

Mid - Year Status Update

Strategic Priority Map for 2017-2018

Lincoln Public Schools

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

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
<p>If faculty work together in Collaborative Practice Teams with a focus on student learning then students will receive the instruction and support they need to meet learning expectations.</p>	<p>Providing time for teams to develop and work on collaborative practice goals</p> <p>All teacher leaders and administrators participated in Coaching for High-Impact Teams course.</p> <p>Administrators regularly check in with collaborative practice teams to support their ongoing work.</p>	<p>FIRME (Feedback, Investigation, Re-teaching/Re-Engaging/ Re-grouping, Moving On, Extension)</p> <p>Facilitative Leadership</p>	<p>Each team will have a written goal for their team’s year-long Collaborative Practice focus.</p> <p>Documentation of learning and work that impacts student learning could include artifacts such as unit plans, student work, or common assessments</p> <p>Sharing of practices, learning, and student outcomes by teams from each school</p>	<p>Each PLC has identified a goal. Thus far the artifacts include curriculum maps, lesson plans and materials, unit summaries, assessments, student data, and meeting minutes</p> <p>The focus of each group in the district is documented and has been shared with all faculty and administrators as a resource for expanded collaboration.</p>	<p>Supervising Administrators</p>	<p>Five Wednesdays in the school year:</p> <p>October 11 December 6 January 10 March 7 and May 9</p>
<p>If faculty and admin are supported in their use of Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use.</p>	<p>Support provided to individual administrators and faculty teams</p> <p>Participants hone facilitative leadership strategies to share leadership in their teams.</p>	<p>Facilitation techniques and protocols</p>	<p>CLT members and grade level teams lead meetings with agendas that emphasize intentional learning</p> <p>Gather evidence from CLT members and grade level teams: agendas, minutes, direct observations</p>	<p>Seven additional teacher leaders and administrators have completed SRI training</p> <p>Modeling and utilizing protocols in New Faculty and Mentor Meetings.</p>	<p>Assistant Superintendent and Supervising Administrators</p>	<p>2017-2018 School Year</p>

			Faculty completion of SRI courses	PreK-5 PD intentionally crafted to give participants opportunity to practice leading protocols in ways they can replicate everyday on their teams Meeting agendas and direct observations of meetings that used protocols to analyze assessment data; protocols have been used at CPT to look at student work and problem-solve concerns		
IF, as a staff, we commit to refining and truly living our shared vision THEN we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.	Educators will participate in professional development and team building activities to build on the part of our shared vision that speaks to staff fostering feelings of trust and appreciation for each other	Interpersonal relationships	Evidence of higher functioning teams Evidence of more staff-wide events to increase our <i>Esprit de Corps</i> Teachers using each other as resources to increase student learning Teachers learning how to connect their collaborative practice goals across grade levels	Faculty meetings on September 27 and November 15 Review of what is working and what we have accomplished as a school under the current shared vision Faculty luncheon and Faculty event at the end of October Evidence of increased staff, especially new faculty and team leader, attendance at athletic and musical events Principal has implemented writing notes of appreciation to faculty	Erich Ledebuhr	September through April Building Based Wednesdays: September 27 November 15 January 24 April 25

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Strategic Priority Map for 2017-2018

