



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

To: Lincoln School Committee
From: Rebecca McFall
RE: Superintendent Annual Plan, Mid-year Update
Date: December 30, 2015

Each school year, the superintendent is required to establish an Annual Plan that includes a Professional Practice Goal, Student Learning Goal, and two District Improvement Goals as part of the MA Educator Evaluation System. In January, the superintendent provides an update on the work carried out to date to achieve the identified goals. In addition, evidence is provided to support the School Committee in its evaluation of the superintendent.

Evidence to support the School Committee's evaluation of the superintendent's level of goal achievement has been provided in School Committee reports throughout the school year. Evidence related to goals that have not been reported upon at a School Committee meeting are enclosed with this memo. In addition, evidence related to the Standards of Effective Practice for Superintendents can be accessed by the School Committee in Synergy, Superintendent Evaluation Materials, 2015 - 2016.

The School Committee approved the Superintendent's Annual plan including the following goals in September 2015:

Professional Practice Goal: Facilitate regular meetings (Principal's 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.

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.

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.

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

Evidence supporting the superintendent's goals has been provided through School Committee reports, the Mid-year Strategic Plan Update, evidence provided on Synergy. Additional summary information is provided in the January 7 School Committee packet.

Superintendent's Annual Plan Mid-year Update

Professional Practice Goal: Facilitate regular meetings (Principal's 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's Group meetings – every other Tuesday from 2-4 p.m.
- 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's Group is kept.
- A log and samples of collaboratively developed work are kept.

The Principal's Group has met 8 times since the start of the school year. We have come together every other Tuesday from September 15th through December 22nd. A long-term agenda and all actual agendas have been provided as evidence on Synergy.

Our log of shared and collaboratively developed work and practices is in the form of actual agendas at this point in time. Our agendas have been dictated somewhat by processes that require input from the principals. Principal Meetings have been viewed as a logical opportunity for input and decision making from the group without adding an additional meeting to administrator's schedules. While this has been efficient and productive, we have not had a series of meetings that build upon each other from session to session. Our use of Principal Meeting time for professional development and collaborative work continues to be a work in progress.

Shared work and practices have consisted of:

- working with Assistant Superintendent Patricia Kinsella and Math Specialists Kathy O'Connell and Ellen Metzger regarding curriculum review and decision making regarding next steps for curriculum updates.
- practicing protocols learned during the Facilitative Leadership Training. Principals have shared "problems of practice" through the use of

protocols. The team reviewed math data from the Key Yearly Measures using a data analysis protocol.

- reviewing and updating the student and staff feedback surveys. This work is in progress.
- reviewing the role of Team Leaders given our introduction of facilitation protocols and the Collaborative Practices module. Development of a new draft Team Leader Job Description to be further developed with the Team Leaders. This work is in progress.

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.
- Participants provide feedback and reflection about what they gained as a result of the Principal’s Group.

Evidence related to the Measures will be provided prior to the year-end review of goals.

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 that will be considered during the strategic planning process.

Benchmarks:

- Methods of data collection and analysis are established for the Key Yearly Measures of Academic Achievement.
- A District Assessment Summary Report is created.

This fall, the 2014 – 2015 year end data for the Key Yearly Measures was presented to the School Committee. Assistant Superintendent Patricia Kinsella and Director of Technology Rob Ford carried out this feat with the assistance of math and ELA content specialists. The presentation of this data required the development of data organization and presentation methods that had not previously been created. This work is a major step forward for the district and our use of data to make informed decisions about programs and instruction in addition to developing a baseline from which to measure district progress.

In the course of organizing the 2014 – 2015 data, areas of improvement were identified for more consistently administering assessments and collecting data. These improvements will increase the reliability and validity of our data in the future. Work will continue throughout the school year to improve our implementation of assessments and the collection and use of data immediately following administration cycles.

Data from the Key Yearly Measures was presented to the Administrative Council on November 17th. On October 27th, the Principal's Group used a data protocol to review the data from the elementary Math Interview. Principals have shared some of the data from the Key Yearly Measures with small groups of faculty to encourage conversation about instruction and intervention practices.

Additional work is being carried out to use the current school year data with faculty to inform instruction. In addition, the Assistant Superintendent will continue to develop a plan for streamlining our use of assessments throughout the district to ensure that the assessments we are using provide purposeful and meaningful information that can be utilized to improve teaching and learning.

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:

- Solicit faculty volunteers, who administer the DESE Student Feedback Survey to participate in a study group on the use of student feedback.
- Work collaboratively with faculty volunteers on ways to respond to the feedback they receive from their students.

In the September 30th Superintendent's Bulletin I solicited faculty volunteers to participate in a study group with me about the use of student feedback. I received only a couple of responses. I followed up with the Principal's Group to gather recommendations of faculty members who I should personally encourage to participate. I am in the process of developing a group of willing participants in anticipation of the survey administration in February. I will follow up with my progress as we approach the survey time period.

Measures:

- Summary report of the district level survey results including reflections on what we can learn from the data.
- Share faculty experiences with responding to student feedback and how it impacted their practice and the learning experiences of students.

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.

This goal mirrors Strategic Priority A1. Develop expertise in team-based collaborative practices.

The first of three Modules has been completed. The Module consisted of three Wednesday afternoon, 2.5-hour professional development sessions. Fifty-nine middle school faculty and administrators participated in Module 1. Feedback from these sessions was provided with the mid-year Strategic Plan update.

Development of Module 2, which will begin the first week of January, is underway.

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.