

AGENDA
Maynard School Committee
Wednesday, June 14, 2023, 7:00 pm
Hybrid Meeting (in-person and remote access)
Fowler School Library and via Zoom

(The School Committee may vote on all items listed on this agenda)

Pursuant to Chapter 2 of the Acts of 2023 signed into law by Governor Healey on March 29, 2023, suspending certain provisions of the Open Meeting Law, G.L. c. 30A sec. 20 until March 31, 2025. the School Committee has modified meeting procedures to ensure the safety of all participants. All members of the public are invited to join the meeting virtually or in person, either by computer (internet) or phone as noted below, or at the Fowler School Library. If joining virtually, video and audio will be turned off for public participants unless otherwise stipulated by the Chair.

Computer Option: Join Zoom Meeting (video) <https://zoom.us/j/91572875882> Password: maynard
Choose to use Computer Audio, or join by phone at the number below:
Phone Option: 1-646-558-8656 Meeting ID: 915 7287 5882 Password: 448260
View further instructions here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>
Meeting materials will be found on the website under School Committee - Agenda or <https://bit.ly/MPS-SC22-23>

MGL 30A, Sec.20:(f) After notifying the chair of the public body, any person may make a video or audio recording of an open session of a meeting of a public body or may transmit the meeting through any medium, subject to reasonable requirements of the chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. At the beginning of the meeting, the chair shall inform other attendees of any recordings.

Allotted times within the agenda are intended to account for presentations and discussions

- I. Meeting Called to Order via Roll Call
- II. Public Comments (15 min)
- III. Urgent Business
- IV. Student Representative Report (10 min; IO/D)
- V. Superintendent's Report (10 min)
 - A. General Update
 - B. Retirement Acknowledgments
- VI. Literacy Presentation (20 min; P/D)
- VII. Superintendent Evaluation (45 min; D)
- VIII. School Committee & Superintendent Protocols (10 min; D)
- IX. Chair's Report (5 min; IO)
 - A. General Updates
 - B. FY24 Budget and Per Pupil Spending
- X. Subcommittee Reports & Members' Comments (10 min; IO)
 - A. Elizabeth Albota
 - B. Maro Hogan
 - C. Mary Brannelly
 - D. Hilary Griffiths
- XI. Consent Agenda (5 min; VR)
 - A. Approval of Minutes
 - B. Acceptance of Warrant(s)

*IO [Info Only], P [Presentation], D [Discussion], PV [Possible Vote], VR [Vote Required]

RECEIVED

By James Alexander at 11:43 am, Jun 12, 2023

Chairperson: Natasha Rivera
Posted by: Colleen Andrade
Date: 6/12/23

Maynard School Committee Meeting Public Comments Guidelines

The Public Comments agenda item is a devoted time for the School Committee to hear from the public. As such, its structure primarily supports a unidirectional recording of public comments, rather than a bidirectional conversation. Here are the general rules for any form of Public Comment period:

1. Any person wishing to speak and make a comment during a meeting may do so:
 - a. If virtually- Sign up to speak publicly in advance and up until the Public Comment agenda item at <https://bit.ly/mps-public-comment>. Please have your zoom name match so we may be able to unmute you to speak.
 - b. If in person- Sign up in advance and up until the Public Comment agenda item. Once recognized by the Chair, state your first name, last name, and town.
 - c. All public comments are limited to 3 minutes, to ensure that everyone who wishes to comment has the opportunity to be heard.
 - d. No person may comment more than once without permission of the Chair. As time allows, the Chair could consider allowing a person to comment a second time, especially if it is related to a topic that has not yet been brought up.
2. Email comments in advance of meeting and up until the Public Comments agenda item to comments4SCmeeting@maynard.k12.ma.us.
 - a. **You must state in the subject line “Public Comment”** and include your first and last name and town to ensure your comment can be read.
 - b. Comments read by the Chair will only be read for 3 minutes. If the submitted comments are longer, they will be cut off at the 3-minute mark.
 - c. To ensure all comments are able to be read in their entirety, it is suggested that you keep them to approximately 350 words. However, submitted comments longer than 350 words will be included in the public record in their entirety.
3. **Note**- Anyone can submit comment(s) for the public record after the Public Comments agenda has passed by providing an email copy to comments4SCmeeting@maynard.k12.ma.us up until the end of the meeting, specifically stating their desire to have these additional comments included.



