School District of Hernando County

School Administrator Evaluation System

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective May 2023.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

> Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

School Based Administrators will be evaluated using three measurements including evidence collection and discussion with supervising administrator related to the Florida Educational Leadership Standards for Principals and Assistant Principals, a deliberate practice, and student performance. For Assistant Principals the supervising administrator will be the principal of that school. For the Principals the Assistant Superintendent of Teaching and Learning will be the supervising administrator. The supervising administrator will meet with their evaluee three times during the year to review and discuss practice based on the Florida Educational Leadership Standards; the initial, mid-year and final. The initial will establish a benchmark where the evaluee and supervising administrator see the evaluee on each of the 50 descriptors and across the 8 standards. The initial will also be used to decide and plan the deliberate practice. Mid-year xwill review progress. The final meeting of the year will be the final discussion, review of evidence and examples and 60 % of the evaluation score will come from the final ratings. 5% of the evaluation score will be based on reaching the goals established in the deliberate practice. The final 35% will be based on student performance based on growth on state tests or district selected tests where necessary.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

☒ The district provides training programs and has processes that ensure:

  ➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  ➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

☒ The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

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Evaluation Procedures

☒ The district's system ensures all school administrators are evaluated at least once a year.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

- ➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
- ➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
- ➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- ➢ The evaluator must discuss the written evaluation report with the employee.
- ➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- ➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

- ➢ Planning of professional development; and
- ➢ Development of school and district improvement plans.

☒ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any school administrators who

- ➢ Receive two consecutive unsatisfactory evaluation ratings; or
- ➢ Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

- ➢ Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
- ➢ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;

  ➢ Evaluators provide necessary and timely feedback to employees being evaluated;
  ➢ Evaluators follow district policies and procedures in the implementation of evaluation system(s);
  ➢ Use of evaluation data to identify individual professional development; and,
  ➢ Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	July/August	Website, AP meetings, individual meeting (Init, Mid, Final)
Principals	July/August	Website, Principal meetings, individual meeting (Init, Mid, Final)

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FELS adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FELS is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Mid, Final	Mid Year meeting and Final Meeting
Principals	Mid, Final	Mid Year meeting and Final Meeting

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Initial and Mid for Progress Review of Observed, Final counts	The following school year when student data is added.
Principals	1	Initial and Mid for Progress Review of Observed, Final counts	The following school year when student data is added.

Part IV: Evaluation Criteria

A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Hernando County, instructional leadership accounts for 60% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.
3. Two **rubrics** will be built using the established Florida Educational Leadership Standards respectively for assistant principals and principals. The supervising administrator will rate each of the 50 descriptors with one of four ratings. The initial and mid year will not count in the final evaluation score, only the final will. After each descriptor is listed there will be four radial buttons to rate that descriptor and and a text box for the supervising administrator to cite evidence collected and discussed. The appendix provides a list of examples of evidence for each descriptor. Please note the appendix is not an exhaustive list.
4. The **four ratings** will be systematic, consistent, inconsistent, and rarely. Systematic will be demonstrated by the evaluee where the practice for that descriptor surpasses consistency with a system in place that is followed habitually, and that educational leader serves as a role model for that practice and can/has trained others. Consistent will be indicated by meeting that descriptor most or all the time. Inconsistent will be indicated by sometimes meeting the descriptor and other times not meeting the descriptor. Rarely will be indicated by not meeting this descriptor at all or with limited frequency. The Assistant Superintendent of Teaching and Learning and the Principals will utilize Summer Leadership Training and Principal Meetings to review these ratings and discuss evidence used for the 50 descriptors.
5. Scoring will be based a 4-point scale. Systematic=3, Consistent=2, Inconsistent=1, Rarely=0. For each of the eight standards an average will be calculated by tallying the ratings for all the descriptors in that standard and then dividing the by the total number of descriptors for that standard. Each standard will receive a rating based on the following table:

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

Then the eight scores will be averaged to create an average of all Standard scores which will be referred to the Instructional Leadership Score.

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Hernando County, other indicators of performance account for 5% of the school administrator performance evaluation.

