Effective Catholic School Principals and What They Do

A Comprehensive Program of Professional Growth for School Principals

John A. Brownridge, Ed.D.
Effective Catholic School Principals and What They Do

Catholic school principals hold a position of trust and service, and they are called on to minister to a faith centered community by nurturing the intellectual, spiritual, and moral growth of students and staff. Current North American research confirms that the academic and spiritual success of Catholic schools is greatly influenced by the administrative skill, educational expertise, and moral integrity of the principal. This professional growth instrument represents several years of research and professional interaction with highly successful principals. It has been designed to assist Catholic school principals in achieving maximum effectiveness in their own schools.

John A. Brownridge, Ed.D.

Education Administrators Associates
Rationale

This instrument is intended to be a vehicle of professional growth for Catholic school principals at both the elementary and the secondary school levels. Its primary purpose is not to evaluate or appraise the quality of principal performance, but rather to assist principals in identifying undeveloped areas of educational responsibility, spiritual leadership, and legal obligation. These areas can then be addressed and used to develop a game plan for self improvement and professional growth. An effective plan for professional growth must be based on a comparison between the expectations of a Catholic school principal and the actual areas of responsibility that are being fully and competently addressed. Professional growth is the process by which undeveloped or neglected areas are addressed, developed, and improved.

But what are the expectations of a Catholic school principal? And what qualities characterize Catholic school leadership? The educational and legal duties of all school principals are enshrined in law through provincial legislation and curriculum requirements, and academic standards are likewise clearly defined in government guidelines. Leadership in a Catholic school community, however, goes far beyond this. The Catholic school principal is called to be a spiritual leader in a faith-centered community. This is a role of sacred trust and service in which the principal participates in building the Catholic community by nurturing the faith and the spiritual growth of students and staff. Spiritual leadership is not to be seen as separate and distinct from professional and educational leadership. The leadership of a Catholic school principal is fundamentally service oriented and seeks to develop a school culture of intellectual, spiritual, and personal development. This professional growth instrument classifies the Catholic school principal’s duties and responsibilities in five broad areas:

1. Supervision of Staff
2. Supervision of Students
3. Supervision of Curriculum
4. School Organization
5. Leadership Within the School Community

Each of the five areas of responsibility is intended to be a fundamental component of the principal’s professional growth plan and all five areas should be addressed each year. The instrument should be used as a means of identifying specific growth areas within the basic components. Typically, 50% to 75% of total expectations are being addressed in varying degrees of proficiency while about 25% will require specific attention in order to bring them on board. The five sub-indicators and twenty criteria under each component provide the detail required to develop specific growth plans. The scoring procedure outlined on page 5 should be used to develop the Task-Orientation Scale, a Task-Orientation Rating and an Objectives Action Plan.
Scoring and Evaluation Procedure

Use the procedure below to develop the Task-Orientation Scale on page 16 of this booklet. Your Task-Orientation Rating and your Objectives Action Plan will derive from this scale.

1. Under each of the five components of your Growth Plan there are five sub-indicators. Under each of these sub-indicators are four criteria representing the expectations of a Catholic school principal.

2. Score each of the four criteria according to the scale given, from None/Never to All/Always. Write this score in the appropriate box in the column to the right.

3. Reminders and comments can be written on the line below each indicator with a view to finding opportunities for professional growth.

4. Write the total score for each indicator in the circle provided.

5. Repeat this process for each of the five components in your Growth Plan.

6. Total the five indicator scores for each component. Write this score at the top of the page in the shaded circle provided.

7. Transfer your scores to the Task-Orientation Scale on page 16. Scores for each indicator can be shaded into the five graphs using a bar graph format.

8. Write your scores for each of the five components in the five rectangles provided and the total of these scores in the place indicated. Your Task-Orientation Rating on a scale of 1 to 10 is obtained by dividing your Total Score by 20. This is correct to two decimal places.

