



LINCOLN PUBLIC SCHOOLS

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SUPERINTENDENT

To: School Committee
From: Rebecca McFall
Date: January 13, 2017
Re: Mid-year Update on Annual Goals

Attached is a copy of my Annual Plan with a brief update on progress included beneath each goal. Sample evidence will be uploaded into Synergy for your review by January 16, 2017. I will be happy to discuss the work completed to date and plans that are in place for the second half of the school year at our meeting on January 19, 2017.

Superintendent's Annual Plan for Evaluation Mid-year Update

The goals identified for the Superintendent's Annual Plan 2016 - 2017 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.

Student Learning Goal:

Work with administrators to develop and carry out processes to support faculty teams as they carry out Collaborative Practices (Professional Learning Communities).

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, I-C-1, I-C-2, II-C-2, IV-A-1, IV-D-1, IV-E-1

Strategic Objective: A1 – Continue to develop, demonstrate and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity.

Key Actions:

Guide and coach the principals and other administrators as they work with their faculty to develop collaborative teams. Collaborative teams focus on student learning by examining their professional practice and the work of their students using the following questions as a guide.

1. What do we want our students to learn?
2. How will we know if each student has learned?
3. How will we respond when some students do not learn?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Measures:

- Evidence provided by faculty demonstrating the work of their team including student results.

Evidence may include: curriculum units, common assessments, student data, student work samples.

Mid-year Update

Every faculty member is participating in a Collaborative Practices group. These groups have met on three Wednesday afternoons to date, 9/28/16, 10/11/16, and 11/16/16. Two more Wednesday afternoons will be used for Collaborative Practices work, 1/25/17, and March 1, 2017.

This fall, time was spent during Principal meetings discussing the roll out of the Collaborative Practices work and how the principals will support their faculty and also put systems in place for accountability. We have checked in on how things are going and principals have shared with each other about their communication with faculty.

As you might expect, where faculty groups are in their process varies across the district. Some teams are working on the ways that they work together and establishing and using their norms. Other groups are developing products that are valuable but do not focus on student learning outcomes. Still other groups are developing new curriculum or ways of working and using student work and feedback to determine the impact of their work.

Professional Practice Goal:

Educate myself and the administrative team about new legislation related to Transgender students and the LGBTQ community. Ensure that our practices and policies support all students and provide safe learning environments for all students.

Superintendent Evaluation Rubric: Indicators II-A-3, III-B-1, IV-B-1, IV-D-1, IV-D-2

Key Actions:

Ensure that all administrators are aware of and understand new legislation related to the LGBTQ student community and Transgender students in particular.

Review and discuss Transgender Student Rights and ensure that our policies and practices are consistent with these rights.

Seek appropriate professional development opportunities for administrators and faculty to attend that will assist our support of our students and families.

Measures:

Policies and practices are updated.

Key faculty and administrators have received training and support.

Mid-year Update

Throughout the fall, I gathered resources related to providing safe learning environments for members of the LGBTQ community within our schools. On November 29, 2016, the Administrative Council spent time reviewing legislation and guidelines for schools related to the rights of transgender students and related to the responsibilities of schools to provide safe learning environments. Feedback from the Administrative Council was positive. The team also expressed a desire for more training around appropriate terminology and understanding of transgender perspectives.

The following steps have been taken to date to address a need for more training:

- Middle School principals Sharon Hobbs and Erich Ledebuhr will attend a training with their social workers on three afternoons, (February 2, 9, 16, 2017) **Creating an LGBTQ Inclusive Learning Environment.** This three-part series offered by Daisy Boyd-Berks, LCSW, is limited to 20 participants. It is designed to educate and empower educators, clinicians, and administrators as they create LGBTQ inclusive learning environments. (ACCEPT Collaborative)
- School nurses, Maureen Richichi and Eileen Dirrane, will attend the following training on February 8, 2017: **Caring for Gay, Lesbian, Bi-sexual and Transgender Youth in School Settings.** This two-hour workshop is a focused program for school nurses, limited to 20 participants. (ACCEPT Collaborative)
- I have submitted a request to the Safe and Supportive Schools division of DESE for training on February 28, 2017 or March 28, 2017 for the Administrative Council and school social workers. I am waiting for a response.

**District Improvement Goal 1:
Develop an avenue of opportunity for faculty to take instructional risks that engage students in authentic and innovative ways.**

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, IV-E

Strategic Objectives:

A2 – Create a culture and develop structures that support innovation and risk-taking to improve student learning

B1 – Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences

Key Actions:

Partner with the Lincoln School Foundation to create a process of applying for funds and support that allow educators to activate the spirit of innovation and risk taking in themselves and their students.

Measures:

Faculty proposals and projects.

Mid-year Update

In collaboration with the Lincoln School Foundation (LSF), we have updated the grant process and communication regarding LSF grants that will receive priority for funding. Meetings have taken place with the LSF co-chairs, DJ Mitchell and Tara Mitchell that included central office administrators and principals to plan for this year's grant cycle.

Communication/promotion has taken place in two Superintendent Bulletins, a direct email to all faculty, LSF communications, and conversations between principals and their faculty. On Tuesday, January 17, 2017, during the Principal's Meeting, principals will share grant ideas that are being discussed in their schools as a means of sharing ideas and looking for opportunities for partnerships and cross pollination.

The LSF grant process is now open and will close on February 28th. A meeting with LSF leadership is scheduled for January 23rd to finalize the grant review process to include more input from the LPS team.

**District Improvement Goal 2:
Develop an Administrator Handbook for Educator Evaluation**

Superintendent Evaluation Rubric: Indicators I-B-1, I-B-2, I-B-3

Strategic Objective: The educator evaluation rubric addresses all strategic objectives on the District Strategic Plan. Development of the handbook will require conversations about the strategic objectives as we develop best practices for carrying out the evaluation process.

Key Actions:

Develop an Administrator Handbook for Educator Evaluation that includes best practices, agreed upon by the administrative team, for carrying out the steps of the evaluation process.

Superintendent's Annual Plan
2016-2017

The handbook will increase the likelihood of consistency of practices across the district. Consistency will improve our overall practices and ability to collaborate and will also increase faculty trust and comfort with the process.

Measures:

Completed Administrator Handbook for Educator Evaluation

Mid-year Update

Work on the Administrator Handbook for Educator Evaluation has not progressed in the manner that I had envisioned.

My plan was to work with the Administrative Council during our bi-weekly meetings to provide "just-in-time" training around each aspect of the evaluation process as evaluators were preparing for that step in the evaluation process. Input from these sessions would be used to refine and clarify our practices and the outcomes and decisions would be documented in writing for the Handbook. However, on each occasion that evaluation was on the Administrative Council agenda, we did not get to this work because other agenda items took precedence and required more time than planned.

I have been gathering the work completed from previous years in order to develop the foundation of a handbook, but it requires refinement and vetting from the Administrative Team.