School Committee Meeting

February 4, 2015
7:00 pm

Town Hall
Selectmen's Meeting Room

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
February 4, 2015 7:00pm
Town Hall—Selectmen's Meeting Room

<u>Items</u>		<u>Suggested time allotments</u>
I.	Public Participation	7:00 – 7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments: A. SHS Student Advisory Committee: Report	7:10 – 7:30
V.	Curriculum A. PARCC Assessment Update: Report	7:30 – 7:55
VI.	Policy	
VII.	Budget A. Fiscal Year 2015 Update: Report	7:55 – 8:05
VIII.	Old Business	
IX.	New Business A. School Calendar for 2015-2016: Draft B. Evaluation of the Superintendent: Midyear Review	8:05 – 8:15 8:15 – 8:30
X.	Approval of Minutes	8:30 – 8:35
XI.	Executive Session	
XII.	Adjournment	8:35

Next meeting: February 25, 2015

ITEM NO: I.   **Public Participation**   MEETING DATE: 2/4/15

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:
Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II.   **Chairperson's Report/Members' Reports**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. B. Dale Magee, Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:
This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:
Dr. B. Dale Magee, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Ms. Erin Canzano, Secretary
Ms. Sandra Fryc, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III.   **Superintendent's Report**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:
This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:
Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:
That the School Committee accept the report and take such action as it deems in the best interest of the school system.

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **IV. Time Scheduled Appointment**   MEETING DATE: 2/4/15
          A. SHS Student Advisory Committee: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Shrewsbury High School Student Advisory Committee?

BACKGROUND INFORMATION:

1.   Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, SHS social sciences teacher, serves as the faculty advisor to the SAC. This is the third presentation for the 2014-2015 school year.

2.   The agenda for the SAC report is attached.

3.   Ms. Canzano is the School Committee liaison to the SAC.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara Malone, Director of Human Resources
Mr. Andrew Smith, Faculty Advisor to the Student Advisory Committee
Mr. Todd Bazydlo, Principal, Shrewsbury High School
Kayla Freeman, Class of 2015 (Chairperson)
Nithya Pathalam, Class of 2015
Emily Taylor, Class of 2015
Surabhi Godbole, Class of 2015
Lindsay Mahowald, Class of 2016

I.   Electronics

In preparation for the transition to one-to-one devices next year, the administration rolled out an Innovation Team, a Technology Advisory Group, and a second semester internship to help students and teachers troubleshoot problems with electronic devices.

      a) Innovation Team
      b) Internship
      c) Technology Advisory Group

II.   Midterm Exams

Students took midterm exams from January 15th to January 21st. The schedule stayed the same as last year, but District Determined Measures changed the format of some exams.

      a) Schedule
      b) DDMs

III.   Sports and Activities

There has been a lot happening at SHS since we last presented. There were activities for students to enjoy after the stress of midterms. Our Speech and Debate team performed well at high-level competitions. And, changes to athletic policies are intended to get more students involved at games.

      a) Mr. SHS and Winter Ball
      b) Speech and Debate
      c) Sports

Thank you for your continuous support of the SAC.

Respectfully submitted,

Kayla Freeman
Chairperson

Nithya Pathalam, Emily Taylor, Surabhi Godbole, Lindsey Mahowald
SAC Members

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **V. Curriculum**   MEETING DATE: 2/4/15
         A.   PARCC Assessment Update: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the PARCC Assessment?

BACKGROUND INFORMATION:

1. The School Committee voted on June 18, 2014 to opt for PARCC testing in lieu of MCAS for the 2014-15 school year. The PARCC assessment is considered the next generation of assessments and is actively being considered at the state level to replace MCAS. In October of 2014, the School Committee took an additional vote to have all students in grades 5-8 take the electronic version of PARCC and all students in grades 3 and 4 take the paper pencil version of PARCC.

2. Ms. Banios will present an update regarding student and administration preparations for the assessment. A memo outlining these preparations, a testing schedule and informational resources from the Department of Education are enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION

Ms. Mary Beth Banios, Assistant Superintendent of Schools

Shrewsbury Public Schools

Mary Beth Banios
Assistant Superintendent

To: School Committee
From: Mary Beth Banios
Re: Update on PARCC Testing
Date: January 28, 2015

Background

One of the five-year goals under our district's strategic priority of *Increasing Value to the Community* is to *prepare students to be successful with the next generation of assessments that will measure 21st century skills.* To this end, the Committee voted on June 18, 2014 to opt for PARCC testing in lieu of MCAS for the 2014-15 school year. The PARCC assessment is considered the next generation of assessments and is actively being considered at the state level to replace MCAS. This vote was also supported by the fact that the district is "held harmless" for PARCC results this year, thereby giving both our educators and students and opportunity to experience this new assessment in a low stakes setting. In October of 2014, the Committee took the additional vote to have all students in grades 5-8 take the electronic version of PARCC and all students in grades 3 and 4 take the paper pencil version of PARCC. The decision around whether or not to shift to PARCC will be made by the State Board of Education in the fall of 2015. It should be noted that the MCAS will continue to be used across the Commonwealth for the annual science and technology testing.

Update on Preparation of Students to Take PARCC Assessment

Shrewsbury educators have been working to ensure that our students are well prepared for the more rigorous demands of the PARCC assessment. Below please find some specific examples of the work being done in this area.

- Adoption of a more rigorous math curriculum aligned with the Massachusetts state frameworks with a focus on more complex problem solving (K-8)
- Two-year focus at middle level to integrate literacy into the content area, including the development of a robust research curriculum
- Two-year focus on the close reading strategy at Sherwood Middle School to support students in working through and comprehending more complex texts
- Revision of K-4 writing curriculum to more closely align with the Massachusetts state frameworks and the development of K-4 writing assessments that are inclusive of the three key genres outlined in state standards
- Development of writing assessments across all content areas at SHS
- Integration of technology in SHS math department including a digital graphing calculator
- Focus on the development of digital literacy in grades 5-8

Update on Preparations for the Administration of the PARCC Assessment

Shrewsbury educators and IT staff have been working to prepare for the administration of the PARCC assessment. Below please find some specific examples of the activities either completed or underway to ensure the district is ready to test students in grade 3-8 using PARCC.

- All 3-8 English Language Arts and Mathematics teachers have received training on the specific question types utilized in the PARCC assessment.
- The Assistant Superintendent, Director of Information Technology, and our district Data Specialist have attended state level trainings on preparing for both the electronic and paper based testing scenarios. The district data specialist is working with the Special Education department to ensure that all of the appropriate accommodations are in place for students with IEPs.
- The first technology infrastructure trial for PARCC took place on Thursday, January 29th at Sherwood Middle School.
- A schedule for testing days and testing sessions has been developed for all students taking the PARCC exam.
- An elementary and middle level building administrator joined the Assistant Superintendent at a state level training designed to review training of test administrators, test security, and material management.
- All students in grade 3-8 will interact with the practice test and sample questions prior to taking the exam. Students who are taking the on-line version of PARCC will also participate in a tutorial designed to familiarize them with the technology features associated with this testing environment.
- District website updated with PARCC assessment information for the 2014-15 school year

Shrewsbury remains committed to ensuring that its students are prepared for the next generation of assessments, and more importantly, prepared to meet the demands and expectations of the world they will enter upon graduation. I look forward to answering any questions you may have about PARCC at the February 4th School Committee meeting.

SHREWSBURY STATE TESTING SCHEDULE 2014-15

Preparing students to be successful with the next generation of assessments

PARCC Testing Sessions

PARCC is different than MCAS in that it assesses math and ELA at two separate points in the year. The first test is called **Performance Based Assessment (PBA)** and the second is called **End of Year (EOY)**

Grade 10 MCAS

Students in Grade 10 will continue to take the MCAS this year. The ELA Composition Session will be on **3/24/15** with a make-up session on 4/2/15. The Reading Comprehension Sessions for this test are scheduled for **3/24/15** and **3/25/15.** The Mathematics testing window is from **5/4/15-5/19/15.**

Science and Technology/ Engineering MCAS

Students in **Grades 5 and 8** will also take the Science and Technology/Engineering MCAS exam. The window for this testing is **May 5th - 19th**
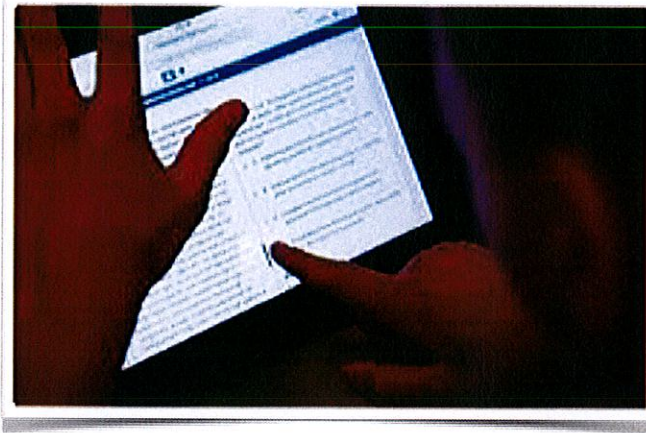
PARCC is a Timed Test