9. Your Task-Orientation Rating does not represent your quality or ability as a school principal. For example, a principal who scores 8.75 is not necessarily more capable than one who scores 5.25. This score is intended to rate the areas you are currently addressing against the areas that still need to be developed. 5.00 to 7.50 is considered to be the normal range.

10. Blank squares on your bar graphs represent areas for professional growth. Choose the least developed area on each of the five graphs and write the names of these areas in the appropriate place on page 17 along with brief notes as to how you will address them over the coming year. These now become your personal, professional objectives.

11. Objectives that have been identified on page 17 can now be planned in detail using the Action Plan forms on pages 18 to 22.

12. This growth instrument may also be used in conference with your superintendent as a basis of discussion and a collaborative approach to setting personal and professional goals.
Supervision of Staff

As a Catholic school principal, you are in a position of trust and service to the Catholic community, and you are the leading educator in your school. The expectation is that you will lead your teaching staff in personal faith development and spiritual growth as well as in the development and implementation of a successful academic program. Effective Catholic school principals work alongside their teaching staff, and they are available to clarify the direction of Catholic education from a wider diocesan and provincial perspective and to provide advice and support as needed. The success of your school is largely in your hands. It is your responsibility to keep teaching staff informed about new directions and current initiatives in Catholic education. You will be expected to work with staff in interpreting provincial mandates and implementing change at the school level.

You will want to involve your staff in a day or a half-day of spiritual reflection, and they should help to decide how this will be done and what format will be used. The spiritual development of your staff, however, is an on-going project. Your message to staff and students during the course of the year will frequently involve spiritual themes, and you will want to encourage your teachers to organize specific spiritual activities for students in special seasons. These may involve such things as food drives for the poor at Christmas, or a specific plan for the school’s prayer life during Lent. All of these need to be monitored and supervised by you.

School principals are expected to be resource personnel on site and must be capable of providing educational direction to staff. You will need to be fully aware and conversant with the general objectives of Catholic education in your province as well as with the current objectives developed by your local education authority. These wider objectives will be the base on which you will develop specific school objectives with your staff. A specific plan for the identification, assessment and implementation of these objectives must be developed collaboratively with your staff.

Although teachers will set up their own class timetables and you may be able to delegate the task of organizing supervision schedules, you will need to supervise and approve these in order to ensure completeness, safety and equitability. Frequent communication between principal and staff, both casual and formal, is a basic essential in a well organized school but it must be a two-way process in order to be effective. You will be able to easily disseminate information through the traditional channels such as bulletins, calendars, memos and staff meetings, but it is important to establish a definite pattern for receiving information from staff as well.

Perhaps the most important aspect of staff supervision is the responsibility for appraising and monitoring teacher performance. Regardless of the evaluation process being used under the authority of your school jurisdiction it is your responsibility to ensure that instruction in your school is faith-oriented, competent and effective. The fundamental purpose of teacher evaluation is to encourage professional growth, and it is essential that you establish clear plans for achieving this. Professional development and performance evaluation are integral parts of an on-going growth process. It will be necessary for you, as the leading educator, to be involved in all aspects of this process in order to effect and ensure its success.
## Effective Catholic School Principals and What They Do

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### 1. Promotion of Faith Development Among Staff
- Days of reflection for staff planned and organized
- Days of reflection planned collaboratively
- Staff encouraged to prepare spiritual themes for the school
- Specific plan in place to develop the prayer life of the school

### 2. Identification of Objectives for the School
- Awareness of current state/provincial objectives
- Awareness of current school district/board objectives
- Current school objectives clearly identified
- Specific plans in place for achieving school objectives

### 3. Dissemination of Information to Staff
- Staff meetings scheduled on a regular basis
- Monthly calendar of events provided for staff
- Weekly bulletin published for reminders and events
- State or district/board documents disseminated systematically

