

Superintendent's Proposed Goals & Evaluation Focus Indicators 2021-2022

Franklin Public Schools School Committee
October 12, 2021

Components of Superintendent's Evaluation

- Progress towards District Improvement Goals
 - Approved September 14, 2021
- Progress towards Professional Practice Goal and Student Learning Goal
 - Goals set in December 2020 were intended to be 2-year goals
- Evidence of performance towards indicators in Superintendent Performance Rubric
 - DESE suggests 6-8 focus indicators to be selected

Proposed Focus Indicators

Same as 2020-2021:

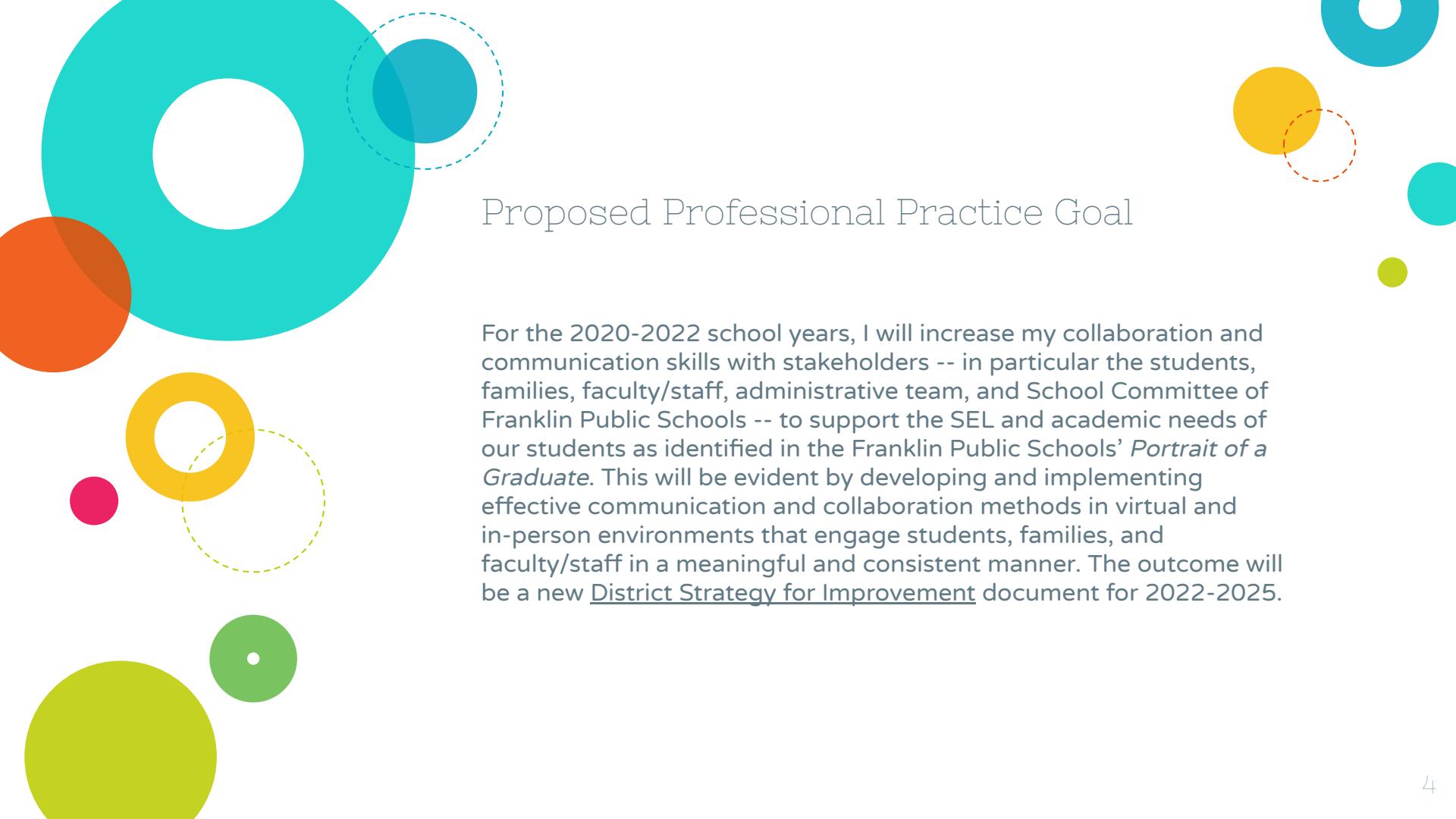
- I-A. Curriculum*
- I-B. Instruction*

II-D. Laws, Ethics, and Policies

II-E. Fiscal Systems

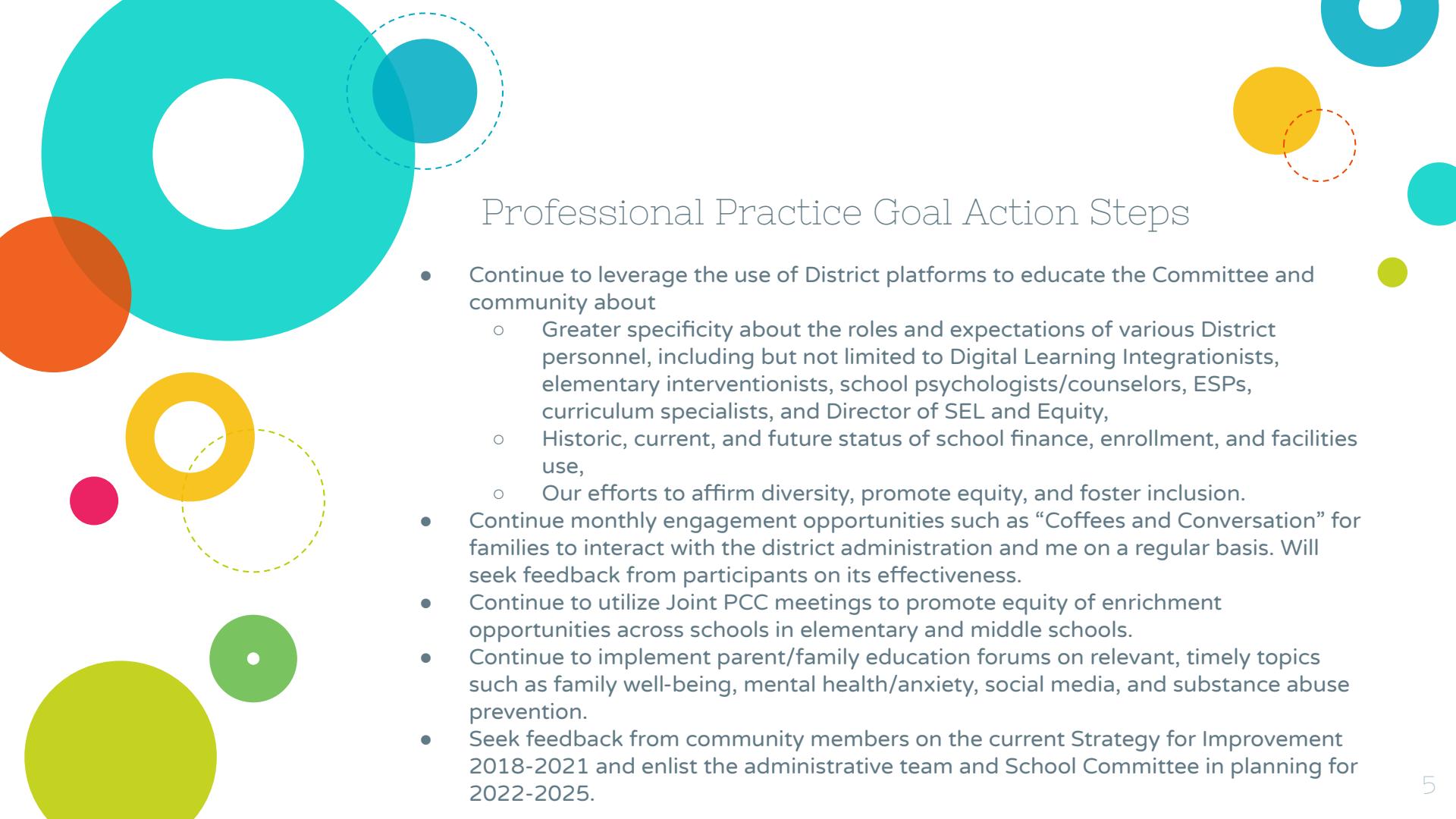
III-A. Communication

IV-E. Shared Vision



Proposed Professional Practice Goal

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.



