

Annual Professional Performance Review (APPR) Plan for Principals



***Manchester –Shortsville
Central School District***

Red Jacket PRIDE

Annual Professional Performance Review Plan

For Principals

I. Introduction

The information contained within this document, referred to as the District's Annual Professional Performance Review (APPR) plan for Principals, was developed in accordance and based upon Education Law §3012- d and Sections 30-3 and 100.2(o) of the Rules and Regulations of the Commissioner of Education to enhance professional effectiveness and positively impact our total school environment.

The intent of the APPR is to provide a process which facilitates the improvement of instructional practices; encourages work toward personal, professional and district goals; recognizes and promotes professional growth; and focuses efforts on student-centered excellence in teaching, learning, supervision and evaluation.

II. General conditions

Nothing in the APPR Plan shall abrogate the rights of the District, its Board of Education and Superintendent of Schools to:

- Discontinue the employment of a probationary administrator in accordance with Education Law §§3012 and 3031 or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary administrator.
- Discontinue the APPR Plan and the provisions of this memorandum should the provisions of Education Law §3012-d, its amendments and implementing rules and regulations be repealed or modified so that the APPR Plan is no longer required or is voluntary.

III. Evaluation Standards

The professional performance review plan is based on the NYS ISLLC Standards (see <http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf> for complete set of *ISLLC Standards* and the accompanying performance indicators):

- **Vision, Mission, and Goals:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;
- **Teaching and Learning:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- **Managing Organizational Systems and Safety:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- **Collaborating with Families and Stakeholders:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- **Ethics and Integrity:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner; and
- **The Education System:** An education leader ensures the success of all students by influencing interrelated systems of political, economic, legal and cultural contexts affecting education to advocate for their teachers' and students' needs.

IV. Principal Evaluation Scoring Components

- Principals will be evaluated based on student performance and principal observation. Each component will comprise 50% of the overall rating: Highly Effective, Effective, Developing, or Ineffective utilizing the evaluation matrix to determine the overall final rating.

Evaluation Matrix

The overall score is determined as follows:

A. Student Performance. The student performance HEDI rating for all Manchester-Shortsville principals will be based on student growth on state or regents assessments. For Principals, the student performance rating will be based on a comparison (percent increase/decrease) of the current year passing rate of the BIG 5 (CC English, CC Algebra, Living Environment, Global 2, US History) to the passing rate average of the BIG 5 in the prior three years.

B. Principal Observation. The principal observation HEDI rating will be based on observable evidence in the form of principal observations. The 50% will be determined by averaging the individual scores of the selected observable indicators of the Multidimensional Rubric identified through the formal observation process. The observation process includes scheduled formal announced observations (with pre and post conferences) as well as one formal unannounced observation (with optional post conference) by an independent observer (independent observer shall be defined as an administrator with a different BEDS code than the Principal-Superintendent's designee).

Principal Observation Scoring Ranges

	Overall Observation Category Score and Rating	
	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Student Performance Scoring Ranges

	Overall Student Performance Category Score and Rating
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	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

Student Performance: District-wide Measure

HEDI Category	HEDI Points	Percent Change
Highly effective	20	20% or more
Highly effective	19	15-19%
Highly effective	18	10-14%
Effective	17	5-9%
Effective	16	0-4%

Effective	15	-5-9%
Developing	14	-10-14%
Developing	13	-15-19%
Ineffective	12	-20-24%
Ineffective	11	-25-29%
Ineffective	10	-30-34%
Ineffective	9	-35-39%
Ineffective	8	-40-44%
Ineffective	7	-45-49%
Ineffective	6	-50-54%
Ineffective	5	-55-59%
Ineffective	4	-60-64%

Ineffective	3	-65-69%
Ineffective	2	-70-74%
Ineffective	1	-75-79%
Ineffective	0	-80% or more

V. Evaluator Training

The lead evaluator will attend evaluation training provided by a BOCES. This will ensure training in best practices and inter-rater reliability. This training will be attended as offered regionally.

VI. Data Linkage

Manchester-Shortsville Central School's process for ensuring that NYSED receives accurate principal, teacher and student data: The district will use its local school management system (currently Infinite Campus) which interfaces with the New York State (NYS) via BOCES. The district Data Administrator will ensure the data is submitted according to the established NYSED deadlines in collaboration with the local RIC center.

