

2020-21 eVal Final Report

Auburn School District 2020 - 2021

TREENA DANIELS, Lea Hill Elementary School

Current Year Evaluation Cycle: Modified Comprehensive: **C1, C3, C3 (SG)**, Carry-forward: **PRO (2019-2020)**

Evaluator: EDWARD HERDA

Principal: TREENA DANIELS

Proposed Evaluation Cycle for Next Year: N/A

Report Date: Apr 20, 2021

Evaluator Override	Explanation
Drop to Paper	ASD requirement

Observations

Observation Date	Evaluator	Observation ID	Observation Title
------------------	-----------	----------------	-------------------

Criteria Score	Student Growth Impact Rating	Final Score
PRO (24/32)	HIGH	PRO

Evaluator Final Recommendations

I have had the pleasure of working with Treena Daniels for the last 15 years. During this time she has served as a third-grade teacher, instructional specialist, and most recently as the best assistant principal in the Auburn. This was her second year as a full-time assistant principal.

This past year has been challenging for all of us with COVID-19, distance-learning, and hybrid learning. Lea Hill staff and students are doing very well thanks in no small part to Ms. Daniels and her tireless leadership. I'm not sure what we would have done without her.

During her time as our AP she has accumulated hard-earned and invaluable leadership experiences. The pandemic was not the only challenge our school has experienced since the 2017-18 school year, just the most recent. Since that infamous 17-18 school year Ms. Daniels and I have hired no less than forty certificated staff members. We have added 13 portables to our campus. We lost a beloved teacher to a tragic death. Our mobility rate is consistently the highest in the district. Our free & reduced percentage is one of the highest. The fact that we always have 30+ languages is a huge source of pride for our school but it does bring challenges not all schools have to face. We also house the only elementary behavior program in the district. The Pathways behavior program is another enormous source of pride for our school, but it is also a tremendous leadership challenge.

Ms. Daniels duties at LH this year included, but are not limited to the following:

- *Distance Learning Playbook PD & August prep. for online learning!
- Splitting certificated and classified evaluations at the largest elementary school in ASD
- PM school roster changes
- Attendance tracking and interventions
- Helping to secure long-term subs for teachers on maternity leave
- The creation of a very successful morning announcement system
- Weekly Remind communication to parents
- Teaching WIN groups daily
- Numerous porch visits & material deliveries on her way home
- Coordinating hundreds of deliveries with bus drivers during online learning
- Principal office hours twice a week (her idea)
- Random treats/notes for staff to boost moral
- Mastery of schedules for the largest elementary school in ASD
- Changing those schedules multiple times during the pandemic

This report was generated out of Washington State's eVal system

Ordering all kinds of instructional materials for staff
 Implementation of our new SIP
 Planning for next year's transition to a new building
 Sharing an office with our Office Manager and supporting her on budget items, subs, communication, you name it
 *The tireless support of LH staff and students during unprecedented circumstances

Recommendations for 2021-22

1. Be prepared to support our staff in hybrid or full time. If it's full time please help me promote taking things one day at a time, self-care, and rock-solid classroom management as we all build back our stamina for full-time kiddos.
2. Work closely with me to develop traffic patterns and procedures for the new building (drop-off and pickup safety, recess procedures, specialist procedures, breakfast/lunch procedure, etc.)
3. Work closely with Cabinet to develop year two of our SIP strategies in classrooms along with the Science of Reading training.
4. Help me keep the staff focused on supporting each other and building the best student/family relationships possible. Let's continually remind them that teaching things like grit, career/college readiness, a sense of belonging, a growth mindset, and social-emotional development have long-term positive effects on kids and their futures (beyond just test scores).
5. Let's consider changing which certs we evaluate next year.
6. Keep revising that interview prep sheet. GR is up next. Go get it!

STATE SUMMARY VIEW

C1	Creating a Culture	U	B	P	D
1.1	Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning	U	B	P	D
1.2	Engages in essential conversations for ongoing improvement of the school	U	B	P	D
1.3	Facilitates collaborative processes leading toward continuous improvement of teaching and learning	U	B	P	D
1.4	Promotes and distributes leadership	U	B	P	D
1.5	Creates and sustains a school culture that values and responds to the characteristics and needs of each learner	U	B	P	D

Statement of Performance

Ms. Daniels is in her second year as the full-time assistant principal of Lea Hill. Her leadership and efforts are clearly evident each day. To create the positive staff and student culture we have today she has worked closely with me to recruit and hire staff members that reflect our shared mission for improvement of teaching and learning. This year's staff and their actions are an accurate reflection of Ms. Daniels' work in this area. Despite teaching during a pandemic, our staff remained positive, supportive, mature, and laser focused on student relationships. These are all attributes that Ms. Daniels models everyday at Lea Hill.

