Berlin-Boylston Regional School Committee

End-of-Cycle Superintendent's Summative Evaluation Report

June 2024

Superintendent: Ms. Carol Costello

School Committee Members: Jessica Deglialberti (Boylston), Meagan Grill (Boylston), Lori-Anne Hart (Boylston), Julie Lee (Berlin), Lisa Mair (Berlin), Michael Totman (Berlin)

Report prepared by Jessica Deglialberti & Lori-Anne Hart

Introduction

This summative evaluation report compiles five individual superintendent evaluation reports submitted by the members of the Berlin-Boylston Regional School Committee on May 25, 2024.

Purpose. This report has two purposes. First, it provides a rich source of feedback to the superintendent as part of an ongoing improvement cycle and thus, should inform reflection on the current year's efforts, as well as goal setting for the upcoming school year. Second, the report provides the basis for the school committee's deliberations and decisions regarding its evaluation of the superintendent's performance, which is tied by contract to the superintendent's salary.

Following receipt of this report, the Berlin-Boylston Regional School Committee will discuss the compiled evaluation results in a public meeting, striving to understand committee members' varied perspectives and to reach a consensus on the superintendent's Overall Performance Rating. The committee then records two votes:

1. A vote to accept the final report, with any proposed revisions.
2. A vote on the committee's Overall Performance Rating of the superintendent's performance for this past school year

Thus, this report, as presented here, does not represent the committee's final deliberations or decisions, and may undergo revisions before it is accepted by the school committee.

Organization of the Report. Results are presented in three parts, followed by appendices with relevant materials:

- *Part I* – OVERALL Summative Evaluation Ratings and Comments from Committee Members Across All Areas Evaluated:* This section provides the Overall Ratings of the superintendent's performance as well as anonymized, verbatim comments made by 6 members of the school committee.

**Please note that past evaluations have contained a written summary of responses, noting strengths and weaknesses. Due to potential bias in comment selection, the committee chose to present the facts without interpretation.*

- *Part II – By the Numbers*: This section presents a table compiling committee members' more specific ratings of (1) the superintendent's goal performance[1] and (2) the superintendent's performance relative to the four standards detailed in the Massachusetts Superintendent and District Administrator Rubric[2].
- *Part III – Performance Ratings for Standards*[3]: This section provides a table of ratings for each Professional Standard followed by committee members' explanatory, verbatim comments.
- *Appendices*:
    - Appendix A: Superintendent's Goals for 2023-24 (page 16)
    - Appendix B: Excerpt from Superintendent's Contract regarding Compensation for Evaluation Results (page 21)

I. OVERALL Summative Evaluation Ratings and Comments from Committee Members Across All Areas Evaluated - Overall, Goals, and Leadership Standards Evaluations

All six school committee members rated the superintendent's *overall* performance in 2023-2024 as Proficient

Overall *Summative Performance Ratings and Comments (from Step 3 on Evaluation Form)*

Unsatisfactory	Needs Improvement	Proficient	Exemplary
		5	1

Comments taken verbatim from each members submitted summative evaluation forms

Carol is a rare combination of hard work, passion, and peaceful presence. It's clear that she has worked diligently, creatively, and collaboratively to exceed her goals on behalf of the students and district. We are very fortunate to have Carol at the helm!

Carol had a great year. She has many areas of this job that she has mastered- such as instructional leadership, working with the building administrators, pupil personnel director and curriculum directors and working with the children. She was present in the schools frequently through her walkthroughs as well as through her attendance at school events. She is well liked and respected in the community, and I believe most parents and teachers are pleased with the progress she has made in this district. She includes and values parent and teacher input- as evidenced by the "Portrait of a Graduate" program.
(comment continues pg. 3)

[1] 1 Appendix A: Superintendent's Goals for 2023-2024

[2] Updated July 2019 and available at: http://www.doe.mass.edu/edeval/model/PartIII_AppxA.pdf

[3] The report writers corrected rare spelling and grammatical errors only

(comment continued from pg. 2)

She has made herself seen, and well known across the community by attending various town events and board meetings. She has assembled an excellent team of educators, and our high school even received a ranking in the top 50 schools in the state! She always puts forth a positive attitude, works harder than most people and welcomes everyone's point of view when problem solving. She values district policy, student safety and the education of each child in this district above all else. Carol needs to continue to build a strong central office staff to complement her performance. I am confident that she will continue to sharpen her knowledge of regional school district budgeting over the next year. It has been a pleasure and privilege working with Carol this year.

