



# Lincoln Public Schools

REBECCA MCFALL, ED.D.  
SUPERINTENDENT OF SCHOOLS

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To: Lincoln School Committee  
From: Rebecca McFall  
RE: Superintendent Annual Plan, End-of-Year Update  
Date: May 19, 2016

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, an update on the work carried out to date to achieve the identified goals was provided. This report serves as the end-of-year report of progress towards achieving the goals set forth in the Superintendent's Annual Plan. 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, School Improvement Plan reports, the Strategic Plan Public Forum, the Mid-year Strategic Plan Update, summary information provided in the January 7 School Committee packet, and evidence provided on Synergy.

## 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.

### Mid-year Update

The Principal's Group has met 8 times since the start of the school year. We have come together every other Tuesday from September 15<sup>th</sup> through December 22<sup>nd</sup>. 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 developing a new draft Team Leader Job Description to be further developed with the Team Leaders. This work is in progress.

#### End of Year Update

The Principal's Group has met 6 times since the mid-year update. Agendas have been provided on Synergy along with samples of collaboratively developed work. Documents provided include Agendas, Principal/Coordinator Faculty Feedback Survey, draft Grade-Level Team Leader Role Description

The Principal Meetings have been used primarily to complete work requiring principal input.

- Math specialists have met with the Principal's Group to develop plans for the rollout of the updated Everyday Math 4 curriculum.
- The Principal's Group has worked to develop a schedule for professional development time for the 2016 – 2017 school year.
- Last year, the DESE Model Survey for Faculty Feedback to Administrators was administered. Both faculty and administrators felt that the questions were not helpful or relevant. The Principal's Group developed a new Faculty Feedback to Principals and Coordinators survey that is being administered now.
- With the work being done across the district to implement more structured and focused collaborative practices, discussions began regarding the changing role and expectations for our teacher leaders. The Principal's Group collaborated to develop a revised Draft Grade-level Team Leader Role Description. It has been reviewed and approved by LTA leadership. The next step is to hold a joint meeting with Team Leaders and Administrators to review and discuss the Role Description before we formally enact the Description.

#### Measures:

- Administrator feedback provided to the superintendent through the annual Superintendent Evaluation Feedback Survey related to the Indicators addressed by this goal are summarized.
- Superintendent Evaluation Feedback Survey results is provided on Synergy.
- Collaborative work and decisions discussed and agreed upon in the Principal Group are observed in the instructional leadership practices of participating members.
- All members have carried out the agreed upon Everyday Math processes.
- All members have administered the Principal/Coordinator Faculty Feedback surveys and will respond to their results.
- All members participated in the development of the Team Leader Role description and will support their faculty in meeting the expectations.
- All members have contributed to the development of a professional development schedule for 2016 – 2017 that supports the priority work of the district.
- Participants provide feedback and reflection about what they gained as a result of the Principal's Group.
- During individual check-ins with members of the Principal's Group, participants have indicated that our focus this year has felt more task oriented than in the

past. There is concern that we have moved away from our conversations about leadership and opportunities to share professional challenges in order to receive support and have moved towards a meeting to accomplish tasks. Members acknowledge the need to get the tasks done but feel that it has occurred at the expense of developing a supportive, collaborative group.

**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.

#### Mid-year Update

This fall, the 2014 – 2015 Year end data for the Key Yearly Measures was presented to the School Committee. This feat was carried out by Assistant Superintendent, Patricia Kinsella and Director of Technology, Rob Ford 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 17<sup>th</sup>. On October 27<sup>th</sup>, 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, 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 provided 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.

#### End of Year Update

- Key Yearly Measures have been administered throughout the school year and will continue with end of year assessments taking place in the next few weeks. Internal systems have been developed to ensure that we have all data in an accessible format following the year end assessments and able to be reported in the fall of 2016.
- Guiding questions and goals have not been developed based on the district data and presented to the Administrative Team, faculty, and School Committee. End of year data may help us to achieve this goal.
- While teachers and curriculum specialists are carrying out the assessments and, building based conversations are taking place using some assessment data, there is still a need to improve our dissemination of data to teachers immediately following the assessment administration. In conjunction with this need, a more structured approach to helping teachers use the data to inform their work with students is needed.

**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.

**Mid-year Update**

In the September 30<sup>th</sup> 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.

**End of Year Update**

The Student Feedback Surveys were administered in late February/early March. Faculty received their results on April 27<sup>th</sup>. A message was sent to faculty prior to April 27<sup>th</sup> regarding access to their results and how to respond to the feedback received. In addition, I offered a voluntary after school session to provide faculty with support in accessing and reviewing the survey results as well as the opportunity to discuss ways of following up with students about the survey results. No faculty attended the session.

A survey was sent to all faculty who received survey results to gather information about their perceptions of the survey and how they followed up on the results. 50% of faculty who received survey results responded to the survey. Results of the faculty survey were provided to you on Synergy.

I have meetings scheduled with three faculty members to discuss their use of student feedback. Two of the three teachers are in grade levels and disciplines that do not participate in our structured Student Feedback survey. I hope to share information about how these teachers are using student feedback at the May 26 School Committee meeting.

**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.

**Mid-year Update**

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. 59 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.

**End of Year Update**

- Modules 2 and 3 were completed. Summaries of feedback from these modules was included in the Strategic Priority A1 supporting documents.

Superintendent's Annual Plan  
2015-2016

- While we are not as far along as hoped in terms of being able to provide solid evidence of most faculty teams carrying out collaborative practices. Great progress has taken place. District teacher leaders are beginning to implement and practice the skills and processes they are learning. Samples of this work will be presented through School Improvement Plan reports, Strategic Priority updates, and on Synergy. Faculty presentations at the Strategic Planning Public Forum also provided evidence of this work taking hold.