Grade 3 ELA	Session 1 (PBA)	75 minutes
	Session 2 (PBA)	75 minutes
	Session 3 (PBA)	60 minutes
	Session 4 (EOY)	75 minutes
Grade 3 Math	Session 1 (PBA)	75 minutes
	Session 2 (PBA)	75 minutes
	Session 1 (EOY)	75 minutes
	Session 2 (EOY)	75 minutes
Grades 4-5 ELA	Session 1 (PBA)	75 minutes
	Session 2 (PBA)	90 minutes
	Session 3 (PBA)	60 minutes
	Session 4 (EOY)	75 minutes
Grades 4-5 Math	Session 1 (PBA)	80 minutes
	Session 2 (PBA)	70 minutes
	Session 3 (EOY)	75 minutes
	Session 4 (EOY)	75 minutes
Grades 6-8 ELA	Session 1 (PBA)	75 minutes
	Session 2 (PBA)	90 minutes
	Session 3 (PBA)	60 minutes
	Session 4 (EOY)	60 minutes
	Session 5 (EOY)	60 minutes
Grades 6-8 Math	Session 1 (PBA)	80 minutes
	Session 2 (PBA)	70 minutes
	Session 3 (EOY)	80 minutes
	Session 4 (EOY)	75 minutes

Elementary PARCC Testing Schedule

Date	Grade	Type of Test
Monday, March 23, 2015	3	ELA-PBA
Tuesday, March 24, 2015	3	ELA-PBA
Wednesday, March 25, 2015	4	ELA-PBA
Thursday, March 26, 2015	4	ELA-PBA
Friday, March 27, 2015	3 and 4	ELA-PBA
Monday March 30, 2015	3	Math-PBA
Tuesday, March 31, 2015	3	Math-PBA
Wednesday, April 1, 2015	4	Math-PBA
Thursday, April 2, 2015	4	Math-PBA
Friday, April 3, 2015		
Monday, May 11, 2015	3	ELA-End of Year
Tuesday, May 12, 2015	4	ELA-End of Year
Wednesday, May 13, 2015	3	Math-End of Year
Thursday, May 14, 2015	3	Math-End of Year
Monday, May 18, 2015	4	Math-End of Year
Tuesday, May 19, 2015	4	Math-End of Year

Middle Level PARCC Testing Schedule

Testing Window*	Grades	Type of Test
3/16/15 - 3/26/15	5-6	ELA-PBA
3/27/15-4/6/15	5-6	Math-PBA
3/16/15 - 3/25/15	7-8	ELA-PBA
3/26/15 - 4/6/15	7-8	Math-PBA
5/4/15 - 5/29/15	5-8	ELA and Math EOY

*Please note that testing times and dates for specific teams will be communicated by building administrators.

I'm taking PARCC this year!

What is PARCC?

PARCC is a new state test that could replace MCAS for English/language arts and math in 2016 for grades 3-8. It stands for the **P**artnership for **A**ssessment of **R**eadiness for **C**ollege and **C**areers. PARCC is designed to measure whether your child is learning what he or she needs to know and be able to do at each grade level.

Why a new test?

In reading and math, Massachusetts 4th - and 8th-graders are #1 in the U.S.,[1] and our 15-year-olds rank near the top internationally[2]. However, more than 1 in 3 Massachusetts high school graduates (who passed MCAS) require remedial courses when they enroll in public higher education. In response, the state raised academic standards in 2010, and districts have been working since then to choose the curriculum, methods, and materials they will use to teach those standards in their schools. PARCC will assess students on those new standards.

Who's taking PARCC this year?

2014-2015 is the last year of a 2-year PARCC "test drive." In the first year, selected classes participated in the PARCC field test, in which students "tested the test." This year, school districts have until October 1 to choose MCAS or PARCC. Of the districts that responded by the June 30 early deadline, 60% had chosen PARCC—including your child's school.

1. National Assessment of Educational Progress (NAEP)
2. Programme for International Student Assessment (PISA)

I thought I had to pass MCAS. What's PARCC?
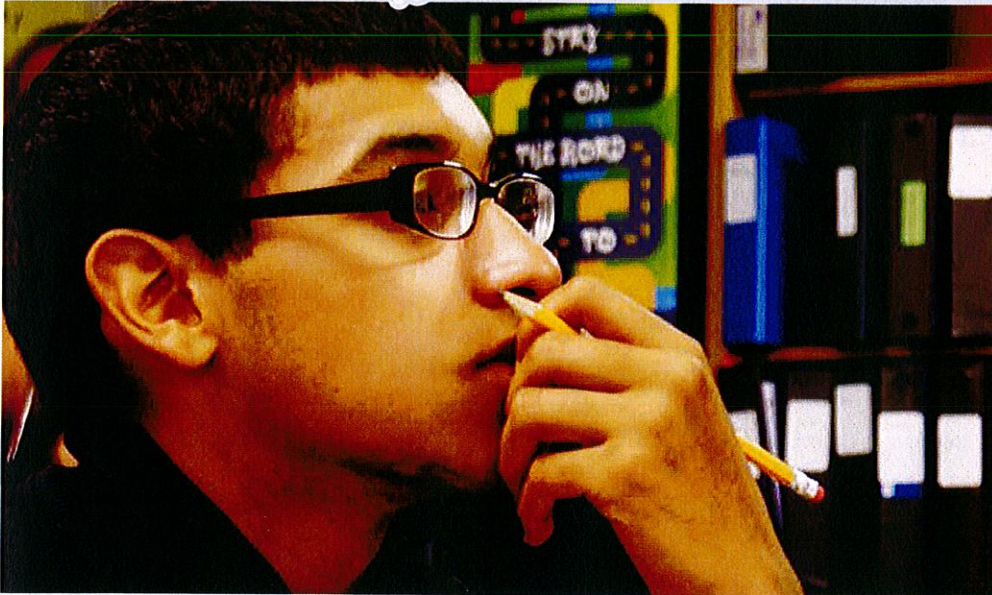
PARCC is not meant to tell the whole story about what students know and can do! It's an annual "check-up" that provides you with valuable information. Learn more:

www.doe.mass.edu/parcc

www.parcconline.org

If it's a "test drive," does it count?

Yes. The 2014-2015 PARCC results will be official. Just as with MCAS, students will receive performance results. Parents and teachers will receive reports, and teachers can use that information to help pinpoint students' strengths and weaknesses. Grade 10 students will not take PARCC this year—they still must pass MCAS as a graduation requirement. MCAS science and MCAS-Alt will continue as is for all grades. The 9th and 11th grade PARCC tests are optional.

What does PARCC look like?

PARCC is a computer-based test with a paper/pencil option for districts. It includes 2 parts in English/language arts and 2 parts in math. The first part focuses on writing and analytical skills, and is primarily hand-scored by people. The second part, which is computer-scored, targets reading and math comprehension. Combined, the 2 parts provide an important assessment of your child's knowledge, skills, and ability to think critically.

		English/Language Arts	Mathematics
Part 1	Performance-Based Assessment (hand-scored) Late March—early April	• Writing effectively • Analyzing text	• Solving multi-step problems • Using abstract reasoning
Part 2	End-of-Year Assessment (computer-scored) May	• Reading comprehension	• Understanding major grade-level appropriate math concepts

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

10 Things Parents Should Know About PARCC

1. **Massachusetts is the nation's top performing state, but we cannot stand still and allow key educational and technological innovations to pass by us.**
    Massachusetts students are performing at high levels – second-to-none among the 50 states and on par with some of the highest performing nations in the world. Despite this, not all students are enjoying the same level of success. To remain competitive globally, we cannot stand still. We need to continue to invest in public education, upgrade our curriculum and instruction to reflect the demands of the 21st century, and put all students on a pathway to college and career readiness.

2. **Massachusetts is currently developing a new, high quality, 21st century student testing program called PARCC.**
    Massachusetts is one of 18 states working collaboratively to develop PARCC, which stands for the Partnership for Assessment of Readiness for College and Careers. PARCC is a key component of the state's commitment to prepare all students for success after high school. The state will administer PARCC tests to students in grades 3 through 11 in two subjects, English language arts and mathematics.

3. **The goal of PARCC is to measure student progress toward a common set of academic learning standards in English language arts and mathematics.**
    In 2010, Massachusetts adopted new learning standards, and since then, schools across the Commonwealth have been introducing them into classrooms. The standards are more rigorous than previous standards and are tied to the skills and knowledge that colleges and employers expect of our high school graduates. The best preparation for PARCC is good classroom instruction that focuses on the standards that students receive every day.

4. **Over the next two years, Massachusetts schools will "test drive" PARCC before the state decides whether to fully adopt this new testing program.**
    In spring 2014, more than 1.35 million students in grades 3-11 across 14 states, including Massachusetts, will take a PARCC field test. A field test lets us try out the test questions, make sure the questions measure the subject area content contained in the learning standards, and build the best test we can. In Massachusetts, we will randomly select roughly 15 percent of students in grades 3-11 to take a PARCC test this spring and try out the test questions.

5. **Higher education is a key partner in the development of the new PARCC tests.**
    Educators from K-12 and higher education are playing integral roles in the development of the new PARCC tests. PARCC will provide clearer signals about students' readiness for the next grade level and, in high school, readiness for college and careers. Each of Massachusetts' 29 public two-year and four-year colleges and universities have committed to use student performance on the PARCC tests as an indicator of students' readiness for entry-level, credit-bearing college courses.

6. **PARCC is a computer-based test, though a paper-and-pencil option exists.**
   Computers are playing an increasingly larger role in everything we do, including education. A computer-based test will allow us to improve the ways that students can demonstrate on a test what they know and are able to do. For instance, students will be able to use the computer to complete performance-based tasks that better measure the range of skills we value and colleges and employers report are necessary for students to acquire.