2. The additional performance indicator is the Deliberate Practice. The Deliberate Practice is a plan the school based administrator discusses with
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.
4. The Deliberate Practice will be scored using this scale:

Evaluee's effort on Deliberate Practice	Rating
Exceeded the targets and able to share what was learned with others	Highly Effective
Target accomplished	Effective
Evidence some of the progress points were accomplished but not all of the targets	Needs Improvement/Developing
No significant effort to work on targets	Unsatisfactory

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Hernando County, performance of students accounts for 35% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.
3. All school administrators will have 35% of their evaluation that is based on the performance of students criterion as outlined in 1012.34(3)(a)1., F.S., calculated by a three year aggregate when available. [Rule 6A-5.030(2)(a)1., F.A.C.]. • For all school administrators, the school wide student outcome data will be used for three years, including student data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than three years are available those years for which the data is available will be used. [Rule 6A-5.030(2)(a)3., F.A.C.]. • For school administrators, the district-determined student performance measure(s) will include school wide measures.For high school administrators one sixth will be the ELA growth from test 1 to test 3 for ELA (grades 9 and 10), one sixth Algebra I and Geometry I EOC proficiency, one sixth Biology I Proficiency, one sixth graduation rate, one sixth acceleration rate, and one sixth US History EOC Proficiency. The levels for the ELA, Math and graduation rate will be 87- 100%=4, 55-86%=3, 25-54%=2, and 0-24%=1. For the other measurements 75- 100%=4, 50-74%=3, 25-49%=2, and 0-24%=1. An average will be calculated and weighted as stated to correspond to the table below. For K-8 administrators K-8 the student performance measurement will be based on T3 growth compared to T1 (State or District Selected) and the levels will be 87-

100%=4, 56-86%=3, 25- 55%=2, 0-24%=1 • Final rubric value will be an average for the year based on the percentages above depending on the grade level administrators are working with as noted above. This year's rubric will be added to the previous two years to create a three year aggregate when available. Administrators with less experience will have a two or one year data piece.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.
2. The final calculation will be LPS x 0.6 + DP x 0.05+ SP x 0.35 and use this chart for an overall rating.

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

3. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

Elementary Principal Unsatisfactory Summative Performance

Instructional Leadership Score

Standard	Descriptor Scores	Standard Average	Standard Rating
1	2,2,2,1	1.75	NI
2	2,2,2,1,1	1.6	NI
3	2,2,2,1,1,1,1,2,2,2,1,1,	1.5	NI
4	2,2,2,1,2,2,1	1.71	NI
5	1,2,2,1,	1.5	NI
6	1,2,2,1,2,2,1,1,1	1.5	NI
7	2,2,1,1	1.5	NI
8	1,1,1,1,1	1	NI
	Instructional Leadership Score	1.51	NI

Additional Metrics

	Deliberate Practice	Student Performance

Score	1	1
Rating	NI	NI

Final Calculation

_1.51_ x 0.60 + _1_ x 0.05 + __1___ x 0.35=
ILS   DP   SP

0.91__   +   0.05__   +   0.35__ = __1.31___

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

Summative Rating

__Unsatisfactory_____

Elementary Principal Highly Effective

Instructional Leadership Score

Standard	Descriptor Scores	Standard Average	Standard Rating
1	3,3,3,3	3	HE
2	3,2,2,3,3	2.6	HE
3	3,3,3,3,3,2,3,3,3,2,2,2	2.67	HE
4	3,2,2,3,3,3,3	2.71	HE
5	3,3,3,3	3	HE
6	3,3,3,2,2,3,3,3,2	2.67	HE
7	3,3,3,2	2.75	HE
8	3,3,3,3,3	3	HE
	Instructional Leadership Score	2.8	HE

Additional Metrics

	Deliberate Practice	Student Performance
Score	3	3
Rating	HE	HE

Final Calculation
_2.8__ x 0.60 + __3__ x 0.05 + ___2_ x 0.35=
ILS   DP   SP

_1.68____   +   _0.15____   +   _1.05____ = _2.88____

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

Summative Rating

_____Highly Effective_____

High School Principal Unsatisfactory

Instructional Leadership Score

Standard	Descriptor Scores	Standard Average	Standard Rating
1	2,2,2,2	2	E
2	1,1,1,1,1	1	U
3	2,2,2,1,1,1,2,2,2,1,1,1	1.5	NI
4	2,1,1,1,1,1,2	1.57	NI
5	2,1,1,2	1.5	NI
6	2,1,2,1,2,2,1,1,1	1.44	U
7	1,1,1,1	1	U
8	0,0,0,0	0	U
	Instructional Leadership Score	1.25	U

