



# MCCPS Board of Trustees

## Monthly Board Meeting

Amended on May 28, 2019 at 3:54 PM EDT

### Date and Time

Tuesday May 28, 2019 at 7:00 PM EDT

### Location

MCCPS, Room 8L

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>07:00 PM</b>
A. Record Attendance and Guests		Paul Baker	
B. Call the Meeting to Order		Artie Sullivan	
C. Approve Minutes	Approve Minutes	Paul Baker	3 m
Meeting of April 30 2019			
Approve minutes for Monthly Board Meeting on April 30, 2019			
D. Approve Minutes	Approve Minutes	Paul Baker	3 m
Approve Minutes of May 15, 2019			
<b>II. Presentations</b>			<b>07:06 PM</b>
A. Student Presentation	Discuss	Ellen Lodgen	10 m
Presentation by MCCPS Students			
<b>III. Public Comment</b>			<b>07:16 PM</b>
A. Public Comment	Discuss	Artie Sullivan	10 m
<b>IV. Review of Previous Meeting Action Items</b>			<b>07:26 PM</b>

**A. Review of Previous Meeting Action Items**                      Discuss      Artie  
Sullivan

- Development and Fundraising training for Board
- Identify potential candidates for the Board – Goal is 3 new members for SY 2018-2019. Areas that need representation on the board –
  - Alumni
  - Faculty/Staff
  - Community
  - Parents of families residing outside of Marblehead.
- Strengthen Subcommittees if needed
  - Communication and Development
- Review Documents located in Board Member Handbook Google Drive. Invitation sent by separate email.
  - Add documents that are needed.
- Board Retreat - June 8th

**V. Other Business**

**07:26  
PM**

**A. Update on Board Goals for SY 2018-2019**                      Discuss      Artie  
Sullivan

**Goal-1 (Strategic Plan Implementation):**

- Define and adopt a 5-year strategy plan that is fully aligned with the mission of MCCPS. To include full implementation of year-1 objectives as defined in the plan and staging for the subsequent year.

**Goal-2 (Board Health & Sustainability)**

- Continue to build and develop a strong and diverse board to ensure the long-term health and sustainability of MCCPS, through creative mentorship and training programs (in collaboration with governance committee). To include identification of 2-3 new board members SY 2018-2019.

**Goal-3 (Communication and Community Development)**

- Strengthen the engagement with key stakeholders (e.g. Head of School, Parents, Students, Educators, PTO and Community) to support the growth and development of MCCPs role within the community and enhance the ongoing school initiatives and fundraising efforts. To include fostering a strong working relationship between the Board of Trustees and HOS to drive implementation of the 2018 strategic plan and ensure the long-term success of MCCPS.

**Goal-4 (Board Operational Excellence)**

- Review and refine key policy documentation to ensure the long-term health and sustainability of MCCPS, including the adoption of a “board policy adoption policy. The Board should review significant policies on an ongoing basis.
- Formalize a succession plan for Executive Team and Committee Chairs including the identification and approval of Vice Chairs for each subcommittee; a succession plan for board members and board officers and a succession plan for the head of school and other key employees.

**B. Planning for SY 2019-2020**                      Discuss      Artie  
Sullivan

Planning for upcoming SY 2019-2020

- 25th Anniversary Celebration
- Charter Renewal Application Process
  - Submit Charter Renewal Application by August 1, 2019
  - Preparation for 3-day Site Visit in Estimated Fall 2019
  - Prepare Accountability Plan Draft
- Board Leadership and Committee Chairs for SY 19-20
- Bylaws Review

<b>C. New Board Members</b>	Vote	Artie Sullivan	30 m
Presentation/Interview/Vote on Perspective Board Members			
Rudi Herve			
Rick Doran			
Peter Cheney			
Rebecca Whidden			
Jessica Xiarhos			
<b>D. Review of Board Retreat</b>	Discuss	Artie Sullivan	15 m
Review Board Retreat			
<b>E. End of Year Evaluation of Acting Head of School</b>	Vote	Artie Sullivan	30 m
<b>VI. Committee Updates</b>			<b>08:41 PM</b>
<b>A. Governance Committee</b>	Discuss	Paul Baker	5 m
<b>B. Finance Committee</b>	Discuss	Karl Smith	5 m
<b>C. Personnel Committee</b>	Discuss	Artie Sullivan	15 m
<b>Policy for Head of School Oversight Committee</b>			
<b>Head of School Evaluation Policy and Procedures</b>			
<b>D. Academic Excellence</b>	Discuss	Sean Killeen	5 m
<b>E. Development</b>	Discuss	Ellen Lodgen	5 m
<b>F. Strategic Plan Committee</b>	Discuss	Fred Ferris and Jen Jewell	5 m
<b>G. Communications, and Community Relations Committee</b>	Discuss	Ian Hunt	5 m
<b>H. Charter Renewal</b>	Discuss	Artie Sullivan	5 m
Review of Meeting, Meeting Actions Items,			
Discuss SATisfaction Survey			
<b>VII. HOS Report</b>			<b>09:31 PM</b>
<b>A. Monthly Report</b>	FYI	William Sullivan	15 m
HOS to share monthly report.			
<b>VIII. Public Comment</b>			<b>09:46 PM</b>
<b>A. Public Comment</b>	Discuss	Artie Sullivan	5 m
<b>IX. Board Member Comments and Resolutions</b>			<b>09:51 PM</b>
<b>A. Board Member Comments and Resolutions</b>	Discuss	Artie Sullivan	5 m
This is an opportunity for Board Member Comments and Resolutions			

**X. Closing Items**

**09:56  
PM**

- |  |         |                   |     |
|--|---------|-------------------|-----|
| <b>A. Recap Action Items</b>                                       | Discuss | Paul<br>Baker     | 2 m |
| Clerk to review actions items, add any additional items discussed. |         |                   |     |
| <b>B. Meeting Evaluation</b>                                       | Discuss | Artie<br>Sullivan | 3 m |
| Discuss how meeting went, did we stay on topic, meet goals, etc.   |         |                   |     |
| <b>C. Adjourn Meeting</b>  | Vote    | Artie<br>Sullivan |     |

# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Board Meeting on April 30, 2019



## MCCPS Board of Trustees

### Minutes

#### Monthly Board Meeting

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**Date and Time**

Tuesday April 30, 2019 at 7:00 PM

**Location**

MCCPS, Room 8L

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**Trustees Present**

Artie Sullivan, Ellen Lodgen, Fred Ferris, Ian Hunt, Jen Jewell, Karl Smith, Paul Baker, Sean Killeen

**Trustees Absent**

*None*

**Guests Present**

Carol McEnaney, Cheryl Copeland, Jen Stoddard, Richard Doron, William Sullivan

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**I. Opening Items****A. Record Attendance and Guests****B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Apr 30, 2019 @ 7:08 PM at MCCPS, Room 8L.

**C. Approve Minutes**

Karl Smith made a motion to approve minutes from the Monthly Board Meeting on 03-26-19. Fred Ferris seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Fred Ferris Aye

Sean Killeen Aye

Ellen Lodgen Abstain

Karl Smith Aye  
Paul Baker Aye  
Ian Hunt Aye  
Artie Sullivan Aye  
Jen Jewell Aye

#### **D. Approve Minutes**

Karl Smith made a motion to approve minutes from the Meeting of the Committee of the Whole on 04-29-19.

Ian Hunt seconded the motion.

The board **VOTED** unanimously to approve the motion.

##### **Roll Call**

Ian Hunt Aye  
Jen Jewell Aye  
Karl Smith Aye  
Artie Sullivan Aye  
Paul Baker Aye  
Ellen Lodgen Aye  
Sean Killeen Aye  
Fred Ferris Aye

## **II. Presentations**

### **A. Student Presentation**

4th graders, Thomas Jenkins & Elaine Guerin gave an assured and informative overview of their experiences in fourth grade so far.

## **III. Public Comment**

### **A. Public Comment**

There was no public comment at this juncture.

## **IV. Review of Previous Meeting Action Items**

### **A. Review of Previous Meeting Action Items**

William Sullivan arrived late.

Review of Previous Meeting Action Items included

Development and Fundraising training for Board

- Identify potential candidates for the Board – Goal is 3 new members for SY 2018-2019.  
Areas that need representation on the board –
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  - Faculty/Staff
  - Community
  - Parents of families residing outside of Marblehead.
- Strengthen Subcommittees if needed
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- Review Documents located in Board Member Handbook Google Drive. Invitation sent by separate email.
  - Add documents that are needed.
- Board Retreat - June 8th

The Board will reach out to staff member, Nick Santoro to see if he can give the Board an update on alumni outreach and if he would be interested in sitting on the Board as a trustee.

## **V. Other Business**

### **A. Update on Board Goals for SY 2018-2019**

#### **Goal-1 (Strategic Plan Implementation):**

- Define and adopt a 5-year strategy plan that is fully aligned with the mission of MCCPS. To include full implementation of year-1 objectives as defined in the plan and staging for the subsequent year.

#### **Goal-2 (Board Health & Sustainability)**

- Continue to build and develop a strong and diverse board to ensure the long-term health and sustainability of MCCPS, through creative mentorship and training programs (in collaboration with governance committee). To include identification of 2-3 new board members SY 2018-2019.

#### **Goal-3 (Communication and Community Development)**

- Strengthen the engagement with key stakeholders (e.g. Head of School, Parents, Students, Educators, PTO and Community) to support the growth and development of MCCPS role within the community and enhance the ongoing school initiatives and fundraising efforts. To include fostering a strong working relationship between the Board of Trustees and HOS to drive implementation of the 2018 strategic plan and ensure the long-term success of MCCPS.

#### **Goal-4 (Board Operational Excellence)**

- Review and refine key policy documentation to ensure the long-term health and sustainability of MCCPS, including the adoption of a "board policy adoption policy". The Board should review significant policies on an ongoing basis.
- Formalize a succession plan for Executive Team and Committee Chairs including the identification and approval of Vice Chairs for each subcommittee; a succession plan for board members and board officers and a succession plan for the head of school and other key employees.

### **B. Strategic Planning Update**

There was no update on the strategic plan as we are now awaiting input from the prospective Head of School.

### **C. Planning for SY 2019-2020**

- 25th Anniversary Celebration
- Charter Renewal Application Process
  - Submit Charter Renewal Application by August 1, 2019
  - Preparation for 3-day Site Visit in Estimated Fall 2019
  - Prepare Accountability Plan Draft
- Board Leadership and Committee Chairs for SY 19-20
- Bylaws Review

### **D. HOS Search**

Ian Hunt gave a splendid slide presentation of the Head of School search process.



Dr. Peter Cohen has been offered the position of Superintendent and Head of School at MCCPS.

Jen Jewel made a motion to authorize an ad hoc committee comprised of Artie Sullivan, Sean Killeen, Karl Smith & Paul Baker to enter into contract negotiations with Dr. Peter Cohen.

Paul Baker seconded the motion.

Roll Call Vote as follows..

Artie Sullivan Yes

Karl Smith Yes

Paul Baker Yes

Jen Jewel Yes

Sean Killeen Yes

Fred Ferris Yes

Ian Hunt, Bill Sullivan & Ellen Lodgen were illegible to vote on this matter

**E. Review of Board Self Assessment**

See Agenda Other Business "E"

**VI. Committee Updates**

**A. Governance Committee**

Paul Baker noted that there are 6 possible candidates in the pipeline for Board and/or committee positions.

All have been invited to the next Governance meeting on 5/14/19 for interview and discussion.

**B. Finance Committee**

Treasurer Karl Smith presented the 2019-2020 school finance budget for Board approval.

Karl Smith made a motion to approve the budget s presented.

Fred Ferris seconded the motion.

The motion carried unanimously.

**C. Personnel Committee**

Chair Artie Sullivan shared that the Personnel committee are working on Head of School Oversight as well as the Acting Head of School evaluation.

**D. Academic Excellence**

Chair Sean Killeen reported that the next committee meeting will be held on May 22nd @ 7.30am

**E. Development**

Chair Ellen Lodgen shared that the Annual Fund push is in full swing and that the calendar raffle will begin May 1st. It is hoped that the raffle will bring in around \$10,000.

**F. Strategic Plan Committee**

No updates on the strategic plan at this point.

**G. Communications, and Community Relations Committee**

Chair Ian Hunt shared that there will be a kick off meeting on May 8th @ 7pm. Staff member Nick Santoro will be approached to join the committee to further outreach to Charter alumni.

**H. Charter Renewal**

On Paul Bakers' suggestion, Karl Smith will be in contact with parent Danielle Fletcher so that they can formulate a satisfaction survey to get go out to parents asap, so that it may be used as part of the criteria necessary to fulfill the requirements of the Charter renewal process.

## **VII. HOS Report**

### **A. Monthly Report**

Bill Sullivan presented his Head of School Report.

Highlights included:

6th Grade had enjoyed the trip to Nature's Classroom the week of April 8th.

Atlantic White Shark Conservancy are hosting an event 5/2/19.

May 1st is the MA. wide Walk/Bike to school event.

The 7th grade will be at Project Adventure 5/28 and 5/29.

Parent Amy Ruocco will remain as SEPAC Chair through the 2019/20 school year. The school will step up its' efforts to attract new members and a possible candidate to transition into the chairpersons role.

Foundation Grants of \$7,686.68 were approved for Music dept. equipment, Game cabinet restock and classroom Connectivity.

FMPS Grants totaling \$2,524.25 were approved for Guitar/Ukulele purchases, Mosaic Art Project and Tower Garden Lighting.

Bill and Jeff Barry are working on draft staff contracts and expect to complete them shortly. Intent to Return forms will be sent out to families on May 1st.

Current enrollment for the 2019/20 school year stands at 218.

4th Grade-35

5th Grade-49

6th Grade-49

7th Grade-44

8th Grade-41

The numbers, especially for 4th grade, are of immediate concern, with no current waitlist for 4th grade places.

There are a number of 5th and 6th graders shadowing at the MHD Veterans school.

## **VIII. Public Comment**

### **A. Public Comment**

There were no public comments at this time.

