**Othello School District**

**Principal Performance Criteria**

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| **Element** | 1. **Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.** | | | | | | **Not observed** |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Shared Vision, Values and Goals.** | Undefined focus on vision, values and goals. | | Focuses on shared vision, values and goals that align inconsistently with school/district improvement plan. | Establishes and maintains a clear focus on shared vision, values and goals that align with school/district improvement plan. | | Ensures that the vision, values, and goals, permeates the school environment and are able to be articulated by students and staff. |  |
| **EVIDENCE**  - Current School  Improvement  Plan  - Student/Staff  surveys,  interviews, and  focus groups  - Meeting /LID  Agenda/Minutes  - Logs of  classroom visits | Comments: | | | | | |  |
| **Efforts and Achievements** | Does not recognize efforts and achievements. | | Inconsistently demonstrates recognition and celebration of efforts and achievements of students and staff. | Demonstrate recognition and celebration of efforts and achievements of students and staff. | | Seeks and initiates ways to publicly recognize staff and student accomplishments. |  |
| **EVIDENCE**  **-** Verbal or written recognition of student, staff or school | Comments: | | | | | |  |
| **Atmosphere of Trust, and Collaboration Among Students and Staff** | School environment lacks trust and collaboration. | | Inconsistently develops an environment of trust and collaboration throughout the school. | Develops an environment of trust and collaboration throughout the school. | | Seeks and initiates strategies that develop and model an atmosphere of personal responsibility, trust, and collaboration among students and staff. |  |
| **EVIDENCE**  **-** Staff surveys/  Feedback  - PLC Agenda and  Minutes  - Staff Turnover | Comments: | | | | | |  |
| **Comments** |  | | | | | | |
| **Element** | 1. **Providing for School Safety** | | | | | | **Not Observed** |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **School Safety Plan** | Fails to review, analyze and implement School Safety Plan. | | Review,  analysis and implementation of School Safety Plan when required | Initiates the review,  analysis and implementation of School Safety Plan | | Continuously seeks strategies to improve the School Safety Plan by having a partnership with stakeholders with follow-up, review and planning |  |
| **EVIDENCE**  - School Safety Plan  - Documentation of  Drills  - Healthy youth  Survey  - School Safety  Reports  - Accident Report  Forms | Comments: | | | | | |  |
| **School Discipline Plan** | Fails to review, analyze and implement School Discipline Plan. | | Review,  analysis and implementation of School Discipline Plan when required | Reviews  analyzes and implements a School Discipline Plan | | Continuously seeks strategies to improve the School Discipline Plan by having a partnership with stakeholders with follow-up, review and planning |  |
| **EVIDENCE**  **-** School Discipline  Plan  - Analysis of  Discipline Referral  Records  - Response to  Discipline Referral  Records  - Reduction in  bullying, fighting,  and harassment  incidents  - Adheres to  discipline matrix | Comments: | | | | | |  |
| **Classroom Management and Discipline** | Little to no supervision and support of classroom management and discipline. | | Demonstrates inconsistent supervision and support of classroom management and discipline | Supervises and supports classroom teachers in development and management of discipline | | Seeks and initiates opportunities for teachers to enhance their individual classroom management and discipline plans. |  |
| **EVIDENCE**  - Knowledge of  individual  classroom  management and  discipline plans  - Documentation of  classroom  management plans  - Related Documents  - Staff meeting  agenda/minutes |  | | | | | |  |
| **Comments** |  | | | | | |  |
| **Element** | 1. **Leads Development, Implementation and Evaluation of a Data-Driven Plan for Increasing Student Achievement, Including the Use of Multiple Student Data Elements.** | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Development of School Improvement Plan** | Fails to develop the School Improvement Plan | | Limited development of School Improvement Plan | Ensures the development of Comprehensive School Improvement Plan based on data | | Utilizes multiple data sources to create a Comprehensive School Improvement Plan |  |
| **EVIDENCE**  - School  Improvement Plan  - Agenda and  Minutes for School  Improvement  Teams  - Data |  | | | | | |  |
| **Implementation of the School Improvement Plan** | Fails to implement the School Improvement Plan | | Limited implementation of School Improvement Plan | Ensures implementation of Comprehensive School Improvement Plan | | Mobilize multiple stake-holders to implement an ongoing and systematic Comprehensive School Improvement Plan |  |
| **EVIDENCE**  - School  Improvement Plan  - Agenda and  Minutes for School  Improvement  Teams  - School  Improvement Plan  Annual Review  Meeting  - Progress Reports  - Team Reviews |  | | | | | |  |
| **Evaluation of School Improvement Plan** | Fails to evaluate the School Improvement Plan | | Limited Evaluation of School Improvement Plan | Evaluates and revises Comprehensive School Improvement Plan based on data | | Informs and involves stake holders in developing strategies for future implementation based on evaluation of the Comprehensive School Improvement Plan |  |
