



End of Year Performance Discussion

User Information

Name: Julia Ramirez (RAMIRJUL000)	Title:
Building: BALL HIGH SCHOOL	Department: None
Grade: None	Evaluation Type: Asst. Principal
Assigned Administrator: Torres, Audrey	Evaluation Cycle: 09/01/2020 - 06/01/2021
Submitted By: Torres, Audrey	Date Submitted: 02/22/2021 8:37 pm CST
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: Torres, Audrey	Date Finalized : 02/22/2021 8:39 pm CST


The Principal Summary Rating Form is to be completed by the appraiser following the End-of Year Conference where the principal is allowed the opportunity to share artifacts and evidence pertaining to his/her professional goal and performance throughout the year. The discussion of professional performance is collaborative between the principal and the appraiser. A final rating should be given for each indicator. Local policy will determine if a final overall rating should be given for each domain. The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation. The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

Domain 1: Strong School Leadership and Planning

Principal Domain 1: Strong School Leadership and Planning


Indicator	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Indicator 1.1: Ethics and Standards – Adheres to and applies the Code of Ethics and Standard Practices for Texas Educators	Actively leads, shares, and models related policy, ethics, and standards of practice to build capacity with other district and campus leaders	Collaborates with leadership teams to consistently develop and monitor strategies which fully address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Develops and implements process to regularly address ethical behaviors, high expectations, and quality practices that are professional and student-centered	Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators	<i>Comment Required</i>
Indicator 1.2: Schedules for Core Leadership Tasks – Focuses calendars and time to address leadership and instructional priorities	Strategically adheres to core leadership tasks Has detailed calendaring systems Coaches and leads others on managing and prioritizing their time and tasks Ensures efficient and effective operations are upheld with instruction as the priority	Strategically defines priorities to lead, delegate, calendar, and communicate core leadership tasks Develops detailed calendars for self with clear priorities for instruction and communicates the expectation for others Makes adjustments to respond to changes in instructional needs and priorities Collaborates with staff to monitor calendars that consistently maximize learning time and operations that enable student learning	Leads with clear, written, and transparent roles and responsibilities Develops a school calendar with key instructional leadership tasks Defines and calendars personal core leadership tasks with clear priorities for instruction Ensures that schedules for staff are developed and accessible to maximize learning time and operations that enable student learning	Carries out general leadership roles and responsibilities, and develops broad school and personal calendars that are sometimes focused on instruction and maximize learning time	<i>Comment Required</i>
Indicator 1.3: Strategic Planning – Leads focused planning processes with strategic monitoring of outcomes	Leverages strategic planning as a high-level leadership process to sustain a high performing culture of innovation, improvement, and accountability that is data- and results-driven Maintains clear continuous improvement and decision-making processes that are linked to the plan	Leverages all staff and multiple stakeholders to strategically develop a data-driven improvement plan that is comprehensive, rigorous, and instructionally focused Uses multiple quantitative and qualitative data sources Establishes aggressive student outcomes and clear staff accountability with ongoing systems to check for fidelity of targets and actions Consistently uses the plan to guide decision-making	Collaboratively develops a data-driven improvement plan that addresses targeted priorities, intended outcomes, high leverage strategies, clear timelines, milestones, metrics, and task owners Includes multiple sources of data Ensures the plan is rigorous and instructionally focused Uses the plan to guide decision-making and adjusts, accordingly	Develops an improvement plan based on limited data and provides staff with the plan Sometimes conducts formative reviews of the strategies	<i>Comment Required</i>

