

**Franklin Public Schools  
Franklin, Massachusetts 02038**

**Action Required**

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**Subject:** Supt. Proposed Goals

**Date:** November 22, 2022

**Dept:** SC

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**Reason:** Required Vote

**Enclosure:** yes

**Recommendation:**

Superintendent's Proposed Goals

I recommend approval of the Superintendent's Proposed Goals as discussed.

**Action Requested of the School Committee:**

Majority vote of the School Committee is required.

<u><b>Vote Tabulator</b></u>	
C. Bernstein:    Y / N	D. McNeill:    Y / N
D. Callaghan:    Y / N	M. Whitmore:    Y / N
Al Charles:    Y / N	D Spencer:    Y / N
E Stokes:    Y / N	Action: _____



# Franklin Public Schools

Office of the Superintendent  
355 East Central Street; Suite 3  
Franklin, Massachusetts 02038  
Phone: 508-553-4819

PROPOSED

To: Franklin School Committee  
From: Lucas Giguere, Superintendent  
RE: Superintendent's Evaluation  
Date: November 22, 2022

I am pleased to present the School Committee with several documents in support of my evaluation for the 2022-23 school year. You have previously reviewed and approved the [2022-23 Franklin Public Schools District Improvement Plan](#), which included five strategic objectives:

1. Support the Social-Emotional Well-being of Students and Staff
2. Provide Engaging and Rigorous Curriculum
3. Deliver High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner
4. Engage in Effective Two-Way Communication to Support Student learning
5. Affirm Diversity, Equity, and Inclusion for All Students

For context, I included a summary of the evaluation process and timeline as recommended by the New Superintendent Induction Program and shared with the Superintendent Evaluation Subcommittee.

Please find a summary of which includes four standards from the [Superintendent Evaluation Rubric](#):

- Standard I: Instructional Leadership
- Standard II: Management & Operations
- Standard III: Family & Community Engagement
- Standard IV: Professional Culture

Each standard of the rubric is subdivided into indicators which the subcommittee and I discussed as areas of focus.

I look forward to discussing these and the goals with you at the November 22, 2022, School Committee meeting.

Respectfully Submitted,

Lucas Giguere  
Superintendent

## Superintendent Evaluation: the basics

New Superintendent Induction Program, May 2017



### ■ Cycle Step 1: Superintendent's Self-Assessment

- Assesses his/her own performance against the Standards & Indicators (not elements)
- Proposes at least 4 goals for the upcoming year
  - 2-4 District Improvement Goals
  - At least 1 Student Learning Goal
  - At least 1 Professional Practice
- For each goal, includes key strategies and benchmarks for measuring success
- Multi-year goals can be appropriate, but they need annual benchmarks

### ■ Cycle Step 2: Analysis, Goal Setting, and Plan Development (public meeting)

- School Committee & Superintendent review proposed goals together
- School Committee revises as needed and adopts the annual goals
- School Committee & Superintendent review the Evaluation Rubric together to identify a modest number of indicators within any Standard that require special focus for the superintendent and weight in the evaluation process in the coming year

### ■ Cycle Step 3: Superintendent Plan Implementation and Collection of Evidence.

- Superintendent implements the goals

### ■ Cycle Step 4: Mid-Cycle Goals Review (public meeting)

- Superintendent prepares and presents a report on progress being made on the goals
- School Committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.

### ■ Cycle Step 5: End-of-Cycle and Summative Evaluation Reports

- The superintendent prepares an End-of-Cycle Report for the School Committee
  - Progress made on each goal
  - Performance against each Indicator (not element).
- Individual Committee members review report and rate the superintendent on goals and Indicators and give their completed Evaluation Form to the Subcommittee Chair
- The Subcommittee chair compiles ratings and comments and prepares a single Summative Evaluation Report for subcommittee review
- (In a public meeting): The Subcommittee presents Summative Evaluation Report for discussion & vote by entire School Committee

# FRANKLIN PUBLIC SCHOOLS

## 2022-23 DISTRICT IMPROVEMENT PLAN

### VISION

The Franklin Public Schools (FPS) will foster within its students the essential knowledge and skills as defined by the FPS *Portrait of a Graduate*:

- Confident and self-aware individual
- Empathetic and productive citizen
- Curious and creative thinker;
- Effective communicator and collaborator;
- Reflective and innovative problem-solver

### CORE VALUES

FPS is Committed to...

