

GROTON BOARD OF EDUCATION
SPECIAL MEETING MINUTES
APRIL 6, 2021 @ 7:00 P.M.
REMOTE MEETING

Members Present: Chairman Kim Shepardson Watson, Vice Chairman Andrea Ackerman, Dean Antipas, Jane Giulini, Elizabeth Porter, Rosemary Robertson, Rita Volkmann, Lee White

Members Absent: Jay Weitlauf

Also Present: Susan Austin

I. CALL TO ORDER

Chairman Watson called the meeting to order at 7:00 p.m.

II. Discussion re: the Superintendent's Transition Plan and Goals. **(ATTACHMENTS #1, 2, 3)**

Ms. Austin shared the CABA/CAPSS document entitled, *Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools*. This document outlined the Superintendent's goals that she follows and that the Board can use to evaluate the Superintendent. Ms. Austin reviewed her April 2021 – June 2022 Performance Goals. Ms. Austin also reviewed the indicators and measurements of each of her goals.

Ms. Austin noted that Attorney Floyd Dugas will be conducting a retreat on the Roles and Responsibilities of the Board of Education, Superintendent, and the Assistant Superintendent on April 22, 2021 at 6:00 p.m.

Mrs. Volkmann noted that the Board Handbook should be revised.

Ms. Austin reviewed the GPS Superintendent Transition Plan that included a reflection of her first 100 days as Superintendent and questions that occurred to her during the 100 days.

III. ADJOURNMENT

MOTION: Ackerman, Porter: To adjourn at 7:55 p.m.
PASSED UNANIMOUSLY



The Connecticut Association of Boards of Education
81 Wolcott Hill Road, Wethersfield, CT 06109
(860) 571-7446 Fax – (860) 571-7452
Website – www.cabe.org
Email – admin@cabe.org



The Connecticut Association of Principals and Superintendents of Schools
26 Caya Avenue, West Hartford, CT 06110
(860) 236-8640 Fax (860) 236-8628
Website – www.capss.org
Email – capss@csec.org

ntendents

Assistance provided by LEAD Connecticut and the Connecticut State Department of Education

Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by CABE and CAPSS - Spring 2016

CABE/CAPSS Evaluation Committee Members

CABE Representatives

Richard Murray, President

Donald Harris, Area 2 Director and Member of the Executive Committee

Robert Rader, Executive Director

Patrice McCarthy, Deputy Director and General Counsel

CAPSS Representatives

Frank Baran, President of CAPSS and Superintendent of Woodstock Public Schools

Alan Addley, CAPSS 1st Vice President and Superintendent Granby Public Schools

Judith Palmer, Superintendent, Region 7 Public Schools

Joseph Cirsuolo, Executive Director, CAPSS

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Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. THE Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

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An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of

Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

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Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or

unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Recommended Evaluation Process and Timeline Flowchart

<p align="center">Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p>	
Step 1:	Board Self-Evaluation and Goal Setting
Step 2:	Leadership Team Goal / Priority Setting.
Step 3:	Superintendent's Professional Goals and Objectives.
<p align="center">Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p>	
Step 1:	Board Reviews Its Performance
Step 2:	Informal Leadership Team discussion regarding progress on goals and objectives.
Step 3:	Targeted informal feedback provided to Superintendent regarding his/her performance.
<p align="center">End of Year Evaluation of the Superintendent May / June</p>	
Step 1:	Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.
Step 2:	Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.
Step 3:	Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.
Step 4:	Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.
<p>Note: Superintendent's Evaluation is a public document subject to FOIA.</p>	

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.

- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a <u>primary</u> focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

GPS SUPERINTENDENT TRANSITION PLAN

SUSAN L. AUSTIN



TRANSITIONAL LEADERSHIP ACTIVITIES - COMMUNICATIONS, ACTIVE LISTENING, AND ENGAGEMENT WITH STAKEHOLDERS: PHASE II ENTRY PLAN (WINTER '21) PRIORITIES

- Partner with BOE to plan retreat and establishing goals
- Hire, welcome, introduce, and mentor new Assistant Superintendent; invite to BOE, school visits and learning walks; reviewing his/her transition plan and setting expectations
- Champion the use of research, data, and results in decision making supported by Student Data Manager with Assistant Superintendent, Director of Technology, and Administration Council
- DEI data analysis and document review with support of the Student Data Manager
- Communications and media engagement with support of the Communications Coordinator
- Attend school and community activities, remotely and in-person based on health advisory
- Meetings with key stakeholders in new role as GPS Superintendent (BOE members, administration, faculty, union, mayors, and BOE/TC/CC/RTM liaison committee)