This school year saw many challenges for Superintendent Costello to overcome and I do not think she did great in all areas, but those covered by this review were proficient. The past can hurt, but the way I see it, you can either run from it or learn from it; I believe Superintendent Costello has learned from this year. I do not currently know what the answers are to improve on this, but we must all do better next year as a team to make it be that this tradition of continuous improvement is our mission to know how far we'll go as a district. Superintendent Costello's vision for the district is one I support, and I know that all of these can come true if she has the courage to pursue them and see them through, specifically with the portrait work. I understand there is already improvement at Tahanto after last year's decisions and we hope for more. With next year's additional graduation requirements and the staffing changes necessary to meet those there will be difficult challenges ahead as we continue to work through budget constraints, but Superintendent Costello has done well here too. Her fiscally responsible move to begin the Bridges program in Berlin is one that will save taxpayers likely millions of dollars over the coming years through budget reductions in special ed costs. I know Superintendent Costello is curious to find new and different ways to build and fund programs for our district, and when you're curious, you find lots of interesting things to do; she is doing them with various town leaders but could use help in the communication department. As we complete this evaluation with still uncertain results for the budget, I'll let it go at that, and say that while Superintendent Costello has done great things, there are still many things to improve upon.

Carol Costello gathered detailed documentation of her obvious efforts to improve the district, and herself as a Superintendent. This committee member appreciates the time she spent on documenting her efforts in such an organized manner. Her efforts for community engagement were witnessed many times- dressing up in a costume for the elementary Halloween parades, Coffee Chats at the town libraries, attendance at town meetings, school performances and sporting events. The efforts have resulted in the district knowing Carol Costello and trusting her to work on difficult tasks and to protect and educate the children of this district.

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I was impressed with the time she invested in learning the Regional Budget process and how much correspondence she had with her mentor from MARS. This only benefited the district when it came to budget season. It was also appreciated her efforts to also educate the school committee in the Regional Budget process. Her attendance at the MASS/MASC conference spoke volumes about Carol's drive to learn more about her role as the Superintendent and how to better serve our district. I appreciate this drive to learn and look forward for her and us to grow from what we learned this Budget season.

Last, I would like to commend Carol on her vision and drive to create the Portrait of a Graduate. This was a time-consuming process that she undertook, but she saw the value in having stakeholders from the community have a say in this vital vision and goal we have for a graduating student. The district is already producing responsible citizens and global contributors, but the finished Portrait of a Graduate will help focus the district's efforts.

Congratulations to Carol on her well documented growth as a Superintendent this year. We are thankful for such a level-headed, thoughtful Superintendent.

Superintendent Costello has demonstrated proficiency in her goals this school year. She successfully led a school district with three new administrative team members at the middle/high school level. While some focus areas were stronger than others, this particular year presented several unforeseen circumstances that challenged the leadership ability of Carol. She remained steadfast and committed to reaching her goals throughout these challenges. I would, however, like to see superintendent Costello continue to develop a better understanding of the budget and spend more time observing teachers in action. Both areas need improvement, but I am confident with more time she will be able to strengthen these.

Superintendent Costello has great strength in the areas of Instructional Leadership, Parent and Community Engagement, Professional Culture, and has greatly improved in the area of Policy, which was a self-admitted weakness of hers from the outset. She approached each goal with commitment, visible via her evidence of meetings, action plans, walk-throughs, book talks, retreats, and other methods. She did all of this in addition to the demanding job of running a rapidly expanding, two-town district filled with obligations outside of these goals and where her day was often hijacked by emergencies, crises, and unplanned situations that often required her immediate attention and presence.

I would encourage Superintendent Costello to refine her goal for budget, to revise that

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goal for next year. This is the only goal area that needs improvement and where progress was further hindered by the loss of the district's Director of Finance. I am hopeful she can make this into a strength next year.

The 2023-24 school year was not a predictable or easy one. Despite the difficulties that even a seasoned superintendent would struggle with, Ms. Costello persevered and gave her goals—and this district—her all.

II. By the Numbers

This section presents a table compiling committee members' more specific ratings of: (1) the superintendent's goal performance[4] and (2) the superintendent's performance relative to the four standards detailed in the Massachusetts Superintendent and District Administrator Rubric (see below).

