

**TO:** Andover School Committee Members  
**FROM:** Magda Parvey, Ed.D., Superintendent of Schools  
**SUBJECT:** Superintendent Evaluation 2021-2022  
**DATE:** June 10, 2022

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I am pleased to share artifacts in support of my annual evaluation. This document outlines progress made on the six goals I initiated at the start of the year. It also considers how my work has met the selected indicators in DESE's Superintendent Rubric of Standards and Indicators of Effective Administrative Leadership; the artifacts you see are inclusive of the work of the central office team. It is my expectation that a significant portion of this information is not new to you as I have updated the SC on my progress towards my goals throughout the year through my Superintendent's Reports at each SC meeting and my bi-weekly reports to the SC. Our practice has been to share as much information, transparently with you, throughout the course of the year.

While new to the superintendency in Andover, I am not new to central office administration or the superintendency. At this point in my career, I have spent almost 13 years at the executive level in district administration (Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Instructional Services, Chief Academic Officer, Interim Superintendent Superintendent, and Superintendent) and six years at the school building level leadership (Elementary Assistant Principal and Elementary Principal). These years of experience reflect learning and growing in four states and five school systems. Collectively, these experiences have assisted me in navigating the complex challenges and opportunities within our organization. I have had a rich range of diverse experiences that allow me to appreciate the excellence in APS as well as provide me with the opportunity to be reflective and strategic as our team addresses identified areas in need of improvement.

This summary document is not meant to be exhaustive of the work I am leading in the school district. Instead, it is intentionally a small sampling of some of the highlights and areas I plan to continue developing and refining. Many of the initiatives and projects on which we are working are highly collaborative in nature and cross functional. As a result, you will see that some of the work proves valuable across various indicators and goals. To define new data reported since my midyear goals in March, I have highlighted progress in **blue**.

## **Professional Practice Goal**

**#1 New Superintendent Induction Program (NSIP)-** *Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program.*

### **Evidence of Progress and Completion:**

NSIP is designed as a practical three-year experience for a cohort of superintendents new to the role or new to the state. The purpose of the program is to provide support and content information that will help assure the new superintendent's success as he/she works with principals, district teams and his/her school committee to improve academic achievement for all students in the district. I am an active member of the 12th NSIP Cohort.

The majority of the learning sessions, this year, have been virtual due to COVID-19 and to support access to sessions for superintendents as there are multiple sessions (three 2-hour sessions) a month. To date, I have attended 13 remote sessions since October 2021 and one in-person session which took place on March 8, 2022. The program expects 6 hours of monthly coaching with your assigned coach. My coach has visited me for coaching sessions each month as expected. She has also observed me during CO Team meetings and SAT Meetings.

The focus of the first year's work is to assist the superintendent in the strategic process of the development and implementation of a successful entry plan. In addition, the sessions explore collecting and analyzing data to inform a plan of action for improving teaching, learning and equity in his/her district. We are also provided with tools to assist us in learning about and building the capacity of our leadership teams. Examples of progress I have made on the focus of this year's work are:

- Implemented an [entry plan](#) to learn more about the district and community **and presented [my findings](#) in April to the community and completed an accompanying executive summary in June.**
- Started work on strengthening the leadership team with a focus on *Excellence in Management* based on the professional development we have engaged in with Teamworks International. The School Committee has also had an opportunity to be exposed to this work in a workshop in February, **with another training session on [Excellence in Governance](#) scheduled for June.** I will explain more about this work when discussing the District Improvement Goals.

- All administrators, teachers and IAs in the district have been introduced to the Principles of Learning (POLs) to establish a common language around our shared beliefs about academic rigor, equity, and best practices. I will discuss this evidence more when discussing the District Improvement Goals.

I have completed my first year of the New Superintendents Induction Program (NSIP). As stated above, the focus of the first year's work is to assist the superintendent in the development of an entry plan and to provide tools and guidance to assist the superintendent in learning about and building the capacity of our leadership teams.

