



Jordan School District #717  
Workshop Meeting Minutes

Tuesday, June 25, 2013 at 6:30 PM  
Workshop Meeting  
Jordan Public Schools  
500 Sunset Drive; Suite 3  
Jordan, MN 55352

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1. Board book webinar and Q & A
2. Discuss preliminary FY14 budget
3. Middle School Construction Project Update
  1. Election Timelines
  2. Construction Management Firm Profile and Proposal
4. Principal Hiring Process and Update
5. Principal Evaluation Model
6. Board Goals and Communication Plan
7. Location of Board Meetings
8. Sharing of Annual Report on Curriculum, Instruction and Student Achievement
9. Sharing of Jordan Literacy Plan

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School Board Clerk

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Date

**Jordan Elementary Principal**

**Screening Guidelines**

**Directions:**

Please review the applications for this position and rate them according to the guidelines that are listed below on this document. Please note that I would like to have the screening complete by **Friday, June 28<sup>th</sup>** so we may schedule interviews for **Monday, July 8<sup>th</sup>**. Please plan on a full day of interviews. It would be my goal to interview 6 semifinalist candidates for this position. Please score the candidates using the rubric below and submit your top 5 names. Thank you in advance for assisting with this process.

Candidate has strong positive recommendations and credentials: add 2 points \_\_\_\_\_

Experience with curriculum development, implementation and leadership: add 3 points \_\_\_\_\_

Evidence of implementing programming that improves student achievement including a strong emphasis on the use of technology: add 2 points \_\_\_\_\_

Previous experience as a building principal: add 3 points \_\_\_\_\_

Experience working with preschool programming: add 2 points \_\_\_\_\_

Evidence of strong instructional leadership: add 1 point \_\_\_\_\_

Licensure in MN as a K-4 principal: add 1 point \_\_\_\_\_

Military Veteran: add 1 point \_\_\_\_\_

**Sub-Total Points Possible: 15 \_\_\_\_\_**

***Grammatical/spelling/usage errors in application materials: subtract 2 points***

**Final Total: \_\_\_\_\_**

## **Jordan Elementary Principal Screening/Interview/Hiring Process**

### **Step 1: Screening the Applicants**

The applications will be narrowed down to 6 finalists by the screening committee. The committee will consist of the following individuals:

Teachers (3-4)

Teacher:

Teacher:

Teacher:

Teacher:

Jordan Middle School Principal – Lance Chambers

Jordan High School Principal – Barb McNulty

Jordan Superintendent – Matt Helgerson

### **Step 2: Interview Process**

There will be two committees conducting the interview. Two candidates will be brought in at a time and will be interviewed opposite each other by the two respective committees. Each committee will interview the candidates for a period of 35-40 minutes. The questions will be provided by the superintendent and committee leads. The committee will score the applicants using the provided template as a guide. The committee will select their top two candidates and submit their top two candidates to the committee leads for a final interview and selection. The committees will consist of the following members:

#### **Committee A**

Superintendent: Matt Helgerson (Committee Lead)

Board Member:

Teacher:

Teacher:

Technology Director:

Administrative Assistant:

Parent:

#### **Committee B**

Jordan High School Principal: Barb McNulty (Committee Lead)

Board Member:

Teacher:

Teacher:

Curriculum Director or Special Ed Director:

Activities Director:

Parent:

**Jordan Elementary Principal Position Hiring  
(Sample) Candidate Feedback Form**

**Candidate Name:** \_\_\_\_\_

**Date**\_\_\_\_\_

A. List Candidate Strengths

B. List Candidate Areas of Concern

C. Other Comments

Should the candidate receive further consideration?     Yes     No

**Jordan Elementary Principal Position Hiring Process Timeline:**

**Step 1: Screening the Applicants**

- HR will print the cover letters, resumes, and letters of recommendation of the Applicants on June 26th (Closing date is June 25th)
- Screening Committee will narrow down the applicants to 6 semi-finalists by *Monday, July 1st.*

