

SUPERINTENDENT'S GOALS 2014-15

Progress Report Dec. 16, 2014

PROFESSIONAL PRACTICE:

Goal 1A: To improve the consistency and quality of staff evaluation in compliance with the Memorandum of Understanding (MOU) and DESE standards, I will implement year 2 of the Minuteman Educator Evaluation program described in the MOU between the District and the Minuteman Faculty Association from August 2014 – June 2015, in support of School Committee Goal #5.

Progress: A low estimate of 1,300 man-hours will be required of Administrators to complete the required evaluations under the Massachusetts Educator Evaluation System in the 2014-15 school year. The evaluation team has also participated in six in-house workshops this year on the educator evaluation system and are now going to deepen their conversations and calibration through Learning Walks. Our first Learning Walk took place on 12/15, from 1 to 1:30. Learning Walks will strictly be used to help strengthen evaluator observations and will not be used as part of the evaluation process. This is the strongest calibration strategy to use and is very important to maintain and strengthen high-level conversations around improving teaching and learning. Learning Walks are:

- A learning tool for observing classes, not an evaluation tool
- Organized classroom visits lasting 5-10 minutes in length
- Focused on what students are learning and how the teacher assists in that learning
- Designed to provide opportunities for the evaluation team to form a shared vision of what teaching and learning should look like at Minuteman as well as calibrating the feedback that is provided to educators.
- Focused on standards 1 and 2 of the Educator Evaluation Rubric.

Teacher Educator Plans

- 101 Faculty are participating in the Educator Evaluation Process; 100% of the Faculty
- 31 NPTS Faculty are in a 1 year cycle
- 70 PTS Faculty are in a 2 year cycle, 35 of these educators are in year 1 of the cycle
- 11 Administrators are Evaluating Faculty
- 2013-14 DESE Report: (96.7% PTS rated Proficient); (3.3% PTS rated Needs Improvement); (79.3% NPTS rated Proficient); (17.2% rated Needs Improvement)

Administrator Educator Plans

- 14 Administrators are participating in the Educator Evaluation System; this represents 100% participation.
- Superintendent is on a 1 year cycle

- 4 Administrators are on a 1 year cycle
- 6 Administrators are in year 2 of a 2 year cycle
- 4 Administrators are in year 1 of a 2 year cycle

Goal 1B: From July 2014 – June 2015, I will provide professional development resources for 20 teachers, managers, and administrators to participate in the program titled “Studying Skillful Teaching” and “Analyzing Teaching for Student Results” offered by the Research for Better Teaching (RBT) organization so that teachers, managers, and administrators can increase their knowledge of teaching and learning and develop their careers.

Progress: The Minuteman Administration encourages faculty to participate in [RBT Course work](#). RBT offers nationally recognized programs to:

- Develop teacher evaluation systems
- Train data coaches and data teams
- Develop leadership skills for strong school culture
- Build in-house professional development capacity to ensure skillful teaching.

Teachers/Administrators Completing Training/Registrations:

- *Observing and Analyzing Teaching:*
 - Fall 2014 – 4 Administrators
 - School Year 2012-13 – 4 Administrators; 8 Cluster Chairs/Department Heads
- *Studying Skillful Teaching:*
 - Fall 2014 – 24 Teachers; 1 Administrator
 - Summer 2013 – 5 Teachers

Goal 1C: Between October 2014 and June 2015, I will take part in a minimum of four (4) meetings along with administrators and teachers' representatives to gain feedback on the implementation of the MOU and District Determined Measures as well as to gain insight into ways to make staff relationships more productive.

Progress: The Joint Labor Management Team has three scheduled meetings: December 8, 2014, February 26, 2015, and May 21, 2015. Two Sub-Committees were formed to work on Student Feedback and DDMs. There will be a presentation to all faculty on DDM's in January or February. The MOU Committee will take a temporary side bar while we focus on areas noted above. Minutes of the December meeting are attached

STUDENT LEARNING

Goal 2: From August 2014 through June 2015 I will monitor and support three (3) school wide initiatives and their implementation to improve the learning of all students, i.e., the Collins Writing Program, the Reading Consultancy and the Executive Binder.

