



Lincoln Public Schools

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Superintendent of Schools

Superintendent's Annual Plan for Evaluation, 2023-24

The following proposed goals for evaluation are aligned with the Massachusetts Model System for Educator Evaluation for Evaluating Superintendents and District-Level Administrators; the DESE recommendations for new superintendents; and the Lincoln District Strategic Plan. The goals and identified indicators are intended to balance high expectations, both for myself and the district, with the recognition that this is my first year in the role of superintendent.

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

Evaluation Indicators: I-B: Instruction; I-C: Assessment; II-A: Environment

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

Evaluation Indicators: II-B: Human Resources Management and Development; III-A: Engagement; IV-B: Cultural Proficiency

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

Evaluation Indicators: 1-E: Data-Informed Decision Making; III-B: Sharing Responsibility; IV-D: Continuous Learning