- The Social-Emotional Development of Students
- A Safe and Inclusive School Culture
- Setting High Expectations for Student Success
- Creating a Collaborative Community

### THEORY OF ACTION

**IF** we...

- Nurture a safe, supportive, inclusive, and collaborative learning environment
- Provide children with an engaging and rigorous curriculum with exemplary instructional practices that support and challenge students to reach their full potential through personalized learning opportunities;
- Engage the community in effective two-way communication in order to support student learning

**THEN** each Franklin student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world.

STRATEGIC OBJECTIVES				
1. Support the Social-Emotional Well-being of Students and Staff	2. Provide Engaging and Rigorous Curriculum	3. Deliver High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner	4. Engage in Effective Two-Way Communication to Support Student Learning	5. Affirm Diversity, Equity, and Inclusion for All Students
STRATEGIC INITIATIVES				
1.A. Implement Tiered systems for screening, monitoring, and communicating student progress toward Social Emotional Learning Competencies	2.A. All students have access to a guaranteed and viable curriculum and high-quality materials	3.A. Develop universally designed systems (MTSS/UDL)	4.A. Engage stakeholders in Facilities Master Planning-Redistricting Analysis	5.A. Develop an Equity Action Plan to meet the needs of all learners
1.B. Implement Tiered systems for tracking, responding, and communicating student behaviors	2.B. Engage in a PreK-12 Literacy Review and develop a multi-year District literacy plan	3.B. Implement Tiered systems for screening, monitoring, and communicating academic needs and progress	4.B Strengthen Community Partnerships through various working groups, teams, etc.	5.B. Continue level-based support for student groups and staff teams
1.C. Equity Action Planning	2.C. Evaluate Standards-based Grading	3.C. Continue Digital Learning Plan Initiatives	4.C. Build foundation for the Strategy for Improvement 2023-2026	5.C. Engage community and stakeholders in DEI work
GOALS				
<ul style="list-style-type: none"> <li>To help students develop connections to school, support positive behaviors, and increase academic achievement, FPS will enhance programs and practices while promoting the well-being of staff to</li> </ul>	<ul style="list-style-type: none"> <li>To ensure students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities</li> </ul>	To ensure all stakeholders are engaged with the school community in support of student achievement, Franklin Public Schools will enhance opportunities for two-way communication between and among all	To foster an inclusive learning environment where diversity is valued, and all students feel a sense of belonging.

enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.	college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.	with personalizing learning and meeting individual needs.	students, families, staff, administrators, and the community.	
<b>OUTCOMES</b>				
<ul style="list-style-type: none"> <li>● Implement 6-12 advisory program</li> <li>● Revise and implement a system of consistent SEL screening practices</li> <li>● Implement a coherent system for monitoring student support and progress. [K-12 Panorama]</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development plan</li> <li>● Consistent practices for curriculum review</li> <li>● Multi-year literacy plan with actionable next steps</li> <li>● Understand grading practices and systems to support alignment to standards-based grading</li> </ul>	<ul style="list-style-type: none"> <li>● Develop staff capacity connected to MTSS/UDL</li> <li>● Identify support systems within each tier</li> <li>● Deepen understanding and use of data to support tiered supports for students</li> <li>● Inclusive and equitable resources across schools</li> <li>● Continue digital learning plan</li> </ul>	<ul style="list-style-type: none"> <li>● Improve Franklin Public School's website as a communication tool</li> <li>● Human Resources communications to enhance recruitment and employee services</li> <li>● Continue to strengthen and grow community partnerships</li> <li>● Community, wraparound support providers</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Action Plan</li> </ul>