Lincoln Public Schools

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

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
<p>If we share concrete examples of innovative, project-based learning units, teachers will be more likely to build and implement their own integrated units.</p>	<p>Steven Levy Summer PD</p>	<p>Understanding of Expeditionary Learning unit development and outcomes.</p>	<p>Completed units of instruction and student learning outcomes</p>	<p>Grade 5 in Lincoln has created a collaborative practices goal to follow up on Steven Levy summer work. They are creating performance-based science assessments around an integrated science theme.</p> <p>Grade 4 teacher has continued communication with Steven Levy, implementing and refining curriculum initially developed over the summer.</p> <p>Grade 1 <i>How do birds survive</i> unit is under review with Spring 2018 implementation</p>	<p>Assistant Superintendent and Principals</p>	<p>Summer 2017 2017-2018 School Year</p>
<p>If administrators and faculty observe exemplary schools they will expand their vision of exemplary educational practices and begin to develop structures and practices in their schools and classrooms.</p>	<p>Site visits to Expeditionary Learning schools</p>	<p>Instructional practices that engage students and focus on meaningful, deep learning.</p>	<p>Reflection on visits identifying practices to consider for future implementation</p>	<p>Coordinating with Meridian Academy Head of School for a January 2018 site-visit.</p> <p>Planning is in progress for Lincoln 5-8 site visit.</p>	<p>LSF Assistant Superintendent, and Principals</p>	<p>Fall 2017</p>

<p>If educators are provided with support and resources they will create innovative, engaging learning experiences for students.</p>	<p>Partnership with Lincoln School Foundation</p>		<p>Shared funding by LSF and LPS of teacher initiated innovative teaching approaches.</p>	<p>Administration met with LSF on 12/15/17. We are beginning conversations about partnerships moving forward.</p>	<p>Superintendent, Assistant Superintendent, LSF</p>	<p>LSF Grant Funding Process</p>
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Strategic Priority Map for 2017-2018

Lincoln Public Schools

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.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
<p>If teachers know students well, which includes seeing them through a culturally responsive lens, then all students will engage in their learning and perform at a high level.</p>	<p>Culturally Responsive Teaching</p> <ol style="list-style-type: none"> transforming curriculum looking at student privilege 	<ol style="list-style-type: none"> Looking at curriculum through a culturally responsive lens Differentiation to meet the needs of all students by looking through a culturally responsive lens 	<ol style="list-style-type: none"> Faculty will transform a portion of curriculum and receive feedback from other faculty. Faculty will create a lens of looking at classes to maximize teaching opportunities for all students. 	<ul style="list-style-type: none"> Lincoln 5-8 has reviewed Banks' model of transforming curriculum. Faculty have chosen a part of curriculum to review and to transform. Lincoln 5-8 has used faculty meeting time to listen to student voices about the current culture of our school. Time at these meetings has been used to develop concrete action steps to honor student voices and to work on overall culturally responsive pieces of the school - including intervening in conversations between students, having difficult conversations with students about race, adding units of study to be more inclusive, and reviewing materials 	<p>Sharon Hobbs</p>	<ol style="list-style-type: none"> October - November 2017 November - January 2017-2018

				used to make sure that multiple perspectives are present.		
If we provide faculty with time, guidance, and resources, they will be able to develop engaging units of study that meet the needs of all learners	Implement and refine units of instruction developed at the Curriculum Writing Professional Development with Steven Levy	Curriculum writing framework for expeditionary learning	Curriculum unit maps, lessons, and/or culminating project	<p>Grade 5 Lincoln Campus teachers are using collaborative practices time to create thematic, engaging units of study related to the Big Blue Planet as a science theme.</p> <p>Lincoln School K-3 is working on delivering more cohesive and horizontally aligned ELA curriculum: Grade 1 is implementing Heggarty Phonemic Awareness curriculum and Lucy Calkins Units of Study for Teaching Reading Grade 2 is implementing Lucy Calkins Units of Study for Teaching Reading</p> <p>Lincoln School Teachers are preparing to or are already implementing units developed during summer work with Steven Levy: Grade 1: <i>How do birds survive?</i> Unit Grade 4: ELA and Social Studies Integrated Curriculum using 1:1 iPads</p>	Supervising Administrators	Summer 2017 2017-2018 School Year