**Step 2: Interview Process**

- *Semi-Finalists will be notified by the end of the day on Tuesday, July 2nd of their interview time slot.*
- Interviews will take place from 8:00 AM through 5:15 PM on Monday, July 8<sup>th</sup> (2 finalists will be chosen). Interviews will take place at the High School Lecture Room and High School Conference Room.
- Final interviews will be conducted on July 10<sup>th</sup> by Mr. Helgerson, Two Board Members TBD, Mr. Chambers and Mrs. McNulty. In addition, background checks will be conducted and references will be checked.
- A contract will be negotiated between the date when a candidate is selected and a July Special Meeting (Date TBD).
- The hire and contract will be approved at a Special Board Meeting in July.

**Interview Schedule**

**8:00 AM-9:15 AM: Committee A and Committee B to Interview Candidate 1 and 2**

**9:30 AM-10:45 AM: Committee A and Committee B to Interview Candidate 3 and 4**

**11:00 AM-12:15 PM: Committee A and Committee B to Interview Candidate 5 and 6**

**Lunch**

**Following Lunch: (Individual Committee Discussion and Discussion Between Committees to Come to Consensus on Two Finalists)**

# Principal Self-Assessment and Goal Setting

Principal: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

## **Instructions for Principals:**

- A. Using the Performance Measure and Indicator Rubric, assess yourself from 1 to 4 as follows for each indicator of leadership practice:
  1. This indicator represents a strength in my leadership practices. I am consistently effective and can teach others how to be effective on this indicator.
  2. I am consistently effective on this indicator.
  3. I am sometimes effective on this indicator.
  4. This indicator is a significant challenge for me.
- B. Identify supporting evidence and add reflections for your ratings.
- C. Reflecting on the entire self-assessment, summarize the areas of strength in your leadership practices.
- D. Summarize up to two areas for growth in your leadership practices. Draft your growth goal in each area, the strategies you will undertake, any resources or support that you need associated with that goal's strategies, and the target date for and evidence of completing strategies.
- E. Considering your self-assessed areas for growth, school priorities, and district-wide goals and initiatives, draft individual performance goals you will set for your school. Goals should be in SMART format. For each goal, name the area of focus, include a description of current conditions, identify the performance goal, and identify the strategies you will lead to accomplish the goal along with resources to be used, target dates for completion, and evidence of completion.

## **Instructions for Evaluators:**

- A. Review the principal's self-assessment.
- B. Comment on professional growth goals and individual school performance goals, indicating areas of agreement and any needed changes.
- C. Conference with principal to review the self-assessment and comments. Finalize professional growth goals and individual school performance goals.

<b>PERFORMANCE MEASURE 1</b>				
<b>Mission and Vision</b>	1	2	3	4
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and high, measurable goals that prepare every student to succeed in post-secondary learning and to become responsible and contributing citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Articulates a vision and develops implementation strategies for change that result in measurable achievement gains for all students and close achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fosters a shared commitment to high expectations for student achievement, high standards of teaching and learning, and a culturally competent environment where diversity is valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishes rigorous, measurable goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Builds a strong and positive sense of community in the school by honoring the important roles of race and culture, its traditions, artifacts, symbols, values, and norms, as a contributor to student and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence and reflection in support of the ratings:

<b>PERFORMANCE MEASURE 2</b> <b>Instructional Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Facilitates the development and communication of a shared vision and school culture of effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high-yield instructional strategies that improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, job embedded, and based on the school's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence and reflection in support of the ratings:

<b>PERFORMANCE MEASURE 3</b> <b>Human Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides timely, appropriate, quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Implements a cohesive approach to recruitment, placement, induction, and retention of a highly qualified and effective staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation, and/or removal of underperforming staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence and reflection in support of the ratings:

<b>PERFORMANCE MEASURE 4</b> <b>Professional and Ethical Relationship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence and reflection in support of the ratings:

<b>PERFORMANCE MEASURE 5 Resource Management</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Distributes leadership responsibilities, shares decision making, and supervises daily ongoing management structures and practices to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources and that is focused on and results in improved student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence and reflection in support of the ratings:

**AREAS OF STRENGTH**

**AREAS FOR GROWTH—PROFESSIONAL GROWTH GOAL 1**

Indicator	
Explanation	
Growth Goal 1	

Strategies	Resources Needed	Target Date Evidence of Completion

Evaluator Comments:

**AREAS FOR GROWTH—PROFESSIONAL GROWTH GOAL 2**

Indicator	
Explanation	

Growth Goal 2		
Strategies	Resources Needed	Target Date Evidence of Completion
Evaluator Comments:		

INDIVIDUAL SCHOOL PERFORMANCE GOAL 1		
Area of Focus		
Current Conditions		
School Performance Goal 1		
Strategies	Resources Needed	Target Date Evidence of Completion
Evaluator Comments:		

**INDIVIDUAL SCHOOL PERFORMANCE GOAL 2**

Area of Focus		
Current Conditions		
School Performance Goal 2		
Strategies	Resources Needed	Target Date Evidence of Completion
Evaluator Comments:		

The principal and evaluator will sign the Self-Assessment and Goal Setting to indicate that the professional growth goals and individual school performance goals have been shared, discussed, and agreed upon.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

# Supervisor Evaluation

## Summative Performance Measure Ratings

Principal: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

<b>PERFORMANCE MEASURE 1</b> <b>Mission and Vision</b>	Distinguished	Accomplished	Proficient	Unsatisfactory	Developing
Overall Rating for Performance Measure 1: _____					
A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and high, measurable goals that prepare every student to succeed in post-secondary learning and to become responsible and contributing citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Articulates a vision and develops implementation strategies for change that result in measurable achievement gains for all students and close achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Fosters a shared commitment to high expectations for student achievement, high standards of teaching and learning, and a culturally competent environment where diversity is valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Establishes rigorous, measurable goals for instructional program decisions and staff learning experiences that are consistent with the school's mission, vision, and core beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Builds a strong and positive sense of community in the school by honoring the important roles of race and culture, its traditions, artifacts, symbols, values, and norms, as a contributor to student and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PERFORMANCE MEASURE 2</b> <b>Instructional Leadership</b>	Distinguished	Accomplished	Proficient	Unsatisfactory	Developing
Overall Rating for Performance Measure 2: _____					
A. Facilitates the development and communication of a shared vision and school culture of effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improve learning and close identified gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high-yield instructional strategies that improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, job embedded, and based on the school's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PERFORMANCE MEASURE 3 Human Resources</b>	Distinguished	Accomplished	Proficient	Unsatisfactory	Developing
Overall Rating for Performance Measure 3: _____					
A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides timely, appropriate, quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Implements a cohesive approach to recruitment, placement, induction, and retention of a highly qualified and effective staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations, and contract provisions and uses these processes to facilitate development, remediation, and/or removal of underperforming staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PERFORMANCE MEASURE 4 Professional and Ethical Relationships</b>	Distinguished	Accomplished	Proficient	Unsatisfactory	Developing
Overall Rating for Performance Measure 4: _____					
A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school, and its needs and accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PERFORMANCE MEASURE 5 Resource Management</b>	Distinguished	Accomplished	Proficient	Unsatisfactory	Developing
Overall Rating for Performance Measure 5: _____					
A. Distributes leadership responsibilities, shares decision making, and supervises daily ongoing management structures and practices to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies, and available resources and that is focused on and results in improved student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>OVERALL SUMMATIVE PERFORMANCE RATING FOR LEADERSHIP ACTIONS</b>	
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<b>SIGNIFICANT ACHIEVEMENTS</b>

<b>AREAS FOR GROWTH</b>

<b>EVALUATOR COMMENTS</b> <i>(Any performance standards and indicators marked as "developing" should be clarified.)</i>