### **District Improvement Goals:**

***#1 Effective Entry and Direction Setting-** Through the use of a well-developed entry plan, by May/June, the Superintendent will work with key stakeholders to reach consensus about the district's (a) most critical needs and (b) will begin on development of a plan that will include strategies and goals.*

### **Evidence of Progress and Completion:**

The purpose of the entry plan is to assist me in learning more about Andover Public Schools and the Andover community through research. The goal of the research is to understand the school district, staff, students, and community. Findings from this research will assist me in the development of a strategic plan for the district. [In March, I distributed a district wide survey to gather more data before presenting my summary of entry plan findings.](#) I presented this summary of entry plan findings at the Thursday, April 7th, 2022 School Committee Meeting. I continue to meet with community and school district staff as I continue to familiarize myself with the district and the community. Examples of progress toward this goal are:

- Hosted multiple office hours to meet with community members, parents, staff, and students. In each session, I have asked guided questions to frame the discussion and learn from the participants. I have collected the responses by having the participants share brief responses in writing and taking notes during the sessions. You may view my guided questions below:

***SUPERINTENDENT ENTRY  
PLAN QUESTIONS***

1. What are the strengths of Andover Public Schools (APS)?
2. What are the greatest challenges of APS?
3. How would you describe the culture of the district?
4. What do you think must be maintained at all costs?
5. Are we meeting our standard/reputation of excellence?  
Please explain.
6. Is the system addressing equity and opportunity gaps?
7. What do you value in a Superintendent?

- I retained sign-in sheets for each session I hosted so that I may follow up with participants if necessary.
- Met with community and parent groups, such as The Andover Rotary Club, School PTOs and PACs, Booster Clubs, and student clubs.
- Met individually with members of the APD and AFD, FINCOM and the Selectboard.
- Led 1:1 meetings with each building leader, central office leaders, executive assistants across multiple departments, several members of the Town IT Department, teachers, community members, individual parents, the head of Pike School, Ms. Ashley Marshall and the head of Phillips Academy, Dr. Raynard S. Kington.
- Attendance at department and faculty meetings in which I solicit answers to my entry plan questions and listen to the staff.

***#2 Maintaining Momentum During the Transition-*** *Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district priorities (rigorous curriculum, equity, SEL, fiscal oversight) and school goals.*

**Evidence of Progress and Completion:**

Excellence in Management is essential to the success of APS. Principals are a key lever in facilitating partnership between the district level and their buildings. Excellence in their role as instructional and building leaders ultimately supports the quality and delivery of instruction and learning in the classroom. That is the work that we have been engaged in as a leadership team during our sessions with Teamworks International. Bi-weekly meetings are held with the SAT

and the CO Team. I also have weekly or bi-weekly one-on-one meetings with each member of the central office leadership team.

A common and shared language regarding academic rigor and instruction also must be established in APS so that we may address instructional disparities and improve student outcomes across the district for all learners. [The Principles of Learning](#) born of the Institute for Learning out of the University of Pittsburgh, have been introduced across the district to all administrators, teachers, IAs to begin this effort.

Social Emotional Learning (SEL) continues to be an important driver of the work we do every day with students and adults. APS has been addressing this critical work for many years, yet inconsistency has made effective implementation of these efforts challenging. To begin to address the inconsistency, APS has partnered with Dr. Cipriano of the Yale Center for Emotional Intelligence (YCEI) to refine implementation of SEL in our district.

Examples of progress toward this goal are:

- To date, the SAT has had four sessions with Teamworks International in support of our efforts around Excellence in Management. [We will be holding a fifth session with SAT on June 21st & 22nd to begin the district's strategic planning work.](#)
- I led a professional learning session with all administrators of the district (45-50 admins) to introduce the Principles of Learning and explore the beliefs, concepts, and practices in each.
- I held a follow up meeting with all program coordinators, in collaboration with Dr. Riley, to further the discussion regarding the Principles of Learning and make clear my expectations regarding sharing with teachers.
- Every building principal has led a professional development session with his/her faculty, including IA's, to introduce the Principles of Learning and commit to one or two principles to explore as a school.
- Andover Public Schools partnered with the Institute for Learning and developed a six-part series for program coordinators and middle school principals focused on developing a vision for rigorous academic learning aligned with the Principles for Learning in the Andover Public Schools.
- All middle school English Language Arts and mathematics teachers participated in a five-part professional development series led by the Institute for Learning (IFL). This professional development series focused on increasing the use of high-demand tasks

that provide opportunities for academic rigor and implementation of greater accountable talk in the classroom.

