



**Office of the Assistant Superintendent
Middle and K-8 Schools**

August 29, 2006

To: Middle and K-8 Principals

From: Gwendolyn H. Mathews
Assistant Superintendent

Subject: **Performance Evaluation and Accountability Process for MS-K8 Principals 2006-07**

All MS-K8 principals will be evaluated and held accountable for providing leadership that results in increased numbers of students achieving standards as measured by state, district and classroom assessments. The *Middle and K-8 School Goals, Action Plan, and Accountability* details the achievement goals and identifies processes to facilitate the achievement of these goals.

Evidence of progress towards the standards will be determined by student performance on selected “monitoring” assessments listed on course outlines. Sites are to select assessments as indicated on the Principal’s Monitoring report. Reporting dates for this information are included in the Monitoring Report and Evaluation Schedule.

Monitoring student performance on these assessments alerts principals and teachers to changes and adjustments that need to be made in curriculum mapping, instructional pacing, professional development, and/or other academic interventions.

The evaluation process includes development, implementation, and assessment of principal’s “Work Plan”. The “Work Plan” should address the seven major focus areas from the M- K8 Goals and Action Plan. Although the “Work Plan” focuses on the Instructional Leadership standard, principals are expected to present evidence of their efforts towards standards in Operational Leadership, Public Leadership, and Disposition of a Leader.

Evaluation Schedule

September – October 2006

Goal Setting Conferences (see below)

“Work Plan”

Identification of Support Needed

September 28, 2006 Work Plans due to Dr. Mathews

Goal Setting Conferences Schedule – bring completed “Work Plan”

See attached list

January – February 2007

(Specific schedule)

Mid-Year Conferences

Review of progress towards standards and identification of Next Steps (Monitoring Report)

June 2007

End of Year Evaluation/Reflection Conferences (schedule TBA)

Review goals and work plan to determine completion of goals



Office of the Assistant Superintendent Middle and K-8 Schools

Middle and K-8 School Goals, Action Plan, and Accountability

All Schools will:

- *Achieve expected growth toward meeting their Academic Performance Index (API) and the Annual Yearly Progress (AYP) targets.*
- *Use the Baldrige framework to assess and monitor improvement.*
- *Maintain a safe and orderly school climate.*
- *Assist students to move to the next proficiency level in reading, math and language on the California Content Standards Test.*
- *Assist students to pass Basic Math Facts/Integer Test with at least 85% accuracy in 10 minutes at the End-of-Course Math test with 50% accuracy and pass Chapter Tests*
- *Increase the number of students enrolled and proficient in 8th grade Algebra*
- *Increase parent participation and community outreach efforts.*

Accountability and Evaluation

Principals are held accountable for providing leadership that will result in the achievement of the above goals. The Administrator Standards define the expectations for the work of the principal. Listed below are the major areas of focus for MS-K8 principals and are to be addressed in the 2006-07 Work/Action Plan, which will be discussed at the Goal Setting, Mid-Year and End of Year Conferences.

Data Driven Instructional Planning

Principals will:

- Develop schoolwide goals, instructional focus and plans for closing the achievement gap based on analysis of student performance data.
- Align curriculum, instruction, assessment and professional development to support schoolwide goal of closing the achievement gap by improving opportunities to learn through differentiated instruction.
- Develop monitoring systems to assess learning as indicated by student performance and progress on selected assessments (Standards-based Instructional Practices).
- Facilitate monthly meeting of teachers to review and discuss student performance in classroom assessments and other assessments to guide instructional planning, development of interventions and design of professional development.
- Conduct monthly walkthroughs for ongoing assessment of teaching and learning.
- Decrease the number of special education referrals.
- Monitor classrooms to ensure textbook sufficiency.

Comprehensive Schoolwide Mathematics Program

Principals will:

- Implement and actively monitor a systematic, ongoing, schoolwide process for analyzing student assessment data.
- Develop the capacity of Department Heads to skillfully lead their colleagues in evaluating student assessment data to plan next steps.
- Provide all students (including those enrolled in higher level math courses) with targeted, focused intervention opportunities to address assessed needs, and monitor their effectiveness.
- Provide teachers with research-based, focused, ongoing professional development opportunities.
- Effectively inform parents of the LBUSD website developed by the math office that offers students with technology-based opportunities to improve their math skills.

Comprehensive Schoolwide Literacy Program

Principals will focus the school on literacy, reading, writing, listening and speaking as the major strategy to improve students' academic proficiency in all subjects by:

- Monitor content area teaching of reading and writing in all classrooms.
- Provide all students reading at the "Far Below Basic" and "Below Basic" levels on the California Content Standards Test intervention opportunities in the new language arts adoption.
- Implement the new Language Arts Adoption.
- Develop the capacity of Department Heads to skillfully lead their colleagues in evaluating student assessment data to plan next steps.

Parent and Community Involvement

Principals will:

- Provide research-based, targeted, ongoing workshops to increase the capacity of parents to support the academic and social development of their children.
- Increase parent participation activities at the school site and monitor their effectiveness.
- Enhance communication and collaboration with parents and community stakeholders.
- Actively utilize district and community resources to provide parents with a variety of opportunities to develop the skills to support their children's learning.

Safe and Orderly Schools

Principals will:

- Monitor facilities to ensure health and safety compliance.
- Maintain a safe and orderly school climate (Safe and Civil Schools).
- Increase opportunities for students to learn.
- Decrease the number of office referrals, suspensions, RIA's, DT's, and other discipline measures.
- Improve attendance to provide increased opportunities for learning.

Interventions/ Student Learning

Principals will:

- Provide specialized instruction for ELL students through homogeneous grouping.
- Provide interventions in classes and after-school for students performing at the “Far Below Basic” and “Below Basic” levels on the California Content Standards Test (E/LA).
- Provide specific interventions for retainees and those most at risk of being retained (multiple Ds and Fs).
- Involve student intervention specialist in planning for increased parent involvement and support of standards instruction.
- Provide math interventions for struggling students scoring at the “Far Below Basic” and “Below Basic” levels of the California Content Standards Test.
- Gather and analyze data on effectiveness of school interventions.

Professional Development

Principals will:

- Use the Baldrige framework to assess and monitor continuous improvement.
- Provide students scoring far below and below basic levels on the Content Standards test quality instruction and interventions.
- Develop a site professional development plan that includes monitoring and on-going support to ensure that all teachers provide differentiated instruction and increased opportunities to learn for all students.
- Differentiate the evaluation process and professional development to promote professional growth and to improve teacher quality.
- Participate in all leadership development activities for administrators, including meetings and cohort activities and additional training to ensure achievement of school goals.