## **IX. Board Member Comments and Resolutions**

### **A. Board Member Comments and Resolutions**

Chair Artie Sullivan thanked the Board and committee members for their continued hard work and dedication over the course of what has been a difficult, but ultimately satisfactory year.

## **X. Closing Items**

### **A. Recap Action Items**

**B. Meeting Evaluation**

All items were covered in a timely manner.

**C. Adjourn Meeting**

Ian Hunt made a motion to adjourn the meeting.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:40 PM.

Respectfully Submitted,  
Paul Baker

# Cover Sheet

## New Board Members

**Section:** V. Other Business  
**Item:** C. New Board Members  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Jessica Xiarhos-Resume.pdf  
Peter J Cheney\_2019\_resume.pdf  
RDoron\_bio.docx  
Resume Rodolphe Herve.pdf  
Resume\_Whidden.pdf

# JESSICA XIARHOS

## CONTACT



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24 Lemon Street  
Salem, MA 01945

## EDUCATION

### BACHELOR OF SCIENCE

#### Exceptional Student Education

University of Central Florida  
Orlando, FL | December 2013

### MASTER OF EDUCATION

#### Curriculum & Teaching, STEM Focus

Boston University  
Boston, MA | Expected Fall 2020

## CERTIFICATION

### STATE OF MASSACHUSETTS

- Moderate Disabilities (PreK-8)
- Moderate Disabilities (5-12)
- Elementary 1-6
- Middle School Math and Science
- SEI Endorsement

## OTHER QUALIFICATIONS

- Lead Presenter at MCCPS's Project-Based Learning Workshop, Spring 2018
- Search Committee Member for next Head of School

## WORK EXPERIENCE

### 6th GRADE MATH & SCIENCE TEACHER

Marblehead Community Charter Public School

AUG. 2017 - Present | MARBLEHEAD, MA

- Design and implement rigorous curriculum in math and science aligned to the MA Curriculum Frameworks and the Common Core State Standards Mathematical Practices and Cross-Cutting Concepts, with an emphasis on Project-Based Learning (PBL) and Community Service Learning (CSL)
- Work collaboratively with grade level team to create inclusive and integrated lessons
- Cultivate a collaborative classroom culture through building rapport with students and families; weekly communication with all parents
- Advisor to a group of students pursuing Individualized Achievement Plans in the area of robotics
- Organize and chaperone one week off-campus field trip to Nature's Classroom

### 8th GRADE INCLUSION SPECIALIST

Marblehead Community Charter Public School | Aug. 2016-2017

- Responsible for planning and co-teaching with the core content teachers, providing inclusion and pull-out services, developing and implementing IEPs, designing and providing accommodations and modifications per individual IEPs, creating and implementing safety and behavior plans, administering and interpreting diagnostic testing

### SPECIAL EDUCATION TEACHER

Pace Brantley School | Aug. 2015 - June 2016 | Longwood, FL

- High school department member responsible for teaching US History, Journalism, and 2D Art

### SPECIAL EDUCATION TEACHER

Willow Schools | Aug. 2013 - June 2015 | Winter Springs, FL

- Experience teaching reading, lower level math, Pre-Algebra, Algebra, Geometry, Science (Environmental, Earth Space), Social Studies (Geography, World History), Health, Technology, Journalism, Art, Structures of Intellect (SOI), Life Skills curriculum in Grades 1-12

### SPECIAL EDUCATION PARAPROFESSIONAL

Bell School | June-Aug. 2010 | Marblehead, MA

- Assisted a lead classroom teacher during the summer program to meet the needs of students qualifying for special education services

**Peter J. Cheney**  
**42 Clifton Heights Lane**  
**Marblehead, MA 01945**  
**(732) 245-4575**  
[Principalcheney@gmail.com](mailto:Principalcheney@gmail.com)

### **QUALIFICATIONS**

Forty years experience in urban education, as a classroom teacher and principal. Proven track record of leading innovative teaching teams, developing and implementing results-driven new school curricula, and forming strategic partnerships.

### **EXPERIENCE**

#### **Swim Instructor**

**YMCA Lynch/van Otterloo, Marblehead, MA 2018-present**

- Swim team coach
- Group and private instructions

#### **Community Service Coordinator**

**New Jersey Youth Corps, Asbury Park, NJ 2012-2017**

- Provided basic skills and preparation to obtain a high school equivalency diploma
- Worked with non-profits and businesses in Asbury Park to secure employment and community service opportunities, which developed positive employability skills while addressing unmet community needs
- Instructed students with life skills and assisted in their transition to college, training, and/or employment

#### **Education Consultant and Director of Special Programs**

**Hope Academy Charter School, Asbury Park, NJ 2010-2011**

- Coordinated building site development and construction
- Wrote applications for state and federal grants
- Worked with administrative and teaching staff to create 21C skills-focused curricula
- Guided foundation fund raising activities

#### **Founder & Co-Director of Public School, Grades K-8**

**Hope Academy Charter School, Asbury Park, NJ 2001-2010**

- Co-wrote charter application to NJ DOE
- Recruited and trained teaching and support staff
- Developed, implemented, and supervised school curricula and protocol
- Developed and implemented an internship program for teachers
- Established a tutor/mentor program with Monmouth University students
- Implemented in-service training and orientation to new staff members
- Led student registration and admission
- Counseled students on behavioral issues

#### **Teacher of Special Education, Physical Education, Health Education**

**Asbury Park Board of Education, Asbury Park, NJ 1968-2001**

- Developed physical education and health curricula for grades K-6
- Developed behavior modification programs (Friday Fun Club, special lunch program, after-school activities, student mentor program)
- Coordinated teacher/administrator school charitable programs for needy families (holiday gifts, meals, clothing)
- Organized and directed teachers, administrators, and the student body for school-wide field day activities

#### **Co-Director, Special Needs Camp**

**American Professional Partnership for the Lithuanian Education (APPLE), Lithuania 1999-2000**

- Provided on-site educational consulting services to the Lithuanian Ministry of Education
- Taught physical education and health to special education children and orphans

- Taught English to Lithuanian teachers and parents
- Developed physical education and health curricula

### **Founder and Director**

#### **Summer Hill Preschool and Day Camp, Wall, NJ 1983-1994**

- Developed and oversaw implementation of preschool curricula, as per NJ DOE standards
- Coordinated teachers' schedules, preschool and camp activities
- Recruited and managed a staff of twelve employees and a student body of 225

### **Swimming Coach**

#### **YMCA, Central New Jersey 1968-1995**

- Coordinated Special Olympic programs for special needs swimmers
- Coached swimming for boys and girls in Asbury Park and Rumson- Fair Haven High Schools
- Coached swimming for boys and girls Central Jersey Aquatic Club

### **Instructor and National Consultant/Lecturer**

#### **Project Active, Ocean Township, NJ 1973-1982**

- Coordinated adaptive physical education program activities for classified/non-classified special education students in Asbury Park School District
- Provided teacher training for in-service programs
- Developed/adapted program for the Ocean Township Schools Board of Education
- Conducted research studies on student performance nation wide

### **Coordinator**

#### **New Jersey State and Monmouth County Special Olympics 1973-1979**

- Supervised track and field events and swim meets

### **EDUCATION AND CERTIFICATIONS**

#### **Kean University of New Jersey, Union, NJ 1978-1980**

Certification for New Jersey Principal and Supervisor

#### **Kean University of New Jersey, Union, NJ 1974-1978**

M.A. Special Education: Certification for Teacher of the Handicapped

#### **Eastern Kentucky University, Richmond, KY 1963-1968**

B.S. Physical Education and Health: Certification for Teacher of Health and Physical Education

## **Richard Doron**

Richard Doron is Vice President of Data Science for BNY Mellon Investment Management, responsible for performance and risk oversight of an actively managed diversified global portfolio exceeding \$1.8 trillion.

Prior to his current role Richard founded Integrity Park Inc., a Boston based management consulting practice offering investment, product strategy and technology expertise. At Integrity Park, Richard led various initiatives across BNY Mellon's asset servicing, technology and executive leadership divisions. He also provided investment management services to family offices and worked with Wellington Management to automate their institutional fund reporting and data operations.

Richard held a series of technology, product development and investment management roles at Fidelity Investments. As Director of Fund Analysis and Research, he launched three bond funds gathering \$31B in assets while generating more than \$140M in annual revenue. Working as Senior Analyst on the bond trading desk, Richard was frequently quoted in the media, spoke at institutional and high net worth conferences and appeared in regular investment webcasts delivered to retail customers at [www.fidelity.com](http://www.fidelity.com).

Richard serves on the Finance Committee for the Town of Marblehead and is active in several local organizations including *100 Guys Who Care* (Boston).

He earned a BA in Economics from Tufts University and MBA from the University of Chicago.



## RODOLPHE HERVÉ

46 Gregory Street • Marblehead, MA 01945 • 347.225.2443 • rodolphe\_herve@yahoo.com

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**Profile** Seasoned executive with expertise in operations, corporate strategy, business turnaround, due diligence, and post-merger integration within insurance and financial services industries. Native French and fluent Spanish.

### Professional Experience

#### **QBE NORTH AMERICA (Property and Casualty Insurance)**

New York, NY / Marblehead, MA

9/2018-Present – *SVP Head of Business Enablement, Specialty & Commercial Insurance*

- Drive creation of new 5-year strategy for Specialty & Commercial business unit
- Lead team in charge of implementation of new IT and operations platform for Commercial Insurance
- Manage Specialty & Commercial processing teams onshore and offshore (approximately 120 employees)

8/2014-8/2018 – *SVP Operations & Transformation, Specialty Insurance*

- Founding member of Leadership team that built a \$1B Specialty Insurance unit in 5 years (2014-2018)
- Wrote 5-year business plan to secure QBE Board approval for launch of Specialty Business Unit
- Led launch of new business units and product lines including Management Liability and Professional Lines (2014), Surety (2014), Inland Marine (2015), Healthcare (2016)
- Led team responsible for due diligence and governance process for selection and onboarding of Program Partners (Managing General Underwriters)
- Managed implementation of straight-through IT and operations platform for Specialty business units
- Led creation of streamlined processing workflows for Specialty North America, and transfers of processes to captive offshore center in the Philippines
- Launched and managed processing teams onshore and offshore for Specialty business unit (approximately 70 employees)

5/2012-8/2014 – *VP Strategic Planning*

- Led divestiture of \$200M agency businesses
- Led turnaround of Commercial Trucking agency driving improvements in loss performance, premium retention, and new business production improvements, resulting in \$12M EBITDA improvement over 2 years
- Helped produce QBE's acquisition framework and toolbox as a member of Global M&A team.
- Assisted onboarding and launch of new Specialty insurance product lines including Management Liability and Professional Lines (D&O, E&O, EPLI, Fiduciary)

10/2010-5/2012 – *Strategy Team Lead*

- Chief of Staff for Chief Strategy & Technology Officer
- Assisted due diligence of \$1B premium acquisition and subsequent merger integration
- Managed integration effort following acquisition of RenRe's insurance assets in Nov 2010
- Designed strategy and goals for owned agencies division (\$1.1B in premiums)
- Earned Associate in General Insurance designation in 2012 (AINS 21, 22, and 23)

#### **OPERA SOLUTIONS**

New York, NY

9/2009-10/2010 – *Engagement Manager*

- Led multi-division effort to consolidate number of credit card designs globally and optimize card manufacturing footprint, all to drive \$10M in annual savings for major credit card issuer in 2011
- Ran daily operations with COO of \$350M collection agency, including migrating to new software platform and driving \$25M in additional annual profit from various cost-cutting measures.
- Led diagnostic of debt collections team for US auto manufacturer, identifying 20% improvement in yearly recoveries
- Led team tasked with accelerating account acquisition among specific targets following launch of new credit card

## RODOLPHE HERVÉ

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### **BAIN & COMPANY INC.**

New York, NY

8/2008-8/2009 – *Case Team Leader*

- Led teams of 2-4 direct reports on client-facing projects, reporting directly to senior managers and partners.
- Marketing strategy for major US credit card issuer*
- Customer segmentation: Produced new customer segmentation and refocused management team on 4 key cardholder segments to profitably increase share of transaction spend. Improved marketing relevance by developing new treatments and communications for target segments.
- Cost-savings: Identified ways to reduce advertising spend by 30% with no impact on key cardholder segments.

6/2007-8/2008 – *Consultant, Financial Services*

*Online spend strategy for leading US credit card issuer*

- Conducted deep analysis of online customer behaviors and needs to help client increase share of US online spend
- Refocused client team's R&D and marketing budgets

*Diagnostic and Growth Strategy for one of the largest US retail banks*

- Developed a new retail branch expansion strategy, resulting in major changes in the bank's geographic focus
- Led client team to change branch layout and achieve same deposit market share with 50% fewer branches

8/2006-6/2007 – *Consultant, Private Equity Group*

- Strategic due diligence: Conducted 10 due diligence engagements in radio/media, medical supplies, jewelry retail, IT reselling and servicing, banking software industries. Typical analysis included quantifying growth opportunities, assessing investment risks and competitive strengths, gathering customer feedback, and evaluating exit options.
- Operational improvement: Following €400M acquisition of European hand tool manufacturer by a US competitor, optimized European logistics networks of both companies, resulting in recurring annual savings of €10M.

### **ORANGE VENTURES** Corporate venture capital partnership (\$210 million under management) London, UK

2002-2004 *Analyst*

- Performed due diligence for new investments in Netezza (NYSE Arca: NZ), Bitfone (sold to HP), Openet, and follow-on investments in WaterCove Networks (sold to Alcatel), Danger (sold to Microsoft) and Bytemobile. Assessed growth potential and investment risks, reviewed deal structures, term sheets, and capitalization.
- Developed relationships with key Orange and France Telecom R&D centers to promote our portfolio companies within the organization and focus the fund's investment strategy.
- Represented Orange Ventures at entrepreneurship conferences and VC networking events in France and the UK, increasing the visibility of our fund within the wireless technology community and sourcing potential deals.
- Monitored wireless venture capital investments worldwide and presented quarterly trends to the fund's partners.

