the Brain* -- Zaretta Hammond
  - *How the Word is Passed* -- Clint Smith
  - *Not Light but Fire: How to have meaningful race conversations in the classroom* -- Matthew R. Kay
  - The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom -- Felicia Rose Chavez
- Learning Walks have not been able to expand beyond Supt./Asst. Supt. and principals. Asst. Supt. and principals have tried on a tool from Kaleidoscope for observations of Deeper Learning and AIDE in action. Deeper Leader Teacher Leaders have just begun to consider its use in their planning and instruction in order to provide feedback for revision. Supt. and principals have visited classrooms with a lens towards what all classrooms need; what systemic approaches need to be developed to improve learning experiences in all classrooms.
- District is currently setting up Canvas, an online platform for learning to house an initial set of AIDE and Deeper Learning courses.

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.

- Complete, on website, and shared broadly.
- Working with administrators and faculty on using our stance as a tool to support communication with parents and staff, and a guiding document for our purpose and mission.

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	<ul style="list-style-type: none"> <li>Initial session was set up for January and needed to be rescheduled due to COVID. First session is now scheduled for February 8.</li> </ul>
Development of Draft Portrait of a Learner for next stage of stakeholder vetting	<ul style="list-style-type: none"> <li>See above</li> </ul>
A consistent intervention data monitoring system is in place.	<ul style="list-style-type: none"> <li>See above. Math Content Specialists are investigating math diagnostic assessments for purchase for the 22-23 school year.</li> </ul>
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).	<ul style="list-style-type: none"> <li>Interventions are being carried out. Reporting on progress will occur at a later date.</li> </ul>

Measures	Status
<ul style="list-style-type: none"> <li>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</li> </ul>	Completed for 2021 - 2022 and known future steps
<ul style="list-style-type: none"> <li>Deeper Learning practices are observed in classrooms during learning walks</li> </ul>	In Progress
<ul style="list-style-type: none"> <li>Evidence of learning task planning indicates that faculty are applying their learning to their development of learning tasks and lesson implementation</li> </ul>	In Progress
<ul style="list-style-type: none"> <li>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.</li> </ul>	In Progress

<ul style="list-style-type: none"> <li>Levels of growth demonstrated by students who receive intervention support.</li> </ul>	In Progress
<ul style="list-style-type: none"> <li>Comparison of intervention outcomes to MCAS scores when available.</li> </ul>	Not Yet

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	Updates and Notes
Apply for participation in the <a href="#">DESE Teacher Diversity Professional Learning Community</a> (TDPLC).	<ul style="list-style-type: none"> <li>Applied and were accepted</li> </ul>
Constitute a district team that will participate in DESE TDPLC training throughout the school year.	<ul style="list-style-type: none"> <li>Team assembled and has participated in each session thus far</li> </ul>
Review our current practices and apply learning to update our practices.	<ul style="list-style-type: none"> <li>Initial learnings influenced the interview process for Administrator for Student Services. We are still at the early part of the TDPLC sessions. I.e., outreach, AIDE specific interview questions, review of applications with equity lens.</li> <li>Our Team meets bi-weekly to work on the action steps provided</li> </ul>

	by TDPLC.
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Outcomes	Updates and Notes
A district recruitment, hiring and retention plan focused on increasing the diversity of our workforce is created and implemented.	<ul style="list-style-type: none"> <li>While we are on track, we are frustrated by the pace/timing of the TDPLC but we cannot speed it up. We believe we will make progress toward this goal throughout the year.</li> </ul>

Measures	Status
<ul style="list-style-type: none"> <li>Plan is created and implemented beginning this spring. Timeline and phasing to be developed through the TDPLC process.</li> </ul>	In Progress
<ul style="list-style-type: none"> <li>Feedback and input from current employees of color regarding retention strategies.</li> </ul>	In Progress
<ul style="list-style-type: none"> <li>TBD, appropriate measures of year 1 implementation.</li> </ul>	In Progress

Additional Professional Practice/Personal Growth AIDE Actions	Updates
<ul style="list-style-type: none"> <li>Participation in the <a href="#">Leadership Academy Foundations of Principal Supervision</a> year long course. This course builds the culturally responsive leadership skills of new and experienced district leaders who supervise and support principals.</li> </ul>	<p>I have attended all sessions of the Leadership Academy. Jess Rose and I have partnered to apply the principles learned to our work with our principals and others that we supervise and coach. The experience has helped us to hone our coaching skills and to add an equity lens to this work. As with everything, COVID has caused the Leadership Academy team to adjust the pace of their sessions to respond to the needs of participants.</p>

<ul style="list-style-type: none"> <li>Participation in Racial Equity Institute (REI) two day <a href="#">Phase I Workshop</a>.</li> </ul>	<p>I completed the two day workshop and found it to be an excellent learning opportunity. It has helped me to think about the dual approach needed in our journey to become an antiracist school district. This dual approach includes the development of learning opportunities that focus on personal and individual awareness of factors contributing to racism as well as the importance of understanding the historical and current structures of systemic and structural racism.</p>
<ul style="list-style-type: none"> <li>Additional Personal Learning</li> </ul>	<ul style="list-style-type: none"> <li><i>Seeing White</i> Podcast</li> <li><i>The Personal Librarian</i> by Marie Benedict and Victoria Christopher Murray (Historical Fiction)</li> <li><i>The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, And the Collision of Two Cultures</i> by Anne Fadiman</li> </ul>

**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	Updates and Notes
<ul style="list-style-type: none"> <li>Working closely with the administrative team and SMMA, monitor the progress of the Lincoln School renovation/construction project.</li> </ul>	<p>I attend weekly construction meetings and participate in discussions, problem-solving, and decision making. I was instrumental in getting a reasonable outcome to the Audacy lighting issue, setting an expectation for the replacement of the system.</p> <p>I provide operational information to the Consigli team to ensure that they are able to carry out their work without interruption and to ensure that construction activity has as little impact on school operations and learning as possible.</p>

