

EXCELLENCE REPORT CARD FOR PRINCIPALS AND LEADERS

Excellence Component	Indicator 0 - Not in Place 1 - In progress 2 - Excellent	Rating (0, 1, 2)
CULTURE		
1	All teachers believe that all kids can learn at high levels?	
2	The culture embraces the strengths that everyone brings to the table and accepts the weaknesses that also come with them?	
CULTURE PERFORMANCE AND PLAN FOR IMPROVEMENT		
INSTRUCTION		
1	Campus' expectations for instruction are in place in every classroom	
2	Professional development is continuously provided to help teachers develop the skills to meet those expectations.	
3	Regular collaboration allows teachers to work and learn together to develop the skills within the expectations for instruction.	
4	Instructional expectations are monitored and response are made when expectations for instruction are not being met.	
INSTRUCTION PERFORMANCE AND PLAN FOR IMPROVEMENT		

ASSESSMENT		
1	A plan is in actively in place to monitor the learning for every student throughout the school year through the use of assessments?	
2	Teachers have been provide successful professional development to develop formative assessments that will tell you and them if students are learning?	
3	Regular collaboration helps teachers develop the best assessments for learning?	
4	Data is collected in an organized fashion to determine if students are learning or if instruction is meeting the needs of all kids?	
ASSESSMENT PERFORMANCE AND PLAN FOR IMPROVEMENT		
INTERVENTION		
1	When students are failing to learn, the campus, individual staff members, and teams of teachers respond to students in a systematic way?	
2	Professional development has been provided in the area of intervention, and how and when will you provide that?	
3	Collaboration is a meaningful tool for teachers to discuss students that are failing and to develop interventions to meet their needs as the first step of the RTI program.	

4	The campus leadership team monitors student progress and has developed triggers that will ensure that no child falls through the cracks.	
5	Leaders respond when interventions are not being provided to a student or groups of students.	
INTERVENTION PERFORMANCE AND PLAN FOR IMPROVEMENT		
EXTENSION		
	When students have mastered a particular skill, what extension opportunities should be offered to them?	
	Professional learning has resulted in extension opportunities such as personalized tasks or #geniushour.	
	Clubs or organizations are in place so students can participate and extend their learning in deeper and more meaningful ways.	
	Academically competitive activities encourage students to find their passion.	
EXTENSION PERFORMANCE AND PLAN FOR IMPROVEMENT		
COLLEGE AND CAREER		
	Preparation for college and career begins in kindergarten, and expectations for exposing students to all types of careers and the college pathways result in student interest in college and career.	

	Professional learning and information for teachers equips them with the tools to successfully prepare students for college and career.	
COLLEGE AND CAREER PERFORMANCE AND PLAN FOR IMPROVEMENT		
MASTER SCHEDULE		
	Collaboration for teachers is guaranteed in the school day.	
	Intervention for students needing additional time and support is built into the school day.	
MASTER SCHEDULE PERFORMANCE AND PLAN FOR IMPROVEMENT		
LEADERSHIP		
	Teacher leadership is elicited from all teachers and support staff.	
	A leadership team actively helps the school improve as a whole.	
	Student leadership is active in our school.	
	Leadership is developed in parents and the school community.	
LEADERSHIP PERFORMANCE AND PLAN FOR IMPROVEMENT		
STUDENT BEHAVIOR		

	A system for teachers to address minor behaviors prior to sending them to the office is in place.	
	Parent communication is a consistent part of every teacher's response to inappropriate behavior.	
	When a student is sent to the office for misbehavior, there is a communication loop back to the person that referred the student to the office.	
	If the teacher does not see a change in behavior, teachers feel confident communicating with the administrator	
	Student behavior data is collected to determine if the campus is effective in the expectations for and the responses to student behavior.	
	The principal promotes, supports, and celebrates excellent student behavior in a manner that creates a culture where excellent behavior is a great thing to strive for.	
STUDENT BEHAVIOR PERFORMANCE AND PLAN FOR IMPROVEMENT		
COMMUNICATION		
	The leader communicates to the staff in a way that keeps them aware of and prepared for all campus events.	
	Advance notice is given to teachers about upcoming events and tasks so they will be prepared (No last minute emails!!!)	
	The school effectively communicates student progress to parents regarding grades, attendance, and behavior	

	Social media is leveraged as a tool to show the great things happening on the campus, and it is done at least weekly if not daily.	
	Parents have a venue to express their concerns or frustrations to teachers and administrators in a constructive way, and input is proactively sought after.	
COMMUNICATION PERFORMANCE AND PLAN FOR IMPROVEMENT		
CELEBRATION		
	What will you celebrate in relationship to the expectations listed above?	
	Student growth is regularly celebrated with the entire student body.	
	Exemplars of excellence in students, staff and teams is frequently celebrated.	
	Multiple methods are used to celebrate (i.e. - Assemblies, parties, treats, social media, announcements, etc.)	
	Celebrations come from all members of the community, not just the leaders.	
CELEBRATION PERFORMANCE AND PLAN FOR IMPROVEMENT		