Additional Metrics

	Deliberate Practice	Student Performance
Score	1	1
Rating	NI	NI

Final Calculation
_1.25__ x 0.60 + __1__ x 0.05 + __1__ x 0.35=
ILS   DP   SP

0.75__ +   0.05__ +   __0.35 = _1.15_

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

Summative Rating

_Unsatisfactory_____

Instructional Leadership Score

Standard	Descriptor Scores	Standard Average	Standard Rating
1	3,3,3,3	3	HE
2	3,3,2,2,3	2.6	HE
3	3,3,3,2,2,2,3,3,3,2,2,2	2.5	E
4	3,3,3,3,3,2,2	2.71	HE
5	3,3,3,3	3	HE
6	3,3,2,2,2,3,3,3,3	2.67	HE
7	3,3,3,3	3	HE
8	3,3,3,3,3	3	HE
	Instructional Leadership Score	2.81	HE

Additional Metrics

	Deliberate Practice	Student Performance
Score	3	3
Rating	HE	E

Final Calculation

__2.81_ x 0.60 + _3____ x 0.05 + __3__ x 0.35=
ILS   DP   SP

_1.69____   +   ___.15__   +   1.05_____ = __2.89___

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

Summative Rating

_Highly Effective__

Appendix A – Evaluation Framework Crosswalks

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each set of descriptors (i.e., assistant principal and school principal) of the Florida Educational Leadership Standards.

We are using the Standards and Descriptors as our Rubric so no crosswalk is necessary.

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1a
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1b
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1c
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1d
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2a
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	2b
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2c
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2d
e. Recognize individuals for contributions toward the school vision and mission.	2e
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3a

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3b
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3c
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3d
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	3e
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3f
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3g
h. Develop and maintain effective relationships with the district office and governing board;	3h
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3i
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3j
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3k
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3l
4. Student Learning and Continuous School Improvement	
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	4a
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4b
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	4c
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	4d
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	4e
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	4f

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4g
5. Learning Environment	
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	5a
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5b
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5c
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5d
6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6a
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6b
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6c
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6d
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6e
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	6f
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	6g
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6h
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6i
7. Building Leadership Expertise	

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:	
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	7a
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	7b
c. Develop capacity in teacher leaders and hold them accountable; and	7c
d. Plan for and provide opportunities for mentoring new personnel.	7d
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8a
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8b
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8c
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8d
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8e

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	1a
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	1b
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	1c
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	1d

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	2a
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	2b
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	2c
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	2d
e. Recognize individuals for contributions toward the school vision and mission.	2e
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	3a
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	3b
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	3c
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	3d
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	3e
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	3f
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	3g
h. Develop and maintain effective relationships with the district office and governing board;	3h
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	3i
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	3j
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	3k
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	3l
4. Student Learning and Continuous School Improvement	

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	4a
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	4b
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	4c
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	4d
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	4e
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	4f
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	4g
5. Learning Environment	
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	5a
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	5b
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	5c
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	5d
6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	6a
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	6b
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	6c
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	6d

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	6e
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	6f
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	6g
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	6h
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	6i
7. Building Leadership Expertise	
Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	7a
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	7b
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	7c
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	7d
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	8a
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	8b
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	8c
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	8d
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	8e

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

For Observation Instrument: (This will be done for all 50 descriptors.)
Standard 1:
Descriptor 1a
() Systematic   () Consistent   () Inconsistent ()Rarely

List examples of evidence and any discussion regarding the descriptor.

For Deliberate Practice:
Target for School Year Growth Targets Approved
Deliberate Practice Growth Target Domain and Component:
Growth Target:

Focus issue(s): Why is the target worth pursuing?

Anticipated Gain(s): What do you hope to learn?

Plan of Action: A general description of how you will go about accomplishing the target.

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.

Notes:

Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

For all school administrators, the school wide student outcome data will be used for three years, including student data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than three years are available those years for which the data is available will be used. [Rule 6A-5.030(2)(a)3., F.A.C.]. • For school administrators, the district-determined student performance measure(s) will include school wide measures. For high school administrators one sixth will be the ELA growth from test 1 to test 3 for ELA (grades 9 and 10), one sixth Algebra I and Geometry I EOC proficiency, one sixth Biology I Proficiency, one sixth graduation rate, one sixth acceleration rate, and one sixth US History EOC Proficiency. The levels for the ELA, Math and graduation rate will be 87-100%=4, 55-86%=3, 25-54%=2, and 0-24%=1. For the other measurements 75- 100%=4, 50-74%=3, 25-49%=2, and 0-24%=1. An average will be calculated and weighted as stated to correspond to the table below. For K-8 administrators K-8 the student performance measurement will be based on T3 growth compared to T1 (State or District Selected) and the levels will be 87-100%=4, 56-86%=3, 25- 55%=2, 0-24%=1 • Final rubric value will be an average for the year based on the percentages above depending on the grade level administrators are working with as noted above. This year's rubric will be added to the previous two years to create a three year

aggregate when available. Administrators with less experience will have a two or one year data piece.

