

Check one of the following two options:

Formative Assessment: For administrators on plans that are *one year or less in duration*, a Formative Assessment occurs mid-way through a cycle and provides an opportunity for evaluators to assess progress toward goals and practice in the Standards without rating performance.

Formative Evaluation: For administrators on *2-year self-directed growth plans*, Formative Evaluations take place at the end of Year 1, at which point evaluators assess goal progress and provide formative ratings on performance in each of the four Standards and overall. Formative ratings may default to the prior Summative Evaluation Ratings unless significant evidence demonstrates otherwise.

Attach administrator’s Mid-Cycle Goals Progress Report on Goals.

Evaluator:	Margaret Eberhardt, Ada Rosmarin, Elizabeth White, Dr. Elaine Craghead, Beverly Ross Denny, Dr. Elizabeth Carroll				April 6, 2022
Administrator:	Superintendent James Jette				

Overall Assessment and Comments:

Overview of September 2021 to March 2022: Return to Full In Person Learning: Covid 19

The district returned to full, in person instruction in August of 2022. Throughout the first half of the 2021-2022 academic year, the district navigated the ongoing challenges and opportunities presented by the Covid 19 pandemic. Working collaboratively with the Town Administrator, the district’s leadership team, community members, the district’s health services team and Manet Community Health Center Supt. Jette facilitated vaccination clinics, administration of a test and stay program and worked with the school committee to secure a vaccine mandate for all MPS employees. Expectations and mandates from DESE shifted from September 2021 to March 2022 and Supt. Jette kept pace with the changes, updating the community and the committee throughout the process. As we move into the spring, the district and Supt. are to be commended for their commitment to health and safety and for their collaborative work across several town departments.

Progress Toward Goals

Describe current level of progress and feedback for improvement. Attach additional pages as needed.

Professional Goal #1 Enhance the communication between the schools and families.

- Offer virtual parent teacher conferences
- Offer 4 public forums to discuss SEL, equity, transportation, budget
- Two surveys: 1 student and 1 family to solicit feedback on the district's communication
- Translation of information in home languages available to all families.

Progress toward goals: (Evidence Submitted by the Superintendent)

- Four coffee hours offered to parents.
- Two public forums offered to families
- Participation in community events: Courageous Conversations, PTOs, MFE, School events.
- Use of Smore Newsletters that allows families to translate into multiple languages.

Feedback from school committee on Goal #1:

You have done an excellent job maintaining a strong presence at community events in addition to hosting your own events where you invite dialogue with families. Based on the "Record of Evidence" your presence is felt and appreciated by the community. You seamlessly integrated into the broader school community beyond what you already did as the high school principal. It takes a lot of your personal time and it is noticed.

Do we have any data on how many families participated in virtual parent-teacher conferences? Feedback from site council presentations indicate these have been popular. Gathering some data would support the continued use of virtual conferencing.

What additional forums would you consider for the rest of the year?

When will you disseminate the two surveys to determine effectiveness of district communication?

Professional Goal #2 Enhance communication with faculty and staff to make sure all stakeholders fully understand the district's strategic plan and initiatives.

- Merge district's strategic plan with the quality review and develop a comprehensive strategy and action plan.
- Six intentional learning walks with principals and curriculum coordinators

- Align individual school improvement plans with the district's strategic plan.

Progress toward goals (Evidence Submitted by Superintendent)

- Data meetings, district leadership meetings, etc used to develop the comprehensive plan.
- Updated strategic plan will be presented to the school committee in April.
- Learning walks to occur this spring (March 16 to May 25)

Feedback from school committee on professional goal #2:

The resignation of our Senior Director of Educational Equity was a setback for working toward the goal of merging the strategic plan with the quality review. The strategic plan will be presented at our April 6 meeting and the school committee will have a chance to review the plan and discuss. Presentations from site councils indicate they have incorporated equity, social and emotional learning and family engagement in their school improvement plans.

Once approved, it will be important to incorporate regular updates at school committee meetings-on the status of implementation of the three strategic initiatives- supported by data and other evidence, such as student testimonials and feedback from the community.

How do learning walks support teaching and learning? How will information gained through learning walks be shared with staff and how will these learning walks improve and enhance outcomes for students?

