

To: School Committee
From: John P. Phelan, Superintendent of Schools
RE: Goals Packet for the 2021/2022 School Year
Date: November 5, 2021

Dear School Committee Members:

Enclosed are the documents that will inform my presentation at the November 9, 2021 School Committee meeting on my goals for the 2021/2022 school year.

Those documents are:

1. Superintendent's Goals for 2021/22
2. Draft Overview of 2021/22 Work Items
3. School Committee Goals and Priorities Document
4. Model Rubric for Superintendents and District Administrators
5. Superintendent Evaluation: Examples of Common Types of Evidence by Indicator

My goal for sending this comprehensive packet is to be explicit in my thinking on what raises to the level of being one of three goals chosen, given the many tasks we are working through as a district.

As you will note upon review of the packet, the three goals are directly connected to the priorities we discussed at our last School Committee working session. I included a document that outlines the extensive work we are facing and, per your request last week, have created an order and timeline for this work to continue. In addition, the School Committee had their own workshop last month whereby several goals and priorities were discussed. It is intentional that my goals, the working items list we discussed last week, and the School Committee priorities are clearly aligned.

The last two documents are the DESE rubrics. The first is the rubric used to guide my work and goals. The second document is the tool school committee can use when assessing and evaluating the body of work over the course of the academic year.

Please note that the goals document states it is a "draft" copy because there may be feedback at our November 9, 2021 meeting to include in the final version.

If you have any questions prior to the November 9, 2021 meeting or after please feel free to contact me directly by email, phone, text or in-person.

Respectfully,

John P. Phelan
Superintendent of Schools
Town of Belmont

Goal 1: District Improvement: Effective Strategic Financial Planning

Topic: Strategic multi-year fiscal planning to support the socio-emotional and educational needs of our students.

Superintendent Rubric:

- Standard II: *Management and Operations* [E] Fiscal Systems
- Standard III: *Family and Community Engagement* [A] Engagement Community and Stakeholders
- Standard IV: *Professional Culture* [C] Communication [E] Shared Vision

Goal

In order to improve our ability to effectively meet both the academic and social-emotional needs of every Belmont student, I will lead the district through a strategic fiscal planning process that supports the 2023, 2024, and 2025 fiscal years. By June 2022, the district will have a three-year budget forecast that aligns with our students' needs and programming and staffing solutions, inclusive of community input.

Key Actions

1. Participate and serve on the Financial Task Force 2 Committee.
2. Lead, collaborate, facilitate, and cultivate the needs of the district through work with our building leaders.
3. Identify students' needs, determine supporting solutions, and communicate to the School Committee and school community.
4. Clearly articulate students' needs, determine most effective supporting solutions, and communicate to the School Committee and the school community for feedback and refinement.
5. After receiving feedback from the School Committee and community stakeholders, finalize solutions and provide budgetary impact for the FY23, FY24 and FY25 school years.
6. Present school department financial plan to the School Committee, town leadership, Warrant Committee, and Select Board.
7. Present and communicate immediate and future needs of the school department to school leadership, School Committee, and town leadership.
8. Present, communicate, and advocate for fiscal support of school department's immediate and future needs to the community, faculty and staff, and Town Leadership.

Benchmarks

- By September 2021, provide an outlook of the Town and School budget short-term budget scenario.
- By September 2021, and throughout the year continue communicate and participation on Financial Task Force 2 Committee as resource and advocate of the budgeting process.
- By November 2021, meet with School Committee and Town leaders to discuss the status of budget and strategize on options for FY23 budget.
- By November 2021, present initial student needs and overarching solutions for FY21 budget to the community to seek feedback.
- By December 2021, work with Cabinet and Principals on the organization and prioritization of positions needed for the next 2 years.
- By January 2022, review and revise the proposed set of positions and present to Leadership Council for consultation review.
- By January 2022, present revised budget documents to School Committee and school community.
- By February 2022, present final list to School Committee through Finance Sub Committee and full School Committee.

Goals for 2021/2022 School Year

John P. Phelan, Superintendent, Belmont Public Schools

Fall, 2021 November 9, 2021

- By March 2022, communicate final FY23 budget to Belmont Public School faculty, staff and community.
- By June 2022, prepare and present with School Committee Chair the budget to Town Meeting for approval.

Goal 2: Student Learning Goal

Topic: Provide direct and intentional support to our building principals for unique school-based needs in service to our students.