- A partnership has been started with the IFL and APS. Fellows from the Institute for Learning have conducted professional learning sessions with district leaders, building leaders and teachers on the Principles of Learning. Please see language below from the Learning Plan developed for APS based on this year's work:

The following schedule and topics highlight the district's focused professional development plans centered around building teacher and leader capacity through the use of research-based instructional practices. Throughout each series, teachers and administrators engaged in high quality professional development focused on:

- developing key components and learning routines for effective accountable talk
- developing rigorous and cognitively demanding tasks
- developing accountability practices to the learning community, accurate knowledge, and rigorous thinking
- differentiation through questioning
- socializing intelligence for equity and access

#### 6-8 Middle School ELA and Math Content Training Schedule

Date	Trainer	Grade Level
January 28	Cheryl Sandora Laurie Speranzo	1:00-2:30 Gr 6-8 ELA & Math Teachers
February 28	Cheryl Sandora Laurie Speranzo	6-8
Mar 18	Cheryl Sandora Laurie Speranzo	1:00-2:30 Gr 6-8 ELA & Math Teachers
May 6	Cheryl Sandora Laurie Speranzo	1:00-2:30 Gr 6-8 ELA & Math Teachers
June 3	Cheryl Sandora Laurie Speranzo	1:00-2:30 Gr 6-8 ELA & Math Teachers

#### Program Coordinator and Middle School Principal Training Schedule

February 1	Cheryl Sandora Laurie Speranzo	9:30-12:30 Program Coordinators & MS-HS Principals
February 15	Laurie Speranzo	9:30am-12:30pm Program Coordinators & MS-HS Principals

March 1	Cheryl Sandora	9:30am-12:30pm Program Coordinators & MS-HS Principals
March 15	Laurie Speranzo	9:30-11am Program Coordinators & MS-HS Principals
March 29	Cheryl Sandora	9:30-11am Program Coordinators & MS-HS Principals
April 12	Laurie Speranzo	9:30-11am Program Coordinators & MS-HS Principals

Additionally, the program coordinators and high school administration participated in a six-part professional development workshop series focused on:

- Implementing high-effect size instruction
- Building the pedagogy toolbox (Hattie)
- Building a sense of safety, support, and belonging amongst students and the community at large
- Develop strength-based instructional competencies
- Accelerating learning

### 9-12 Instructional Strategy Training

Date	Trainer	Grade Level	Location	Description
January 28	District Technology Staff	9-12	Virtual	Differentiated Schoology Training
February 14 February 28	Weston Kieschnick	10:30-11:40 9-12 Team, HS ILT, Technology, & PCs	Virtual	High Leverage Instructional Strategies
March 14 March 28	Weston Kieschnick	10:30-11:40 9-12 Team, HS ILT, Technology, & PCs	Virtual	High Leverage Instructional Strategies
April 26 April 27	Weston Kieschnick	All Day 9-12 Team, HS ILT, Technology, & PCs	In-Person	Classroom Visits & Instructional Strategies
May 23 May 24	Weston Kieschnick	All Day 9-12 Team, HS ILT, Technology, & PCs	In-Person	Classroom Visits & Instructional Strategies

### Social Emotional Learning

During the 2022-2023 school year, APS partnered with Dr. Christina Cipriano and the Yale Center for Emotional Intelligence. Dr. Cipriano's trainings supported building and district leaders on the following:

- Developing a District-Wide Vision for SEL

- Identify current programs in APS
- SEL is in schools across the country
- Understanding current research and CASEL expectations
- Identifying the district's needs from multiple perspectives and stakeholders

During the school year, educators participated in Yale's Educator Well-Being and SEL Practices Surveys. The EWB Survey was comprised of three discrete assessments:

1. Affective Experiences Scale (AES) - a measure of teachers' emotional experiences.
2. Sources of Well-Being Scale (SOW) - a measure of sources of educator well-being.
3. Emotion-Focused Educator SEL Survey - a measure of teachers' self-reported use of SEL practices.

