

Purpose of Evaluation

It is the Board's responsibility to hire, evaluate and support the School Leader of the organization. This annual evaluation serves as an important tool in meeting that responsibility. The main purposes of the evaluation are:

1. To provide the School Leader with the opportunity to reflect on their performance over the past year, and to share those reflections in a structured way with the board
2. To provide explicit feedback from staff, partners and Board to the School Leader on their performance, to help them recognize both strengths and areas for improvement.
3. To set SMART goals for the following year, in collaboration with the School Leader.

Suggested Timeline Going Forward

1. Evaluation tool is sent to School leader in early March, to be completed by end of the month.
2. Evaluation tool is sent to board members, staff and key partners in early April, to be completed by the end of the month.
3. Report based on data from the evaluation tool, plus panorama surveys, is drafted during the month of May and shared with the School Leader.
4. Report is shared with the full board and approved at the June board meeting.
5. School Leader will propose goals and have the draft goals available for review ahead of the July board meeting.
6. Full board approves and adopts these goals for the year at the August board meeting.
7. Check-ins to measure progress towards meeting goals will be scheduled for each trimester for the following year.
8. Cycle repeats, beginning with the self-reflection by the School Leader in early March.

Methodology

The School Leader completed a self-evaluation and provided anecdotal evidence to support their rating. This information was shared with the full board.

The full board, all staff members and key partners were asked to complete an online, anonymous survey through BoardOnTrack's School Leader Evaluation Tool. The Evaluation Tool was customized to be similar to the School Leader Evaluation Tool from the Montessori Playbook, produced by the National Center for Montessori in the Public Sector. The invitation to complete the survey was sent out to Laylah for a self-assessment, plus 24 additional people. Laylah and 16 of the 24 additional people responded. These represented 10 staff (including Montessori Coach,

Director of Special Education Services, guides, instructional assistants, support staff, office staff) 3 board members and 3 partners. This is a return rate of 66%.

The results from the Board on Track summary were augmented with feedback received via satisfaction surveys from families and staff. Family satisfaction with the school was around 80%.

It is notable that the average staff response was closer to Laylah's own self-assessment, than the board's average response. This may be due to staff having more interactions on a day-to-day basis with Laylah than the typical board member. It may also be due to the board's focus on governance, rather than day-to-day management of the school. Rather than on the day-to-day business of the school, the board is focused on the School leader's ability to do long range planning to ensure:

- Long-term financial sustainability.
- Full enrollment
- Retention and development of a full staff
- Academic excellence
- External relationship development and management

It also should be noted that even though the average response from staff and partners might have closely matched Laylah's self-assessment, there were several areas where a significant number of staff members assessed Laylah below her own self-assessment. These areas are:

- Managing time
- Delegating responsibilities that should be owned by other staff members
- Open and transparent communication
- Mediating conflict
- Cultivating talent, respecting dissent and celebrating success

It should also be noted that there are areas where a significant number of staff members assessed Laylah above her own self-assessment:

- Remaining calm in the face of stress
- Being a constant presence in all aspects of the school
- Demonstrating curiosity about what goes on in the classroom
- Demonstrating predictable behavior.
- Seeking feedback

Executive Summary

Most Significant Accomplishments and Strengths Demonstrated this Year

Laylah, as Head of School, continues to show a tireless work ethic, strong commitment, persistence, diligence and resilience. These characteristics were

mentioned numerable times in the evaluation, by staff, partners and board members. The term that comes to mind is ‘true grit.’

As in any evaluation, there are areas in which the School Leader should focus on improving over the coming year to ensure effective school leadership. These areas seem most critical.

The first area for growth centers around delegation, time management and forward planning

Delegation was consistently mentioned by staff and board members. Everyone recognized that Laylah is working long hours and there is a fear that these hours are unsustainable and can lead to burn out. Specific examples were given, such as Laylah does not need to work the car line at the end of every day. It was suggested that Laylah prioritize a healthy work/life balance for the following year, not only for her own good and the good of the school, but also as a role model to the staff. To enable Laylah to delegate and devote time to plan for the long term, and achieve a healthy work/life balance, the following should be prioritized:

- Laylah, as Head of School, will develop strong sustainable systems, so that the school can function as if the leader were not there.
 - A very Montessori principle – in the classroom, our aim is for the students to function as if the guide were not there! Let’s use this Montessori principle to guide the management of the school!
 - *“You do not rise to the level of your goals, you fall to the level of your systems” - James Clear, Atomic Habits.*
 - This will also work to empower others to take a reasonable sense of responsibility for the health and sustainability of the school.
 - It will also serve as an opportunity for others to develop their leadership skills and hopefully lead to identifying potential future leaders for the organization.
 - Laylah will consider whether the hiring of a part-time, additional staff member to cover critical times of the day would be beneficial.
- Laylah will devote time to focus on critical and measurable goals for the future success of the school:
 - Moving towards a balanced budget
 - Meeting enrollment goals
 - Maintaining a full staff
 - Meeting academic growth goals
 - Meeting fundraising goals
 - Being visible within the community, which is essential to meeting enrollment and fundraising goals.

The second area for growth centers around providing a safe and secure environment for students and staff.

There were several very low satisfaction scores that centered around dealing with student behaviors that were seen as aggressive and threatening to staff and students and leading to concerns from families on continuing at PCM.

- Laylah will prioritize providing a safe and secure environment for the whole school community.

The LSEC committee is aware that hiring a full-time counselor for the next school year is already in progress, and the successful hire and onboarding of a full-time counselor will go a long way to addressing this need, and further free up time for Laylah to devote to visioning and future planning, rather than classroom management.

We thank Laylah for all of her hard work and commitment to PCM during the 2022-2023 school year and send our best wishes for the 2023-2024 school year. We look forward to discussing this Head of School Evaluation in person with Laylah and supporting her through the coming year.