Superintendent's School Committee Report

June 14, 2023
(Submitted 6/9/23)

Superintendent Evaluation

- The Superintendent evaluation folder contains documents in support of the superintendent's goals and district goals.
 - a. Superintendent Goals
 - i. Superintendent Weekly Memo - with standards and indicators identified
 - ii. Superintendent's update to MPS Community - Weekly
 - iii. Budget including presentations
 - b. District Improvement Goals
 - i. Curricular work - Math and Literacy updates
 - ii. DEI Committee & survey
 - iii. Upcoming Data Walk
 - c. Stay Interviews
 - i. Staff voice and recommendations
 - d. Parent Survey
 - e. Superintendent Checklist

District News

- Athletics
 - Varsity Softball
 - Varsity Baseball
 - Both teams made it to the second round of the playoffs, their successful seasons ended on Thursday, June 8th.
- Literacy update - Principal Rouleau, Assistant Principal Lindquist, Principal Barth, Ms. Hatch
- Collaborative updates: Included in School Committee folder
 - Assabett Valley Collaborative, School Committee Update – 4th Report (4 of 4)

District News



Green Meadow Building Project

The Green Meadow Elementary School Building Committee met on June 12. One item discussed was the HVAC system and the survey results.

Special Town Meeting: Tuesday, October 10, 2023

Election: Tuesday, November 7, 2023 (regularly scheduled statewide).

School News

- Maynard High School:
 - Awards ceremony - Wednesday, June 7th
 - WAVM - It is bittersweet to share the final sign-off episode for Maynard High News Season 8. All of the students in the Broadcast Journalism A class worked diligently to bring you the news and entertainment each week. With 30 full episodes released this school year, we hope you have enjoyed each and every segment. And with that, MHN Season 8 cast and crew would like to say goodbye: [MHN Season 8 Final Sign-Off](#)
 - Graduation ceremony - Friday June 9th
- Fowler School:
 - Graduation ceremony - Tuesday, June 20th 9 AM at Alumni Field
- Green Meadow:
 - Moving-on ceremony - June 16th 9:15 outside weather permitting



28 Lord Road, Suite 125, , Marlborough, MA 01752
Telephone: 508-460-0491 Fax: 508-460-0493

School Committee Update – 4th Report (4 of 4)
June 5, 2023

FY23 Highlights & Challenges

- Renovation project for Evolution's new space ADA bathroom and teaching kitchen stalled by challenges with contractor; working with legal team, performance bond agent, and treasurer to address financial impact of increased expenses and disruption of revenue
- [Shared Leadership](#) model in year 3 - transition in leadership positions and structures underway; progress/success metrics underway as part of [2022-2024 goals](#)
- Cultural Proficiency - goal of 100% staff completion of 3-day training underway with AVC's in-house trainers by June 2024; By end of June 2023, more than 50% of staff have completed. Teams from 3 member districts joined AVC's teams at no cost.
- New hiring process has been successful in achieving and maintaining full staff despite workforce shortages in industry.
- Completed DESE compliance review - report forthcoming
- Restarted job-alikes for district leaders in the second half of year with full implementation scheduled for next year
- College and work partnerships for students; higher ed partnerships for staff/interns
- Community night, music performances, college visits, worksites, art shows, prom, graduations, special olympics, student-run catering and coffee shops
- Referrals increased in all programs
- New website and marketing materials to launch summer 2023!
- [FY24 Budget](#) approved May 26 - will be updated September based on outcome of construction project settlement

Major Priorities & Challenges for AVC in FY24

- Continued goals related to student-driven deep learning, cultural proficiency, family partnership, and community engagement
- Assess AVC's long-term facilities needs and develop strategic capital plan
- Develop and implement strategic plan and timeline to launch therapeutic elementary program
- Resume pre-pandemic level facilities rentals and professional development offerings
- Website, communications, marketing materials to be updated
- Personnel policies, handbooks, benefits to be revised



PROGRAM UPDATES

EMPOWER PROGRAM @ LINCOLN SCHOOL



The EMPOWER Pre-K program at Lincoln School had its graduation ceremony this week. This was organized and led by Nicole Gallegos, lead teacher. It was a lively event with all students and families present. Students did a great job of



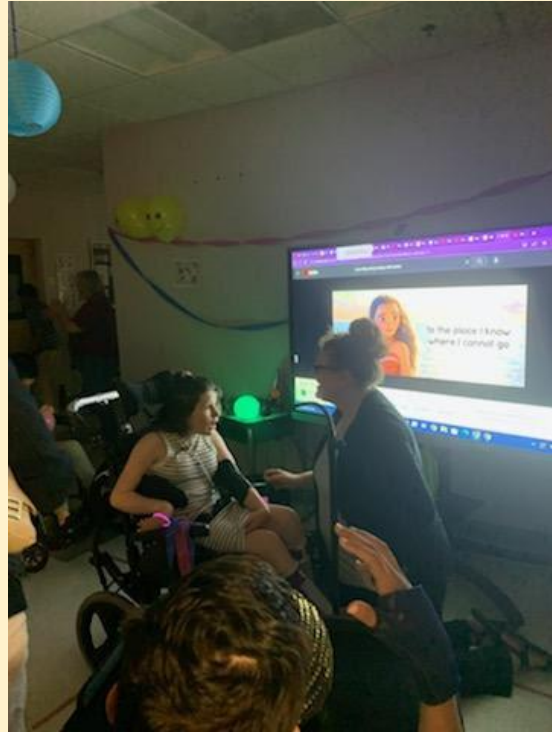
Central Office
120 Meriam Road
Concord MA 01742
Tel: 978-318-1534
Fax: 978-371-7858