### **MORGAN STANLEY**

London, UK

2000-2002 *Junior Associate – Equity Research, European Wireline Telecom*

1998-1999 *Intern – Equity Research, European Food, Drinks & Tobacco*

- Initiated coverage and produced all research and financial forecasts on France Telecom, helping secure 10% of France Telecom's dealings during our first year of coverage.
- Managed portfolio of 10 Morgan Stanley institutional clients in France and Canada.
- Assisted in coverage of tobacco sector and organized first Morgan Stanley European Tobacco conference.

## **RODOLPHE HERVÉ**

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### **Education**

- 2004-2006 **THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA** Philadelphia, PA  
Masters of Business Administration. Dual major in Strategic Management and Marketing & Operations Management. Elected Co-chair of 250-member Europa Club; Coordinator of 2004 and 2005 European Business Conferences; Teaching assistant to Professor Eric Bradlow in Strategic Marketing Management class; Member of the Consulting, Entrepreneurship, and Private Equity clubs; Wing/fullback for school's rugby team.
- 1996-2000 **ESCP Europe Business School (formerly ESCP-EAP) OXFORD, UK; MADRID, SPAIN; PARIS, FRANCE**  
European Masters in Management. Ranked in top 10% of 3-country program. Major and Prize of Excellence in Finance.

## BECCA WHIDDEN

rebeccawhidden@gmail.com / 978.505.8815 / 150 Atlantic Ave, Marblehead, MA 01945

### PROFESSIONAL EXPERIENCE

#### MASSACHUSETTS SCHOOL BUILDING AUTHORITY, Boston, MA

Project Manager

*July 2018 – Present*

Manage K-12 school projects as they move through the MSBA's grant program.

#### BRIQUET, Marblehead, MA

Director

*January 2015 – Present*

Overhaul the marketing efforts and business development strategies of small creative businesses to clarify brand message and drive growth. Establish consistent voice and visuals across digital and physical touchpoints. Concept and execute website design, social media plans, and email campaigns.

#### NORTHEASTERN UNIVERSITY, Boston, MA

Director, CAMD Summer Program

*January 2013 – September 2014*

Developed logistical and administrative framework for the University's first in-house academic summer program. Responsible for logistics management, marketing, staffing and curriculum design. Launched successful pilot program after six months of rapid planning; doubled academic offerings and grew enrollment by 400% for program's second summer.

#### JONES ARCHITECTURE, Salem, MA

Project Manager

*June 2011 – December 2013*

Managed academic projects across a range of scales and program types: from single classroom redesigns to a \$32M academic building. Prepared work plans and progress reports. Engaged stakeholders. Developed proposals and pitches for prospective work.

#### PERRY DEAN ROGERS PARTNERS ARCHITECTS, Boston, MA

Designer

*June 2008 – May 2011*

Designed high-visibility elements of academic buildings: facades, millwork, public stairs. Documented projects from feasibility studies to construction documents. Worked with both public and private clients, including Massachusetts Maritime Academy, with a focus on higher education libraries and campus centers.

### TEACHING EXPERIENCE

#### NORTHEASTERN UNIVERSITY, Boston, MA

Lecturer

*August 2010 – May 2016*

#### BOSTON ARCHITECTURAL COLLEGE, Boston, MA

Apprentice Instructor II

*January 2009 – May 2010*

### EDUCATION

#### HARVARD GRADUATE SCHOOL OF DESIGN, Cambridge, MA

Master in Architecture, 2008

Thesis proposed spatial and programmatic integration of multiple K-12 schools and community functions in one structure.

#### THE UNIVERSITY OF CHICAGO, Chicago, IL

Bachelor of Arts in History with Honors, 2002

Thesis examined townhouses built during 1960s urban renewal efforts in Chicago's Hyde Park neighborhood.

# Cover Sheet

## Review of Board Retreat

**Section:** V. Other Business  
**Item:** D. Review of Board Retreat  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2019\_06\_08\_board\_meeting\_agenda.pdf



# MCCPS Board of Trustees

## Annual Board Retreat

### Date and Time

Saturday June 8, 2019 at 8:00 AM EDT

### Location

tba, marblehead

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>08:00 AM</b>
<b>A.</b> Record Attendance and Guests		Paul Baker	2 m
<b>B.</b> Call the Meeting to Order		Artie Sullivan	3 m
<b>C.</b> Review Agenda and Expectations		Artie Sullivan	20 m
<ul style="list-style-type: none"> <li>•Review of Agenda</li> <li>•Expectations for the Day</li> </ul>			
<b>II. Governance Committee - Board Training</b>			<b>08:25 AM</b>
<b>A.</b> Board Training	Discuss	Nichole Thompson and Pam Ferris	60 m
<ul style="list-style-type: none"> <li>•Opening Activity: Board check-in</li> <li>•New Board Member Orientation</li> <li>•Introduction of Board Mentoring</li> </ul>			
<b>B.</b> Break	FYI		10 m
<b>III. Discussion</b>			<b>09:35 AM</b>
<b>A.</b> Open Discussion with Board & HOS	Discuss	Artie Sullivan	60 m
Review progress on Charter Renewal Discuss implementation and alignment with Board and Committee goals Discuss Strategic Plan			
<b>B.</b> Break	FYI		10 m
<b>IV. Board and Committee Goals</b>			<b>10:45 AM</b>
<b>A.</b> Board and Committee Job Descriptions Committee Goals	Discuss	Artie Sullivan	75 m
<ul style="list-style-type: none"> <li>•Review of Board Job Descriptions</li> </ul>			

- Review of Committee Job Descriptions
  - Each Committee to reflect on progress toward 18-19 goals and begin to draft 19-20 goals
- Governance  
 Finance - Review of Financial Policies  
 Development  
 Communications / Community Engagement  
 Academic Excellence  
 Personnel  
 Strategic Plan

**V. Lunch 12:00 PM**

- |                       |                  |      |
|-----------------------|------------------|------|
| <b>A. Lunch</b>       | FYI              | 40 m |
| <b>B. Recognition</b> | Discuss Multiple | 20 m |
- Provide recognition for work completed by a Board member that contributed outstanding service to MCCPS in 18-19

**VI. Board Officer and Committee Appointments, HOS Goals 01:00 PM**

- |  |                     |      |
|--|---------------------|------|
| <b>A. Elect Officer Roles / Appointment Board Committee Chairs for 2018-2019</b> | Vote Artie Sullivan | 45 m |
|--|---------------------|------|
- Elect officer roles for 2019/2020
  - Appoint Committee Chairs
  - Committee Assignments of Board Members
  - Board Vote
- |                                   |                        |      |
|-----------------------------------|------------------------|------|
| <b>B. Break</b>                   | FYI                    | 10 m |
| <b>C. Goals for HOS - SY19-20</b> | Discuss Artie Sullivan | 60 m |
- Discussion of Goals for HOS for 19-20
  - Review Satisfaction Survey

**VII. Closing Items 02:55 PM**

- |                           |                    |     |
|---------------------------|--------------------|-----|
| <b>A. Adjourn Meeting</b> | Discuss Jen Jewell | 5 m |
|---------------------------|--------------------|-----|

# Cover Sheet

## End of Year Evaluation of Acting Head of School

**Section:** V. Other Business  
**Item:** E. End of Year Evaluation of Acting Head of School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** HOS Evaluation, Summation, 2019.docx



# Annual Head of School Evaluation SY 2018-2019 William Sullivan, Acting Head of School

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William Sullivan, Acting Head of School, has met proficiency in all of the communicated performance expectations of his term. Over the course of the school year, Mr. Sullivan effectively provided the board, and school community, with updates of the on goings of MCCPS. During this time, Mr. Sullivan provided a calm presence and promoted the strength of the school community.

The Goals for the Acting Head of School for SY18-19:

## Communicating with the Board during Interim

Mr. Sullivan prioritized strong communication with the Board during the transition to Interim HOS and throughout the remaining school year. He was able to concisely and thoroughly update the Board on operations through comprehensive monthly HOS reports and timely email responses to all inquiries. Mr. Sullivan attended many Board committee meetings in person and stepped in and fully engaged.

All of his reports have been comprehensive and filled with refreshingly honest assessments and information. Mr. Sullivan's openness allowed the Board to ask reasonable questions and make informed decisions.

## Instructional Leadership

Mr. Sullivan seemed to garner the respect of the faculty and staff through the transition and provided support to all staff. He has been a leader within the school for many years. Mr. Sullivan's communication with the staff was excellent. The faculty was well informed of activities, issues, programs, and responsibilities. Mr. Sullivan responded to all of the faculty in a timely manner and was willing and able to delegate when appropriate.

## Day to Day Operations

Mr. Sullivan was able to step up into the interim HOS role with little disruption to the day to day operations and family communication. Processes and procedures continued relatively seamlessly even though the administration was down a FTE.

## Family Communication Engagement

Family Communication appeared to increase and improve after Mr. Sullivan began in the Interim HOS role. Mr. Sullivan has also been open and quick to respond to any emails sent regarding clarification of information or questions.

May 28, 2019

# Annual Head of School Evaluation SY 2018-2019

## William Sullivan, Acting Head of School

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Mr. Sullivan performed admirably in 2019 with his additional responsibilities given the circumstances of the transition. Mr. Sullivan grew into his interim role as the remainder of the school year evolved, Mr. Sullivan has had the staff, parents and students best interests at the forefront of all his endeavors with a thoughtful and level headed manner. Mr. Sullivan has demonstrated sound leadership skills and rose to the occasion.

### Summative Evaluation Report

---

#### Assess Progress Toward Goals

Professional Practice Goal(s)	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded

#### Assess Performance on Standards

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership – <u>2.8</u>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard II: Management and Operations - <u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement - <u>2.8</u>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture – <u>2.8</u>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

May 28, 2019

# Annual Head of School Evaluation SY 2018-2019

## William Sullivan, Acting Head of School

### Overall Summative Performance

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

Rate Impact on Student Learning – 1.8

Low <input type="checkbox"/>	Moderate <input checked="" type="checkbox"/>	High <input type="checkbox"/>
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### Performance Goals

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	Communicating with the Board during Interim - <u>4.25</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>Student Learning</b>						
2	Instructional Leadership – <u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>District Improvement</b>						
3	Day to Day Operations - <u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
4	Family Communication Engagement - <u>4</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

May 28, 2019

# Cover Sheet

## Finance Committee

**Section:** VI. Committee Updates  
**Item:** B. Finance Committee  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Apr-19 Fin.pdf



## MCCPS Balance Sheet Prev Year Comparison

As of April 30, 2019

Accrual Basis

	Apr 30, '19	Apr 30, '18	Increase/ (Decrease)	checks
<b>ASSETS</b>				
<b>Current Assets</b>				
<b>Checking/Savings</b>				
1073 — EBSB Payroll (8947)	(372)	27,223	(27,595)	
1072 — EBSB Operating (8934)	275,366	360,324	(84,959)	
1010 — Charter Hall (8202)	2,895	4,240	(1,345)	
1040 — Petty Cash (4534)	1,766	2,588	(822)	
1070 — Checking (4542)	88,012	71,486	16,526	
1085 — PayPal	4,004	5,057	(1,053)	
1090 — FoodService (5077)	8,464	9,151	(687)	-
<b>Total Checking/Savings</b>	<b>380,135</b>	<b>480,070</b>	<b>(99,935)</b>	-
<b>Total Current Assets</b>				
	380,135	480,070		
<b>Fixed Assets</b>				
<b>1532 — 17 Lime Street</b>				
1533 — Land - 17 Lime Street	687,400	687,400	-	
1532 — 17 Lime Street - Other	3,562,600	3,562,600	-	
<b>Total 1532 — 17 Lime Street</b>	<b>4,250,000</b>	<b>4,250,000</b>	<b>-</b>	
1530 — Building Improvements	33,184	33,184	-	
1531 — Fixed Assets	86,648	86,648	-	
1599 — Accumulated Depreciation	(525,070)	(430,333)	(94,737)	
<b>Total Fixed Assets</b>	<b>3,844,763</b>	<b>3,939,499</b>	<b>(94,737)</b>	
<b>TOTAL ASSETS</b>	<b>4,224,898</b>	<b>4,419,570</b>	<b>(194,671)</b>	-
<b>LIABILITIES &amp; EQUITY</b>				
<b>Liabilities</b>				
<b>Current Liabilities</b>				
<b>Accounts Payable</b>				
2000 — Accounts Payable		51,296	(51,296)	
<b>Total Accounts Payable</b>		<b>51,296</b>	<b>(51,296)</b>	
<b>Other Current Liabilities</b>				
2110 — Accrued Payroll	137,734	120,762	16,972	
2110-25 — Payroll Liabilities	(1,559)	1,690	(3,249)	
2111 — Accrued Payroll Taxes	4,661	2,600	2,061	
2160-25 — MTRB Liability	12,865	14,595	(1,731)	
2190-25 — Payroll Clearing Account	13,370	6,741	6,629	
2200 — Deferred Revenue		4,289	(4,289)	
2230 — Accrued Expenses	40,978	40,978	0	
<b>Total Other Current Liabilities</b>	<b>208,049</b>	<b>191,657</b>	<b>16,392</b>	
<b>Total Current Liabilities</b>	<b>208,049</b>	<b>242,953</b>	<b>(34,904)</b>	-
<b>Long Term Liabilities</b>				
2613 — East Boston Savings Bank	3,833,971	3,928,795	(94,824)	
<b>Total Long Term Liabilities</b>	<b>3,833,971</b>	<b>3,928,795</b>	<b>(94,824)</b>	
<b>Total Liabilities</b>	<b>4,042,020</b>	<b>4,171,747</b>	<b>(129,727)</b>	-
<b>Equity</b>				
3000 — Opening Bal Equity	(295)	(26)	(269)	
3900 — Retained Earnings	317,694	237,579	80,115	
Net Income	(134,521)	10,270	(144,790)	
<b>Total Equity</b>	<b>182,878</b>	<b>247,822</b>	<b>(64,944)</b>	
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>4,224,898</b>	<b>4,419,570</b>	<b>(194,671)</b>	-