VII. Appeal Procedure

Section 3012-d of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

In accordance with the law, final APPR ratings must be given by September 1st.

A. Appeals of ineffective and developing ratings only.

There will only be appeals of overall APPR ratings. Appeals of annual professional performance reviews should be limited to those that rate a principal as Ineffective or Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

B. What May Be Challenged In An Appeal

Appeal procedures should limit the scope of appeals under Education Law §3012-d to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d;
- (2) the adherence to the regulations of the Commissioner
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.
- (4) the substance of the annual professional performance review
- (5) the school district's implementation of the terms of the principal improvement plan, as required under Education Law section 3012-d. Principals

may only appeal an ineffective or developing overall APPR rating.

C. Timeframe for Filing an Appeal

All appeals must be submitted in writing to the board clerk no later than 20 school days from the date when the person receiving the evaluation is notified of his or her annual professional performance review. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the person receiving the evaluation must submit a detailed written description of the specific areas of disagreement over his or her performance rating and attach any additional documents or materials relevant to the appeal. The

performance rating being challenged must also be submitted with the appeal. Any information not submitted when the appeal is filed shall not be considered.

D. Timeframe for District Response

Within 20 school days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The person receiving the evaluation shall receive a copy of the response filed by the original evaluator, and any and all additional information submitted with the response, at the same time the school district files its response.

E. Decision Maker on an Appeal

A decision shall be rendered by a mutually agreed upon mediator who is familiar with school law using written documents and oral testimony provided by both parties.

F. Decision

A written decision on the merits of the appeal shall be rendered no later than 20 school days from the date upon which the original evaluator has responded to the appeal. The appeal shall be based on a written record, comprised of the appeal, the response, supporting documents supplied by both parties, and oral testimony. This decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. If the appeal is sustained, the decision-making panel will recalculate the points and determine the appropriate HEDI rating. Existing PIPs (Principal Improvement Plans) will be discontinued if the new principal rating is Effective or Highly Effective. A copy of the decision shall be provided to all parties.

G. Exclusivity of §3012-d appeal procedure

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

VIII. Professional Improvement Plans for Principals (PIPs)

If a principal's performance is evaluated as "ineffective" or "developing", the superintendent may develop a Principal's Improvement Plan in consultation with the staff member. This will be shared with and implemented within ten (20) calendar days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated (See Appendix B).

IX. Miscellaneous provisions

If any provision of this APPR Plan shall be found contrary to law, or would tend to impinge upon or reduce in any way the duties or responsibilities of the Board of Education as defined in Sections 2503, 2508, 1709, 1711, or other sections of the Education Law pertaining to the duties and responsibilities of the Board of Education, then such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications will continue.

This plan is to be reviewed and adopted by the Manchester-Shortsville Central School Board of Education annually, no later than the September BOE meeting each year.

XI. Appendices

Appendix A. Principal Rubric

Principal Name: _____

School Year: _____

Observation 1 Evaluator: _____

Announced/Unannounced Date:

Observation 2 Evaluator: _____

Announced/Unannounced Date:

Observation 3 Evaluator: _____

Announced/Unannounced Date:

Categories of Evaluation	Points Awarded Using Multidimensional Rubric		
	Obs. 1 (1-4 pts.)	Obs. 2 (1-4 pts.)	Obs. 3 (1-4 pts.)
Domain 1 –Shared Vision of Learning An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.			
1a. Culture (<i>attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders</i>)			

Score of 4: Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning

Score of 3: collaborates with key stakeholders in school to develop and implement a shared vision and mission for learning

Score of 2: Identifies that school's vision and mission, and makes them public

Score of 1: Claims to have a vision and mission for the school, but keeps it private

Domain 2 – School culture and Instructional Program

An Education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2a. Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

Score of 4: Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice

Score of 3: Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice

Score of 2: Considers proposals for collaborative structures and projects

Score of 1: Acknowledges the need for communication and collaboration

2b. Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

Score of 4: Nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice

Score of 3: Develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program, or other individual or organizational projects)

Score of 2: Encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design

Score of 1: Provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices to several individuals

2c. Instructional Program (*design and delivery of high quality curriculum that produces clear evidence of learning*)

Score of 4: Supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning

Score of 3: Supervise instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work

Score of 2: Provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”