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.

Instructional Leadership Score

Standard	Descriptor Scores	Standard Average
1		
2		
3		
4		
5		
6		
7		
8		
	Instructional Leadership Score	
	Instructional Leadership Rating	

Additional Metrics

	Deliberate Practice	Student Performance
Score		
Rating		

Final Calculation

_____ x 0.60 + _____ x 0.05 + _____ x 0.35=
ILS   DP   SP

_____ + _____ + _____ = _____

Score Range	Performance Level
2.60 to 3.00	Highly Effective
1.90-2.59	Effective
1.50-1.89	Needs Improvement/Developing
0.00-1.49	Unsatisfactory

Summative Rating

_____

Appendix E – Examples of Evidence

In Appendix E, two tables outline possible evidence by descriptors for Assistant Principals and Principals respectively. .

Recommended Evidence for APs	
Standard/Descriptor	**Evidence**
1A	Documented system for addressing ethical conduct issues
1A	Evidence of attending professional learning on ethics
1A	Examples of coaching to address potentially problematic behaviors
1A	Meeting agendas
1A	Parental rights documents, individual educational plan (IEP) communications
1A	School climate surveys
1A	Student and faculty handbook
1B	Documented system for addressing ethical conduct issues
1B	Examples of coaching to address potentially problematic behaviors
1B	Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1B	Meeting agendas
1B	Parental rights documents, individual educational plan (IEP) communications
1B	School climate surveys
1B	Student and faculty handbook
1C	Examples of coaching to address potentially problematic behaviors
1C	Examples of impartial distribution of resources
1C	Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1C	Meeting agendas
1C	Parental rights documents, individual educational plan (IEP) communications
1C	School climate surveys
1D	Examples of coaching to address potentially problematic behaviors
1D	Examples of impartial distribution of resources
1D	Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1D	School climate surveys
2A	Posted mission, vision, and core values
2B	Communication of priorities and initiatives with all stakeholders
2B	Master schedule
2B	Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
2B	Posted mission, vision, and core values
2C	Academic achievement including progress monitoring data
2C	Communication of priorities and initiatives with all stakeholders
2C	Instructional assignments
2C	Master schedule
2C	Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
2C	Posted mission, vision, and core values

2D	Academic achievement including progress monitoring data
2D	Communication of priorities and initiatives with all stakeholders
2D	Instructional assignments
2D	Master schedule
2D	School climate surveys
2E	Appreciation week(s) plans for all staff
2E	School climate surveys
2E	Systems of recognition aligned to mission, vision, and core values
2E	Updates and recognitions provided during parent/student organization meetings and events
3A	School audit findings
3A	School financial information
3A	School improvement plan
3A	School protocols for accessing resources
3A	Spending plans
3A	Year-to-date budget
3B	Coaching cycle documentation
3B	Lesson plans and observation data
3B	Master schedule
3B	School improvement plan
3C	Annual event/meeting calendar
3C	Coaching cycle documentation
3C	Master schedule
3C	School improvement plan
3C	School protocols for accessing resources
3D	Annual event/meeting calendar
3D	Chronic absenteeism data
3D	Communications with stakeholders
3D	Evidence from Office of Safe Schools visits
3D	Master schedule
3D	School audit findings
3D	School climate surveys
3D	School discipline and suspension data
3D	School Environmental Safety Incident Reporting (SESIR) data
3D	School financial information
3D	School improvement plan
3D	School protocols for accessing resources
3D	School safety plan
3D	Spending plans
3D	Year-to-date budget
3E	Communications with stakeholders
3E	School climate surveys
3E	School improvement plan
3F	Communications with stakeholders

