



Full Name: _____

Principal Self-Evaluation

Catholic Identity

The following documents may help to review this section: mission statement and meeting notes, family education materials and invitations to participate, list of liturgies/prayer services, religion professional development, list of certified catechists, religion curriculum documents (lesson plans, projects), conflict management procedures, parent survey results

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| <p>Mission and Ministry</p> <p>Collaborates with the school community to promulgate a Catholic faith-based mission statement and philosophy to ensure they are relevant.</p> | <p><input type="checkbox"/> Distinguished Members of the school community can articulate and use the mission of the school to guide their actions. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The school has an up-to-date mission statement and philosophy that shows it to be part of the evangelizing mission of the church and is publicly visible. The mission and vision are explicitly used during decision-making.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The mission statement and philosophy has not been reviewed for updates within the past three years and/or annually reviewed with the school community.</p> | <p>Notes/Evidence:</p> |
| <p>Encourages and educates students, school families and faculty members to regularly celebrate liturgies and sacraments, participates in Sunday Mass, and incorporates the seasons/feasts of the liturgical year.</p> | <p><input type="checkbox"/> Distinguished Students plan liturgy and have leadership opportunities for ministries. There are adult formation opportunities for parents and faculty. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Students and families are educated about and encouraged to participate in the celebration of liturgies, prayer services, and the seasons/feasts of the liturgical year. The school community regularly celebrates liturgy.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not consistently schedule or invite student or family participation in liturgy or prayer and/or does not participate him/herself.</p> | <p>Notes/Evidence:</p> |



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| <p>Promotes parent/guardian partnerships in advancing the mission of the school and the ministry of Catholic education including social justice. Welcomes non-Catholic families as an opportunity for evangelization</p> | <p><input type="checkbox"/> Distinguished The principal provides opportunities for parents/guardians to grow in the knowledge and practice of faith with their families. Families are invited to participate in service programs. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal establishes two-way communication with parents and actively offers opportunities that involves them in the life of the school and faith activities</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory A consistent two-way communication process does not exist and/or parents are not given the opportunity to be involved in the life of the school.</p> | <p>Notes/Evidence:</p> |
| <p>Models Catholic values through example and develops a personal faith life.</p> | <p><input type="checkbox"/> Distinguished The principal participates in opportunities to deepen his/her faith (e.g., retreats, professional development, etc.). (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal consistently participates in liturgy and the sacraments at his/her personal parish and at the school and lives according to Catholic values, the Gospel message, and Catholic social teaching.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not consistently participate in liturgy at his/her personal parish and at the school and does not live out the Catholic values, Gospel message and/or Catholic social teaching.</p> | <p>Notes/Evidence:</p> |
| <p>Professional Development Ensures that the faculty is current in the areas of Catholic teachings, religious education and catechetical skills</p> | <p><input type="checkbox"/> Distinguished The principal promotes faculty participation in activities that will enhance their own faith development. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Oversees a Catholic formation program where students learn religion in classrooms that are engaging and effective, following the Archdiocesan religion curriculum. Professional development enhances practice within the classroom</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Students learn religion in an environment that is not doctrinally sound, guided by best teaching practices, and/or in which professional development does not improve practice.</p> | <p>Notes/Evidence:</p> |



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| <p>Allows only in compliance catechists who are caring, qualified, practicing Catholics to teach religion.</p> | <p><input type="checkbox"/> Distinguished The principal is certified or is taking classes towards certification as a Coordinator of Religious Education. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Students learn religion from only in compliance catechists. Teachers actively live out and practice their faith.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Students learn religion from teachers who are not certified and who have no definitive, written plan to do so.</p> | <p>Notes/Evidence:</p> |
| <p>Supervision</p> <p>Provides leadership that facilitates an environment which fosters the Catholic identity of the school</p> | <p><input type="checkbox"/> Distinguished Principal provides opportunities and a program where students take active leadership roles in the faith life of the school and parish. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Principal ensures students participate in daily prayer and quality religious instruction, including experience with scripture, the sacraments, mission, vocations, stewardship, service, and Catholic social teaching. Students have regular opportunities to participate in the mass.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Students are not given the opportunity to participate in high quality religious instruction with the appropriate amount of time, daily prayer, and /or the school does not have Catholic imagery. Students do not have regular opportunities to participate in the mass.</p> | <p>Notes/Evidence:</p> |
| <p>Implements conflict management procedures that turn conflict into an opportunity to strengthen relationships and serves as a testimony to the love and power of Jesus Christ.</p> | <p><input type="checkbox"/> Distinguished The principal reflects with involved parties after an incident about how it could have been more effectively handled. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Conflict is managed in a timely way when it occurs and implements positive conflict management procedures.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Conflict is not handled proactively, with consistency, confidentiality, and/or in a structured process</p> | <p>Notes/Evidence:</p> |



