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| Kennewick School District  Principal Evaluation | | | | |
| CREATING A CULTURE | | | | |  |  |  |  |  |
| 1. Creating a School Culture that Promotes the Ongoing Improvement of Learning and Teaching for Students and Staff | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **1a. Recognize and Celebrate Efforts and Achievements** | Fails to recognize and celebrate efforts and achievements | Demonstrates inconsistent recognition and celebration of efforts and achievements | Demonstrates consistent recognition and celebration of efforts and achievements. Consistently recognizes challenges and the efforts to address those challenges. | Seeks and initiates ways to publicly recognize staff and student accomplishments. |  |  |  |  |  |
| **Examples of Evidence & Measures** |  |  |  |  |  |  |  |  |  |

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| 1. Creating a School Culture that Promotes the Ongoing Improvement of Learning and Teaching for Students and Staff | | | | | 1 | 2 | 3 | 4 | S |
| **1b. Develops a Shared Vision, Values and Goals that Create School Identity** | Fails to develop shared vision, values and goals.Incomplete or unrelated goal.School identity not present or constantly changing with newest fad. | Demonstrates inconsistent development and communication of shared vision, values and goals. Demonstrates inconsistent incorporation of vision, values and goals in SIP. | Demonstrates consistent understanding and application of shared vision, values and goals. Demonstrates consistent communication of shared vision, values and goals. Demonstrates consistent incorporation of vision, values and goals in SIP | Ensures that the vision, values and goals permeate the school environment and are able to be articulated by students and staff. Actively fosters traditions that improve school culture |  |  |  |  |  |
| **Examples of Evidence & Measures** |  | **Status quo is accepted.** | **Is accessible for staff when needed.** | **Seeks out opportunities for shared decision making.** |  |  |  |  |  |
| **1c. Develops and Models an Atmosphere of Personal Responsibility, Trust and Collaboration Among Students and Staff** | Fails to develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff. | Demonstrates inconsistent development and modeling of an atmosphere of personal responsibility, trust and collaboration among students and staff. | Demonstrates consistent development and modeling of an atmosphere of personal responsibility, trust and collaboration among students and staff. | Seeks and initiates strategies that develop and model an atmosphere of personal responsibility trust and collaboration among students and staff. |  |  |  |  |  |
| **Examples of Evidence & Measures** | No student voice on building decisions. Abdicates away individual responsibility for improvement. | Power is isolated in the hands of select few. Opaque decision making. Student representative on building decisions is a silent. | Models democratic principles of decision making. Being open and accepting to new ideas. Decisions are made with input from all stakeholders. Models appropriate behavior for staff and students. Students are active participants and have a voice as part of building. Basic procedures and norms are transparent and communicated decisions. Demonstrates and models high expectations for students and staff. | Constantly engaged in self reflection to improve teaching and learning. Demonstrates high level of transparency. Seeks student input on operation of school. |  |  |  |  |  |
| ENSURING SCHOOL SAFETY  2. Providing for School Safety | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **2a. Reviews, Analyzes and Implements a School Safety Plan** | Fails to demonstrate review, analysis and implementation of the school safety plan. | Demonstrates inconsistent review, analysis and implementation of the school safety plan. | Demonstrates consistent review, analysis and implementation of the school safety plan. | Seeks and initiates strategies to improve the school safety plan by having a partnership with local agencies with follow up, review and planning. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Drills are not done, or are done incompetently. School Safety plan is incomplete | Drills are scheduled in accordance with district policy and state law. Safety plans are written, stored on the shelf and communicated to staff. Safety plan reviewed annually with all stakeholders. | Staff and students can demonstrate an understanding of crisis response plan. Clear communication around school safety issues. Dialogue around safety issues takes place. Enures proper prevention training | Crisis plan is tested in dynamic situations. |  |  |  |  |  |
| **2b. Reviews Analyzes and Implements a School Discipline Plan** | Fails to demonstrate review, analysis and implementation of the school discipline plan. | Demonstrates inconsistent review, analysis and implementation of the school discipline plan | Demonstrates consistent review, analysis and implementation of the school discipline plan. | Seeks and initiates strategies to improve the school discipline plan, including all stakeholders, while promoting awareness of school safety issues. |  |  |  |  |  |

