

**Franklin Public Schools
Franklin, Massachusetts 02038**

Action Required

Subject: 21-22 Superintendent's Goals

Date: October 12, 2021

Dept: School Committee

Reason: Required Vote

Enclosure: yes

Recommendation:

Superintendent's Goals 2021-22

The Chair recommends approval of the Superintendent's Goals for 2021-22 as detailed.

Action Requested of the School Committee:

Majority vote of the School Committee is required.

Vote Tabulator

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
2021-2022**

DRAFT -- To Be Presented to School Committee October 12, 2021

Self-Assessment

The School Committee approved my goals in December 2020. The discussion at that time was that the goals would be two-year goals and would be tweaked midway to be sure that they were still appropriate in 2021-2022. The goals presented here are based on reflecting this fall and are modified based on that reflection, feedback from the School Committee in my evaluation, and input from faculty/staff and administrators. The goals I set last year were consistent with the common goals provided to all educators in order to streamline and focus the educator evaluation process in the midst of the Coronavirus pandemic.

For the 2021-2022 school year, I am proposing to continue with a professional practice goal in the area of **collaboration and communication with stakeholders**. This professional practice goal has resulted in expanding my skills in communicating as Superintendent. In previous years, we spent considerable time focusing on the “system’s” communication strategy through our website, social media, and e-mail lists. This goal continues to extend that strategy to be more personal to me as the Superintendent of the district. As we begin the 2021-2022 school year, there continue to be important needs around communication about health and safety, District Improvement efforts, and long term planning (e.g. finances, facilities, enrollment). Additionally, expectations have increased as a result of the pandemic where new avenues like Zoom and Google Meet have afforded some additional “face-to-face” opportunities. Communication has also been cited as an area of need in multiple forms of feedback from faculty/staff, connecting my professional practice goal to my student learning goal. Additionally, as we return to school full and in-person this fall, we are beginning to identify the impact of the pandemic and opportunities that have arisen. It is an opportune time to be building towards a new District Strategy for Improvement.

I am proposing to continue the student learning goal focused on the **social and emotional well-being of students and of staff**. Social-emotional well-being is inherently connected to academic success. The professional well-being of staff directly impacts the well-being of students. The well-being of families and caregivers, also impacts the well-being of students. We are witnessing the emotional toll that pandemic has had on students, their families, and our employees, which is why I propose to continue my goal from last year. We are still working towards a data collection tool system-wide for assessing social-emotional well-being of students and we do not yet have current Metrowest Youth Risk Behavior survey data to inform us.

A Panorama Faculty and Staff Perceptions Survey was implemented as part of my goal during the 2020-2021 school year. Data from this survey, when combined with other data sources, is being used to focus action steps towards improving staff perceptions of professional well-being. Highlights from the survey include:

- **83%** of teachers felt frequently or almost always engaged at work (within the past week).
- **83%** of teachers felt frequently or almost always excited at work (within the past week).
- **95%** of teachers felt their work to be *quite or extremely meaningful*.
- **98%** of teachers felt their work to *matter* quite a bit or a tremendous amount.

Areas of opportunity also emerged:

- 23% of teachers feel that the professional development opportunities are quite or extremely valuable. 43% said somewhat.
- 17% of teachers feel that they have input on individualizing PD opportunities.
- 17% of teachers feel that PD has been quite or extremely relevant to their content.

This feedback aligns with conversations and feedback we have received about professional development in small group settings with faculty/staff. Results from the staff survey in the areas of Cultural Awareness and Action and Educating All Students help us to focus some aspects of our professional development.

Communication emerged as a theme from comments in the survey and aligns with feedback from other data sources. Therefore, the proposed two areas of focus within this goal are related to professional development and communication.

Proposed Goals

Professional Practice Goal

Aligns with all Focus Indicators

For the 2020-2022 school years, 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 virtual and in-person 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 2022-2025.

Key Actions

- Continue to leverage the use of District platforms to educate the Committee and community about
 - Greater specificity about the roles and expectations of various District personnel, including but not limited to Digital Learning Integrationists, elementary interventionists, school psychologists/counselors, ESPs, curriculum specialists, and Director of SEL and Equity,
 - Historic, current, and future status of school finance, enrollment, and facilities use,
 - Our efforts to affirm diversity, promote equity, and foster inclusion.
- Continue monthly engagement opportunities such as “Coffees and Conversation” for families to interact with the district administration and me on a regular basis. Will seek feedback from participants on its effectiveness.
- Continue to utilize Joint PCC meetings to promote equity of enrichment opportunities across schools in elementary and middle schools.
- Continue to implement parent/family education forums on relevant, timely topics such as family well-being, mental health/anxiety, social media, and substance abuse prevention.
- Seek feedback from community members on the current Strategy for Improvement 2018-2021 and enlist the administrative team and School Committee in planning for 2022-2025.

Student Learning Goal

Aligned with Focus Indicators

For the 2020-2022 school years, 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 professional well-being of faculty and staff by gathering and acting upon perception data relative to staff professional well-being.

Key Actions

- Continue to analyze data from student SEL assessments (DECA and DESSA) and monitor the roll out across all elementary schools.
- Continue to identify and assess tiered supports currently in place for social-emotional learning. Work with stakeholders

- (administration, School Committee, faculty/staff, and families) to formalize an MTSS model as a foundation for improvement.
- Propose a budget plan to the School Committee to support the MTSS vision. This will continue to span multiple years.
 - Apply data from faculty/staff baseline survey to improve staff and faculty professional well-being.
 - Increase participation rate of survey respondents of 48.9% to 70%
 - Increase favorability on professional development by 10%. Long term goal is to be above the 50th percentile or higher.
 - Support the Professional Development Committee in responding to educator’s feedback and align time in the PD calendar
 - Build more choice and voice into professional development offerings
 - Provide opportunities for educators to provide professional development to each other
 - Support building administrators in their focus on professional well-being of faculty/staff
 - Convene monthly casual virtual “coffees” for faculty/staff to drop in and meet with me and the central office team. The purpose will be to provide an informal avenue for dialogue.
 - Reconvene Superintendent’s Roundtable - monthly meetings of a representative group of educators from around the District to dialogue about District-wide matters.
 - Issue a quarterly faculty/staff newsletter. Seek feedback after the second edition and make adjustments.
 - Resume monthly school visits and walkthroughs with building principals. Provide follow up notes to faculty.
 - Provide support (e.g. professional development, guidelines for curriculum and instruction, building awareness of holidays/national months of recognition and how to approach with students) to faculty and staff on affirming diversity, promoting equity, and fostering inclusion.

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.