**MCCPS**  
**Profit and Loss Standard**  
 July 2018 through April 2019

	Accrual Basis											Prior Year	Increase / (Decrease)	%age	Budget	Over / (Under)	%age	
	Jul '18	Aug '18	Sep '18	Oct '18	Nov '18	Dec '18	Jan '19	Feb '19	Mar '19	Apr '19	TOTAL							
Ordinary Income/Expense																		
Income																		
4057 — VACATION PROGRAMMING	12,004	3,534									15,538	18,360	(2,822)	-15.4%	33,333	(17,795)	-53.4%	
4005 — STATE ALLOCATION	269,144	269,144	269,145	269,145	269,145	264,188	264,188	264,188	259,178	259,178	2,656,643	2,523,444	133,199	5.3%	2,587,500	69,143	2.7%	
4040 — INVESTMENT INCOME	5	11	11	6	9	5	9	4	8	4	72	79	(7)	0.0%	83	(11)	100.0%	
4050 — OTHER INCOME	250	2,794	2,200	2,471	1,913	2,923	1,445	1,049	6,946	455	22,445	27,931	(5,486)	-19.6%	12,232	10,213	83.5%	
4055 — STUDENT SUCCESS FUND		3,350	8,629	1,508	400	2,250	850	154	300		17,440	25,621	(8,180)	-31.9%	16,667	774	4.6%	
4080 — REIMBURSEMENTS		310	556			2,437			40		3,344	864	2,480	287.1%	4,167	(823)	-19.8%	
4085 — MEDICARE REIMB.						3,253					3,253	3,712	(459)	100.0%	0	3,253	#DIV/0!	
4090 — FUNDRAISING		582	50	4,549	6,488	2,282	1,125	1,038	3,281	1,005	20,400	17,682	2,718	15.4%	12,500	7,900	100.0%	
Total Income	281,403	279,726	280,591	277,679	277,955	277,337	267,617	266,433	269,753	260,641	2,739,135	2,617,693	121,443	4.6%	2,666,482	72,654	2.7%	
Gross Profit	281,403	279,726	280,591	277,679	277,955	277,337	267,617	266,433	269,753	260,641	2,739,135	2,617,693	121,443					
Expense																		
5000 — PERSONNEL	187,548	191,381	197,288	195,615	179,352	220,352	201,035	193,082	209,628	196,623	1,971,904	1,791,511	180,393	10.1%	1,916,938	54,967	18.8%	
5140 — BENEFITS	33,801	35,518	25,914	33,922	32,223	31,087	33,510	33,759	25,130	31,606	316,471	295,859	20,611	7.0%	291,667	24,804	191.3%	
5150 — STAFF DEVELOPMENT	781	3,782	590	1,274	295	4,551	16	565	862	199	12,914	12,138	776	6.4%	12,963	(49)	-2.9%	
5160 — SEARCH COSTS			1,563								1,563	2,313	(750)	-32.4%	1,667	(104)	-12.5%	
5170 — SUBSTITUTE									313		313	510	(198)	-38.7%	833	(521)	-0.9%	
5200 — DIRECT STUDENT SUPPORT	3,953	7,892	6,085	3,260	4,994	3,453	4,177	5,181	2,856	3,592	45,444	63,256	(17,812)	-28.2%	60,990	(15,546)	-13.0%	
5300 — OCCUPANCY	4,235	24,973	7,524	5,542	10,858	10,193	11,476	14,629	14,942	12,651	117,024	118,554	(1,531)	-1.3%	119,583	(2,560)	-1.3%	
5400 — OFFICE & ADMIN	11,669	17,189	21,697	29,679	18,100	36,433	31,264	36,271	29,108	31,032	262,440	199,319	63,120	31.7%	195,353	67,087	85.1%	
6100 — Depreciation	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	7,881	78,810	79,631	(821)	-1.0%	78,810	0	0.0%	
Total Expense	249,869	288,616	268,542	277,174	253,704	313,950	289,359	291,368	290,719	283,583	2,806,882	2,563,092	243,790	9.5%	2,678,804	128,078		
Net Ordinary Income	31,534	(8,890)	12,050	506	24,251	(36,612)	(21,742)	(24,935)	(20,967)	(22,942)	(67,747)	54,600	(122,347)	-224.1%				
Net Income	31,534	(8,890)	12,050	506	24,251	(36,612)	(21,742)	(24,935)	(20,967)	(22,942)	(67,747)	54,600	(0)					
												0	check					

# MCCPS Profit and Loss Prev Year Comparison

July 2018 through April 2019

Accrual Basis

	Jul '18 - Apr '19	Jul '17 - Apr '18
Ordinary Income/Expense		
Income		
4057 — VACATION PROGRAMMING	15,538	18,360
4005 — STATE ALLOCATION	2,656,643	2,523,444
4030 — STUDENT ACTIVITIES		
4037 — Summer School		4,289
Total 4030 — STUDENT ACTIVITIES		4,289
4040 — INVESTMENT INCOME		
4041 — Int Inc	35	50
4040 — INVESTMENT INCOME - Other	38	29
Total 4040 — INVESTMENT INCOME	72	79
4050 — OTHER INCOME		
4051 — 17 Lime Rent	12,672	11,464
4054 — Misc. Inc.	206	2,759
4056 — Homework Club	9,374	13,251
4050 — OTHER INCOME - Other	193	157
Total 4050 — OTHER INCOME	22,445	27,631
4055 — STUDENT SUCCESS FUND	17,440	21,332
4070 — PRIVATE GRANTS		300
4080 — REIMBURSEMENTS	3,344	864
4085 — MEDICARE REIMB.	3,253	3,712
4090 — FUNDRAISING		
4092 — Events	4,460	4,438
4094 — Musical	5,607	4,944
4090 — FUNDRAISING - Other	10,333	8,301
Total 4090 — FUNDRAISING	20,400	17,682
Total Income	2,739,135	2,617,693
Gross Profit	2,739,135	2,617,693
Expense		
5000 — PERSONNEL		
5091 — US DoE	(1,306)	
5090 — 403b	(400)	
5089 — Fellows		
5088 — Vactaion Programming	7,800	
Payroll Taxes		
5120 — Work Comp	14,919	15,548
5117 — Unemployment	10,683	15,028
5116 — Medicare	26,614	24,837
5115 — Soc Sec	34,120	27,686
Total Payroll Taxes	86,337	83,099
5005 — School Leader		
5006 — Separation Pay	63,251	
5005 — School Leader - Other	56,375	100,417
Total 5005 — School Leader	119,626	100,417
5010 — Business Manager	62,174	61,255
5012 — SPED Director	54,167	58,909
5015 — Development Director		25,000
5020 — Admin-Clerical	39,302	41,574
5025 — Technology	61,298	60,393
5030 — Asst HoS		
5031 — Acting HoS Stipend	9,200	
5030 — Asst HoS - Other	63,926	62,981
Total 5030 — Asst HoS	73,126	62,981
5040 — Teacher	450,743	440,204
5041 — TA	70,796	88,250
5042 — IntArts	245,188	232,558
5045 — Specialist	466,538	307,299
5050 — Guidance	46,418	44,015
5055 — Nurse	43,477	42,983
5060 — Food Service	47,507	46,667
5065 — Facilities	46,863	45,883
5067 — Stipends	250	1,275
5068 — Other Earnings	1,156	
5069 — HomeworkClub	6,406	11,179
5070 — Enrichment	41,446	27,008
5084 — House Manager	2,994	2,036
5086 — Summer School		8,526
5087 — Teacher Award		
Total 5000 — PERSONNEL	1,971,904	1,791,511

Apr-19 Fin

April-P+L w PY

5/22/2019 10:49 AM

July 2018 through April 2019

Accrual Basis

	Jul '18 - Apr '19	Jul '17 - Apr '18
5140 — BENEFITS		
5141 — Health	279,956	259,967
5142 — Dental	21,535	23,966
5143 — Life & Disability	14,980	11,926
Total 5140 — BENEFITS	316,471	295,859
5150 — STAFF DEVELOPMENT	12,914	12,138
5160 — SEARCH COSTS	1,563	2,313
5170 — SUBSTITUTE	313	510
5200 — DIRECT STUDENT SUPPORT		
5255 — Homework Club	4,349	2,559
5202 — Furnishings	1,426	4,607
5203 — Student Success Fund	10,722	10,308
5210 — Teachers supplies	1,632	5,576
5211 — Instructional Equipment	10,402	12,239
5215 — Curriculum supplies	2,849	3,822
5220 — Student supplies	1,421	525
5221 — SPED supplies	758	1,256
5222 — SPED Services	1,050	814
5240 — Computer Support	665	1,251
5241 — Technology - Hardware	1,818	4,823
5242 — Technology-Software	3,659	3,231
5250 — Nursing supplies	652	2,125
5260 — Enrichment	138	
5290 — Vacation Programming	3,903	8,902
Total 5200 — DIRECT STUDENT SUPPORT	45,444	62,039
5261 — STUDENT ACTIVITY		1,217
5300 — OCCUPANCY		
5320 — Maintenance		
5321 — alarm		402
5322 — equip	235	363
5323 — HVAC	2,625	5,455
5325 — supplies	884	1,316
5326 — Repairs	2,933	5,085
5320 — Maintenance - Other	37,076	32,040
Total 5320 — Maintenance	43,753	44,661
5330 — CustSvc	28,092	25,782
5340 — CustSupplies	2,907	5,101
5351 — Utilities		
5352 — Electric	24,881	27,426
5353 — Gas	1,411	
5354 — Water	7,694	11,825
5355 — Communications	3,330	3,759
Total 5351 — Utilities	37,316	43,010
5300 — OCCUPANCY - Other	4,955	
Total 5300 — OCCUPANCY	117,024	118,554
5400 — OFFICE & ADMIN		
5492 — Mortgage Interest	107,729	110,324
5405 — FundraisingExp		
5407 — Events	2,471	2,687
5408 — Musical	450	298
5405 — FundraisingExp - Other	1,436	1,453
Total 5405 — FundraisingExp	4,357	4,438
5410 — Supplies	5,124	3,141
5430 — Accounting	16,985	25,138
5431 — Legal	80,294	8,530
5440 — PayrollSvc	4,859	3,603
5450 — Printing&Copy	1,803	1,493
5460 — Postage	3,406	1,507
5470 — General Liability Insurance	23,467	26,968
5480 — Board	10,615	10,240
5486 — HoS Discretionary	1,009	1,329
5487 — Admissions	1,846	1,704
5497 — Bank Chrg	945	906
Total 5400 — OFFICE & ADMIN	262,440	199,319
6100 — Depreciation	78,810	79,631
Total Expense	2,806,882	2,563,092
Net Ordinary Income	(67,747)	54,600
Net Income	(67,747)	54,600





**MCCPS**  
**Profit and Loss by Class**  
 July 2018 through April 2019

Accrual Basis

	01 - General Fund	20-school lunch	27- DC trip	22 - Athletics	23 - Nature's Classroom	24 - Project Adventure	25 - Field Trips	Total 21 - Student Activities	30 - Enrichment	40-sped 94-142	61-Title 1	64-TITLE 2	62 - Teacher Quality (140)	Total 90 Federal Grants	98 - MCEF	95-PTO Reimb.	94- FMPSSGrant	93- MCCPSEdF oundGrant	Total 92 Private Grants	TOTAL	
			(21 - Student Activities)	(21 - Student Activities)	(21 - Student Activities)	(21 - Student Activities)	(21 - Student Activities)			(90 Federal Grants)	(90 Federal Grants)	(90 Federal Grants)	(90 Federal Grants)		(92 Private Grants)	(92 Private Grants)	(92 Private Grants)	(92 Private Grants)			
Ordinary Income/Expense																					
Income																					
4057 — VACATION PROGRAMMING	15,538																				15,538
4005 — STATE ALLOCATION	2,656,643																				2,656,643
4010 — FEDERAL & STATE GRANTS										5,524	386		1,095	7,005							7,005
4020 — SCHOOL LUNCH		90,398																			90,398
4030 — STUDENT ACTIVITIES			100	20,144	21,547	3,520	3,051	48,363													48,363
4040 — INVESTMENT INCOME	72																				72
4050 — OTHER INCOME	22,445								22,644												45,090
4055 — STUDENT SUCCESS FUND	17,440																				17,440
4060 — CONTRIBUTIONS																					7,687
4070 — PRIVATE GRANTS																	350	3,283	7,687		3,633
4080 — REIMBURSEMENTS	3,344																				3,344
4085 — MEDICARE REIMB.	3,253																				3,253
4090 — FUNDRAISING	20,400																				21,425
Total Income	2,739,135	90,398	625	20,144	21,547	3,520	3,051	48,888	22,644	5,524	386		1,095	7,005			850	3,283	7,687	11,820	2,919,890
Gross Profit	2,739,135	90,398	625	20,144	21,547	3,520	3,051	48,888	22,644	5,524	386		1,095	7,005			850	3,283	7,687	11,820	2,919,890
Expense																					
5000 — PERSONNEL	1,971,904	29,954		2,150	800			2,950		45,119				45,119							2,049,926
5140 — BENEFITS	316,471																				316,471
5150 — STAFF DEVELOPMENT	12,914																350	2,150		2,500	15,414
5160 — SEARCH COSTS	1,563																				1,563
5170 — SUBSTITUTE	313																				313
5200 — DIRECT STUDENT SUPPORT	45,444		1,084		1,191		675	2,950	22,562	13,037	3,597	2,360		18,995	12,253		1,876	2,035		16,163	106,114
5261 — STUDENT ACTIVITY				22,250	18,938	3,740	3,046	47,974								500				500	48,474
5270 — SCHOOL LUNCH EXP		54,021																			54,021
5300 — OCCUPANCY	117,024																				117,024
5400 — OFFICE & ADMIN	262,440				800	24		824	813						2,204					2,204	266,281
6100 — Depreciation	78,810																				78,810
Total Expense	2,806,882	83,974	1,084	24,400	21,729	3,764	3,721	54,698	23,376	58,156	3,597	2,360		64,114	14,456	850	4,026	2,035		21,367	3,054,411
Net Ordinary Income	(67,747)	6,424	(459)	(4,256)	(181)	(244)	(670)	(5,811)	(731)	(52,632)	(3,211)	(2,360)	1,095	(57,109)	(14,456)		(743)	5,652		(9,547)	(134,521)
Net Income	(67,747)	6,424	(459)	(4,256)	(181)	(244)	(670)	(5,811)	(731)	(52,632)	(3,211)	(2,360)	1,095	(57,109)	(14,456)		(743)	5,652		(9,547.33)	(134,521)



**MCCPS**  
**Financial Ratios**  
 30-Apr-2019

<b>Debt Service Coverage Ratio</b>	<b>(0.36)</b>
<b>Days of Cash</b>	<b>42</b>
<b>LUNA (liquid unrestricted net assets)</b>	<b>1.35</b>

<b>Debt Service Coverage Ratio</b>	
Standard monthly payment (Principal and Interest)	224,430
Net operating Income - April	(67,747)
Projected based on April results	(81,296)
Calculated Debt Service Ratio	(0.36)

Debt-Service Coverage Ratio (DSCR) is a measure of the cash flow available to pay current debt obligations. The ratio states net operating income as a multiple of debt obligations due within one year, including interest, principal, sinking-fund and lease payments.