7. **Students selected to take a PARCC test this spring are most likely to continue participating in MCAS testing as well.**
   Students taking a PARCC field test this year will not receive a score or grade based on their performance. Most schools will continue to administer MCAS tests to students in grades selected for PARCC to preserve the reporting of valuable information on student performance to parents. In addition, all Massachusetts high school students, at least through the class of 2018, are required to take and pass the high school MCAS tests in three subjects to satisfy the state graduation requirement and earn a high school diploma.

8. **We are striving to make PARCC tests accessible to all students.**
   We are committed to ensure that all students, including students with disabilities and English language learners, are able to participate in a meaningful and appropriate manner so we can report valid results for all students. We are designing a testing program that is inclusive of all students and building many accessibility features that we consider to be accommodations on MCAS into the computer-based PARCC test.

9. **Parents can help children prepare for the PARCC test.**
   Parents can help their children prepare for PARCC by familiarizing themselves with the state's academic learning standards. The standards are posted online at http://www.doe.mass.edu/candi/commoncore/. The National PTA has also developed a Parents' Guide to Student Success, available in English and Spanish, in response to the new common set of learning standards. Additionally, PARCC practice tests and sample questions will be made available later this spring.

10. **In future years, PARCC could replace MCAS as the state's student testing program.**
    Based on the two-year "test drive" of PARCC, the state commissioner of elementary and secondary education will evaluate the strengths of PARCC and the program's ability to measure the state's new academic learning standards in English language arts. The Massachusetts Board of Elementary and Secondary Education will vote whether to fully adopt PARCC as the state's new testing program in fall 2015.

If you have questions about PARCC, please visit http://www.doe.mass.edu/parcc, send an email to parcc@doe.mass.edu, or, as always, ask your principal.

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **VI. Policy**   MEETING DATE: **2/4/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **VII. Budget**   MEETING DATE: **2/4/15**
          A. Fiscal Year 2015 Update: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the 2015 year-to-date budget status?

BACKGROUND INFORMATION:

1. At the meeting Ms. Wirzbicki will present an update on the 2015 Fiscal Year operating budget.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Cecelia Wirzbicki, Director of Business Services

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **VIII. Old Business**   MEETING DATE: **2/4/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **IX.** **New Business**   MEETING DATE: **2/4/15**
         A. **School Calendar for 2015-2016: Draft**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee discuss a proposed calendar for the 2015-2016 school year?

BACKGROUND INFORMATION:

1. School Committee Policy #221 indicates that the Committee is responsible for determining the school calendar each year by April 30.
2. A draft 2015-2016 school calendar has been provided for the School Committee's consideration.

ACTION RECOMMENDED:

That the School Committee discuss the proposed school calendar and advise the administration.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Mary Beth Banios, Assistant Superintendent

Shrewsbury Public Schools
2015-2016 School Year Calendar
Draft 2-4-15

AUG/SEP — 20 Days

M	T	W	T	F
24	25	26	27	28
31	*1*	2	3	*4*
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER — 20 Days

M	T	W	T	F
			1	2
5	6	7	8	*9*
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER — 16 Days

M	T	W	T	F
2	*3*	4	5	6
9	10	*11*	12	13
16	17	18	19	20
23	24	*25*	*26*	*27*
30				

DECEMBER — 17 Days

M	T	W	T	F
	1	2	3	4
7	*8*	9	10	11
14	15	16	17	18
21	22	23	*24*	*25*
28	*29*	*30*	*31*	

JANUARY — 19 Days

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February — 16 Days

M	T	W	T	F
1	*2*	3	4	5
8	9	10	11	12
15	*16*	*17*	*18*	*19*
22	23	24	25	26
29				

MARCH — 23 Days

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL — 16 Days

M	T	W	T	F
				1
4	*5*	6	7	8
11	12	13	14	15
18	*19*	*20*	*21*	*22*
25	26	27	28	29

MAY — 21 Days

M	T	W	T	F
2	*3*	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE — 12 Days

M	T	W	T	F
		1	*2*	3
6	7	8	9	10
13	*14*	15	*16*	17
20	21	22	23	24
27	28	29	30	

August/September
8/27 & 28	New Teachers' Orientation
8/31	Opening Program for Teachers/No School
9/1	**Students Return/Full Day**
9/4	Professional Development/No School
9/7	Labor Day/No School

October
10/9	Professional Development/No School
10/12	Columbus Day/No School

November
11/3	Parent Conferences/No School
11/11	Veterans Day/No School
11/25 - 27	Thanksgiving Vacation

December
12/8	Professional Development/Early Release
12/24 - 1/1	December Vacation

January
1/18	M.L. King Day/No School

February
2/2	Professional Development/Early Release
2/15	Presidents Day/No School
2/16 - 2/19	Winter Vacation

March
3/1	Professional Development/Early Release

April
4/5	Professional Development/Early Release
4/18	Patriots Day/No School
4/19 - 22	Spring Vacation

May
5/3	Professional Development/Early Release
5/27	Last Day for Seniors
5/30	Memorial Day/No School

June
6/2	Graduation Day
6/14	Last Day for Kindergarten & Preschool
6/16	Last Day/Half Day for Students

0 snow days = 6/16 last day
1 snow day = 6/17 last day
2 snow days = 6/20 last day
3 snow days = 6/21 last day
4 snow days = 6/22 last day
5 snow days = 6/23 last day

 Parent Conference Day: 11/3/15

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **IX. New Business**   MEETING DATE: **2/4/15**
        B. Evaluation of the Superintendent: Midyear Review

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear an update on the superintendent's activities to date and comment regarding his performance to date?

BACKGROUND INFORMATION:

1. The superintendent's employment contract indicates that the School Committee shall review the superintendent's performance at the midyear mark.
2. Information enclosed includes a memo from Dr. Sawyer and performance descriptors agreed to by the Committee and superintendent that will be used for his evaluation.
3. Committee members are encouraged to share feedback regarding their perceptions of the superintendent's performance to date and suggestions to direct his continuing work.

ACTION RECOMMENDED:

That the School Committee review the superintendent's performance and provide feedback as it may deem appropriate.

STAFF AND OTHERS AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ORGANIZATION AND ADMINISTRATION	SUPERINTENDENT OF SCHOOLS	249
Primary Purpose	The Superintendent of Schools shall be the chief executive officer of the School Committee and serves as its professional advisor. In accordance with the policies of the School Committee and statutes of the Commonwealth, he/she shall provide professional leadership for the public education in Shrewsbury. The Superintendent/ School Committee working relationship will be in accordance with the current Code of Ethics adopted by the Massachusetts Superintendents Association and the current Code of Ethics adopted by the Massachusetts Association of School Committees.	
Terms of Employment	The Superintendent works a twelve-month year. Conditions of employment are included in a contract with salary and benefits to be agreed upon by the Superintendent and School Committee. The initial contract will be three years in duration. The performance of the Superintendent will be evaluated annually as mutually determined by the Superintendent and School Committee.	
Leadership Role	1. Is directly responsible to the Shrewsbury School Committee. 2. Embraces high moral and ethical standards in al interactions, and sets the tone to promote similar practices in each classroom and school. 3. Develops a vision and direction in collaboration with the School Committee and the district's many constituencies. 4. Formulates strategic goals, plans, and changes in conjunction with staff and community. Prepares annual district goals and objectives and presents periodic assessments and final report to the School Committee. 5. Sets high standards for the recruitment, hiring and supervision of all personnel. 6. Oversees the annual operating budget recommendations and implements the School Committee's annual approved budget. 7. Develops and empowers school leadership to facilitate effective school-based management teams. 8. Stays current with best educational and management practices, and keeps the School Committee and the public informed of trends.	
Policy/ Governance	1. Attends all meetings of the Shrewsbury School Committee under normal circumstances and provides administrative recommendations on each action item. 2. Informs and advises the School Committee about programs, practices and problems of the schools; periodically informs the School Committee about personnel appointments and other staff changes. 3. Manages the school system consistent with state law and the policy determinations of the School Committee. 4. Formulates policies and plans for consideration and action by the School Committee; advises the School Committee on the need for new and/or revised policies; and oversees the implementation of all policies.	

	5. Informs the School Committee periodically about personnel appointments and other personnel changes.
Qualifications Adopted 7/11/79 Revised 2/16/94 11/19/08	1. The applicant will be licensed or eligible for license as Superintendent of Schools in Massachusetts. 2. The applicant is required to have a master's degree while an additional advanced degree is preferred. The applicant must also have experience in school and/or central office administration. 3. School Committee may also consider other appropriate qualifications.

Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

January 30, 2014

To: School Committee
Re: Superintendent's Evaluation - Mid-year Performance Review

You will be conducting my mid-year performance review at our meeting on Wednesday, February 4.

Your feedback is always very important and valuable to me, and I look forward to listening to your perspectives. This meeting is an important opportunity for this to occur – I ask that you consider providing commentary in order to help me become more effective in my role.

