

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: Supt. Goals

Date: November 27, 2018

Dept: School Committee

Reason: Required Vote

Enclosure: yes

Recommendation:

Superintendent's Goals

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

Action Requested of the School Committee:

Majority vote of the School Committee is required.

Vote Tabulator

A. Bergen: Y / N

D. Schultz: Y / N

C. Douglas: Y / N

MJ Scofield: Y / N

D. Feeley: Y / N

G. Zub: Y / N

M. Linden: Y / N

Action: _____

Franklin Public Schools
Superintendent's Evaluation
2018-2019

DRAFT -- To Be Presented to School Committee November 27, 2018

Proposed Goals

Professional Practice Goal

Continue to develop skills in strategy development, data analysis, and instructional leadership by completing the second year of the New Superintendent Induction Program (NSIP).

- Attendance at all NSIP content days (5 days over the course of the school year)
- Participation in at least 4 hours of coaching per month, receiving feedback on leadership meetings and including visitation to schools and classrooms
- Collaborative development, with the Leadership Team, of a multi-year Action Plan with measurable outcomes and outputs of high leverage initiatives in the District's *Strategy for Improvement 2018-2021*

Student Learning Goal

By the end of the 2018-2019 school year, students will demonstrate growth in social-emotional learning skills across the CASEL Five SEL Competencies and demonstrate increased engagement in school.

- Establish a baseline of student SEL skills through the DESSA pilot.
- Determine initial growth measures by assessing students' SEL skills at the midpoint and end-of-year.

- Examine chronically absent student data and develop a system-wide approach to addressing student attendance. Monitor ongoing efforts of building leadership teams at schools to respond to student absenteeism.
- Determine initial growth measures by assessing the impact of student attendance practices with a goal of reducing the # of students reported as chronically absent.

- Provide resources and opportunities for the development of more personalized learning and project-based learning through participation in MAPLE and EdLeader21 *Portrait of a Graduate*.
- Determine baseline of student satisfaction and engagement through climate and culture survey at the conclusion of the 2018-2019 school year.

Focus Elements from Superintendent's Rubric

I-B. Instruction

I.B.3. Diverse Learners' Needs: While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.

I-E. Data-Informed Decision Making

I.E.1. Knowledge and Use of Data: Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyzing the data for decision-making purposes.

II-D. Laws, Ethics, and Policies

II.D.1. Laws and Policies: Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. 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- and school-level goals and available resources.

II.E.1. Fiscal Systems: Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.

III-A. Communication Indicator

III.A.1. Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school, and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.

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.

IV.E.1. Shared Vision Development: At all grade levels, continuously engages administrators, staff, students, families and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.

District's Strategy for Improvement -- Sample Evidence

Objectives	Annual Benchmarks 2018-2019	<u>Examples</u> of Evidence Which May be Provided
<p><i>Social-Emotional Well-being of Students and Staff</i></p>	<ul style="list-style-type: none"> ● Develop a cohesive plan for social-emotional learning, aligned to the FPS vision of SEL <ul style="list-style-type: none"> ○ Pilot Devereaux Student Strengths Assessment (DESSA) to establish a baseline of students' SEL skills ○ Implement Project Interface to promote connections with mental health providers ● Continue to build educator capacity in developing students' SEL skills ● Implement PD with consultant Jessica Minahan to deepen practice on targeted interventions ● Complete district-wide review of counseling services; begin to implement ● Create and implement a plan to provide staff with opportunities to focus on their well-being and self-care ● Develop a system-wide response to improve student attendance ● Develop new long-term goals for SEL-focused committees: Substance Abuse Taskforce and Student Wellness Advisory Council ● Complete School Start Times Advisory Committee study ● Continue to focus on school safety through collaboration with community partners: physical enhancements; training; communication 	<p>Outputs:</p> <ul style="list-style-type: none"> ● SC Presentation on District progress towards Objective #1 ● School Start Times Advisory Committee report and recommendations to School Committee ● Professional development on school safety; facilities updates; revised safety plans <p>Outcomes:</p> <ul style="list-style-type: none"> ● A baseline of students' SEL skills and growth ● Baseline number of referrals to mental health providers ● Recommendations for counseling services ● Data related to staff well-being: recruitment, retention, satisfaction, sense of safety, lower stress ● Reduction in % of students chronically absent ● MW Health Survey data ● Educator practices in classroom related to SEL (Responsive Classroom; DESSA techniques)
<p><i>Rigorous and Engaging</i></p>	<ul style="list-style-type: none"> ● Expand upon rigorous standards-based curriculum units, which focus on the development of 21st-century skills 	<p>Outputs:</p> <ul style="list-style-type: none"> ● PD on literacy practices in