<b>Days Cash</b>	
Cash on Hand	380,135
Operating Expense Annualized	2,806,882
Noncash expense Depreciation Annualized	78,810
Days Cash	42

$$\text{Cash on hand} \div ((\text{Operating expenses} - \text{Noncash expenses}) \div 365)$$

<b>Liquid Unrestricted Net Assets</b>	
Unrestricted Net Assets	4,224,898
Fixed Assets	3,844,763
Liquid Unrestricted NA	380,135
Expense (April YTD) Monthly	2,806,882
LUNA	1.35

Steps to Calculate LUNA and months of liquidity  
*Step 1. Calculate LUNA:*  
 Subtract fixed assets from unrestricted net assets (property and equipment minus debt owed) = liquid unrestricted net assets (LUNA)  
*Step 2. Divide LUNA by monthly expense*  
 LUNA / monthly expense = months of liquidity

# Cover Sheet

## Personnel Committee

**Section:** VI. Committee Updates  
**Item:** C. Personnel Committee  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** HOS Evaluation Policy & Procedures REVISED, 6-19.docx  
Policy for Head of School Oversight Committee.docx

# **Marblehead Community Charter Public School Head of School Evaluation Policy and Procedures**

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Approved June 3, 2014  
Updated XXXX XX, 2019



## Contents

Overview	1
The Evaluation Process for Head of School	2
Standards, Indicators, and Rubric	2
Annual Five-Step Cycle of Continuous Improvement	2
Goals for Student Learning, Professional Practice, and School Improvement	3
Rating the Head of School Performance Against Standards	4
Conducting the Evaluation Process	5
Step 1 of the Cycle: Head of School Self-Assessment	5
Step 2 of the Cycle: Analysis, Goal Setting, and Head of School Plan Development Meeting	6
Step 3 of the Cycle: Plan Implementation and Collection of Evidence	8
Step 4 of the Cycle: Mid-Cycle Goals Review Meeting	8
Step 5 of the Cycle: End-of-Cycle and Summative Evaluation and Report	9
Cycle of Continuous Improvement	11
Appendix A. Standards and Indicators of Effective Head of School Leadership Rubric	A-1
Appendix B. End-of-Cycle Summative Evaluation Report: Head of School	B-1
Appendix C. Board Responsibilities	C-1
Appendix D. Head of School Responsibilities	D-1
Appendix E. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation	E-1
Appendix F. What Makes a Goal “SMART”?	F-1
Appendix G. Sample Head of School SMART Goals	G-1
Appendix H. What Changes in the Process and Timelines Should Be Considered for New Heads of School?	H-1
Appendix I. How Do the Open Meeting and Public Records Laws Affect the Head of School Evaluation Process?	I-1
Appendix J. Timeline	J-1

# Marblehead Community Charter Public School Head of School Evaluation Policy and Procedures

## Overview

The creation of these evaluation processes and procedures took place during the 2013/2014

school year and was constructed by the Personnel Committee, in collaboration with the Head of School, with the intention of implementation beginning with the 2014/2015 school year.

Currently all MCCPS educators are evaluated with the use of the Massachusetts Department of Elementary and Secondary Education's Model System for Educator Evaluation. To be consistent with these evaluation processes and procedures, the Personnel Committee closely examined the evaluation model for School Level Administrators, and for Superintendents produced by Massachusetts Department of Elementary and Secondary Education (DESE). These two models were used as the basis for the evaluation processes and procedures for the Head of School. Although the 5 Step Cycle for Evaluation and performance ratings are the same for both educators and the Head of School, the rubric to be used to rate the Head of School needed to be altered to address the various and different responsibilities that accompany this position. Both rubrics were merged together to fit the unique position of the MCCPS Head of School, who serves at times as both the Superintendent and school level administrator. In the interest of best practice, it is recommended that these policies and procedures be reviewed annually and revised as needed.

The Personnel Committee would like to thank all who have been involved in the creation of this evaluation tool. Looking forward, the Personnel Committee will continue to support the MCCPS Head of School and Board of Trustees throughout the implementation of these new evaluation processes and procedures. The Personnel Committee will also assist in the collection of evidence, clarification of evaluation concerns, and continue to welcome feedback and suggestions. Although this process has been formalized, it is important to also note that unforeseen situations or concerns could arise. The Personnel Committee will continue to make agreed upon adjustments as needed. It is with great enthusiasm that we begin this process.

## The Evaluation Process for Head of School

### Standards, Indicators, and Rubric

This Implementation Process contains Standards and Indicators of effective Head of School practice that are based on the Standards and Indicators of effective administrative leadership practice detailed in the DESE regulations. The Standards and Indicators have been turned into a rubric that specifies the elements of each indicator and then describes the elements at four levels of performance: *Unsatisfactory*, *Needs Improvement*, *Proficient*, and *Exemplary*.

A rubric is a critical component of the regulations. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They can foster constructive dialogue about performance expectations and how to improve practice. Used well, the rubrics prompt careful analysis, thoughtful discussion and constructive feedback.

### Annual Five-Step Cycle of Continuous Improvement

This Implementation Process is organized around the five-step cycle, a centerpiece of the new regulations designed to have educators play a more active, engaged role in their professional growth and development.

Under the regulations, evaluation is an annual process beginning with self-assessment and concluding with summative evaluation. It also is a continuous improvement process in which evidence from the summative evaluation becomes an important source of information for the Head of School self-assessment and the school's subsequent goal setting.





For Head of School evaluation, the annual cycle includes the following:

- **Cycle Step 1: Head of School Self-Assessment.** The Head of School conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation and rating, and other relevant evidence. Based on that assessment, the Head of School identifies at least two goals to propose to the Board: one related to improving his or her own professional practice and one related to improving student learning.
- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the Board and Head of School review the proposed goals, key strategies, and benchmarks of progress<sup>1</sup>. In consultation with the Head of School and with the objective of achieving mutual agreement, the Board revises, as needed, and adopts at least one professional practice and one student learning goal.

In addition, the Head of School and Board develop at least one school improvement goal with key strategies and benchmarks. Once adopted, the professional practice, student learning, and school improvement goal(s)—with their key strategies and benchmarks of progress—become the Head of School Annual Plan. The plan serves as a basis for assessing the Head of School performance.

- **Cycle Step 3: Head of School Plan Implementation and Collection of Evidence.** The Head of School implements the Head of School Plan with assistance from the Board as appropriate. Board members and the Head of School individually collect evidence of progress on goals and performance against the Standards.
- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle public meeting (or series of meetings), the Head of School reports on progress being made on the goals in the Head of School Annual Plan. The Board reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the Head of School.
- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The Head of School prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. In a public meeting, the Board completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the Head of School performance against the Standards (see Appendix E for step-by-step details of conducting the End-of-Cycle Summative Review).

The annual cycle will begin on July first per the Head of School contract.

## Goals for Student Learning, Professional Practice, and School Improvement

Within the cycle, the Implementation Process focuses attention on establishing three kinds of goals:

- Student learning goals

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<sup>1</sup> Pursuant to the revised Open Meeting Law (c. 28, s. 18 Rev.2009), this component of the Head of School evaluation and others, where noted, must take place in a public meeting. Further detail is provided in Appendix J of this Guide.

- Professional practice goals
- School improvement goal(s)

Goal setting focuses on both improving student achievement and developing professional practice. Including school improvement goal(s) for the Head of School helps ensure that the evaluation process is closely coordinated with the overall school improvement planning process.

## Rating the Head of School Performance Against Standards

The Head of School will earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. It is expected that most effective Heads of School will be rated Proficient on a standard rather than Exemplary because Exemplary is reserved for administrators whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few Heads of Schools are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new Heads of School, performance is on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

## Conducting the Evaluation Process

The Board and Head of School will hold an orientation on the process before launching Step 2 of the five-step evaluation cycle, especially in the first years of its use.<sup>2</sup> The Chair and Head of School should ensure that every member of the Board of Trustees receives a copy of the Head of School Implementation Policy and Procedures including the End-of-Cycle Summative Evaluation Report and the rubric. All Board members and the Head of School need to have an opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved.

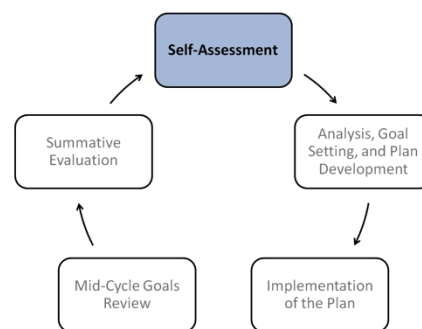
### Step 1 of the Cycle: Head of School Self-Assessment

#### 1. The Head of School completes the self-assessment.

Using the rubric that describes the four levels of performance, the Head of School assesses his or her practice in relation to the four Standards and Indicators. The Head of School examines a wide range of evidence.

#### 2. The Head of School identifies professional practice and student learning goals.<sup>3</sup>

The Head of School uses the self-assessment to identify goals to propose to the Board. At least one of the goals is related to improving student learning, and one is related to improving the Head of School's own professional practice. For each goal, the Head of School identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.



#### 3. The Head of School drafts at least one school improvement goal.

In consultation with others, the Head of School drafts at least one school improvement goal with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the Head of School seek out Board perceptions of school needs and priorities in advance of drafting school improvement goals.

#### 4. The Head of School combines the goals into a draft Head of School Annual Plan to propose to the Board.

<sup>2</sup> For a summary of Head of School and Board responsibilities in the Head of School evaluation process, see Appendix C for Boards and Appendix D for Head of Schools.

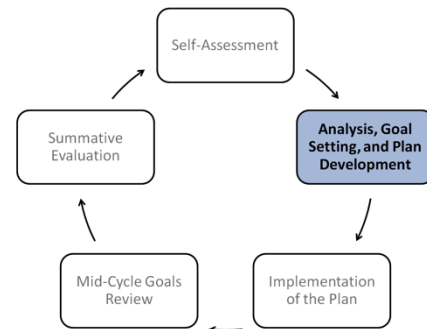
<sup>3</sup> Appendix F, "What Makes a Goal 'SMART'?", provides information on setting specific, measurable, and actionable goals.

## Step 2 of the Cycle: Analysis, Goal Setting, and Head of School Plan Development Meeting

Each of the following steps takes place at a public meeting.

### 1. The Head of School and Board review the rubric.

The Head of School and Board review the rubric that describes the Standards and Indicators for effective Head of School practice at four levels of performance. The purpose of this joint review is to help the Head of School and Board members clarify roles, responsibilities, and expectations.<sup>4</sup>



The focus of the rubric review is on the elements within each indicator. In collaboration with the Head of School, the Board asks and answers the following questions:

- Are any revisions to the elements necessary to reflect the school context?
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the Head of School? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the Board in rating the Head of School performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the Chair should make appropriate annotations on the End-of-Cycle Summative Evaluation Report to reflect the decisions made.

### 2. The Head of School presents the proposed Head of School plan to the Board.

The Head of School meets with the Board to present:

- Proposed professional practice and student learning goals
- Proposed school improvement goal(s)
- Key actions, timelines, and benchmarks the Head of School proposes be gathered for the evaluation process

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<sup>4</sup> Some Board members may prefer to conduct the review of the rubric during a planning and orientation meeting.

### **3. The Board decides on the Head of School Annual Plan.**

Following discussion of the Head of School proposed goals the Board determines the professional practice and student learning goals and the evidence that will be used to complete the evaluation process and determine the Head of School performance ratings on each standard and overall.

In addition, the Board and Head of School discuss the school improvement goal(s) for the year ahead. The Board adopts school improvement goals with key strategies, timelines, and benchmarks for assessing progress.

Once adopted, the school improvement, student learning, and professional practice goals—and their associated key strategies, timelines, and benchmarks of progress—become the Head of School Annual Plan. At this time, roles and responsibilities in the gathering of evidence will be determined.

The process of developing the Head of School Annual Plan is designed to ensure that the Head of School and Board can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain Standards and/or Indicators is considered significantly more important than others, this is also the time for Board members to offer feedback and make those expectations clear. The Chair should annotate the End-of-Cycle Summative Evaluation Report to reflect these priorities.

**A note on establishing priorities among Standards:** State regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

**A note on multi year goals:** Boards and Heads of School often see benefit in pursuing multi year goals. It is possible to establish multi year goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Head of School Annual Plan.

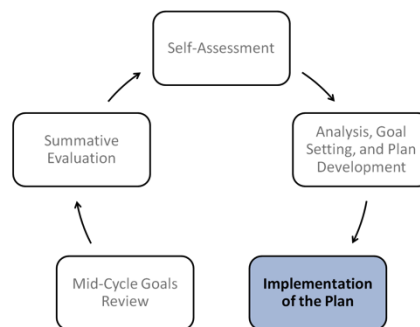
## Step 3 of the Cycle: Plan Implementation and Collection of Evidence

### 1. The Head of School implements the plan.

The Head of School, in collaboration with the Board, implements the plan.

### 2. The Head of School and Board members individually collect evidence.

**Head of School.** The Head of School collects evidence described in the plan and other relevant evidence from three categories: (1) observations and artifacts of practice; (2) multiple measures of student learning, achievement, and growth; and (3) other relevant data, including student, parent and staff survey data.