To assist you with your review, this memorandum provides you with an update on my activities performed since my formal review last June, organized by the categories in my state-mandated instrument. As a reminder of the Committee's expectations for the role of Superintendent, I am including a copy of School Committee Policy #249 as well as the various goal documents and the assessment rubric with performance standards. Additionally, I am enclosing a copy of this year's Department of Elementary and Secondary Education's (DESE) Superintendent's Checklist to provide the Committee with an additional sense of the scope of my responsibilities relative to overseeing the management of the district's work, in addition to the typical day-to-day activities related to working with Central Office administrators and principals, advancing the district's strategic priorities and goals, leading the budget development process, responding to ongoing and new mandates, and responding to stakeholders' questions and concerns. As a reminder, I am also including a copy of my annual goals, approved this past fall, and the District Goals for 2013-2015.

As I've said in the past, while I strive to do the best I can in my role, I cannot emphasize strongly enough that I view the district's successes as my successes, and these are possible due to terrific students and supportive families; very talented, dedicated and hardworking educators and support staff; smart and savvy administrators; strong relationships with other town officials and departments; financial and volunteer support from PTOs and booster clubs, the Shrewsbury Education Foundation, the Garden Party fundraiser, athletics sponsors, local businesses, and the Corridor 9 Chamber of Commerce. I remain fortunate to work with a School Committee who is strongly committed to making our schools the best they can be for our students and the educators and support staff who serve them.

Please note the following information regarding my work since my last evaluation in June 2014. It is organized according to the categories found in the new superintendent's evaluation document.

Superintendent's Annual Goals

• I believe the district has made progress towards the *student learning goal* "by April 2015, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs."

The recent presentation to the School Committee by students and teachers from Sherwood, Oak, and SHS and the video produced at the middle level provided evidence that our educators continue to seek ways to engage students through technology, and ongoing school visits continue to confirm for me that teachers are engaging students in rigorous academic work, with the new K-8 mathematics approach is particularly noteworthy in this regard (so far I have visited about 80 classrooms so far this year, with e-mail follow ups to the teachers in almost all cases). I plan to visit each school several more times over the remainder of the school year.

I have worked with the School Leadership Team to review literature on how "student engagement" is best defined, and I will be having conversations about this with other groups in the near future, with an eye on providing a survey to stakeholders to measure various aspects of engagement and challenge. I look forward to the process and the feedback.

• I believe I have made some progress towards my *professional practice goal* of "implementing updated plans and practices designed to improve student and staff safety, emergency response and crisis management" by April 2015. I have worked with Mr. Stephen Rocco, the district's new Coordinator of Transportation, Safety & Security and the School Resource Officers to implement a new bomb threat protocol based on advisories from various public safety sources. I have also worked with this team to review possible electronic solutions to emergency planning, facility mapping, etc., and I believe we are close to making a decision on procuring an online tool that will improve our readiness and capabilities. We are in the process of reviewing protocols and determining areas for improvement, as well as indentifying key areas for enhancing security.

District Goals

• While I am ultimately responsible for the district goals, the actual execution of the various action steps is carried out by our extremely capable leadership team and, of course, the educators and support staff in the field. I am generally pleased with the progress that has been made to date on implementation of these goals, especially as our

technology initiatives continue to gain traction and shift classroom use of technology from the "substitution" and "augmentation" levels to the "modification" and "redefinition" levels. We have made great progress with the new educator evaluation system, especially this year as we now have full implementation, and we are making good progress on the "district determined measures" element of student assessment. The math program is now aligned with the state standards, and there has been a tremendous amount of professional development and coordination that has happened to implement the new math materials so that they are utilized properly within K-8 classrooms. Regarding health and wellness, Ms. Maguire and her team continue to help the district build capacity by offering training in "mental health first aid," with a focus on training those in key positions as well as providing this opportunity to paraprofessionals. Some of the goals relative to fitness are in flux due to the administrative changeover in the Health, Physical Education & Family Consumer Science Department.

Standard I: Instructional Leadership

• Under this standard, much of my work has been related to overseeing the implementation of the new educator evaluation system (i.e., Indicator I-D. Evaluation), mainly by delegating to Mary Beth Banios and Barb Malone, who are in charge of implementing this new mandate, and with the principals in order to determine how to best lead this key initiative. The agenda for the monthly meetings of the District Leadership Team (all administrators, also including assistant principals and department directors) has continued to be focused on effective implementation of the new system. We extended the strategy of using teacher leaders to help implement changes by continuing the stipended positions of "Educator Evaluation Facilitator" so that each school had one or two educators working with the principal to lead training sessions, answer questions, etc. I am also in the midst of moving forward with the utilization of the system to perform the evaluations of my direct reports, with mid-year formative reviews coming up over the next few weeks.

• I have attempted to use my communications to emphasize key elements of the instructional program, including:
- speaking to new teacher orientation about the importance of developing a "growth mindset" in themselves and their students and sharing information on this with the staff as a whole;
- providing insights and links to relevant articles, blog posts, and other information to the School Leadership Team through periodic memoranda;
- continuing to focus on key instructional priorities at leadership team meetings, using the metaphor of tending to the "big rocks" that need to go into the jar first before the jar is filled with all of the smaller pebbles and sand representative of day-to-day minutiae.

• Through my visits with principals, I have been able to learn about both instructional successes and concerns and to provide guidance and feedback. I see my role under Indicators I-A (Curriculum), I-B (Instruction), and I-C (Assessment) is that of a facilitator

3

who helps the leadership team stay focused on the district's strategic priorities and goals and who, when possible, provides resources to move key initiatives ahead.

• Under Indicator I-E (Data-Informed Decision Making), I believe that I have continued to make the community aware of issues related to student performance and district needs by ensuring ongoing reporting of data on testing results, enrollment, and class size. I continue to promote a "professional learning community" approach in schools, where educators utilize various data in order to set goals, monitor progress, and determine what methods are working best at helping students learn effectively.

Standard II: Management and Operations

• Most of my efforts under this standard are related to human resources (II-B), legal and policy leadership (II-D), and budget analysis and development (II-E). I have spent significant time recently on the budget process, as Ms. Wirzbicki is new to her role. I am pleased that my recommendation to reconfigure the leadership model in technology is working out well, as splitting the leadership into the two roles of Director of Instructional Technology and Director of Information Technology has provided desperately needed capacity in this key area.

• Regarding human resources (II-B), I believe it is crucial to continue Shrewsbury's longstanding tradition of viewing hiring, developing, and supporting personnel as "job #1," and to this end last spring and summer I met with every professional level hire individually to discuss the district's mission and core values as part of the appointment process. This was a challenge given the huge volume of hiring that we did, but I feel it is very important to ensure that I articulate what our district is all about prior to a candidate receiving and accepting a formal offer of employment. Unfortunately, human resources leadership also involves appropriately holding accountable those staff members whose performance and/or actions are not in concert with our district's expectations and values, and I have spent time consulting with Ms. Malone and various administrators on a small number of situations where such matters needed to be addressed. I continue to be grateful that such performance and judgment issues are rare in our district.

• Relative to the budget (II-E), I have continued to play a major role in implementation of the Fiscal Year 2015 Budget and the development thus far of the Fiscal Year 2016 Budget. As you know from the recent presentation of my recommendation for FY16, the budget plan is in line with the commitment to "sustainability" that was presented last spring. I worked with the subcommittee to develop the FY15 Budget Priorities and Guidelines, and I will be helping to facilitate the work of doing a historical comparison of district expenditures in the coming weeks.

• I believe I need to improve at coordinating and facilitating the School Committee's subcommittee work, and I will be working on a plan to map out the rest of the school year so that these subcommittees can be effective. Policy work other than responding to mandates has taken a back seat in recent years due to the circumstances of our recently-passed budget crisis, and it is important that I ensure a shift back to a proactive stance with regard to policy and other subcommittee areas of focus.

• I continue to be challenged by the volume and pace of the work required of this role and by the need to shift from the "triage" mode that characterized recent years to an approach that is more proactive and efficient. I recognize that there have been instances when information or meeting materials have been provided at the last minute, and this is something I am working to rectify.

• On a regional and state level, I continue to serve as Vice Chair of the Assabet Valley Collaborative Board of Directors, I am connected with colleagues through the Worcester County Superintendent's Association, and

• I have continued to seek ways for additional financial support for the district by encouraging grant proposals and continuing the Colonial Fund direct giving campaign. Upon my recommendation, the district has expanded its capacity to raise funds by introducing the responsibility of development to the role previously focused on volunteer coordination, and doubling the size of the position and renaming it Coordinator of Development and Volunteer Activities. The two part-time individuals in this role are doing strong work increasing sponsorships and positioning the Colonial Fund for future success.

• The school district environment (II-A) issue that I have focused on most is school safety and security. I have continued to chair a joint committee made up of school and public safety personnel, and Mr. Rocco is moving several initiatives forward. Please see the specific information in the Superintendent's Annual Goals section above.

• Given my responsibilities for various state data reports to be submitted in a timely and accurate manner, I have worked with Central Office administrators and support staff to make process improvements in this area, and we are in a stronger position than we were previously. This is an area for continuous improvement, and we are reviewing various technology tools that may be helpful.

• Weather-related closure/delay/dismissal decisions are a very public part of my role, and during this time of year this can require a great deal of decision-making relative not only to whether to hold or delay school but also regarding co-curricular events, campus access for events, etc.

III: Family and Community Engagement

• I utilize multiple channels for communicating with families and the community, including email list serv messages, posts to social media (Facebook and Twitter), a superintendent's blog, and monthly episodes of the Superintendent's Update cable television show. I have also continued to be visible at various school and community events, including school concerts, athletic games, PTO fundraisers, etc. I have re-established regular meetings with the PTO presidents as well.