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| 2. Providing for School Safety | | | | | 1 | 2 | 3 | 4 | S |
| **Examples of Evidence & Measures** | Inconsistency in application of school discipline. Lack of a school discipline plan. | School discipline plan is communicated with all stakeholders. Plan is in place. Annual review of school discipline plan based upon school data. Follows school district policies and state law. Knows and applies special education/504 regulations and laws regarding discipline. | Changes in school discipline plan based upon data. Consistent application of school rule. All stakeholders (Parents, Students) voice is part of the development/review of school discipline plan. | Proactive planning designed to address variety of issues. School wide commitment to student discipline plan. Principal is visible in high incident areas. Promotes and models an atmosphere of inclusiveness, equity and respect among students, staff and community. |  |  |  |  |  |
| **2c. Supervises Teacher Classroom Management and Discipline** | Fails to supervise teacher classroom management and discipline. | Demonstrates inconsistent supervision of teacher classroom management and discipline. | Demonstrates consistent supervision of teacher classroom management and discipline. | Seeks and initiates strategies to improve teacher classroom management and discipline by providing and following up on resources for staff and others to address behavior issues. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Classroom management plans not available. Teachers need help and help is inadequate. | Clear expectations and communication of classroom and school discipline. Clear communication to students around behaviors. Collects classroom management plans and keep in a central location. | Visits classrooms regularly to provide teacher feedback on student management plan. Creates an academic culture where students are safe and engaged in their own learning. | Solution-focused plans implemented at the classroom level. |  |  |  |  |  |