<ul style="list-style-type: none"> <li>● Represent the school district in School Building Committee meetings and at community events regarding the educational needs of our students and the district.</li> </ul>	<p>I attend all SBC meetings and other town meetings related to the Lincoln School project.</p>
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p>The communication about the progress of the Lincoln School project has been primarily carried out by the SBC Outreach group to date; I am grateful to them for doing this work. As we transition into the late phase of construction this spring, I will take a lead role in working with the Lincoln School principals to communicate information about the move of the preschool and K-4 students and staff into the completed building and preparations for the opening of the completed school in September.</p>
<ul style="list-style-type: none"> <li>● Facilitate operational planning with the Lincoln School principals and key district leadership involved with managing the project.</li> </ul>	<p>I meet regularly with Buck Creel, Rob Ford, Mary Ellen Normen, Brandon Kelly, Maureen Onigman, Kerry Parrella, Sarah Collmer, and Sharon Hobbs to discuss operational planning for both the period of construction and for the move and transition to the new school. I have worked closely with the principals and Maureen Onigman on the selection and purchasing of FF&amp;E.</p>

Outcomes	Updates and Notes
<ul style="list-style-type: none"> <li>● Phase 2 construction of the Lincoln School is completed within the allocated timeline and budget.</li> </ul>	<p>While supply chain issues have delayed the delivery of key materials such as steel, Consigli has worked to shift phasing of work and staffing to make up time. I am hopeful that time will be made up and we will complete the project on time. I believe that it was wise to adopt a FY23 school year calendar that has students returning to school after Labor Day.</p>
<ul style="list-style-type: none"> <li>● The community is informed about the project and has a clear understanding of the steps being taken and the schedule and process for construction over the 2021 – 2022 school year.</li> </ul>	<p>Communications from SBC Outreach and in the Superintendent’s Bulletin have provided the community with information about the progress and challenges to the project.</p>

Measures:

Measures	Status
<ul style="list-style-type: none"> <li>The Lincoln School Project remains on schedule and on budget.</li> </ul>	In Progress
<ul style="list-style-type: none"> <li>School operations are impacted as little as possible by the construction.</li> </ul>	<p>In Progress</p> <p>There are minor inconveniences along the way depending upon the work being done to complete Phase 1 punch list items or the construction being done on Phase 2 adjacent to the Phase 1 building. Issues with the HVAC and lighting systems have created environmental annoyances and discomfort in some areas of the school. The Consigli team and our LPS team have been responsive and have worked diligently to reduce the impact to students and staff.</p>
<ul style="list-style-type: none"> <li>Plans are in place for the final move into the PreK-4 portion of the building.</li> </ul>	<ul style="list-style-type: none"> <li>June 23 - Last Day of School</li> <li>June 24 - Teacher Workday, Begin classroom AV removal, Start Library move - pack up</li> <li>June 27 - teacher final pack day, move school office, work fence installed</li> <li>June 28 - classroom move starts, remove phones &amp; network gear, last day for classroom AV removal</li> <li>July 1 - classroom move finishes</li> <li>July 5 - recyclers start</li> <li>July 8 - recyclers end (no later than), nurses office set up in new location for ESY, ?Cut power?</li> </ul>

Additional Key Areas of Focus	Updates
<ul style="list-style-type: none"> <li>Continued development of school operations under pandemic conditions</li> </ul>	<p>The district team continues to respond operationally to the changing COVID conditions. We have updated our protocols and testing programs multiple times during the school year. We have adjusted our practices to match the level of active COVID cases in our schools. We work very closely with the LEA through our Covid Problem Solving Team process in order to respond quickly to student and staff needs under</p>

	changing conditions.
<ul style="list-style-type: none"> <li>Collaborate with the Town regarding allocation of state and federal funds available</li> </ul>	We have worked closely with the Town regarding the allocation of available funds under FEMA, CARES, ARPA, ESSER.
<ul style="list-style-type: none"> <li>FY23 Budget Development – II-E: Fiscal Systems</li> </ul>	We have developed an FY23 Budget that provides level services to all areas of the district and additional improvements within the 2.5% guideline from the Lincoln FinCom and within the allocated funds of the DoDEA contract.
<ul style="list-style-type: none"> <li>Development of Draft Portrait of a Learner for next stage of stakeholder vetting</li> </ul>	See above. In Progress
<ul style="list-style-type: none"> <li>Custodian and Secretary Collective Bargaining</li> </ul>	We have not yet received requests to bargain from these units. We have begun our internal preparations.
<ul style="list-style-type: none"> <li>Search Process (2) for Facilities Director, FY22</li> </ul>	Successfully Completed
<ul style="list-style-type: none"> <li>Search Process for Administrator for Student Services, FY23</li> </ul>	Near Completion
<ul style="list-style-type: none"> <li>Participation on Town Public Health Team</li> </ul>	I participate in regular meetings with the Town Public Health Team. Depending on our COVID conditions, these meetings take place monthly or as is currently the case, 3 times a week. We have organized school and town-wide vaccination and testing clinics and worked together to procure testing kits. In addition, we discuss protocols and processes to be implemented in the schools and across the town.
<ul style="list-style-type: none"> <li>Participation on Town IDEA committee</li> </ul>	I have attended Town IDEA committee meetings and contributed based upon the experiences of the schools.
<ul style="list-style-type: none"> <li>Superintendent Representative to the MA Military Interstate Compact Commission</li> </ul>	I have attended all MIC3 meetings as an active participant.