	Did Not Meet	Some Progress	Significant Progress	**Met**	Exceeded
Student Learning Goal				**5**	1
Professional Practice Goal			1	**4**	1
District Improvement Goal				**4**	2

2. Performance on Standards:

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
I: Instructional Leadership			**6**	
I-C Assessment			**6**	
I-D Evaluation			**6**	

[4]Superintendent and Administrator Rubric: https://www.doe.mass.edu/edeval/model/PartIII_AppxA.pdf

I-E Data Informed Decision Making			**5**	1
II: Management & Operations			**6**	
II-E Fiscal Systems		2	**4**	
III. Family & Community Engagement		1	2	**3**
III-A Engagement		1	2	**3**
III-D Family Concerns		1	2	**3**
IV: Professional Culture			**5**	1
IV-A Commitment to High Standards			**6**	
IV-C Communication		1	**4**	1
IV-D Continuous Learning			**5**	1
IV-E Shared Vision			**5**	1

Part III – Performance Ratings for Standards[5]:

This section provides a table of ratings for each Professional Standard followed by committee members' explanatory, verbatim comments.

Standard I: Instructional Leadership

I-C: Assessment

Goal 1: Student Learning

The superintendent will ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning growth, and understanding and make necessary adjustments to their practice when students are not learning. This will be done by analyzing data for next steps in instructional improvement, participating in

[5] The report writers corrected rare spelling and grammatical errors only

classroom walkthroughs with a focus on instructional leadership, using Aimsweb data, MCAS data, and the guidance of District Accountability/School & District Report Card.

I-D: Evaluation

Goal 1: Student Learning

The superintendent will provide effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. This will include holding administrators accountable for effectively evaluating educators, keeping a record of weekly administrative meetings that includes a summary, participating in classroom walk throughs with a focus on instructional leadership, using data listed in I-C, and providing effective feedback on educator evaluation for the administrative team.

I-E: Data-Informed Decision Making

Goal 1: Student Learning

The superintendent will use multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning. Evidence will be taken from Aimsweb data, MCAS data, District Accountability/School & District Report Card, and classroom walkthroughs.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership			**6**	
I-C: Assessment			**6**	
I-D: Evaluation			**6**	
I-E: Data-Informed Decision Making			**6**	

Comments taken verbatim from each members submitted summative evaluation forms
Superintendent Costello, new to the role of Superintendent, recognized the need to build strong relationships within her administrative team, many of whom were new to their positions as well. She utilized the Instructional Leadership Standard to build a "collective advocacy within our school system that demonstrate(d) connected, collaborative, intentional practices based on student need and teachers' expertise." She met over 30 times with different teams, using Aimsweb benchmark tests and MCAS results to (comment continues on pg. 8)

(comment continued from pg. 7)
determine impacts on student learning. The groups also held topical meetings ranging from climate surveys to building and staff management, many of which led to action-based plans.

Ms. Costello also utilized walkthroughs to determine instructional strengths and weaknesses. She was able to conduct nearly 20 walkthroughs and noted the need to conduct more next year due to how invaluable they were. I hope she is able to continue and increase these walkthroughs as they proved invaluable.

One of Ms. Costello's strengths is instructional leadership. Her experience as the former Director of Curriculum coupled with her personality helped her to truly make a difference in a pivotal year with an overwhelming number of new administrators, ranging from new hires to role changes within the district. The superintendent not only surrounded herself with talented and motivated staff, she also truly made them into a TEAM. That team spirit trickled down into the cultures of the schools, where its positive effects were felt the most by students and staff.

I rated Carol E on I-E because she is making huge efforts to include every data assessment tool available to her. No one tool is comprehensive so it's important to use a variety of assessments to understand the full picture.

Carol has done an excellent job of working with building administrators as well as her curriculum directors and pupil personnel director to ensure that all students receive the best education possible. She has performed 28 building walk-throughs as well as met with her administrative team 31 times throughout the school year. During the administrative meetings, the team discussed student progress as well as areas for growth and development. During walkthroughs, Carol observed teaching in action and then was able to provide feedback to teachers and administrators. It will be interesting to see the Aimsweb and MCAS score results to determine if her methods indeed helped improve student performance on these assessments.

Aimsweb assessment is used district wide to assess needs for gaps of knowledge for a cohort and also identify students that need more intervention (math/reading tutors, etc). These assessments are done 3 times a year to quantify progress. Professional development often addresses the need for change seen in these scores. MCAS (state test) scores are also reviewed from the prior year to see what gaps may be present. Carol did several walk throughs in the Fall and Winter months, at all 3 schools, which conveys interest and direct observation for evaluations.