<p>If homework is meaningful and purposeful, then students will take ownership of their learning outside of school</p>	<p>School Council will review school survey results about homework from spring. Faculty will be surveyed about grade-level homework practices, and provide input for a draft recommendation for updating homework guidelines.</p>	<p>Use of a decision-making model that focuses on the primary drivers of purpose and flexibility</p>	<p>Create draft recommendations for updating homework guidelines based on purpose and student engagement</p>	<ul style="list-style-type: none"> ● School Council has reviewed the family survey from last spring ● Currently members are creating a faculty survey ● Planning to hold student focus groups including current students, and Lincoln School graduates who went on to a variety of schools (LS, MRTHS, private) 	<p>Lincoln School Council led by Sarah Collmer and Sharon Hobbs</p>	<p>2017-2018 School Year</p>
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Mid - Year Status Update

Strategic Priority Map for 2017-2018

Lincoln Public Schools

B2: Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
Outcomes for students will be improved if we better understand the landscape of supports already provided to enable their social-emotional learning (SEL).	<p>Conduct a Social-Emotional Learning Needs Assessment</p> <p>Develop an action plan for implementation of the SEL Assessment results in the 2018-2019 school year</p>		<p>Faculty and administrators will understand the supports provided to students to enable their SEL and identify strengths and weaknesses of those supports</p> <p>A plan to address the weaknesses and enhance the strengths identified in the SEL Assessment</p>	-Harvard Ed.L.D. WPL team focused on SEL Needs-Assessment and provided recommendations	Assistant Superintendent and Administrator for Student Services	2017-2018 School Year
If all students participate in high-quality digital literacy and computer science learning experiences they will develop critical life-long skills.	Develop and implement computer science curriculum aligned with new Digital Literacy and Computer Science learning expectations.	Instructional Technology Specialists develop content area expertise in Computational Thinking.	<p>One hundred percent of students in grades K-5 will complete at least one Computer Science unit.</p> <p>One hundred percent of HMS students in grades 6-8 will complete at least one Computer Science unit.</p>	<p>Summer PD in Computational Thinking completed.</p> <p>At least one computer science unit completed at Lincoln K-4, and Hanscom K-6 and 8. Additional units planned for the winter and spring.</p>	Director of Technology and Instructional Technology Specialists	<p>Computational Thinking PD - Summer 2017</p> <p>Curriculum development and implementation - ongoing throughout 2017-2018 School Year</p>

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Lincoln Public Schools

C1: Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If, as a staff, we commit to refining and truly living our shared vision THEN we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.	Educators will complete the final steps of the Back to the Future protocol during building based professional development time.		A refined, shared vision that is a better reflection of our current experience	Faculty meetings on September 27 and November 15 Faculty reviewed what is working and what we have accomplished as a school under the current shared vision	Erich Ledebuhr	Building Based Wednesdays
If teachers work collaboratively to define our vision, then we will build a strong, professional community and optimize student learning in the new Primary School facility	Educators will work collaboratively, using the Back to the Future protocol, to develop a shared vision for teaching, learning, collaboration, and community in preparation for the new facility.	Continue to refine collaborative problem solving Consensus building Community building	Faculty develop shared norms Faculty identify guiding questions and criteria for success for teaching, learning, collaboration, and community Faculty develop list of new learning experiences supported by the new facility	Thus far the Hanscom Primary School and Preschool have conducted two sessions with faculty to begin our shared vision work. We have focused on establishing norms, values and opportunities for teaching and learning in our new facility.	Beth Ludwig, Principal Kristen St. George, Interim Principal Lynn Fagan, Preschool Coordinator Denise Oldham, Student Services Coordinator All faculty	Building Based Wednesdays