Upon completion of the survey, Dr. Cipriano led the team through an unpacking of district-level data and will work with school-based teams to understand school data trends. Additionally, Dr. Cipriano will examine school and district-level SEL practices and support Andover's attendance at the Yale RULER summer institute. Finally, Dr. Cipriano and her team will support the district's strategic planning process to build sustainable SEL practices in grades PreK-12.

## **Mental Health**

In December, I began engaging in discussions with Jennifer Murray of [Effective School Solutions \(ESS\)](#) in an effort to address the concerns of parents and staff regarding the need for additional mental health support for students who do not have IEPs or 504 plans. I am familiar with ESS's services as I partnered with them when I was in Connecticut to assist the district with mental health and SEL support for our high school students. ESS, "*partners with school districts to help them implement culturally inclusive mental health and behavioral support programs that improve care, strengthen outcomes, address trauma, and maintain students in their home district.*" They offer a multi-tiered approach to K-12 mental health care that assists all students, not just those who have IEP's or 504 plans.

In January 2022, I organized a listening session with our building principals and the leadership from our Student Services department with ESS. As a result, they conducted a series of listening sessions with building leaders and leaders in our Student Services department to identify areas of vulnerability in the existing continuum of student mental health care. This information was used to assist ESS in developing a proposal for Andover Public Schools (APS).



In February 2022, ESS began the development of a proposal for APS. The proposal included a plan to assist the district in developing a Multi-Tiered System of Support (MTSS) plan for mental health which will help the district to have clear systems and structures for how mental health issues are addressed. It also included a proposal for clinical support at the high school, two middle schools, and continuous professional learning for families and staff regarding mental health.

Throughout March and April 2022, multiple meetings were held between ESS, Dr. Ryan Fielding, Clinical Director, Joe Yarid, and me to plan a workshop for the SC and refine the proposal for APS.

On April 28, 2022, a workshop was held for the SC on the status of the current mental health efforts in the district and how a partnership with ESS can assist in enhancing our current efforts. As a result of this work, we have entered into a partnership with ESS that will assist in supporting our development of a continuum of support for student mental health care in APS which will begin in the 2022-2023 academic year.

***#3 Communication and Stakeholder Engagement-*** *During the recruitment and search process, communication, trust, and engagement were identified as areas in need of focus and improvement. Building trusting and collaborative relationships with key stakeholders through visibility, regular meetings, and intentional opportunities for engagement. Effective, honest, timely and open communication will be promoted through the development of plans to operationalize communications protocols and processes within our schools and district wide.*

#### **Evidence of Progress and Completion:**

Clear, effective, and timely communication to families, staff, students, and the community is crucial to the success of Andover Public Schools. I identified communication as a goal based on its importance and relevance to building trusting relationships internally and externally. I began my engagement with Andover Public Schools prior to July 1, 2021, as I worked to learn more about the district and staff. Through this engagement, I learned about the desire from various stakeholders for improved communication and greater engagement from the Superintendent's office. I have been intentional and strategic regarding my work in this area.

#### **Communications and Community Outreach:**

- I began connecting with the community prior to my "official" start date of July 1st, 2021. In June, I was invited to attend the town's first Juneteenth Day celebration, where I was able to introduce myself and offer remarks to the community.

- Throughout the school year, I connected with the community at many events, including as a guest speaker at the Rotary Club in October, the ABC House Leadership Brunch in April, and ACE Annual Meeting in May. I have attended numerous school events featuring our students, including club fairs, performing art events, and athletic events.
- In August, I coordinated with the communications director to create a schedule of “Office Hours with Dr. Parvey”, which provided me with the opportunity to reach the community at in-person and virtual events. To accommodate our Spanish speaking families, we provided a translator at two meetings. These were held:
  - Saturday, August 21, 2021 - in-person
  - Tuesday, August 24, 2021 - virtual
  - Wednesday, August 25, 2021- in-person at Memorial Circle Housing
  - Friday, August 27, 2021 - virtual
- In addition to the “Office Hours” held in fall 2021, I have held Focus Groups for high school, middle schools, and elementary school families through a collaboration with our PACs/PTOs/ACE leadership. This outreach allowed for a more dedicated discussion for our families at each grade-level.
  - March 30, 2022- AHS Focus Group
  - May 11, 2022 - Middle School Focus Group
  - June 9, 2022 - Elementary School Focus Group