		and adjusts, accordingly			
Indicator 1.4: Change Facilitation – Productively manages change processes	<p>Confidently challenges the status quo and serves as a driving force in initiating and managing changes</p> <p>Proactively anticipates and manages change initiatives</p> <p>Actively leads change initiatives with clear solutions, resiliency, and productivity</p> <p>Builds capacity in others to effectively lead change</p>	<p>Empowers leadership teams to consistently create, implement, and monitor new and necessary improvement initiatives linked to best practices</p> <p>Uses productivity and achievement data to consistently communicate the need for change to staff</p> <p>Breaks change into clear and concise actions that create the opportunity for stackable success</p> <p>Relentlessly focuses on identifying solutions when presented with challenges, and shifts challenges to opportunities</p>	<p>Interacts with a solutions-oriented mindset and empowers staff to take ownership of improvement initiatives Initiates and facilitates necessary change using a student outcome lens</p> <p>Clearly articulates and involves others in the change processes</p>	<p>Articulates the need for solutions and accepts some responsibility for change and continuous improvement</p> <p>Sometimes acts on needed change with limited solutions</p>	<i>Comment Required</i>
Indicator 1.5: Coaching, Growth, Feedback, and Professional Development – Models personal commitment to developing self and others	<p>Serves as a role model for continuous improvement with other district and campus leaders</p> <p>Consistently coaches other leaders beyond the campus</p> <p>Embraces a lead learner role through participation in varied learning opportunities and impactful follow through to develop self and others</p>	<p>Proactively seeks coaching and feedback from supervisors, peers, and staff, and models these interactions as standard practices</p> <p>Strategically plans for participation in learning opportunities</p> <p>Consistently creates clear performance outcomes for professional development with follow-through that positively impact personal growth and student outcomes</p>	<p>Regularly seeks coaching and feedback from supervisors and peers</p> <p>Regularly incorporates refinements to adapt and improve practices</p> <p>Maintains a growth mindset for self and others</p> <p>Aligns growth to the needs of the school and student outcomes</p>	<p>Sometimes seeks coaching and feedback from supervisors</p> <p>Understand the importance of growth for self and others</p> <p>Engages in limited professional development</p>	<i>Comment Required</i>
Rubric Score: 20/20					


Domain 1 Overall Rating 					
Domain	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Domain 1 Rating					
Rubric Score: 4/4					

Evidence of Documentation:
<ul style="list-style-type: none"> Leadership teams Campus master schedule Education plans for identified sub-populations Use of research-based school classroom practices Formative and summative assessments Stakeholder surveys
Comments:
In a principal role, appraised as an Asst. Principal
Areas if Growth and Resources Needed:

Domain 2: Effective, Well-Supported Teachers

Principal Domain 2: Effective, Well-Supported Teachers 					
Indicator	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Indicator 2.1: Human Capital - Recruits, selects, assigns, and inducts highly effective educators	<p>Leads and models high standards for all positions and responsibilities with clear and established human capital management systems</p> <p>Strategically places and shifts positions to best meet the needs of the school, teams, and students</p>	<p>Collaborates with leadership teams to strategically and consistently recruit, select, assign, and induct high quality candidates that are a match for specific position expectations and student needs</p> <p>Analyzes existing assignments and team dynamics when assigning teachers/staff to ensure cultural fit</p>	<p>Follows district-approved hiring processes and protocols to recruit, select, assign, and induct candidates</p> <p>Ensures that placements of high-quality staff are strategic based on student needs and teacher/staff strengths</p>	<p>Uses basic criteria and teachers' qualifications to recruit, select, and assign candidates</p> <p>Sometimes involves others in hiring decisions</p>	<i>Comment Required</i>

