



# MCCPS Board of Trustees

## Monthly Personnel Committee Meeting

Amended on October 7, 2019 at 5:35 PM EDT

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### Date and Time

Monday October 7, 2019 at 7:00 PM EDT

### Location

MCCPS, 17 Lime St

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>		Artie Sullivan	2 m
<b>B. Record Attendance and Guests</b>		Katie Sullivan	1 m
<b>C. Approve Minutes</b>	Approve Minutes	Katie Sullivan	5 m
Approve minutes for Monthly Personnel Committee Meeting on August 12, 2019			
<b>II. Old Business</b>			<b>7:08 PM</b>
Personnel Committee			
<b>A. POLICY REVIEW</b>	Discuss	Artie Sullivan	
CONTINUE DISCUSSIONS OF POLICY REVIEW AS PERTAIN TO SCOPE OF PERSONNEL COMMITTEE			
1. Links to Personnel Policies			
1. Marblehead - <a href="http://www.marbleheadschoools.org/mps-policy-manual">http://www.marbleheadschoools.org/mps-policy-manual</a>			
1. Scroll down to section G - Personnel			
2. Salem Personnel - <a href="http://saalemk12.org/pages/SPS_DistSchoolCom/SPS_Policy_Manual_Folder/4000_Personnel">http://saalemk12.org/pages/SPS_DistSchoolCom/SPS_Policy_Manual_Folder/4000_Personnel</a>			
<b>B. Personnel Committee Membership</b>	Discuss	Artie Sullivan	

	Purpose	Presenter	Time
Review the committee membership needs of the Personnel Committee. Identify potential candidates for membership on the committee.			
<b>C. Review Department of Elementary and Secondary Education - Proposed Rubric</b> Department of Elementary and Secondary Education - Proposed Rubric	Discuss	Artie Sullivan	
<b>D. HOS Evaluation Policy and Procedures</b> Review HOS Evaluation Policy and Procedures  Begin Preparing Presentation for BOT on Nov 19th	Discuss	Artie Sullivan	15 m
<b>III. New Business</b>			<b>7:23 PM</b>
<b>A. Head of School Goals for SY 19-20</b> Head of School Goals for SY 19-20, as relate to HOS Evaluation Rubric	Discuss	Artie Sullivan	45 m
<b>IV. Action Items</b>			<b>8:08 PM</b>
<b>A. Review Action Items from Meeting</b>  Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion.	FYI	Katie Sullivan	5 m
<b>B. Meeting Schedule</b> Look to schedule agenda items next few meetings on Committee.	Discuss	Artie Sullivan	5 m
<b>V. Closing Items</b>			<b>8:18 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Artie Sullivan	5 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Personnel Committee Meeting on August 12, 2019

APPROVED



**MCCPS**

## MCCPS Board of Trustees

### Minutes

#### Monthly Personnel Committee Meeting

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**Date and Time**

Monday August 12, 2019 at 7:00 PM

**Location**

MCCPS, 17 Lime St

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**Committee Members Present**

Artie Sullivan, John Steinberg, Katie Sullivan, Patricia Rietti

**Committee Members Absent**

Peter Cheney

**Guests Present**

Peter Cohen

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**I. Opening Items**

**A. Call the Meeting to Order**

Artie Sullivan called a meeting of the Personnel Committee Committee of MCCPS Board of Trustees to order on Monday Aug 12, 2019 at 7:07 PM.

**B. Record Attendance and Guests**

**C. Approve Minutes**

Patricia Rietti made a motion to approve minutes from the Personnel Monthly Meeting on 05-13-19 Personnel Monthly Meeting on 05-13-19.

John Steinberg seconded the motion.

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

## II. Old Business

### A. POLICY REVIEW

### B. Personnel Committee Membership

Discussed Committee Membership

### C. Review Department of Elementary and Secondary Education - Proposed Rubric

### D. HOS Evaluation Policy and Procedures

## III. New Business

### A. Head of School Goals for SY 19-20

Reviewed HOS Goals, and give feedback

## IV. Closing Items

### A. Adjourn Meeting

Katie Sullivan made a motion to adjourn the meeting.

