

Summary Page – 2016-2017

Superintendent: Pam Angelakis _____
NAME SIGNATURE DATE

Evaluator: Gargi Cooper 6/23/17 _____
NAME SIGNATURE DATE

STEP 1: Progress Toward Goals - Complete pages 7 & 8 first: check one for each set of goal(s).

| | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|--------------------------------------|--------------|---------------|----------------------|-----|----------|
| Professional Practice Goal(s) | | x | | | |
| Student Learning Goal(s) | | | | x | |
| District Improvement Goal(s) | | | | x | |
| Other Goal(s) | | | x | | |

STEP 2: Performance on Standards - Complete pages 3-6 first: check one box to summarize each standard.

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

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

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

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

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|----------------|-------------------|------------|-----------|
| Standard I: Instructional Leadership | | x | | |
| Standard II: Management and Operations | | | x | |
| Standard III: Family and Community Engagement | | | x | |
| Standard IV: Professional Culture | | | x | |

STEP 3: Rate Overall Summative Performance

Based on Performance on Goals (Step 1) & Standards (Step 2) ratings. Check one box.

Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

STEP 4: Rate Impact on Student Learning - Check one box.

Low
 Moderate
 High

STEP 3: 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 or a Student Impact Rating of High or Low.

Comments:

Ms. Angelakis continues to work with her leadership team to set a high standard of excellence and professional standards throughout the district.

Ms. Angelakis has been clear, consistent, and effective in balancing the constrained resources of our schools to benefit all students. She has been realistic, sensible, cooperative, and direct. She continues to work well with our town administrator and maintains internal operations and external relationships within the district and town offices. Ms. Angelakis continues to work closely with town government to communicate the needs of the school district. This is evident by the unprecedented increase the school received in the school budget this year.

I applaud her team for identifying the need and creating the Swift and Harbor program this year and for including a plan to roll this out into the middle school. She continues to keep mental health and emotional wellness in the core of her vision and goals. She also has submitted the SOI for 2 new schools with her work with the K-12 task force which has continued to help engage community stakeholders while working through the need for new school buildings in town.

This year has proven to be a challenge for the superintendent with 3 union contracts to renew including the SEA. There were many obstacles overcome this year with high tensions with the teachers union specifically. However Ms. Angelakis continued to handle multiple issues with professionalism and ease.

Some of the goals I hope she can continue to work on this coming year is the DESE evaluation tool and administrator walkthrough to review student, teacher and administrator instructional leadership and learning. I am hopeful she will continue to be more visible in all the schools and I look forward to a continued review of the districts educational programming.

Superintendent Performance 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard I that your committee has identified in the Superintendent Evaluation document here.
Check one box for each indicator and circle the overall standard rating.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|-------------------|-------------------|------------|-----------|
| I-B-1 Instructional Practices: While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. (PPP, DIG-4) | | x | | |
| I-D-1 Educator Goals: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. (PPG) | | | x | |
| I-D-4 Alignment Review: Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review. (PPG) | | | x | |
| I-E-2 School and District Goals: Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals. (DIG-3,4) | | | x | |
| I-E-3 Improvement of Performance, Effectiveness & Learning: Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. (PPG, SLG, DIG-4) | | x | | |
| Overall Rating for Standard I: | | | | |
| Unsatisfactory | Needs Improvement | Proficient | Exemplary | |

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

The Superintendent has created a great vision and plan to help align the practice of her leadership team however due to situations beyond her control and the climate during the negotiations of the SEA, she was unable to implement the administrative walk through. This goal has not been met, but I look forward to her working on completing this initiative using the DESE tool.

Superintendent Performance Rating for Standards

Superintendent Performance Rating for Standard II: Management and 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 resources to implement appropriate curriculum, staffing, and scheduling.

Insert the "Proficient" description from the Elements and/or Indicators for Standard II that your committee has identified in the Superintendent Evaluation document here.
Check one box for each indicator and circle the overall standard rating.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|----------------|-------------------|------------|-----------|
| II-A-2 Operational Systems: Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe. (DIG-4) | | | x | |
| II-A-3 Student Safety, Health and Social Emotional Needs: Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being. (SLG) | | | x | |
| II-B-2 Induction, Professional Development and Career Growth Strategies: Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development. (PPG, SLG) | | | x | |
| | | | | |
| Overall Rating for Standard II: <div style="display: flex; justify-content: space-around; text-align: center;"> Unsatisfactory Needs Improvement Proficient Exemplary </div> | | | | |

or *Unsatisfactory*):

As part of the superintendent vision and priorities the Swift and Harbor program has been implemented at the High school level and there are plans to bring these much needed programming into the middle school.

The Data has shown that these programs have already saved the district money but more importantly have supported the students with post hospital and anxiety issues.

In the coming year I would like to see how this program can continue to be sustained with state funding. As this is a model program and only a few in the area I think ensuring that the district can continue to support and fund this is important. Although some funding came from community donations I think researching this forward and following up with our state representative would be a good idea.

The Superintendent has a strong management team and has excelled this year in working on mental health initiatives. The youth risk behavior study was a great way to raise awareness and bring to light some valid data on our current population risks, next steps need to address how to work on addressing this further.