Progress:

Executive Function: Our teacher-led Executive Function initiative has moved to a more deliberate scope and sequence of skills to be presented in the Student Learning Center (SLC) this year. Several teachers in the EF learning community attended workshops toward the development of specific, common lesson plans to be implemented in the coming weeks. The EF domains are: materials and organization, note-taking, test-taking, memory, time management, and metacognition.

Also new this year, teachers and students will learn *One Note*, the organizational program included in Office 365. As a result, student and teacher work will be save and archived. The breakthrough here is in response to students' often losing their work or forgetting how to retrieve it. *One Note* will also be piloted this year as the format for electronic senior portfolios.

Science Teachers and Collins Writing: Jerry Morris from Collins Associates presented two workshops in November 2014 specifically designed for Science teachers to use Collins strategies to improve MCAS open-response performance. This work marks an extension of the Collins training and retraining instituted during 2013-2014. At that time, Mr. Morris met with all academic and CTE teachers in separate sessions. In addition, he conducted several targeted professional development workshops with our Math Department.

Reading Consultancy: Reading Specialist George Clement has expanded our commitment to Scholastic, Inc.'s READ180 and Reading Plus programs. This year we have moved all of our subscription on-line, and we have noticed the following benefits:

- The web-based version offers more topics for students to explore. New topics include "Shakespeare," "Enduring Visions," (about various masterpieces around the world), and "Breaking Barriers" (about teens involved in social action.) As students complete work, they can also access exclusive, appropriately leveled, web-based reading content to extend learning.
- The new version of the software promotes students' executive functioning metacognitive skills because it now allows students to track progress and set daily achievement goals.
- Updated companion text books provide greater appeal to reluctant readers. For example, charts and graphs now all reflect data collected in the 2000's.
- Cloud storage through Scholastic allows us to retain all student data back to 2009 when we began using the program.

- Scholastic is phasing out service updates to our former server structure and older program within the next 2 years. The web-based service automatically updates the program, saving the IT department valuable time.
- Every student has access to both of the assessment programs in the web-based package (Reading Counts and the Scholastic Reading Inventory). 50 students are using the full range of remedial web-based programs in the Scholastic Read 180 Suite.
- The web-based program allows for increased access to the program by the faculty and Horticulture, Telecom, Computer Programming, and Health Assisting, along with an increasing amount of English teachers, are integrating use of the Reading Counts assessment program in their instructional routines.
- With the expanded amount of independent reading materials, 50% of the current freshmen in Reading Class exceeded 1st quarter reading goals. That's slightly more than double than has been typically expected. We established a "50 Point Club" that simply means the student has well surpassed the goal and his/her name is put on the wall for recognition. We may have 1 or 2 students reach that by third or fourth quarter once they become adjusted to the routines and materials. This year, we already had two freshmen attain that status.
- For an upperclassman (YZ) who must deal with more significant learning disabilities, the new Writing Zone has helped him to produce some of the best single paragraph writing he has ever produced. The structure and interactive prompts helped guide his writing, and he is beaming with success.
- Close to 2/3 of freshmen in reading showed gains in their overall reading ability as measured by the SRI after first quarter, and we will continue to strive toward proficiency.

The Scholastic Reading Index (SRI) continues to drive our English and Social Studies placement process for incoming freshman. In addition, Lexile scores have been determined for all upperclassmen; this data enhances our capability to monitor student progress in reading. Mr. Clement continues to meet with all academic departments and CTE clusters. Each presentation he makes is in response to the needs assessment results, felt needs, and recently developed SMART Goals. Mr. Clement observes numerous academic classes and provides individual teachers with specific feedback and prescriptions.

DISTRICT IMPROVEMENT

Goal 3A: I will update the “District Progress Measures” Report to create a comprehensive document describing the “state of Minuteman High School” and present this to the School Committee in December 2014.

Progress: A draft of the updated report will be presented in the packet for the January School Committee meeting.

Goal 3B: From November 2014 through June 2015, I will meet with the Principal and the Executive Team to prioritize and describe goals that support improvement in student attendance, reading and math assessments, MCAS performance, work-based Learning participation rates, and graduation placement rates to determine performance targets.

