

Name Building School Year

Elements	Goal	Evidence of Progress	Supports / Prof. Development
<p>1. Creating a Culture: <i>Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.</i></p> <p>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching.</p> <p>1.2 Engages in essential conversations for ongoing improvement.</p> <p>1.3 Facilitates collaborative processes leading toward continuous improvement.</p> <p>1.4 Creates opportunities for shared leadership.</p>			
<p>2. Ensuring School Safety: <i>Providing for school safety.</i></p> <p>2.1 Provides for physical safety.</p> <p>2.2 Provides for social, emotional, and intellectual safety.</p>			

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<p>3. Planning With Data: <i>Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.</i></p> <p>3.1 Recognizes and seeks out multiple data sources.</p> <p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts.</p> <p>3.3 Implements data driven plan for improved teaching and learning.</p> <p>3.4 Assists staff to use data to guide, modify, and improve classroom teaching and student learning.</p> <p>3.5 Provides evidence of student growth that results from the school improvement planning process. (See Page 5)</p>			
<p>4. Aligning Curriculum: <i>Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.</i></p> <p>4.1 Assists staff in aligning curricula to state and local district learning goals.</p> <p>4.2 Assists staff in aligning best instructional practices to state and district learning goals.</p> <p>4.3 Assists staff in aligning assessment practices to best instructional practices.</p>			

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<p>5. Improving Instruction: <i>Monitoring, assisting, and evaluating effective instruction and assessment practices.</i></p> <p>5.1 Monitors instruction and assessment practices.</p> <p>5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness.</p> <p>5.3 Assists staff in implementing effective instruction and assessment practices.</p> <p>5.4 Evaluates staff in effective instruction and assessment practices.</p> <p>5.5 Provides evidence of student growth of selected teachers. (See Page 5)</p>			
<p>6. Managing Resources: <i>Managing both staff and fiscal resources to support student achievement and legal responsibilities.</i></p> <p>6.1 Managing human resources (assignment, hiring).</p> <p>6.2 Managing human resources (ongoing professional development).</p> <p>6.3 Managing fiscal resources.</p> <p>6.4 Fulfilling legal responsibilities.</p>			

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<p>7. Engaging Communities: <i>Partnering with the school community to promote student learning.</i></p> <p>7.1 Communicates with community to promote learning.</p> <p>7.2 Partners with families and school community.</p>			
<p>8. Closing the Gap: <i>Demonstrating commitment to closing the achievement gap.</i></p> <p>8.1 Identifies barriers to achievement and knows how to close resulting gaps.</p> <p>8.2 Demonstrates a commitment to close the achievement gap.</p> <p>8.3 Provides evidence of growth in student learning. (See Page 5)</p>			

Student growth rubric rows are designed to focus on actual student achievement, rather than principal actions. Element 3.5 is intended to analyze the achievement of all or most of the students in the school. Element 5.5 is designed to analyze the achievement of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.

ELEMENTS	UNSATISFACTORY	BASIC	PROFICIENCY	DISTINGUISHED
3.5 Provides evidence of student growth that results from the school improvement planning process	School improvement planning process results in no improvement in student academic growth	School improvement planning process results in minimal improvement in student academic growth	School improvement planning process results in measurable improvement in student academic growth	School improvement planning process results in significant improvement in student academic growth
5.5 Provides evidence of student growth of selected teachers	Multiple measures of student achievement of selected teachers show no academic growth	Multiple measures of student achievement of selected teachers show minimal academic growth	Multiple measures of student achievement of selected teachers show measurable academic growth	Multiple measures of student achievement of selected teachers show significant academic growth
8.3 Provides evidence of growth in student learning	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups	Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students