

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: Supt. Goals 20-21

Date: December 22, 2020

Dept: School Committee

Reason: Required Vote

Enclosure: yes

Recommendation:

Superintendent's Goals 2020-21

I recommend approval of the Superintendent's Goals for 2020-2021 as discussed.

Action Requested of the School Committee:

Majority vote of the School Committee is required.

<u>Vote Tabulator</u>	
A Bergen:	Y / N T Keenan: Y / N
J D'Angelo:	Y / N M J Scofield: Y / N
J Pond-Pfeffer:	Y / N D Spencer: Y / N
E Stokes:	Y / N Action: _____

**Franklin Public Schools
Superintendent's Evaluation
2020-2021**

DRAFT -- To Be Presented to School Committee December 22, 2020

Self-Assessment

The District is pursuing common goals for all educators in order to streamline and focus the educator evaluation process in the midst of the current Coronavirus pandemic. Common goals have been provided to educators in consideration of the current learning environment, which is heavily influenced by the pandemic. The goals are intentionally broad and focus on the most important objectives of the school year, which is to cultivate learning experiences across learning platforms that guide students to identify their strengths, interests, and needs, take academic risks and challenge themselves.

In collaboration with their evaluators, educators have the opportunity to personalize these broad goals by developing additional specificity pertinent to their role and through the development of action steps specific to areas of interest/focus or role within the school setting for the 2020-2021 school year.

I have adapted a professional practice and student learning goal specific to my role as Superintendent of Schools. I am proposing a professional practice goal in the area of **collaboration and communication with stakeholders**. This is in response to the School Committee's feedback in my 2019-2020 evaluation as well as in consideration of new communication needs and platforms as a result of the pandemic shut down and reopening of schools. I am also taking into consideration the timing, which necessitates a new Strategy for Improvement, as our previous strategy expires at the end of the 2020-2021 school year.

This professional practice goal will expand my skills in communicating as Superintendent. Last year, we spent considerable time focusing on the "system's" communication strategy through our website, social media, and e-mail lists. This goal extends that strategy to be more personal to me as the Superintendent of the district and will focus on my growth in the use of new tools to communicate in the virtual environment. I plan to extend this goal into the 2021-2022 school year.

I am proposing a student learning goal focused on the **social and emotional well-being of students and of staff**. Assessments such as the Devereux Student Strengths Assessment (DESSA) and student well-being surveys from the beginning of the school year assist the district in understanding the SEL needs of students in our schools. Additionally, I am also aware that emerging SEL needs

are appearing as a result of the pandemic and a long term plan for addressing them will be important. This proposed goal continues with a theme from last which is establishing a baseline for future growth. I plan to extend this goal into the 2021-2022 school year.

Proposed Goals

Professional Practice Goal

Aligns with all Focus Indicators described below.

For the 2020-2021 school year, I will increase my collaboration and communication skills with stakeholders -- in particular the students, families, faculty/staff, administrative team, and School Committee of Franklin Public Schools -- to support the SEL and academic needs of our students as identified in the Franklin Public Schools' *Portrait of a Graduate*. This will be evident by developing and implementing effective communication and collaboration methods in remote environments that engage students, families, and faculty/staff in a meaningful and consistent manner. The outcome will be a new District Strategy for Improvement document for 2021-2024.

Key Actions

- I will initiate a monthly Superintendent's Blog to share perspectives on teaching and learning, particularly as related to the District's *Portrait of a Graduate*. I will also use this blog as a vehicle to share the story of the district, particularly as it relates to finances and recent/projected trends.
- Initiate monthly engagement opportunities for students and families to interact with the district administration and me on a regular basis. I will elicit feedback from students within level-based focus groups on their current school experience (both hybrid and remote), particularly after months of being away from school.
- I will continue to utilize Joint PCC meetings to continue to promote equity of enrichment opportunities across schools in elementary and middle schools.
- I will leverage the use of District platforms to educate the Committee and community about the roles and expectations of various District personnel such as administrators, specialists, and support staff.
- I will continue to implement parent/family education forums on relevant, timely topics such as mental health/anxiety, substance abuse prevention, supporting students in hybrid/remote environments, and homework.
- I will seek feedback from community members on the current Strategy for Improvement 2018-2021 and enlist the administrative team and School Committee in planning for 2021-2024.

Benchmarks

- By March, I will have provided the opportunity for the community to learn more about the roles and expectations of various

District personnel.

- By June, there will have been 4 family education forums.
- By June, data will be collected on PCC contributions and activities across the schools.
- By June, there will have been at least six blog articles and six engagement opportunities for families and students.
- By the end of the school year, the District will propose a new Strategy for Improvement that considers various perspectives towards the common vision of the Franklin Public Schools' *Portrait of a Graduate*.

Student Learning Goal

Aligned with Focus Indicators I-A. Curriculum; I-B Instruction; II-E. Fiscal Systems; III-A. Communication; IV-E. Shared Vision

For the 2020-2021 school year, I will support the students' development of SEL skills by working with the administrative team and Social-Emotional Learning Committee to identify the District's current implementation of Tiered Supports and build a recommended budget plan to better support the implementation of a tiered model for SEL.

I will also attend to the SEL well-being of students (indirectly) by attending to the well-being of faculty and staff by gathering perception data relative to staff well-being.

Key Actions

- Analyze data from student well-being surveys and DESSA assessments to establish a baseline.
- Identify and assess tiered supports currently in place for social-emotional learning.
- Identify necessary supports including assessments for screening and progress monitoring, personnel, and interventions for implementation.
- Propose a budget plan to the School Committee to support a tiered system of SEL supports. This is likely to span multiple years.
- Hold regular check-in meetings with the Reopening Monitoring Team to hear feedback on faculty/staff well-being and stress; make adjustments, as feasible, to address faculty/staff concerns.
- Research and select a tool. Survey staff mid-year and end-of-year to assess perceptions of well-being.
- Monitor personnel recruitment and retention data; continue the practice of conducting/offering exit interviews.

Benchmarks

- By September, January, April, and June, I will provide the School Committee with comprehensive personnel updates.
- By the end of January 2021, I will have baseline survey data about faculty and staff perceptions of well-being. I will set a multi-year growth measure based on this baseline data.

- By Spring 2021, I will propose an FY 22 budget and budget plan to support the development of a more robust tiered system of SEL supports.
- By June 2021, I will have an end of year survey data about faculty and staff perceptions of well-being from which to base future goal development.

Focus Indicators from Revised (2019) Superintendent's Rubric*I-A. Curriculum*

Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implements effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-B. Instruction

Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional 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 readiness levels.

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, and provides the resources and support to ensure district-wide compliance.

II-E. Fiscal Systems

Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

III-A. Communication

Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance provided in multiple formats and reflects an understanding of and respect for different families' home languages, culture, and values.

IV-E. Shared Vision

Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.