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| IMPROVING INSTRUCTION  3. Monitoring, Assisting and Evaluating Effective Instruction and Assessment Practices | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **3a. Monitors, Assists and Evaluates Effective Instructional Practices** | Fails to monitor, assist and evaluate effective instructional practices. | Inconsistently monitors, assists and evaluates effective instructional practices. | Consistently monitors, assists and evaluates effective instructional practices. | Seeks and initiates strategies to improve instructional practices by using a variety of monitoring methods to improve instruction. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Principal doesn’t demonstrate knowledge of effective teaching strategies (PERR +). Principal fails to follow state law and contract language regarding observation and evaluation cycle. | Principal demonstrates knowledge of effective teaching strategies, with support. Principal inconsistently follows state law and contract language regarding observation and evaluation cycle. | Principal demonstrates knowledge of effective teaching strategies and assists staff in self-evaluation leading to effective practice. Principal consistently follows state laws and contract language observation and evaluation cycle. | Develop collaboration and peer mentoring among staff. |  |  |  |  |  |
| **3b. Monitors, Assists and Evaluates Effective Assessment Practices** | Fails to monitor, assist and evaluate effective assessment practices. | Inconsistently monitors, assists and evaluates effective instructional practices. | Consistently monitors, assists and evaluates effective assessment practices. | Seeks and initiates strategies to improve assessment practices by assisting staff in seeking and using multiple data elements to modify instruction and improve student learning. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Little or no evidence of assisting staff in the use of data to modify instruction or student learning. | Limited evidence of assisting staff in the use of data to modify instruction or student learning. | Principal assists staff in the use of multiple data elements to modify instruction and improve student learning. |  |  |  |  |  |  |
| 3. Monitoring, Assisting and Evaluating Effective Instruction and Assessment Practices | | | | | 1 | 2 | 3 | 4 | S |
| **3c. Observes Instruction and Provides Feedback** | Fails to provide feedback. | Inconsistently provides feedback. | Consistently provides feedback. | Seeks and initiates strategies to provide feedback to improve instruction. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Little or no evidence of feedback to staff. | Principal provides feedback to staff. | Two way communication between principal and staff regarding feedback leading to effective practice. | Assist staff in self-evaluation leading to effective practice. |  |  |  |  |  |
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| ALIGNING CURRICULUM  4. Assisting Instructional Staff with Alignment of Curriculum, Instruction and  Assessment with State and Local District Learning Goals | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **4a. Assists Instructional Staff with the Alignment of Curriculum** | Fails to assist staff in alignment of curriculum. | Demonstrates inconsistent support of staff in alignment of curriculum. | Demonstrates consistent support of staff in the alignment of curriculum. | Seeks and initiates strategies to assist staff with alignment and implementation of curriculum. |  |  |  |  |  |
| **Examples of Evidence & Measures** |  | Works to procure good curriculum materials in literacy and math. Member of District Curriculum Advisory Committees. Ensures that curriculum is aligned to district, state and national standards. Ensures that curriculum maps exist vertically and horizontally. | Gets the best possible literacy, math, science and social studies materials into teachers’ hands. Active participant in District CAC. Assists staff in adjusting to and accepting curriculum, instruction and assessment changes. Demonstrates consistent understanding and application of curriculum alignment strategies. | Ensures that all teachers have training on how to use curriculum. Ensures that curriculum addresses both remediation and enrichment needs . Is a leader of district curriculum adoption cycles. Advocates for successful implementation of curriculum adoptions by mobilizing stakeholders. |  |  |  |  |  |
| **4b. Focus Staff on Teaching and Learning Priorities** | Fails to focus staff on teaching and learning priorities. | Demonstrates inconsistent focus with staff on teaching and learning priorities. | Demonstrates consistent focus with staff on teaching and learning priorities. | Seeks and creates new methods of focusing staff on teaching and learning priorities. |  |  |  |  |  |
| 4. Assisting Instructional Staff with Alignment of Curriculum, Instruction and  Assessment with State and Local District Learning Goals | | | | | 1 | 2 | 3 | 4 | S |
| **Examples of Evidence & Measures** | Absence of clear and consistent focus. Curriculum unconnected vertically and horizontally. Unaware of curriculum implementation. | Knows Power Standards/GLE’s in multiple areas. Provides time for teachers to work collaboratively. Ensures pacing guides in place. | Creates a sense of ownership and shared accountability for the alignment of curriculum. Facilitates the development and use of common assessments. Works with staff to ensure fidelity to pacing guides. | The use of frequent common assessments is a building norm and ensures that they are used to drive instruction. Is a resource for teachers as they encounter challenges in pacing. |  |  |  |  |  |
| **4c. Develops School Performance Expectations (State & Local Standards)** | Fails to develop school performance expectations. | Demonstrates inconsistent development of school performance expectations. | Demonstrates consistent development of school performance expectations. | Seeks and initiates strategies for the implementation of school performance expectations. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Is not aware of school performance expectations. Little to no consensus around common expectations | School performance expectations are communicated frequently to multiple stakeholders. | School performance expectations are based on state and district expectations. Ensures staff collaborates on the development and alignment of curriculum based on district and state standards. | Evidence of implementation of school performance expectations. |  |  |  |  |  |

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| MANAGING RESOURCES 5. Managing Both Staff and Fiscal Resources to Support Student Achievement and Legal Responsibilities | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **5a. Manages Human Resources to Support Student Achievement** | Fails to manage staff resources to support student achievement. | Demonstrates inconsistent management of human resources to support student achievement. | Demonstrates consistent understanding and application in managing human resources to support student achievement. | Seeks and initiates strategies to manage human resources to support student achievement. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Supporting Documentation. Does not address difficult personnel issues. | Mostly comply with state law & contract language with support. Incompletely addresses difficult personnel issues with support. | Fully implements state law and contract language. Adequately addresses difficult personnel issues. | Use evaluation tool to enhance professional growth. Seeks and initiates strategies to address difficult personnel issues. |  |  |  |  |  |
| **5b. Plans Staff Development to Support Student Achievement** | Fails to plan staff development to support student achievement. | Demonstrates inconsistent planning of staff development to support student achievement. | Demonstrates consistent planning and application of staff development to support student achievement. | Seeks and initiates strategies to provide staff development to support student achievement. |  |  |  |  |  |
| **Examples of Evidence & Measures** |  |  | Well-planned and connected to school improvement plan. | Plans are based on staff needs and student data. |  |  |  |  |  |