<b>PRINCIPAL COMMENTS</b>

The principal and evaluator will sign the Summative Performance Measure Ratings for leadership actions to indicate that the ratings have been shared and discussed.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

# Principal Evaluation Summary Report

Principal: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

State Level Measures-MCA Goals							
	Baseline 2010-2011	Goal	Actual 2011-2012	Met Goal?			
<b>Student Proficiency</b>							
Math							
Reading							
<b>Student Academic Growth</b>							
Math							
Reading							
<b>Achievement Gap Reduction</b>							
Math							
Reading							
<b>Graduation Rates</b>					Overall Rating	% of Final Rating	Points for Final Rating
Individual School Performance Goals							
	Baseline 2010-2011	Goal	Actual 2011-2012	Met Goal?			
Goal 1							
Goal 2							
					Overall Rating	% of Final Rating	Points for Final Rating
Supervisor Summative Performance Measures Ratings							
				Rating			
Performance Measure # 1: Mission and Vision							
Performance Measure # 2: Instructional Leadership							
Performance Measure # 3: Human Resources							
Performance Measure # 4: Professional & Ethical Relationships							
Performance Measure # 5: Resource Management							
					Overall Rating	% of Final Rating	Points for Final Rating
Stakeholder Feedback Results							
					Overall Rating	% of Final Rating	Points for Final Rating
Survey Score							

<b>FINAL RATING—PERCENTAGE OF TOTAL POINTS AVAILABLE</b>	
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<b>FINAL PERFORMANCE LEVEL</b>	
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The principal and evaluator will sign the Summary Report to indicate that the results and the final performance level have been shared and discussed.

Evaluator: _____	Date: _____
Principal: _____	Date: _____

## 2013– 2014 Principal Evaluation – First Steps

Thank you for being a part of this ground-breaking journey. I appreciate the time you will dedicate in this reflective, personal growth model. Prior to our Goal Setting Meeting, I will ask you to bring in the following items. Please note that at the bottom of the page is the time and date I will be meeting with each of you to conduct this process.

#1: Principal Evaluation Process Flow Chart

- Key target dates and tasks for 2013-2014
- Principal Self-Assessment

#2: Evidence Collection

- Throughout the year, you should be keeping examples of artifacts that validate the work you have done. Examples are...
  - Letters, Presentations, Event Material, Any Type of Documentation, Test Data, Reflective Journaling, Meeting Agendas, etc.
- Present examples at the Mid-Year Review in January 2014

#3: School Performance Measure Goal

- Weights of Evaluation Model
- Stakeholder Survey Process
- Principal Self-Assessment

We will plan on a follow-up individual conference in mid-August:

:	Wednesday	August 15, 2013	9:00 AM	District Office
:	Wednesday	August 15, 2013	10:00 AM	District Office
:	Wednesday	August 15, 2013	11:00 AM	District Office
:	Wednesday	August 15, 2013	1:00 PM	District Office

## **SCHOOL PERFORMANCE MEASURE GOALS**

1. NWEA Results
2. MCA and MMR Results
3. Other TBD

## **WEIGHTS OF EVALUATION MODEL**

1. 50% Supervisor Evaluation Rating
2. 15% Stakeholder Feedback
3. 35% School Performance Measures

## **STAKEHOLDER SURVEY PROCESS**

1. We will work with the provided sample template and make adjustments to the template during the implementation phase and after evaluating the effectiveness of the template (after completion of year 1).

## **PRINCIPAL SELF-ASSESSMENT**

1. Fill out the MDE based form.
2. Complete and bring to the August 15 Goal Setting Conference

# Jordan Public Schools Principal Evaluation Process Flowchart 2013-2014



## **Board Goals for 2013-2014**

During the 2013-2014 school year, the Jordan Board of Education will:

### **Facilities and Land Use:**

- 1) Complete a master plan for the entire school district.
  - Develop a future land usage plan by examining the land survey and demographer's report, to determine needs in both land usage and building capacity.
  - Run a referendum this school year to support renovations and upgrades of all buildings that need it, including the possibility of expanding our Industrial Technology programs.