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| Promotes an authentic Catholic culture of respect for each member of the community | <input type="checkbox"/> Distinguished Annual climate survey data shows members of the community feel highly respected and welcomed within the school. (This rating requires the completion of items in “Proficient.”) | Notes/Evidence: |
| | <input type="checkbox"/> Proficient Creates a school culture of trust, respect, and hospitality. Diversity is honored in the school. The principal welcomes different points of view. The principal knows students’ names and has background information about the families. | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory Members of the community do not feel respected or welcomed in the school, the principal does not know students by name, the principal reacts negatively when people offer different points of view, and/or diversity in the school is not addressed. | |



Principal Final Evaluation *Academic Excellence*

The following documents may help to review this section: student assessment data, class schedules, RTI plan, intervention/ support examples, meeting minutes with data, curriculum documents, faculty handbook, lesson plans, assessments showing links to objectives, professional development plans, teacher evaluations and documentation, teacher certification, extracurricular polices/procedures, master schedule, faculty calendar, principals professional file.

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| <p>Instruction</p> <p>Provides a faith based and academic program in an environment that meets the identified needs of all students.</p> | <p><input type="checkbox"/> Distinguished The school has individual goals and plans that differentiate instruction for all students to allow them to achieve appropriate gains. The school has an inclusion program or an active plan to implement one. (This rating requires the completion of items in “Proficient.”)</p> | <p>Notes/Evidence:</p> |
| | <p><input type="checkbox"/> Proficient The principal actively works with and educates teachers to meet the individual needs of students and to ensure that all students show academic, faith, social, and emotional growth in a culture of high expectations. Individual student assessment data shows annual growth. Progress is clearly communicated with students and parents. Proper time is allocated and protected for instruction.</p> | |
| | <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> | |
| | <p><input type="checkbox"/> Unsatisfactory Certain segments of the school population do not have the same gains as other members of the school population and/or the school is not as academically distinguished as other schools in their region. Does not include the integration of faith in the curriculum</p> | |
| <p>Uses student data to drive decision-making in the classroom and as a school. Assessment data is utilized to</p> | <p><input type="checkbox"/> Distinguished Faculty meetings regularly focus on student data and how to improve instruction for every student. The school has an active student intervention team or learning community that meets regularly to help determine strategies for students. School members accomplish specific data-driven goals to improve learning. (This rating requires the completion of items in “Proficient.”)</p> | <p>Notes/Evidence:</p> |



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| differentiate instruction and/or provide interventions, progress monitoring so students can be successful. | <input type="checkbox"/> Proficient The data is used to differentiate instruction and provide scaffold supports. Students receive regular, documented differentiated instruction and appropriate interventions based on the results of a screening tool. The principal can show how data-based decision-making positively impacted student achievement | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory The data is not utilized to differentiate instruction and/or provide interventions and support. Students do not receive regular, documented differentiated instruction and/or interventions. Student data is not used to make and/or to evaluate decisions | |
| Supervises implementation of the ADW curricula and inclusive of Gospel values in a rigorous, relevant, and age-appropriate manner that develops students’ ability to continually succeed | <input type="checkbox"/> Distinguished The school has a cohesive, research- based program that accomplishes those items mentioned in “Proficient” and there is horizontal and vertical articulation within the program. (This rating requires the completion of items in “Proficient.”) | Notes/Evidence: |
| | <input type="checkbox"/> Proficient Assessment and documentation show students learn the curriculum with rigor, creativity, innovation, critical thinking, problem solving, communication, purpose, and collaboration. | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| Integrates safe and age appropriate technology to improve the instructional process | <input type="checkbox"/> Distinguished There is a seamless integration of technology in the curriculum that aligns with the vision of the school. Students direct their own instruction utilizing technology. (This rating requires the completion of items in “Proficient.”) | Notes/Evidence: |
| | <input type="checkbox"/> Proficient Students learn and are assessed using multiple forms of technology throughout the curriculum in a way that aligns with the vision of the school | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory Technology is rarely used in the school for instructional purposes. | |