Superintendent Rubric:

- Standard I: *Instructional Leadership* [B]: Instruction [C]: Assessment [D] Evaluation
- Standard II: *Management and Operations* [A]Environment [C] Scheduling and Management Information Systems
- Standard III: *Family and Community Engagement* [B]: Sharing Responsibility

Goal

In order to ensure that every one of our students experiences a positive transition back to the 2021/22 school year, I will prioritize supporting principals and their school-based needs on a daily basis. I will do this by facilitating two-way communication at least weekly, responding to their requests and concerns in a timely manner, advocating for additional resources where necessary, and prioritizing school-based situations that arise throughout the year.

Key Actions

1. Lead regular meetings with principals that include standing opportunities to share building-based concerns that are affecting student engagement, student learning, and outcomes.
2. Prioritize prompt follow up with principals via small group and one-to-one meetings where needed.
3. Guide and work through problem solving issues and connect with specific resources as needed.
4. Meet with Assistant Superintendent, academic directors and coordinators, and principals to strategically plan for academic recovery work with students.
5. Analyze trends in needs across schools and respond consistently.
6. Determine if any emerging trends need mid-year adjustment and communicate to School Committee for potential reallocation of resources.
7. Provision the academic, social-emotional, and building updated plans with staff and resources as needed.

Benchmarks

- By August 2021, finalize two-year federal funding plan for the 2021/22 and 2022/23 school year.
- By August 2021, post and hire staff for the 2021/22 school year.
- By September 2021, discuss and provide all provisioning needs (tents, PPE, air units, etc.) for the opening of school.
- By September 2021, formally and informally assess the academic and social emotional needs of our students.
- By October 2021, review academic data to create grade level plans for engagement and recover sessions for students.
- By November 2021, review the social-emotional needs of our students and meet with principals to review current staffing and structures in place.

Goals for 2021/2022 School Year

John P. Phelan, Superintendent, Belmont Public Schools

Fall, 2021 November 9, 2021

- By November 2021, update the School Committee on any revised needs and discuss reallocation of funds to increase supports.
- By January 2022, conduct a mid-year analysis of trends for our academic and social-emotional programming and service delivery (programs in place, students being served, any informal outcomes).
- By February 2022, review and assess for any shift in provisioning needed for the 2021/22 school year.
- By March 2022, review and assess trends that need to be addressed in our final budgeting for 2022/23 school year.

Goal 3: Professional Practice Goal

Topic: District wide strategic planning and individual professional learning in the areas of diversity, equity and inclusion

Superintendent Rubric:

- Standard I: *Instructional Leadership* [B] Instruction [E] Data-Informed Decision-Making
- Standard III: *Family and Community Engagement* [A] Engagement [B] Sharing Responsibilities [C] Communication, [D] Family Concerns
- Standard IV: *Professional Culture* [B] Cultural Proficiency [C] Communication [D] Continuous Learning [E] Managing Conflict

Goal

In order to ensure our district continues to make progress in its diversity, equity, and inclusion work, by June 2022, we will analyze and define clear takeaways from the district-wide audit results and design a corresponding strategic plan that includes school and community feedback.

Key Actions

1. "Onboard" new DEI Director to the Belmont Public Schools and Belmont community.
2. Create Identity-based protocols and guideline for building principals and district administration.
3. Create logging mechanism to record identity-based incidents in district.
4. Partner with audit team to orchestrate and implement the audit process.
5. Conduct an equity audit of the district.
6. Review, assess and communicate the equity audit results to the school community.
7. Create DEI-focused strategic plan from the results of the equity audit process.
8. Take part in MASS/ REDI program with Harvard University.
9. Attend all 10 sessions of professional development.
10. Complete all assignments and readings as part of program.
11. Take part in Cabinet-level Professional Learning Team (PLT) as a tool for our DEI strategic planning.
12. Share experiences, takeaways and strategic best practices with Cabinet to inform district work
13. Meet monthly with Belmont Human Rights Commission to communicate and partner on any school based issues

Bench Marks

- By August 2021, create search committee, conduct interviews and hire Belmont's first Director of Diversity, Equity and Inclusion.
- By September 2021, "Onboard" new DEI Director within the district and community.
- By October 2021, apply for MASS / REDI Harvard program.
- By October 2021, engage in reading and writing homework for first monthly session.
- By October 2021, support and facilitate implementation of Equity Audit survey and focus group data collection.
- By November 2021, set up and attend monthly meeting with the Belmont Human Rights Commission leadership team.
- By January 2022, initiate review of data with audit team.
- By February 2022, present findings to our Equity Sub Committee and community.
- By March 2022, unpack and prioritize data, brainstorm solutions.
- By May 2022, create strategic planning document for the 2022/23 school year and beyond.