• As far as addressing family concerns (III-D), I am thankful that the vast majority of concerns and questions are resolved at the teacher or school administration level, so it is

unusual for me to have to address these. For those few that do reach my office, I try to address them respectfully and make decisions that are in accordance with policy and with the district's mission and values. While sometimes there is not agreement regarding my decisions, it is my hope that those involved feel that they are listened to and that their perspective is respected.

Standard IV: Professional Culture

• I believe that my work continues to model "commitment to high standards" (IV-A). I have used the "bully pulpit" of the superintendency to trumpet the collective and individual successes attained by our students and educators.

• I also work hard to model "respect for all" (IV-B), although I continue to believe the district can do more to ensure that families from different language backgrounds are able to access information appropriately. We are working on revamping the district's website so that translation can be done for all web information.

• Regarding communication skills (IV-C), I continue to work on being more concise in my written and verbal communications, and I continue to strive to provide all constituencies with accurate, timely information regarding the school district; celebrate the successes and ensure awareness of our strengths; and outline the challenges we face. I have used multiple opportunities to express my gratitude to the community for their support of the override, and I have established a new tradition of an annual State of the District presentation.

• I model "continuous learning" (IV-D) by being attentive to my own professional development and that of the leadership team. I was the lead organizer of the Summer Leadership Conference; I attended multiple leadership conferences designed for superintendents; and I continue to participate in the state superintendents' association's Global Studies and 21st Century Skills study group. Along with Ms. Banios, Dr. Lizotte, and Dr. Jones, I presented a workshop on our district's 1:1 technology program at the Massachusetts Association of School Superintendents summer institute.

• I try to build and communicate a shared vision (IV-E) in a variety of ways, such as referring to our district's mission/values/priorities/goals when communicating about district issues and the accomplishments of students and staff; recognizing outstanding staff through my annual awards presented on opening day for staff (Superintendent's Awards, Thomas Kennedy Award, Jayne Wilkin Award) and promoting and assisting with the John P. Collins Awards through the Shrewsbury Education Foundation; and making connections to the district's vision through my remarks on opening day, at SHS graduation, etc.

• While Indicator IV-F is titled "managing conflict," I prefer the language that describes the indicator that uses the term "building consensus," as I believe in Shrewsbury we are able to do much more of the latter than the former, especially by being proactive. I have continued to meet with the officers of the Shrewsbury Education Association and the

Shrewsbury Paraprofessional Association on a monthly basis, and I believe that proactive, open dialogue about issues of concern has been key to resolving these issues before they become larger problems.

I look forward to listening to the Committee's perspective on my performance during our discussion at the February 4 meeting. Your feedback and direction will assist me in my work to continuously improve my effectiveness as superintendent. It remains an honor and a privilege to serve the Shrewsbury community in this role.

Superintendent Goal Achievement Plan 2014-2015

Educator—Name/Title: _____ Joseph M. Sawyer, Ed.D. _____

Primary Evaluator—Name/Title: _____ School Committee _____

Check all that apply[1]: ☒ Proposed Goals ☐ Final Goals   Date: __ October 15, 2014 __

A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per 603 CMR 35.06(3)(b).

Student Learning S.M.A.R.T. Goal *Check whether goal is individual or team; write team name if applicable.*	Professional Practice S.M.A.R.T. Goal *Check whether goal is individual or team; write team name if applicable.*
☒ Individual ☐ Team:	☒ Individual ☐ Team:
• By April 2015, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs. Note: This goal is aligned with the School Committee's 2011-2016 Strategic Priorities, Goal "C" under "Engage & Challenge All Students."	• By April 2015, the district will implement updated plans and practices designed to improve student and staff safety, emergency response and crisis management. Note: This goal is aligned with the School Committee's Fiscal Year 2016 priority of "providing equipment and training necessary to further enhance safety and security," under the 2011-2016 Strategic Priority of "Promote Health & Wellbeing."

S.M.A.R.T.: S=Specific and Strategic; M=Measurable; A=Action Oriented;
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

* Format is adapted from model provided by the Department of Elementary and Secondary Education

Student Learning Goal(s): Planned Activities for 2014-2015

Student Learning Goal: By April 2015, 80% of students, parents, and educators who respond to a survey will agree that a) student learning experiences are engaging, b) student coursework is appropriately challenging, and c) student coursework meets students' needs.
Note: This goal is aligned with the School Committee's 2016 goal "C" under "Engage & Challenge All Students."

Action	Supports/Resources from School/District	Timeline or Frequency
• Work with district and school leaders to ensure effective implementation of district initiatives in curriculum, instruction, and assessment (e.g. new math core materials; Shrewsbury Writing Project; 1:1 technology; PARCC, etc.)	• School administrators; curriculum & instruction leadership personnel • Professional development opportunities for educators • Curriculum, instruction, and technology materials	• 2014-2015 school year
• Work with District Leadership Team, Faculty Advisory Council, parent leaders, and student leaders to operationally define "engagement," "challenge," and "meeting needs."	• Meetings/communications with these groups	• By end of December 2014
• Directly observe teaching and learning through classroom visits at each school in order to develop firsthand knowledge of student learning experiences; communicate with constituents to build awareness of learning experiences taking place in schools.	• Communication tools (email, social media, cable TV, etc.)	• At least one visit to each school per month
• Develop and distribute survey instrument to measure constituents' perspectives regarding academic engagement, challenge, and needs.	• Online survey tool	• Develop survey by end of February 2015; distribute survey in March 2015; analyze and report results by mid-April 2015

Professional Practice Goal(s): Planned Activities for 2014-2015

Professional Practice Goal:
• By April 2015, the district will implement updated plans and practices designed to improve student and staff safety, emergency response and crisis management.

Action	Supports/Resources from School/District	Timeline or Frequency
• Review best practices for school safety, emergency response, and crisis management	• Coordinator of Transportation, Safety & Security • Safety & Security Task Force	• Initial review by end of October 2014, then ongoing
• Implement updated system for crisis communications with school staff, students and families, as well as among School, Fire, and Police Departments	• Communications equipment and software • Training	• Identify needs by end of November 2014 • System implementation by end of February 2015
• Implement updated protocols for emergency response and crisis management	• Coordinator of Transportation, Safety & Security • Safety & Security Task Force	• Identify updated protocols by end of November 2014 • Protocol implementation by end of February 2015
• Identify physical plant security priorities	• Coordinator of Transportation, Safety & Security • Safety & Security Task Force	• Initial identification by December 2015 for budget purposes • Plan by end of March 2015

2013-2015 Shrewsbury Public Schools District Goals

1. Engage and Challenge All Students

Professional Practice Goals:

1.1. By spring of 2015, 50% of teachers in the district will submit evidence through the evaluation process (Standard 1) that demonstrates the implementation of the following strategies in a single unit of instruction: Engaging students in in-depth inquiry, organizing tasks around a driving question, establishing a need to know, encouraging student voice and choice, incorporating revision and reflection, and including a public audience.

1.2. During the fall 2013 to spring 2015 time period, the district will develop common writing assignments by grade (PreK-6) and by departments (7-12). The developed assessments will be in alignment with the 2011 Massachusetts Standards (Common Core) and will document student growth.

Student Outcome Goals:

1.3. 80% of students who participate in the single unit of instruction identified above will meet the proficient standard on end of study assessment. (1.1)

1.4. By spring of 2015, 80% of students across all grade levels will be proficient in district common writing assessments (1.2)

2013-14 Action Plan:

Action	Supports/Resources	Timeline or Frequency
Offer the Project Based Learning (PBL) Strand workshop to a new cohort of elementary teachers	Professional Development Days Elementary Instructional Coaches	12 hours of instruction over the course of the 2012-13 school year
Offer the Differentiated Math workshop to a new cohort of elementary teachers emphasizing the connection to PBL	Professional Development Days Elementary Instructional Coaches	12 hours of instruction over the course of the 2012-13 school year
Offer an in-district 3 credit course for secondary teachers around instructional strategies supporting PBL	Funding for course instructor	TBD Year long school year course or Summer Institute offering

Action	Support/Resources	Timeline or Frequency
Establish at least one math lab classroom in each elementary school for the purposes of developing a model for math curriculum and instruction that aligns with the math Common Core frameworks.	Elementary Instructional Coaches Volunteer pilot teachers Funds for a consultant and pilot materials	Cohort 1 lab classes: September - January Cohort 2 lab classes: February - June
Identify a committee of elementary, middle level, and high school professional staff to lead the DDM (District Determined Measures) initiative	Teacher volunteers to serve on committee Coaches/Curriculum Coordinators/Department Chairs	Summer 2013
Map a plan to develop all necessary DDMs and identify DDMs to pilot across district	Teacher volunteers to serve on committee Coaches/Curriculum Coordinators/Department Chairs	September 2013
Design a District Determined Measure for at least one grade level K-4 that reflects student growth on a PBL project	Elementary Instructional Coaches Grade level Cohort 1 Teachers Funds for substitutes	3 half-day meetings over the course of the year
Pilot identified DDMs	Teacher volunteers Coaches/Curriculum Coordinators/Department Chairs Possible funding for identified assessments	Spring 2014
Finalize and communicate out around adopted DDMs that will be used during the 2014-2015 school year	Faculty meeting time	May/June 2014

2. Enhance Learning Through Technology

Professional Practice Goal:

2.1. As a result of increasing the technology available in classrooms, by spring 2015, 50% of elementary teachers (PreK-4), 95% of middle level teachers (5-8), and 50 % of high school teachers (9-12) will submit evidence through the evaluation process (Standard 2) that demonstrates technology being implemented in their classrooms at the "Modification" or "Redefinition" levels of the SAMR model.