| **EVIDENCE**  - School  Improvement Plan  - Agenda and  Minutes for School  Improvement  Teams  - School  Improvement Plan  Annual Review  Meeting  - Progress Reports |  | | | | | |  |
| **Comments** |  | | | | | | |
| **Element** | 1. **Assisting Instructional Staff with Alignment of Curriculum, Instruction, and Assessment with State and Local District Goals.** | | | | | | **Not Observed** |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Curriculum Alignment** | Fails to assist staff with the alignment of curriculum | | Provides limited assistance to instructional staff in aligning curriculum | Leads instructional staff with the alignment of curriculum to state and local standards | | Engages staff in systematic and ongoing curriculum alignment, within and across curriculum areas and grade levels |  |
| **EVIDENCE**  - PLC  Minutes/Agenda  - Staff Meeting  Agenda and  Minutes  - LID  Agendas/Minutes  - Inservices  - Curriculum Day  Requests | Comments: | | | | | |  |
| **Instruction**  **Alignment** | Fails to support staff in the alignment of instruction | | Demonstrates inconsistent support of staff in the alignment of instruction | Demonstrates consistent support of staff in the alignment of instruction with state and local standards | | Leads staff in understanding relationship between state learning standards and lesson development |  |
| **EVIDENCE**  - PLC  Minutes/Agenda  - Staff Meeting  Agenda and  Minutes  - LID  Agendas/Minutes  - Inservices  - Curriculum Day  Requests  - Teacher  Evaluations | Comments: | | | | | |  |
| **Assessment**  **Alignment** | Fails to monitor alignment of assessment | | Inconsistently monitors alignment of assessment | Monitors alignment of assessment to state and local standards | | Engages staff in systematic and ongoing assessment alignment, within and across curriculum areas and grade levels |  |
| **EVIDENCE**  - PLC  Minutes/Agenda  - Staff Meeting  Agenda and  Minutes  - LID  Agendas/Minutes  - Inservices  - Curriculum Day  Requests | Comments: | | | | | |  |
| **Comments** |  | | | | | | |
| **Element** | 1. **Monitoring, Assisting and Evaluating Effective Instruction and Assessment Practices** | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Instructional Practices** | Fails to monitor, assist and evaluate instructional practices | | Ineffectively monitors, assists and evaluates | Monitors, assists and evaluates effective instructional practices | | Provides resources and opportunities to enhance instructional practices |  |
| **EVIDENCE**  **-** Plans of support &  improvement  - Documentation of  coaching &  support  - Documentation of  pre- and post  observations  - Teacher  Evaluations  - Planning and  scheduling for new  teacher mentoring  and meetings; list of  new teachers and  assigned mentors  - Evidence of  agendas and  staff/department/  grade level  meetings and staff  development  - Staff development  activities that  address identified  needs | Comments: | | | | | |  |
| **Assessment Practices** | Fails to monitor, assist and evaluate assessment practices | | Ineffectively monitors, assists and evaluates | Monitors, assists and evaluates effective assessment practices | | Provides resources and opportunities to enhance assessment practices |  |
| **EVIDENCE**  **-** Plans of support &  improvement  - Documentation of  coaching &  support  - Documentation of  pre- and post  observations  - Planning and  scheduling for new  teacher mentoring  and meetings; list of  new teachers and  assigned mentors  - Evidence of  agendas and  staff/department/  grade level  meetings and staff  development  - Staff development  activities that  address identified  needs | Comments: | | | | | |  |
| **Comments:** |  | | | | | | |
| **Element** | 1. **Managing Both Staff and Fiscal Resources to Support Student Achievement and Legal Responsibilities.** | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Management of Human Resources** | Fails to manage human resources | | Demonstrates inconsistent understanding and application in managing human resources | Demonstrates consistent understanding and application in managing human resources | | Demonstrates skillful expertise in handling difficult issues and conduct difficult discussions |  |
| **EVIDENCE**  **-** Staff Handbook  - Scheduling and  Assignments  - School  Improvement Plan  that reflects  appropriate use of  building resources-  people and time  - Communication  with district  officials | Comments: | | | | | |  |
| **Personnel Selection/Retention Practices** | Fails to select and retain staff | | Demonstrates ineffective personnel selection/ retention practices | Demonstrates effective personnel selection/retention practices | | Possesses skills in recruiting, securing, and retaining the best applicants for the job |  |
| **EVIDENCE**  **-** Documentation of  district protocol and  procedures  - Packets or protocols  that reflect student  achievement goals  - Mentoring  strategies | Comments: | | | | | |  |
| **Staff Evaluation** | Fails to evaluate staff | | Demonstrates ineffective staff evaluation practices | Demonstrates effective staff evaluation practices in accordance to legal responsibilities | | Implements effective practices, as well as rules and regulations related to staff supervision, coaching, and evaluation |  |