Superintendent Costello rated proficient in three of the five standards above. The two focus indicators I rated needs improvement are curriculum and instruction. As Superintendent Costello noted in her goal summary, she was unable to participate in

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many classroom walkthroughs. She cites walkthroughs being invaluable to the administrative team's work and acknowledges her need to do less "office meetings" and more classroom walkthroughs. Because she did not successfully regularly view how the teachers teach and what they teach, I rated Superintendent Costello needs improvement in two areas. Despite these ratings, I do believe Superintendent Costello achieved a proficient rating in Instructional Leadership as she was able to successfully achieve proficiency in the assessment, evaluations, and student learning focus indicators. There is ample evidence to support this proficiency.

Standard II: Management & Operations

II-E Fiscal Systems

Goal 3: Professional Practice ~ Policy & Budget

The Superintendent will develop a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources. This will strengthen her understanding of the operation of a regional school district by utilizing a mentor to focus on budget processes via consultations. She will also attend workshops and trainings.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
II: Management & Operations Standard			**6**	
II-E Fiscal Systems		2	**4**	

Comments taken verbatim from each members' submitted summative evaluation forms

While growth has been attained for Superintendent Costello with the budget process, this is an area that still needs improvement. I would like to see Carol have a better understanding of the breakdown of the budget, from a fiscal standpoint. I will agree she understands the operational budget in terms of needed staff and supplies but struggles with the SPED circuit breaker revenue understanding. (end of comment)

This is Superintendent Costello's weakest area, to which she freely admits. Meeting this goal was further complicated by the mid-budget-season loss of our Director of Finance.

The district just hired an agency to fill the Finance Director's role, with whom Ms. Costello has had many meetings with helpful/hopeful outcomes and products that

already show improvement and great promise for this becoming an eventual strength. I encourage the superintendent to refine this goal for next year.

I rated Carol E for II-D because, in addition to following all of the external laws, mandates, and policies, it's clear that she has very high personal ethical standards.

The budget process is never an easy one, but Carol utilized the resources available to her and learned a great deal about the laws that govern regional school district budgeting as well as the politics around the process. She had regular formal and informal meetings with her mentor, Sheila Muir, as well as attendance at various workshops and training sessions on the budgeting process. Carol worked with her administrative team to determine which materials and personnel were critical to keep the district running effectively while working within the constraints placed by each town. At the end of the day, one town in the region refused to support the budget needed to adequately fund the schools. Carol continues to advocate and support this budget on behalf of the children and teachers in this district.

The development of the current budget shows a good understanding of her fiscal responsibility to taxpayers. The steps taken to decrease costs for taxpayers while at the same time improving the learning environment for our students show an understanding of what is needed in Berlin as well as Boylston. Unfortunately, as I'll address through another standard area, the communication to the towns in order to demonstrate this, fell off somewhere this year. Through strategic moves Carol has been able to deploy resources wisely and has taken steps to save taxpayers in Berlin likely well OVER HALF A MILLION DOLLARS ANNUALLY over the coming YEARS while at the same time improving the education and experiences for families and students within our district, even if the finance committee and select boards can't understand this; but Carol has met her obligation to the school committee and taxpayers in this area.

Carol was involved in creating the 3-year district plan, and with this plan as a guide, together with her administrative team, she developed a tentative budget for the

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2024-2025 year. Carol certainly used her resources to work on the regional budget. She initiated countless meetings and calls with her mentors from MARS, attended the MASC/MASS Conference and MARS virtual workshop, and created a Regional Budget workshop for the BBRSD school committee with her MARS mentors. Meetings with the town's selectmen and finance committees, along with many on the Budget Subcommittee, prompted another look at the proposed budget and resulted in the budget that was voted upon by the BBRSD school committee.

