

Principal Leadership Appraisal System (PLAS)

HITCHCOCK INDEPENDENT SCHOOL DISTRICT • CAMPUS LEADERSHIP EVALUATION

Domain 1: Strategic Campus Leadership & Planning

1.1 Ethics & Professional Standards: Adheres to and models professional educator ethics, setting high expectations and student-centered practices across the campus.

1.2 Core Leadership Scheduling: Prioritizes time and calendaring toward instructional leadership, core administrative tasks, and operational efficiency.

1.3 Strategic Planning & Outcomes: Leads data-driven Campus Improvement Plans (CIP) with clear timelines, key performance indicators, and continuous progress monitoring.

1.4 Change Management: Facilitates continuous campus improvement by anticipating challenges, leveraging data, and driving solutions-oriented change.

1.5 Professional Growth & Modeling: Demonstrates a personal commitment to continuous growth through professional development, feedback integration, and coaching.

Domain 2: Human Capital & Talent Development

2.1 Talent Acquisition & Placement: Recruits, selects, and strategically assigns high-quality educators aligned with campus goals and student needs.

2.2 Teacher Support & Retention: Builds pathways for teacher growth and leadership while maintaining systems to support and retain effective staff.

2.3 Observation, Coaching & Calibration: Conducts frequent, calibrated classroom walkthroughs and observations to deliver actionable feedback and rapid instructional improvement.

2.4 Professional Learning Alignment: Designs and aligns campus professional development directly to teacher performance data, goal-setting, and student achievement targets.

Domain 3: Positive School Culture & Climate

3.1 Safe Environment & High Expectations: Aligns campus operations, vision, and mission to foster a safe, orderly, and high-expectation learning environment.

3.2 Student Behavior & Management Systems: Establishes clear, equitable behavioral expectations and multi-tiered systems of proactive discipline management.

3.3 Proactive Student Support: Coordinates wrap-around services, social-emotional learning, and mental health support structures to address student needs.

3.4 Family & Community Engagement: Cultivates authentic partnerships with families and community stakeholders to support student growth and school success.

Domain 4: Curriculum & Instructional Alignment

4.1 Standards-Based Curriculum Implementation: Ensures fidelity to district and state curriculum standards, scope and sequence, and rigorous aligned assessments.

4.2 Resource Allocation & Instructional Support: Facilitates access to essential instructional resources, materials, and job-embedded professional learning.

Domain 5: Instructional Leadership & Student Growth

- 5.1 High-Performing Leadership Teams:** Builds and manages campus leadership teams utilizing structured protocols and clear performance outcomes.
- 5.2 Objective-Driven Planning:** Ensures teachers unpack standards and submit daily, objective-driven lesson plans complete with formative assessment checkpoints.
- 5.3 Effective Instructional Practices:** Promotes and models high-leverage, research-based classroom routines and pedagogical strategies across all grade levels.
- 5.4 Data-Driven Instruction (DDI):** Facilitates recurring data analysis meetings to evaluate student work, identify learning gaps, and execute targeted re-teach plans.
- 5.5 Multi-Tiered System of Supports (MTSS/RTI):** Targets resources and schedules to provide timely, data-driven academic interventions that close achievement gaps.

PLAS Rating Rubric Standard Scale

Rating Level	Performance Description
Distinguished	Consistently exceeds standards; serves as a model across the district; builds capacity in others.
Accomplished	Frequently exceeds standards; demonstrates systematic, high-quality execution with minimal guidance.
Proficient	Consistently meets district performance standards; effectively manages expected responsibilities.
Developing	Demonstrates basic understanding but requires ongoing support and refinement to consistently meet standards.
Needs Improvement	Fails to consistently meet performance standards; requires targeted intervention and growth planning.