PHASE II ENTRY PLAN: TRANSITION GOAL 1

1. GROW DISTRICT COLLABORATIVE TEAMS WITH BOE, ADMINISTRATORS, UNIONS AND STAFF

- Review Superintendent Transition Plan with BOE and get feedback; make changes and share with constituents
- Partner with board and board chair; plan BOE retreat – outline plan and next steps to gain clarity on communication protocols, roles, responsibilities, norms, expectations for first year, and planning for BOE strategic plan
- Engage in small group and one-on-one meetings with constituents in new role as Superintendent, building relationships using two-way communication and excellent listening skills, and set goals based on feedback.
- BOE support of new Superintendent through CAPSS mentorship program
- Champion the use of research, data, and results in decision making with Student Data Manager
- Meetings with key stakeholders in new role as GPS Superintendent (BOE members, administration, faculty, union)

PHASE II ENTRY PLAN: TRANSITION GOAL 2

2. NURTURE DISTRICT HIGH QUALITY TEAMS AND ORGANIZATIONAL CAPACITY USING DATA DRIVEN DECISION MAKING

- Develop an organization chart to redefine roles, responsibilities, and expectations
- Develop communication plan for administrators, faculty/staff, BOE, community partners, and parents based on what is important to them; tailoring the communications to their needs
- Mentor new Assistant Superintendent, with a focus on teaching and learning, and discuss with BOE the possibility of expanding the role of a CO director to support operations
- Meet with faculty from each school with Assistant Superintendent
- Plan and facilitate leadership “retreats” for principals’ council, administrative council, CO directors’ council and Board of Education, with support of Assistant Superintendent
- Review critical GPS documents, such as the strategic plan, board minutes, policies and procedures, operating budget, audit results, grants, achievement data, and survey results
- Meet with staff, constituents, and board members to review impact on current FY 21 and FY 22

PHASE II ENTRY PLAN: TRANSITION GOAL 3

3. FOSTER AND STRENGTHEN POSITIVE RELATIONSHIP WITH COMMUNITY PARTNERS, PARENTS, LEGISLATORS, LEARN SUPERINTENDENTS, CABE, CAPSS, AND CSDE

- Meetings with key stakeholders in new role as GPS Superintendent (BOE members, mayors, local/state legislators, and BOE/TC/CC/RTM liaison committee)
- Make connections with local newspapers/media and establish a positive relationship which will lead to opportunities to showcase the strengths of Groton public schools
- Participate in Groton Rotary, Submarine Force Library & Museum board, and other civic organizations
- Network with colleagues at LEARN, CSDE, CT Center for School Change, CAPSS, and CABE

REFLECTION OF FIRST 100 DAYS: PHASE III (SPRING '21)

- Where are we with health and safety related to Pandemic/Covid19?
- How is hybrid/remote learning model progressing? How is our school community doing?
- Examine student data so far, with the support of the Assistant Superintendent, the Student Data Manager, school and district data teams – How are our students doing, academically and social emotionally?
- Are we prepared to deliver a FY 22 budget that supports Groton 2020 goals of excellence, equity, efficiency?
- Examine the FY 21 budget and grants to prioritize needs for the remainder of this year and next
- Assess two-way communication plan with the support of the Communications Coordinator
- Review transition planning for new elementary schools and 5 magnet elementary lottery process.

SUPERINTENDENT AUSTIN PERFORMANCE GOALS
April 2021 – June 2022

PERFORMANCE GOAL #1 - Student Achievement: The Superintendent will provide leadership designed to improve student performance and promote academic improvement of the schools within the District. The core mission of Groton Public Schools is teaching and learning, ensuring a culture and climate that fosters growth in achievement for all students.

Indicators and measurements:

1. The Superintendent will work with the Assistant Superintendent and Administrative team around updating strategic planning 2022 – 2027.
2. The Superintendent and Assistant Superintendent will work with the BOE Curriculum Committee around the establishment of new courses per BOE Policy P6141.
3. With the Curriculum Instruction Committee, the Superintendent and Assistant Superintendent will review the current action plans in the existing Strategic Plan. They will revise the plan to include Assessment and Accelerated Learning in order to support the academic skills of all students in the District. This process shall require the Superintendent's interactions with the Assistant Superintendent, all building level administrators, and professional development committee to identify the special and unique demands of students at all grade levels.
4. The Superintendent shall direct the evaluation of all resource materials on a regular basis to ensure that all material is appropriate.
5. The Superintendent shall follow the CSDE Performance Office expectations with regard to its comprehensive accountability system that includes quantitative and qualitative data.

Annually, the Superintendent and Assistant Superintendent will report on student outcomes and make recommendations for the Board's consideration. By the November Board meeting the Superintendent/Assistant Superintendent will present the information based on the new baseline established by CSDE state testing measures.

PERFORMANCE GOAL #2 - Educational Leadership: Educational leadership is grounded in relationships, such as working with the BOE, community, and faculty and staff to establish vision, beliefs, and performance expectations, while capitalizing on talents and skills of the community. The Superintendent will continue to lead the Groton 2020 initiative of Excellence, Equity, and Efficiency, and will evaluate the buildings in the District to assess needed repairs and maintenance. Subject to the Board's funding of repairs through CIP's and grants, action shall be taken to ensure the safety of students and staff.