Standard III: Family and Community Engagement

III-D Family Concerns

Goal 2 / District Improvement Goal: Parent & Community Engagement

The Superintendent will promote 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 and district. She will do this by attending and participating in Parent/Teacher Organization meetings, SEPAC meetings, Community events, municipal meetings, as well as facilitating at least one Berlin-Boylston Crisis Team Meeting.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
III. Family & Community Engagement Standard		1	2	**3**
III-A Engagement			2	**4**
III-D Family Concerns		1	2	**3**

Comments taken verbatim from each members' submitted summative evaluation forms

The list of the events Carol attended in the schools, along with the towns, reinforcing that people see her as a 3-dimensional person, and not just a name. This is especially important when issues arise- she has already gained their trust. The list of meetings she attended, including the town's finance committee, SEPAC, Boylston-Berlin Crisis Team, and her meetings with MARS, show that she seeks out others knowledge and tries to make equitable and effective decisions. (end of comment)

Superintendent Costello's strength is her ability to communicate. Having worn many hats in this district for nearly two decades, she understands that information is power, that transparency is truth.

Ms. Costello has gone out of her way to engage with the school community by attending *many* functions both during and after school hours, where she has opportunities to engage. She has also attended other town board meetings to better understand the towns themselves—she doesn't rest on what she has learned over the years, aware that towns evolve over time.

The superintendent also uses her newsletter and other communications to share what she has done over the week. That newsletter offers insight into how dedicated and committed she is to being a part of the community. She recognizes that members of the community don't live where she works, she works where we live.

Carol went above and beyond with her community engagement and outreach. I'm impressed with her constant presence in the community, the opportunities she has created for collaboration and engagement, her weekly newsletter, and all of the meetings she's attended. She is also a caring, ethical, and moral person who always handles sensitive matters in the best way possible.

Carol attended various functions and events throughout the school district all year. She was seen at different sporting events supporting our high school students even as they went on to the super bowl as well as 1st grade soccer games. She attended plays, concerts and art shows, parades, and open houses as well as holiday events. She attended PTO and SEPAC meetings, town finance committee and selectboard meetings and even made her way over to the senior center in Berlin at 19 Carter. She made a point to be known and seen and well respected and liked by all the different groups of people in the community. Carol also spearheaded the "Portrait of a Graduate" project which brought in various community members and consultants to help pinpoint areas of weakness in the schools and discuss plans for improvement. Carol listens to every point of view, maintains an open-door policy and is always available, even when she is extremely busy, to address parent, teacher and community member concerns. She really does an excellent job in making everyone's voice feel heard. And she does not just make you feel heard- she truly cares and attempts to solve every problem. She says it over and over again, but she does an excellent job in maintaining a neutral point-of-view, keeping the peace and making EVERYONE feel accepted and welcome in the schools.

I believe Carol started off well with her communication but her effectiveness and efficiency as the year went on showed a deterioration in her ability to address
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(comment continued from pg. 12)

community concerns effectively. Simply attending meetings is not a rigorous evaluationof this goal, it is the actions that come from those meetings that matter. As we have heard from the town of Berlin via their select board and finance committee, there could have been more done with these stakeholders to engage the community and bring them to the realization that this is an effective, well thought out, and financially responsible budget that was presented to the towns. While it is clear that there is evidence she did attend the requisite meetings, the effectiveness and outcomes as we've heard from the Berlin select board chair are lacking. I expect this to improve next year and do realize the unprecedented roadblocks she has had to overcome this year. The committee has heard from multiple parents that her newsletters may not be the most effective or efficient manner

of communicating crucial details to the parent community. I also feel more could have been done to more quickly address and communicate outcomes and steps taken to address certain events throughout the year that had a significant impact on family and students in the classroom.

Standard IV: Family and Community Engagement

IV-A Commitment to High Standards

Goal 1: Student Learning Goal ~ Instructional Leadership

Goal 3: Professional Practice ~ Policy & Budget

The superintendent will foster a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including using a mentor to focus on demonstrating professional growth in regional school systems and budget processes via meetings, discussions, consultations, workshops, trainings, etc. She will model these behaviors in her own practice by planning and leading well-run and engaging meetings with a clear purpose on matters of consequence, engaging participants in thoughtful and productive conversations and deliberations about important school issues

IV-C- Communiciation

Goal 2 / District Improvement: Parent & Community Engagement

The superintendent will demonstrate strong interpersonal, written, and verbal communication skills, focusing on continued and broader community outreach via attendance at school and community meetings, organizations, and events in both Berlin and Boylston.

IV-D Continuous Learning

Goal 3: Professional Practice ~ Policy & Budget)

The superintendent will develop and nurture a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results.