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| <p>Professional Development</p> <p>Ensures students learn and are assessed using effective strategies</p> | <p><input type="checkbox"/> Distinguished Teachers collaborate and examine data to improve learning through instruction and assessment. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Student learning is improved through research-based methods. Students are assessed using a variety of methods with clear expectations linked to objectives. Assessment data is used to improve learning. Fair and just grading is used.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Documentation does not exist to show that students learn and are assessed using effective strategies</p> | <p>Notes/Evidence:</p> |
| <p>Develops and implements quality professional staff development programs to increase student learning and ensures positive classroom environments.</p> | <p><input type="checkbox"/> Distinguished Professional development is individualized for staff members to meet their differing needs and to accomplish the vision and goals of the school. Teachers regularly lead professional development and share best practices. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Professional development corresponds with the vision and goals of the school and accomplishes specific, written goals to improve student learning. Feedback from staff is used to improve offerings of professional development.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Professional development does not correspond with the vision and/or there is no documentation of improved student learning.</p> | <p>Notes/Evidence:</p> |
| <p>Provides for his/her own professional development that includes faith formation.</p> | <p><input type="checkbox"/> Distinguished The principal helps mentor or lead professional development for other principals in the Archdiocese or other learning communities (e.g., ESPA, NCEA, , committee reporting, Universities, etc.). (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal participates in professional development, belongs to professional organizations, and/or does professional reading and can demonstrate how he/she has improved his/her professional practice and/or student achievement. The principal utilizes current research.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> | <p>Notes/Evidence:</p> |



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| | <input type="checkbox"/> Unsatisfactory The principal does not participate in his/her own professional development and/or cannot show how it improved his/her professional practice and/or student achievement. The principal does not utilize current research in decision-making. | |
| Supervision Recruits, screens and hires highly qualified, certified teachers and other personnel | <input type="checkbox"/> Distinguished The principal has a multi-layered interview process including such things as checking content knowledge, having the candidate model a lesson, and sharing specific faith experiences. (This rating requires the completion of items in “Proficient.”) <input type="checkbox"/> Proficient The principal recruits, screens, and hires highly qualified, certified teachers and personnel that meet the needs of the school’s vision. An orientation is provided for all and a formal induction program is provided for teachers. <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. <input type="checkbox"/> Unsatisfactory The principal does not follow the ADW policies for hiring or interviewing, does not hire certified and high-quality staff, and/or does not have an orientation induction program. | Notes/Evidence: |
| Supervises, evaluates, and coaches faculty and staff on a regular basis and follows ADW policies to terminate unsatisfactory employees. | <input type="checkbox"/> Distinguished The school is a true learning community in which time is arranged during the day for teachers to effectively collaborate, complete peer observations, and other activities to improve learning. (This rating requires the completion of items in “Proficient.”) <input type="checkbox"/> Proficient The principal visits classrooms at least weekly. Documentation about formal and informal observations is shared with teachers. If concerns exist, they are documented and discussed with the teacher in a timely manner. Staff members are evaluated at least annually and only high-quality teachers are retained. <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. <input type="checkbox"/> Unsatisfactory The principal does not visit the classrooms on a regular basis, does not document observations, and/or does not properly address concerns in a timely manner. Unsuccessful staff members are allowed to remain in the school. | Notes/Evidence: |