			A draft shared vision of priorities will be completed by June 2018.			
If preschool educators and early childhood professionals engage in a study of preschool programming, then they can determine a model that best meets the needs of our student population in preparation of the new preschool neighborhood (at Hanscom Primary.)	Clearly articulate and define our integrated preschool model Survey program models of neighboring preschool districts including visits and observations. Recommend a new preschool program model that incorporates the components of an inclusive program in order to meet the expectations of the preschool community	Develop a greater understanding of different preschool models in surrounding communities Identifying strengths and areas of growth that are needed in order to shift our thinking about ways in which we provide educational services to our students. Collect and analyze information regarding preschool models from surrounding communities Use collaborative practice groups to come to a consensus on a model that meets the needs of our preschool students and the Hanscom community.	A shared vision of a preschool model that will best meet the needs of the students, both those enrolled and those identified through Child Find (including transitions from Early Intervention and the assessments required) will be established. Faculty will propose preschool models that will match the shared vision.	Preschool faculty engaged in a protocol to understand what they value in a preschool program. They engaged in a conversation about programmatic strengths and areas of need. The team identified programs that they would like to visit. A draft observation schedule was established. The team is in the process of finalizing their guiding documents for site visits. A draft of a preschool community survey has been initiated.	Lynn Fagan, Preschool Coordinator and Preschool faculty Denise Oldham and Jennifer Wolf, Student Services Coordinators School Council	October 2017-June 2018 Building Based Wednesdays
If we analyze the current special education service delivery models provided to our students both in and out of the general classroom, we will be able to determine if there is a	Identify essential questions to narrow and inform the data collection process. Collect data related to the current service delivery model provided through	Creative and flexible thinking applied to developing essential questions. Ability to have collaborative discussions	Answer essential questions and provide a report of the findings and recommendations for next steps to share with faculty and administration.	Student Services faculty and staff submitted service delivery data for all students on their caseloads in October of 2017. These individual staff schedules were provided to Student Services administration in November of	Mary Emmons Lynn Fagan Jennifer Wolf Denise Oldham	October 2017-May 2018

<p>need to modify the current models and to identify additional needs for implementation.</p>	<p>special education both in and out of the general education classroom.</p> <p>Analyze data related to service delivery provided through special education both in and out of the general education classroom.</p>	<p>which incorporate all possible outcomes are considered.</p> <p>Ability to collect, analyze, and synthesize data needed to answer the essential questions.</p>	<p>Implementation and planning for next steps and possible staff trainings</p>	<p>2017 and are currently being examined. Analyzing workload versus caseload data supports coordinators in understanding the current service delivery models across the district and the amount of services provided by each staff member. Essential questions will be developed by the end of January by Student Services Administration based upon information/data provided. An update of the same data points will be requested in February with additional considerations as needed for clarification. In addition to data, observations of in-class support, small group and individual instruction will take place throughout the school year.</p>		
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Mid - Year Status Update

Strategic Priority Map for 2017-2018

Lincoln Public Schools

C2: Continue to provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
If faculty and administrators participate in joint examination of our current practices of instruction related to the 5 Key Questions for Learning, then we will develop a shared understanding of where we are and where we need to go related to instruction in our classrooms.	Learning Walks targeted at the 5 Key Questions for Learning	Shared understanding of the 5 Key Questions for Learning and what to look for as evidence in classroom teaching and learning.	Data on the frequency of key instructional practices PK-8 to inform the district's strategic plan and professional development at the school and district level Shared understanding of classroom practices between Admin Council and CLT members	-Gathered models for consideration from other districts -Tentatively scheduled for after DEEP work (February-April)	Assistant Superintendent	November 2017-May 2018
When teachers are given the opportunity to increase their content-area and pedagogical knowledge, they are better able to provide effective instruction to students.	<ul style="list-style-type: none"> ● Steven Levy ● RBT ● DEEP ● Wilson training ● New Faculty Meetings ● Supporting PD by request of educators 	Intentional instructional approaches.	Documentation of curriculum implementation through observations, student work, and student feedback survey results for the teachers who participated in summer workshops Implementation of elements of FIRME (RBT) in CPT, Dept. Mtgs., and/or Collab. Practice Wednesdays	Sarah: <ul style="list-style-type: none"> ● 4 Teachers and 2 Administrators completed the DEEP Summer Workshop ● 7 educators (teacher leaders and administrator) attended SRI Facilitative Leadership Training ● Collaborative practice teams are using learning from the Coaching for High-Impact Teacher Teams course through RBT: Specialist 	Superintendent Assistant Superintendent Supervising Administrators	July 2017-June 2018

