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| **Northfield Public Schools**  **Principal Development and Evaluation**  **School Performance Measures**  **(Fall Goal-Setting)** | | | | |
| Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| *Principals and evaluators are encouraged to refer to the School Performance Measures Handbook for support completing this component of the principal development and evaluation model.* | | | | |
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| **SCHOOL PERFORMANCE MEASURES SUMMARY** | | | | |
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| *Note: The principal’s plan should at least include (1) a proficiency rate goal measured by MCAs; (2) a growth goal measured by MCAs; (3) an achievement gap reduction goal measured by MCAs; (4) a graduation rate goal, if applicable; and (5) two other goals.* | | | | |
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| **Summary of School Improvement planning process** | | | | |
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| **Priority 1 *(Focus or intervention)*** | | | | |
| Description |  | | | |
| Students |  | | | |
| Rationale |  | | | |
| Measure(s) | | Baseline Data | | Goals *(Outcomes)* |
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| Evaluator Comments: | | | | |
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| **Priority 2 *(Focus or intervention)*** | | | | |
| Description |  | | | |
| Students |  | | | |
| Rationale |  | | | |
| Measure(s) | | Baseline Data | | Goals *(Outcomes)* |
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| Evaluator Comments: | | | | |
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| **Priority 3*(Focus or intervention)*** | | | | |
| Description |  | | | |
| Students |  | | | |
| Rationale |  | | | |
| Measure(s) | | Baseline Data | | Goals *(Outcomes)* |
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| Evaluator Comments: | | | | |
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| **rELATION OF PRIORITIES AND GOALS TO BROADER DISTRICT GOALS** | | | | |
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| The principal and evaluator will sign the School Performance Measures to indicate that the school performance goals and action plan have been shared, discussed, and agreed upon.  Goals at least include (1) a proficiency rate goal measured by MCAs; (2) a growth goal measured by MCAs; (3) an achievement gap reduction goal measured by MCAs; (4) a graduation rate goal, if applicable; and (5) two other goals. | | | | |
| Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **SCHOOL ACTION PLAN** | | | | | |
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| *Note: A school action plan or improvement plan in any form is acceptable if required by the evaluator. A separate plan should be included for each priority (focus or intervention).* | | | | | |
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| **PRIORITY 1*(FOCUS OR INTERVENTION)*** |  | | | | |
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| **Actions**  ***(What actions will you take to address this priority or implement this intervention?)*** | **Persons Responsible** | **Resources** | **Benchmarks**  **Timelines** | **Progress Monitoring** | **Evidence** |
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| **PRINCIPAL’S ROLE *(For actions where the principal is not the person responsible, what roles will the principal play in supporting implementation?)*** | | | | | |
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| **SUPPORTS NEEDED FOR PLAN IMPLEMENTATION** | | | | | |
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| **SCHOOL ACTION PLAN** | | | | | |
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| *Note: A school action plan or improvement plan in any form is acceptable if required by the evaluator. A separate plan should be included for each priority (focus or intervention).* | | | | | |
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| **PRIORITY 2*(FOCUS OR INTERVENTION)*** |  | | | | |
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| **Actions**  ***(What actions will you take to address this priority or implement this intervention?)*** | **Persons Responsible** | **Resources** | **Benchmarks**  **Timelines** | **Progress Monitoring** | **Evidence** |
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| **PRINCIPAL’S ROLE *(For actions where the principal is not the person responsible, what roles will the principal play in supporting implementation?)*** | | | | | |
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| **SUPPORTS NEEDED FOR PLAN IMPLEMENTATION** | | | | | |
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| **SCHOOL ACTION PLAN** | | | | | |
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| *Note: A school action plan or improvement plan in any form is acceptable if required by the evaluator. A separate plan should be included for each priority (focus or intervention).* | | | | | |
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| **PRIORITY 3 *(FOCUS OR INTERVENTION)*** |  | | | | |
|  | | | | | |
| **Actions**  ***(What actions will you take to address this priority or implement this intervention?)*** | **Persons Responsible** | **Resources** | **Benchmarks**  **Timelines** | **Progress Monitoring** | **Evidence** |
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| **PRINCIPAL’S ROLE *(For actions where the principal is not the person responsible, what roles will the principal play in supporting implementation?)*** | | | | | |
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| **SUPPORTS NEEDED FOR PLAN IMPLEMENTATION** | | | | | |
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