**Board.** The Board reviews evidence described in the plan and other relevant evidence at a public meeting.

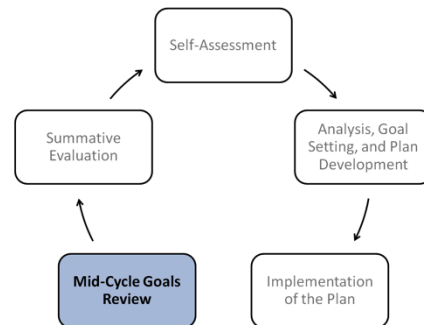
Examples of the evidence that may be most useful for Head of School and/or Board members to collect are included in the End-of-Cycle Summative Evaluation Report in Appendix B. For example, evidence may include:

- Mid-cycle and end-of-cycle reports on progress made on the goals
- Board agendas, materials, and minutes
- Observations of the Head of School “in action” at Board meetings, in forums with faculty, and in community events
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- School improvement plans
- Staffing and enrollment analyses
- External reviews and audits
- Head of School analysis of educator practice and student learning goal(s)
- Samples of leadership team agendas the Head of School selects
- Reports about student and staff performance

## Step 4 of the Cycle: Mid-Cycle Goals Review Meeting

### 1. The Head of School prepares a progress report.

At mid-cycle, the Head of School synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Head of School Annual Plan to present to the Board for review. To enhance public understanding of the evaluation process, the Head of School typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the Board.



**2. The Board and Head of School review the progress report at a public meeting:**

The Head of School and Board review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the Board review the report and evidence at the same meeting at which the Head of School presents the report or at a subsequent regularly scheduled meeting of the Board.

**Step 5 of the Cycle: End-of-Cycle and Summative Evaluation and Report<sup>5</sup>**

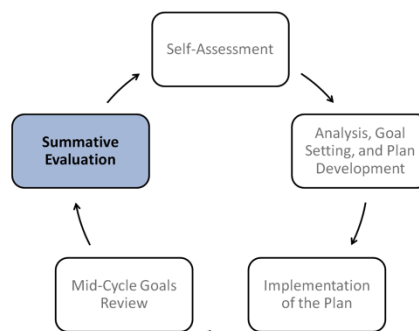
**1. Utilization of External Assessment Tools and Community Surveys**

Data from the Assessment Tools and Satisfaction Survey may be used in the End-of-Cycle and Summative Evaluation Report

A. The Board will conduct External Assessment employing various Tools. The Board and the Head of School will participate in Assessment Tools. The External Assessments that are currently utilized, and may be adjusted –

- o Val-Ed
- o Board on Track Head of School Assessment

B. The Board, along with the Head of School, will conduct a Satisfaction Survey to the School Community. Questions and Format to be designed by the Board and the Head of School.



**2. The Head of School submits an End-of-Cycle Progress Report.**

The Head of School prepares and submits to the Board an assessment of:

- Progress on the goals

<sup>5</sup> Appendix E offers a detailed step-by-step guide to conducting the end-of-cycle performance review.

- Performance on each of the Standards

**3. Each Board member prepares an End-of-Cycle Summative Evaluation Report.**

Each Board member reviews the evidence and report prepared by the Head of School as well as any other relevant evidence for the purpose of arriving at:

- An assessment of progress on goals
- A rating of the Head of School performance on each of the Standards
- An overall rating of the Head of School performance

**4. The Board Chair drafts an End-of-Cycle Summative Evaluation Report.**

The Board Chair compiles the End-of-Cycle Evaluation Reports compiled by each member of the Board and prepares a single summative evaluation based on the preponderance of individual ratings.

**5. The Board adopts a final End-of-Cycle Summative Evaluation Report.**

At a regular or special meeting of the Board, the Head of School and Board discuss the report. The Board adopts an End-of-Cycle Summative Evaluation Report.

**A Note on using the End-of-Cycle Summative Evaluation Report form:<sup>6</sup>**

The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The Head of School and/or Chair record the goals established in the Head of School Annual Plan and match each to one of the four Standards of performance.
- The Head of School and/or Chair annotate the End-of-Cycle Summative Evaluation Report to reflect goals, Standards and/or Indicators, which may be considered priorities by the Board.
- Individual Board members use it to complete their individual End-of-Cycle Summative Evaluation Reports.
- The Board Chair uses it to draft a composite End-of-Cycle Summative Evaluation Report
- The Board Chair or designee record the End-of-Cycle Summative Evaluation Report adopted by the Board.
- In addition, the Head of School may use the report to record key components of his or her End-of-Cycle Progress Report.

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<sup>6</sup> The End-of-Cycle Report Form appears as Appendix B



## Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the Head of School prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the Board's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the Head of School has critical feedback needed to begin to consider the goals he or she will propose to the Board for Step 2 of the evaluation process. Of course, it is not all of the information the Head of School will want to consider. For example, reviewing evidence about progress on school and school goals with school administrators, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the Board's End-of-Cycle Summative Evaluation Report are key to ensuring that the dream of continuous improvement becomes a reality.

## **Appendices: Resources to Support Effective Implementation**

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## **Appendix A. Standards and Indicators of Effective Head of School Leadership Rubric**

Rubrics – defined in state regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the MCCPS Head of School Evaluation. Rubrics are designed to help administrators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the MCCPS Head of School Rubric based on the Massachusetts Department of Elementary and Secondary Education’s (ESE) Model.

## Structure of the Head of School Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all educators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Head of School rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

## Use of the Head of School Rubric

This rubric describes administrative leadership practice. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the Head of School by the MCCPS Board of Trustees. This rubric can also be used by the Head of School for the evaluation of other staff, such as assistant Head of School, school business administrator, and director of special education.

The responsibilities of educators to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.



Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Practice
<p><b>A. Curriculum Indicator</b></p> <ol style="list-style-type: none"> <li>Standards-Based Unit Design</li> <li>Lesson Development Support</li> </ol> <p><b>B. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>Instructional Practices</li> <li>Quality of Effort &amp; Work</li> <li>Diverse Learners' Needs</li> </ol> <p><b>C. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>Variety of Assessments</li> <li>Adjustment to Practice</li> </ol> <p><b>D. Evaluation Indicator</b></p> <ol style="list-style-type: none"> <li>Educator Goals</li> <li>Observations &amp; Feedback</li> <li>Ratings</li> <li>Alignment Review</li> </ol> <p><b>E. Data-Informed Decision Making Indicator</b></p> <ol style="list-style-type: none"> <li>Knowledge &amp; Use of Data</li> <li>School Goals</li> <li>Improvement of Performance, Effectiveness, and Learning</li> </ol>	<p><b>A. Environment Indicator</b></p> <ol style="list-style-type: none"> <li>Plans, Procedures, and Routines</li> <li>Operational Systems</li> <li>Student Safety, Health, and Social and Emotional Needs</li> </ol> <p><b>B. Human Resources Management &amp; Development Indicator</b></p> <ol style="list-style-type: none"> <li>Recruitment &amp; Hiring Strategies</li> <li>Induction, Professional Development, and Career Growth Strategies</li> </ol> <p><b>C. Scheduling &amp; Management Information Systems Indicator</b></p> <ol style="list-style-type: none"> <li>Time for Teaching and Learning</li> <li>Time for Collaboration</li> </ol> <p><b>D. Law, Ethics &amp; Policies Indicator</b></p> <ol style="list-style-type: none"> <li>Laws and Policies</li> <li>Ethical Behavior</li> </ol> <p><b>E. Fiscal Systems Indicator</b></p> <ol style="list-style-type: none"> <li>Fiscal Systems</li> <li>Fundraising</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>Family Engagement</li> <li>Community and Business Engagement</li> </ol> <p><b>B. Sharing Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>Student Support</li> <li>Family Collaboration</li> </ol> <p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>Two-Way Communication</li> <li>Culturally Proficient Communication</li> </ol> <p><b>D. Family Concerns Indicator</b></p> <ol style="list-style-type: none"> <li>Family Concerns</li> </ol>	<p><b>A.</b></p> <p><b>B.</b></p> <p><b>C.</b></p> <p><b>D.</b></p> <p><b>E.</b></p> <p><b>F.</b></p>

**Standard I: Instructional Leadership.** The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

**Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.**

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to educators to employ effective strategies such as backward designing for ensuring well-designed standards-based units and checks that educators engage in instructional planning. May sometimes monitor and assess progress and provide feedback.	<b>Provides support and assistance to ensure that educators design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress providing feedback as necessary</b>
I-A-2. Lesson Development Support	Does not state expectations for educators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to educators on how to establish effective strategies for well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	<b>Supports educators to learn and establish effective strategies for ensuring well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.</b>

**Indicator 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-B. Elements	Unsatisfactory	Needs Improvement	Proficient
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that educators identify effective teaching strategies when observing practice and review unit plans..	While the Head of School may observe educators' practice and artifacts, s/he only occasionally looks for evidence that educators are identifying effective teaching strategies and practices when they observe practice and review unit plans.	<b>While observing educators' practice and artifacts, ensures th educators identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.</b>
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work school-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work school-wide, but allows expectations to be inconsistently applied across the school.	<b>Sets and models high expectations for the quality of content, student effort, and student work school-wide and supports educators to uphold these expectations consistently.</b>
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that educators identify effective teaching strategies and practices that are appropriate for diverse learners.	While the Head of School may observe educators' practice, s/he only occasionally looks for evidence that educators are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	<b>While observing educators' practice, ensures they look for a identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.</b>



**Indicator I-C. Assessment: Ensures that all educators facilitate practices and 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.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
nts	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own strategies.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	<b>Supports educators to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.</b>	Leads educator teams to and implement a comprehensive assessment strategy that ongoing informal assessments common interim assessments are aligned across grade subject areas. Is able to element.
t to	Does not encourage or facilitate educator teams to review assessment data.	Suggests that educator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	<b>Provides the resources for planning time and effective support for educators to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.</b>	Leads, plans, facilitates, supports educator team meetings after each round assessments. Monitors adjustments to instruction outcomes and shares lessons learned with others. Is able this element.

**Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all educators in alignment with state regulations and contract provisions including:**

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to educators.
3. Exercises sound judgment in assigning ratings for performance and impact on student learning.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
	Does not support educators to develop professional practice, student learning and/or school improvement goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators to develop professional practice, student learning and, where appropriate, school improvement goals but does not consistently review them for quality and/or monitor progress.	<b>Supports educators to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, school improvement goals.</b>	Supports educators to develop and attain meaningful, actionable, measurable professional practice, student learning and school improvement goals and monitor the process through the Head of School's own evaluation process. Is able to model this practice.
ons back	Rarely conducts classroom visits to observe educators practice and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced classroom visits to observe educator practice, rarely provides feedback that is specific and constructive for educators, and/or critiques struggling educators without providing support to improve their performance.	<b>Typically makes at least five unannounced visits to classrooms per week and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.</b>	Makes multiple unannounced visits to classrooms every week to observe educator practice and provides targeted constructive feedback every 48 hours. Engages with educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than Proficient. Is able to model this practice.
	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	<b>Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.</b>	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings and provides effective support to educators whose practice is less than Proficient. Is able to model this practice.
t	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	<b>Consistently reviews alignment between judgment about practice and student learning data and provides guidance to educators to make informed decisions about educator support and evaluation based upon this review.</b>	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support around this practice. Is able to model this practice.

**Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state and school assessment results and growth data, to inform school goals and improve organizational performance, educator effectiveness, and student learning.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
ents	Relies on too few data sources to represent the full picture of school performance, and/or does not analyze the data accurately.	May work with educators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	<b>Supports educators in identifying a range of appropriate data sources and effectively analyzes the data for decision-making purposes.</b>	Leads educators to identify of appropriate data sources of non-traditional information a unique perspective on performance, and models data analysis for educators model this element.
als	Gathers limited information on school strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses school strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	<b>Uses data to accurately assess school strengths and areas for improvement to inform the creation of focused, measurable school goals. Provides support to educators in their efforts to create focused, measurable learning goals.</b>	Involves stakeholders in comprehensive diagnosis strengths and weaknesses appropriate data, and leads collaborative process to create focused, results-oriented plan with annual goals. Is model this element.
ent ce, ess, ng	Does not share assessment data with educators or provide them with resources and support to use data to make adjustments to learning plans, and/or model appropriate data analysis strategies.	Shares limited data with educators to identify student and/or educator subgroups that need support; provides limited assistance to educators in using data to improve performance.	<b>Uses multiple data sources to evaluate educators and school performance. Provides educators with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.</b>	Uses multiple data sources to evaluate educators and school performance. Leads educators to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a variety of data sources to pinpoint their own and school-wide improvement. Is able to model this element.

**Standard II: Management and Operations.** 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

**Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
ts, nes	Does not organize the school effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide staff, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	<b>Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.</b>	Establishes systems, plans, procedures, and routines that empower educators, students, and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
al	Inadequately supervises or supports custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	<b>Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.</b>	Creates and maintains a safe environment in which custodial staff and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
d	Leaves student discipline largely up to educators to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	May urge educators to demand good student behavior but allows varying standards to exist in different classrooms. Supervises and supports educators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	<b>Demonstrates high expectations for student behavior and provides appropriate training for staff and educators to uphold these expectations. Establishes school-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.</b>	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements school-wide routines and consequences so that students take ownership of addressing bullying and other behaviors that threaten social and emotional well-being. Is able to model this element.

**Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
ts nt	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators and staff.	<b>Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators and staff who share the school's mission.</b>	Consistently identifies effective educators and staff who share the school's mission. Empowers educators and staff members to share in a structured, consistent interview process. Is able to model this element.
al ent, r	Does not support new staff, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-wide induction program for new staff and educators and/or inconsistently implements the school's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective staff and educators' career growth. Does not establish criteria for the awarding of leadership roles.	<b>Develops school-based induction support for new staff and educators and/or consistently implements the school's induction strategy; organizes high-quality job-embedded professional development aligned with school goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of leadership roles, and monitoring progress and development.</b>	Facilitates the mentor-lead implementation of induction, job-embedded professional development, and career support all of which are aligned with school goals; are consistently effective and helpful, and provide multiple opportunities for educator growth and learning. Develops school criteria for the awarding of leadership roles to model this element.