Indicator 2.2: Talent Management - Supports and retains highly effective educators	<p>Capitalizes on tangible and intangible assets of staff to support and/or validate a system of highly effective practices which result in staff retention</p> <p>Establishes career pathways for teacher/staff advancement to ensure a pipeline of potential campus leaders with instructional insight</p>	<p>Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support</p> <p>Uses administrator and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective teachers</p>	<p>Routinely implements targeted and personalized strategies, including the use of high performing teachers, to support, grow, and retain teachers</p> <p>Gathers input from teachers to develop strategies for the retention of effective teachers</p>	<p>Uses a mentoring support system as the primary means of supporting and retaining staff</p>	<i>Comment Required</i>
Indicator 2.3: Observations, Feedback, and Coaching – Conducts rigorous, calibrated, and supported observations	<p>Leverages observations and feedback to build capacity with others as an established professional growth model</p> <p>Maintains and models coaching and actionable feedback as primary means of interacting with staff</p> <p>Establishes a robust system of professional development that is personalized, data-driven based on student learning and observation and feedback data, and includes follow up to ensure implementation of practices covered in professional development</p>	<p>Systematically uses normed tools and processes with instructional leadership teams to analyze calibrated teacher observation data</p> <p>Establishes and makes available to staff clearly defined and reflective classroom routines and instructional strategies as exemplars for performance</p> <p>Conducts targeted observations based on analysis of formative student assessment data and follows up observations with coaching that leads to rapid improvement in teacher practice and student learning</p>	<p>Uses normed tools and processes to conduct frequent formal and informal observations, capture data trends, and track progress over time</p> <p>Reviews observation data and student achievement to ensure alignment between the two</p> <p>Provides timely, clear, and actionable feedback and coaching to all teachers</p> <p>Feedback and coaching includes clear models/exemplars, concise actions steps for improvement, and opportunities to practice with embedded coaching</p>	<p>Observes teachers primarily during scheduled observations and occasional walkthroughs</p> <p>Feedback is sometimes provided</p> <p>Provides coaching primarily to new teachers and those in need of support</p>	<i>Comment Required</i>
Indicator 2.4: Professional Development - Personalizes and aligns professional development	<p>Models a school-wide culture of learning and growth Leverages expertise to systematically develop and coach high fidelity practices</p> <p>Establishes a comprehensive professional development system that is frequent, reflective, and recursive</p> <p>Seamlessly integrates professional development and goal setting as cycles of improvement and refinement</p>	<p>Leverages leadership teams to consistently analyze performance, goal setting data, and growth plans</p> <p>Customizes research-based professional development and assesses implementation and impact on staff and student learning and achievement</p>	<p>Regularly uses observation and other relevant data to deliver targeted professional development that is research-based and addresses staff and student learning and achievement needs</p> <p>Develops calendars for professional development that are modified based on data and teacher/student needs</p>	<p>Provides some professional development opportunities that are teacher-driven and/or delivered for all staff</p>	<i>Comment Required</i>
Rubric Score: 16/16					

Domain 2 Overall Rating 					
Domain	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Domain 2 Rating					
Rubric Score: 4/4					

Evidence of Documentation:


- Site professional development plan
- Stakeholder surveys
- Teacher professional growth plans

Comments:

In a principal role, appraised as an Asst. Principal

Areas of Growth and Resources Needed:

Domain 3: Postive School Culture

Principal Domain 3: Positive School Culture 					
Indicator	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Indicator 3.1: Safe Environment and High Expectations – Aligns	<p>Serves as a catalyst and role model for other district and campus</p>	<p>Leads leadership teams and stakeholders in establishing a unified</p>	<p>Involves stakeholder groups in creating and continuously refining the</p>	<p>Develops and implements a shared vision and aligned goals</p>	<i>Comment Required</i>

