**Principal Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This process includes:**

* Pre-planning meeting (late Summer/early fall) with focus on establishing evidence binder targets
* Quarterly meetings with supervisor to review evidence

**Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders**

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| Function/Performance Indicator |  | Evidence | Timeline |
| Collaboratively develop and implement a shared vision |  | Grade level goals  Staff meeting agendas |  |
| Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning |  | Data Analysis:  3-8 Assessments  Regents  Universal Screening Measure  Meeting Agenda/Logs |  |
| Create and implement plans to achieve goals |  | RTI notes  PBIS notes  Interim assessments results |  |
| Promote continuous and sustainable improvement |  | Professional Development Plan  Presentation list |  |
| Monitor and evaluate progress and revise plans |  |  |  |
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**Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

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| Function/Performance Indicator |  | Evidence | Timeline |
| Nurture and sustain a culture of collaboration, trust, learning, and high expections |  | * Meeting minutes & agendas * School Climate surveys * Sources of Strength |  |
| **Create a comprehensive, rigorous, and coherent curricular program** |  | * Curriculum Maps * Department meetings |  |
| **Develop assessment and accountability systems to monitor student progress** |  | * RTI meeting notes |  |
| **Maximize time spent on quality instruction** |  | * Master Schedule |  |
| **Promote the use of the most effective and appropriate technologies to support teaching and learning** |  | * Tech plan * Professional Development Plan * Participation during In-service |  |
| **Monitor and evaluate the impact of the instructional program** |  | * Analysis of Regents & 3-8 Assessments * Data Meetings |  |
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**Standard 3: Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment**

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| Function/Performance Indicator |  | Evidence | Timeline |
| **Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources** |  | Budget Plan  Grants  Technology Plan |  |
| **Promote and protect the welfare and safety of students and staff** |  | School Safety Plan  PBIS |  |
| Develop the capacity for distributed leadership |  | * Committee notes and participation * Department note * Shared Decision Making notes * Curriculum Steering |  |
| **Ensure teacher and organizational time is focused to support quality instruction and student learning** |  | * Master Schedule |  |
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**Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources**

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| Function/Performance Indicator |  | Evidence | Timeline |
| **Collect and analyze data and information pertinent to the educational environment** |  | * 3-8 and Regent data analysis w/ action plan |  |
| Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources |  | * Newsletters and promotional materials supporting outside agencies |  |
| **Build and sustain positive relationships with families and caregivers** |  | * Survey results * Global Connect services |  |
| **Build and sustain productive relationships with community partners** |  | * Community Schools Intiative * PTA * Rotary * Local Field Trips |  |
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**Standard 5: Acting with integrity, fairness, and in an ethical manner**

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| **Function/Performance Indicator** |  | **Evidence** | **Timeline** |
| **Ensure a system of accountability for every student’s academic and social success** |  | * Safety Plan * Character Education * VADIR * Sources of Strength * Review of Student Report Card |  |
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**Standard 6: Understanding, responding to and influencing the political, social, economic, legal, and cultural context**

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| **Function/Performance Indicator** |  | **Evidence** | **Timeline** |
| Act to influence local, district, state, and national decisions affecting student learning |  | * Attendance at workshops |  |
| Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies |  | * Attendance at workshops * Professional memberships * Shared Literature |  |
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