3F	Evidence from Office of Safe Schools visits
3F	Meeting agendas with deliverables and action plans
3F	School climate surveys
3F	School Environmental Safety Incident Reporting (SESIR) data
3F	School improvement plan
3F	School safety plan
3G	School improvement plan
3H	Board presentations made by the assistant principal
3H	Communications between the assistant principal and district office or governing board
3H	District participation in building events
3I	Emergency drill documentation
3I	Evidence from Office of Safe Schools visits
3I	School Environmental Safety Incident Reporting (SESIR) data
3I	School improvement plan
3I	School safety plan
3J	Emergency drill documentation
3J	Evidence from Office of Safe Schools visits
3J	Meeting agendas with deliverables and action plans
3J	School Environmental Safety Incident Reporting (SESIR) data
3J	School improvement plan
3J	School safety plan
3K	Communications with stakeholders
3K	Evidence from Office of Safe Schools visits
3K	Meeting agendas with deliverables and action plans
3K	School climate surveys
3K	School Environmental Safety Incident Reporting (SESIR) data
3K	School safety plan
3L	Chronic absenteeism data
3L	Intervention and enrichment plans
3L	Meeting agendas with deliverables and action plans
3L	School discipline and suspension data
3L	School improvement plan
4A	Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4A	School climate surveys
4A	School improvement plan
4A	Student achievement data
4B	Analyses of student data
4B	Curriculum alignment maps
4B	Data chats/reflections
4B	Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4B	Master schedule

4B	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4B	Progress monitoring data tool(s)
4B	School improvement plan
4B	Student academic improvement plans
4B	Student achievement data
4C	Analyses of student data
4C	Collaborative planning schedule and outcomes
4C	Curriculum alignment maps
4C	Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4C	Master schedule
4C	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4C	Professional learning and/or coaching for instructional leaders and teachers
4C	School improvement plan
4C	Student achievement data
4C	Training opportunities in data analysis
4D	Analyses of student data
4D	Classroom walkthrough notes
4D	Collaborative planning schedule and outcomes
4D	Data chats/reflections
4D	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4D	Progress monitoring data tool(s)
4D	School improvement plan
4D	Student achievement data
4D	Written feedback to teachers
4E	Analyses of student data
4E	Collaborative planning schedule and outcomes
4E	Data chats/reflections
4E	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4E	Professional learning and/or coaching for instructional leaders and teachers
4E	Progress monitoring data tool(s)
4E	School improvement plan
4E	Student achievement data
4E	Training opportunities in data analysis
4F	Analyses of student data
4F	Communications
4F	School climate surveys
4G	Classroom walkthrough notes
4G	Data chats/reflections
4G	Instructional practice observation data
4G	Posted written feedback to teachers
4G	Professional learning and/or coaching for instructional leaders and teachers
4G	Teacher evaluations

5A	School climate surveys
5A	School counselors providing classroom lessons on well-being
5A	Schoolwide processes and procedures
5A	Student and faculty handbook
5A	The work of professional learning communities
5B	Analyses of student data, including student discipline data
5B	School climate surveys
5B	School counselors providing classroom lessons on well-being
5B	Schoolwide processes and procedures
5B	Student and faculty handbook
5B	The work of professional learning communities
5C	Analyses of student data, including student discipline data
5C	Coaching plans/cycles
5C	Data chats/reflections
5C	School climate surveys
5C	Schoolwide processes and procedures
5C	Student progress monitoring data
5C	The work of professional learning communities
5C	Walkthrough notes
5C	Written feedback to teachers
5D	Analyses of student data, including student discipline data
5D	Coaching plans/cycles
5D	Data chats/reflections
5D	School climate surveys
5D	School counselors providing classroom lessons on well-being
5D	Schoolwide processes and procedures
5D	Student progress monitoring data
5D	The work of professional learning communities
5D	Training opportunities in data analysis
5D	Walkthrough notes
6A	Exit survey data
6A	Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
6A	Retention rates
6A	Staff turnover data
6A	Teacher climate data
6A	Vacancy rates
6B	Individual professional learning plans
6B	Master schedule
6B	Teacher climate data
6C	Classroom walkthrough notes
6C	Communication/feedback for assistant principal(s)/teachers
6C	Content-specific teacher data
6C	Data-driven professional learning opportunities