### 4. Caring Communication With Staff
- Frequent casual contact with teachers in the classroom
- Sufficient time spent with teachers in the staff room
- Time to listen to specific staff concerns
- Awareness of significant teacher-parent contacts

### 5. Growth-Oriented Appraisal of Teacher Performance
- Plans for teacher professional growth clearly established
- Instruction monitored by frequent classroom visits
- Regular contact with individual teachers to advise and assist
- Appraisal reports completed collaboratively and objectively
Supervision of Students

The fundamental purpose of the Catholic school is to serve the spiritual, intellectual, and moral needs of students. This may appear to be a rather obvious statement but it is quite possible to lose sight of its reality when decisions are being made. As principal, you may not be directly involved with many aspects of the students’ day-to-day academic programs, their related activities, and the classroom learning environment. Nevertheless, it is your responsibility to ensure that all students are well served and that your leadership is focused primarily on their spiritual well-being, their academic needs, and their health and security in the school. In particular, you will have certain legal obligations to ensure appropriate placement of regular and exceptional students and to keep full accurate records pertaining to student data.

Your leadership of the Catholic school community will involve the development of a school culture based on personal and spiritual growth. Students preparing for first Holy Communion and Confirmation are at particularly significant stages of spiritual development, and they will require special attention and encouragement. It is important that you be personally involved to some extent if possible. Your staff will ensure that the school seasonal celebrations for students are in place. Confirm that all students participate and are appropriately involved in the preparations.

Teachers are most familiar with individual student needs and abilities, and they should be the ones most involved in the organization and planning of new class lists. However, as principal, you are legally responsible for the appropriate placement of students and no class list should be considered final until you have approved it. You will need to ensure balance based on gender, exceptionality, and new admission. You will need a clear procedure for identifying difficulties and concerns and a definite plan for processing a modified placement for students at risk. The placement of exceptional students should be monitored during the course of the school year. An essential part of your plan will be to meet with staff on a regular basis and to keep accurate records of such meetings. You will also need to discuss proper reporting procedures with staff and to ensure that parent-teacher communication takes place both formally and informally.

The law requires that you maintain proper order and discipline in your school. Your obligation is fulfilled by ensuring that a clear code of behavioral expectations is in place and that your staff implement an effective system for dealing with behavioral problems under your leadership. You must take responsibility for monitoring such a system and implementing changes when necessary. Parents and students must be fully apprised of your school’s code of conduct, and student behavioral concerns, including absences and lates, should be fully documented and followed up. A major legal obligation on your part is to ensure the health and safety of your students while they are under your care at school. As principal, you should be fully aware of any life-threatening health problems, such as severe allergies, on the part of any student in the school. This information must be kept on file. Students who do not arrive at school must be followed up through appropriate telephone calls until a satisfactory explanation is obtained. Be sure to have a clear policy regarding the procedure to be followed by visitors to the school and enforce the policy even for parents and visiting staff. Finally, it is essential to have a procedure for school evacuation that is known and understood by students, staff, parents, and visitors alike.
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#### 1. Spiritual Well-Being of Students
- Preparation for sacraments monitored and supervised
- Day of reflection for students planned and prepared
- Special seasonal celebrations planned for students
- Meaningful student participation in celebrations ensured

#### 2. Placement of Regular Class Students
- Class lists coordinated and monitored
- Appropriate placement of new admissions confirmed
- Balanced integration of exceptional students checked
- Registers checked on a monthly basis

#### 3. Identification and Placement of Exceptional Students
- Clear process in place for identifying students at risk
- Staff aware of procedures for identification of exceptionality
- Regular meetings scheduled with staff and resource personnel
- Records of exceptional academic concerns properly organized

#### 4. Behavioral Expectations for Students Within a Catholic Context
- Clear code of expectations available to parents and students
- Clear procedure in place for dealing with discipline issues
- Records of student behavioral concerns appropriately filed
- Student absence and lateness monitored and followed up