**Indicator 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 educators.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
ts and	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time. Does little to minimize disruptions to instructional time and minimize disruptions and distractions for educators.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	<b>Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for educators; and consistently monitors the extent to which these systems are effective</b>	Creates, implements, and adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers educators to model this element.
ion	Sets unrealistic expectations for educator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the educator team meetings.	Sets inconsistent expectations for educator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	<b>Sets expectations for educator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with educators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.</b>	Is transparent and forthright in setting expectations for all team members. Creates and implements a schedule that maximizes meeting time for team members. Collaborates with team members to develop and establish norms. Is able to model this element.

**Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, MCCPS Board of Trustees policies, and ethical guidelines.**

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates and Board of Trustees policies.	May know state and federal laws and mandates and Board of Trustees policies, but inconsistently complies with some laws or policies.	<b>Understands and complies with state and federal laws and mandates and Board of Trustees policies. Provides the resources and support to ensure school-wide compliance.</b>	Provides the resources for all school personnel to and comply with state laws and mandates and Trustees policies. Is able this element.
	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	<b>Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects all school personnel to reflect this practice.</b>	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student staff confidentiality appropriately. Effectively supports all staff both as well. Is able to m element.

**Indicator II-E. Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.**

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Builds a budget that does not align with the school's goals or mismanages available resources.	Develops a budget that loosely aligns with the school's vision, mission, and goals or inconsistently manages expenditures and available resources.	<b>Develops a budget that aligns with the school's vision, mission, and goals. Allocates and manages expenditures consistent with school goals and available resources.</b>	Leads the Finance Comm develop a school budget with the school's vision, mission, and goals with supporting ration budget limitations to create opportunities for improve possible; allocates and m expenditures consistent v goals; and seeks alternat sources as needed. Is ab this element.
g			<b>Board and Head of School need to define Proficient performance for this element</b>	

**Standard III: Family and Community Engagement.** 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 school.

**Indicator 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 and community.**

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
ent	Does little to welcome families as members of the school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	<b>Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with educators to identify and remove barriers to families' involvement, including families whose home language is not English.</b>	Provides resources and s all personnel to use cultu sensitive practices and s engages most families, e all families are welcome contribute to classroom, community effectiveness educators, families, and organizations to identify barriers to family involve including families whose language is not English. model this element.
y ess ent	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	<b>Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.</b>	Establishes strategic part with community organiza community members, and businesses that improve effectiveness. Works to in types and number of orga with whom the school pa order to deepen relations increase partner contribu to model this element.



**Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
ts	Does not work with educators to identify student needs, does not work with educators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	<b>Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with educators to support families to address student needs, utilizing resources within and outside of the school.</b>	Provides resources and s enable educators to iden student's academic, soci emotional, and behaviora including students with d and English learners. Co with educators to support effectively address stude and prevent further chall connecting students with resources within and outs school. Is able to model t
ion	Does not set clear expectations or provide support for educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	<b>Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</b>	Sets clear expectations a differentiated resources t educators to consistently regularly engage all famil supporting their children's school and home, includi and children with limited proficiency and/or childre disabilities. Is able to mo element.

**Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.**

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
ca-	Does not set clear expectations for or provide support to educators to communicate with families. School communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	<b>Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.</b>	Sets clear expectations for and provides differentiated support to ensure that all educators implement frequent personal communications, respond promptly to communications from families, and solicit feedback from families that informs improvement communication plans. Is able to model this element.
ca-	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	<b>Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</b>	Sets clear expectations for and provides differentiated support regarding culturally sensitive communication. Ensures that school-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

**Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.**

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May provide systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	<b>Provides systems and support for educators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.</b>	Provides system and support for school personnel to reach out to families proactively, as concerns arise. Effectively reaches equitable solutions that serve the best interests of families, educators, and students. Is able to model this element.

**Standard IV: Professional Culture.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff and educators.

**Indicator 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, including:**

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
ent	Does not encourage high standards of teaching and learning or high expectations for achievement with the educators, and/or may demonstrate low expectations for educators and staff.	May ask educators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	<b>Fosters a shared commitment to high standards of teaching and learning, for all educators, with high expectations for achievement for all.</b>	Leads educators in developing shared commitment to high standards of teaching and learning with high expectations for achievement for all. Regularly renews commitment with teams regularly. Is able to model this element.
nd es	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision-making.	<b>Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</b>	Encourages staff and educators to work together to develop and model mission statements, and statements with families and the school community, and use them to guide decision making. Is able to model this element.
	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	<b>Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for staff and educators behavior.</b>	Plans and facilitates engaging meetings in which small groups of educators learn together and develop solutions to instructional issues. Staff and educators establish norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the meetings to model this element.

**Indicator 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.**

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Develops and implements culturally	Takes pride in having diverse	<b>Develops and implements</b>	Leads stakeholders to de

d	insensitive or inappropriate policies, does not support educators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	educators, staff, and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for educators to support the development of cultural proficiency.	<b>culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of educators, students and staff. Provides educators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.</b>	implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of educators, students and staff. Empower educators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences to model this element.
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**Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.**

ts	Unsatisfactory	Needs Improvement	Proficient	Exemplary
ca-	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	<b>Demonstrates strong interpersonal, written, and verbal communication skills.</b>	Demonstrates strong communication skills specific to audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

**Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which educators 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 the administrator’s own practice.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
ts s f	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among educators, and staff.	May encourage educators to reflect on the effectiveness of interactions with other educators and students and to use data and best practices to adapt practice but does not support educators in these practices.	<b>Leads all educators to reflect on the effectiveness of interactions with other educators and students. Ensures that educators use data, research, and best practices to adapt practice to achieve improved results.</b>	Models for educators how to reflect on the effectiveness of interactions with other educators and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports educators to work in teams as is feasible and appropriate to model this element.
s f tor	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	<b>Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.</b>	Demonstrates openness to learning; commitment to learning; personal practice; and reflects on student data, current research, and best practice to improve leadership. Is able to model this element.

**Indicator IV-E. Shared Vision: 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.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
sion ent	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages educators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	<b>At all grade levels, continuously engages educators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.</b>	Leads educators, staff, students, families, and community members to develop and model a shared educational vision for college and career readiness and responsible citizenship. Models this element.

**Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout the school community.**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
to ment	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	<b>Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the educators and staff.</b>	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the educators and staff to build these conflict resolution strategies. Is able to model this element.

				element.
n	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	<b>Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the educators and staff.</b>	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports educators and staff to use different approaches. Is able to model this element.
s	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	<b>Builds consensus within the school community around critical school decisions, employing a variety of strategies.</b>	Employs a variety of strategies to build consensus within the school community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

## **Appendix B. End-of-Cycle Summative Evaluation Report: Head of School**

## Half-Cycle Summative Evaluation Report: Head of School

Head of School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

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

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exemplary
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exemplary
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exemplary

**Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)**

Indicators	Unsatisfactory	Needs Improvement	Proficient
<p><b>Unsatisfactory</b> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p><b>Needs Improvement/Developing</b> = Performance on a standard or overall is below the requirements of a standard or overall but is expected to be Unsatisfactory at the time. Improvement is necessary and expected. <i>For new Heads of School, performance is expected to achieve proficiency within three years.</i></p> <p><b>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</b></p> <p>A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice statewide.</p>			
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Half-Cycle Summative Evaluation Report: Head of School

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

Unsatisfactory
  Needs Improvement
  Proficient
  Exemplary



### Step 4: Add Evaluator Comments

Comments and analysis are required in support of any rating.

Comments:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## of School Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met
Professional Practice					
1	•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning



2	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Improvement</b>					
3	●	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



## of School Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient
<i>box for each indicator and circle the overall standard rating.</i>			
<b>Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assessment:</b> Ensures that all Heads of School and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervision:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state and school assessment results and growth data—to inform school goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Rating for Standard I (e.g., Proficient)</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a vision that makes powerful teaching and learning the central focus of schooling.
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**Unsatisfactory                      Needs Improvement                      Proficient                      Exemplary**

**Examples and analysis (required for all ratings):**

**Examples of evidence Head of School might provide:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report                                   | <input type="checkbox"/> Analysis of staff evaluation data                      | <input type="checkbox"/> Relevant Board meeting agendas/materials               |
| <input type="checkbox"/> Analysis of classroom walk-through data                 | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of school assessment data                      | <input type="checkbox"/> Student achievement data                               | <input type="checkbox"/> Protocol for school visits                             |
| <input type="checkbox"/> Sample of school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback                           | <input type="checkbox"/> Other: _____   |
|  | <input type="checkbox"/> Analysis of staff feedback                             |   |

## of School Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient
<i>box for each indicator and circle the overall standard rating.</i>			

<b>Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of physical, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical decision-making lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Financial Systems:</b> Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Rating for Standard II (e.)** The education leader promotes the learning and growth of all students and the success of all staff by ensuring an efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and...

**Unsatisfactory                      Needs Improvement                      Proficient                      Exemplary**

**Standards and analysis (required for all ratings):**

**Examples of evidence Head of School 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 Board meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: \_\_\_\_\_

**School Performance Rating for Standard III: Family and Community Engagement**

	Unsatisfactory	Needs Improvement	Proficient
<i>Box for each indicator and circle the overall standard rating.</i>			
<b>Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders to support student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Rating for Standard III</b> e.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partners, families, community organizations, and other stakeholders that support the mission of the school.
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<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
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**Examples and analysis (required for all ratings):**

**Examples of evidence Head of School might provide:**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals progress report</li> <li><input type="checkbox"/> Participation rates and other data about school family engagement activities</li> <li><input type="checkbox"/> Evidence of community support and/or engagement</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample school newsletters and/or other communications</li> <li><input type="checkbox"/> Analysis of school improvement goals/reports</li> <li><input type="checkbox"/> Community organization membership/participation/ contributions</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders</li> <li><input type="checkbox"/> Relevant Board presentations and minutes</li> <li><input type="checkbox"/> Other: _____</li> <li style="text-align: center;">—</li> </ul> |
|---|--|--|



## of School Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient
<i>Box for each indicator and circle the overall standard rating.</i>			
<b>Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Summary for Standard IV</b> (e.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.		

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Notes and analysis (required for overall ratings)**

**Examples of evidence Head of School might provide:**

- Goals progress report
- 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 Head of School/administrator practice goals
- Board meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: \_\_\_\_\_

## Appendix C. Board Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Head of School Leadership.
2. Participate in orientation training to strengthen capacity to implement the Head of School Evaluation effectively and with integrity.<sup>7</sup>
3. **Board Chair.** Oversee the Head of School evaluation process and ensure that all steps in the process are conducted effectively and with integrity.
4. Identify the Head of School strengths and areas for improvement and make recommendations for improvement.
5. Ensure that the goals and actions detailed in the Head of School Annual Plan are:
  - a. Challenging
  - b. Measurable
  - c. Focused on high-priority needs of the school's students
6. **Board Chair.** Lead the mid-cycle goals review meeting and end-of-cycle summative evaluation meeting.
7. Ensure that the End-of-Cycle Summative Evaluation Report contains accurate information and appropriately reflects the Head of School individual performance.

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<sup>7</sup> The Attorney General has recently issued guidance in the form of frequently asked questions concerning the procedure to conduct Head of School evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009). The Attorney General's guidance is included elsewhere in this guide.

## Appendix D. Head of School Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Head of School Leadership.
2. Participate in orientation training to strengthen capacity to implement the Head of School Evaluation effectively and with integrity.
3. Prepare for the goal setting and plan development meeting with the Board:
  - a. Complete a self-assessment of practice using the rubric.
  - b. Analyze data on student learning, growth, and achievement.
  - c. Analyze student and staff data, where available.
  - d. Assess school and school progress, strengths, and areas in need of improvement.
  - e. Seek input from the administrative team and others, as appropriate.
  - f. Draft three to six goals (“SMART”),<sup>8</sup> each with key strategies, timelines, and benchmarks of progress:
    - At least one goal to improve student learning
    - At least one goal to improve his or her own professional practice
    - Goal(s) for school improvement
4. Meet with the Board to discuss the professional practice and student learning goals you are proposing. Collaborate with the Board to identify school improvement goals. Accept revisions determined by the Board.
5. Implement the plan’s goals, and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining the goals, and impact on student learning.
6. Prepare a mid-cycle report on progress on the goals and present it to the Board.
7. Prepare an end-of-cycle report on progress on the goals and performance on the Standards.
8. Participate actively in the end-of-cycle evaluation meeting.

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<sup>8</sup> See Appendix F, “What Makes a Goal “SMART”?”



## Appendix E. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation

**Step 1: Individual members assess goal attainment.** First, each Board member reviews the Head of School End-of-Cycle Progress Report and other relevant evidence to make an individual determination of the progress the Head of School has made on the goals detailed in the plan. Progress toward each goal is described as:

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

**Step 2: Individual members rate performance against the Standards.** Next, each member renders a judgment about the Head of School performance against each Standard, rating it:

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

To reach a judgment on each standard, the Board member assesses performance against each indicator, taking into account, at a minimum, the progress on the goals most directly related to each standard. A rating of *Proficient* represents fully satisfactory performance. A rating of *Exemplary* is reserved for performance that exceeds *Proficient* and represents a regional or state model. For new Heads of School, a rating of *Needs Improvement* should be seen as developing, reflecting the judgment that the new Head of School performance on this indicator or standard is on track to becoming *Proficient* within three years.

A primary purpose of the five-step evaluation cycle is continuous improvement. Thoughtful feedback is important for continuous improvement. Board members should support their ratings with written comments, citing the evidence they found most compelling as they decided on ratings.

**Step 3: Individual members rate overall performance.** Third, each member renders a single overall summative judgment of the Head of School performance based on performance against each of the four Standards and attainment of the goals detailed in the Head of School Annual Plan. As with each standard, the overall rating is one of four: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher standard for a rating of *Exemplary* prevail. As in Step 2, ratings of must be accompanied by written comments explaining the rationale and evidence for the rating.