6C	Individual professional learning plans
6C	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6C	Teacher evaluation data
6D	Collaborative planning schedule and outcomes
6D	Data-driven professional learning opportunities
6D	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6E	Content-specific teacher data
6E	Data-driven professional learning opportunities
6E	Individual professional learning plans
6F	Collaborative planning schedule and outcomes
6F	Documentation of personal attendance/participation in professional learning/continuing education
6G	Classroom walkthrough notes
6G	Communication/feedback for assistant principal(s)/teachers
6G	Content-specific teacher data
6G	Teacher evaluation data
6H	Collaborative planning schedule and outcomes
6H	Communication/feedback for assistant principal(s)/teachers
6H	Master schedule
6H	School budget
6H	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6I	Content-specific teacher data
6I	Data-driven professional learning opportunities
6I	Documentation of personal attendance/participation in professional learning/continuing education
6I	Individual professional learning plans
6I	School professional learning plan
6I	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6I	Teacher evaluation data
7A	Coaching plans/cycles
7A	Content-specific teacher data
7A	Example of meeting agendas demonstrating teacher/assistant principal leadership
7A	Individual professional learning plans
7A	One-on-one coaching support
7A	Supporting/providing training or professional learning around leadership/mentorship practices
7B	Example of meeting agendas demonstrating teacher/assistant principal leadership
7B	Individual professional learning plans
7B	Mentoring program
7B	One-on-one coaching support
7B	School teacher mentor opportunities
7B	Supporting/providing training or professional learning around leadership/mentorship practices
7C	Coaching plans/cycles
7C	Example of meeting agendas demonstrating teacher/assistant principal leadership

7C	Mentoring program
7D	One-on-one coaching support
7D	School teacher mentor opportunities
8A	Agendas and minutes from parent/student organization meetings
8A	Communication and stakeholder engagement plans
8A	Communication examples (e.g., newsletters, social media, emails)
8A	Evidence of partnerships with local businesses or service organizations
8A	Participation in community events (e.g., local festivals, celebrations)
8A	School climate surveys
8A	School event calendar
8B	Agendas and minutes from parent/student organization meetings
8B	Communication and stakeholder engagement plans
8B	Communication examples (e.g., newsletters, social media, emails)
8B	Evidence of partnerships with local businesses or service organizations
8B	School climate surveys
8B	School event calendar
8C	Agendas and minutes from parent/student organization meetings
8C	Communication and stakeholder engagement plans
8C	Communication examples (e.g., newsletters, social media, emails)
8C	Evidence of partnerships with local businesses or service organizations
8C	Participation in community events (e.g., local festivals, celebrations)
8C	School climate surveys
8C	School event calendar
8D	Agendas and minutes from parent/student organization meetings
8D	Communication and stakeholder engagement plans
8D	Communication examples (e.g., newsletters, social media, emails)
8D	Participation in community events (e.g., local festivals, celebrations)
8E	Agendas and minutes from parent/student organization meetings
8E	Communication examples (e.g., newsletters, social media, emails)
8E	Recognition events for all stakeholders
8E	School climate surveys
8E	School event calendar

Recommended Evidence for Principals	
Standard/Descriptor	**Evidence**
1A	Documented system for addressing ethical conduct issues
1A	Evidence of attending professional learning on ethics
1A	Examples of coaching to address potentially problematic behaviors
1A	Meeting agendas
1A	Parental rights documents, individual educational plan (IEP) communications

1A	School climate survey
1A	Student and faculty handbook
1B	Documented system for addressing ethical conduct issues
1B	Examples of coaching to address potentially problematic behaviors
1B	Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1B	Meeting agendas
1B	Parental rights documents, individual educational plan (IEP) communications
1B	School climate survey
1B	Student and faculty handbook
1C	Examples of impartial distribution of resources
1C	Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1C	Meeting agendas
1C	Parental rights documents, individual educational plan (IEP) communications
1C	School climate survey
1D	Examples of coaching to address potentially problematic behaviors
1D	Examples of impartial distribution of resources
1D	Examples of reviewing data and addressing gaps and barriers that surface (e.g., discipline data, student access to coursework, grading)
1D	School climate survey
2A	Posted mission, vision, and core values
2B	Communication of priorities and initiatives with all stakeholders
2B	Master schedule
2B	Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
2B	Posted mission, vision, and core values
2C	Academic achievement including progress monitoring data
2C	Communication of priorities and initiatives with all stakeholders
2C	Instructional assignments
2C	Master schedule
2C	Meeting agendas and minutes demonstrating stakeholder attendance, discussion, and outcomes
2C	Posted mission, vision, and core values
2D	Academic achievement including progress monitoring data
2D	Budget
2D	Communication of priorities and initiatives with all stakeholders
2D	Instructional assignments
2D	Master schedule
2D	School climate survey
2E	Appreciation week(s) plans for all staff
2E	School climate survey
2E	Systems of recognition aligned to mission, vision, and core values