DRAFT

Work Items for 2021.22 School Year Draft Overview

Category of work	Fall 2021	Winter 2022	Spring 2022	Summer 2022	Fall 2022	Winter 2023
Day-to-day school support re: management & operations	Prioritize	Prioritize	Prioritize			
Fill 2 interim principal positions	Prioritize	Prioritize	Complete			
Staffing issues (staff retention, staff morale, staff recruitment, contract services recruitment, navigating low pool of workers across the board)	Prioritize	Prioritize	Prioritize			
Pandemic-related needs (test and stay, pool testing, vaccinations, National Guard, nurses, staffing shortage, etc)	Prioritize	Prioritize	Prioritize	Prioritize	Prioritize	Prioritize
3-year budget strategic planning work	Initiate Plan	Feedback	Submit			
DEI audit and strategic planning work and Address Hate Incidents	Prioritize	Review Data	Complete Audit	PD /Planning	Start Initiatives	
Negotiations with five union groups (4 BEA, 1 AFSCME)	Ongoing	Ongoing	Complete			
Vision of teaching & learning strategic planning work			Seek Feedback	Work on Doc	Outline Draft	Complete
Continuation of planning for phase 2 of our 7-12 school			Staff Discussion	Review Staffing Models	Update Staff and Community	Finalize
Educator professional development, evaluation, supervision	M	M	M	M	M	M
Responses & support with: traffic, west of Harris Field, ice rink	M	M	M			
Construction of middle school	M	M	M	M	M	Finalize Details
M = maintain						
2021/22 Work						

2021-22 School Committee Goals and Priorities: Next Steps

Goal/Priority	Next Step	Owner
Ensure as much normalcy as possible for students this school year	Ongoing discussion and decision-making about health and safety protocols and supports for students and staff	Entire SC
Budget oversight and planning	Fiscal subcommittee develops budget plan and timeline, including topics and plan for full SC meetings	Mike Crowley (chair, finance subcomm)
Strategic planning and visioning	Collaborate with district to determine how SC can engage in and support the visioning process	TBD
Focus on equity	Equity subcommittee determines goals and action steps	Jamal Carlos Saeh (chair, equity subcomm)
Labor negotiations	Ongoing with all SC members participating across bargaining units	Entire SC
Communications and community engagement	Determine scope options for district communications team	Amy Checkoway (chair, SC)
	Follow up discussion about additional SC engagement strategies	TBD
<u>Other</u>		
-Develop School Committee norms and protocols	-Policy subcommittee in process of developing draft	Kate Bowen (chair, policy subcomm)
-MASC workshop on Superintendent Evaluation	-Scheduled for 10/14	Amy Checkoway (chair, SC)
-Support data-driven decision making including academic and SEL outcomes and needs	-Collaborate with district to determine focus of and plan for upcoming SC meetings	TBD

Model Rubric for Superintendents and District Administrators

<u>STANDARD I:</u> Instructional Leadership	<u>STANDARD II:</u> Management and Operations	<u>STANDARD III:</u> Family and Community Engagement	<u>STANDARD IV:</u> Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> Standards-Based Unit and Lesson Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> Student Engagement Quality of Effort & Work Meeting Diverse Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> Variety of Assessment Methods Adjustments to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> Educator Goals Student Learning Measures Observations and Feedback Performance Ratings <p>E. Data-Informed Decision-Making Indicator</p> <ol style="list-style-type: none"> Data-Informed Decision Making Plans and Goals <p>F. Student Learning Indicator</p>	<p>A. Environment</p> <ol style="list-style-type: none"> Plans, Procedures, and Routines Operational Systems Social and Emotional Well-Being Student Health and Safety <p>B. Human Resources Management and Development Indicator</p> <ol style="list-style-type: none"> Recruitment and Hiring Strategies Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling and Management Information Systems Indicator</p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration <p>D. Law, Ethics, and Policies Indicator</p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> Fiscal Systems 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> Family Engagement Community and Stakeholder Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> Student Support Family Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> Culturally Proficient Communication <p>D. Family Concerns Indicator</p> <ol style="list-style-type: none"> Family Concerns 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> Continuous Learning of Staff Administrator Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> Response to Disagreement and Conflict Resolution Consensus Building



SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes *examples* of common types of evidence² associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<p>A. Curriculum Indicator</p> <ul style="list-style-type: none"> ✓ Curriculum maps ✓ Example unit plans 	<p>A. Environment Indicator</p> <ul style="list-style-type: none"> ✓ Analysis of safety and crisis plan elements and/or incidence reports ✓ Analysis of student support systems, structures, or programs 	<p>A. Engagement Indicator</p> <ul style="list-style-type: none"> ✓ Family and community engagement/participation rates and trends ✓ Examples of outreach to community stakeholders and organizations ✓ Example communications to representative cultural groups 	<p>A. Commitment to High Standards Indicator</p> <ul style="list-style-type: none"> ✓ Example leadership team meeting agenda items and analysis ✓ School-site walkthrough data and follow-up reports
<p>B. Instruction Indicator</p> <ul style="list-style-type: none"> ✓ Aggregated classroom walkthrough/observation data ✓ Aggregated student feedback 	<p>B. Human Resources Management and Development Indicator</p> <ul style="list-style-type: none"> ✓ Staff hiring and retention data ✓ School and district PD plans ✓ Annual Induction and Mentoring report 	<p>B. Sharing Responsibility Indicator</p> <ul style="list-style-type: none"> ✓ Reports of family participation in district/school services ✓ Compilation of family referrals to and use of outside services ✓ Compilation of parent feedback 	<p>B. Cultural Proficiency Indicator</p> <ul style="list-style-type: none"> ✓ Implementation updates for relevant policies/practices ✓ Compilation of student/staff feedback on learning environments ✓ Related PD descriptions and/or feedback analysis
<p>C. Assessment Indicator</p> <ul style="list-style-type: none"> ✓ Report on district assessments ✓ Aggregated classroom walkthrough/observation data ✓ Report of data team meetings and/or protocols 	<p>C. Scheduling and Management Information Systems Indicator</p> <ul style="list-style-type: none"> ✓ Analysis of master schedules and time on learning ✓ Report on common planning time and professional development opportunities 	<p>C. Communication Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of survey results from parents/community stakeholders ✓ District website and newsletters ✓ Example agendas for Back-to-School Night and similar events 	<p>C. Communications Indicator</p> <ul style="list-style-type: none"> ✓ Memos/newsletters to staff and public ✓ Compilation of procedures and protocols to communicate effectively with the School Committee
<p>D. Evaluation Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of educator goals ✓ Analysis of school and classroom observation data 	<p>D. Law, Ethics, and Policies Indicator</p> <ul style="list-style-type: none"> ✓ Relevant leadership team meeting agenda items ✓ Policies and protocols governing 	<p>D. Family Concerns Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of parent feedback ✓ Observations of superintendent at school committee meetings 	<p>D. Continuous Learning Indicator</p> <ul style="list-style-type: none"> ✓ Professional development for principals/administrators ✓ Report on professional

² Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<ul style="list-style-type: none"> ✓ Analysis of student and staff feedback data E. Data-Informed Decision-Making Indicator <ul style="list-style-type: none"> ✓ District/school improvement plans ✓ Examples of status updates and other reports for school committee F. Student Learning Indicator <ul style="list-style-type: none"> ✓ Statewide assessment data ✓ Common assessment data ✓ Analysis of other performance data 	<p>confidentiality and district code of ethics</p> <ul style="list-style-type: none"> ✓ E. Fiscal Systems Indicator ✓ Budget analyses and monitoring reports ✓ Budget presentations 	<p>and other public settings</p>	<p>development/continuous learning for superintendent</p> <ul style="list-style-type: none"> ✓ E. Shared Vision Indicator ✓ Example leadership team meeting agenda items and analyses ✓ District communications with staff, families, and community F. Managing Conflict Indicator <ul style="list-style-type: none"> ✓ Compilation of feedback from staff, parents, and/or other community members ✓ Observations of superintendent at public meetings

Model Guidance on the Superintendent Evaluation Process is available at

www.doe.mass.edu/edeval/model/