

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Chris Campbell _____
Evaluator: Michelle Badger, School Committee Chair _____
Name Signature Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	Met	X Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>		Unsa tisfa ctory	Need s Impr ove ment	Pro fici ent	Exem plary
Standard I: Instructional Leadership		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard II: Management and Operations		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Dr. Campbell's leadership within our district is characterized by a steadfast commitment to our core values, translating them into actionable plans that promote alignment across actions, staffing, and resources. His clear and cohesive vision for our community fosters engagement among stakeholders, demonstrated through initiatives like learning walks, one-on-one administrative interactions, and the work of developing a new 3-year strategy plan to reinforce our shared vision. Innovative family engagement programs like "Hometown Voices" and "Coffee & Conversations" have amplified the district's presence, showcasing Dr. Campbell's dedication to understanding and molding our school and district culture. His proactive communication strategies, including podcasts and community engagement events like "coffee and conversations," exhibit a keen understanding of the importance of transparent and accessible dialogue with parents, staff, and students. Putting students first welcomes community criticism to enact positive change. Accessibility and transparency are hallmarks of his leadership.

He continues his "Learning Walks" to gather insights from staff and administration, ensuring thorough communication of successes and the integration of community resources and services to strengthen school programs, family practices, and student learning and development. Stepping it up a bit this year by adding classroom teachers and specialists, this enables him to share his vision with more staff and see better results.

Conscientiousness defines Dr. Campbell's approach, as he considers the multitude of factors impacting the district's future goals. Actively listening to students, families, and staff, he incorporates their input into actionable steps, evident in initiatives like redistricting efforts and navigating recent budgetary constraints.

Despite fiscal challenges, Dr. Campbell maintains a steadfast focus on fiscal responsibility while driving forward initiatives, prioritizing goals, and student outcomes in our post-covid recovery. Dr. Campbell and his staff's resilience in navigating the complexities of the current environment reflects a leadership style characterized by grace and perseverance. This is evident in his development of new initiatives such as working with legislators, school committee, and staff to develop new transportation legislation that will not only

impact Plymouth but other communities in the State. He is also working with Dr. Blaisdell and his administrative team, to continue managing the financial uncertainty by taking a hard look at the district and coming up with additional creative measures that could potentially help the District into the future given the constraints placed on the budget by the Town and the State. Notably, his proactive engagement in areas such as Special Education, Multi Language Learners, and Literacy showcases a commitment to continuous improvement and transparency throughout the district. Initiatives like the literacy forum underscore his dedication to keeping the community informed and involved.

The ongoing strategic planning process, marked by thorough discussion and clear goal-setting, highlights Dr. Campbell's forward-thinking approach to advancing the district's objectives. There has been much improvement in the documentation of his accomplishments and goals as they are clear and measurable.

In summary, Dr. Campbell and his team's diligent endeavors highlight their dedication to excellence and ongoing enhancement, positioning the district for sustained success. Plymouth Public Schools are indeed fortunate to have a leader like Dr. Campbell, whose unwavering commitment always prioritizes the district's best interests. His dedication ensures the continued quality of services provided, reflecting his steadfast commitment to the district's long-term success.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Goal 1- Professional practice		Throughout the 2023-2024 school year, the Superintendent will take specific actions to enhance communication and transparency within the school district, implementing comprehensive strategies at all levels which enable effective, clear, and consistent communication channels to internal and external stakeholders of the Plymouth Public Schools and foster engagement and openness among all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
District Improvement Goal 2		During the 2023-24 school year, the Superintendent will work with a variety of stakeholders of the Plymouth Public Schools to lead the development of a comprehensive three-year strategic plan that aligns with our district's vision, values, and educational goals. This plan will involve extensive stakeholder engagement, data analysis, and collaboration with the School Committee, staff, families, and the community. By the end of this period, the district will have a well-defined strategic plan that outlines our priorities, action steps, and measurable objectives for the next three years, ensuring the continued growth and success of our district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 3		Taking into consideration most relevant data, the Superintendent will work with district and school leadership to develop a shared responsibility of student academic and behavioral expectations through a collaborative examination of school data and create a system where data related to measurable annual goals (ex., student achievement, student growth, EL language acquisition, absenteeism, etc.) are routinely analyzed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 4: Student Learning Goal		During the 2023-24 school year, using the collective feedback of scheduled learning walks, the Superintendent will support the Academic Coordinators, Directors, Principals and other key leaders to regularly collaborate to develop targeted improvement plans based on the feedback from learning walks. These plans will identify any necessary resources, coaching, and school support to assist with implementation of the plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
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I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict



Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Dr. Campbell demonstrates commitment to fostering a rigorous curriculum through his collaboration with coordinators and teachers. Further discussions and communication regarding our English Language Arts curriculum need to involve all stakeholders to facilitate effective communication. Efforts have been made in this regard to provide more information to our parents and guardians about the curriculum, and there are plans for further actions.

Communications have improved but they do remain a persistent challenge. Communication is hard and will never be perfect as technology evolves and what and how families want to receive their communications changes.

Dr. Campbell continues to excel in his role, successfully implementing his initiative such as the podcast and coffee and conversation. These new initiatives allow for more people to get their questions answered, highlight our students, teachers, staff, and curriculum being offered in the district. It also reinforces that Dr. Campbell is approachable and retains his open door policy. Dr. Campbell truly wants to hear from the community in the work that he does.

