

2019-2020 Principal Excellence Initiative (PEI) Overview

Check Point 1

Timeframe: August 7th - September 4th

Key Outcome: Principal and ED agree upon the Campus Improvement Plan (CIP) implementation and identify area(s) of focus using the *revised* PPR during the pre-conference.

Cornerstone Tasks:

- ❑ Areas of Focus: Principal selects *two* to *three* indicators from the 2018-2019 PPR to focus on (as approved by the ED) for the upcoming school year
- ❑ Conference Acknowledgement: CIP implementation, PEI components and PPR focus indicators reviewed

Check Point 1:

Details

1. Executive Director will meet with the Principal to address the CIP in its entirety. The focus of the CIP conversation should be to ensure that:
 - ▶ Campus performance objectives are aligned to the goals of the CIP
 - ▶ Performance objectives are targeting achievement and climate/culture needs of the campus
 - ▶ Strategies and activities provide direction in how performance objectives and goals will be achieved
 - ▶ Ample resources have been allocated to support the execution of the action identified in the CIP
2. Executive Director and Principal will discuss the PPR and collaborate to select *two to three* indicators from the Principal Performance Rubric (*one of which should be selected from Section B: The Instructional Program*). The indicators selected will be areas that the Executive Director will coach the Principal on throughout the year and will check progress on during subsequent designated check points.

Check Point 1:

Guiding Questions

1. What are the plans to review the CIP goals and action steps with the campus staff, and how will implementation be monitored throughout the school year?
2. Given that all data is current, does the CIP align with your campus needs? If not, what will be the process to ensure alignment?
3. After evaluation of current resources, what additional resources will be utilized to support the CIP?
4. As you think about the PPR and your own leadership needs, what two or three areas are you considering for personal growth?

Check Point 2

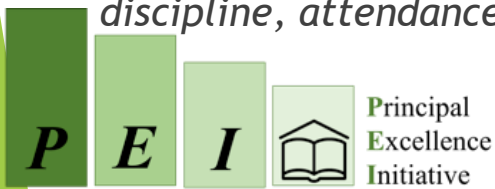
Timeframe: October 7th - October 25th

Key Outcome: Executive Director and Principal discuss the PPR and use data as a way to check PPR growth and CIP implementation. Particular attention will be placed on implementation of processes.

Cornerstone Tasks:

- ❑ Areas of Focus: ED review progress on selected PPR indicators
- ❑ Conference Acknowledgement: CIP, Data, and Processes
 - ❑ Praise, Probe, & Polish

Optional Data Sources to review: tiered teachers, tiered students, 1st 6 weeks data: discipline, attendance, TEI spots, common assessments



Check Point 2:

Details

1. Executive Director and Principal discuss the PPR and use data as a way to check PPR growth. Executive Director will highlight the PPR for the work observed to this point in the school year, as well as focus on the *two to three* selected indicators. The focus of the discussion should be:
 - ▶ Strategies the principal will use to accomplish the selected indicators
 - ▶ Support that will be provided by the Executive Director
 - ▶ Agreed upon indicators of success
2. Executive Director and Principal will discuss current campus processes and identify areas for improvement.
3. Executive Director will meet with Principals individually to address progress made in the Campus Improvement Plan goals and action steps. The focus should be to review evidence to support the progress.
 - ▶ **Campus student achievement:**
 - ▶ Common Assessments, Tiered Student Data
 - ▶ **Quality of Instruction:**
 - ▶ Spot Observation Data, Tiered Teacher Data

Check Point 2:

Guiding Questions

1. As you've had 6 weeks to see the school in action, what *two to three* processes do you feel need to be strengthened and require your attention? *Examples: Data monitoring, PLC Cycles, scheduled observations and timely feedback, etc.*
2. What progress has been made on each of the priorities of the CIP? What evidence do you have to support this?
3. How is data being used to monitor the progress of students and teachers? *Example: spot data compared to six weeks assessments, observation progress and feedback, etc.*
4. Let's review the progress on your PPR goals. What actions have you taken to meet or exceed these goals?

Check Point 3

Timeframe: January 21st - February 7th

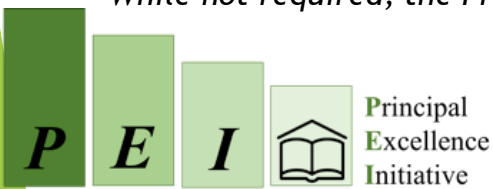
Key Outcome: Executive Director and Principal discuss the PPR and use data as a way to check progress towards PPR growth and CIP implementation. Particular attention will be placed on the data outcomes of semester one.

