

2023-2024 Superintendent Goals

Date: October 25, 2022

I am pleased to present the School Committee with several documents supporting my evaluation goals for the 2023-24 school year. You have previously reviewed and approved the [2023-24 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 recommended by the New Superintendent Induction Program and shared it 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 rubric standard is subdivided into indicators, which identify areas of continued focus.

I look forward to discussing these and the goals with you at the October 24, 2023, School Committee meeting.

Respectfully Submitted,

Lucas Giguere

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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

2023-24 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 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 |
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STRATEGIC INITIATIVES

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| 1.A. Phased implementation of tiered systems for screening, monitoring, and communicating student progress toward Social Emotional Learning Competencies | 2.A. Develop and refine guaranteed and viable curriculum and high-quality instructional materials | 3.A. Develop staff capacity to implement universally designed practices | 4.A. Conduct a comprehensive school facilities assessment | 5.A. Continue level-based support for students and staff that fosters a culture of inclusion and belonging. |
| 1.B. Phased implementation of tiered systems for tracking, responding, and communicating student behaviors | 2.B. Implement PK-12 Literacy Action Plan | 3.B. Continue phased implementation of tiered systems for screening, supporting, monitoring, and communicating academic needs and progress | 4.B. Strengthen community partnerships through various school-based teams and initiatives | 5.B. Partner with families and the community to support an inclusive environment. |

GOALS

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| • To help students develop connections to school, support positive behaviors, | • To ensure students are provided with rigorous learning opportunities | • To ensure that each student is supported and | • To ensure all stakeholders are engaged with the school community in | • To foster an inclusive learning environment where diversity is valued |
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| and increase academic achievement, FPS will enhance programs and practices while promoting the well-being of staff to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning. | that foster the development of the knowledge, skills, and dispositions they will need in their future 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. | challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs. | support of student achievement, Franklin Public Schools will enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community. | and all students feel a sense of belonging. |
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Superintendent Goals

1. Professional Practice Goal - Completion of Year 2: New Superintendent Induction Program (NSIP) ([Standard: IV-D](#))

Continue participating in the New Superintendent Induction Program (NSIP) for the second year through the Massachusetts Association of School Superintendents. The program focuses on providing new superintendents with professional learning opportunities and best practices. The program offers expert coaching and multiple chances for collaboration with peers. As an NSIP participant, I gained valuable insights on improving teaching and learning and developing techniques to achieve positive student outcomes. The ultimate goal of NSIP is to sharpen the skills of new superintendents and help them become successful instructional leaders capable of promoting substantive and realistic change at the school level.

Key Actions

1. Attend and actively participate in all scheduled NSIP sessions.
2. Successfully complete all NSIP assignments.
3. Engage in regular consultations with my assigned coach, Dr. Michael Sullivan, at least monthly to maximize the benefits of coaching.

Benchmarks

Process

1. Maintain a calendar to document attendance at all NSIP sessions.

Outcome

1. A comprehensive calendar with all NSIP session dates, times, and locations.
2. Record of all agendas and documents associated with NSIP sessions and coach's meetings.
3. Verification from NSIP that the superintendent actively engaged in the second year of the program

2. Student Learning Goal - Enhance Instructional Practices within a Universal Design for Learning (UDL) ([Standards: I-A; I-B; II-A; IV-B](#))

Strategically reflect on and refine instructional practices using a Universal Design for Learning framework to maximize student engagement and deepen educators' understanding. Employing a UDL framework to guide instructional practices aims to remove barriers that may impede student success and recognizes the diversity of learners within our district.

| Key Actions | Benchmarks | |
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| | Process | Outcome |
| <ol style="list-style-type: none"> 1. Engage the administrative team in professional development on developing skills. 2. Staff professional development that includes Universal Design for Learning topics. 3. Guide implementation of <i>District Strategic Objectives 1, 2, and 3</i>. | <ol style="list-style-type: none"> 1. District-wide professional development 2. School and Department Professional Development 3. Administrator professional development 4. Continue the development of the cycle of curriculum review. 5. Continue to strengthen structures for literacy curriculum implementation and development. | <ol style="list-style-type: none"> 1. PreTreat Presentation 2. Admin Retreat Presentation 3. Back to School Presentation 4. A-Team Agendas and Presentations 5. Professional Development communications, plans, and presentations focused on UDL 6. FPS District Improvement Plan 2022-24 <i>District Strategic Objectives 1, 2, 3, and 5.</i> |