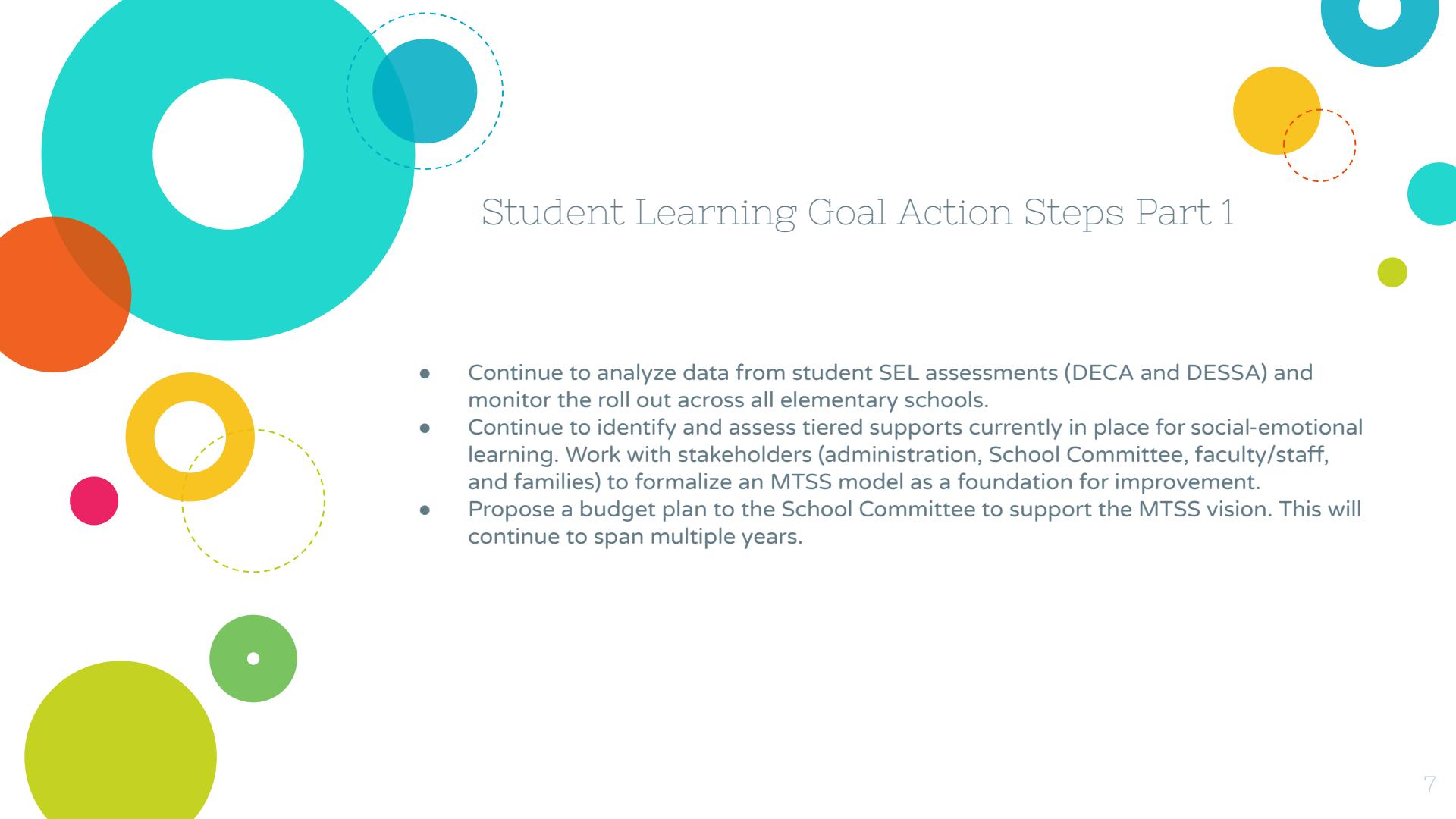
Professional Practice Goal Action Steps

- 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.

Proposed Student Learning Goal

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.



Student Learning Goal Action Steps Part 1

- 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.