District Goal #1: The district will reduce the disproportionate response to discipline as measured by the decrease in school removal grades 6-12 for students who identify as Black/African American, Special Education or economically disadvantaged by implementing restorative justice practices:

- Recruit and hire a Restorative Justice Coach. (By January 2022)
- Assess and review disciplinary protocols to eliminate bias. (By June 2022)
- Provide professional development, structure, and scaffolding to support a positive cultural shift in the consistency to which PBIS and Restorative Practice are utilized throughout the school day so that when discipline issues arise, staff implement a new tool kit to address the issues with an equity lens. (By Sept. 2022)

Progress toward goals: (Evidence Submitted by Superintendent)

- Restorative Justice Coach Hired. Professional development and parent forums are underway. Alex Scheman, BU Intern, has offered ongoing PD during staff meetings regarding restorative justice circles at Glover.

- On March 18, 2022, we are scheduled for a full PD training and DEI is on the agenda. We will be using the Vector Solution DEI Modules (Engagement with Diversity, Communication for Inclusion and The Influence of Unconscious Bias)with follow up discussions.
- Restorative Justice Training for Elementary Principals and Directors (3/14 and 3/15)
- Restorative Justice Forums for staff and parents/guardians provided by Restorative Justice Coach Adina Schecter - 3/21, 3/22, 3/24 and 3/25

Feedback from the School Committee on district goal #1:

- Hiring Adina Schecter has advanced the implementation of Restorative Practices, and she appears well on her way to working with a group of self-selecting teachers for PD. *What is the status of this work around Collaborative Problem Solving and PBIS?*

On March 16, 2022, Susan Maselli Administrator for Pupil Personnel Services provided a detailed report on the progress made to implement RJ. It included the following:

- Year three of training district administrators on Restorative Justice from Suffolk University
- Year one of Restorative Justice Coach position k-12
- 10 hour strand of PD offered to district wide staff (50 staff have joined)
- In-Situ professional development and coaching for district wide staff on Restorative practices
- Beginning to integrate Restorative philosophy into discipline and removal practices, including use of “circles” and utilizing the 7 Core Assumptions
- Coach working with students directly, staff, and modeling with gradual release methods
- Co-leading and modeling between five and seven proactive, community circles a week for students at risk of being negatively impacted by traditional consequences
- Ongoing one-on-one coaching conversations with administrators, teachers, and counselors about how to identify implicit bias in disciplinary processes and revise using a more restorative lens.

It will be important for the district to track and measure the impact of restorative justice practices as well as PBIS strategies on the disproportionate removal of students. Does training/professional development translate into practice?

The school committee policy subcommittee is reviewing our student conduct policies to align with the district's initiatives of restorative justice and PBIS. This conversation is just beginning. What review/assessment has taken place at the school level?

What have each of the principals done toward this goal, under the supervision of Supt. Jette and Asst. Supt. Sheehan? Will we be able to get a report in June on what the revisions have been to the disciplinary protocols and procedures?

District Goal #2 Upon review of current data related to disability categorization of children as Communication Disabled who identify as Black or African American, the district will reduce Disproportionality to a level comparable across subgroups as measured annually by July 1 SIMS reporting.

- The district will identify an Early Educational Coach who will support teacher implementation of various strategies in his/her classroom through teacher coaching and mentoring.
- The district is implementing an initial evaluation team to provide equity in the eligibility process from k-5. This team will be designed to ensure that students across all 4 elementary schools have a comparable experience in their eligibility process.

Progress toward goals: Feedback from School Committee on district goal #2:

- MPS hired at least two early literacy and learning coaches. The district has already reported a positive impact based on pre- and post-assessments on the Heggerty Phonological Intervention.
- Director Maselli shared that an evaluation team model to reduce/eligibility bias in assessment and creating continuity across four elementary schools was created. How MPS is collecting and reviewing data to ensure consistency over time?

Student Achievement Goal: Closing the Achievement gap

- By September 2024, MPS will increase the number of students of color in Advanced Placement Course by 5% .
- By September 2023, MPS will increase the number of students meeting or exceeding expectations at each grade level by 3% on the ELA, Math and Science MCAS.
- By 2023, MPS will reduce the proficiency gap in all subgroups by 2% on the ELA, Math and Science MCAS.
- By September 2023, MPS will evaluate intervention supports and programs to assess the effectiveness of each and look at opportunities to implement other researched based interventions/programs.