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| 5. Managing Both Staff and Fiscal Resources to Support Student Achievement and Legal Responsibilities | | | | | 1 | 2 | 3 | 4 | S |
| **5c. Manages Financial Resources to Support Student Achievement and Legal Responsibilities** | Fails to manage financial resources to support student achievement and legal responsibilities. | Demonstrates inconsistent management of financial resources to support student achievement and legal responsibilities. | Demonstrates consistent understanding and application in managing financial resources to support student achievement and legal responsibilities. | Seeks and initiates strategies to creates innovative budgets that support student achievement and legal responsibilities. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Supporting Documentation. Does not create budgets that comply with state law and district policy, with support. | Supporting Documentation. Generally creates budgets that comply with state law and district policy, with support. | Supporting Documentation. Creates budgets that comply with state law and district policy. | Supporting Documentation. Making use of data. Involving staff in budget development |  |  |  |  |  |
| **5d. Allocates Staffing Resources to Support Student Achievement** | Fails to allocate staffing resources to support student achievement. | Demonstrates inconsistent ability to allocate staffing resources to support student achievement. | Demonstrates consistent understanding and application in the ability to allocate staffing resources to support student achievement. | Seeks and initiates strategies to best allocate staffing resources to support student achievement. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Principal fails to demonstrate ability to staff building to meet basic student needs (i.e. class size course requirements). | Principal demonstrates ability to staff the building to meet basic student needs. | Principal demonstrates the ability to staff the building to meet student needs and some interventions. | Principal seeks and initiates innovative strategies to meet student needs for basic education and interventions for both the challenged and gifted students. |  |  |  |  |  |

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| 5. Managing Both Staff and Fiscal Resources to Support Student Achievement and Legal Responsibilities | | | | | 1 | 2 | 3 | 4 | S |
| **5e. Managing Hiring Practices to Support Student Achievement and Legal Responsibilities** | Fails to manage hiring practices to support student achievement and legal responsibilities. | Demonstrates inconsistent management of hiring practices to support student achievement and legal responsibilities. | Demonstrates consistent understanding and application of hiring practices to support student achievement and legal responsibilities. | Seeks and initiates strategies to manage hiring practices to support student achievement and legal responsibilities. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Principal does not follow district policies and procedures for hiring. Doesn’t comply with state law and contract language. | Principal follows basic school district policies and contract language for hiring staff. | Principal uses school district policies and contract language to hire staff based on needs. | Principal involves staff in recruiting and hiring successful staff members based on predetermined needs. |  |  |  |  |  |

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| PLANNING WITH DATA 6. Leads Development, Implementation and Evaluation of a Data-Driven Plan for Increasing Student Achievement, Including the Use of Multiple Student Data Elements | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **6a. Ensures the Development and Implementation of a Comprehensive School Improvement Plan** | Fails to develop and/or implement a comprehensive School Improvement Plan. | Demonstrates inconsistent development and implementation of a comprehensive School Improvement Plan. | Demonstrates consistent development and implementation of a comprehensive School Improvement Plan. | Seeks and initiates input from multiple stake holders to create and implement a comprehensive School Improvement Plan. |  |  |  |  |  |
| **Examples of Evidence & Measures** | SIP is incomplete, is poorly written, is not current, or does not meet the needs of the building. SIP is written and on the shelf, not utilized to guide building decisions. No formal process for how the SIP is created, revised and reviewed. | All components are present and principal can verbalize the purpose of the SIP. SIP contains relevant data. Goals are apparent, visible and apply to school. SIP substantially the same from year to year without careful review. | Ensures SIP is focused feasible and implementable. Data is analyzed, clearly communicated to stakeholders and used to drive decisions. SIP contains a wide variety of data. Each goal contained in the SIP is in SMART format.SIP is developed collaboratively with numerous stakeholder voices present annually. | SIP is used to collaborate, problem solve and build consensus with individuals and groups. SIP is a living document that is adjusted throughout the year. Principal utilizes extensive data to make building goals and decisions with a high level of specificity. Principal leads a formal process to set goals, reflect on data and modify throughout the year. |  |  |  |  |  |
| 6. Leads Development, Implementation and Evaluation of a Data-Driven Plan for Increasing Student Achievement, Including the Use of Multiple Student Data Elements | | | | | 1 | 2 | 3 | 4 | S |
| **6b. Utilizes a Variety of Data to Evaluate School Improvement Plan** | Fails to utilize a variety of data to evaluate the School Improvement Plan. | Demonstrates inconsistent use of a variety of data to evaluate the School Improvement Plan. | Demonstrates consistent use of a variety of data to evaluate the School Improvement Plan. | Seeks and initiates a wide variety of data to evaluate the School Improvement Plan. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Principal is not aware of the variety of data that is available. Data is created for principal but is not used to make decisions. | Principal is aware of and uses mainly student achievement data to make decisions. Principal makes minimal use of data provided in decision making. | Principal integrates multiple data points to make informed decisions. Principal creates and disseminates data to a variety of stakeholders. Principal schedules data meetings, engaged in a no-blame search for root causes and constant hypothesis testing. | Principal utilizes focus groups, surveys, assessment data, grades, demographic data, research, and best practices. Principal searches for and creates opportunities for data to impact decisions from a wide variety of sources. Principal creates data, disseminates data to stakeholders and ensures that decisions are made based upon it. Data is used to assist teachers in modifying and changing instruction. |  |  |  |  |  |