#### 5. Health and Security of Students
- Specific student health problems identified and kept on file
- Emergency plans in place for school evacuation
- Late arrival system organized and effective
- Procedures for visitors to the school clear and enforced
Supervision of Curriculum

All school principals are expected to be knowledgeable about required curriculum and must be able to offer guidance and advice to staff in its implementation. The Catholic school principal, however, accepts leadership responsibilities beyond this in that the curriculum of a Catholic school incarnates a vision of education that is based on specific beliefs and values. Catholic educators are called to develop a distinctive character of the educational enterprise through the integration of Faith across the curriculum. As principal, it is your responsibility to be aware of a curriculum that reflects Catholic values and expectations of the Catholic community. Teachers will need your support and assistance in order to implement new programs effectively. They will also rely on you to provide them with the tools needed to get the job done. You must be aware of which texts and materials are needed for the various programs. This is particularly important in areas of special needs where specialized materials are often required and additional budgets are provided.

You will need to develop a specific plan for keeping yourself up-to-date on new curriculum. Make sure you are fully aware of the requirements at each grade level and spend the time needed to read up on what teachers are expected to achieve. Specialist areas such as Music, FSL and Library might present an extra challenge but you will have access to numerous documents and provincial guidelines to assist you. You do not need to be an expert in every area but it is essential to be familiar with curriculum content. You will be expected to be something of an expert in special services for exceptional students and in ESL and Religious Education programs. As principal, you have a serious responsibility to monitor these programs and to ensure that they are working effectively. You will also have the responsibility of making sure that individual student plans are in place and that full and accurate records are on file. You will also have to coordinate meetings with parents and special services personnel in order to ensure the overall success of special services in your school.

You may have delegated responsibility for ordering materials and supplies to other members of staff. This may be good organization but the final responsibility for purchasing appropriate materials still rests with you. Some legal requirements may control which texts you are able to purchase and you will need to examine this carefully. Regular communication with full staff and with divisional groups is essential to ensure appropriate ordering and to determine specific needs for materials, audio-visual equipment and consultation with outside resource personnel.

The provision and distribution of consumable supplies may seem like a menial task for a busy school principal. However, because such supplies represent a considerable budget expense it is well worth some time and effort to organize and monitor an effective system. You will likely have other members of staff, or even students, involved in operating your system but you will need to monitor it carefully to ensure that all teachers always have access to the supplies they need. Be aware of any unique needs that might be peculiar to a specific division or grade level, and encourage staff to advise you on ordering. Some kind of inventory, even a quick estimate, needs to be done on a regular basis. This will ensure constant supply and an avoidance of waste.
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1. Integrated Faith Across the Curriculum
   - Knowledge of Catholic curriculum as per diocesan guidelines
   - Gospel values encouraged into teaching strategies of staff
   - Catholic values reflected in extra-curricular activities
   - Expectations of the Catholic community reflected in curriculum

1. Knowledge of Required Curriculum
   - Knowledge of general curriculum requirements in all grades
   - Knowledge of religious education and family life curriculum
   - Specific plan in place for personal curriculum updating
   - Knowledge of specialist program content: music, FSL, library

2. Supervision of Program Implementation
   - Staff apprised of changing curriculum requirements
   - Curriculum in-service provided for staff as required
   - Regular and frequent curriculum meetings held with each division
   - On-going assessment in place for all academic programs

3. Supervision of Special Education and ESL Programs
   - Individual student education plans monitored and supervised
   - Frequent contact made with special services personnel
   - Records of plans, programs, and reviews organized and on file
   - Parents of special needs students contacted frequently

4. Provision of Resources, Materials, Equipment, and Supplies
   - Frequent consultation with staff on required resources
   - Staff kept up to date on published texts and materials available
   - Awareness of staff consumable requirements in all divisions
   - Procedure in place to ensure equitable distribution of supplies
School Organization