John Steinberg seconded the motion.

The committee **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 7:56 PM.

Respectfully Submitted,

Artie Sullivan

# Coversheet

## Head of School Goals for SY 19-20

**Section:** III. New Business  
**Item:** A. Head of School Goals for SY 19-20  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Head of School Goals - P. Cohen 2019.docx  
Head of School Evaluation Year End Form, BLANK.docx

## Head of School Goals 2019-2020

**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, 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. Oversee the Charter Renewal Process and take under advisement and be responsive to implementing the recommendations from the report from the inspection team.
3. 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.
4. Work with team to plan, execute, and capitalize on the 25th Anniversary event

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

### **Key Actions**

1. Work with Admin Team to design and execute productive and inspirational opening week of professional development for teachers.
2. Begin observations of teachers in September leading to timely feedback, regular coaching, and professional development opportunities for improvement of instructional practices across the school.
3. By December facilitate a community forum ("State of the School") to share the Strategic Plan, Vision, and updates on the Charter Renewal process.
4. Develop a school improvement plan identifying areas for growth.
5. Work with the Board, Admin Team, and Faculty to develop a plan for retention of students and staff.

**Goal 3: (Professional Practice) New Charter Public School Leader Program - MCPSA.** Develop knowledge of the role of Head of School and skills in team building, community support, budgeting, development, and instructional leadership by completing the first year of the New Leader Program led by the Massachusetts Charter Public School Association.

### **Key Actions**

1. Attend six scheduled in-person training sessions.
2. Complete all webinars.
3. Consult with my assigned coach at least monthly.

**Goal 4: Begin the Process of designing an effective plan for Instructional Coaching and Teacher Evaluation.** (This is year one of a multi-year goal.) Work with evaluators toward developing a coaching model that leads to improved instructional practices across the school

***Key Actions***

1. Gather data on current evaluation systems
2. Monitor the frequency of Head of School visits to classrooms and review the quality of feedback to teachers.
3. Work with all evaluators on a shared approach and execution of the evaluation system.
4. Observe classrooms and share conclusions about the level of practice observed.



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

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

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

Name

Signature

Date

### 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	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

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

#### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new Heads of School, performance is on track to achieve proficiency within three years.

**Proficient** = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

**Exemplary** = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

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

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

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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 other than Proficient.

**Comments:**

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

**Head of School Performance Goals**

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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	Exceeded
<b>Professional Practice</b>						
1	Standard –	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Student Learning</b>						
2	Standard - Standard –	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>School Improvement</b>						
3	Standard – Standard –	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Permanent</b>						
Standard II-D	<b>Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II-E	<b>Fiscal 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV-E	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <b>Goal #2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-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. <b>Goal #2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. 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. <b>Goal #2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-E. 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. <b>Goal #3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I (Circle one.)</b>	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.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for all ratings other than Proficient):**

**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                             |   |

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <b>Goal #3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-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. <b>Goal #1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. <b>Permanent Goal</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal 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. <b>Permanent Goal</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for all ratings other than Proficient):**

**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: \_\_\_\_\_

## Head of School Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>III-A. 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. <b>Goal #3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <b>Goal #3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard III (Circle one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for all ratings other than Proficient):**

**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> </ul> |
|---|---|---|

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <b>Goal #1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <b>Goal #2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. 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. <b>Permanent Goal</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. 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 checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard IV</b> ( Circle one . )	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.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for overall ratings other than Proficient)**

Examples of evidence Head of School might provide:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report                             | <input type="checkbox"/> School visit protocol and sample follow-up reports     | <input type="checkbox"/> Board meeting agendas/materials                    |
| <input type="checkbox"/> School improvement plans and reports              | <input type="checkbox"/> Presentations/materials for community/parent meetings  | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data                   | <input type="checkbox"/> Analysis of staff feedback                             | <input type="checkbox"/> Analysis of staff feedback                         |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of Head of School/administrator practice goals | <input type="checkbox"/> Other: _____                                       |