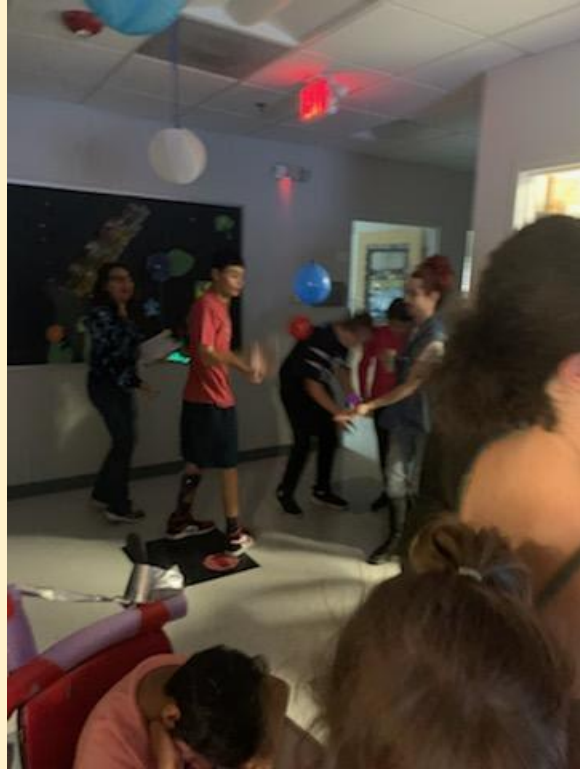
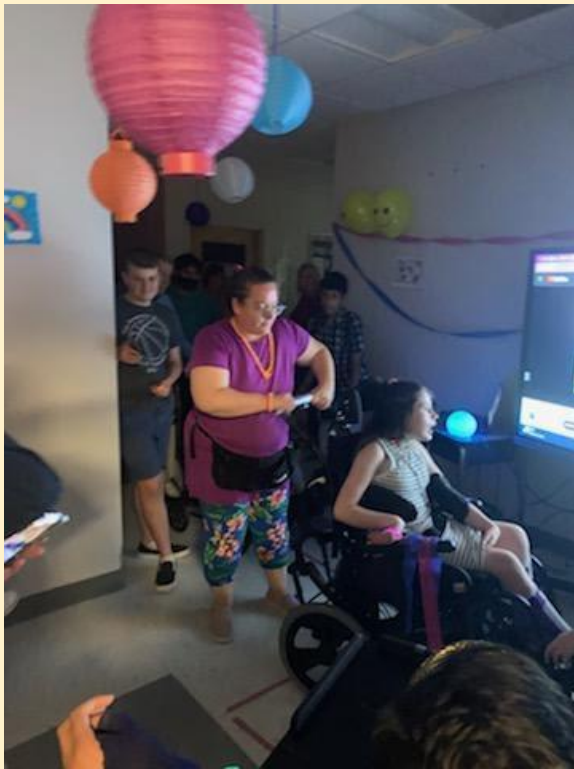
participating in this ceremony and staff were all on hand to ensure the event took place as smoothly as possible. All students received certificates of achievement with parents by their sides. Students have come a long way in this one year and the results are for all to see. Congratulations for an awesome year, CASE Pre-school Empower Program!!!

[EMPOWER Pre-K Graduation Ceremony Album](#)

LFL PROGRAM @ COLEBROOK SCHOOL

Students at a Dance Party and Karaoke





CASE-WIDE NEWS

COLEBROOK SCHOOL UPDATE

We welcome Amanda Martinage as the next Principal of Colebrook School. Amanda is currently serving in the role of OT at CASE and has been at CASE for 16 years. CONGRATULATIONS, AMANDA!! Welcome to your new role!