Successful school administration depends to a large extent on the organizational expertise of the principal. Catholic school principals need to be highly skilled organizers on a number of interrelated fronts. As the educational and spiritual leader of the school community, your organization must demonstrate the development of a Catholic school spirit and a culture that reflects gospel values. Teaching assignments must be carefully considered in order to ensure successful academic programs, and schedules of duties and responsibilities need to be prepared in an equitable manner. The physical arrangement of the plant itself must be appropriate and conducive to effective learning. Responsibility for school budgets lies with the principal as does the safety and appropriate use of other monies collected in the school. Principals are expected to communicate with Board personnel in order to ensure such things as safe student transportation, adequate school furniture, and attention to safety concerns.

As principal, you need to be aware of the qualifications, skills and expertise of your staff. In order to provide the best possible programs for the students in your school it is necessary to assign teaching duties such that teaching strengths are matched with program needs. Varied teaching experiences help to develop expertise, and an opportunity for new experience should be provided when possible. All staff should be encouraged to accept extra duties and responsibilities, and arrangements for this should be made collaboratively. You will have to ensure that additional duties are assigned equitably and that the final rostrum of responsibilities is properly displayed.

Although your maintenance staff and their supervisors have the responsibility for providing a safe, comfortable environment in the school, some legal implications pertain to you, as principal. You will need to communicate frequently with caretaking staff and be aware of any dangers or concerns. You have an obligation to report safety concerns to the appropriate personnel for your school jurisdiction. You are also legally required to conduct fire drills as stipulated by the regulations.

All school funds, whether supplied through ministry or board budgets, school council fund-raising activities, or petty cash accounts, are the responsibility of the principal. They should be under your control and supervision at all times even though other staff members or parents may be involved. You will need to keep careful and accurate accounts of all financial transactions with clear records on file. Any discrepancies will ultimately be your responsibility.

Communications from your education authority by electronic mail or courier can be overwhelming. You will need to organize them through an appropriate system that allows you to access documents as they are required. You will frequently be expected to respond to such communications and you will need to keep a record of this on file. Special departments will likely be responsible for school bus transportation and furniture needs. Make regular contact with the personnel in these departments and keep on top of any potential problems. Finally, make a point of completing on time any reports that are required of you.
SCORING KEY  Meaning  Score

None/Never     -1
Some/Sometimes 0
Most/Mostly    +1
All/Always     +2

1. Development of Catholic School Spirit
   - Staff/student liturgy committee organized and in place
   - Schedule of school masses/celebrations confirmed with pastor
   - Parent involvement in liturgical celebrations assured
   - Celebrations planned for first communion and confirmation

2. Staffing Model and Teaching Assignments
   - Staffing model developed collaboratively
   - Opportunity for varied teaching experiences provided for staff
   - Staff frequently apprised of professional and legal duties
   - Emergency plans for substitute teachers on file in the office

3. Supervision of Co-Curricular Activities
   - Roster of staff duties and responsibilities prepared and displayed
   - Extra duties and responsibilities assigned in an equitable manner
   - All plans for educational excursions monitored and supervised
   - Transportation arrangements for inter-school events monitored

4. Building Maintenance and Plant Facilities
   - Frequent communication with caretaking staff re plant condition
   - Awareness of health and safety rules and legal implications
   - Fire drills organized according to regulation requirements
   - Communication of safety concerns to district/board personnel

5. Supervision of School Budgets
   - Budget control analysis statements monitored and filed
   - Parent/school council funds monitored and controlled
   - Petty cash expenditure controlled and records complete
   - Detailed accounts available for school fund raising activities
Leadership Within the School Community

The position of principal is one of trust and service within the Catholic school community, and it is essential that channels of communication between the home, the parish, and the school be clearly established. Parents must feel free to contact the school regarding any matter that has direct impact on their child’s education and the onus is upon the principal to keep them fully informed. The school council is a formal representation of parent involvement and principals must be fully aware of its legal status and the rights and responsibilities that are associated with it. Parents and students are frequently in contact with a number of community services such as day care, after school programs, and transportation. Schools must have information on file that would allow quick contact with these services in case of emergency. Catholic schools are expected to be involved in community service and charitable works. Such activities are not only an essential part of citizenship training, but they also represent true participation in Catholic action and practical application of gospel values.