Progress: These meetings are currently being scheduled to account for the current state of transition within the Executive Team.

Goal 4A: From August 2014 through June of 2016, in support of School Committee Goal #1, I will continue to meet the deadlines of the extended MSBA Feasibility Study by continuing to engage in personal communications with each member-community municipal representatives as needed. The specific timelines and milestones will be tracked as a component of the Feasibility Study and will provide detailed evidence of my success in meeting this goal.

Progress: I hosted a breakfast meeting for all District-member town administrators to continue dialogue on the building project and regional agreement. The presentation from that meeting is attached. I have also engaged individually with town administrators through in-person meetings and phone calls. I plan to host a breakfast for elected representatives and town administrators within the District on February 6. The invitation to this event is attached.

Goal 4B: Between August 2014 and February 2015, in support of Goal #1, I will engage the staff and students in the MSBA Design process to solicit feedback for the design team to honor the priorities of the school community and to further craft a plan for transition to a career academy model by personally facilitating a minimum of 8 hours of planning workshops with staff, and at least 6 hours of planning and feedback sessions with student representatives from the sophomore, junior, and senior classes.

Progress: 7 informational meetings and planning sessions with staff have taken place throughout the fall. Meetings occurred on: 8/28, 9/17, 9/20, 10/8, 10/14, 10/22, and 12/9. Materials from these meetings are attached. Student representatives have taken part in 4 sessions with me to provide feedback on the design process. These meetings took place on: 9/29, 10/6, 10/20, and 10/27. Materials from these meetings are attached.

Goal 5A: From July 2014 through January of 2015, in support of School Committee Goals #1 and #2, I will personally meet with each Superintendent in our District to communicate Minuteman services and programs to develop specific communication strategies resulting in collaboration and projects that are of mutual benefit to the district and the member town school districts.

Progress: I have communicated with District superintendents in efforts to set up a meeting to discuss mutually beneficial projects between their Districts and ours. Documentation of those efforts is attached.

Goal 5B: From October 2014 through May 2015, in support of School Committee Goals #1b, #2a, #2b, I will develop a communication strategy that ensures necessary buy-in from all member towns; work to increase enrollment from member district towns; and continue to engage potential new members to join the District, respectively, through engagement with the school communities in each of our member towns and largest non-member towns through presentations at member town school committees.

Progress: I have overseen the creation of a Joint Communications Subcommittee comprised of members of the School Committee and School Building Committee. Minutes of their meetings are attached. The District has also created a request For Proposals to hire a communications consultant to assist in identifying stakeholders and creating effective messaging to ensure the approval of the building project in member communities. Meetings with staff and recruitment experts are scheduled for 2015 (materials presented earlier) in order to identify strategies that will boost enrollment and student performance. The results of our NEASC Five Year Focus visit commended the district on “An effective recruitment plan that uses a variety of strategies to inform students about career and college pathways that Minuteman High School offers.”

Goal 6: From July 2014 through June 2015 and in support of School Committee Goals #1a, #1b, and #2b, I will continue to meet with member towns that have not passed the revised the Regional Agreement to attain full approval by the close of Spring 2015 town meetings.

Progress: I have worked with town administrators and community stakeholders to draft intergovernmental agreements (attached) which will create more stable relationships between the District and non-member communities while also ensuring greater cost certainty for District members. These steps were requested by the District members who had not yet supported the revised Agreement and should ensure its passage in the spring.

Goal 7: From July 2014 through June 2015 and in support of School Committee Goal #3, I will collaborate with the Assistant Superintendent of Finance to develop a framework for the analyses of Per Pupil Costs Study for review and endorsement by the Minuteman Finance Subcommittee. The study will be conducted in November and December 2014 with preliminary findings to be presented to the full School Committee by the Assistant Superintendent of Finance in February of 2015.

Progress: I have worked with the Assistant Superintendent of Finance to draft a proposal to commission a per-pupil expenditure study. Example submissions are attached. To this point the Assistant Superintendent's proposals have not been accepted by the Finance Subcommittee as reflected in the attached minutes. I and the Assistant Superintendent will continue to work to find an acceptable proposal.