ROUNDTABLES



CASE Special Ed. Directors Meeting - June 2, 2023

BOARD NOTES



CASE UNIT A NEGOTIATIONS - Led by Linda and Jim

June 7 - 4 to 6:45 pm

JUNE 2023

CALENDAR OF OBSERVANCES

June 2023

June	Full Month	LGBTQ+ PRIDE MONTH Commemorates the anniversary of the June 28, 1969 Stonewall riot in New York City, the incident that initiated the modern gay rights movement in the United States.
June 4		PENTECOST • Eastern Orthodox Christian The seventh Sunday after Pascha commemorates the descent of the Holy Spirit upon the Apostles and women followers of Jesus Christ.
June 5		WORLD ENVIRONMENT DAY (WED) The United Nations' most important day for encouraging worldwide awareness and action for the protection of our environment.
June 11		ALL SAINTS' DAY • Eastern Orthodox Christian In Orthodox churches observed on the first Sunday after Pentecost, it commemorates all known and unknown Christian saints.
June 12		ANNE FRANK DAY Birthday of young Jewish girl whose diary describes her family's experiences hiding from the Nazis through assistance of Gentile friends.
June 12		LOVING DAY Observes the anniversary of the 1967 United States Supreme Court decision <i>Loving v. Virginia</i> which struck down the miscegenation laws remaining in 16 states barring interracial marriage.
June 14		FLAG DAY Anniversary of the adoption of the United States flag by Congress in 1777.
June 18		FATHER'S DAY Children of all ages show appreciation for their fathers and father figures.
June 19		JUNETEENTH Originally commemorating the announcement of the abolition of slavery in Texas in 1865, it is now celebrated throughout the U.S. to honor African American freedom and achievement.
June 20		WORLD REFUGEE DAY Raises awareness about the plight of refugees and displaced persons.
June 21		SUMMER SOLSTICE Marks the first day of the season of summer. The length of time between sunrise and sunset is the longest of the year with the sun shining the farthest from the Southern Hemisphere and the closest to the Northern Hemisphere.
June 26		ANNIVERSARY OF LEGALIZATION OF SAME-SEX MARRIAGE IN THE U.S. On June 26, 2015, in the case of <i>Obergefell v. Hodges</i> , the Supreme Court ruled that the fundamental right to marry is guaranteed to same-sex couples.
June 28		EID AL-ADHA • Islamic Commemoration of Ibrahim's willingness to sacrifice his son in obedience of a command from God. Marks the end of the annual Hajj (pilgrimage to Mecca).

Literacy Initiative Review

June 2023

PK-2 Comprehensive Literacy Program
Grades 3-5 CKLA & Caminos (Amplify)
Grades 6-8 Amplify ELA

Denise Hatch
Michael Barth
David Snyder
Robert Rouleau
Karen Lindquist

Assessments at Green Meadow



Early Bird Early Literacy

EarlyBird calculates a potential risk for reading difficulties. The program provides recommended intervention for each skill category.



DRA2 Reading Assessment

The Developmental Reading Assessment is a standards-based assessment used to measure reading accuracy, fluency, and comprehension.

DIBELS 8



Dynamic Indicators of Early Literacy assesses the acquisition of literacy skills, including fluency.

Amplify mClass - A Free pilot assessment for the Spanish Immersion Classes (K-6) - DIBELS & MAZE in English & Spanish. The district plans to purchase this assessment for next year.



Lexia Learning

Lexia Learning is a computer-adaptive, research-based reading and language instructional resource.

DRA Data for Grades K-3

Grade	Percentage of students on grade level or above grade level
Kindergarten	86%
Grade 1	37%
Grade 2	85%
Grade 3	80%

Early Bird Learning Assessment Data



Risk Factors - Early Bird assesses Oral Language Comprehension, Phonological Awareness, Sound Symbol Correspondence and Naming Speed. Based on the scores at the beginning of the year educators begin a proactive, preventive approach to remediation.

Grade Level	BOY	MOY	EOY
Kindergarten	44% at risk	33 %	7% at risk
Grade 1	Not assessed by EB	59% at risk	50% at risk

Targeted Instructional Plan for Grades 1 & 2 for 23-24 School Year

- ELA coaches will focus on these grades for coaching cycles
- Students will be carefully monitored for growth
- Title 1 Spanish Immersion/ML Teacher will focus on Grade 1 & 2 cohorts
- Kindergarten and Grade 1 will pilot new, evidence-based phonics program
- Professional development in the area of Science of Reading will continue to be provided for staff in grades K-2

DIBELS 8 Grade 2-3 End of Year

DIBELS 8 in English	Students with Oral Reading Fluency 90% or Above
Grade 2	87%
Grade 3	84%

Spanish Immersion MClass DIBELS 8	At or Above Benchmark
Kindergarten	85%
Grade 1	65%
Grade 2	80%
Grade 3	

Professional Development

- Kindergarten and Grade 1 staff will continue PD with Early Bird Learning
- Kindergarten and Grade 1 teams will train with the literacy specialist from Sadlier
- ELA coaches will support K-2 teams with decodable text PD

Instructional Planning

- Grade level teams will continue to plan together with Special Education teachers, EL teachers, and the ELA coaches

Areas to Build Upon Grades K-2

Daily Schedule & Pacing

- K-2 schedules will have 100-110 minute a day for literacy instruction
- Special Educators and EL teachers will work with General Education staff to provide in-class services as much a possible.

Implementation Planning

- Kindergarten and Grade 1 will implement From Phonics to Reading, starting with training this month.

Assessments at Fowler School



Grades 4 & 5

MAZE - Reading Comprehension

DIBELS - Dynamic Indicators of Basic Early Literacy Skills (Oral Reading Fluency)

CKLA - Beginning, EOY, and Unit Assessments



Grades 6-8

Amplify ELA - Unit Assessments and/or writing tasks & essays

MAZE - Reading Comprehension (Completed in grade 6 only)

Spanish Immersion



Amplify mClass - A Free pilot assessment for the Spanish Immersion Classes (K-6) - DIBELS & MAZE in English & Spanish. The district plans to purchase this assessment for next year.