As principal, you will have the main responsibility for maintaining on-going communication with your pastor and parish staff. Parish personnel should be frequently invited to interact with students and staff on a formal and informal basis. You will be able to keep parents informed about your school’s policies, schedules, and code of expected student behavior through your school handbook. This is an essential source of information for parents, and it will help to avoid misunderstanding and confusion throughout the school year. Information about school events and activities, parent volunteers, formal parent-teacher interviews, etc., will provide content for your monthly newsletter.

Your regular meetings with the school council is an important part of your administration, and once elections are properly completed, your support and encouragement of council activities will be expected. The council is an important advisory body from the Catholic community, but keep in mind that, as principal, you have legal duties and responsibilities that you may not relinquish. To be an effective principal you must welcome input from the community, but you must also maintain leadership of your school. Encourage staff participation in council meetings and use that forum to enlist the volunteers you may need. You will need to monitor lists of volunteers and keep them on file.

As well as keeping contact with community services personnel, you should be aware of the local politicians in your community. You would normally invite your local trustee to some council meetings and school events but you could also invite councilors and other politicians as well. Your school should also be known by the community. The spiritual development of students should involve some kind of community service, and you will be able to find opportunities for your students to participate and share talents in community institutions. Choirs and bands are particularly welcome in these environments, especially at festive times of the year. In addition to local involvement, you will probably want to involve your school in a wider charitable project during the year. A third world or similar project can provide a meaningful concentration of service for your school and school community.
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#### 1. Parish-Home-School Communication
- Regular meetings with parish staff scheduled
- Pastor and parish staff invited to address students
- Parent handbook of information completed and distributed
- Monthly newsletter for parents completed and distributed

#### 2. School Events and Activities
- Curriculum night for parent information planned
- Some school concerts, presentations, or socials planned
- School spirit day involving parents/grandparents planned
- Plans for graduations, celebrations, and special events supervised

#### 3. Parent/School Council and Volunteers
- Approved procedures for elections strictly followed
- All council activities encouraged and supported
- Staff attendance at council meetings actively encouraged
- Schedules for parent volunteers supervised and on file

#### 4. Contact With Community Services
- School bus company contacts and numbers identified and posted
- Relevant day-care contacts and numbers identified and posted
- After school programs contacts identified and posted
- Contact information re councilors, trustees, and politicians on file

#### 5. Citizenship and Charitable Works
- Involvement with local retirement/nursing homes planned
- Arrangements for other student community service organized
- Opportunities for school choirs/bands in the community examined
- School fund raising for a third world or other project planned
Task-Orientation Scale

TOTAL SCORE

STAFF

STUDENTS

CURRICULUM

ORGANIZATION

COMMUNITY

STAFF

STUDENTS

Divide Total Score by 20
For Orientation Rating

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

CURRICULUM

ORGANIZATION

COMMUNITY
Opportunities for Professional Growth

Your opportunities for professional growth derive from the bar graphs on page 16. The blank squares represent undeveloped potential and your growth objectives are defined within the context of these areas. Choose an undeveloped area from each of the five graphs and write its title in the appropriate place below. Include any planning ideas that may have occurred to you. Details about how the objectives are to be addressed will be developed in your Action Plan.

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### Objectives Action Plan

**Supervision of Staff**

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## School Organization

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### Leadership Within the School Community

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<th>Indicator of Success</th>
<th>Target Date</th>
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### Evaluation

<table>
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<tr>
<th>Date</th>
<th>Teacher’s Signature</th>
<th>Principal’s Signature</th>
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