2E	Updates and recognitions provided during parent/student organization meetings and events
3A	School audit findings
3A	School financial information
3A	School improvement plan
3A	School protocols for accessing resources
3A	Spending plans
3A	Year-to-date budget
3B	Coaching cycle documentation
3B	Lesson plans and observation data
3B	Master schedule
3B	School improvement plan
3C	Annual event/meeting calendar
3C	Master schedule
3C	Meeting agendas with deliverables and action plans
3C	School improvement plan
3C	School protocols for accessing resources
3D	Annual event/meeting calendar
3D	Chronic absenteeism data
3D	Communications with stakeholders
3D	Evidence from Office of Safe Schools visits
3D	Master schedule
3D	School audit findings
3D	School climate survey
3D	School discipline and suspension data
3D	School Environmental Safety Incident Reporting (SESIR) data
3D	School financial information
3D	School improvement plan
3D	School protocols for accessing resources
3D	School safety plan
3D	Spending plans
3D	Year-to-date budget
3E	Coaching cycle documentation
3E	Communications with stakeholders
3E	School climate survey
3E	School improvement plan
3F	Communications with stakeholders
3F	Evidence from Office of Safe Schools visits
3F	Meeting agendas with deliverables and action plans
3F	School climate survey
3F	School Environmental Safety Incident Reporting (SESIR) data
3F	School improvement plan
3F	School safety plan

3G	School improvement plan
3H	Board presentations made by the principal
3H	Communications between principal and district office or governing board
3H	District participation in building events
3I	Emergency drill documentation
3I	Evidence from Office of Safe Schools visits
3I	Meeting agendas with deliverables and action plans
3I	School Environmental Safety Incident Reporting (SESIR) data
3I	School improvement plan
3I	School safety plan
3J	Emergency drill documentation
3J	Evidence from Office of Safe Schools visits
3J	Meeting agendas with deliverables and action plans
3J	School Environmental Safety Incident Reporting (SESIR) data
3J	School improvement plan
3J	School safety plan
3J	Spending plans
3K	Communications with stakeholders
3K	Evidence from Office of Safe Schools visits
3K	Meeting agendas with deliverables and action plans
3K	School climate survey
3K	School Environmental Safety Incident Reporting (SESIR) data
3K	School safety plan
3L	Chronic absenteeism data
3L	Intervention and enrichment plans
3L	Meeting agendas with deliverables and action plans
3L	School discipline and suspension data
3L	School improvement plan
4A	Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4A	School climate survey
4A	School improvement plan
4B	Analyses of student data
4B	Curriculum alignment maps
4B	Data chats/reflection
4B	Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4B	Master schedule
4B	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4B	Progress monitoring tool(s)
4B	School improvement plan
4B	Student academic improvement plans
4B	Student achievement data

4C	Analyses of student data
4C	Collaborative planning schedule and outcom
4C	Curriculum alignment maps
4C	Master schedule
4C	Professional learning and/or coaching for instructional leaders and teachers
4C	Training opportunities in data analysis
4D	Analyses of student data
4D	Classroom walkthrough notes
4D	Collaborative planning schedule and outcom
4D	Data chats/reflection
4D	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4D	School improvement plan
4D	Student achievement data
4D	Written feedback to teachers
4E	Analyses of student data
4E	Collaborative planning schedule and outcom
4E	Data chats/reflection
4E	Multi-tiered system of supports (MTSS)/response to intervention (RtI) plan
4E	Professional learning and/or coaching for instructional leaders and teachers
4E	Progress monitoring tool(s)
4E	Student achievement data
4E	Training opportunities in data analysis
4F	Analyses of student data
4F	Documentation of process for creating the school improvement plan (e.g., timelines, data, team members)
4F	School climate survey
4F	School improvement plan
4G	Classroom walkthrough notes
4G	Data chats/reflection
4G	Instructional practice observation data
4G	Professional learning and/or coaching for instructional leaders and teachers
4G	Teacher evaluation data
4G	Written feedback to teachers
5A	School climate data
5A	School counselors providing classroom lessons on well-being
5A	Schoolwide processes and procedures
5A	Student and faculty handbook
5A	The work of professional learning communities
5B	Analyses of student data, including student discipline data
5B	School climate data
5B	School counselors providing classroom lessons on well-being
5B	Schoolwide processes and procedures
5B	Student and faculty handbook