Whole School



STAR Renaissance - Computer-Based Online Assessment used for Reading, Math and Spanish

MCAS ELA - Assesses mastery of grade level standards in reading and writing

Data for Grades 4-8 (Fowler Data)

Grade	What we mined from our EOY data
Grade 4	Avg. EOY Grade Equivalent: 4.9 Dibels: 72% on or close to benchmark
Grade 5	Avg. EOY Grade Equivalent: 5.7 Dibels: 80% on or close to benchmark
Grade 6	Avg. EOY Grade Equivalent: 6.7 MAZE: 86% on or close to benchmark STAR: 85% at or close to benchmark
Grade 7	Avg. EOY Grade Equivalent: 7.4 STAR: 89% at or close to benchmark Notable improvement in writing! (Qualitative)
Grade 8	Avg. EOY Grade Equivalent: 7.5 STAR: 84% at or close to benchmark Notable improvement in writing! (Qualitative)

CKLA/Caminos Successes

Grades 3-5

- 100% of classroom teachers in grades four and five have implemented CKLA & Caminos as their ELA curriculum resource as of September of 2022.
- Over 90% of students in grades 3-5 reported that their reading and writing skills have improved since the beginning of the year.
- The administration is committed to developing a professional learning and support plan that provides teachers with the tools they need for planning and delivery of the curriculum in order to strengthen student learning opportunities.

Professional Development

A team of teachers and administrators have been working with a DESE assigned consultant, Heather Genz, to create a landscape analysis of areas of need and a plan for targeted professional development based upon the consultant's recommendations.

Instructional Planning

A literacy team has been established and is in the process of creating a content-specific instructional vision to hold the center for expectations for teachers and students.

Areas to Build Upon Grades 3-5

Daily Schedule & Pacing

The schedule for grades 4 & 5 Has been adjusted to allow for increased instructional time for literacy daily for the 2023-2024 school year.

Due to the increase in instructional time and familiarity with the program, more units are expected to be covered.

Implementation Planning

The literacy team has decided to use *Instruction Partners* as our contracted vendor to provide PD to administrators and staff.

The literacy team, in conjunction with our consultant, is drafting a plan for ongoing PD.

Amplify ELA Successes

Grades 6-8

- 100% of ELA teachers in grades six through eight have implemented Amplify ELA as their ELA curriculum resource as of September of 2022.
- Teachers reported that students are writing significantly more within the new program and have increased their writing skills and stamina.
- 80% of the students surveyed reported that the texts are interesting and make them want to learn more about the topics.
- Over 88% of students in grade 6-8 reported that their writing has improved this year.

Areas to Build Upon: Grades 6-8

Professional Development

Professional development for grades 6-8 teachers is ongoing and will include strategies to meet the specific needs of our ML and special education students.

Additional Materials

Amplify ELA is strictly an online platform. Teachers would like to purchase hard copies of a few of the texts in order to reduce screen time for students.

Instructional Planning

Similar to the CKLA Program, a process needs to be put into place to create a content-specific instructional vision to hold the center for expectations for teachers and students.

Vertical Collaboration

Teachers expressed a desire to be able to collaborate more frequently with the other ELA teachers using the Amplify ELA program and visit each other's classrooms. Vertical PD has been added to the calendar for next year.

Schedule Support

The Fowler 23-24 Schedule will continue to support 90 minute Literacy Lessons for elementary, and a newly adopted rotating schedule for the middle school level to support equity and inclusion.



Thank you!



End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Brian Haas _____
Evaluator: School Committee _____ 6-15-23 _____
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Instructional Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Professional Practice Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Family/Community Enhancement Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Overall, the consensus has been that Brian's leadership has made a difference in the district. His calm, thoughtful demeanor has been very much appreciated, given numerous situations such as the difficult budget decisions. He excelled in continuously making the public aware of the challenges around trying to move Maynard Public Schools forward with incremental improvements. He values and has a great appreciation for staff at the three schools as well as at the administration office, appreciating the strengths and helping them grow in their positions. Significant improvements have been made in regards to communication with families, staff, and school committee.

Improvement is needed in Brian's Instruction Goal and Standard 1 with the Literacy pilot (more direction to teachers; this should be a learning opportunity for the upcoming Math pilot). In addition, moving forward, work needs to continue as planned on the yearly curriculum assessments, building trust with stakeholders, and concrete actions to improve the actual diversity, equity, and inclusivity in the district. See more detailed feedback below in Standard 1.

The community of respect and appreciation established with staff particularly as evidenced by the stay interviews and the reaction of staff to those interviews is appreciated. Real progress is being made towards evidence based and data driven methodologies. Impressive work has been done with the limited budget available. We look forward to the coming year when we can start to see significant data related to the initiatives being put in place (i.e., literacy program, DEI, etc).