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| <p>Leads a faith-based and safe workplace that retains proficient faculty and staff.</p> | <p><input type="checkbox"/> Distinguished The principal leads a program that provides strategies and incentives to provide support and empowers teachers in a nurturing faith-based workplace. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal creates a workplace that provides professional and spiritual growth opportunities and support when needed.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Workplace is not faith based and safe that leads to high turnover of proficient staff.</p> | <p>Notes/Evidence:</p> |
| <p>Oversees co-curricular activities (extended school day, school based sports, activity clubs) ensuring that the programs are in compliance with local and ADW policies and promoted the mission of the Catholic Church.</p> | <p><input type="checkbox"/> Distinguished The program includes a wide variety of extracurricular activities that meet the diverse interests of the students. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The school offers a variety of extracurricular activities. The staff/volunteers are trained regarding local and ADW policies and ensures proper supervision of activities.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The school does not offer extracurricular activities and/or the principal does not train the staff or ensure proper supervision of the activities.</p> | <p>Notes/Evidence:</p> |



Principal Final Evaluation
School Viability

The following documents may help to review this section: board information and minutes, strategic plan, vision, goals, budget, outside funding sources, financial statements, tuition collection rates and plan, scholarship policies and information, financial policies/procedures, enrollment trends/plan/results, advancement plan/results, building plan and safety reports, crisis management plan

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| <p>Fiscal Oversight</p> <p>Prepares an achievable annual school budget in cooperation with the advisory board and pastor/administrator and revises it if data changes.</p> | <p><input type="checkbox"/> Distinguished Prepares a realistic and achievable annual school budget in cooperation with the board and parish and revises if data change. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal prepares a realistic and achievable annual school budget in cooperation with the board and parish and revises it if data change. School families are made aware of the financial situation of the school.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not use data (annual report/ current financial reports) to create a realistic and achievable budget and/or does not make strategic changes to make the school more fiscally viable.</p> | <p>Notes/Evidence:</p> |
| <p>Monitors the budget and finances to ensure proper cash flow from diverse funding sources to support the financial stability of the school</p> | <p><input type="checkbox"/> Distinguished The principal increases the amount of outside funding sources by at least 10% with actions that are in accord with the vision and mission of the school to improve the school’s financial position. The school fully utilizes all available funding sources (BOOST, OSP and Title Programs) and participates in legislative action. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Regularly analyzes financial statements with the business manager to ensure the school is on budget and has proper cash flow.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not regularly monitor the budget/finances of the school, unexpectedly runs in to a cash flow issue, and/or does not take advantage of available funding. (BOOST, OSP and Title Programs)</p> | <p>Notes/Evidence:</p> |



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| <p>Oversee collection of tuition and implements a plan for delinquent tuition in accordance with ADW policy</p> | <p><input type="checkbox"/> Distinguished The principal uses strategic scholarships and discounts to ensure that enrollment increases or is stabilized and that there is an improvement in the financial position of the school. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Parents sign a tuition agreement based on ADW procedures that has multiple payment methods. A plan exists to collect delinquent tuition including exclusion days. Written scholarship procedures are communicated with parents and followed.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory Parents do not sign a tuition agreement, a tuition collection plan is not in place with multiple ways to pay, and/or the principal did not act to collect delinquent tuition.</p> | <p>Notes/Evidence:</p> |
| <p>Oversees collection and disbursement of all school funds based on ADW best practices and ensures their proper implementation</p> | <p><input type="checkbox"/> Distinguished The school successfully completes an audit with minimal recommendations. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal promulgates written, local financial policies and procedures for collection and disbursement of all school funds based on ADW best practices and ensures their proper implementation.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The school does not have or follow written local financial policies and procedures based on ADW best practices, including segregation of duties, maintaining proper documentation, and proper security.</p> | <p>Notes/Evidence:</p> |
| <p>Complies with financial audits, ADW regulations and mandates, taking appropriate action when necessary.</p> | <p><input type="checkbox"/> Distinguished The bookkeeper and administration participate in all training opportunities and are role models to other school communities in regard to finance regulations. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The school consistently follows ADW financial mandates and regulations and collaborates on any financial audits</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> | <p>Notes/Evidence:</p> |