### **Curriculum and Instruction:**

- 1) See continual improvement in district test scores.
  - The Board will monitor building goals (regarding current and expected achievement) as presented by administration in August.
  - Administrators and staff will work together to evaluate our current testing programs to ensure that they are the most appropriate for our district and report findings to the school board.
  - Revitalize the district curriculum committee according to board policy.
- 2) Approve finalized principal and teacher evaluation models, in accordance with state law.
- 3) Research alternative educational options like STEM and STEAM.

### **Communication:**

- 1) Increase public trust and confidence in the performance of the school system, through improved communications and meaningful participation.
  - Update the current Communication Plan, which outlines various strategies to increase communication to the public.
  - Board will complete a strategic planning process that includes training in this process.
  - Board will complete a self-evaluation.

### **Finance:**

- 1) Maintain a healthy fund balance for the school district.
  - Board will receive additional training and information on school budgets.
  - Board will receive frequent updates regarding our annual budget.

## **Communication Plan 2013-2014**

*The goal of the Communication plan is to promote community, staff and parental interaction (along with the Board) to ensure that all people have accurate and complete information about issues regarding our school district.*

1. The Meet and Confer committee will meet on 10/09/2013, 1/15/2014 and 4/16/2013 at 3:30 p.m.. (dates to be approved)
2. In addition to Meet and Confer, Board members will go to each building at least one time during the school year for an informal “meet and greet” with staff (rolls provided), for a total of 3 additional meetings. The dates are: 11/04/13 at the middle school, 1/20/2014 at the elementary school and 3/31/2014 at the high school (tentative dates to be approved by each school). These are workshop days and Board members will arrive at 7:15 in order to serve coffee and rolls.
3. Attend the staff breakfasts on the opening and last days of the school year. Board members are also expected to attend graduation in order to promote positive community relations.
4. Continue to send meeting notes to all staff (and the JI) on the day after each Board meeting (this will be rotated among Board members).
5. Communications Committee will continue to submit articles to the Journalist to describe what the Board has done in the previous months. Deadlines are 11/01/13 for winter, and 1/31/14 for spring/summer and 7/01/14 for fall.
6. Continue to have a student volunteer run the camera at each Board meeting, to ensure that people can be heard and seen on tape.
7. Place posters that list the board goals in each of the district buildings (so that parents, staff, students and anyone who enters the building are aware of the goals we have set).
8. The Communications Committee will have an annual meeting with Jordan Independent staff to continue to build a positive relationship with the newspaper staff. We would like to especially address the issue of having school updates provide information regarding what is currently going on in the school.

9. Building administrators will send the Board copies (via e-mail) of major newsletters that are sent to parents, and post them to individual school websites.
10. The Board will conduct a minimum of one Town Hall meeting per year, so that community members can ask questions, propose solutions and voice opinions.
11. The Communications Committee will research the idea of continuing to integrate social media into our school district, in order to improve communications with parents and community members.
12. Hire or assign a specific person to post messages on the electronic billboard for the high school. Also, determine if the current billboard is able to meet the district's needs. (Would this be something for Barb or the new superintendent to do?)
13. Ensure that parent/child attitude surveys are being conducted in each building, with results being presented to the Board and published on the website.
14. Standardize the format for administrators'/building goals (this seems to be something that Matt will most likely do when he comes on board?).

**2012-2013 Annual Report**  
**on Curriculum, Instruction and Student Achievement**  
**Jordan Public Schools**

**District Assessment Plan:**

Jordan Public Schools continuously strives to improve our curriculum and academic programs. In 2012-2013, our district used the results of the MCA-II, NWEA, and AIMS-WEB assessments to monitor student progress and systemic strength.