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Instructional Learning Goal	I-A	<p>Analyze and measure the progress of the year one implementation of the new literacy initiative K - 8 and the math curriculum review process.</p> <p>Action Items:</p> <ul style="list-style-type: none"> Meet with the principal, assistant principal, Director of Curriculum, and staff involved with the literacy initiative. This group will: <ol style="list-style-type: none"> Review the expectations of the literacy curriculum. Determine the data points to be used to assess the success of the implementation of the curriculum. Determine the next steps, including professional development, for the implementation of the literacy curriculum. Meet with the principal, assistant principal, Director of Curriculum, and staff involved with the math curriculum review. This group will: <ol style="list-style-type: none"> Determine the data points to be used to assess the success of the curriculum implementation Gather and assess the data and information necessary to evaluate the current math curriculum. Determine the next steps for consideration for curricular changes/updates. 	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>
Professional Practice Goal	IV-B	<p>Participate in the Department of Elementary and Secondary Education professional development, REDI (Racial, Equity, Diversity, and Inclusion) initiative. Facilitate the Maynard DEI Committee, which includes surveys and other data. Encourage parents and community members to participate in our DEI initiatives to inform the committee and make recommendations on structural changes. The Maynard DEI committee will be an advisory to the School Committee DEI subcommittee group.</p> <p>Action Items:</p> <ul style="list-style-type: none"> Participate in the Department of Elementary and Secondary Education professional development, REDI (Racial, Equity, Diversity, and Inclusion) initiative and use that information to inform MPS practices and policies. By December 1, 2022, a Diversity, Equity & Inclusion (DEI) Committee will be made up of community and school stakeholders to use data and evidence-based practices to determine the next steps regarding diversity, equity, and inclusion efforts in all school buildings. The committee will report its recommendations to the school committee by June 15, 2023. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Family and Community Enhancement Goal	III-C	<p>Communicate consistently and timely with the school committee and the broader school community to promote the learning and growth of all students and the success of all staff.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • Communicate using the weekly Superintendent Memo with the school committee and email when other time-sensitive situations require so. • Guide the District Leadership Team (DLT) to create 7 - 9 forums on various educational topics for public outreach. The forums will be recorded, and stored to build a library of topics for public access at any time. • Ensure the administrators share their newsletters with the school committee. • The Leadership Team will provide input for the School Committee subcommittee meetings. The current subcommittees are budget, policy, personnel, DEI, and strategic planning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--	-------	--	--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------

Comments and analysis for Performance Goals:

Goal 1 - Instructional Learning:

Pro on the Literacy portion of the goal: Literacy teams are tying their work to the UDL strategies with the CKLA curriculum in Green Meadow.

Cons on the Literacy portion of the goal: No evidence that the admin team is using data in the way we would like. For example, the literacy goal states that they will “Determine the data points to be used to assess the success of the implementation of the curriculum.” They have not yet determined these data points, and therefore we cannot measure the effectiveness of the new curriculum yet. Also, teachers didn’t feel like they had enough training or direction on the curriculum. This should have been planned in advance for the rollout. The way this was done should be a learning opportunity for the upcoming Math initiative.

Pros on the Math portion of the goal: Teachers had a full-day PD to map out the math curriculum vertically to get a sense of where there are content gaps; Math curriculum committee has narrowed down their options to four, all of them are available in Spanish, and all are recommended on CURATE and EdReports; seems as though the math team is on track to pilot these new curricula next year.

Con on the Math portion of the goal: Data points determination is still in process for the Math initiative, which should be done at this point (due date was supposed to be 10/17/22).

It’s exciting to see progress in this area and the pending improvements in student performance as a result and pleased that lessons learned from the literacy roll out are being applied to the math planning and with the steps taken towards horizontal and vertical alignment.

Goal 2 - Professional Practice:

Brian did his REDI program and seemed to have gained quite a bit from it. The DEI subcommittee was formed and is meeting. That committee, with the connection from Chuck, made possible our new link to UMass Lowell, which has created the framework and dashboard for the climate survey, which was sent out and data was collected. Since the process took longer than expected, the data walk had to be pushed out until the fall. The DEI committee, SC DEI sub-committee, and admin will soon start working to be sure that the data walk is thoughtfully run.

From this point forward, DEI goals need to have concrete actions to improve the actual diversity, equity, and inclusivity of the school environment.

Goal 3 - Family and Community Enhancement:

Brian and the rest of the admin team have done better at communication and meeting with the community. Brian continues to be visible at school events and town meetings that impact the schools. SMORES are mostly consistent (Green Meadow's needs to be more informative). His weekly communications to the SC have been helpful, especially with the addition of the Standards. Future focus on making them more informative about specific issues that need follow-up and less cut-and-paste from previous/other communications. Notably, the parent survey is asking for something similar: less cut-and-paste and more targeted communications.