**COVID-19 outreach:**

- August and September brought a number of opportunities to communicate with our families and staff on the evolving COVID-19 protocols and mandates from the CDC, DESE and DPH, including mask mandates in our schools. We shared timely information and our communications director created a webpage as a resource. This page continues to be updated with new information as the school year concludes.
- COVID-19 remained a focus for the community in winter and spring. The APS mask mandate was lifted on March 4, 2022, and mask wearing became optional for the remainder of the school year. Over winter break, DESE announced new protocols and testing programs, implemented in January. COVID-19 cases in winter and spring did increase periodically in some schools and/or groups. I worked with the directors of Communications and Nursing to ensure our staff and families received timely and important updates.

**Media highlights:**

- In September, the district was invited to be featured in DESE's 'Back to School' media campaign, which showcased students from Andover High School. The campaign has a statewide audience and was filmed in November 2021 and debuted across Massachusetts in February 2022.
- Our communications director continued to secure media opportunities to highlight our staff and students. In November 2021, Boston and local media covered the launch of *Kebbi* the robot, a new tool to assist our youngest learners at Shawsheen Preschool. In March, Wood Hill Middle School held its traditional event, *No One Eats Alone* day. The story was featured on WCVB, WHDH and WBZ-AM radio. In April, the district collaborated with the Andover Police Department for "High-Five Friday" and secured coverage of this event from Boston and local media outlets. Our students appeared on WCVB's "Good Morning Eyeopener" segments ("No One Eats Alone Day", "APD High Five Friday", "Thanks Harvey Leonard") throughout the winter and spring.
- Additionally, our students' achievements continue to be featured in local newspapers, Eagle Tribune, Townsman, and the Patch.

**Superintendent's Entry Plan:**

- In October, following many months of research and collaboration, I released my "[Superintendent's Entry Plan](#)", detailing my commitment to our students, staff and community. The entry plan also provides a timeline for engagement for my outreach to the community in my first year in the district.
- In November 2021, key members of the administrative team met with a consultant to begin the process of creating an organizational chart. This chart will be a key piece of data to inform our communications protocols and processes. Our communications director has started work on a draft of communications protocols for both internal and external audiences and will alter the draft based on the outcome of the consultant's final work.
- I presented my [Superintendent Entry Plan findings](#) to the district on April 7, 2022 and a draft of the [APS Organizational chart](#) on April 1, 2022. This chart is continuously updated as we continue to evaluate staffing needs within the district to serve our students and families.

- As part of my Superintendent’s Entry Plan and outreach to the community, we have a draft of the Communications Protocols and Problem Resolution Procedures. This template will serve as a resource for families to reference should they need assistance on reaching appropriate persons within the district. Due to the dynamic nature of our organizational chart, this document remains in draft form and will be updated and shared with the community for the start of the 2022-23 school year. An example:

**UPDATED JUNE 7, 2022**

Communication with our families is essential to the success and wellness of our students. The chart below is designed to be responsive to the needs of our families. In most cases, the classroom teacher or school administrator will be your first point of contact. Please allow our team to be responsive within a reasonable amount of time before outreach to the next point of contact. A reminder that our staff are required by privacy laws to release information to authorized family members only.

**YELLOW HIGHLIGHT** - unclear if this fits for APS  
**BLUE HIGHLIGHT** - is there someone else we should add (mostly level 3)?

APS staff directories can be located on [our website](#).

TOPIC	First Contact	Second Contact	Third Contact
Academic Progress	Classroom Teacher	Assistant Principal	Principal
Athletics	Team Coach	Athletic Director	High school Principal
Attendance	School Office	Assistant Principal	Principal
Budget Issues	Business Manager	Assistant Superintendent of Finance and Administration	Superintendent
Bullying/ Behavior Concerns	Classroom Teacher	Assistant Principal	Principal
Bus/ School Transportation	Transportation Manager	Assistant Superintendent of Finance and Administration	
Class Placement	Assistant Principal	Principal	
Classroom Issues/ Concerns	Classroom Teacher	Assistant Principal	Principal
Counseling	Principal	Social Workers	PK-12 Social Services Director

**Community Surveys:**

- I have utilized numerous surveys to promote feedback from and outreach to our school community. The survey we created for the district’s staff and families to inform my Superintendent’s Entry Plan was an integral part of my findings presented to the School Committee on April 7, 2022.
- We also used surveys to gather feedback from staff and families on desired qualifications for open positions with the district. Anonymous surveys to our families and staff have been helpful to gather insights for the Bancroft Elementary Principal search and the Executive Director of Special Services search. This type of community

engagement has been insightful and an important part of my outreach to the community.