The objectives of our testing program include:

- to provide assessment data that is used to chart historical assessment progress of the district in comparison to state and national norms
- to provide assessment data that is used to chart historical assessment progress of each individual student
- to assist staff in proper placement of students in regards to writing, reading and math skills
- to provide staff with information on each student in order to individualize learning plans as much as possible
- to provide information necessary to adjust curriculum as necessary

The MCA-II assessments provide information on student achievement in reading, math, and writing based on the academic standards legislated by the state of Minnesota. The Northwest Evaluation Association's (NWEA) Measures of Academic Progress are given to students at least two times during the school year and provide detailed information about student academic progress in reading and math. AIMS-WEB assessments are given three times throughout the school year and are used to measure an individual student's progress in pre-reading and reading skills, including fluency and comprehension.

Test Name	Grade Test is Offered												
	K	1	2	3	4	5	6	7	8	9	10	11	12
MCA-II (Reading)				X	X	X	X	X	X		X		
MCA-II (Math)				X	X	X	X	X	X			X	
MCA-II (Science)						X			X		X		
MCA-II (Writing)										X			
NWEA – MAPs	X	X	X	X	X	X	X	X	X	X			
AIMS-WEB	X	X	X	X	X								

### **Achievement Goals and Staff Development:**

Each year, throughout the school year and particularly during staff inservice days, the Jordan administrators and staff reflect on the available assessment results in each school. The intent is to identify possible gaps in the curriculum, a study of best practice teaching strategies, and a focus on individual student achievement to ensure success for all students.

In 2012-2013, the district staff implemented an online curriculum mapping program affiliated with TIES, called Eclipse. All staff, with the exception of Language Arts faculty, completed curriculum mapping to the unit level for all offered courses. The Language Arts faculty met to align curriculum and instruction to the new 2010 Common Core Language Arts standards. They will complete their curriculum mapping during the 2013-2014 school year. In addition, the elementary and middle school continued to enhance the Response to Intervention program and PBIS (Positive Behavioral Intervention Systems). The high school staff focused on reviewing current and future course offerings with a special focus on concurrent enrollment opportunities with post-secondary institutions. In addition, they reviewed college and career readiness benchmark behaviors based on student self-reported needs found in the EXPLORE and PLAN assessments.

### **Curriculum Review Cycle:**

<b>School Year</b>	<b>Review/Analysis</b>	<b>Development/Selection</b>	<b>Implementation</b>
<b>2010-2011</b>	Science	Math	
<b>2011-2012</b>	Reading/Language Arts Foreign Language	Science	Math
<b>2012-2013</b>	Social Studies Vocational Education	Reading/Language Arts Foreign Language	Science
<b>2013-2014</b>	Art Music Phy Ed and Health	Social Studies Vocational Education	Reading/Language Arts Media and Technology
<b>2014-2015</b>	Math	Art Music Phy Ed and Health	Social Studies Vocational Education

Any additional questions or concerns, please contact: Carol Lagergren, Curriculum and Assessment TOSA [clagergren@jordan.k12.mn.us](mailto:clagergren@jordan.k12.mn.us) or #952-292-4920



# ISD #717 Jordan Schools Local Literacy Plan June 2013

**Belief Statement from Minnesota Department of Education:**

Reading well by third grade is one of many developmental milestones in a child’s educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. From cradle to career, a sustained effort to create quality literacy environments in all of our schools and programs from birth through grade 12 promotes academic success.