Student Learning Goal Action Steps Part 2

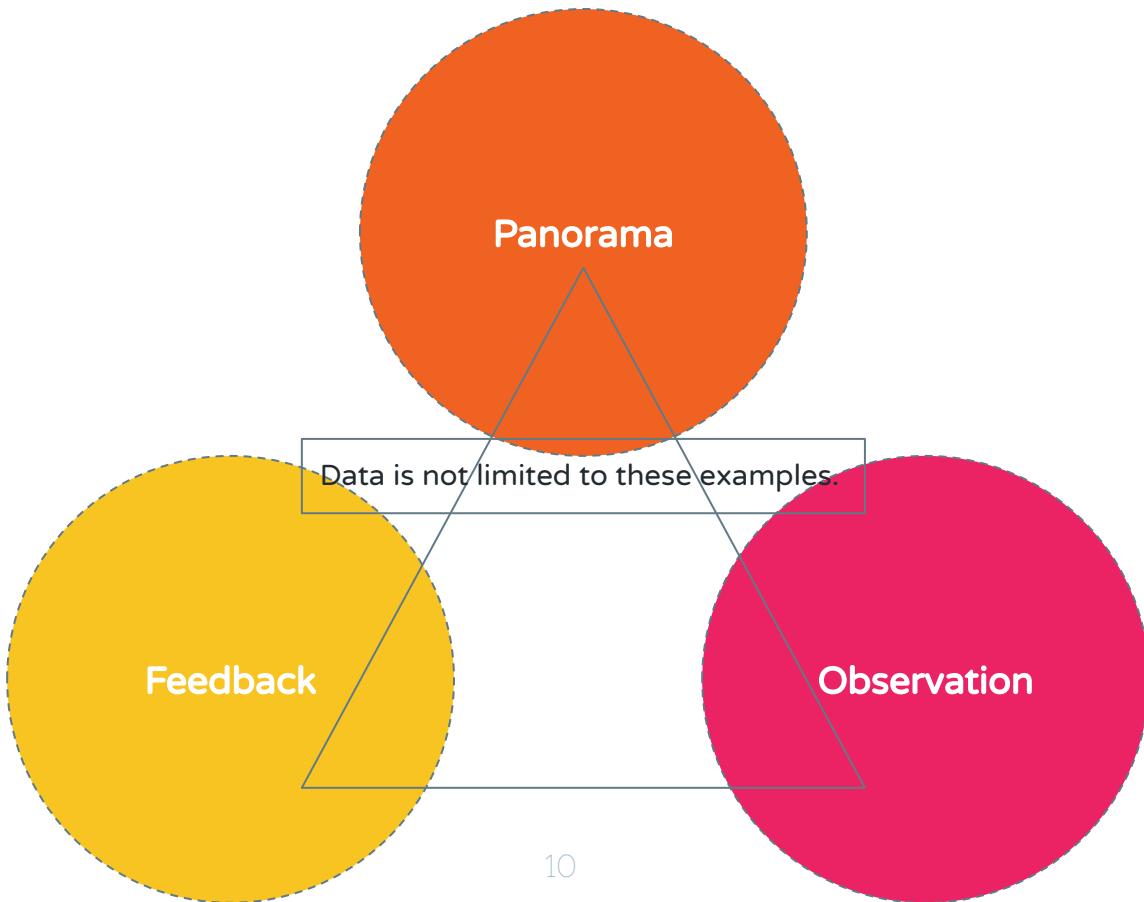
- Apply data from faculty/staff baseline survey to improve staff and faculty professional well-being.
 - Increase participation rate of survey respondents of 48.9% to 70%
 - Increase favorability on professional development by 10%. Long term goal is to be above the 50th percentile or higher.
- Support 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.



Data as a Flashlight

Panorama survey results from faculty and staff provide us with a flashlight for areas of celebration and opportunities of growth.

Triangulating Data



299/115

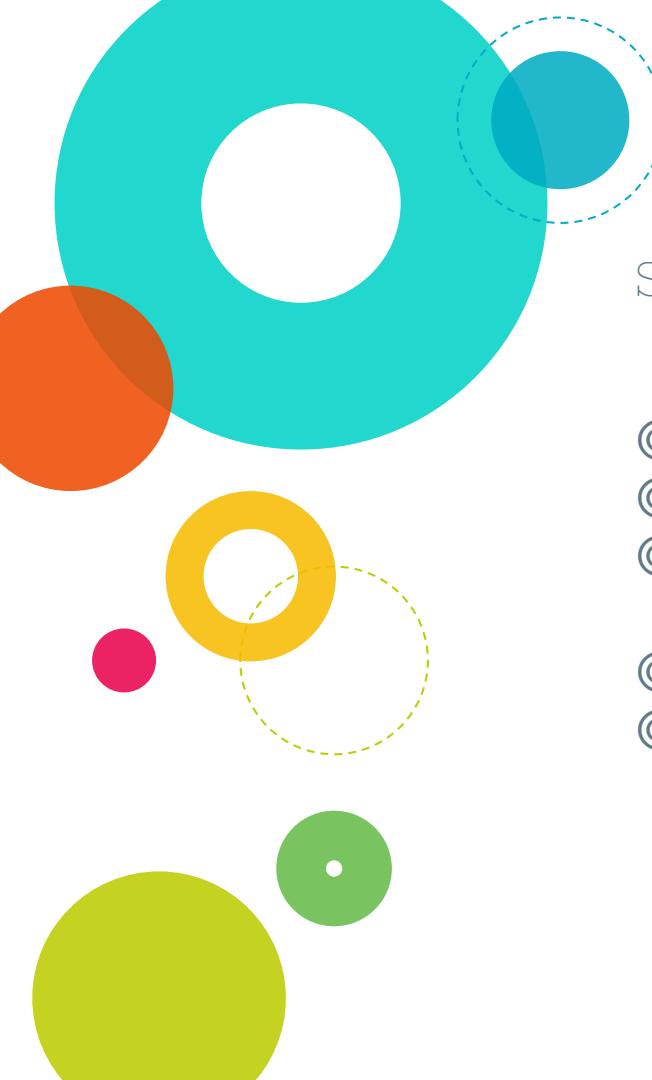
Number of Faculty/Staff completing the survey