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| | <input type="checkbox"/> Unsatisfactory There is evidence that the school does not comply with ADW regulations in regards to finances. | |
| <p>Marketing and Advancement</p> <p>Directs and oversees a team or committee to implement an enrollment management and marketing plan</p> | <input type="checkbox"/> Distinguished The school is at full capacity or the enrollment exceeds the previous year's enrollment by at least 5%. There is also an increase in revenue. (This rating requires the completion of items in "Proficient.") <input type="checkbox"/> Proficient The school has stabilized enrollment and revenue to within 2% of last year's numbers using strategies from a written enrollment/marketing plan. The school has summer office hours, activities, and recruitment events. <input type="checkbox"/> Basic Meets only some items in the "Proficient" category. <input type="checkbox"/> Unsatisfactory The school decreases in enrollment greater than 2% of the previous year's numbers and there is an increase in the deficit of the school. The school does not have adequate summer office hours, activities, or recruitment events. Voicemail announcements/websites do not contain up-to-date information. | Notes/Evidence: |
| <p>Oversees and ensures an annual fund raising plan targeting a variety of donors.</p> | <input type="checkbox"/> Distinguished The school uses multiple methods of solicitation. The school sees an increase of 10% in the number of donors and dollar amount that it raises or raises enough money for the school to be self-sufficient without parish investment or ADW grant. (This rating requires the completion of items in "Proficient.") <input type="checkbox"/> Proficient The school implements an annual fund that includes multiple payment methods and online giving. The school has an updated database for donors. <input type="checkbox"/> Basic Meets only some items in the "Proficient" category. <input type="checkbox"/> Unsatisfactory The school does not perform an annual fund with multiple payment methods and/or does not track donors. | Notes/Evidence: |



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| <p>Ensures there is a written development plan, including an alumni outreach program</p> | <input type="checkbox"/> Distinguished The plan shows an increase in donations to the school and the alumni of the school successfully run their own organization and hold reunions. (This rating requires the completion of items in “Proficient.”) | <p>Notes/Evidence:</p> |
| | <input type="checkbox"/> Proficient A comprehensive plan for development is successfully followed. A person/team is in place dedicated to development for the school. The school researches to find alumni, communicates regularly with them. | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory The school does not have a written plan, does not have a person/team dedicated to development, and/or the school does not research alumni and/or does not communicate with them. | |
| <p>Supervision Ensures the maintenance and safety of the school plant according to local, state, ADW policies, procedures and directives.</p> | <input type="checkbox"/> Distinguished The principal actively monitors, adjusts, and follows a comprehensive, maintenance plan and long-range facilities plan with a budget. (This rating requires the completion of items in “Proficient.”) | <p>Notes/Evidence:</p> |
| | <input type="checkbox"/> Proficient The principal ensures the maintenance and safety of the school plant according to local, state, ADW and the Office of Catholic Schools policies, procedures and directives, keeping the building, safe, clean, and attractive with proper signage. Proper inspections (fire, water, health, boiler, elevator, asbestos, etc.) and paperwork are completed on time. A crisis management plan is in place and practiced. An AED is on the premises and staff members are trained to use it. | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory The principal does not adhere to policies/procedures/directives, unsafe conditions are allowed to exist in the school, the school is not clean or attractive, and/or proper inspections and paperwork are not done in a timely manner. | |



Principal Final Evaluation *Governance*

The following documents may help to review this section: board information and minutes, strategic plan, vision, goals, budget, outside funding sources, financial statements, tuition collection rates and plan, scholarship policies and information, financial policies/procedures, enrollment trends/plan/results, advancement plan/results, building plan and safety reports, crisis management plan

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| <p>Pastor collaboration, board relations and decision-making</p> <p>Collaborates and communicates regularly with the canonical administrator on school issues.</p> | <p><input type="checkbox"/> Distinguished Works with canonical administrator to establish a strong collaborative relationship between school and parish. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal initiates and willingly participates in regular dialogue with the canonical administrator and collaborates on challenging issues</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory There is no regular communication between principal and canonical administrator. Canonical administrator is not promptly informed of challenging issues occurring at school.</p> | <p>Notes/Evidence:</p> |
| <p>Serves as the executive officer to the board, helping to prepare meetings, informs members of policy, and lead their continued professional development and goal setting.</p> | <p><input type="checkbox"/> Distinguished The school advisory board is representative of the diversity of stakeholders in the school community, high functioning, and can show positive results from their work (e.g., increases in enrollment, outside funding sources, etc.). (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal serves as the executive officer to the school advisory board, helping to prepare meetings, informing them of policy, and leading their continued professional development and goal setting and evaluation.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory There is no school advisory board for the school or it is not active, dysfunctional and lacks diversity.</p> | <p>Notes/Evidence:</p> |



