

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: Supt. Evaluation

Date: October 24, 2017

Dept: School Committee

Reason: Required Vote

Enclosure: yes

Recommendation:

I recommend approval of Superintendent's evaluation professional practice goal, student learning goal, and focus areas as discussed.

Action Requested of the School Committee:

Majority vote of the School Committee is required.

<u>Vote Tabulator</u>	
C.Douglas: Y / N	A. Bergen: Y / N
MJ Scofield: Y / N	V. Bilello: Y / N
J. Jewell: Y / N	K. O'Malley: Y / N
D. Schultz: Y / N	Action: _____



Franklin Public Schools

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

To: Franklin School Committee
From: Sara E. Ahern, Ed.D., Superintendent of Schools
Re: Superintendent's Evaluation
Date: October 17, 2017

I am pleased to present the School Committee with several documents in support of my evaluation for the 2017-2018 school year. For context, I am including a one-page summary of the evaluation process, as recommended by the New Superintendent Induction Program and discussed with the Ad Hoc Superintendent Evaluation Subcommittee.

At this time, I have proposed goals with the subcommittee and I am presenting them to the entire committee. You have previously reviewed and approved the four District Improvement Goals and I am including them for your reference. I am including 3 new goals for your review and approval. Two goals are in the area of Professional Practice and one goal is a Student Learning goal.

Additionally, I am including a summary of the Superintendent's evaluation rubric, which includes four standards:

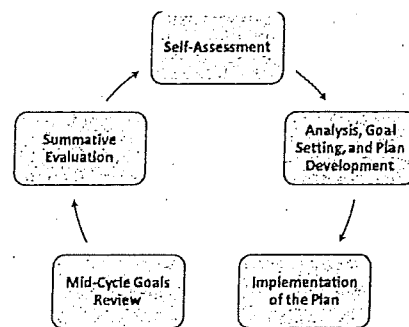
- Standard I: Instructional Leadership
- Standard II: Management & Operations
- Standard III: Family & Community Engagement
- Standard IV: Professional Culture

Each standard is subdivided into indicators; the subcommittee and I also discussed six areas of focus within the Superintendent's Rubric. I have included a rationale for selecting six areas of focus and I look forward to discussing these and the goals with you at the October 24, 2017 School Committee meeting.

Lastly, I have included a proposed evaluation timeline.

Superintendent Evaluation: the basics

New Superintendent Induction Program, May 2017



2 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

3 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

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

- Superintendent implements the goals

5 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.

6 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

STANDARDS and INDICATORS for SUPERINTENDENT EVALUATION

STANDARD III: FAMILY & COMMUNITY ENGAGEMENT 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.	
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.	

STANDARD IV: PROFESSIONAL CULTURE 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.	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	
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 continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	
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.	

STANDARDS and INDICATORS 1C. SUPERINTENDENT EVALUATION

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 measureable 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.	
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.	
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes 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.	
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	

Approved 8/22/17

**FRANKLIN PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2017-18**

Approved 8/22/17

VISION			
The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.			
THEORY OF ACTION			
If we nurture a safe, supportive, inclusive, and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.			
STRATEGIC OBJECTIVES			
<i>To help students develop connections to school; support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</i>	<i>To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	<i>To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</i>	<i>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> Assist students in developing self and social awareness skills to support an inclusive and culturally responsive school environment. <ul style="list-style-type: none"> Implement A World of Difference Peer Training Program at middle level Develop plan to implement programming that supports inclusive and culturally responsive schools at elementary and high schools Focus on Classroom Practices <ul style="list-style-type: none"> Create an SEL Leadership structure to engage stakeholders including classroom teachers, counselors, administrators Strengthen classroom practices PreK-12 that help develop 5 core SEL competencies and increase academic achievement Provide SEL Professional Development for classroom teachers <ul style="list-style-type: none"> Continue to implement Responsive Classroom at Middle School level. <ul style="list-style-type: none"> Professional development - grades 7 and 8 Implement revisions to Advisory Programs at the middle and high school levels. Continue to Develop Strategies to identify students at risk 	<ul style="list-style-type: none"> Ensure that all curriculum, instruction, and materials reflect an inclusive school environment. <ul style="list-style-type: none"> Support the implementation of the World of Difference Peer Leader Program at the three middle schools. Review and adopt grade 7 social studies and grades 6-8 math materials. Continue implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> Science Digital Learning Review grading practices beginning at the high school. Create an educator/administrator study group to examine research and best practices with regard to homework and make recommendations for K-12 homework practices and alignment with Franklin School Committee policy. <ul style="list-style-type: none"> Develop presentation and forum for parents/guardians regarding possible changes to homework 	<ul style="list-style-type: none"> Explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency. Continue to develop and strengthen the degree to which the district's and schools' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving. Implement Peer Coaching Pilot Program at the elementary level to support teacher leadership opportunities and ongoing educator growth. Complete Superintendent's entry plan and use the report of findings to begin the strategic planning process. 	<ul style="list-style-type: none"> Share work on inclusive and culturally responsive schools with families and other community stakeholders. Implement the Superintendent's entry plan; solicit input from all stakeholder groups and develop a report of findings to be shared with the community. <ul style="list-style-type: none"> Findings to be used to develop future strategic plan. Review of use of School Councils in an effort to strengthen two-way communication between schools and families. Continue to utilize standing committees as a means of fostering two-way communication and engaging stakeholders <ul style="list-style-type: none"> School Wellness Advisory Committee Substance Abuse Task Force Parent Communication Councils Joint Parent Communication Council DCF Roundtable Superintendent's Educator Roundtable Curriculum Committees Educator and Administrator Hiring Teams SEPAC Franklin Education Foundation Lifelong Learning