				<p>PLC is using FIRME (RBT) to analyze assessments; Kindergarten CPT and grade level data meetings K-4 utilize SRI protocols</p> <ul style="list-style-type: none">● Planning for multiple K-5 PD Wednesdays and Institute Day have included learning from SRI and RBT's course● K team engaged in work with Kathy Collins around literacy		
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Mid - Year Status Update

Strategic Priority Map for 2017-2018

Lincoln Public Schools

D1: Support educator use of data to monitor student growth and inform instruction.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
<p>If district faculty and administrators have an agreed upon common set of effective student assessments, it will help us measure student learning and the effectiveness of our programs and practices.</p>	<p>Develop a process with LTA representatives for the work of the assessment committee and begin implementation.</p>	<p>Understanding of assessments and effectiveness</p>	<p>Documented Process Begin one assessment review (i.e., a grade level or a curriculum area)</p>	<p>Initial Steering Committee meetings have occurred to develop overall plan for the coming year. Steering Committee is working on developing a shared vision for the use of assessments.</p> <p>Reformatted Key Yearly Measures report to provide more meaningful information</p> <p>MCAS Quick Guides for all grade level teams at each campus in ELA and Math were created to provide teachers with data and initial analysis for the students they taught in the prior year.</p>	<p>Assistant Superintendent, Director of Technology, LTA representatives for Steering Committee</p>	<p>2017-2018 School Year</p>

Mid - Year Status Update

Strategic Priority Map for 2017-2018

Lincoln Public Schools

D2: Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions and assess the effectiveness of our practices.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Status of Outputs and Measures (Outcomes)	Who is Responsible	Timeframe
<p>If the district has a single, user-friendly student information system (SIS) for securely collecting, managing, and accessing student information, educators will be better able to use data to make informed instructional decisions, leaders will have better access to timely, accurate information, teachers will be able to focus more time on instruction and less time on data entry, and students' individual needs will be better met.</p>	<p>Select a new SIS for the district.</p>	<p>Knowledge of available SIS solutions compliant with state reporting requirements</p> <p>Knowledge of stakeholder requirements</p>	<p>A new SIS is selected and procurement is complete.</p>	<p>Survey has been sent to faculty and administrative support staff to gather input on selection criteria.</p> <p>Focus group held with administrators to gather input on selection criteria on 12/19.</p> <p>Director of Technology has identified potential SIS solutions for review that would meet the district's needs.</p>	<p>Director of Technology</p>	<p>Fall/Winter</p>
<p>A thorough implementation plan, executed with fidelity, addressing technical, operational, and training aspects will ensure a successful implementation of a new SIS.</p>	<p>Develop an implementation plan for the SIS and begin implementation.</p>	<p>Understanding of vendor implementation process</p>	<p>Completed implementation plan</p> <p>Post-implementation survey results (18-19 school year)</p>	<p>Pending selection of SIS</p>	<p>Director of Technology</p>	<p>Spring 2018</p>

Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2017 - 2018 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:

Support the development of administrator and faculty use of Collaborative Practices that focus on student learning.

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, I-C-1, IV-A-1, IV-A-2, IV-A-3, IV-D-1, IV-E-1

Strategic Priority: 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 a Teaching to Learn cycle that includes a) setting clear learning targets and success criteria b) planning engaging instruction c) assessing learning, and d) responding to the needs of individual students.

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:

The work on this goal began in June 2017 when we required all teacher leaders and administrators to attend the three-day course, Coaching High Impact Teams offered on-site by Research for Better Teaching. While we had some bumps in the road with implementation, we have remained focused on our goal of developing faculty understanding of a teaching to learn cycle and using the cycle to focus on student learning outcomes.