3. Goal - Budget and Fiscal Management ([Standards: II-E; IV-C](#))

Lead a transparent and collaborative budget development process that engages key stakeholders to identify and allocate the necessary systems, resources, and support to enhance student learning district-wide.

| Key Actions | Benchmarks | |
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| | Process | Outcome |
| <ol style="list-style-type: none"> 1. Develop a budget development process and the timeline for FY25. 2. Provide ongoing budget information with the Budget Subcommittee, School Committee, and other committees throughout the year. 3. Identify systems and resources (human and materials) needed to support our district adequately. 4. Prepare and present a comprehensive budget recommendation to the school committee that is understandable to the public. | <ol style="list-style-type: none"> 1. Leadership Meetings focused on budget development and strategic planning 2. Attend/participate in Budget Subcommittee, School Committee, and other committee meetings that occur throughout the year. 3. Work with the School Business Administrator to deliver administrative training on the District budget, budget operations, and budget development. | <ol style="list-style-type: none"> 1. Budget Development Timeline 2. FPS FY25 Budget Book 3. FY25 Budget Presentations 4. FPS District Improvement Plan 2022-24 <i>District Strategic Objectives 4.</i> |

4. Goal - Comprehensive School Facilities Assessment and Visioning Process ([Standard: III-B, IV-C, IV-E](#))

Provide effective school facility assessment and visioning guidance by fostering collaboration with the Comprehensive School Facilities Assessment Subcommittee, Facilities Department, School Committee, consultants, and key stakeholders to ensure a comprehensive and informed approach to our district's school facilities planning.

| Key Actions | Benchmarks | |
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| | Process | Outcome |
| <ol style="list-style-type: none">1. Co-develop a Request for Proposal/Qualifications detailing the scope of the following:<ol style="list-style-type: none">a. Facilities Assessmentb. Educational Visioning.2. Request an updated Demographic study and student enrollment forecast from Jerome McKibben & Associates using the 2020 Census data.3. Provide updates to the School Committee and community as appropriate.4. Engage the community through the process. | <ol style="list-style-type: none">1. Participate in the RFP selection process.2. Attend all procurement, facilities assessment, and other working group meetings.3. Engage the administrative team at each building in the vision and facilities analysis process.4. Participate in the community-facing visioning sessions | <ol style="list-style-type: none">1. Request for Proposal2. Comprehensive School Facilities Assessment Report3. FPS District Improvement Plan 2023-24 presentation of findings completed on schedule4. District Strategic Objectives 4. |

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 evidence¹ 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.

STANDARD I:

Instructional Leadership

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.

- A. Curriculum Indicator
- B. Instruction Indicator
- C. Assessment Indicator
- D. Evaluation Indicator
- E. Data-Informed Decision-Making Indicator
- F. Student Learning Indicator

STANDARD II:

Management and Operations

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.

- A. Environment Indicator
- B. Human Resources Management and Development Indicator
- C. Scheduling and Management Information Systems Indicator
- D. Law, Ethics, and Policies Indicator
- E. Fiscal Systems Indicator

STANDARD III:

Family and Community Engagement

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.

- A. Engagement Indicator
- B. Sharing Responsibility Indicator
- C. Communication Indicator
- D. Family Concerns Indicator

STANDARD IV:

Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

- A. Commitment to High Standards Indicator
- B. Cultural Proficiency Indicator
- C. Communications Indicator
- D. Continuous Learning Indicator
- E. Shared Vision Indicator
- F. Managing Conflict Indicator

¹ 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.

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| 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. | X |
| 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. | X |
| 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. | X |
| 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. | X |

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| 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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| 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. | X |
| 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. | |

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| 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. | 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. | |

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| 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 | |
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| September/October | School Committee Approval of District Improvement Plan |
| November | School Committee Approval of Superintendent Goals |
| Winter/Spring | Update from Central Office on District Improvement Plan progress |
| Mid-April | The superintendent updates the School Committee on progress toward Superintendent Goals and submits evidence to support the evaluation process |
| May | School Committee members submit individual responses to the Subcommittee Chair |
| June | Subcommittee Chair develops a consensus evaluation report, shares it with the Superintendent, and then shares it publicly. |