Feedback from the school committee on student achievement goal:

Presentations at school committee meetings on the progress of students as measured by formative assessments has been powerful. The use of formative assessments to measure progress is informing instruction and supporting the implementation of personalized learning. How formative assessment translates into summative assessment (MCAS) remains to be seen. Internal teams should look at formative assessment broken down by subgroups to make sure all groups of students are progressing.

The district has not yet shared a comprehensive plan on how to increase the number of students of color participating in AP courses. What is the district's plan to address this long standing disparity?

Equity:

- By December, 2021, I will work with the Senior Director of Educational Equity to review her job description, narrow her scope of work and assist with the prioritization of her goals for the next two years.
- By February 2022 - All Principals will engage in an Anti Bias Training to bring awareness to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner during the recruitment and hiring process.
- By June 2022, MPS Leadership and Special Education Personnel will review the referral process with the intent of developing a consistent process of making referrals without bias and reducing the number of Black/African American students referred to Special Education.

Progress toward goal: Evidence submitted by superintendent

- On March 18, 2022, we are scheduled for a full PD training and DEI is on the agenda. We will be using the Vector Solution DEI Module (Engagement with Diversity, Communication for Inclusion and The Influence of Unconscious Bias)with follow up discussions.
- See above note on training and process created by Susan Maselli re special education referrals.

Feedback from School Committee on equity goal:

With the resignation of the Senior Director of Educational Equity there was an opportunity to review and revise the job description. It is not clear how feedback for a revision was provided. There were opportunities to learn from the challenges we encountered. It is the hope of the committee that the scope of the work and prioritization of goals along with district wide support will be provided to the person who fills this role.

The committee is grateful for the work of Susan Maselli and her leadership, working with the Superintendents, to reduce bias in referrals and create systems and processes to support educators and families.

How will the district measure the impact of the anti bias training provided to principals? What metrics will be used to determine if training translates into practice?

Additional Comments:

Goal 1: Teaching and Learning - By June 2022, MPS will review, assess and revise where needed the disciplinary protocols and procedures to eliminate any biases.

I noticed that the version of the superintendent's goals includes a goal that by June 2022, MPS will review, assess and revise where needed the disciplinary protocols and procedures to eliminate any biases. Do you have this goal in your version of the plan? I know there were several versions. If this was meant to be there, I would say the following:

We are waiting for this work to be completed. We are fortunate to have the investments made in Restorative Justice, but without this review and update of our disciplinary protocols and procedures, this work is incomplete. In order to ensure these revisions are consistent across campuses, we recommend that the planning is centrally coordinated with participation of representatives from each campus (ideally with those responsible for discipline).

Goal 1: By September 2024, MPS will increase the number of students of color in Advance Placement Course by 5%

The School Committee has not seen a comprehensive plan to increase the number of students of color participating in Advanced Placement coursework. The high school course selection process is underway for SY23. The School Committee would like to see a report on enrollment when it is available to determine whether or not we are on track to achieve this goal.

Goal 1: By September 2023, MPS will increase the number of students meeting or exceeding expectations at each grade level by 3% on the ELA, Math and Science MCAS.

While we will not have MCAS data until the fall, both the Lexia Rapid and iReady formative assessments show that more students are meeting or exceeding grade level targets from fall to winter test administration. This is promising news as students enter the MCAS testing season.

Goal 1: By 2023, MPS will reduce the proficiency gap in all subgroups by 2% on the ELA, Math and Science MCAS.

While we do not have the 2023 MCAS, iReady is supposed to be a proxy for this summative assessment. Based on that data the gap has slightly widened. Ideally, we would go into the MCAS having demonstrated that we can narrow the gap on the formative assessments.

We are pleased with the vacation camp opportunities to provide tailored interventions for targeted students. It is a step in the right direction towards personalized learning and narrowing this achievement. The School Committee would like to know what other strategies the leadership team has identified to continue the work of narrowing the achievement gap (e.g., piloting a tutoring program with Curry College).

Reflections and Suggestions:

In many ways it is almost impossible to measure the impact of the Covid 19 pandemic on public schools. Everything we took for granted and understood was interrupted and we had to rethink and reinvent the way we approach teaching and learning, how we build connections and create community. The impacts of the pandemic will linger, stretching out into the years to come, as we adjust and recalibrate. During the 2021-2022 school year it has been both heartening and encouraging to hear from district leaders and educators, to see how they have adapted their practices; to hear about what they learned and took with them from “virtual learning.” There is much work to do and there is much to celebrate as we move forward.