On the opening workday for faculty, the assistant superintendent and I set the stage for our focus on Collaborative Practices with our presentation, Impact Through Partnership: Collaborative Practices in the Lincoln Public Schools. This provided an opportunity to communicate our vision and expectations for the five Collaborative Practice Wednesdays scheduled during this school year. In addition, with the support of the director of technology, the assistant superintendent and I created two video messages that were sent to faculty to ensure that everyone received a consistent message regarding the importance of this work and the structures that we put in place for teams. Our goal was to communicate the loose/tight nature of this work. Expectations set by the administration represent the tight aspect of our leadership and the autonomy that is provided to faculty to determine their areas of focus and goals represents the loose aspect of our leadership.

Superintendent's Annual Plan
2017-2018

To date, we have had three of the five Collaborative Practice sessions. I have visited many teams on these afternoons. The work that teams are doing is varied. It ranges from examining new curriculum together to sharing formative assessments and providing each other feedback for improvement. Our content specialist teams are focusing on district-wide goals and looking at student work and data to understand strengths and needs of our curriculum as well as student needs.

During our Principal's Meetings, we have regularly checked in as a group on how the Collaborative Practice groups are going and have provided opportunities for the sharing of practices related to supporting teams. During our last check-in, principals identified examples they have observed of components of the teaching to learn cycle. We continue to develop our ability to guide and coach teams to ensure high-quality collaboration focused on student learning.

Institute Day (January 16, 2018) will focus on the components of the Teaching to Learn Cycle. Following key note speaker Carrie Stack of the Say Yes Institute, faculty will attend self-selected workshops focused on one area of the Teaching to Learn Cycle. Based upon faculty selections, the workshops were narrowed down to Infusing Formative Assessments, Investigating and Extending Student Thinking, Providing Feedback to Students, and Re-teaching, Re-engaging, Re-grouping. Each session has an administrator serving as the primary facilitator with other administrators providing support. I will be the primary facilitator of the Re-teaching, Re-engaging, Re-grouping workshop. The assistant superintendent has done an outstanding job organizing the Institute Day, creating the workshops, and providing support to the facilitators.

The final two Collaborative Practices Wednesdays will take place March 7th and May 9th. We look forward to observing the impact of our work and faculty focus on teaching and learning in our classrooms as well as through assessment data.

Professional Practice Goal:

Carry out the Educator Evaluation process with fidelity for the Administrators that I directly supervise and re-calibrate the supervision and evaluation practices of the administrative team.

Superintendent Evaluation Rubric: Indicators Standard I: Evaluation I-D-1, I-D-2, I-D-3, I-D-4

Strategic Objective: Educator Growth and Innovation

Key Actions:

Re-establish a clear and consistent evaluation process for administrators and carry it out with fidelity.

During Administrative Council meetings, lead processes that allow the administrators to reflect on their supervision and evaluation practices and deepen their thinking and skill in coaching faculty.

Carry out exercises that result in the calibration of evaluation practices and ratings amongst administrators.

Measures:

Consistency of written evaluations and clear rationale and basis for ratings amongst administrators.

This goal continues to be a challenge for me. While we have placed items on our Administrative Council long-term meeting agenda to address evaluation, these items continually get bumped by more immediate needs.

There are several areas that have taken time that we did not have on the radar at the beginning of the school year. These include:

- creating opportunities for the administrative team to carry out their own collaborative practices work by looking at district data together;
- launching the Harvard Workplace Labs and beginning to review reports; and
- developing plans for the administrative team to work with Dr. Darnisa Amante through the Disruptive Equity Education Project in response to our needs related to understanding the implications of race on learning and ways to move our district forward in developing cultures of inclusion and support for all students.

District Improvement Goal 1:

Work with the Administrative Team and key faculty to review our course offerings, staffing, and scheduling across the district. (Specialist Scheduling, Side Letter with LTA)

Superintendent Evaluation Rubric: Standard II

Key Actions:

Work with administrators and faculty to carry out a needs assessment and begin to develop clear guidelines for specialist course offerings across the district.