The forums were well-received, even if not all of them were well-attended. It may be good to advertise the community forums more widely. Suggestions for improvement: Provide a calendar invite with a link to join virtually when initially sharing the info so that the logistical info is easily accessible to families who want to join; sharing on community platforms (town facebook groups and newsletters) so that those without children in the school system can learn more about the district and so that taxpayers (town meeting voters) can see the great work that is occurring in the district.

Brian has been responsive in a timely way. And there has been a clearer, more open line of communication between Brian and the SC this year than there was last year. The Stay Interviews were such a great idea and definitely not something that was expected. It is hoped that he continues to do them every year.

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent’s Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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. <input type="checkbox"/> X Focus Indicator (check if yes) (Goal 1)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	X	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

A - Curriculum:

Significant progress has been made in this area over the past two years. Acknowledging the issues with the literacy curriculum and taking the systematic approach to assess the issue, piloting materials, training, and then continuously evaluating the changes has been a huge step. Additional work does need to be done to keep working towards closing the equity gap in literacy, providing more direction to teachers, and a faster pace for students. Completing the data points determination for the math curriculum initiative still needs to be done, but appears to be on a similar positive track. The vertical alignment effort in grades K-8 should also significantly impact student success in a positive way.

Overall, the fact that we have begun to incorporate a consistent curriculum review process (and now have a template for the process) is a great step forward; we have to make every effort to continue this process with the other areas of the curriculum, and then start the process again (literacy, then math, etc.) to continue to provide the best alignment and assessment for our students, thus providing them with the best possible educational experience.

See additional comments in Goal 1.

B - Instruction: There is evidence in our survey that students are not engaging with the curriculum very well, but that seems to be an issue in our society right now, and not specific to MPS. Additional work needs to be done to develop systematic, evidence based, culturally responsive, data driven curriculums in all subjects in all three schools. The MTSS program seems to have been very helpful, but support for professional development and data analysis/intervention support will need to continue with the commitment to multi-year professional development to provide staff with the updated tools they need to benefit our students as early as possible (i.e., teachers in grades 3-8 engaging in professional development provided by Amplify Consultants and the Novak Group to receive support on how to differentiate the curriculum to meet the needs of all).

C - Assessment and D - Evaluation: Overall, we feel Brian has done a needs improvement/proficient job in these areas. It would be helpful going forward to have data or evidence that supports these Standards. (Some members didn't feel like there was enough evidence to rate.)

E - Data-Informed Decision Making: The data teams have been instrumental in moving MPS forward, as a way to self-reflect and assess. MTRS groups worked on using data within teams, but we need to work to make data the basis for our district work. The ability to accommodate the many diverse needs of our students is always a "work in progress" since children often present differently. It's unclear if MPS's use of data can be done with fidelity in drawing non-preferred conclusions, and how data-informed conclusions are bringing about change to historical educational practices in a sustainable way. Time will tell, but a data mindset is now embedded.

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> X Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
OVERALL Rating for 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

A - Environment: Given the evidence, we are at proficiency for these areas. We are setting up systems and policies; asking members of the community for their input. The expectation to provide a completed Supt Checklist has been a useful tool for the SC. With an entire year able to focus on matters of education instead of a pandemic, Brian has flourished in his leadership role. We look forward to all he can accomplish in the years to come.

B - Human Resources Management and Development: Brian has hired some good admin this year! And, like last year, there has been an extraordinary turnover of admin at all schools and levels, which is a challenge he has taken on well. Brian’s “Stay Interviews” were very much appreciated by the staff. Many noted that it was the first time they have been given the opportunity to provide feedback on what they like about working in the Maynard schools and thoughts on what they would like to see changed. It definitely made them feel valued, especially after the past few years when being in the educational environment has been anything but normal.

C - Scheduling and Management Information System: Teacher evaluations and DESE Landscape Analysis both indicate that MPS needs to be more thoughtful and strategic about common planning time for teachers and administrators to ensure that we have more cohesion.

D - Law, Ethics, and Policies: Brian has demonstrated that he knows a lot here, and, when he doesn’t know, that he is good about going to our district attorney.

E - Fiscal Systems: Brian and Wayne worked really hard to not only develop the budget, but to modify it according to the town’s changes and then, as things got more dire, to defend it in several different venues including at town meeting. He has advocated clearly and well for the budget this year. And, when the budget had to be cut, Brian and his team found cuts in ways that would be the least harmful to students, staff, and MPS in general. The creativity that is allowing the district to continue to meet the students’ needs despite lack of sufficient funding is impressive.