Score of 1: Maintains a hands-off approach to instruction

2d. Instructional Program (*design and delivery of high quality curriculum that produces clear evidence of learning*)

Score of 4: Involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them

Score of 3: Maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time

Score of 2: Allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)

Score of 1: Initiates actions that interrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)

2e. Capacity Building (*developing potential and tapping existing internal expertise to promote learning and improve practice*)

Score of 4: Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school

Score of 3: Develops the instructional and leadership capacity of staff

Score of 2: Invests in activities that promote the development of a select group of leaders

Score of 1: Assumes title leaders are able to handle administrative responsibilities and teachers to be able to instruct students

2f. Capacity Building (*developing potential and tapping existing internal expertise to promote learning and improve practice*)

Score of 4: Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and daily workings of the school organization

Score of 3: Promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available

Score of 2: Provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences

Score of 1: Is unaware of effective and appropriate technologies available

2g. Sustainability *(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*

Score of 4: Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future

Score of 3: Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside history that connects changes in teaching and learning to student achievement

Score of 2: Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other

Score of 1: Uses "accountability" to justify a system that links student achievement with accolades and blame

Domain 3 - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

3a. Culture (<i>attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders</i>)			
Score of 4: Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls Score of 3: Promotes and protects the welfare and safety of students and staff Score of 2: Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures Score of 1: Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it			
3b. Instructional Program (<i>design and delivery of high quality curriculum that produces clear evidence of learning</i>)			
Score of 4: Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning Score of 3: Ensures teacher and organizational time is focused to support quality instruction and student learning Score of 2: Schedules time outside the typical school day for teachers to support instruction and learning Score of 1: Allocates time as required to comply regulations and mandates			
Domain 4 -Community An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, mobilizing community resources.			
4a. Strategic Planning Process: Inquiry (<i>gather and analyze data to monitor effects of actions and decisions on</i>)			

<i>goal attainment and enable mid-course adjustments as needed to better enable success)</i>			
Score of 4: Engages in outgoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement Score of 3: Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements Score of 2: Collects and analyzes data and information pertinent to the educational environment Score of 1: Makes decisions about whether or not to change the educational environment based on own impressions and beliefs			
4b. Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>			
Score of 4: Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts Score of 3: Builds and sustains positive relationships with families and caregivers Score of 2: Takes action intended to increase family and caregiver support for the school Score of 1: Identifies lack of family and caregiver involvement as a key explanation for lack of achievement			
Domain 5 –Integrity, Fairness, Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.			
5a. Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i>			

Score of 4: Engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good

Score of 3: Considers and evaluates the potential moral and legal consequences of decision-making

Score of 2: Makes decisions and takes actions without considering consequences, dealing with them if and when they occur

Score of 1: Makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them.

5b. Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)

Score of 4: Promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs

Score of 3: Assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility

Score of 2: Assumes responsibility for decisions and actions related to mandates

Score of 1: Blames mandates for decisions or actions that challenge the integrity or ethics of school or its various stakeholders

5c. Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

Score of 4: Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them

Score of 3: Models principles of self-awareness, reflective practice, transparency, and ethical behavior

Score of 2: Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others

Score of 1: Mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others

5d. Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

Score of 4: Provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity

Score of 3: Safeguards the values of democracy, equity, and diversity

Score of 2: Holds others accountable for upholding the values of democracy, equity, and diversity

Score of 1: Pays lip service to values related to democracy, equity, and diversity

5e. Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

Score of 4: Creates processes that embed social justices into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions

Score of 3: Promotes social justice and ensures that individual student needs inform all aspects of schooling

Score of 2: Asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action

Score of 1: Implements strategies that group and label students with specific needs, isolating them from the mainstream

Domain 6 –Political, Social, Economic, Legal, & Cultural Context

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

6a. Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)

Score of 4: Draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements

Score of 3: Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies

Score of 2: Continues to rely on the same leadership strategies in the face of emerging trends initiatives or copies others who they view as leaders in the field

Score of 1: Waits to be told how to respond to emerging trends or initiatives

6b. Cultural (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

Score of 4: Guided by the school vision, enable self, children, families and caregivers to successfully and appropriately advocate for themselves and one another

Score of 3: Advocates for children, families, and caregivers

Score of 2: Advocates for selected causes

Score of 1: Advocates for self and own interests			
Total Points			
Total Points Divided by Number of Indicators Scored/Observed (to nearest tenth)			
Average of Above Row			