48.9%

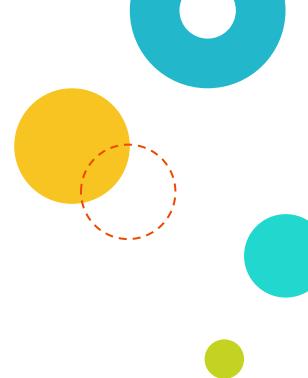
Percent of faculty/staff responding

Early May

Survey timeframe



Strands of the Survey

- ◎ Well-being
 - ◎ Belonging
 - ◎ Cultural Awareness and Action (adult focused)
 - ◎ Educating all Students (Teachers only)
 - ◎ Professional Learning
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Survey Summaries

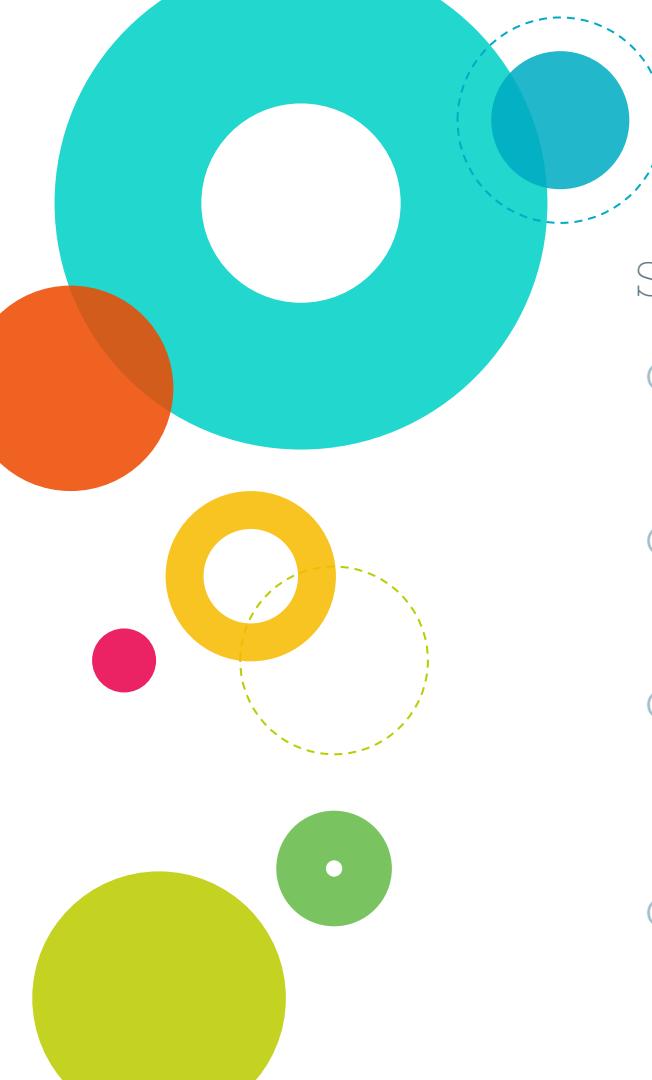
	Teacher Survey	Staff Survey
Well-being	58%	78%
Belonging	66%	64%
Cultural Awareness and Action (adult focused)	54%	57%
Educating All Students	63%	
Professional Learning	35%	41%



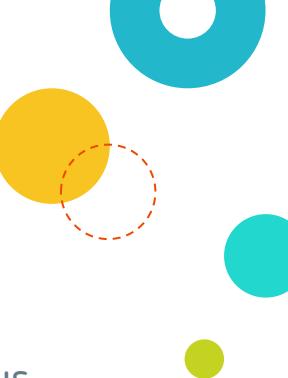
Data that follows is from the teacher survey.

