



**Lincoln Public Schools**  
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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.
- Training and Implementation of Responsive Classroom across the district.
- 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.
- Document the district assessment plan and Key Yearly Measures and provide analysis of our data.
- Pilot/institute systems for gathering feedback from employees and students on a regular basis.

#### **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)**

**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.
- 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.
- Work collaboratively with the School Committee, Administration, and Lincoln Educators Association to successfully negotiate a successor contract for faculty.
- Participate on the MA Association of School Superintendents MASS Race Equity Diversity Inclusion (REDI) Guide Planning Team.

**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