A deep look into where the District is post-Covid and where it should go to support our evolving community is taking place through the creation of our next three-year strategic plan. The strategic planning process is still in progress but it is moving along at the intended pace with good discussion by a broad base of constituents.

Dr. Campbell is dedicated to enhancing student achievement and encourages his administration to share in this commitment for the benefit of all students. While the numerous learning walks conducted over the past few years have effectively emphasized leadership practices, and the inclusion of teachers in these walks marks positive progress, it would be valuable to collectively gather and analyze data to better understand the impact of these efforts and identify areas for further improvement.

The Schools still continue to strive for improvement on MCAS and other assessments. The District still has work to do but we continue to move in the right direction after learning losses with COVID. This is an area that the District is focused on and we hope this continues to be the case moving forward.

Superintendent’s Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Campbell is deeply committed to the safety, health, and overall well-being of both students and faculty within our district. Despite the challenges posed by the current fiscal climate, Dr. Campbell ensures that our budget process remains efficient and comprehensive, prioritizing the protection of all our programs and personnel as best as we are able given the resources we are given. The District continues to support our teachers and staff as we look to have fair and open negotiations to ensure our staff and teachers are paid

In response to Human Resources Challenges, our district has unfortunately experienced significant staff turnover, reflecting a broader national trend of teacher shortages. Despite these obstacles, we remain committed to finding solutions and collaborating closely with Human Resources to develop a comprehensive plan for recruitment and retention. By proactively identifying gaps within specific schools, we aim to pinpoint underlying issues and implement innovative strategies to address them. Additionally, our focus extends beyond recruitment to support ongoing professional development for all staff members. It is worth noting that Plymouth Public Schools have earned regional and national recognition for the permanence of both staff and students; thus revealing support for Dr. Cambell and the Administration.

Dr. Campbell actively participates in policy work and collaborates effectively with the School Committee to advance organizational goals. Over the past year, the policy committee has maintained a proactive approach by working closely with the MASC representative

to ensure that the district's policies remain up-to-date, relevant, and timely. This dedication to policy review and enhancement reflects Dr. Campbell's commitment to fostering a supportive and well-informed educational environment.

Strategic planning has yet to be completed but the plan is coming together in a well-thought-out way that conveys our goals clearly moves the district forward and has the voice of many different people within our community.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

This year, as in previous years, there has been a strong emphasis on family and community engagement, coupled with the implementation of improved communication strategies. Initiatives such as the coffee and conversation sessions and the Hometown Voices podcast have effectively reached out to various segments of the community, particularly underrepresented and non-English speaking families. Dr. Campbell engages in regular, two-way, culturally proficient communication with families and community stakeholders on topics such as student learning and performance, as indicated by the Communication focus indicator. Effective communication plays a crucial role in building trust and partnerships between schools and families.

In terms of addressing family and community concerns in an equitable, effective, and efficient manner suggests that there may be areas where improvement is needed. Concerns need to be addressed promptly, fairly, and with sensitivity to cultural differences. This could entail the implementation of clearer procedures for managing such matters.

Dr. Campbell remains committed to transparency and actively participates in various discussions. Throughout the year, he has collaborated with his staff to tackle concerns surrounding the English Language Arts and Special Education Curriculum, among others. While some concerns persist, efforts to address them persist, alongside ongoing communication with all families. An example of this work is setting up the ELA information night to explain the elementary English curriculum to parents, guardians, and the community. He also has worked on improving budget transparency, as well as hosting coffee hours and podcasts to help to show parents what is available in the district. He continues to use software that allows for translation into many different languages. However, ongoing efforts are required to ensure equitable engagement and address concerns effectively within the community.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	X	□
<p>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 practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	X	□
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	X
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	X	□
<p>OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	□	□	X	□
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p>				
<p>Dr. Campbell has high standards for the District and his staff. The Coordinators and Administrative staff diligently strive to ensure that the academic rigor challenges our students to reach their highest potential. For example, the number of teachers and students that we have honored. Our students are accomplishing great things and finding their passion because our teachers are committed to their success. He is also demonstrating this desire for rigor and standards through his learning walks with administrators and teachers. This allows teachers and staff to see what and how other classrooms and other buildings operate and function allowing for the sharing of best practices.</p>				
<p>Dr. Campbell demonstrates a strong dedication to cultural proficiency by prioritizing policies and practices that facilitate effective interaction among staff members and students in a culturally diverse environment. He consistently acknowledges and respects the diverse backgrounds, identities, strengths, and challenges of students, fostering an inclusive and supportive atmosphere where all individuals feel valued and respected. However, despite Dr. Campbell's efforts, the district continues to grapple with identifying and addressing gaps in providing consistent positive cultural experiences for marginalized students. This is an area that is vital to continue to work on as we move forward to ensure that we are creating an inclusive environment across the District.</p>				
<p>Dr. Campbell is adept at utilizing strategies to address disagreement and dissent, fostering constructive conflict resolution, and building consensus within the district or school community. Since last year, there has been a notable improvement in Dr. Campbell's attentiveness to issues as they arise, understanding of narratives, and actively working to collaborate on them. While more work remains to be done, Dr. Campbell has made commendable progress in this regard.</p>				

The District effectively communicates, but occasionally, the content may contain an excess of information, which can dilute the intended message's clarity.