**Pre-Conference Summary Memo**

To:

From:

Date: Nov. 9, 2020

Re:

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**Evaluation Selection and Career Goals:**

Below you’ll find your specific responsibilities and projects this year, as well as evidence of success that you should provide as part of quarterly discussions related to your formal evaluation process. You will be on a focused evaluation this year, with Criterion 3 (planning with data) as your chosen criterion. We will work together to write an aligned student growth goal by Dec. 1. I am looking forward to doing all I can to support your career goal of becoming a principal, as well as goals identified for this year:

**Actions for Personal Growth**

* Continue to build relationships with XXXX staff, families, and students as you become more familiar with the community, and use this knowledge in your focus on PBIS/MTSS systems.
* Develop systems for managing you own workload efficiently and effectively.
* Take the lead in using data to drive the development and refinement of XXXX’s MTSS process.
* As you lead teams and professional learning, anticipate staff responses and be prepared to answer or provide clear next steps from a principal stance.

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| **Specific leadership responsibilities and projects** | **Evidence of Success** |
| **Instructional leadership and creating a culture of ongoing improvement:**  Support the work of high-performing PLCs through side-by-side work during meetings, coaching, and goal-setting and monitoring.  Monitor student growth and proficiency with your assigned grade-level teams.  Plan and lead professional development, staff and team meetings, etc.  Support family engagement through communication and outreach such as Curriculum Night and other events.  Support the implementation of Instructional Review and School Improvement Plan actions, along with major initiatives such as Performance Matters. For PM, learn the system and coach teachers. | * Regular attendance of PLC meetings, with documentation for yourself of progress and next steps. * Third- and fifth-graders performing more than one grade level below standard on i-Ready receive regular monitoring and follow-up to make more than one year’s growth by June and to close subgroup achievement gaps. * AP is prepared for meetings (agendas, slides, materials, etc.), conducts meetings effectively (follows agenda times, attends to how adults learn, etc.), and follows up in a timely fashion. * Staff, students, and families receive clear and timely communication regarding events, and have opportunities to contribute to planning and reflection. * AP can link work with teams and individuals to IR/SIP actions and major initiatives, as well as student achievement. |
| **Human capital management:**  Supervise and evaluate assigned certificated and classified staff:   * Grades K, 3, 5; specialists; counselor * Instructional/building paras (non-SPED)   Contribute to recruitment, hiring, and retention of high-quality certificated and classified staff.  Continue to develop knowledge of district policies and collective bargaining agreements. | * District processes and timelines for observation and summative reports are followed. * Observation reports include recommendations that will improve teacher practice to increase student achievement. * Personnel concerns that arise are addressed collaboratively, in a timely manner, and with appropriate documentation/communication. * District processes and timelines for hiring are followed. |
| **PBIS and MTSS systems (student discipline, attendance/engagement, etc.):**  Coordinate attendance monitoring and follow-up efforts, including adapting systems to distance learning.  Build systems for monitoring student progress (including engagement in remote learning) and responding to needs by leading the PBIS and Tier 2 teams.  Lead work around school culture and climate systems, including morning announcements and student recognition assemblies/programs. | * The PBIS Team collaboratively establishes a new mission/vision shifting beyond program implementation. * Tier 2 Team approach shifts from being primarily referral-based to universal screening and ongoing monitoring. * Staff, students, and families receive clear and timely communication on discipline. * All relevant stakeholders are involved in decision-making. * New systems are implemented: Tier 2 referrals, Issues & Referrals, Panorama Student Success Platform. * Teachers access and use data to inform next steps. * AP is visible to staff, students, and families during key times, which supports safe supervision levels. * Data show improvement in attendance/engagement. |
| **Safety and emergency preparedness:**  Lead the school Safety Committee and implement the safety plan.  Serve as COVID site safety coordinator. | * Staff, students, and families receive clear and timely communication. * District policies and timelines for drills, meetings, and communication are met. * All relevant stakeholders are involved in decision-making. * Effective building-level systems (arrival/dismissal, lunch/recess, classroom capacity, etc.) are adapted to hybrid and refined as needed. * COVID procedures/protocols such as PPE and cleaning routines are fully implemented. |