Staff surveys yielded very similar results.

Staff category is very broad with many different roles; it is hard to generalize.

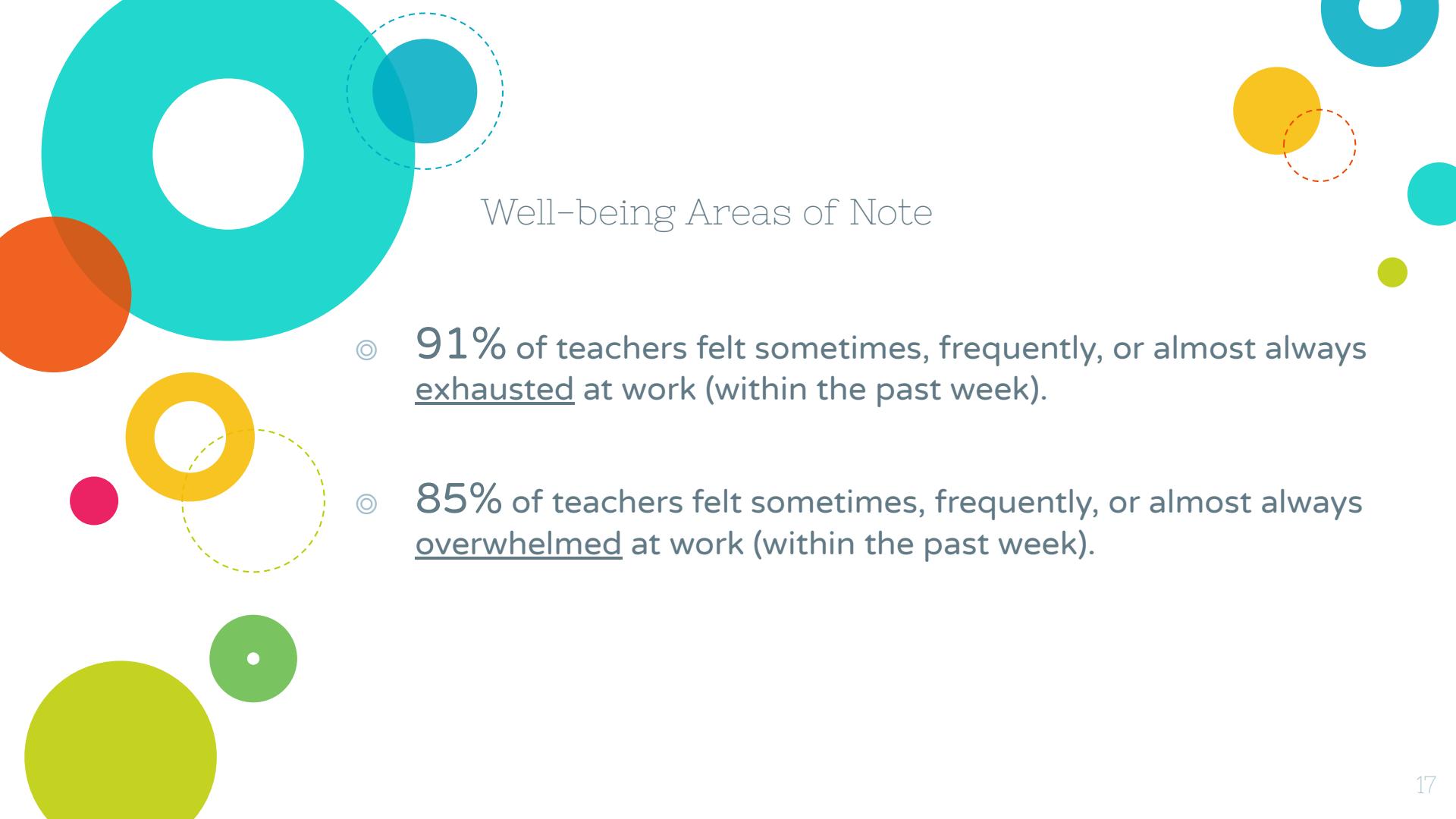


Selected Areas of Celebration

- ◎ 82% of teachers feel that quite a bit or a tremendous amount of respect is shown by colleagues.
 - ◎ 88% of teachers think about what colleagues of different races, ethnicities, or cultures experience.
 - ◎ 79% of teachers feel quite or extremely comfortable incorporating new material about people from different backgrounds into their curriculum.
 - ◎ 64% of teachers feel their colleagues' ideas are quite or extremely helpful in improving their teaching.
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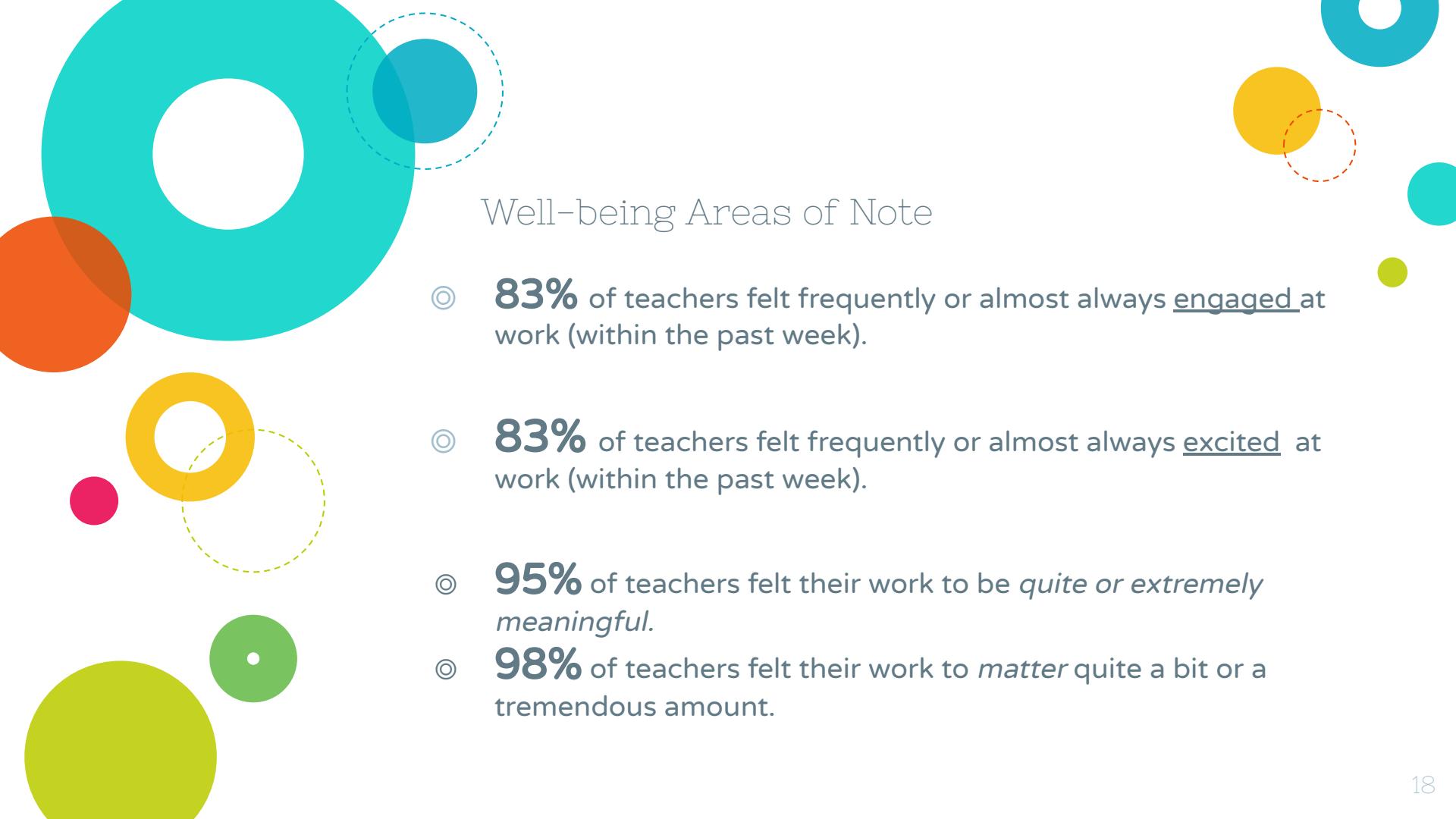
Selected Areas of Opportunity

- ◎ Within areas of celebration, there are individuals who responded in the lowest category of each question. We don't want to lose sight of this when looking at the averages.
- ◎ 30% of teachers felt quite or extremely confident that adults at school can have honest conversations about race with each other. 43% are somewhat confident.
- ◎ 31% of teachers felt that their school helps staff speak out against racism quite or extremely well. 41% are somewhat comfortable.
- ◎ 36% of teachers felt that they could quite or extremely easily address a sensitive issue of diversity if it arose in class. 53% said somewhat.
- ◎ 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.