<p>the vision, mission, and goals to a safe environment and high expectations</p>	<p>leaders in establishing clear purpose and direction</p> <p>Strategically connects and threads all school aspects to the visioning process</p> <p>Models and assumes high expectations from self and others</p>	<p>purpose and shared vision</p> <p>Creates and models experiences that positively promote high expectations and a relentless pursuit of success for all students</p> <p>Connects all initiatives and decisions to the vision</p> <p>Systematically assesses and measures the climate, challenges low expectations, and refines the vision as appropriate</p>	<p>school's mission, vision, goals, and values</p> <p>Uses this information to regularly guide decisions</p> <p>Ensures the vision and practices focus on a safe and orderly environment</p> <p>Maintains, and assumes from others, high expectations and shared ownership for student success</p>	<p>Periodically uses the vision to guide school initiatives and decisions</p> <p>High expectations are sometimes evident</p>	
<p>Indicator 3.2: Behavioral Expectations and Management Systems – Establishes clear expectations and systems for behaviors, including social and emotional supports</p>	<p>Models a comprehensive school-wide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequence, and utilizes a multi-tier system of support for all students</p> <p>Data is reflective of minimal behavioral issues and high performance</p> <p>Systematically tracks and analyzes data with leadership teams to proactively identify and respond to behavioral concerns</p>	<p>Systematically and explicitly teaches, practices, and reinforces behavioral expectations that promote the school's mission, vision, values, and goals</p> <p>Embraces equity, diversity, and implications for behaviors</p> <p>Communicates, applies, and faithfully upholds school-wide routines and procedures that support the code of conduct and reflect the school's mission, vision, values, and goals</p> <p>Fairly implements a system of rewards and consequences</p> <p>Consistently tracks and analyzes data to address patterns of issues</p>	<p>Proactively teaches, practices, and reinforces behavioral expectations with all staff and students that are aligned with the school's mission, vision, values, and goals</p> <p>Implements and executes the code of conduct as routine practice</p> <p>Supports teachers in implementing rewards and consequences at the classroom and school levels</p> <p>Regularly tracks and analyzes data</p>	<p>Enforces the code of conduct with established consequences</p> <p>Periodically reviews data, particularly for students with patterns of behavior</p>	<p><i>Comment Required</i></p>
<p>Indicator 3.3: Proactive and Responsive Student Support Services – Leads strategies to proactively provide and coordinate student support services</p>	<p>Leverages high-level, comprehensive internal and external services for students and their families</p> <p>Uses school-wide routines and procedures to proactively identify and respond to students' needs</p> <p>Incorporates wraparound services for high-need students through established case management processes</p>	<p>Establishes and implements multi-tiered systems of support to identify individual students' support needs</p> <p>Ensures that student's and staff connect what's taught through mental health and wellness, and social and emotional learning strategies and methodologies are transparently connected to recent and relevant cognitive science</p> <p>Coordinates internal and external support services for students and families to proactively respond to students' needs and maximize their learning potential</p>	<p>Ensures that mental health and wellness, and/or social and emotional learning strategies and methodologies are proactively taught</p> <p>Provides structures to monitor individual progress, behavior, and emotional well-being</p> <p>Links internal and external support services to immediately respond to students' needs</p>	<p>Utilizes basic school support services to meet some students' needs, including counseling, mentoring, and some external service referrals</p>	<p><i>Comment Required</i></p>
<p>Indicator 3.4: Involving Families and Community – Productively involves and coordinates family and community involvement</p>	<p>Confidently serves as a driving force in creating a culture that welcomes all families and community members as partners</p> <p>Develops authentic relationships with family and community partners to garner resources in support of the school's agenda and outcomes</p> <p>Incorporates varied strategies to gather feedback from family and community partners</p> <p>Leverages the influence and synergy of the school and community stakeholders to work together in support of high levels of student achievement</p>	<p>Empowers teachers and staff to establish a welcoming culture that consistently engage and connect with all families</p> <p>Establishes systems for staff to explicitly shares critical aspects of student learning, and consistently provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Purposefully uses multiple communication platforms to send consistent messages about involvement and the family/community roles in decision making, supporting the school and student outcomes</p>	<p>Provides varied opportunities for all families to engage in critical aspects of student learning</p> <p>Ensures that staff regularly provides positive, constructive, and personalized feedback to families about their child's performance</p> <p>Establishes multiple family communication strategies and platforms that are integrated with teachers' roles and responsibilities</p> <p>Analyzes data about involvement and adopts plans to increase authentic engagement and shared responsibility for student outcomes</p>	<p>Articulates the need for family and community involvement, and accepts some responsibility for engaging stakeholders</p> <p>Communicates essential information with families and the community</p>	<p><i>Comment Required</i></p>

		Uses productivity and achievement data to increase authentic engagement and share responsibility for student outcomes		
--	--	---	--	--

Rubric Score: 16/16

Domain 3 Overall Rating	
-------------------------	--

Domain	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Domain 3 Rating					

Rubric Score: 4/4

Evidence of Documentation:
<ul style="list-style-type: none"> Stakeholder surveys Visioning documents Campus leadership teams Staff professional development plan

Comments:
In a principal role, appraised as an Asst. Principal

Areas of Growth and Resources Needed:

Domain 4: High-Quality Curriculum

Principal Domain 4: High-Quality Curriculum	
---	--

Indicator	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Indicator 4.1: Standards-based Curricula and Assessments - Ensures fidelity of implementation with state and district curricula and assessments	<p>Leads student achievement through established, rigorous, and standards-based curricula and assessments</p> <p>Consistently builds capacity with teachers to know and understand essential/powerful learning standards, criteria for success with students, pacing expectations, and overall alignment of high-quality curricula and assessments</p>	<p>Develops, maintains, and monitors a systematic approach for all teachers to review and internalize relevant curriculum and assessments</p> <p>Utilizes leadership teams to ensure teachers have access to and effectively use the curriculum in planning units and daily lessons</p> <p>Supports teachers in the development or internalization of formative assessments that can be used to identify students conceptual or procedural understanding of the content and from which targeted reteach plans can be developed</p> <p>Establishes calendars with clear checkpoints, embedded corrective instruction, and spiraling for all students</p>	<p>Ensures teachers have access to a standards-aligned, guaranteed, and viable curriculum and scope and sequence</p> <p>Ensures assessments are aligned to the standards, at the expected level of rigor, and allow for students to demonstrate conceptual and procedural understanding of the content</p> <p>Corrective instruction and spiraling are built into teaching and learning</p> <p>Establishes systems to support teachers in managing curriculum and assessment documents</p>	<p>Provides teachers with district-approved curricula and assessments</p> <p>Supports teachers in using and implementing expected curriculum and assessments</p>	Comment Required
Indicator 4.2: Instructional Resources and Professional Development - Facilitates access to instructional resources and professional development	<p>Coordinates a seamless integration of high-fidelity curricula, instruction, assessments, resources, and professional development components that work in tandem to yield high quality teaching and learning processes</p> <p>Designs and operates the curriculum resource system with clarity, coherence, and precision</p>	<p>Strategically aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content-rich texts through ongoing teacher discourse, collaboration, and coaching</p> <p>Consistently connects materials and resources to instructional needs of all students and student groups</p> <p>Provides ongoing, content-focused, and job-embedded professional development to hone teachers' knowledge, skills, and responsibilities</p>	<p>Ensures instructional materials and resources are intentionally designed with expected rigor, key ideas, essential questions, and content-rich texts</p> <p>Connects materials and resources to needs of specific teachers, students and student groups</p> <p>Provides high-fidelity, content-focused professional development that is linked to the curricula and assessments and teacher's individual needs</p>	<p>Provides teachers with relevant instructional materials and resources necessary to implement curricula and assessments</p> <p>Provides some professional development for all teachers to assist with the use of resources</p>	Comment Required

Rubric Score: 8/8

Domain 4 Overall Rating

Domain	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Domain 4 Rating					

Rubric Score: 4/4

Evidence of Documentation:

- Stakeholder surveys
- Stakeholder engagement activities
- Student discipline data
- Community partnerships

Comments:

In a principal role, appraised as an Asst. Principal

Areas of Growth and Resources Needed:

Domain 5: Effective Instructional

Principal Domain 5: Effective Instruction

Indicator	Distinguished	Accomplished	Proficient	Developing	Needs Improvement
Indicator 5.1: High-Performing Instructional Leadership Team – Creates a high-performing, skilled leadership team	<p>Systematically adheres to and models high levels of implementation of written protocols and processes</p> <p>Establishes clear instructional team roles and responsibilities with accountability measures</p> <p>Builds capacity with other campus leaders to lead highly productive meetings and tasks with clear outcomes for staff and student performance</p>	<p>Incorporates written protocols and processes that are consistently used to lead and manage various leadership teams and other instructional functions</p> <p>Builds capacity with others to lead and manage instructional initiatives</p> <p>Uses targeted observation and feedback of the instructional leadership team to develop a defined set of skills</p> <p>Monitors the effectiveness of team outcomes for staff and student performance</p>	<p>Uses written protocols and processes to regularly lead and manage leadership teams</p> <p>Implements these protocols and processes as standard operating procedures</p> <p>Identifies needs and regularly supports the development of leadership team members</p>	<p>Uses some written protocols and processes for broader instructional leadership tasks</p> <p>Involves leadership teams in some instructional leadership responsibilities</p>	<i>Comment Required</i>
Indicator 5.2: Objective-Driven Plans – Supports the development of objective-driven daily lesson plans	<p>Empowers, challenges, and supports staff in leading and managing planning with respective teams</p> <p>Uses a system of checks and balances that are tied to student achievement results within teams and accountability for quality plans</p>	<p>Develops, maintains, and monitors a systematic approach for all teacher to collaboratively internalize, modify, or create and submit daily lesson plans with clear learning objectives and other essential components</p> <p>Utilizes leadership teams to assess the fidelity and impact of plans on learning and achievement for all students</p> <p>Consistently provides feedback on and monitors the revisions to plans based on evidence of student mastery</p>	<p>Ensures the unpacking of standards and the analysis of curricular resources, including assessments</p> <p>Communicates and monitors the expectation for all teachers to submit daily lesson plans with clear learning objectives and other essential components, including formative assessments with exemplar responses and success criteria for student mastery</p> <p>Regularly monitors the quality of plans and provides feedback</p>	<p>Communicates an expectation for teachers to internalize, modify, or develop daily lesson plans and submit them</p> <p>Monitors teachers' submissions</p>	<i>Comment Required</i>
Indicator 5.3: Effective Classroom Routines and Instructional Strategies – Develops effective routines, instructional strategies, and experiences for all students	<p>Strategically develops model classrooms to showcase effective instructional practices;</p> <p>Leads change efforts through structured practices, observations, and debriefs as teachers develop mastery of effective instructional strategies and practices across classrooms</p>	<p>Actively utilizes leadership teams and high-performing teachers to model high-leverage classroom routines and instructional strategies</p> <p>Provides real-time feedback to teachers as strategies are practices and implemented</p> <p>Consistently observes and coaches teachers to facilitate mastery of research-based, high-leverage instructional practices</p>	<p>Facilitates and supports the implementation of high-leverage instructional strategies, classroom procedures, and routines that are modeled and practiced with fidelity in all classrooms</p> <p>Conducts regular walkthroughs and observations that include feedback using a research-based instructional rubric</p>	<p>Incorporates instructional routines and strategies that are teacher-driven</p> <p>Monitors the effectiveness of practices when teacher and/or student needs arise</p>	<i>Comment Required</i>
Indicator 5.4: Data-Driven Instruction – Monitors multiple	<p>Empowers, challenges, and supports staff with comprehensive data</p>	<p>Leverages all staff to consistently disaggregate multiple sources of student</p>	<p>Supports teachers in analyzing multiple sources of data to regularly track</p>	<p>Communicates an expectation for teachers to analyze multiple forms of</p>	<i>Comment Required</i>