## Superintendent Goals 2022-23

### 1. Professional Practice Goal - Completion of the New Superintendent Induction Program (NSIP) (Standard: IV-D)

*Develop skills in strategy development, data analysis, and instructional leadership by successfully completing the first year of the New Superintendent Induction Program.*

Key Actions	Benchmarks	
	Process	Outcome
<ol style="list-style-type: none"> <li>1. Attend eight daylong sessions and five virtual sessions.</li> <li>2. Complete all assignments.</li> <li>3. Consult with my assigned coach at least monthly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Calendar to document attendance at sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Agendas/documents from coach meetings</li> <li>2. <a href="#">Superintendent Entry Plan</a></li> <li>3. Report of Entry Findings</li> <li>4. Verification from NSIP that the superintendent actively engaged in the first year of the program</li> </ol>

### 2. Student Learning Goal -Multi-Tiered System of Supports (Standards: I-C; II-A; II-D; IV-B)

*Evaluate and establish a tiered system of support and practices that ensures all students' social and emotional learning needs are met through SEL assessment and survey data as evidenced by social emotional health and wellbeing of students reported increased.*

Key Actions	Benchmarks	
	Process	Outcome
<ol style="list-style-type: none"> <li>1. Identify and support secondary-level-based teams to establish a student Advisory model.</li> <li>2. Engage the administrative team in professional development on developing skills for restorative justice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recurring advisory committee</li> <li>2. District-wide professional development</li> <li>3. School and department Professional Development</li> <li>4. Administrator professional development</li> </ol>	<ol style="list-style-type: none"> <li>1. A-Team Agendas and Presentations</li> <li>2. PreTreat Presentation</li> <li>3. Admin Retreat Presentation</li> <li>4. <a href="#">FPS District Improvement Plan 2022-23</a> District Strategic Objectives 1, 2, and 3.</li> </ol>

3. Staff professional development that includes Multi-Tiered Systems of Support through the Universal Design for Learning, Diversity, Equity, and Inclusion.
4. Guide implementation of *District Strategic Objectives 1, 2, and 3.*

5. Panorama 6-12 Student Surveys
6. DESSA K-5 SEL Assessment
7. DECA PreK SEL Assessment
8. DEI Presentation and Progress towards Equity Action Plan

### 3. Goal - Effective Entry and Direction Setting (Standards: III-A; IV-C)

*By late spring, the District's key stakeholders will have a broad understanding of (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.*

#### Key Actions

1. By late-August, present a written Superintendent Entry Plan to the school committee, which includes
  - a. types of evidence to be analyzed
  - b. stakeholders to be interviewed
  - c. methods for assessing instructional practice, and
  - d. methods for assessing district systems of support, including financial management, human resources, and operations.
2. Guide implementation of *District Strategic Objectives 4 and 5.*
3. By late May, complete and present a Report of Entry Findings that
  - a. synthesizes evidence collected from stakeholders and other sources

#### Benchmarks

##### Process

1. Stakeholder meetings
2. Leadership Meetings focused on strategic planning
3. Strategic Planning process developed

##### Outcome

1. [Superintendent Entry Plan](#)
2. [FPS District Improvement Plan 2022-23](#) presentation of findings completed on schedule- *District Strategic Objectives 4 and 5.*
3. Report of Entry Findings



- b. identifies strengths of the system and the most critical areas for improvement that require further inquiry
- c. identifies next steps and strategic planning to improve student learning and other district systems of support.

#### 4. Goal - Facilitation of the Redistricting Analysis Process (Standard: IV-C)

Guide the redistricting analysis process by effectively collaborating with the redistricting consulting group, Space Needs Subcommittee, and the Redistricting Advisory Committee to evaluate scenarios to assist the Franklin School Committee to be well-situated to make an informed final decision.