<ul style="list-style-type: none"> ◦ Integration of SEL into Instructional Support Team (IST) processes ◦ Explore the viability of screening and assessment tools • Ensure a Robust System of Supports is in place for all students <ul style="list-style-type: none"> ◦ Adopt and Publish MTSS Framework to communicate range of supports in place for all students ◦ Complete Needs Assessment for SEL Supports ◦ Continue to develop community partnerships as a means of supporting students and families ◦ Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children. 	<p>practices, grounded in research and best practices in the field.</p>		<ul style="list-style-type: none"> ◦ Business & Community Partnerships ◦ Booster Organizations • Report progress on School and District Improvement Plans to community via school committee meetings. • Substantially revise and update district and school websites to enhance communication.
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**Franklin Public Schools
Superintendent's Evaluation
2017-2018**

DRAFT Presented to School Committee October 24, 2017

Proposed Goals

Goal	Key Actions	Evidence of Success
<i>DIP #1: To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</i>	See District Improvement Plan	<ol style="list-style-type: none"> 1. Presentation to SC on progress 2. Documentation of SEL Committee outcomes: developmental scope and sequence, tiered model of systems of support, professional development offerings and impact 3. Analysis of school visits and classroom walkthroughs
<i>DIP #2: To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	See District Improvement Plan	<ol style="list-style-type: none"> 1. Presentation to SC on progress of science and digital learning implementation 2. Presentation to SC on review of homework practices, proposed adjustments, and suggested new handbook language 3. Analysis of school visits and classroom walkthroughs
<i>DIP #3: To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</i>	See District Improvement Plan	<ol style="list-style-type: none"> 1. Documentation of inclusive practices (e.g. district-wide letter of inclusivity) 2. Leadership team agendas and feedback 3. Feedback from participants of peer coaching pilot 4. Superintendent's Entry Plan and Report of Findings

DIP #4: <i>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>	See District Improvement Plan	<ol style="list-style-type: none"> 1. New district website and social media strategy 2. Bi-weekly communication memos to School Committee 3. Superintendent's Entry Plan and Report of Findings 4. Central office newsletters
Professional Practice Goal: <i>Effective Entry and Direction Setting -- By late spring, the district will have agreement from key stakeholder groups about a) the district's most critical strengths and opportunities for growth, b) the strategies and goals that will address them most effectively, and c) the measures that will be used to assess progress.</i>	<p>Mid-August -- Entry Plan shared with School Committee</p> <p>Fall -- monthly updates to School Committee on initial findings</p> <p>January -- Report of Findings presented to School Committee</p> <p>March -- Propose key strategies to improve student learning and other district systems of support</p> <p>April -- Collaborate with School Committee to identify 3-5 improvement goal areas</p> <p>May -- Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals</p>	<ol style="list-style-type: none"> 1. DRAFT District-wide Strategy for Improvement 2. Survey of stakeholder groups demonstrating engagement (85%), awareness (75%) and agreement (60%).
Professional Practice Goal: <i>Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program.</i>	<p>Ongoing -- Attend 8 daylong sessions.</p> <p>Ongoing -- Complete all assignments.</p> <p>Ongoing -- Consult with my coach at least monthly.</p>	<ol style="list-style-type: none"> 1. Calendar to document attendance at daylong sessions and coaching meetings. 2. Self-assessment on rubric for each assignment demonstrates proficiency. 3. School committee materials developed throughout the year
Student Learning Goal: <i>Improve MCAS/MCAS</i>	Fall -- Engage leadership team in	<ol style="list-style-type: none"> 1. Summary of data analysis

<p><i>2.0 performance of students in the High-Needs subgroup to increase the PPI to 75 in areas where it is currently below.</i></p>	<p>analysis of accountability data</p> <p>Fall/Winter -- Engage building leaders to implement student supports, curricular adjustments, and professional development to respond to outcomes from data analysis</p> <p>Winter/Spring -- Visit classrooms to observe</p>	<ol style="list-style-type: none"> 2. Summary of supports, curricular adjustments, and professional development 3. Analysis of classroom walkthroughs 4. 2018 MCAS 2.0 results (expected fall 2018)
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Focus Indicators from Superintendent's Rubric and Rationale for Selection

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.

- Connection to District Improvement goals
 - Homework
 - Science and Digital Learning standards
 - SEL skill development
 - Personalized learning
- Connection to Student Learning goal

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.

- Connection to District Improvement goals
 - SEL model development
 - Homework practice analysis
 - Superintendent's Entry Plan and Strategy Development
- Connection to Professional Practice Goal
- Connection to Student Learning Goal of improved achievement

II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

- Connected to Professional Practice goal of NSIP
- Connected to Professional Practice goal and document review to support Superintendent's Entry Findings
- Connected to Self-assessment

II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

- Connection to District Improvement goals and Professional Practice Goal
 - Superintendent's Entry Plan and Strategy Development
- Connection to Self-Assessment

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.

- Connection to District Improvement goals
 - New website
 - Focus on inclusivity
- Connection to Professional Practice goal
 - Stakeholder input for Superintendent's Entry Findings and Strategy Development

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 a postsecondary education and become a responsible citizen and global contributor.

- Connection to District Improvement goals
- Connection to Professional Practice Goal
 - Superintendent's Entry Findings and Strategy Development

Proposed Timeline for Evaluation

Late August	School Committee approval of District Improvement Goals
Late October	School Committee approval of Professional Practice and Student Learning goals
Winter -- Spring	Updates from Central Office on DIP progress
Mid-April	Sara updates School Committee on progress toward Professional Practice and Student Learning goals and submits evidence to support evaluation process.
May	School Committee members submit individual responses to Subcommittee Chair
June	Subcommittee Chair develops consensus evaluation report; shares with Superintendent and then shares publicly