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| ENGAGING COMMUNITIES 7. Partnering with the School Community to promote Student Learning | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **7a. Communicates with School Community to Promote Student Learning** | Fails to demonstrate minimal communication with the school community promoting student learning. | Demonstrates inconsistent communication with the school community promoting student learning. | Demonstrates consistent and ongoing communication with the school community promoting student learning. | Seeks and initiates creative communication strategies with the school community promoting student learning. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Little or no evidence of communication. No attempt to engage families. Interacts negatively. | Required communication completed. Student Handbooks, Newsletters, State assessment data. | Regular communication. Develop strategies to engage parents and community. Promptly responds to parents appropriately. Uses resources to develop bridges with a variety of cultures and languages. | Engagement strategies become two-way communication. Initiates contact. |  |  |  |  |  |
| **7b. Partners with Community to Promote Student Learning** | Fails to demonstrate partnerships with school community to promote student learning. | Demonstrates inconsistent partnerships with school community to promote student learning. | Demonstrates consistent and ongoing partnerships with school community to promote student learning. | Seeks and initiates creative school community partnerships promoting student learning. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Stays in Office; not in classrooms. No attempt to engage any of the school stakeholders in school activities. | Principal is working within their own building. Principal works with those who seek to be involved with their building. Minimal parent involvement. | Seeks to involve school community in school activities. Partner and collaborate with administrative colleagues. Build collegial /collaborative relationships with staff. | Seeks and develops frequent parent, business and community leader involvement related to school improvement. |  |  |  |  |  |
| 7. Partnering with the School Community to promote Student Learning | | | | | 1 | 2 | 3 | 4 | S |
| **7c. Trains Staff in Utilizing Communication Tools with the School Community to Promote Student Learning** | Fails to demonstrate training for staff in utilizing communication tools with the school community to promote student learning. | Demonstrates inconsistent training for staff in utilizing communication tools with the school community to promote student learning. | Demonstrates consistent and ongoing training for staff in utilizing communication tools with the school community to promote student learning. | Seeks and initiates creative training opportunities and various communication tools with the school community to promote student learning. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Principal provides little or no training. | Principal provides minimal training. | Principal provides training to ensure student data system is used to report progress. | Principal supports staff in regular use of a variety of innovative communication methods with community to improve student learning. |  |  |  |  |  |