Key Actions	Process	Benchmarks
<ol style="list-style-type: none"> <li>1. Provide some data to consulting group and Space Needs Subcommittee as appropriate</li> <li>2. Participate in the Redistricting Working group to prepare information and provide input on scenarios</li> <li>3. Co-facilitating Redistricting Advisory Committee meetings</li> <li>4. Keep the School Committee apprised of the progress</li> <li>5. Engage the community through the process.</li> <li>6. Guide implementation of <i>District Strategic Objectives 4</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend the working group meetings</li> <li>2. Attend Redistricting Advisory</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Redistricting Website</a></li> <li>2. Redistricting presentations</li> <li>3. Redistricting scenarios for community feedback</li> <li>4. Redistricting survey/outreach data</li> <li>5. <a href="#">FPS District Improvement Plan 2022-23</a> presentation of findings completed on schedule -<i>District Strategic Objectives 4</i>.</li> </ol>

## Standards and Indicators of the Superintendent Rubric

In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes *examples* of common types of evidence<sup>1</sup> associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.

<b>STANDARD I: Instructional Leadership</b>	<b>STANDARD II: Management and Operations</b>	<b>STANDARD III: Family and Community Engagement</b>	<b>STANDARD IV: Professional Culture</b>
<i>Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</i>	<i>Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.</i>	<i>Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.</i>	<i>Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.</i>
<ul style="list-style-type: none"> <li>A. Curriculum Indicator</li> <li>B. Instruction Indicator</li> <li>C. Assessment Indicator</li> <li>D. Evaluation Indicator</li> <li>E. Data-Informed Decision-Making Indicator</li> <li>F. Student Learning Indicator</li> </ul>	<ul style="list-style-type: none"> <li>A. Environment Indicator</li> <li>B. Human Resources Management and Development Indicator</li> <li>C. Scheduling and Management Information Systems Indicator</li> <li>D. Law, Ethics, and Policies Indicator</li> <li>E. Fiscal Systems Indicator</li> </ul>	<ul style="list-style-type: none"> <li>A. Engagement Indicator</li> <li>B. Sharing Responsibility Indicator</li> <li>C. Communication Indicator</li> <li>D. Family Concerns Indicator</li> </ul>	<ul style="list-style-type: none"> <li>A. Commitment to High Standards Indicator</li> <li>B. Cultural Proficiency Indicator</li> <li>C. Communications Indicator</li> <li>D. Continuous Learning Indicator</li> <li>E. Shared Vision Indicator</li> <li>F. Managing Conflict Indicator</li> </ul>

<sup>1</sup> Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

**STANDARD I: INSTRUCTIONAL LEADERSHIP**

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	X
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	

**STANDARD II: MANAGEMENT & OPERATIONS**

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	X
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes the high-quality and effective practice.	
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	X

II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with the district- and school-level goals and available resources.	X
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<b>STANDARD III: FAMILY &amp; COMMUNITY ENGAGEMENT</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	X
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	

<b>STANDARD IV: PROFESSIONAL CULTURE</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	X
IV-C. Communication Demonstrates strong interpersonal, written, and verbal communication skills.	X
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to adapt practice and achieve improved results continuously. Models these behaviors in his or her own practice.	X
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district or school community.	
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### Proposed Timeline for Evaluation

<b>September/October</b>	School Committee approval of District Improvement Plan
<b>November</b>	School Committee approves of Superintendent Goals
<b>Winter/Spring</b>	Update from Central Office on District Improvement Plan progress
<b>Mid-April</b>	Superintendent update School Committee on progress toward Superintendent Goals and submits evidence to support evaluation process
<b>May</b>	School Committee members submit individual responses to Subcommittee Chair
<b>June</b>	Subcommittee Chair develops consensus evaluation report; shares with Superintendent and then shares publicly