*– Minnesota Department of Education*

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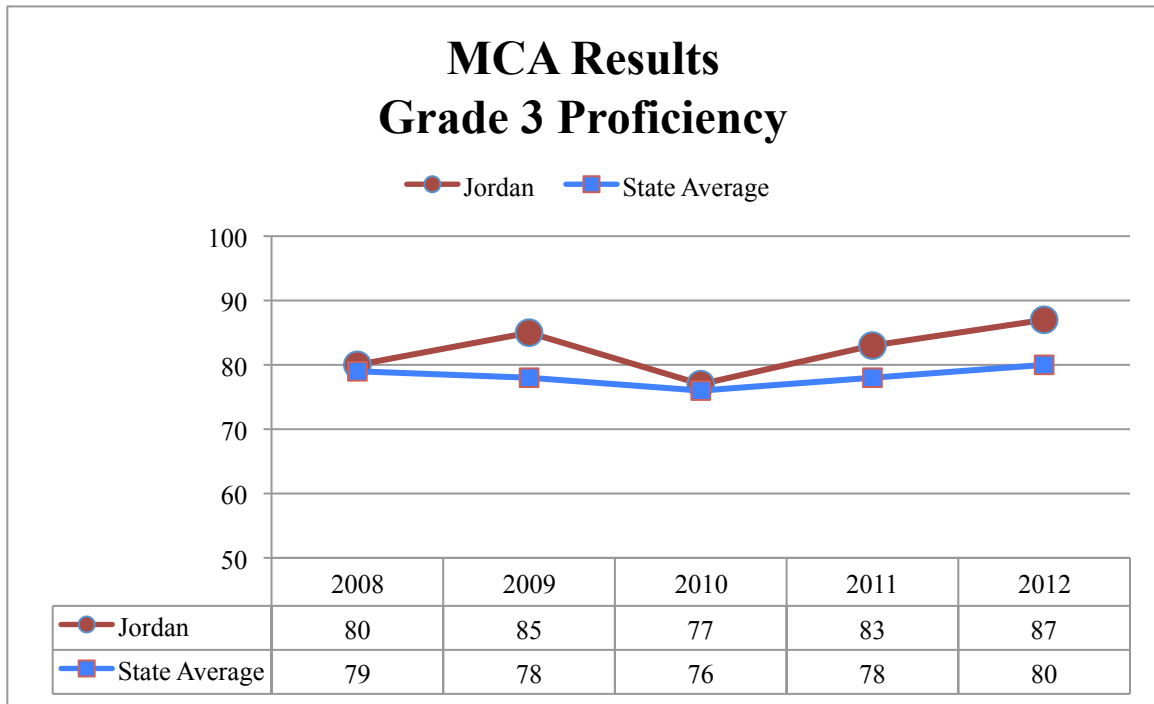
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*Adopted by District #717 School Board on June 25, 2013.*

**District #717 Literacy Goal and Objectives:**

All students will read at or above grade-level by the end of Third Grade as measured by the Minnesota Comprehensive Assessment for Reading.

- Three times per year staff will review and disaggregate reading data in grades K, 1, 2, and 3. Staff will analyze Proficiency, Growth, and Trend data to set specific learning targets for each student in these grades.
- Curriculum will be aligned to current state standards.
- Common formative assessments will be used to modify instruction and to identify students on pace to meet proficiency.
- Professional Learning Communities (PLC) will analyze effectiveness of current literacy practices and implement best practices across grade levels. Particular attention will be placed on addressing achievement gaps within grade-levels.
- Title I and RtI services will be used as needed to provide targeted services to students struggling to achieve grade-level proficiency.
- In addition, extended day and extended school year programs will be used as needed to provide targeted service to students struggling to achieve grade-level proficiency.



**District #717 Assessment Plan:**

School District 717, Jordan Schools, implements a literacy screening system for all enrolled students three times each school year in order to ensure students who may be at risk for difficulty meeting grade level expectations in literacy are identified early, and

supports are provided accordingly. Criterion referenced target scores have been established for each measure at each administration time that reflect expected grade level performance for that measure. These target scores are set to predict a high likelihood of success on the Minnesota Comprehensive Assessment for Reading.