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| Develops and maintains a documented faith-based vision and strategic plan that is developed collaboratively and in alignment with the ADW Strategic Plan | <input type="checkbox"/> Distinguished The school develops specific, measurable indicators of success for its vision and measures its progress based on those indicators. (This rating requires the completion of items in “Proficient.”) | Notes/Evidence: |
| | <input type="checkbox"/> Proficient The school has a collaboratively developed strategic plan that includes goals, objectives and strategies and is inclusive of the four pillars. | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory The school does not have a strategic plan. | |
| Demonstrates that goals accomplished for the year support the vision and strategic plan | <input type="checkbox"/> Distinguished The principal can demonstrate how the attainment decisions and goals positively affected Catholic identity, academic excellence, governance, enrollment and affordability. (This rating requires the completion of items in “Proficient.”) | Notes/Evidence: |
| | <input type="checkbox"/> Proficient The principal can demonstrate how decisions made and goals accomplished directly support the progress of the strategic plan in the areas of Catholic identity, academic excellence, governance, enrollment, and affordability | |
| | <input type="checkbox"/> Basic Meets only some items in the “Proficient” category. | |
| | <input type="checkbox"/> Unsatisfactory The principal cannot demonstrate that decisions made and goals accomplished directly support the attainment of the strategic plan. | |



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| <p>Communication</p> <p>Guides, develops, and governs with appropriate handbooks for school families and school staff in accordance with ADW policies and procedures</p> | <p><input type="checkbox"/> Distinguished Handbooks are easily accessible online in an attractive format. Stakeholder input is a part of the annual handbook development process. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal annually updates and follows handbooks for school families and staff based on ADW policies and procedures. The principal ensures each family and staff member receives a copy. It is translated into different languages if a large part of the school speaks a language other than English.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not develop or update handbooks for school families and staff, does not follow ADW policies and procedures, the handbooks are not given to all of the families/staff members, and/or they are not translated into a different language when necessary.</p> | <p>Notes/Evidence:</p> |
| <p>Designs and implements communication strategies to ensure that the pastor, staff, school families, prospective families, parish(es) and the community are informed about the school</p> | <p><input type="checkbox"/> Distinguished The school uses a variety of communication tools to reach their stakeholders including digital tools (e.g., surveys). Strong partnerships exist within the community to bring more resources in the school to help it achieve its mission and vision. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The school regularly communicates with all stakeholders in a style that fits the community (e.g., method, language, etc.). The school has an updated website that has information for all stakeholders (e.g., alumni, donors, prospective families, current families).</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The school does not regularly communicate with all stakeholders in a style that fits the community and/or does not have an up-to-date website with information for all stakeholders.</p> | <p>Notes/Evidence:</p> |



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| <p>Incorporates the feedback of the school community during decision-making when appropriate</p> | <p><input type="checkbox"/> Distinguished The majority of stakeholders perceive that their voices are heard and understand decisions as evidenced by current climate survey data. (This rating requires the completion of items in “Proficient.”)</p> | <p>Notes/Evidence:</p> |
| | <p><input type="checkbox"/> Proficient The school conducts satisfaction surveys and/or listening sessions and communicates results and ensuing actions. Questions are clearly answered in a timely manner. Boundaries and decision-making structures are made clear to those involved.</p> | |
| | <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> | |
| | <p><input type="checkbox"/> Unsatisfactory The school does not do surveys or listening sessions or, if they do, the results and action plans/results are not communicated. Questions are not answered clearly and/or in a timely manner.</p> | |
| <p>Oversees discipline within the school in accordance with ADW policy by proactively dealing with situations, consistently applying the policies of the school, and ensuring parents receive timely communication and follow-up when appropriate</p> | <p><input type="checkbox"/> Distinguished The school can show a decrease in behavior issues with a school-wide positive behavioral interventions and supports system or other research-based model. (This rating requires the completion of items in “Proficient.”)</p> | <p>Notes/Evidence:</p> |
| | <p><input type="checkbox"/> Proficient Clear policies and procedures exist, are communicated to parents in writing, and are consistently followed for both the school and each classroom. Discipline is handled respectfully and proactively. When issues arise, the principal ensures parents receive timely communication and follow-up when appropriate.</p> | |
| | <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> | |
| | <p><input type="checkbox"/> Unsatisfactory Clear policies and procedures do not exist, are not communicated to parents, and/or are not consistently followed. Discipline is not handled proactively and/or in a positive manner. Parent communication does not occur in a timely way with follow-up.</p> | |