Cornerstone Tasks:

- ❑ Principal Self-Assessment
- ❑ Areas of Focus: ED review progress on selected PPR indicators
- ❑ Conference Acknowledgement: CIP, Data, and Processes
 - ❑ Praise, Probe, & Polish

Optional Data Sources to review: tiered teachers, tiered students, 1st semester data: discipline, attendance, TEI spots, common assessments, ACP, Fall Climate Survey

While not required, the Principal has the option to share artifacts during the check point conference.



Check Point 3:

Details

1. Executive Director will meet with Principals individually to address progress made in the Campus Improvement Plan goals and action steps. The focus should be to review evidence to support the progress.
 - ▶ **Campus student achievement:**
 - ▶ Common Assessments, Fall ACP's, Progress Monitoring Data (ISIP/Achieve 3000), Tiered Student Data
 - ▶ **Quality of Instruction:**
 - ▶ Spot Observation Data, Tiered Teacher Data
 - ▶ **Climate/Culture:**
 - ▶ Fall Climate Survey Results, Student Discipline Data, Teacher/Student Attendance
2. Executive Director will highlight the PPR for the work observed to this point in the school year, as well as focus on the *two* to *three* selected indicators. Executive Director will discuss Principal self-ratings on the PPR, and provide feedback for improvement when necessary.
3. Executive Director will discuss progress made towards the three indicators selected from the Principal Performance Rubric.
4. While not required, the Principal has the option to share artifacts.

Check Point 3:

Guiding Questions

1. In reviewing your data sources, what adjustments need to be made to meet the CIP goals and action steps?
2. What action steps will be taken to address student achievement results?
3. How are you differentiating support to all teachers to improve the quality of instruction? (Novice, Struggling, DTR)
4. What areas of your climate survey will you prioritize and how?
5. What roadblocks have you experienced towards successfully meeting your desired goals?

Check Point 4

Timeframe: May 18th - June 25th

Only one meeting will be held. The Principal will submit the self-evaluation in advance.

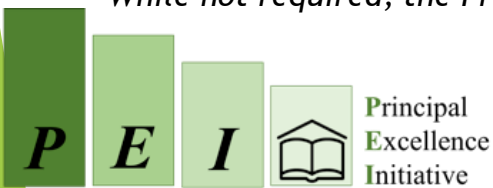
Key Outcome: Principal and ED use data as a way to check progress towards CIP implementation. Particular attention will be placed on the data outcomes for the year.

Cornerstone Tasks:

- ❑ Principal Self-Assessment on PPR, ED assessment on PPR
- ❑ Conference Acknowledgement: CIP, Data, and Processes
 - ❑ Praise, Probe, & Polish

Optional Data Sources to review: tiered teachers, tiered students, discipline, attendance, TEI spots, common assessments, ACP, STAAR, Climate Survey, Student Experience Survey, Parent Survey

While not required, the Principal has the option to share artifacts during the check point conference.



Check Point 4:

Details

1. Executive Director will meet with Principals individually to address outcomes related to the Campus Improvement Plan goals and action steps. The focus should be to review final results.
 - ▶ **Campus Student Achievement:**
 - ▶ Spring ACP's, ISIP/Achieve 3000, STAAR/EOC Results
 - ▶ **Quality of Instruction:**
 - ▶ TEI Summative Data, Final Spot Observation Averages
 - ▶ **Climate/Culture:**
 - ▶ Spring Climate Survey Results, Student Survey Data, Parent Survey Data
2. Executive Director will highlight the Principal Performance Rubric for all indicators and discuss ratings.
3. While not required, the Principal has the option to share artifacts.
4. Discuss next year's campus needs assessment and campus improvement plan.

Check Point 4:

Guiding Questions

1. Describe your growth related to your 3 professional goals selected from the Principal Performance Rubric.
2. What evidence can you provide that establishes you have executed your strategies and that they impact desired outcomes on the PPR as a whole?
3. Which CIP goals were achieved? What actions do you attribute to the acquisition of these goals?
4. Which CIP goals were not achieved? What prevented the acquisition of these goals? How will this inform next year's CIP?

PEI Metric System -

2019-2020

Metric	Possible Points
Principal Performance Rubric	40
Improving Teacher Effectiveness	5
Congruence between teacher performance and student achievement	5
Student Attendance/Enrollment	5
Climate Survey	5
Parent Survey	5
Performance Subtotal	65

Metric	Possible Points
School STAAR Results	10
School ACP Results	10
STAAR Achievement Gap	5
College-Ready Rate	5
Career-Ready Rate	5
Achievement Subtotal	35