Student Outcome Goals:

2.2. By spring of 2015 80% of students in 4th grade will receive a proficient score on an a presentation that requires students to add audio recordings and visual displays. Common Core Standard: 4.SL.5

2.3. By spring of 2015, 80% of students in grades 8 will receive a proficient score on a district common writing assessment that requires students to gather relevant information from multiple print and digital sources, use search terms effectively, and assess the credibility and accuracy of each source Common Core Standard: 8.W.8

2.4. By the spring of 2015, 80% of students in grades 9-12 will receive a proficient score on a district common assessment the requires students to use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Common Core Standard: 12.W.6

2013-14 Action Plan

Action	Supports/Resources	Timeline or Frequency
Install 12 interactive projectors in elementary classrooms	Funding for projectors IT support Funding for trainer	Summer 2013
Provide SHS staff with entry level professional development around working in a 1:1 environment	Department Chairs SHS Pilot Teachers	2013-2014 School Year
Provide iPad orientation and distribution sessions to all incoming 5th graders and 8th grade pilot students	Initial funding for 5th grade iPads IT and Paraprofessional Summer Hours Middle School Curriculum Coordinator Summer Hours	August 2013

Action	Supports/Resources	Timeline or Frequency
Continue student iPad pilot at SHS	IT Hours	13-14 School Year
Upgrade the wireless at Oak Middle School to support a 1:1 environment and enhance wireless access at SHS	IT Hours and funding for wireless access points	Summer 2013
Provide T21 course to a new cohort of teachers	Funding for course	13-14 School Year
Provide at least 4 different technology integration courses for internal credit	Tuition reimbursement funding	13-14 School Year

3. Promote Health and Wellness

Professional Practice Goals:
3.1. Starting in the spring of 2014, all psychologists, counselors, and other related service providers will participate in data collection procedures (TBD) targeted at students' self assessment of their social and emotional well being on a bi-monthly basis with 50% of their students.

3.2. During the 2013-2014 school year, the physical education and health staff will provide opportunities for classroom teachers to gain a better understanding of the overall wellness programs and how these programs may integrate with academic work.

Student Outcome Goals:
3.3. Based on a targeted cohort of students across all grade levels, students will create self directed goals related to social emotional well being as measured by a pre and post assessment. 80% of these students will self report that they have met their goal on the post assessment.

3.4. By spring of 2015 students in 1st and 4th grade will increase their performance to 30% of students meeting the benchmark for 60 minutes of physical activity daily from 18.5% calculated during the 4 data collection cycles recorded during the 2011-2012 school year.

3.5. By the spring of 2015 students in 6th, 7th, and 10th grade will increase their performance to 65% of students meeting the benchmark for a minimum of 60 minutes of physical activity for three consecutive days from 55% calculated during the 4 data collection cycles recorded during the 2011-2012 school year.

2013-2014 Action Plan:

Action	Supports/Resources	Timeline or Frequency
Establish a committee to develop student self assessments and data collection procedures		Summer 2013
Pilot student self assessments at elementary, middle, and high school levels		Fall 2013
Implement student self assessments at elementary, middle, and high school levels		Winter - Spring 2014
Conduct 4 data collection cycles for students in grades 1,4,6,7,and 10	Pedometers Polar Active Watches	Fall 2013 – Spring 2014
Conduct individual PE classroom data collection for samplings of students	Polar Active Watches	Fall 2014 – Spring 2015
PE staff will coordinate team building/trust experiential staff development.		Fall 2013
PE and health staff will participate in training and facilitate staff and student yoga activity breaks		TBD

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____

Evaluator: _____

	Name	Signature	Date
	_____	_____	_____

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then 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. For new superintendents, performance is on track to achieve proficiency within three years.

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.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

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: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate	High
☐	☐	☐

Step 5: 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* or Impact on Student Learning rating of *high or low.*

Comments:

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1		☐	☐	☐	☐	☐
Student Learning						
2		☐	☐	☐	☐	☐
District Improvement						
3		☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐
5		☐	☐	☐	☐	☐
Other Goals (if any)						
6		☐	☐	☐	☐	☐
7		☐	☐	☐	☐	☐

Superintendent's Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	☐	☐	☐	☐
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	☐	☐	☐
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.	☐	☐	☐	☐

Overall Rating for Standard I
(Check one.)

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.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Proficient** ☐ **Exemplary**

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports
- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: _____

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

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐

Overall Rating for Standard II *(Check one.)*	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.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Proficient** ☐ **Exemplary**

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

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ Budget analyses and monitoring reports
☐ Budget presentations and related materials
☐ External reviews and audits
☐ Staff attendance, hiring, retention, and other HR data

☐ Analysis of student feedback
☐ Analysis of staff feedback
☐ Analysis of safety and crisis plan elements and/or incidence reports

☐ Relevant school committee meeting agendas/minutes/materials
☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
☐ Other:_____

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

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	☐	☐	☐
III-C. Communication: Communication: Engages in effective communication with families, community stakeholders, and the media about key district issues, including student achievement, district needs, and best practices in education.	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	☐	☐	☐

Overall Rating for Standard III (Check one.)	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.

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   ☐ **Exemplary**

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

Examples of evidence superintendent might provide:
- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/ contributions
- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other:_____

Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	☐	☐	☐
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.	☐	☐	☐	☐
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.	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	☐	☐	☐	☐

Overall Rating for Standard IV
(Check one.)

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.

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Proficient** ☐ **Exemplary**

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

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ District and school improvement plans and reports
☐ Staff attendance and other data
☐ Memos/newsletters to staff and other stakeholders
☐ School visit protocol and sample follow-up reports
☐ Presentations/materials for community/parent meetings
☐ Analysis of staff feedback
☐ Samples of principal/administrator practice goals
☐ School committee meeting agendas/materials
☐ Sample of leadership team(s) agendas and materials
☐ Analysis of staff feedback
☐ Other: _____

* To mark a task complete, double-click the 'Done' cell and type the letter 'a'.
* To reach an ESE contact by phone, dial 781-338 plus the 4-digit extension.
* To sort or filter any column, use the filter arrows at the head of the column.

Security portal and grants management links:
Portal: **https://gateway.edu.state.ma.us/**
Grants: **http://www.doe.mass.edu/Grants/**

Timeline			Task	Resources and support			Done?
Action	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
Human resources	Ongoing	Ongoing	**Submit** requests for waivers for educators who are unlicensed for their current teaching assignment, including substitute teachers who have been in the same instructional role for more than 90 consecutive days and are not licensed for the role. **Call** Commissioner's Hotline (x3065) for assistance.	Click for more info	3065	--	(Ongoing)
Local	Ongoing	Ongoing	**Report** to local fire department any fire in school or on school grounds. **Conduct** fire drills at start of school year and during the year as required by state law and local fire chief.	Click for more info	6300	John Bynoe	(Ongoing)
Finance	Ongoing	Ongoing	**Obtain** special education reimbursement from Medicaid. Reimbursement for municipal districts goes to municipality.	Click for more info	3375	Special Education	(Ongoing)
Parent notice	Ongoing	Once annually	**Mail** *Parent's Notice of Procedural Safeguards* to all households with students found eligible for special education once during each school year.	Click for more info	3375	Special Education	(Ongoing)
Parent notice	Ongoing	Ongoing	**Notify** parents/guardians of children who have been assigned or have been taught for four or more consecutive weeks by a teacher who is not highly qualified (Title I schools only).	Click for more info	3550	Title I	(Ongoing)
Finance	Ongoing	Ongoing	**Submit** monthly requests for funds for state and federal grants.	Click for more info	6561	Ron Honesty	(Ongoing)
Local	Ongoing	Ongoing	**Provide** professional development to build skills related to bullying prevention and intervention.	Click for more info	6300	John Bynoe	(Ongoing)
Data Report	Ongoing	Ongoing	**Maintain** an updated technology plan with information about infrastructure & devices; policies for digital citizenship, literacy, safety, & ethics; professional learning for educators; engagement of parents & community partners; & assessment/data systems. Submit to ESE upon request.	Click for more info	6844	Susan Hargrave	(Ongoing)
Local	Ongoing	Ongoing	Superintendent and school committee **review** school improvement plans (M.G.L. ch.71 §59C).	Click for more info	3535	CDSA	(Ongoing)
Human resources	Ongoing	Ongoing	**Obtain and review** CORI of employees of taxicab companies that have contracted to provide transportation to students under G.L. c. 71, § 7A.	Click for more info	3400	Legal Office	(Ongoing)
Human resources	Varies / Ongoing	Varies / Ongoing	**Review** the results of national criminal history checks.	Click for more info	3400	Legal Office	(Ongoing)
Human resources	Ongoing	Ongoing	**Send** notice to Commissioner within 30 days of discovering information from a national criminal history check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license sanction, regardless of whether the school district retains or hires the educator.	Click for more info	3400	Legal Office	(Ongoing)