Well-being Areas of Note

- ◎ 91% of teachers felt sometimes, frequently, or almost always exhausted at work (within the past week).
- ◎ 85% of teachers felt sometimes, frequently, or almost always overwhelmed at work (within the past week).



Well-being Areas of Note

- ◎ **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*.

2021–2022 District Efforts

Build Choice and Voice
into Professional
Development

1

Publish a Faculty/Staff
District Newsletter

3

Specific Supports for
DEI

5

Re-establish
Faculty/Staff
Roundtable group with
the Superintendent and
Central Office

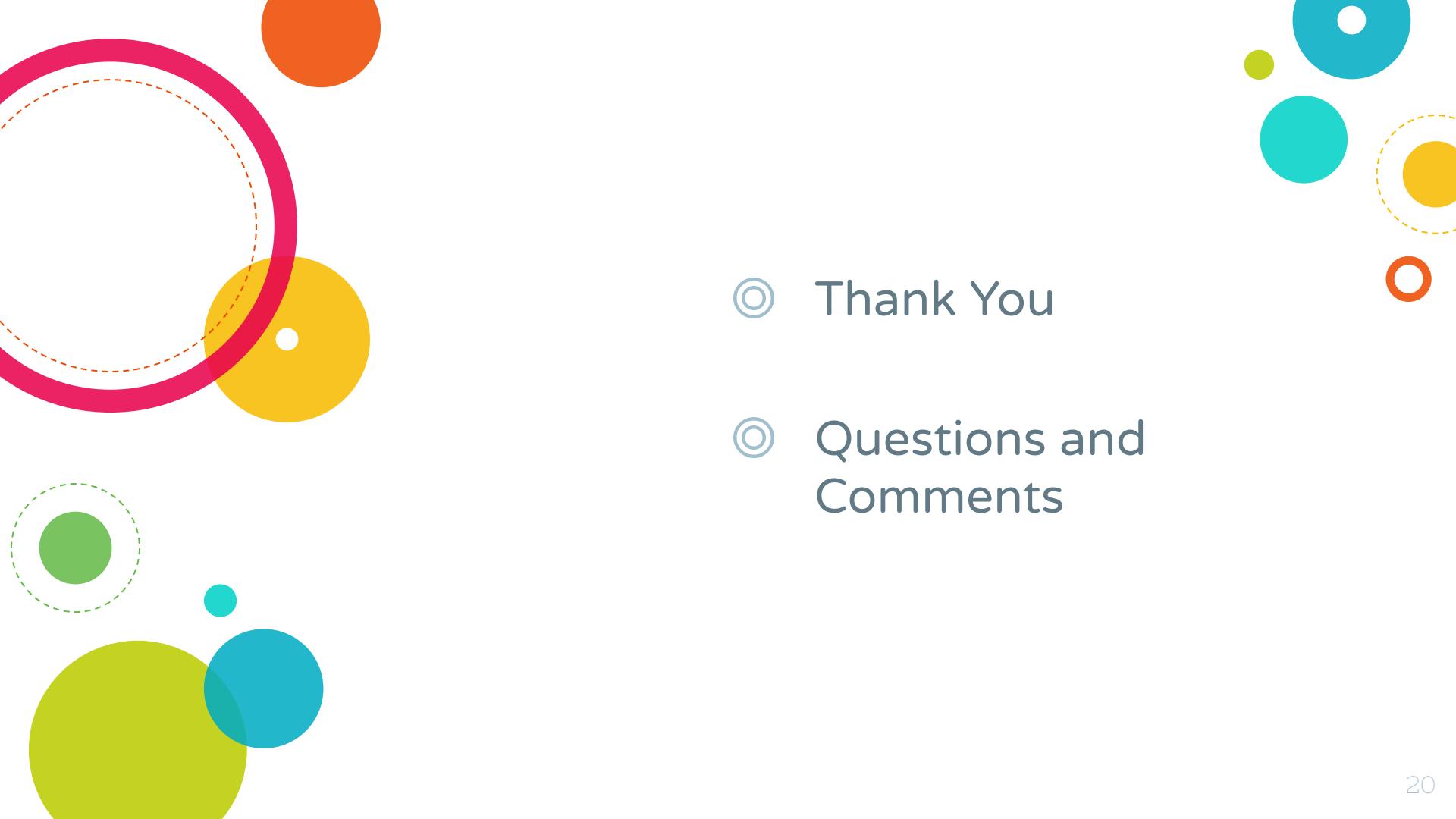
2

Building-Based Efforts
based on School Level
Feedback

4

Renewed Presence in
School Buildings

6

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- ◎ Thank You
 - ◎ Questions and Comments