IV-E Shared Vision

Goal 1: Student Learning ~ Instructional Leadership

The superintendent will continuously engage all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors. This will be done via analyzing data (Aimsweb, MCAS results) for next steps in instructional improvement, holding administrators accountable for effectively evaluating educators, and participation in classroom walkthroughs with a focus on instructional leadership.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
IV: Professional Culture			**6**	
IV-A Commitment to High Standards		1	**4**	1
IV-C Communication			**5**	1
IV-D Continuous Learning			**5**	1
IV-E Shared Vision			**5**	1

Comments taken verbatim from each members' submitted summative evaluation forms

I would have preferred more drastic action and public communication about certain steps taken for specific trips that occurred throughout the year that significantly impacted professional culture, or lack thereof, in the schools; overall I am satisfied with the outcomes heading into next year and believe students will benefit from the actions taken.

Carol's district wide newsletters are well written and informative. They provide ample information for those who care to open them. Aimsweb testing is evidence-based and is reviewed 3 times a year with principals to identify gaps at a grade level and individual level. Remediation plans are also discussed based on the Aimsweb data. The school calendar presents and voted upon for 2024-2025 was developed to allow for more productive and frequent professional development to allow the teachers to make the needed changes over the course of the school year. Her walk throughs and presence at events do show her employees, student and families, her interest in their efforts and
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(comment continued from pg. 14) provide her with first hand observations. The Portrait of a Graduate discussions and meetings show her continued efforts a shared educational vision for successful graduates to be responsible citizens and global contributors.

Standard IV is a combination of Superintendent Costello's three goals. She has great strength in the areas of Instructional Leadership, Parent and Community Engagement, and has greatly improved in the area of Policy. These strengths have built a positive professional culture that is evident to the observer.

IV-E – Carol worked tirelessly and passionately in the Portrait of a Graduate process. This is a model for the creation of a shared educational vision as described in this indicator.

IV-F - With her calm, thoughtful, and understanding presence, Carol is naturally exemplary at managing conflict.

All comments above support this goal. Also, her emails and newsletter provide helpful information to those who take the time to read them.

Appendix A: Superintendent's Performance Goals for 2023-2024:

Carol Costello

Superintendent's Goals 2023-2024

Goal #1: Student Learning Goal: - Instructional Leadership

The newly formed district administrative team has worked throughout the summer to establish a Problem of Practice from which all of our goals this year are designed. These goals are intended to move us toward developing a competency-based education through which we will expand the possibilities for all students to follow a variety of pathways toward graduation and align to the vision designed in our upcoming work around the Portrait of a Graduate. The Problem of Practice is, *"How do we build collective advocacy within our school system that demonstrates connected, collaborative, intentional instructional practices based on student need and teachers' expertise?* In each of our action steps we will monitor how we work together, and share our strengths to improve all student learning and experiences.

Therefore, my instructional leadership goal for the 2023-2024 school year will be to meet at regularly scheduled times each week with administrators to:

- Analyze data for next steps in instructional improvement
- Hold administrators accountable for effectively evaluating educators
- to participate in classroom walkthroughs with a focus on instructional practices

Effectiveness will be measured by:

- A record of dates and times from each weekly meeting between the administrative team and the Superintendent, including a meeting schedule and summary of those meetings
- Evidence of a review of real data between the Superintendent and principals including: Aimsweb data, MA Comprehensive Assessment System (MCAS) data, District Accountability/School & District Report Card
- Dates/time/locations of classroom walkthroughs in each building to include feedback to administrators on effective leadership practices
- Provision of effective feedback on Educator Evaluation for administrative team

Standards Addressed:

Standard 1: Instructional Leadership: *The educational 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-C: Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning growth, and understanding and make necessary adjustments to their practice when students are not learning. (I-C-1 – Variety of Assessment Methods; I-C-2 – Adjustments to Practice)

Indicator I-D – Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. (I-D-1: I-D-2; I-D-3)

Indicator I-E – Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning. (I-E-1)

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.*

Indicator IV-A- Commitment to High Standards – Fosters a shared commitment to high standards of 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. (IV-A-1 Commitment to High Standards) (IV-A-2 Mission and Core Values) (IV-A-3 Meetings)

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 responsible citizens and community contributors. (IV-E-1: Shared vision development)

Goal #2: District Improvement Goal - Parent & Community Engagement

Community outreach in both towns is essential to building partnerships and relationships that serve our students, staff and families, as well as honor our commitment to our towns and communities who support us. This goal will focus on continued and broader community outreach.

