

# Lexington Public Schools Superintendent Mid-Cycle Summative Evaluation

*Dr. Mary A. Czajkowski*  
*Self-Evaluation*

*Feb 27, 2017*

## Superintendent's Performance Goals 2016-2017

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	I will visit all 9 schools one day per month to conduct walkthroughs in classrooms with the principal. In addition, I will meet with principals to provide feedback and discuss school matters, as well as district and school improvement goals.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
1	Work collaboratively with the School Committee, Board of Selectmen, Appropriation Committee, Capital Expenditure Committee, Permanent Building Committee, Director of Facilities and Architect to address space capacity, increasing student enrollment, and construction of new building facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
2	Partner with the MSBA, Town of Lexington, Board of Selectmen, Lexington School Committee, Permanent Building Committee, Director of Facilities and Hastings Principal for appropriation at Special Town Meeting for construction of a new Hastings Elementary School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
3	Work collaboratively with the Community Youth Coalition, School Committee, Board of Selectmen, families, staff, students, and administrators to address the goals of the Coalition, which include decreasing student stress, substance abuse, and suicidal ideation.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any):</b>						

# Additional Agreed-Upon Standards and Indicators from Model Rubric for Superintendents

School Year 2016-2017

Standard	Indicator	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>I: Instructional Leadership</b>						
I-D-1	<b>Educator Goals:</b> Support administrators and administrator teams to develop and attain meaningful, actionable, and measureable professional practice, student learning, and where appropriate, district/school improvement goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>II: Management and Operations</b>						
II-A	<b>Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
II-B-2	<b>Induction, Professional Development, and Career Growth Strategies:</b> Develops district-wide induction support for new administrators and teachers and/or implements the district's induction strategy; organizes high-quality job embedded professional development aligned with district goals; and supports the career growth of professional personnel by distributing leadership tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
II -E-1	<b>Fiscal Systems:</b> Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school goals and available resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

# Additional Agreed-Upon Standards and Indicators from Model Rubric for Superintendents

School Year 2016-2017

Standard	Indicator	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>III: Family and Community Engagement</b>						
III	<b>Family and Community Engagement:</b> 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 district.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
III-B-1	<b>Student Support:</b> 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 the district.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
III-D	<b>Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>IV: Professional Culture</b>						
IV-A-3	<b>Meetings:</b> Plans and leads well-run and engaging administrator meetings that have a clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
IV-D-1	<b>Continuous Learning of Staff:</b> Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

*Note: Electronic and paper evidence supporting the Mid-Cycle evaluation is provided to School Committee via flash drive and binder in Sara Calvino’s office.*

<u>Goal/Standard</u>	<u># Meetings</u>	<u>Meeting Total</u>
<b>Professional Practice (School Visits, Ellie Drago)</b>	Sept 11 Oct 9 Nov 9 Dec 12	41
<b>District Improvement-1</b> <i>(e.g. Facilities, Enrollment, Capital Expenditures, etc.)</i>	Jul 1 Aug 5 Sept 9 Oct 10 Nov 8 Dec 7	40
<b>District Improvement-2</b> <i>(Permanent Building Committee, MSBA - Hasting)</i>	Aug 1 Sept 2 Oct 1 Nov 1 Dec 3	8
<b>District Improvement-3</b> <i>(Coalition, LYFS)</i>	Jul 1 Aug 1 Sept 3 Oct 2 Nov 7 Dec 4	18
<b>I-D-1</b> <i>(Meetings with administrators, goals, communication, relationships, etc.)</i>	Jul 6 Aug 14 Sept 26 Oct 25 Nov 26 Dec 15	112
<b>II-1</b> <i>(Safety, health and emotional and Social needs)</i>	Aug 2 Sept 1 Oct 3 Nov 2 Dec 11	19

<u>Goal/Standard</u>	<u># Meetings</u>	<u>Meeting Total</u>
<b>II-B-2</b> <i>(Leadership Development)</i>	Aug 3 Sept 4 Oct 3 Nov 4 Dec 5	19
<b>II-E-1</b> <i>(Budget)</i>	Jul 2 Aug 1 Sept 5 Oct 4 Nov 5 Dec 8	25
<b>III</b> <i>(Family &amp; Community Engagement, student stress, homework policy)</i>	Jul 1 Aug 2 Sept 9 Oct 6 Nov 5 Dec 3	26
<b>III-B-1</b> <i>(Student Support)</i>	Jul 3 Aug 4 Sept 4 Oct 2 Nov 1 Dec 5	19
<b>III-D</b> <i>(Families and community concerns)</i>	Sept 3 Oct 1 Nov 1 Dec 1	6
<b>IV-A-3</b> <i>(Collaboration, norms, expectations)</i>	Sept 2 Oct 3 Nov 2 Dec 2	9
<b>IV-D-1</b> <i>(Consensus Building e.g. faculty, students, etc.)</i>	Sept 8 Oct 10 Nov 11 Dec 8	37

## 2016/2017 – 2015/2016 Mid-Cycle Comparison