Observation Scoring Ranges

	Overall Observation Category Score and Rating
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	Minimum	Maximum
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

Student Performance Scoring Ranges

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17

D	13	14
I	0	12

Student Performance: District-wide Measure

HEDI Category	HEDI Points	Percent Change
Highly effective	20	20% or more
Highly effective	19	15-19%
Highly effective	18	10-14%
Effective	17	5-9%
Effective	16	0-4%
Effective	15	-5-9%
Developing	14	-10-14%
Developing	13	-15-19%
Ineffective	12	-20-24%

Ineffective	11	-25-29%
Ineffective	10	-30-34%
Ineffective	9	-35-39%
Ineffective	8	-40-44%
Ineffective	7	-45-49%
Ineffective	6	-50-54%
Ineffective	5	-55-59%
Ineffective	4	-60-64%
Ineffective	3	-65-69%
Ineffective	2	-70-74%
Ineffective	1	-75-79%
Ineffective	0	-80% or more

	Numeric Score	HEDI Rating (Circle One)
Observations (50%)		H E D I
Achievement Score (50%)		H E D I
Overall HEDI Rating		

In the event of an Ineffective or a Developing rating, a Principal Improvement Plan will be developed by the evaluator and other appropriate personnel in consultation with the Principal.

Principal's Comments:

Principal's Signature

Date: _____

Evaluator's Signature

Date: _____

Principal's Signature

Date: _____

Date: _____

Evaluator's Signature

Date: _____

Principal's Signature

Date: _____

Evaluator's Signature

Appendix B: Principal Improvement Plan (PIP)

Principal Improvement Plan Notification

Principal's Name: _____

Date: _____

Evaluator: _____

Assignment: _____

This form officially communicates that the Manchester-Shortsville CSD believes you need to demonstrate professional growth in any specific area listed below. The purpose of this form is to demonstrate our desire to help you improve your professional skills.

Multidimensional Principal Performance:

_____ Domain 1: Shared Vision of Learning

_____ **Domain 2: School Culture and Instructional Program**

_____ **Domain 3: Safe, Efficient, Effective Learning Environment**

_____ **Domain 4: Community**

_____ **Domain 5: Integrity, Fairness, and Ethics**

_____ **Domain 6: Political, Social, Legal, and Cultural Context**

Date and Time of initial meeting: _____

Standards, Elements, and Indicators are from the Multi-Dimensional Rubric Aligned with the ISLCC Standards.

Specific Indicator	Explanation

Principal Improvement Plan

Principal's Name _____ **Assignment** _____

School Year _____ **Date of initial planning meeting** _____

Principal Signature: _____ **Evaluator Signature:** _____

- **Identification of the specific area(s) identified in the APPR process to be improved**

- **Prioritized areas for growth and evidence needed to show that the professional performance goals have been met and maintained**

Domain	Indicator	Explanation	Evidence

- **Action steps will be identified in order to accomplish the established goals**
- **A timeline within a year for accomplishing the change including intermediate benchmarks with monitoring**
- **Identification of resources that will be used to accomplish the goals**

Standard _____ Element _____ Indicator _____

Action Step:				
Benchmarks	Possible Resources Needed	Proposed Timeframe or Date(s) of Implementation	Evidence	Acknowledgement of Completion (Teacher and Administrator)

Standard _____ **Element** _____ **Indicator** _____

Action Step:				
Benchmarks	Possible Resources Needed	Proposed Timeframe or Date(s) of Implementation	Evidence	Acknowledgement of Completion (Teacher and Administrator)

Standard _____ **Element** _____ **Indicator** _____

Action Step:				
Benchmarks	Possible Resources Needed	Proposed Timeframe or Date(s) of Implementation	Evidence	Acknowledgement of Completion (Teacher and Administrator)

Meeting Date	Principal Initials	Evaluator Initials
1st Meeting:		
2nd Meeting:		
3rd Meeting:		
Last Meeting:		

Comments:

Signatures

Principal_____

Date_____

Evaluator_____

Date_____

Accepted by the Red Jacket Building Principals.

Elementary Principal

Date

Middle School Principal

Date

High School Principal

Date

Superintendent Signature

Date

Approved by the Board of Education at a regular meeting on _____.