**District Newsletter:**

- Also, In October, our communication director distributed a renewed *All Around APS* to the community. This newsletter was issued bi-weekly prior to the pandemic's start in March 2020. The newsletter has been updated with more intentional content for our families and shorter content from the superintendent's office. The goal is to provide our families and staff with information that focuses on district dates, details (i.e., COVID-19 & transportation) and community events. The new format resonates with our readers, and we received our highest viewership in Jan 2022, with [10,596 unique views](#). In our efforts to offer continuity in messaging, our principals began to use the content from *All Around APS* to tailor to their school communities in their newsletters.
- The communications director began creating and sharing district-level content for school newsletters to enhance consistency between district/school information.
- *All Around APS* continues to be popular with our families and staff and feedback has been positive. Many of our educators have taken an active interest in featuring their students' work in the classroom through the districtwide newsletter. Additionally, we have created a section of the newsletter that features our partnership with the Town of Andover and have added their content to the publication. For example, we have featured events and information from Andover Department of Public Works, Andover Youth Services, Andover Police Department, Memorial Hall Library, Health Division, and Andover DIVERSE.

**Transportation updates:**

- Beginning in the fall 2021, it was apparent that our transportation company would experience challenges throughout the school year. Since September, I have worked closely with our business office, transportation manager, communications director, principals, and transportation company to ensure our families have honest and updated information regarding their use of school transportation.
- We explored a partnership with Trombly on their *Where's my Kid?* app that would have provided real-time updates on school bus routes. We regret that this did not launch this school year due to software and tracking issues with Trombly. I made the decision to hold on implementing the application, as my goal is to provide solutions for our families, and the technical difficulties that would have come from this software would have

created further challenges. We continued to communicate with our families any changes to school transportation or potential delays due to construction in a timely manner.

**School Visits:**

- In my efforts to connect with our students and staff, I have committed to visiting three schools weekly since my arrival. This allows me the opportunity to meet with, and hear from, our students and staff on key issues from their perspective.
- Continued with faculty meetings and outreach to student groups as evidenced in my presentations to the School Committee during regular business meetings.

**Collaboration with Municipal Officials and Parent Organizations**

- I continue to partner with our town officials on a formal and informal basis through meetings and community events. I attend the Emergency Management Working Groups' monthly meetings with our town's first responders and liaisons to town departments to ensure emergency communications are an overall collaborative effort.
- It has been a pleasure to work with our parent volunteers in our PTOs/ PACs. We meet monthly as a Townwide PTO to share information and district updates. This group has been very supportive of my first-year initiatives, and I find them to be an excellent resource.

**Facilities Projects**

- The West Elementary and Shawsheen project received a green light at Town Meeting in June 2021 and preconstruction activities began to ramp up in the fall. Our communications director updated [the webpage](#) with updated information, photos and FAQs and launched the [West Elementary/ Shawsheen Preschool Facebook](#) page for outreach to the community. West Elementary/Shawsheen Building Committee meetings are held monthly, and I have participated in numerous outreach meetings with interested community members, staff and abutters.
- The West Elementary/ Shawsheen Preschool project began construction during April vacation and celebrated its groundbreaking on June 3, 2022. We continue to hold community meetings and communicate construction updates with our neighbors, staff, and families.

**# 4 Recruitment and Retention of Quality Staff-** *Recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging academic experience for every APS student.*

**Evidence of Progress and Completion:**

Effective recruitment, retention, and evaluation of qualified staff are vital to the academic success and productivity of the school system. I have been intimately involved with the interview process and hiring of most new positions, even those who do not report to me directly. I have also structured an interview process that promotes inclusivity and voice in identifying new staff members.