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| CLOSING THE GAP 8. Commitment to Closing the Achievement Gap | | | | | 1 | 2 | 3 | 4 | S |
|  | **1 Principal Fails to Demonstrate Minimum Application of the Criteria** | **2 Principal Demonstrates Inconsistent Application of the Criteria** | **3 Principal Demonstrates Consistent Understanding and Application of the Criteria** | **4 Principal Seeks and Initiates Strategies Beyond the Criteria** |  |  |  |  |  |
| Moving Towards Continuous Improvement | | | | |  |  |  |  |  |
| **8a. Understands the Achievement Gap** | Fails to acknowledge the achievement gap. | Inconsistently acknowledges and understands the presence of the achievement gap. | Consistently acknowledges and understands the presence of the achievement gap. | Seeks and initiates data to address the achievement gap. |  |  |  |  |  |
| **Examples of Evidence & Measures** |  | Is aware of diversity issues. | Collects and analyzes data associated with student achievement. |  |  |  |  |  |  |
| **8b. Leads Development of Plans to Address the Achievement Gap** | Fails to develop a plan to address the achievement gap. | Communication and implementation of the plan are inconsistent. | Communication and implementation of the plan are consistent. | Seeks and initiates new strategies to address the achievement gap. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Absence of a plan to address equity and access issues in the classroom. | Develops, reviews and revises plans to address the achievement gap. | Develops, reviews and revises plans to address the achievement gap. Evidence of revision. | Analyzes plan for system effectiveness and revises as needed. |  |  |  |  |  |

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| 8. Commitment to Closing the Achievement Gap | | | | | 1 | 2 | 3 | 4 | S |
| **8c. Leads Actions to Address the Achievement Gap** | Fails to address the issues associated with the achievement gap. | Inconsistently addresses the issues associated with the achievement gap. | Consistently addresses the issues associated with the achievement gap. | Seeks and initiates strategies to address the achievement gap. |  |  |  |  |  |
| **Examples of Evidence & Measures** |  | Identifies targeted student populations. | Ensures instruction is modified to meet learner needs. Utilizes resources to meet the needs of targeted student populations. | Seeks opportunities for staff to engage in professional development and reflect on achievement gap issues (poverty, ethnicity, special services, gender, ELL, etc.) Utilizes human resources to meet the needs of targeted populations. |  |  |  |  |  |
| **8d. Supervises Teacher Instructional Practice to Ensure Equity For Students** | Fails to supervise teacher instructional practice to ensure equity for students. | Demonstrates inconsistent supervision of teacher instructional practice to ensure equity for students. | Demonstrates consistent supervision of teacher instructional practice to ensure equity for students. | Seeks and initiates staff development and improvement strategies to ensure equity for all students. |  |  |  |  |  |
| **Examples of Evidence & Measures** |  | Inconsistent collegial conversations focusing on improving instruction working with diverse learners. Expects that teachers consistently have welcoming, inviting classrooms. | Consistent collegial conversations focusing on improving instruction working with diverse learners. Consistently communicates and reinforces that teachers have welcoming, inviting classrooms. | Provides opportunities and encourages staff to have collegial conversations focusing on improving instruction working with diverse learners. Student achievement data demonstrates a commitment closing the achievement gap. |  |  |  |  |  |

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| 8. Commitment to Closing the Achievement Gap | | | | | 1 | 2 | 3 | 4 | S |
| **8e. Promote Equity and Access to All Students; THIS IS A SYSTEM RESPONSE** | Unaware of equity issues in the building. | Knowledge of diversity issues. | Takes action on diversity issues. | Seeks and initiates strategies to ensure equity for all students. |  |  |  |  |  |
| **Examples of Evidence & Measures** | Absence of a plan to address equity and access issues in the classroom. Targeted students generally not demonstrating growth in literacy and mathematics. Unaware of demographic issues and the impact on student achievement. Absence of a plan for addressing impact of demographic issues on student achievement. | Knowledge of low performing students. Targeted students generally demonstrating annual growth in literacy and mathematics. Demonstrates an awareness of variety of cultures present in school. Regularly monitor the progress of underperforming students. Selecting appropriate interventions for underperforming students. | Utilize a variety of assessment data and ensure instruction meets the needs of students. Ensuring that students are challenged academically to the highest level. Communication to parents the need for a student to have a strong educational foundation. Targeted students generally demonstrating more than annual growth in literacy and mathematics. Developing systems of interventions to ensure that students needs are met. Personalizing educational experience for students. Monitor and adjust students experiences as needed. Ensure that all students/parents/community members feel comfortable at school. | Majority of targeted students demonstrate more than annual growth in literacy and mathematics. Engage community to provide equity and access for all students. Actively pursue resources that will address student needs. Creates opportunities for stakeholders to become actively involved in the school community. |  |  |  |  |  |