| **EVIDENCE**  - Staff Evaluations  - Pre and Post  Conference  - Records of  communication  - Adherence to legal  and contractual  timelines | Comments: | | | | | |  |
| **Management of Fiscal Resources** | Fails to manage financial resources | | Demonstrates inconsistent understanding and application in managing financial resources | Demonstrates consistent understanding and application in managing financial resources in accordance to legal responsibilities | | Seeks and initiates strategies to create innovative budgets that support student achievement and legal responsibilities |  |
| **EVIDENCE**  **-** School  Improvement Plan  that reflects  appropriate use of  building resources-  people, time, and  money  - Budget documents  - Reviews budget  with district  personnel |  | | | | | |  |
| **Comments** |  | | | | | | |
| **Element** | 1. **Partnering with the School Community to Promote Student Learning** | | | | | | Not observed |
|  | **Unsatisfactory(1)** | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Communication within the School** | Fails to communicate effectively | | Inconsistently  communicates within the school | Demonstrates consistent and ongoing communication within the school promoting student learning | | Uses effective communication skills and strategies to: build collegial and collaborative relationships with and among school staff,  and build common focus to enhance student learning |  |
| **EVIDENCE**  - Staff  communications; e-  mail, agendas,  minutes, calendars,  staff and student  handbook  - Meetings: staff,  grade/department  chair, department/  grade level, PLC |  | | | | | |  |
| **Communication Outside the School** | Fails to communicate effectively | | Inconsistently communicates outside the school | Demonstrates consistent and ongoing communication outside the school, promoting student learning | | Uses effective communication skills and strategies to: market the school to enlist community support, resolve conflicts among individuals and groups, and build common focus and collaboration to enhance student learning |  |
| **EVIDENCE**  **-** Newsletters  - Parent Handbook  - Log of attendance  at school  activities outside  school day  - Media Samples |  | | | | | |  |
| **Family and Community Partnerships** | Fails to build partnerships with family and community | | Inconsistently forms partnerships with families and community | Demonstrates consistent and ongoing partnerships with families and community | | Uses effective communication skills and strategies to build collaborative and respectful relationships with families and community to build common focus to enhance student learning |  |
| **EVIDENCE**  **-** Newsletters  - Parent Handbook  - Log of attendance  at school  activities outside  school day  - Log of Meetings:  IEP, PTA/PTO,  PAC  - Civic Groups  - Outside Agencies |  | | | | | |  |
| **Partner and Collaborate with Administrative Colleagues** | Fails to collaborate effectively with administrative colleagues | | Limited collaboration with administrative colleagues | Demonstrates consistent and ongoing collaboration with administrative colleagues | | Uses effective communication skills and strategies to build collaborative, collegial and respectful relationships with administrative colleagues to build and maintain a common focus |  |
| **EVIDENCE**  - Administration  Meetings  - Documentation of  vertical and  horizontal  collaboration  - Phone Log  - Conversations  - Calendar | Comments: | | | | | |  |
| **Comments** |  | | | | | | |
| **Element** | 1. **Demonstrating Commitment to Closing the Achievement Gap.** | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | **Basic(2)** | | | **Proficient(3)** | **Innovative(4)** |  |
| **Diversity Awareness** | Fails to acknowledge diverse populations | Limited working knowledge of needs of diverse populations | | | Demonstrates working knowledge of and addresses the needs of diverse populations within the school | Utilizes effective staff development and improvement strategies to promote and model an atmosphere that respects and responds to diversity |  |
| **EVIDENCE**  **-** Knowledge of  diversity issues  - Translated  Documents  - Environment  reflects the  diversity of student  body  - PD plan and  minutes | Comments: | | | | | |  |
| **Progress of Low Performing Students** | Fails to acknowledge low performing students | Limited working knowledge of needs of low performing students | | | Demonstrates working knowledge of and addresses the needs of low performing students within the school population | Engage instructional staff in frequent conversations/reflections about addressing the needs of low performing students |  |
| **EVIDENCE**  - Knowledge of  students  performance issues  - Accessibiliy,  review, and  distribution of  student data  - Analysis of student  data  - RTI and IEP  meeting attendance  - Intervention plans;  plan of action  - Staff  Communications;  agendas and  minutes | Comments: | | | | | |  |
| **Equity and Access** | Fails to acknowledge equity and access | Limited working knowledge of addressing equity and access | | | Demonstrates working knowledge of and addresses equity and access within the school population | Promote and model an atmosphere of inclusiveness, equity and respect among students, staff, and community |  |
| **EVIDENCE**  **-** Knowledge of  diversity issues  - Translated  Documents  - Environment  reflects the  diversity of student  body  - PD plan and  Minutes  - Analysis of  representation |  | | | | | |  |
| **Comments** |  | | | | | |  |