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>Fall</b>	AIMsWEB	NWEA MAPs AIMsWEB	NWEA MAPs AIMsWEB	NWEA MAPs AIMsWEB
<b>Winter</b>	AIMsWEB	NWEA MAPs AIMsWEB	NWEA MAPs AIMsWEB	NWEA MAPs AIMsWEB
<b>Spring</b>	AIMsWEB	NWEA MAPs AIMsWEB	NWEA MAPs AIMsWEB	NWEA MAPs AIMsWEB MCA Reading

For students whose screening assessment results suggest elevated risk for difficulty developing grade level literacy skills, teacher problem solving teams will review local formative assessments and observational data from each student’s participation in classroom instruction to understand the specific areas of literacy instructional need. For instances in which these data do not provide a clear picture of a student’s instructional needs, additional diagnostic assessment may be completed to clarify these needs. Diagnostic assessments may include the following:

- NWEA Measures of Academic Progress
- AIMsWEB Benchmark Probes
- Informal Reading Inventory (IRI)
- Diagnostic Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)

**Parent Notification and Involvement:**

Three times per year parents will be provided with the results of their children’s screening assessments. These reports are included with student report cards.

For students whose pattern of performance on the screening assessments indicates elevated risk for difficulty developing literacy skills consistent with grade level expectations, parents are provided with multiple opportunities to receive information and participate interactively to support student achievement in the home environment.

These opportunities include, but are not limited to:

- explanation and review of assessment data
- take home literacy kits (backpack reading, etc)
- participation in Family Night activities/strategies

**Intervention Programs:**

Jordan Public Schools and its teachers require high quality instructional programs and materials to provide quality reading instruction to all children. Core instruction in the district will be aligned to the 2010 English Language Arts Academic Standards and will specifically address the development of the components of reading consistent with Section 122A.06 Subdivision 4. Research-based programs and materials will include a core reading program, supplemental programs for deeper instruction and additional practice as well as intervention programs for those learners well below grade level reading goals. Instruction will be differentiated based on the students needs to reach reading goals.

A multi-tiered system of support will be utilized to meet the needs of all learners:

- Tier I will include students at a low risk for reading difficulties with a consistent amount of daily instruction in the core program.
- Tier II will include those students who are at a moderate risk for reading difficulties. Those students will receive the core program component and extra instructional support each day to accelerate progress.
- Title III will include students who are at high risk for reading difficulties. These students may require replacement core reading programming.

Any K-3 student identified through the district screening system, which includes screening assessments and review of classroom performance through observation and local formative assessment, as performing below grade level expectation will be provided intervention in the area of identified need for the purpose of accelerating student growth in order to reach the goal of reading at or above grade level by the end of the current grade and school year. When needed, additional diagnostic assessments will be completed to identify an appropriate instructional match for student interventions.

Parent involvement in support of students receiving reading interventions is encouraged. As described in the Parent Notification and Involvement section above, strategies for parents to use with their children to support growth in reading are communicated at least annually.

Supplemental reading interventions may be offered during the school day, through extended day programming, or during the summer. Supplemental reading interventions are provided in addition to, and not in replacement of, core reading instruction.

Supplemental reading intervention programs offered for grades K-3 include:

- Minnesota Reading Corps Interventions
- RtI Interventions
- Title I Interventions
- Skills Tutor

For a small number of students, the district may elect to provide an alternate core reading program in replacement of the standard district program for reading instruction. This choice is made based on careful review of student data for students whose literacy needs are particularly complex and intensive, such that the standard program along with supplemental interventions are not predicted to be sufficiently explicit or intense to accelerate growth. Close communication with parents is an integral component of this instructional planning.

**Professional Development:**

Professional development that is data-driven, ongoing and is inclusive of all educators within our school community will be integral to the successful implementation of our Literacy Plan.

Our Professional Learning Communities (PLCs):

- meet monthly for 45 minutes
- use a team-oriented approach to improve the instruction and to promote better literacy instruction
- reflect on student progress
- review student work and data
- align instruction to academic standards and desired outcomes.

Several staff members have been trained in implementing the use of data through a data driven dialogue model. These staff will become Data Leaders for their PLC groups and support the use of data to focus instruction for all students throughout the school year.