Indicators and measurements:

1. The Superintendent works with the Board of Education, staff and community to implement the mission, vision, and goals of the school district.
2. The Superintendent, with the Assistant Superintendent, provides instructional leadership in areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students and staff. In addition, they build capacity through professional development and structures/processes in place to sustain a culture and climate of continuous improvement.
3. The Superintendent and Assistant Superintendent will meet with the building administrators, CO Directors, AGSA, GEA, and any other professionals as needed during the school year.
4. The Superintendent and Assistant Superintendent will work with the Town's building committee and Principals of the new schools to ensure a smooth transition into Mystic River Magnet and Thames River Magnet, while turning over two of the three existing buildings to the Town of Groton.

No later than the May Board meeting, the Superintendent will present a report to the Board outlining those projects due to be completed by the following summer or school year.

PERFORMANCE GOAL # 3 - Organizational Management: The Superintendent will nurture high quality teams and organizational capacity using data driven decision making to enhance the day-to-day operations of the school district for all members. The Superintendent will provide leadership training for the Administrative Team centered on Diversity, Equity, and Inclusion.

Indicators and measurements:

1. The Superintendent will develop an organizational chart to review/define roles, responsibilities, and expectations; discuss with the BOE the possibility of taking an existing CO director position and expanding their role to support operations.
2. Working with the Communications Coordinator, the Superintendent will review/revise the GPS communications plan with the BOE, administrators, faculty/staff, community partners, and parents based on what is important to them; tailoring the communications to their needs.
3. The Superintendent will mentor the new Assistant Superintendent, with a focus on teaching and learning, evaluation of Principals, Technology Director, and Student Data Manager. Both will review critical GPS documents, such as the strategic plan, board minutes, policies and procedures, operating budget, audit results, grants, achievement data, and survey results.
4. Both the Superintendent and Assistant Superintendent will meet with administration and faculty from each school on a regular basis, at least twice a month. This will include Principal meetings, walkthroughs, and faculty meetings as needed.
5. With the support of the Assistant Superintendent, the Superintendent will facilitate leadership "retreats" for principals' council, administrative council, CO Directors' council, and Board of Education.

Annually (May/June), the Superintendent will provide the Board of Education with a report of the activities outlined in the indicators.

PERFORMANCE GOAL #4 - Board of Education and Community Relations: The Superintendent will provide leadership for the District to better communicate with the general public those positive activities, programs, accomplishments, as well as district improvements to increase community awareness and understanding. The Superintendent will provide clarity around challenges the district is facing during the COVID-19 pandemic planning: such as health/safety, instruction, and social emotional learning.

Indicators and measurements: To the extent the school, community, and the Board of Education provide the resources necessary, the Superintendent will implement the following activities:

1. The Superintendent will publish weekly District Update messages and Board Notes.
2. The Superintendent will schedule quarterly public forums around specific topics, after first surveying parents, for the purpose of public engagement.
3. The Superintendent will participate as a visible part of the community as a representative of the District in such activities as the PTO meetings, Town Council, RTM, all BOE meetings and liaison meetings, extra-curricular events, and community organization events.
4. The Superintendent and Assistant Superintendent will make connections with local newspapers/media and establish a positive relationship which will lead to opportunities to showcase the strengths of Groton Public Schools
5. The Superintendent will participate on the Submarine Force Library & Museum board and other civic organizations.
6. Networking with colleagues is important to the Superintendent and the District (i.e. at LEARN, CSDE, Alliance Districts, CT Center for School Change, CAPSS, and CABA).

Annually, the Superintendent will report to the Board of Education on the activities outlined by each of the indicators.

PERFORMANCE GOAL #5 - Personal and Professional Qualities/Relationships: The Superintendent will make ethical and sound decisions and will interact with others in a manner that best represents the interests of the school district, while maintaining a healthy balance between professional obligations and personal life.

Indicators and measurements:

1. With the district's belief that all students can achieve at high levels, the Superintendent and Assistant Superintendent, with the Board of Education (BOE), faculty and staff, will continue to focus on student improvement.
2. Working with the Student Data Manager and Principals, the Superintendent will review the current attendance policy and attendance data pre-COVID, during COVID, and post-COVID; investigating incentives and engagement strategies for attendance improvement. The information will be shared with the BOE.
3. The Superintendent and Student Data Manager will review suspension data over the past three years to see the correlation between OSS and attendance.
4. The Superintendent will interact and communicate effectively with all stakeholders to accomplish the goals of the district, in a richness of cultures and with a respect for all.
5. The Superintendent will support the expansion of the work of the Diversity, Equity, and Inclusion Committee to include all members of the school district, ensuring bias training and anti-racism training.

The Superintendent will present a report to the Board outlining a program for improved attendance in FY22.