**Step 4: The Chair compiles individual ratings and drafts summative evaluation.** The Chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the Head of School and Board in advance of a public meeting. When compiling individual members' evaluation reports, the Chair is encouraged to consider discounting individual End-of-Cycle Summative Evaluation Reports that rate the Head of School performance as *Unsatisfactory*, *Needs Improvement* or *Exemplary* without written comments that explain the rating. Please note that both the individual and Board evaluations are public documents under Massachusetts law.<sup>9</sup>

**Step 5: Board discusses and adopts End-of-Cycle Summative Evaluation Report.** At a public meeting of the Board at which the Head of School is present, Board members review the draft, discuss proposed revisions, and adopt a final End-of-Cycle Summative Evaluation Report that is subsequently placed in the Head of School personnel file.

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<sup>9</sup> See Appendix J, "How Do the Open Meeting and Public Records Laws Affect the Head of School Evaluation Process?"

## Appendix F. What Makes a Goal “SMART”?<sup>10</sup>

Good goals help educators, schools, and schools improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This “SMART” Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

<b>S</b>	=	<b>S</b> pecific and <b>S</b> trategic
<b>M</b>	=	<b>M</b> easurable
<b>A</b>	=	<b>A</b> ction Oriented
<b>R</b>	=	<b>R</b> igorous, <b>R</b> ealistic, and <b>R</b> esults-Focused ( <b>the 3 Rs</b> )
<b>T</b>	=	<b>T</b> imed and <b>T</b> racked

Goals with an action plan and benchmarks that have these characteristics are “SMART.”

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

**First, an example of *not* being “SMART” with goals:** *I will lose weight and get in condition.*

**Getting SMARTer:** *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It’s <b>S</b> pecific and Strategic	=	10 pounds, 1 mile
It’s <b>M</b> easurable	=	pounds, miles
It’s <b>A</b> ction-oriented	=	lose, run
It’s got the 3 Rs	=	weight loss and running distance
It’s <b>T</b> imed	=	10 weeks

**SMART enough:** To make the goal really “SMART,” though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, “Tracked.” They also strengthen the other criteria, especially when the benchmarks include “process” benchmarks for tracking progress on the key actions and “outcome” benchmarks that track early evidence of change and/or progress toward the ultimate goal.

### Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

<sup>10</sup> The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There’s a S.M.A.R.T. way to write management’s goals and objectives*, *Management Review* 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal “SMART”?* also draws from the work of Ed Costa, Head of School of Schools in Lenox; John D’Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

#### **Benchmarks:**

- For Process, maintaining a daily record of calorie intake and exercise
- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

The remainder of this appendix offers more details on the characteristics of SMART goals with action plans and benchmarks as they apply in schools and schools.

#### **S = Specific and Strategic**

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or school as a whole and addresses something that is likely to have a big impact on our overall vision.

#### **M = Measurable**

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

#### **A = Action Oriented**

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

#### **R = Rigorous, Realistic, and Results-Focused (the 3 Rs)**

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or school toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

#### **T = Timed**

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

## Appendix G. Sample Head of School SMART Goals<sup>11</sup>

Please note that these goals are not yet “SMART” because they do not have key actions and benchmarks attached to them that will make clear how they will be accomplished and measured.

### School Improvement Goals

**Goal 1: Professional Learning Communities.** By June 2014, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

**Goal 2: Fair Teacher Evaluation.** By June 2013, 100 percent of administrators, instructional coaches, and selected teacher leaders will be able to describe and rate teaching practice they observe consistently.

**Goal 3: Curriculum Frameworks Alignment.** Starting in September 2013, every student will be taught curriculum that is fully aligned with the revised MA Curriculum Frameworks for English language arts (ELA).

**Goal 4: College & Career Readiness.** By June 2013, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

**Goal 5: Goal Setting.** By December 1, 2012, all Heads of School and department heads will be pursuing a challenging yet realistic team goal to improve their professional practice.

### Student Learning

**Goal 1: Achievement Gap.** By September 2013, our achievement gap in mathematics will be reduced by \_\_\_ percent, consistent with our school’s Race to the Top (RTTT) goal.

**Goal 2: College Readiness.** By June 2013, the percentage of students taking advanced placement tests will grow by at least \_\_\_ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by \_\_\_ percent.

**Goal 3: Student Growth.** The median MCAS Student Growth Percentile (SGP) score for mathematics will increase by \_\_\_ percent in at least four of six grade levels.

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<sup>11</sup> See Appendix H for examples of SMART goals for Head of Schools new to districts.

## **Educator's Professional Practice**

**Goal 1: Meeting Leadership.** I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

**Goal 2: Assessing Teaching Practice.** I will improve my skills at debriefing classroom observations done by including a school specialist in mathematics, English as a second language, and/or science in at least one quarter of my classroom observations and follow-up debriefs.

## Appendix H. What Changes in the Process and Timelines Should Be Considered for New Heads of School?

The evaluation process for Heads of School who are new to the school or who have been promoted from within need not be substantially different from the process used for Heads of School who have served more than one year in the school. Two modifications to the process are worth considering.

The first difference lies in the rating system as it applies to Heads of School new to the role of Head of School. As described earlier, ratings of *Exemplary* performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceed *Proficient* and are worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they Head of School, or teachers—are expected to be *Proficient* on every indicator or even every standard in their first years of practice. For that reason, the *Needs Improvement* level of performance has a particular meaning for educators new to the role of teacher or Head of School. In these cases, *Needs Improvement* has the meaning of developing. It means that the educator's practice on a standard or indicator is not yet *Proficient*, but the educator appears to be "on track" to achieve proficiency within three years.

The second modification applies to both Heads of School new to the role and those who are new to a school. It has to do with the substance of the goals established for the Head of School in the first year.

The following four goals can serve as starting points for the Head of School and Board as they collaborate to develop the goals to be included in the Head of School Annual Plan for the Head of School first year.<sup>12</sup> The first two are school improvement goals. The third is a goal related to the Head of School own professional practice. The fourth can be a good starting point for implementing educator evaluation in the school in a fair, transparent manner.

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<sup>12</sup> Joan Connolly, retired Head of School from Winthrop and Malden, contributed to the development of these examples. Dr. Connolly directs the New Head of School Induction Program.

**Goal 1: Effective Entry and Direction Setting.** By early spring, the school will have broad agreement from key stakeholder groups about (a) the school's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

**Key Actions**

1. By mid-August,<sup>13</sup> present to the Board a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing school systems of support including financial management, human resources, and operations.
2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By March, propose key strategies to improve student learning and other school systems of support.
4. By April, collaborate with Board to identify three to five student learning and school improvement goals.
5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

**Benchmarks**

1. Presentations completed on schedule (process).
2. Goals adopted (process).
3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

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<sup>13</sup> This timetable applies to Head of Schools who begin July 1; it will need to be adapted for those starting at other times.



**Goal 2: Maintaining Momentum During the Transition.** Keep the school moving forward during this year's transition in leadership by working with Heads of School and other school leaders to ensure that meaningful progress is made on critical school goals.

**Key Actions**

1. Within six weeks, complete with Head of School Steps 1 and 2 of the new Head of School Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).
2. By end of February, complete Formative Evaluation conferences with Head of School and the school administrators the Head of School supervises.
3. By late spring, conduct at least three classroom visits
4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

**Benchmarks**

1. Completed Educator Evaluation Plans (process).
2. Log demonstrating at least three classroom visits (process).
3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of Head of School goals (outcome).

**Goal 3: (Professional Practice) New Head of School Induction Program.** Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Head of School Induction Program and earning at least *Proficient* ratings on each major assignment.

**Key Actions**

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

**Benchmarks**

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

The Head of School and Board may consider a fourth goal. Pursuing this goal will help a school implement the new educator evaluation system at the same time as the school leadership team is strengthened in ways that will lead to improvements in teaching and learning schoolwide.

**Goal 4: Fair, Effective Classroom Teacher Evaluation.** By June, Head of School' and school administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

**Key Actions**

1. Monitor the frequency of Head of School visits to classrooms and review the quality of their feedback to teachers.



2. Devote time at five leadership team meetings to viewing digital recordings of teaching and sharing conclusions about the level of practice observed.
3. Observe classrooms and share conclusions about the level of practice observed.

**Benchmark**

June administrator ratings of selected digital recordings of classroom instruction are comparable (outcome).

## Appendix I. How Do the Open Meeting and Public Records Laws Affect the Head of School Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning Head of School evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 Rev2009).

### 1. May a public body perform an evaluation of an employee in executive session?

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a Head of School contract, a Board may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

### 2. Are individual evaluations completed by members of public bodies public records?

Yes. The Open Meeting Law carves out an exception from the Public Records Law for “materials used in a performance evaluation of an individual bearing on his professional competence,” that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members’ evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator’s professional competency.

### 3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the Chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

### 4. May a public body discuss issues relative to the salary of a public employee in executive session?

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee’s job performance merits a bonus or salary increase, must be conducted in open session.

## Appendix J. Timeline

Step 1. Head of School Self-Assessment	July
Step 2. Analysis, Goal Setting, and Head of School Plan development Meeting	Aug/Sept
Step 3. Plan Implementation and Collection of Evidence Begins	Sept/Oct
Step 4. Mid-Cycle Goals Review Meeting	January
Step 5. End-Of-Cycle and Summative Evaluation and Report	May/June

## **Marblehead Community Charter Public School Policy for Head Of School Oversight Committee**

**Read –**  
**Adopted –**

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The Head of School Oversight Committee is to actively oversee the Head of School's time and attendance and the use of Vacation, Personal and Sick time by the Head of School.

Members – Personnel Chair and Finance Chair

### **Purpose**

- Ensure on a quarterly basis that the HOS adheres to time and attendance policies
- Review on a quarterly basis discretionary spending of the HOS
- Ensure that the HOS ensures that all staff adhere to time and attendance policies
- Track and record the vacation, personal, sick, and bereavement time used by the Head of School
- Monitor compliance with the Personnel Policies and Procedures by the Head of School
- Head of School to report Time off Requests to the Business Manager and Head of School Oversight Committee

# Cover Sheet

## Monthly Report

**Section:** VII. HOS Report  
**Item:** A. Monthly Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** HOS Report to Board of Trustees 5\_28\_19.docx





**Marblehead Community Charter Public School**  
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## **HOS Report to the Board of Trustees**

Submitted by Bill Sullivan

May 28, 2019

### **HOS Evaluation Criteria**

- 1. Communication to Board during interim**
- 2. Family Communication Engagement**
- 3. Day to Day Operations**
- 4. Instructional Leadership**

### **Faithfulness to Charter**

**Coordinated Program Review;** The Corrective Action Plan (CAP) was responded to, and another extension was granted. DESE came on site to offer some technical assistance on certain response requirements.

- Especially helpful was being able to extend the dates of certain mandatory trainings until the end August 30th.
  - Peter Cohen will be onboard.
  - This will ensure that training are being delivered to the 19/20 staff.
  - PD will be well planned and delivered at a time that would be less rushed and the information better absorbed.

### **Satisfaction Surveys**

- Parent Satisfaction Survey was refined by the hard work of Danielle Fletcher and others. It was sent to a members of the community to test for usability. With their feedback a few small changes were made and it was sent out on behalf of the board. Participation was incentivized and the promise of anonymity was restated
- Staff Satisfaction Survey will be finished and ready to go out before the end of the week. Only a PDF of the results of the survey for the past two years were available to me.

### **Academic Success**

- MCAS is complete. Certified 5/22 with the state. No test irregularities. Over 98% completion rate.
- Successful 8th Grade trip to DC
- Project Adventure: 7th grade, May 28th and 29th
- PTO STEM Week 5/28 - 5/31
- Exhibition #3 Monday 6/17

### **Organizational Viability**

**Contracts** were given to staff 5/17. Requested return before the long weekend 5/24.

- 2 contracts were not renewed and 1 resignation has been received.
- SchoolSpring posting has been placed for known openings.
- Candidate review, phone interviews, and in-person interviews has started.
- Offer for a school adjustment counselor, and behavior specialist to a high quality candidate was offered and accepted.
- Some staff have had follow up meetings to discuss language and salary issues. Jeff and I will be addressing those.

### **Graduation**

- Will take place in Charter Hall this year as Abbott Hall is not available because of renovations

### **Enrollment/ Student Attrition**

A student intent to return form was sent to 6th grade families. Staff will be calling all families that indicate no or undecided. Jessica Xiarhos and I have been having meetings

- We continue to have some 5th and 6th graders shadow at Vets

### **2019-2020 Admissions Update**

Enrollment for next year continues to be a top priority. Katherine is starting a group to put a final push to drive applications. We want to set another final date for another lottery. Pushes through social media, local groups, and email. Considering a campaign coordinated with an announcement of our new Head of School.

- 5/10 Email from MVMS to rising 7th graders
- 1 incoming 4th off the list; moving out of state
- 

Admissions Advertising Update for Board Meeting 5/28/19

The latest admissions press release (May, 2019) was sent to:

Eagle Tribune  
Marblehead Reporter  
Swampscott Reporter  
Jewish Journal  
Salem News  
Beverly Citizen  
Danvers Herald

Social Media posts (May, 2019):

All Marblehead Happenings  
Marblehead Mums and Little Ones  
Alt Marblehead Schools (some positive feedback and a lot of activity.)  
Anything Marblehead 01945  
Swampscott Nest  
Swampscott 01907  
Nahant Public Library  
Moving Peabody Forward  
Beverly MA  
Lynnfield Community Group

We placed a color ad in the Jewish Journal on May 16, 2019.

Admissions info has been sent to the Chamber of Commerce for inclusion in the weekly email. This admissions push has an application deadline of June 15, and we will have another lottery the week of June 17th.

Enrollment Update (confirmed, current #s):

4th - 34 (plus 1 offer out)  
5th - 49  
6th - 49  
7th - 35 (plus 6 offers out)  
8th - 41  
Total: 208

You could add three more to each the 5th & 6th grades, which would bring it up to 214.

The current waiting list (from first & second lotteries)

23 5th  
9 6th

The third lottery list (June 15) so far has:

4 4th  
3 5th  
1 6th  
1 7th