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| <p>Organization</p> <p>Maintains and retains accurate local files and records for each student and employee in accordance with ADW guidelines.</p> | <p><input type="checkbox"/> Distinguished The principal implements a well-organized online student information system that is actively used for student data, attendance, grading, and parent communication. (This rating requires the completion of items in “Proficient.”)</p> <hr/> <p><input type="checkbox"/> Proficient The principal maintains accurate local files and records (e.g., health and academic) for each student and employee (e.g., job descriptions, evaluations, etc.) based on Archdiocesan policies and procedures. Benefits eligible employees are given information about their benefits and receive all benefits to which they are entitled.</p> <hr/> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <hr/> <p><input type="checkbox"/> Unsatisfactory The principal does not maintain accurate local files and records for each student and employee. Benefits eligible employees do not receive information about their benefits or do not receive all of the benefits to which they are entitled.</p> | <p>Notes/Evidence:</p> |
| <p>Attends required ADW, CSO and regional meetings and submits required reporting on time, reviews regional agreements annually and implements required systems and initiatives.</p> | <p><input type="checkbox"/> Distinguished The principal serves on ADW committees or ESPA leadership while still highly performing at the school level. (This rating requires the completion of items in “Proficient.”)</p> <hr/> <p><input type="checkbox"/> Proficient The principal attends required archdiocesan, Office of Catholic Schools and local meetings and disseminates information from these meetings in the school. The principal returns completed paperwork on time.</p> <hr/> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <hr/> <p><input type="checkbox"/> Unsatisfactory The principal does not attend required meetings, does not disseminate appropriate information, and/or does not turn in required reporting on time. Does not use ADW systems and initiatives.</p> | <p>Notes/Evidence:</p> |



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| <p>Utilizes shared leadership and teacher teams to delegate responsibilities and identifies, encourages, and mentors emerging leaders</p> | <p><input type="checkbox"/> Distinguished The principal finds ways to build the leadership abilities of staff members. People throughout the school feel empowered to innovate within the boundaries of the mission and vision of the school. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal delegates responsibilities, positively and clearly communicating expectations, boundaries, and timelines. Accomplishments are celebrated. The principal has identified at least one potential new leader and is actively encouraging and mentoring him/her.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not delegate responsibilities; does not positively and clearly communicate expectations, boundaries, and timelines when they do so; and/or does not actively seek out emerging leaders and mentor them.</p> | <p>Notes/Evidence:</p> |
| <p>Takes ownership of issues within the school and oversees successful completion of appropriate solutions</p> | <p><input type="checkbox"/> Distinguished The principal uses teams or distributed leadership to solve issues that occur. (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient The principal takes ownership of issues that occur within the school community, discerns creative solutions, and ensures the proficient implementation of them.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> <p><input type="checkbox"/> Unsatisfactory The principal does not take ownership of issues that occur within the school community and/or does not actively work towards proficiently solving them.</p> | <p>Notes/Evidence:</p> |
| <p>Ensures faculty and staff compliance with the ADW Child Protection and Code of Conduct.</p> | <p><input type="checkbox"/> Distinguished (This rating requires the completion of items in “Proficient.”)</p> <p><input type="checkbox"/> Proficient Any child protection event is promptly reported and documented in accordance with ADW policy. Principal assures all school employees meet Child Protection training requirements and understand the ADW child protection policy. Employee’s completion of monthly bulletins are up to date. The Code of Conduct is reviewed with staff annually.</p> <p><input type="checkbox"/> Basic Meets only some items in the “Proficient” category.</p> | <p>Notes/Evidence:</p> |



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| | <p><input type="checkbox"/> Unsatisfactory Some members of the faculty and staff are not in compliance with the ADW Child Protection Policy and have not signed the Code of Conduct. A child protection event is not promptly reported and documented.</p> | |
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