Action	Start by	Due by	Item	Resource	Call	Email	Type 'a'
Human resources	Ongoing	Ongoing	**Send** notice to Commissioner within 30 days of any dismissal, non-renewal, resignation, or other discipline of licensed educator or an applicant for a Massachusetts educator license arising from results of a national criminal history check or misconduct that might give cause to limit or revoke educator's license.	Click for more info	3400	Legal Office	(Ongoing)
Charters	Early June-14	1-Aug-14	**Submit** charter amendment requests requiring approval by the Board of Elementary and Secondary Education (charter schools only).	Click for more info	3227	Charter School Office	
Charters	Early June-14	1-Aug-14	**Submit** annual report to Charter School Office (charter schools only).	Click for more info	3227	Charter School Office	
Charters	Early June-14	1-Aug-14	**Submit** application for renewal of charter (charter schools only).	Click for more info	3227	Charter School Office	
Data report	1-Jun-14	6-Aug-14	**Submit** end-of-year EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin	
Data review	7-Aug-14	7-Aug-14	**View** student roster reports with preliminary MCAS results for all spring tests in DropBox Central in the Security Portal.	Click for more info	3625	Student Assessment	
Data review	7-Aug-14	7-Aug-14	**View** preliminary district and school MCAS summary reports in Edwin Analytics in the Security Portal.	Click for more info	3625	Student Assessment	
Data report	7-Aug-14	14-Aug-14	**Access** preliminary student-level data files for all spring MCAS tests via DropBox Central in the Security Portal. **Report** potential discrepancies.	Click for more info	3625	Student Assessment	
Data review	Mid Aug-14	Mid Aug-14	**View** preliminary accountability data for schools and districts via the Preview 2014 Accountability Data application in the Security Portal.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)	
Local	Mid Aug-14	Late Aug-14	**Update** school and district contact information in Directory Administration to ensure correct listings on ESE's public website and receipt of important messages from ESE.	Click for more info	3582	Robert Curtin	
Data report	Early Jun-14	29-Aug-14	**Submit** FY14 Title I data via the Title I Data Collection Application in the Security Portal.	Click for more info	6230	Title I	
Finance	Early June-14	31-Aug-14	**Submit** grant applications for any grants projected to have a 9/1 start date.	Click for more info	6561	Ron Honesty	
Local	Early Aug-14	31-Aug-14	**Discuss** with local chief of police or designee the process for notification of a bullying incident that may result in criminal charges.	Click for more info	6300	John Bynoe	
Data report	Early Aug-14	31-Aug-14	**Submit** year-end report on head injuries and concussions in extracurricular athletic activities to the Department of Public Health.	Click for more info	6479	Katie Millett	

Category	Date	Date	Task	More info	#	Contact
Parent notice	Early Aug-14	31-Aug-14	**Provide** written notice to students and parents/guardians of the student-related sections of the bullying prevention plan in age-appropriate terms and the most prevalent languages.	Click for more info	6300	John Bynoe
Human resources	Early Aug-14	31-Aug-14	**Check** licensure status of all educators via ELAR. **Call** Commissioner's Hotline (x3065) for assistance.	Click for more info	3065	--
Local	Early-Aug-14	31-Aug-14	**Complete** and **review** Annual Multi-Hazard Evacuation Plan for each school with fire chief and police chief before the start of school.	Click for more info	6300	John Bynoe
Finance	1-Jul-14	31-Aug-14	**Submit** final expenditure reports (FR-1) for grants that ended on 6/30.	Click for more info	6561	Ron Honesty
Local	2-Sep-14	2-Sep-14	**Designate** Civil Rights Coordinator (603 CMR 26.00; federal civil rights laws) and ensure in compliance with all applicable requirements.	Click for more info	3400	Legal Office
Testing	2-Sep-14	12-Sep-14	High school principals **order** test materials for MCAS November ELA and Mathematics retests.	Click for more info	3625	Student Assessment
Data review	Mid Sep-14	Mid Sep-14	ESE **releases** MCAS state-level results.	Click for more info	3625	Student Assessment
Data review	Mid Sep-14	Mid Sep-14	Principals **receive** MCAS-Alt portfolios and Portfolio Feedback Forms.	Click for more info	3625	Student Assessment
Data review	Mid Sep-14	Mid Sep-14	Superintendents and principals **review** official embargoed spring MCAS district data files in Edwin Analytics in the Security Portal and **check** for accuracy.	Click for more info	3625	Student Assessment
Data review	Mid Sep-14	Mid Sep-14	ESE **releases** MCAS district and school performance level results to the public. Embargo lifted on discussion of school and district results.	Click for more info	3625	Student Assessment
Parent notice	Mid Sep-14	Mid Sep-14	Superintendents **receive** printed *Parent/Guardian Reports* for students who participated in spring MCAS and MCAS-Alt and receive Adams Scholarship notifications.	Click for more info	3625	Student Assessment
Data review	Mid Sep-14	Mid Sep-14	**View** official 2014 school and district accountability data via the Preview 2014 Accountability Data application in the Security Portal.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)
Data report	Mid Aug-14	Mid Sep-14	**Notify** ESE of school openings/closings via downloadable forms.	Click for more info	3582	Robert Curtin
Local	Early Sep-14	Late Sep-14	**Review** Standard Precautions (formerly called Universal Health Precautions) with all staff.	Click for more info	6300	John Bynoe
Local	Early Sept-14	Late Sep-14	**Hold** training on schools' physical restraint policy within the first month of every school year and within a month of new employee hires (603 CMR 46.00).	Click for more info	3700	Program Quality Assurance
Human resources	2-Sep-14	30-Sep-14	**Send** Civil Rights and Equal Education notices to all school employees, notifying of training dates (603 CMR 26.00).	Click for more info	3400	Legal Office

Category	Date	Date	Task	More info	Number	Office/Contact
Parent notice	2-Sep-14	30-Sep-14	**Publish** student handbook and **send** required notices to parents/guardians (see third tab in workbook for list). Notices may be included in the handbook (G.L. c. 71, §37H).	Click for more info	3400	Legal Office
Human resources	2-Sep-14	30-Sep-14	**Inform** teachers, administrators, and other professional staff of reporting requirements relating to suspected child abuse and neglect, and reporting of fires (G.L. c. 71, § 37L).	Click for more info	3400	Legal Office
Finance	Early Sep-14	30-Sep-14	**Submit** End-of-Year Financial Report for prior school year (except charter schools).	Click for more info	6594	Jay Sullivan
Local	15-Aug-14	30-Sep-14	**Hold** school council elections for parent, teacher, and community representatives.	Click for more info	3400	Legal Office
Register decision	2-Sep-14	1-Oct-14	Superintendents **register** decision for schools to administer MCAS or PARCC for spring 2015.	Click for more info	3625	PARCC
Data Report	1-Sep-14	1-Oct-14	**Submit** personnel agreements, including educator evaluation system agreements, to the Department of Elementary and Secondary Education under the authority of MGL c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements
Data report	Early Sep-14	1-Oct-14	**Submit** Secondary School Anti-Hazing Report (secondary schools) (MGL ch. 269 §§17-19; 603 CMR 33.00).	Click for more info	3788	Darlene Lynch
Local	Early-Sept-14	suggested three times per year (Sept., ...)	**Conduct**, along with chief of police, bus evacuation drills and vehicle evaluations.	Click for more info	6300	John Bynoe
Local	Late Sep-14	Late Oct-14	**Distribute** 2014 school "report cards" providing information about accountability, assessment, teacher quality, and the right of parents/guardians of children attending Title I schools to know certain information about teacher qualifications.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)
Data report	1-Oct-14	30-Oct-14	**Submit** October 1 SIMS (Student Information Management System) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin
Data report	Mid Oct-14	24-Jul-15	**Submit** School Safety and Discipline Report (SSDR), including bullying incident data under G.L. c. 71, § 37O(k). Data collection opens mid-October 2014; data are collected year-round. Final report due July 24, 2015.	Click for more info	3582	Robert Curtin
Finance	Early Sep-14	31-Oct-14	**Submit** final expenditure reports (FR-1) for grants that ended on 8/31.	Click for more info	6561	Ron Honesty
Parent notice	Early-Sep-14	31-Oct-14	**Send** Nutrition Program Reports and Claim Forms (school lunch/breakfast) to parents/guardians.	Click for more info	6479	Katie Millett
Testing	27-Oct-14	31-Oct-14	High school principals **order** test materials for MCAS February Biology test.	Click for more info	3265	Student Assessment
Charters	Early Aug-14	1-Nov-14	**Submit** Independent Financial Audit (charter schools only).	Click for more info	3227	Charter School Office