Develop clear guidelines for FTE loads by specialist discipline in order to determine FTE needs by school and provide effective scheduling. And, use the guidelines to ensure that each specialist teacher is appropriately scheduled based upon their FTE.

Measures:

Progress towards carrying out the goals set forth in the *Specialist Scheduling* side letter.

Collection of data about specialist schedules and instructional needs in order to consider:

- *ensuring that the learning expectations for the students in specialist programs are being well-met.*
- *setting clear expectations for equitable programming and effective scheduling.*
- *ensuring that no faculty with a specialist role are scheduled for more instructional time than their FTE assignment.*

Mid-Year Update:

Very little progress has been made to date on this goal. I have begun to gather schedules for review but have not yet developed the next steps of this process. This will become an area of focus in the coming months.

District Improvement Goal 2:

Provide support and guidance to the Assistant Superintendent and Director of Technology as they carry out an assessment review process (Assessment Committees, Side Letter with LTA)

Superintendent Evaluation Rubric: Indicators I-C-1, I-C-2, I-E
Strategic Objective: Assessment and Data

Key Actions:

Support and coach the Assistant Superintendent and Director of Technology as they lead the Assessment Steering Committee and begin to carry out a review of our district assessments in order to make progress toward the goals outlined in the Assessment Committees side letter with the LTA.

Measures:

Progress towards meeting the goals set forth in the *Assessment Committees* side letter.

The Committee will study the assessments currently used in the Lincoln Public Schools to achieve the following goals:

- *Minimize time spent on testing while ensuring that high quality data is available to teachers and the district.*
- *Recommend a set of assessments that should be mandatory across the district, and for which data will be collected at a district level.*
- *Create a framework for collecting, analyzing and using student data to inform instruction.*

Mid-Year Update:

The LTA did not select their Steering Committee representatives until late fall pushing the start of this process back to a later date than expected. The director of technology and the assistant superintendent will provide an update on their work as part of the Strategic Priorities mid-year update. I have met with the director of technology and assistant superintendent to discuss the approach to this work and the goals and they provide me with regular updates on their progress.

The Steering Committee is in the process of developing a district assessment philosophy to guide the work of the committees.

District Improvement Goal 3:

Appropriately fulfill the necessary leadership role of the superintendent in order to successfully complete the feasibility study, 20% schematic design phase of the Lincoln School building project.

Superintendent Evaluation Rubric: Standard I - Instructional Leadership Standard II - Management and Operations

Key Actions:

Carry out responsibilities of the superintendent as a member of the School Building Committee.

Co-chair the Campus Coordinating Group with Town Administrator, Tim Higgins to ensure collaboration with the Community Center Planning and Preliminary Design Committee (PPDC).

Work with the Owner's Project Manager and Design Team to carry out educational vision and programmatic design requirements development.

Provide leadership and focus to the development of the educational vision and connection to the facility design.

Facilitate and coordinate the processes required to provide information from the schools to the Design Team and community.

Participate in the planning and presentation of community outreach events.

Superintendent's Annual Plan
2017-2018

Measures:

The successful selection of a recommended school design option by the Town of Lincoln at a Special Town Meeting in June 2018.

Mid-Year Update:

The Lincoln School building project has been a primary focus of my work this fall. I am participating in bi-weekly School Building Committee meetings, Campus Coordinating Group meetings, meetings with the SBC chairs, and architect conference call check-ins. In addition, the administrative team has dedicated large amounts of time to working with the architect team to develop the school program and provide input on conceptual designs for the Lincoln School. I have participated in planning and implementation of public forums and presentations to various town groups including the Council on Aging and PTO. I led at least three tours of the Hanscom Middle School for members of the Lincoln community and for members of the faculty who participated in the visioning sessions.