<p><i>Curriculum</i></p>	<ul style="list-style-type: none"> ○ 2018-2019 Focus areas: Social Studies, Digital Literacy, Secondary Mathematics, Elementary Literacy ● Engage educators and community members in the development of Franklin Public Schools' <i>Portrait of a Graduate</i> ● Examine the current curriculum and expand opportunities for student choice and voice ● Continue to examine homework practices across the district and align to best practices/current research in fostering intended learning outcomes 	<p>PreSchool-5</p> <ul style="list-style-type: none"> ● PD on new mathematics program ● Presentation to SC to update on progress towards Objective #2 ● Participation in PD and the initial steps to develop a local <i>Portrait of a Graduate</i> ● PD to expand opportunities for student voice and choice ● Homework forum for parents and students <p>Outcomes:</p> <ul style="list-style-type: none"> ● Academic scores on state and local measures ● A shared vision of an FHS graduate across the community (two-year outcome) ● Greater student engagement in school - attendance, satisfaction, observation in classrooms ● Revised homework practices, which are aligned to school committee policy ● Evidence of practices in classroom visits -- e.g. reader's/writer's workshop; Illustrative Math
<p><i>High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner</i></p>	<ul style="list-style-type: none"> ● Develop and implement a continuum of services for enrichment and interventions <ul style="list-style-type: none"> ○ A tiered system of instruction for SEL 	<p>Outputs:</p> <ul style="list-style-type: none"> ● SC presentation to update on progress toward Objective #3

	<ul style="list-style-type: none"> ○ A tiered system of instruction for academics: e.g. iReady; specialized reading instruction ● Explore dual enrollment options ● Revise the Kindergarten screening process ● Strengthen communication among teams of educators: e.g. co-teaching partnerships; Team Chairs, principals, and central office; District Leadership Team; ● Refresh district-wide practices in elementary literacy instruction ● Strengthen personalized learning opportunities <ul style="list-style-type: none"> ○ Partner with the Massachusetts Personalized Learning Network (MAPLE) ○ Expand online/blended learning opportunities ● Teachers' "Design a Project" Challenge ● Continue to develop capacity in inclusive, culturally responsive instructional practices 	<ul style="list-style-type: none"> ● Development of Desired Model of Tiered Services for SEL and Academics ● Establishment of a dual enrollment agreement ● New K Screening process ● Curriculum documents reflect personalized learning; blended learning; project-based learning <p>Outcomes:</p> <ul style="list-style-type: none"> ● Perceived improvement in communication among faculty and staff ● Literacy practices, personalized learning opportunities, Project-Based Learning, culturally responsive practices are observable in classroom visits
<p>Effective Two-Way Communication to Support Student Learning</p>	<ul style="list-style-type: none"> ● Develop and communicate a Communication Plan for FPS Central Office <ul style="list-style-type: none"> ○ Revise and expand communication channels to enhance engagement with the community ● Continue to develop new websites ● Leverage social media to drive traffic to the district's new website ● Implement new Social Media Policy ● Expand Human Resources communications to enhance recruitment and employee services ● Revise Budget Book for FY 20 ● Strengthen the use of School Councils across the district's schools ● Develop and implement a parent education series: e.g. 	<p>Outputs:</p> <ul style="list-style-type: none"> ● Publicized communication plan with expanded communication channels ● Revised websites with updated content, driven by social media traffic ● Revised budget book ● School council agendas and minutes ● Parent education series delivered ● Strategy for Improvement-Action Plan developed and published

	<p>Homework, Adolescent Mental Health, Social Media, and Contemporary Education</p> <ul style="list-style-type: none">● Seek feedback on District's Strategy for Improvement● Develop a multi-year action plan consistent with District's Strategy for Improvement● Strengthen and grow community partnerships: e.g. YMCA, Franklin Food Pantry, Dean College, Homeless Council, SAFE Coalition, William James College, Franklin Cultural District	<p>Outcomes:</p> <ul style="list-style-type: none">● More applicants for tough to fill positions● Feedback from parents after education series● Community partnerships and evidence of impact on students (e.g. enrollment, services provided)
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