C2	Ensuring School Safety	U	B	P	D
Components: 2.1, 2.2, 2.3 NOTE: This component was not selected by the teacher as a criterion of focus for this evaluation cycle. For modified comprehensive cycles completed during the 20-21 school year, all criteria that were not selected as criteria of focus are awarded a carryforward score from the last time the teacher was on a full comprehensive cycle.					

C3	Planning with Data	U	B	P	D
3.1	Recognizes and seeks out multiple data sources	U	B	P	D
3.2	Analyzes and interprets multiple data sources to inform school-level improvement efforts	U	B	P	D

C3	Planning with Data	U	B	P	D
3.3	Creates data-driven plans for improved teaching and learning	U	B	P	D
3.4	Implements data-informed improvement plans	U	B	P	D
SG 3.5	Provides evidence of student growth that results from the school improvement planning process	U	B	P	D

Statement of Performance

Our schoolwide data system improved again this year, in large part due to Ms. Daniels' leadership. Our staff now has multiple sources of data organized into easy to find Google forms. Ms. Daniels works very closely with our IS and LA Specialist to make sure the data is relevant, timely, teacher-friendly, and highly organized. She makes sure data discussions are at the forefront of each Mondays' PLC sessions, common grade level planning, and after school staff professional development. In year one of our School Improvement Plan this year, she emphasized data-driven plans such as backwards planning, small groups for interventions, and the frequent use of exit tickets. It was remarkable to watch our staff improve with these strategies in spite of working mostly online this year. Ms. Daniels and I will continue to emphasize these areas in our formal and informal class visits next year.

C4	Aligning Curriculum	U	B	P	D
-----------	----------------------------	---	---	---	---

Components: 4.1, 4.2, 4.3

NOTE: This component was not selected by the teacher as a criterion of focus for this evaluation cycle. For modified comprehensive cycles completed during the 20-21 school year, all criteria that were not selected as criteria of focus are awarded a carryforward score from the last time the teacher was on a full comprehensive cycle.

C5	Improving Instruction	U	B	P	D
-----------	------------------------------	---	---	---	---

Components: 5.1, 5.2, 5.3, SG 5.4

NOTE: This component was not selected by the teacher as a criterion of focus for this evaluation cycle. For modified comprehensive cycles completed during the 20-21 school year, all criteria that were not selected as criteria of focus are awarded a carryforward score from the last time the teacher was on a full comprehensive cycle.

C6	Managing Resources	U	B	P	D
-----------	---------------------------	---	---	---	---

Components: 6.1, 6.2, 6.3, 6.4

NOTE: This component was not selected by the teacher as a criterion of focus for this evaluation cycle. For modified comprehensive cycles completed during the 20-21 school year, all criteria that were not selected as criteria of focus are awarded a carryforward score from the last time the teacher was on a full comprehensive cycle.

C7	Engaging Families & Communities	U	B	P	D
-----------	--	---	---	---	---

Components: 7.1, 7.2, 7.3

NOTE: This component was not selected by the teacher as a criterion of focus for this evaluation cycle. For modified comprehensive cycles completed during the 20-21 school year, all criteria that were not selected as criteria of focus are awarded a carryforward score from the last time the teacher was on a full comprehensive cycle.

C8	Closing the Gap	U	B	P	D
-----------	------------------------	---	---	---	---

Components: 8.1, 8.2, 8.3, SG 8.4

NOTE: This component was not selected by the teacher as a criterion of focus for this evaluation cycle. For modified comprehensive cycles completed during the 20-21 school year, all criteria that were not selected as criteria of focus are awarded a carryforward score from the last time the teacher was on a full comprehensive cycle.

The COVID-19 pandemic required students to learn at home for most of the 2020-21 school year.

Distribution: Originals to HR & Employee, Copy or Original to Supervisor

FINAL REPORT SIGNATURES

Signature: _____

Date:_____

Principal Signature: _____

Date:_____