Superintendent’s Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the Overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> X Focus Indicator (check if yes) (Goal 3)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
OVERALL Rating for 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				
<p>A - Engagement: Brian is off to a good start here. The SMORES are regular and can be translated. There are opportunities for parents to be involved in making MPS better: like PTOs, the Music Association, SEPAC, school councils, the fields commission, and the DEI committee. There are arts nights, senior project nights, back to school nights, international dinners, and conferences. There are forums. There has been a first effort to establish an ELPAC (and that work needs to continue with more force behind it next year). There was good feedback on the parents' survey about having more concrete ways to help out at the schools that we can probably implement next year.</p> <p>B - Sharing Responsibility: Overall proficient, but work is still needed to fully engage parents about decisions on education matters, such as curriculum.</p> <p>C - Communication: Brian's communication and leadership skills are fantastic! He's really on top of communicating and making changes when there are issues that people have. His relationships with his staff and the community at large has really helped how this district has moved forward over the last year. His Stay Interviews were ingenious and really improved his relationships, putting himself out there for people to see him and find him approachable. Great job!</p> <p>Building off comments about A, to get better at C, we need a stronger ELPAC, which could help us ensure that we are communicating with families in ways that are culturally appropriate. We can work to be sure that our messaging is reaching all families. Including town and community events on school smores and sharing with the Council on Aging is beneficial for community relationships. Strides have been made to include stakeholders in such groups as the field's task force and the DEI committee. The cultural proficiency of communications continues to improve. Although, the District's responses are not consistently effective and efficient when it comes to how we address instances of racism, which comes with more work. We look forward to concrete action steps for FY24 in this regard.</p>				

We continue to hear that the Maynard Public Schools do a poor job of making the general public aware of the great successes and programs that we offer. We have to continue to find ways to reach out to people who don't have first hand knowledge of the successes that consistently take place.

D - Family Concerns: Remarkably, few big things have come up this year, and when they have, Brian has mostly handled them in a timely fashion (the only exception being the Thanksgiving celebration in one classroom at GM, which has still not been totally resolved). On an individual basis, Brian has also been good about exploring and addressing parents' and students' concerns.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input checked="" type="checkbox"/> Focus Indicator (check if yes) (Goal 2)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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 continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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.

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

A - Commitment to High Standards: Proficient, but there is still evidence that points to work needed here: we need more cohesiveness and a central vision. The vision of the graduate may help here. We are working towards having clear values and focused meetings, but are not quite there yet.

B - Cultural Proficiency: Brian took his REDI courses; has kept the DEI committee (which includes administrators, teachers, parents, and community members) going; got the survey implemented by collaborating with UMass Lowell to put together an objective survey that went out to Maynard students, staff, and caregivers in a more reliable and valid way; invited EL parents in for a dinner and raffle; and bought materials for each school library to expand the collections available to students. We still have a ways to go to be sure that all students feel seen in the curriculum and have the resources they need to meet their individual needs. This will come down to ensuring that MPS has more cohesion, PD, and common time to be sure that we can reach this goal.

The strides to improve cultural fluency are being made and there is understanding that the past few years have been times of assessment and planning in this area. Hopefully moving forward, the priority will need to shift to more concrete actions that will benefit the students. It may be necessary to look towards consultants for advice on responding to incidents.

The school system has also been trying to find ways to encourage and assist Multilingual families to be more comfortable within the school environment. The addition of the Multilingual liaison is very innovative and will hopefully play a big part in bridging this gap.

C - Communication: Brian has very strong communication skills. He listens well and is always respectful of other opinions. He adjusts well to different suggestions for proceeding when provided by School Committee members.

D - Continuous Learning: Reestablishing the Curriculum Review Cycle, along with fostering a healthy social emotional experience will be instrumental in continuing to provide our students with a very competitive, inclusionary, educational experience to prepare them to be successful, responsible, and global citizens. According to the evidence, we need to work on this more as a district. Our clear next step is to focus on collecting and using data well, and to build in specific times for all levels of staff to gather, consider, analyze, and build new systems around data.

E - Shared Vision: Brian has been able to create a cohesive vision that spreads through the entire district. The Stay Interviews conducted with staff demonstrated a great commitment to staff engagement, trust, respect, openness to improvement, and helped create a positive and cooperative work environment. It is clear that through the increased communication with the community and supportive relationships with staff, a cohesive team with a shared vision is being created.

Opportunities to improve are still evident in needing to find ways to continuously engage all stakeholders, such as parents and those outside of the comfort of MPS educator circles, in the creation of a shared vision. The importance here is to build confidence and credibility for all initiatives the District undertakes, along with demonstrating how the District values our education partners and community stakeholders.

More vertical alignment, the vision of the graduate, use of data from surveys and MCAS, a clear message to the community that centers on our vision and what we have in place (Senior projects, WAVM, vision of the graduate, etc.) to support kids to reach it.

Note: Many parents mentioned that although they do sort of want to stick around for what MHS has in store for their kids, they did not see how Fowler helped their kids reach that. We may want to think about that feedback more as we consider improvement in this area (and in general) next year.

F - Managing Conflict: Brian was good in this area last year, and has only gotten better at it this year.