By June 2024, the Superintendent will have demonstrated community outreach through attendance at school and community meetings, organizations, and events in both Boylston and Berlin.

Effectiveness will be measured by:

- Attendance and participation at each Parent/Teacher Organization meeting *at least once* during the year
- Attendance and participation in *at least one* SEPAC meeting during the year
- Attendance and participation in *at least one* community event in each town during the year
- Attendance and participation in *at least one* municipal meeting in each town during the year
- Facilitation of *at least one* Berlin-Boylston Crisis Team Meeting

Standards Addressed:

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 and district.*

Indicator III-A: Engagement: Welcomes and encourages every family to become active participants in the classroom and school community. (II-A-2: Community and Stakeholder Engagement)

Indicator III-D: Family Concerns – Addresses family concerns in an equitable, effective, and efficient manner. (III-D-1)

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.*

Indicator IV-C: Communications – Demonstrates strong interpersonal, written, and verbal communication skills (IV-C-1 Communication Skills) (IV-E-1: Shared Vision Development)

Goal #3: Professional Practice Goal

As a first year Superintendent, my goal for the 2023-2024 school year is to strengthen my understanding of the operation of a regional school as it pertains to policy and budget.

Action Steps Addressed: The Superintendent and mentor will focus on the following areas demonstrating evidence of professional growth in: regional school systems; budget processes I will maintain a log of meetings and discussions with my mentor based on these topics as well as issues that arise throughout the year including personnel matters, and communication with stakeholders.

Effectiveness will be measured by:

- A list of meeting dates and discussion topics addressed, and resources consulted as related to regional schools and budgetary processes
- Evidence of workshops, trainings, etc. focused on areas of budget and regional schools

Standards Addressed:

Standard II: Management & 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 resource to implement appropriate curriculum, staffing and scheduling.*

Indicator II-E: Fiscal Systems – Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with

district/school-level goals and available resources. (II-E-1. Fiscal Systems)

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.*

Indicator IV-A- Commitment to High Standards – Fosters a shared commitment to high standards of 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. (IV-A-1 Commitment to High Standards) (IV-A-2 Mission and Core Values) (IV-A-3 Meetings)

Indicator IV-D. Continuous Learning – Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice. (IV-D-2)

Appendix B: Excerpt from Superintendent's Contract re: Compensation for Evaluation

EMPLOYMENT AGREEMENT
BY AND BETWEEN
THE BERLIN-BOYLSTON REGIONAL SCHOOL COMMITTEE
AND
CAROL LYNN COSTELLO

This Employment Agreement (hereinafter referred to as "this Agreement") is made by and between the Berlin-Boylston Regional School Committee (hereinafter referred to as "the Committee") and Carol Lynn Costello (hereinafter referred to as "the Superintendent"). For mutual consideration expressed herein, the parties agree as follows:

1. Employment. The Committee hereby employs Carol Lynn Costello as Superintendent of Schools and the Superintendent hereby accepts employment under the following terms and conditions.

2. Term. The Superintendent shall be employed for a three (3) year term commencing July 1, 2023 and terminating June 30, 2026, unless extended or earlier terminated as provided in this Agreement (the "Term").

3. Compensation.

a. Salary

The Committee shall pay the Superintendent a bi-weekly salary which if annualized over 26 pay periods would equal $195,000, less all lawful withholdings and deductions, for the first year of this Agreement, subject to the availability of funds.

b. Salary Increases

The Superintendent shall be eligible for an annual salary increase commencing on July 1, 2024 based on the results of a performance evaluation conducted by the Committee under the terms of this Agreement. The Superintendent shall receive a base increase of three percent (3%) effective July 1, 2024, subject to funding. Therefore, the Superintendent's salary commencing July 1, 2024 shall be $200,850.00, less all lawful withholdings and deductions. In the event the Superintendent receives an overall summative rating of exemplary for the 2023-2024 school year, the Superintendent will receive an additional .5% increase effective July 1, 2024. In the event the Superintendent receives an overall summative rating below proficient, the Superintendent will only receive the three percent (3%) base increase noted above.

The Superintendent shall receive a base increase of three percent (3%) effective July 1, 2025, subject to funding. If the Superintendent receives an overall summative rating of exemplary for the 2024-2025 school year, the Superintendent will receive an additional .5% increase effective July 1, 2025. In the event the Superintendent receives an overall summative rating below proficient, the Superintendent will only receive the three percent (3%) base increase noted above.

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Results