Superintendent Performance Rating for Standards

Superintendent Performance Rating for 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard III that your committee has identified in the Superintendent Evaluation document here.

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

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|----------------|-------------------|------------|-----------|
| III-A-1 Family Engagement: Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English. (SLG) | | | X | |
| III-A-2 Community and Business Engagement: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. (DIG-4) | | | X | |
| III-B-1 Student Support: Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district. (SLG) | | | X | |

| | | | | | | | |
|---|--|-------------------|--|------------|--|-----------|--|
| | | | | | | | |
| Overall Rating for Standard III: | | | | | | | |
| Unsatisfactory | | Needs Improvement | | Proficient | | Exemplary | |

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

The superintendent continues to excel and fostering relationships between the town government and community. She has improved with her appearance in the community including her collaboration with the K-12 task force to restart building a plan for new schools.

I appreciate the curriculum review done at the H.S. level to improve access to courses for mathematics and science.

Expanding Robotic through the middle school is also a fantastic initiative to help support the robotics program at the HS. level.

I would like to see more curriculum evaluations to ensure that these programming are meeting the needs of all our students.

For future initiatives I would like to see the district continue to look at our writing programs as our readers workshop have been fully implemented but our Writers workshop continues to be more sporadic at the elementary level.

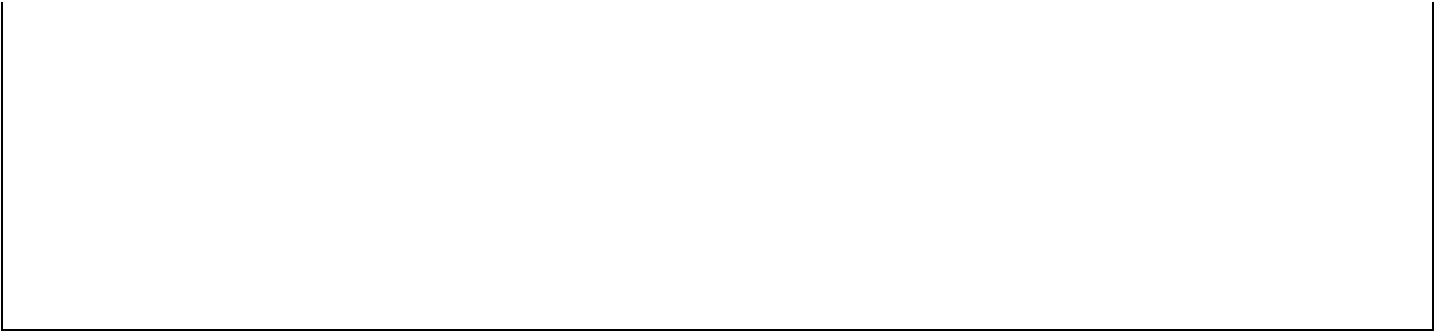
Superintendent Performance Rating for Standard IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|----------------|-------------------|------------|-----------|
| Insert the "Proficient" description from the Elements and/or Indicators for Standard IV that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating. | | | | |
| IV-A-1 Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. (PPG, DIG-3,4) | | | x | |
| IV-E-1 Shared Vision Development: At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions. (DIG-3) | | | x | |
| IV-F-3 Consensus Building: Builds consensus within the school district community around critical school decisions, employing a variety of strategies. (DIG-4) | | | x | |
| | | | | |
| Overall Rating for Standard IV: <div style="display: flex; justify-content: space-around; text-align: center;"> Unsatisfactory Needs Improvement Proficient Exemplary </div> | | | | |

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

With the superintendents leadership I feel that there has been a culture shift in our district, there has been much progress in all areas of our district. The technology goal has been challenging as there have been district initiatives that have had to be completed during the school year for mandated initiatives. There have been multiple improvements including migration of emails to google, the tech team being able to implement DESE mandated testing and new website design. It is unfortunate that so much time has to be taken from the classroom to implement the actual testing. Having to borrow equipment from other grades to support the mandates is not great for all student progress. Moving forward the new established tech team needs to work on a platform that can satisfy the current DESE requirements while not affecting the learning and progress of all students.



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement. Check one box for each goal.

| | | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|-------------------------------|--|--------------|---------------|----------------------|-----|----------|
| Professional Practice Goal(s) | | | | | | |
| 1 | During the 2016-2017 school year, data will be collected and professional practices and superintendent's vision shared to ensure that the administrative team demonstrates a shared vision of excellence in teaching practice and consistency in administrative <i>Professional Learning Walks</i> . | | x | | | |
| 1A | | | | | | |
| Student Learning Goal(s) | | | | | | |
| 2 | I will continue to support the district priority of <i>Psychological Safety</i> to meet both faculty and student needs. | | | | x | |
| 2A | | | | | | |
| District Improvement Goal(s) | | | | | | |
| 3 | During the 2016-2017 school year, we will analyze the content areas of Mathematics and Science bringing forth preliminary recommendations by February, with the goal of implementing by September of 2017. | | | | x | |
| 4 | During 2016-2017 school year, the focus will be on building a technology team to create a <i>Technology Vision</i> for the future of the Swampscott Public Schools. | | | x | | |