Category			Task			Contact
Charters	1-Oct-14	7-Nov-14	Submit 2014-2015 Charter School Updated Waitlist Report (charter schools only).	Click for more info	3227	Charter School Office
Testing	5-Nov-14	13-Nov-14	High schools administer MCAS November ELA and Mathematics retests.	Click for more info	3625	Student Assessment
Testing	27-Oct-14	14-Nov-14	Principals order test materials for ACCESS for ELLs tests.	Click for more info	3265	Student Assessment
Human resources	Mid Sep-14	14-Nov-14	Develop new individual Professional Development Plans for those who renewed their Professional license by June of 2014. As a reminder, the Licensure Regulations (603 CMR 44.04(1)(c)) permits the use of the same plan to satisfy the requirements of Educator Evaluation and license Renewal.	Click for more info	3124	Brian Devine
Charters	Early Nov-14	26-Nov-14	Submit charter school end-of-year financial report (charter schools only).	Click for more info	3227	Charter School Office
Local	Early-Nov-14	30-Nov-14	Ensure that educators new to the district are enrolled in induction programs.	Click for more info	6680	Simone Lynch
Data report	1-Oct-14	4-Dec-14	Submit October 1 EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin
Data report	13-Oct-14	5-Dec-14	Submit Individual Non-Public School Report(s).	Click for more info	3582	Robert Curtin
Data review	Early Jan. 2015	Early Jan. 2015	Superintendents view student results from the MCAS November retest in Edwin Analytics in the Security Portal.	Click for more info	3625	Student Assessment
Parent notice	Early Jan. 2015	Early Jan. 2015	Superintendents receive letters for students who earn the Adams Scholarship to send to parents/guardians.	Click for more info	3625	Student Assessment
Testing	5-Jan-15	16-Jan-15	Principals order materials for spring 2015 MCAS (including MCAS-Alt) tests.	Click for more info	3625	Student Assessment
Testing	6-Jan-15	17-Jan-15	High school principals order test materials for MCAS March ELA and Mathematics retests.	Click for more info	3625	Student Assessment
Data report	Early Dec-14	31-Jan-15	Complete short survey to provide the Office of Digital Learning insights into the digital learning landscape in the Commonwealth to help inform policy decision and prioritize areas of support/focus.	Click for more info	6844	Susan Hargrave
Testing	2-Feb-15	3-Feb-15	High schools administer MCAS February Biology test.	Click for more info	3625	Student Assessment
Testing	8-Jan-15	11-Feb-15	Schools administer ACCESS for ELLs test to ELL students in grades K to 12.	Click for more info	3625	Student Assessment

Category	Date	Date	Description	Link	Number	Contact
Data report	1-Jan-15	27-Feb-15	**Submit** School-Attending Children Report (not submitted by charter and regional voc/tech schools).	Click for more info	3582	Robert Curtin
Parent notice	February	February	Superintendents **receive** November MCAS ELA and Mathematics Retest *Parent/Guardian Reports*.	Click for more info	3625	Student Assessment
Finance	Early Feb-15	27-Feb-15	**Submit** Intent to Claim for Circuit Breaker Extraordinary Relief (if applicable).	Click for more info	6594	Jay Sullivan
Charters	Mid Feb-15	1-Mar-15	**Submit** 2/15 Charter School Claim Form (charter schools only).	Click for more info	6586	Hadley Cabral
Testing	2-Mar-15	6-Mar-15	High schools **administer** MCAS March ELA and Mathematics retests.	Click for more info	3625	Student Assessment
Testing	9-Mar-15	13-Mar-15	High school principals **order** test materials for MCAS June STE tests.	Click for more info	3625	Student Assessment
Charters	Early Mar-15	16-Mar-15	**Submit** 2015-2016 Charter School Pre-Enrollment Report (charter schools only).	Click for more info	3227	Charter School Office
Data report	26-Feb-15	26-Mar-15	**Submit** March 1 SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin
Data report	Mid Jan-15	Late Mar-15	**Update** school and district contact information in Directory Administration to ensure correct listings on ESE's public website and receipt of important messages from ESE.	Click for more info	3582	Robert Curtin
Data Report	Early Feb-15	31-Mar-15	**Submit** annual innovation schools and innovation academies evaluation report.	Click for more info	3217	Shay Edmond
Finance	Mid-March-15	31-Mar-15	**Submit** applications for circuit breaker extraordinary relief payments (if applicable).	Click for more info	6594	Jay Sullivan
Testing	Early Sep-14	2-Apr-15	Principals **monitor development** of MCAS-Alt portfolios throughout the year and **submit** in April (grades 3–12).	Click for more info	3625	Student Assessment
Testing	23-Mar-15	6-Apr-15	Schools **administer** MCAS ELA tests (grades 3–8 and 10).	Click for more info	3625	Student Assessment
Data report	Early March-15	7-Apr-15	**Submit** Regional Student Advisory Council members' election affidavits to ESE (M.G.L. ch.15 §1E).	Click for more info	6320	Donna Taylor
Testing	16-Mar-15	10-Apr-15	Schools **administer** computer-based PARCC Performance-Based Assessments for ELA and Mathematics (paper-based testing window is March 23–April 3).	Click for more info	3625	Student Assessment
Data report	Early Apr-15	30-Apr-15	**Submit** Race to the Top Performance Measures progress report (RTTT districts only).	Click for more info	3125	Race to the Top

Category	Date 1	Date 2	Task	Info	Number	Contact / Type
Finance	Early April-15	30-Apr-15	**Submit** School Choice Claim Form (submitted by receiving districts).	Click for more info	6527	Roger Hatch
Parent notice	Early May-15	Early May-15	Superintendents **receive** February Biology and March ELA and Mathematics Retest *Parent/Guardian Reports* (data available in Edwin Analytics in the Security Portal earlier).	Click for more info	3625	Student Assessment
Parent notice	Early May-15	Early May-15	Principals **receive** ACCESS for ELLs *Parent/Guardian Reports*.	Click for more info	3625	Student Assessment
Testing	Early May-15	Early May-15	Schools **administer** MCAS Mathematics (grades 3–8 and 10), STE (grades 5 and 8) tests.	Click for more info	3625	Student Assessment
Data review	Late May-15	Late May-15	Superintendents and principals **access** spring ACCESS for ELLs results.	Click for more info	3625	Student Assessment
Testing	4-May-15	29-May-15	Schools **administer** computer-based PARCC End-of-Year assessments in ELA and Mathematics (paper-based testing window is May 11-22).	Click for more info	3625	Student Assessment
Local	Early May-15	29-May-15	**Appoint** student advisory member to local school committee (M.G.L. ch.71 §38M).	Click for more info	6320	Donna Taylor
Local	Early Jan-15	29-May-15	**Publish** notice of public hearing on annual budget by school committee at least seven days in advance of hearing (M.G.L. ch.71 §38N).	Click for more info	6520	Christine Lynch
Local	Early April-15	1-Jun-15	**Certify** School Choice participation vote by school committee, where applicable.	Click for more info	6527	Roger Hatch
Testing	2-Jun-15	3-Jun-15	High schools **administer** MCAS high school STE tests.	Click for more info	3625	Student Assessment
Local	Early Sep-14	Mid Jun-15	All districts and RTTT charter schools **incorporate** student and staff feedback into the educator evaluation system.	Click for more info	3243	Educator Evaluation
Local	Early Sep-14	Mid Jun-15	All districts and RTTT charter schools **implement** DDMs and **collect** Year 1 Student Impact Rating data for all educators.	Click for more info	3243	Educator Evaluation
Data review	Mid Jun-15	Mid Jun-15	Principals **view** Portfolio Feedback Forms for students who participated in the MCAS-Alt.	Click for more info	3625	Student Assessment
Data review	Mid Jun-15	Mid Jun-15	Principals **access** Portfolio Feedback Forms for students who participated in the MCAS-Alt.	Click for more info	3625	Student Assessment
Data report	27-Jun-15	27-Jun-15	Superintendents and principals **file** MCAS-Alt score appeals, as needed.	Click for more info	3625	Student Assessment
Finance	Mid-June-15	6-Jul-15	**Submit** final special education circuit breaker claims for preceding school year.	Click for more info	6594	Jay Sullivan

Category	Date	Date	Description	Link	Number	Contact
Data report	1-Jun-15	9-Jul-15	**Submit** End-of-Year SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin
Data report	Mid Oct-14	24-Jul-15	**Submit** School Safety and Discipline Report (SSDR), including bullying incident data under G.L. c. 71, § 37O(k). Data collection opens mid-October 2014; data are collected year-round. Final report due July 24, 2015.	Click for more info	3582	Robert Curtin
Finance	11-Jul-15	30-Jul-15	**Submit** Annual Statement of Assurances for federal and state grants.	Click for more info	6561	Ron Honesty
Data review	31-Jul-15	31-Jul-15	Principals **receive** MCAS-Alt score appeal results.	Click for more info	3625	Student Assessment
Data review	Summer 2015	Summer 2015	Principals **view** MCAS ELA Composition images for grades 4, 7, and 10.	Click for more info	3625	Student Assessment
Data review	Summer 2015	Summer 2015	Principals **view** student rosters with partial preliminary MCAS results in DropBox Central in the Security Portal.	Click for more info	3625	Student Assessment
Data review	Summer 2015	Summer 2015	Principals **access** partial preliminary MCAS student data files in DropBox Central in the Security Portal.	Click for more info	3625	Student Assessment
Data review	Summer 2015	Summer 2015	Superintendents and principals **view** partial preliminary MCAS student results in Edwin Analytics in the Security Portal.	Click for more info	3625	Student Assessment
Data report	1-Jun-15	6-Aug-15	**Submit** end-of-year EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin

SHREWSBURY PUBLIC SCHOOLS
School Committee

ITEM NO: **X.**   **Approval of Minutes**   MEETING DATE: **2/4/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on January 21, 2015?

BACKGROUND INFORMATION:

1. The minutes are enclosed.

ACTION RECOMMENDED:

That the School Committee vote to approve the minutes of the School Committee meeting on January 21, 2015.

STAFF AVAILABLE FOR PRESENTATION:

Dr. B. Dale Magee, Chairperson
Ms. Erin Canzano, Secretary

ITEM NO: **XI.** **Executive Session**

MEETING DATE: **2/4/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**