Forms of data to guide instructional decisions and maximize performance	<p>management and analyses systems</p> <p>Teams make data-driven decisions as a routine practice and individually track their own data</p> <p>Students take ownership of and act on their data</p> <p>Data extends beyond varied academic sources</p>	<p>-level data which inform and prioritize student-specific instructional needs</p> <p>Ensures teachers, students, and strategies are matched to maximize growth</p> <p>Implements schedules to facilitate frequent and recurring data meetings with teachers</p> <p>Ensures data meetings include an analysis of student work to determine procedural and conceptual errors preventing student mastery and the crafting of reteach plans targeted to the point of error(s) shown in student work</p>	<p>and monitor the progress of all students and student groups</p> <p>Ensures teachers use data to assess instructional effectiveness, prioritize needs, and determine root causes for mastery and non-mastery Focuses teachers on regular analysis of student work</p>	<p>academic data</p> <p>Sometimes reviews other sources of data beyond academics</p>	
Indicator 5.5: Response to Intervention – Leverages resources to respond in a timely manner to all students’ needs	<p>Prioritizes schedules and targets resources to strategically address the instructional needs of students, address growth, and close achievement gaps</p> <p>Systematically involves teams of teachers in tracking learning, growth and achievement for students who need interventions</p> <p>Closing gaps are evident and student achievement increases</p>	<p>Leverages leadership teams to systematically lead and monitor diagnostics and interventions</p> <p>Ensures student diagnostics and data are used to consistently provide timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Ensures flexibility in schedules, student groups, and resources to respond to students with varied learning needs</p> <p>Creates and maintains systems at varied levels within the campus to set goals and consistently monitor and track students and their growth with interventions</p>	<p>Ensures student diagnostics and data are used to drive timely, targeted, and data-driven interventions from highly effective teachers and address learning needs</p> <p>Monitors interventions with a focus on grouping configurations, differentiation, instructional effectiveness, and coordination between teachers</p> <p>Implements data monitoring and tracking systems for each teacher and student</p> <p>Uses regular and extended day schedules to regularly provide interventions</p>	<p>Uses limited data to identify students' learning needs</p> <p>Relies on teachers to provide necessary interventions</p> <p>Focuses primarily on students with the greatest learning needs</p>	<i>Comment Required</i>

Rubric Score: 20/20

Domain 5 Overall Rating					
Domain	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Domain 5 Rating					

Rubric Score: 4/4

Evidence of Documentation: <ul style="list-style-type: none"> Master school schedule with instructional times Staff professional development plan School Financial information Visioning documents

Comments: In a principal role, appraised as an Asst. Principal
--

Areas of Growth and Resources Needed:
--

Principal Comments Attached: If comments are attached, include Appraiser Signature.

Artifacts					
Name	Upload Date	Upload User	File		

Principal Signature: Appraiser Signature: Audrey Torres
--

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the

