

2011-12 Principal Expectations

<p style="text-align: center;">Student Achievement Expectations</p> <ol style="list-style-type: none"> 1. 95% of all students will meet or exceed their NWEA (MAP) annual growth targets in reading, mathematics, and language usage. 2. 95% of Proficient and Advanced students will maintain or improve upon their CST ELA and Math achievement. 3. Successfully decrease by 10% the amount of non-proficient students (FBB, BB, B) each year in ELA and Math. 4. 75% of EL students will advance 1 or more CELDT levels each year. 5. Each principal will implement actions to improve their school's similar school ranking by 2 deciles and achieve a minimum similar school ranking of "5" by 2012-2013. 6. Each school will maintain or improve monthly student attendance at 96% or better for middle schools and at 96.5% or better for elementary schools. 	<p style="text-align: center;">Instructional Monitoring Expectations</p> <ol style="list-style-type: none"> 1. Conduct frequent walk-throughs in every classroom a minimum of once a week, providing quality feedback to staff (MobLE). Every administrator will look for and have evidence of: <ul style="list-style-type: none"> - Clear instructional objectives linked to grade level standards - District Learning Principles - EL and SPED student involvement, participation, and utilization of effective ELD and /or SPED strategies (<i>Power Reading, Side by Side</i>) - Student activities/work products aligned with target standards - Innovative and creative learning opportunities - Instructional strategies as selected and identified in grade level/department action plans 2. Monitor student progress through assessment data designed to inform instruction and target effective intervention (CST, CMA, CAPA, CELDT, NWEA, formative assessments) 3. Participate in Principal Data Summit, October 2011
<p style="text-align: center;">Collaboration-PLC Expectations</p> <ol style="list-style-type: none"> 1. Work with school team leaders in order to promote a culture of collaboration and inquiry. 2. Ensure that PLC implementation is deepening at your school, at all grade levels/departments, and that all staff is involved. As evidenced by: <ul style="list-style-type: none"> - Staff meeting professional development agendas, action plans, student products - Grade level/department meeting agendas, action plans, formative assessments, and student work analyses - Collegial conversation documentation 3. Continuing collaboration and conversations about the "Big 4" questions, with evidence of interventions and progress monitoring for all intensive students in the school. 4. Collaborate with parents to effectively communicate: <ul style="list-style-type: none"> - School's assessment results and identified 2011-12 achievement goals (by 10/15) - Individual student's progress (NWEA results 3x/year) - Multiple invitations for parents to support/participate in their child's education 	<p style="text-align: center;">Intervention Expectations</p> <ol style="list-style-type: none"> 1. Develop and implement a school-specific pyramid of student interventions (academic and behavior supports) designed to assure that all students' instructional needs are met. 2. Effectively utilize and align all resources to ensure that students' intervention needs are addressed. Resources include: <ul style="list-style-type: none"> - Fiscal - Human (specialists, coaches, at-will, IAs) - Programs - Instructional time - Effective student groupings. 3. Ensure effective IEP process, with appropriate teachers and administrator/designee in attendance. 4. Effectively operationalize a CSAT system for identifying and meeting student needs.
<p>Professional Expectations</p> <ol style="list-style-type: none"> 1. On-time attendance for Leadership, Site Support, MobLE, and other district meetings. Active, respectful involvement to contribute recommendations, opinions, and concerns that support universal student achievement in EUSD is encouraged. 2. Work collaboratively with peers, staff, district personnel, parents, and students for the benefit of all. 3. Maintain a school data binder and make every effort to submit required information on time. 4. Accurately complete required observations, feedback, and evaluations for employees. 	