



# LINCOLN PUBLIC SCHOOLS

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SUPERINTENDENT

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To: School Committee  
From: Rebecca McFall  
Re: Draft Annual Plan  
Date: June 12, 2015

The attached Draft Superintendent's Annual Plan is the result of very preliminary reflection and self-assessment. The goals outlined may change between now and August when the final Annual Plan is presented to the School Committee. Three of the four goals outlined on the Annual Plan are continuations of the goals in the 2014 – 2015 Annual Plan. For all four goals, the benchmarks and measures are incomplete and unrefined and will be developed over the summer months.

I have tried to establish goals that I am primarily responsible for carrying out to ensure that the assessment and evaluation is of my direct work. This is especially difficult when establishing a Student Learning Goal. As a result, I have not created a Student Learning Goal that is about student growth or achievement but have chosen a Student Learning Goal that I believe will help all educators in the district to better design programs and instruction that will lead to increased student growth and achievement.

I would like to continue to focus my efforts on developing a strong, collaborative Principal Group. I believe that the effectiveness of our schools is dependent upon our school administrators and it is imperative that I invest time on developing a high functioning school-based leadership team. Our team is made up of highly effective individuals. The focus of this goal is to provide opportunities for these individuals to collaborate and learn from each other to improve district and school-based practices.

I will continue the focus on how we manage, present, and use district level data. The work that was done this year to identify our Key Yearly Measures leaves us set up for the next step of beginning to track data from year to year and provide a basis of analysis that will allow better understanding of how we are doing as a district in the key areas assessed.

I will continue my work on Student Feedback. I would like to continue to work with faculty on the ways that they use their survey results with students. I must acknowledge that at this point in time, I am not sure how or when this work will take place. I am considering a voluntary study group with faculty and other possible ways of continuing the conversations about how to receive and respond to student feedback. I have been informed by DESE that they may be unable to provide the support of Panorama Education to administer the Student Surveys. We will need to make decisions about how we will administer these surveys in the coming school year.

Finally, I have established a District Improvement Goal related to collaborative practices for improving student learning. This work is directly tied to our Key District Priority, A1. Develop expertise in team-based collaborative practices. We are developing the professional development schedule for Wednesday afternoons in 2015 – 2016. The professional development provided will be focused on our Key District Strategic Priorities. I will develop a module of professional development sessions that focus on team based collaboration around student learning goals. This work requires teams to develop norms and agreements for the ways that

they work together. In addition, it requires the development of frameworks about how we differentiate instruction to meet the needs of all students. I am excited about developing this module of professional development and being able to work with all of our faculty over the course of the school year to create a common understanding and language related to student learning focused collaboration.

I look forward to a conversation about these preliminary goals and hearing your thoughts about benchmarks and measures to be considered.



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## Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2015 - 2016 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.

**Professional Practice Goal:** Facilitate regular meetings (Principal Group) that include the Principals, Preschool Coordinator, Assistant Superintendent, and Superintendent to discuss leadership practices, share best practices, and develop consistent models in a variety of areas such as; discipline, developing faculty collaboration, data analysis, community building, calibration of evaluation practices, etc.

**Superintendent Evaluation Rubric:** Indicators I-B, I-C, IV-A, IV-D, IV-E

**Strategic Objective:** Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching

A1. Develop expertise in team-based collaborative practices

A2. Develop instructional coaching capacity, for teachers and administrators, across the district

### Key Actions:

- Facilitate Principal Group Meetings – Every other Tuesday from 2- 4pm
- Collaboratively develop a long-term agenda of topics relevant to the role of the principal and the needs of the district

### Benchmarks:

- A long-term agenda is developed.
- A log of shared work and shared practices of the Principal Group is kept.
- A log and samples of collaboratively developed work are kept.

### Measures:

- Administrator feedback provided to the superintendent through the annual Superintendent Evaluation Feedback Survey related to the Indicators addressed by this goal are summarized.
- Collaborative work and decisions discussed and agreed upon in the Principal Group are observed in the instructional leadership practices of participating members.

**Student Learning Goal:**

Work with the Administrative Team to develop our use of the Lincoln Key Yearly Measures of Academic Achievement. Use these measures to monitor student results at a district and school level, including information disaggregated by “high needs” subgroups including race.

Key Yearly Measures of Academic Achievement						
Literacy				Math		
Gr.	F&P	Common Writing Assessment	MCAS	Student Interview Model	MCAS	STAR
K	✓	✓		✓		
1	✓	✓		✓		
2	✓	✓	✓	✓		
3	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓	✓
5	✓	✓	✓		✓	✓
6		✓	✓		✓	✓
7		✓	✓		✓	✓
8		✓	✓		✓	✓

**Superintendent Evaluation Rubric: Indicator I – E**

**Strategic Objective:** Assessment and Data: Assessment and Data are used in purposeful, meaningful ways to effectively promote and monitor growth

D1. Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices

**Key Actions:**

- Work with the Administrative Team to create methods of presenting and reporting district data to constituent groups.
- Present district data and analysis to the Administrative Team and School Committee.
- Use the district data to develop guiding questions and goals for the district.

**Benchmarks:**

- Methods of data collection and analysis are established.
- A District Assessment Summary Report is created

**Measures:**

- District Assessment Data is reported to the School Committee
- Guiding questions and goals are developed based on the district data and presented to the Administrative Team, faculty, and the School Committee.

**District Improvement Goal 1:** Develop an understanding of teaching, learning, and school culture based upon the feedback provided by students in grades three through eight.

**Superintendent Evaluation Rubric:** Indicators I-B, I-C, IV-A, IV-D, IV-E

**Strategic Objective:** Responding to Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students

**Key Actions:**

- Work with administrators and teachers on how to reflect upon the survey results and determine what can be learned from the survey results.
- Begin to develop baseline data that may inform the district, over time, of areas of strength and areas of growth.

**Benchmarks:**

**Measures:**

- Summary report of the district level survey results including reflections on what we can learn from the data.

**District Improvement Goal 2:** Develop a common knowledge base of collaborative practices for improving student learning to be used across the district.

**Superintendent Evaluation Rubric:** Indicators I-B, I-C, I-E, IV-D, IV-E

**Strategic Objective:** Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching

A1. Develop expertise in team-based collaborative practices

**Key Actions:**

- Develop and implement a series of professional development sessions focused on collaborative practices that improve student learning.

**Benchmarks:**

- Professional development and training for faculty and administrators on collaborative practices is conducted.
- A feedback tool to solicit information from participants regarding their learning as a result of the professional development is developed.

**Measures:**

- Summary report of feedback received from faculty and administrators about their experience and learning as a result of the collaborative practices sessions.
- Observation of faculty teams carrying out collaborative practices and the outcomes of their work.