School visits and 1:1 meetings with principals as part of the evaluation process have been instrumental in informing my understanding of the strengths and areas in need of growth for our leaders.

Examples of Progress toward this goal:

- I have used the DESE School Visit Framework to structure my visits. Please find the framework [here](#) for your review.
- Principals have been provided with a [School Visit Planning Template](#) which they complete prior to my visit to frame our discussion and make explicit what I will see as we visit classrooms together.
- The work with the IFL and Teamworks International has assisted in building a foundation of how we talk about leadership and instruction. Evidence is stated in previous goals.
- The Director of Data and Accountability is leading a MA DESE Teacher Diversification Professional Learning Community which will assist us in implementing strategies to further diversify our staff.
- [Our new Executive Director for Human Resources has created a New Employee Orientation training which takes place once a month on Mondays. Please see a sample agenda:](#)

## ANDOVER PUBLIC SCHOOLS NEW EMPLOYEE ORIENTATION

8:00 am	Welcome & Introductions	Tom Howard
8:15 am	Employee Handbook	Tom Howard
8:30 am	Non-Discrimination & Harassment & Professional Conduct	Tom Howard
9:00 am	New Hire Paperwork & ID's	Brookhart/Morrison
9:30 am	Leaves	Brookhart/Morrison
10:00 am	Active Shooter/Intruder Overview	Paul Szymanski or Sergeant Mark Higginbottom
11:00 am	Retirement	Kothman/Armano
12:00 pm	Lunch	
12:30 pm	Mandated Reporting/Ethics	Elizabeth Valerio, Esquire
2:00 pm	Benefits	Porter/Hassel
3:00 pm	Payroll	Bille/Wright

- He has also created a new [onboarding checklist](#) to assist in the onboarding process for new employees.
- We have retained quality candidates for the open positions to align with the new organizational design and to fill various vacancies.

***#1 Thorough and thoughtful data analysis-*** *To ensure that each student reaches proficiency, I will support educators in monitoring student progress diagnostically and plan instruction after thorough and thoughtful data analysis.*

### **Evidence of Progress and Completion:**

Through leadership of the Assistant Superintendent for Teaching and Learning and guidance of the Director of Data Accountability and Financial Analytics, I have worked to begin creating structures that will standardize our approach to data analysis.

Examples of progress toward this goal:



- I have requested that the Assistant Supt. for Teaching and Learning and the Director of Data Accountability explore a data dashboard for the district.
- In collaboration with the Assistant Superintendent for Teaching and Learning, I have charged the Director of Data Accountability and Financial Analytics with leading intentional discussions with schools around data in an effort to begin to refine the process. To date she has done the following activities at each of the varying school levels:

#### Elementary schools

- Work in collaboration with K-5 Literacy Program Coordinator to prepare school data sheets
- Identify areas of strength and growth in early literacy
  - Presentations to the Assistant Superintendent for Teaching and Learning on her progress.
- Attend Winter data team meetings at 3 schools to observe current process and practices firsthand
  - Strengths: schools used a protocol, had clear goals and expectations
  - Areas for growth: no math discussion in K-2
  - Wonderings: how often do schools/teams discuss data outside of the 3x year data meetings

#### Middle schools

- Prepare schoolwide data sheets
- Work with West Middle School teams to model ATLAS data protocol

#### High school

- Collaborate with AHS principal on relationship mapping
- Development of schoolwide data sheets
- AVID student selection from grades 8-9
- Course enrollment by race/ethnicity and SES
- VOCAL Data
  - Fine Arts
  - Social Studies
- Math department meetings - MCAS data analysis
- Science department meetings - MCAS data analysis
- Virtual office hours - during midterms to support teachers with NWEA analysis.

Anticipated for Spring 2022-Summer 2023:

- Assistant Superintendent of Teaching and Learning, Dr. Riley is to review Data Wise, which is a program offered by the Harvard School of Education, which focuses on building collaborative district structures to analyze district performance data. An application was submitted this month. Dr. Riley has started practices at the district level to begin building a district data team.
- Interactive Data Dashboard created under the leadership of Assistant Superintendent of Teaching and Learning, in partnership with Executive Directors of Technology Integration and Digital Literacy, Elementary Instructional Operations and Secondary Instructional Operations.