5B	The work of professional learning communities
5C	Analyses of student data, including student discipline data
5C	Coaching plans/cycle
5C	Data chats/reflection
5C	School climate data
5C	Schoolwide processes and procedures
5C	Student progress monitoring data
5C	The work of professional learning communities
5C	Walkthrough notes
5C	Written feedback to teachers
5D	Analyses of student data, including student discipline data
5D	Coaching plans/cycle
5D	Data chats/reflection
5D	School climate data
5D	School counselors providing classroom lessons on well-being
5D	Schoolwide processes and procedures
5D	Student progress monitoring data
5D	The work of professional learning communities
5D	Training opportunities in data analysis
5D	Walkthrough notes
6A	Evidence of recruitment efforts; data as to efficacy of recruitment efforts
6A	Exit survey data
6A	Hiring process documentation (e.g., interview protocols, performance tasks, rubrics)
6A	Retention rates
6A	Staff turnover data
6A	Teacher climate data
6A	Vacancy rates
6B	Individual professional learning plans
6B	Master schedule
6B	Teacher climate data
6C	Classroom walkthrough data
6C	Communication/feedback for assistant principal(s)/teachers
6C	Content-specific teacher data
6C	Data-driven professional learning opportunities
6C	Individual professional learning plans
6C	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6C	Teacher evaluation data
6D	Collaborative planning schedule and outcom
6D	Data-driven professional learning opportunities
6D	School professional learning plan
6D	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6E	Content-specific teacher data

6E	Data-driven professional learning opportunities
6E	Individual professional learning plans
6F	Collaborative planning schedule and outcom
6F	Documentation of personal attendance/participation in professional learning/continuing education
6F	Evidence of participation in district/state learning opportunities
6G	Classroom walkthrough data
6G	Communication/feedback for assistant principal(s)/teachers
6G	Content-specific teacher data
6G	Teacher evaluation data
6H	Collaborative planning schedule and outcom
6H	Communication/feedback for assistant principal(s)/teachers
6H	Master schedule
6H	School budget
6H	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6I	Content-specific teacher data
6I	Data-driven professional learning opportunities
6I	Documentation of personal attendance/participation in professional learning/continuing education
6I	Individual professional learning plans
6I	School professional learning plan
6I	Student data (e.g., achievement, MTSS, RtI, discipline, attendance)
6I	Teacher evaluation data
7A	Coaching plans/cycle
7A	Content-specific teacher data
7A	Example of meeting agendas demonstrating teacher/AP leadership
7A	Individual professional learning plans
7A	One-on-one coaching support
7A	Supporting/providing training or professional learning around leadership/mentorship practices
7B	Example of meeting agendas demonstrating teacher/AP leadership
7B	Individual professional learning plans
7B	Letters of recommendation for leadership programs and roles
7B	Mentoring and induction plans/program
7B	One-on-one coaching support
7B	School teacher mentor opportunities
7B	Succession management plan
7B	Supporting/providing training or professional learning around leadership/mentorship practices
7C	Coaching plans/cycle
7C	Example of meeting agendas demonstrating teacher/AP leadership
7C	Letters of recommendation for leadership programs and roles
7C	Mentoring and induction plans/program

7C	One-on-one coaching support
7D	One-on-one coaching support
7D	School teacher mentor opportunities
7D	Succession management plan
7D	Teacher attrition data
8A	Agendas and minutes from parent/student organization meetings
8A	Communication and stakeholder engagement plans
8A	Communication examples (e.g., newsletters, social media, emails)
8A	Evidence of partnerships with local businesses or service organizations
8A	Participation in community events (e.g., local festival, celebrations)
8A	School climate survey
8A	School event calendar
8B	Agendas and minutes from parent/student organization meetings
8B	Communication and stakeholder engagement plans
8B	Communication examples (e.g., newsletters, social media, emails)
8B	Evidence of partnerships with local businesses or service organizations
8B	School climate survey
8B	School event calendar
8C	Agendas and minutes from parent/student organization meetings
8C	Communication and stakeholder engagement plans
8C	Communication examples (e.g., newsletters, social media, emails)
8C	Evidence of partnerships with local businesses or service organizations
8C	Participation in community events (e.g., local festival, celebrations)
8C	School climate survey
8C	School event calendar
8D	Agendas and minutes from parent/student organization meetings
8D	Communication and stakeholder engagement plans
8D	Communication examples (e.g., newsletters, social media, emails)
8D	Participation in community events (e.g., local festival, celebrations)
8D	Recognition events for all stakeholders
8E	Agendas and minutes from parent/student organization meetings
8E	Communication examples (e.g., newsletters, social media, emails)
8E	Recognition events for all stakeholders
8E	School climate survey
8E	School event calendar