#### Principal/Assistant Principal Administrator Goal Form

*Principals and assistant/vice principals set 1-4 administrator goals with their superintendent by October 30, each year. The following ages provide a sample goal template that districts may use or they may develop their own forms. A copy of the completed, signed form should be given to the administrator. The central office should retain a copy for personnel purposes. For updated guidance and exemplars, please visit the principal section of our* [*website.*](http://www.state.nj.us/education/AchieveNJ/principal/)

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| **Name** | **District** | | | **Grade or Grades** | | **Total # of Students/ # Impacted by Goal** | | | **Target Date for Completion** | |
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| Focus/Rationale   * Establish what this goal will focus on. * Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. | | | | | | | | | | |
| **Problem**  Support leaders within the school/district to use lessons learned during the 2020 -21 hybrid learning environments to collaboratively create innovative solutions for ensuring high quality instruction and curriculum for all students, strengthen partnerships with families to engage them in the learning process and embrace culturally responsive practices in school systems to foster the academic and social-emotional success of each student. | | | | | | | | | | |
| **Rationale**  In order to ensure that all leaders are prepared to maintain a focus on equity and collaboratively confront and alter institutional biases and assumptions that could negatively impact student learning, principals must challenge all educators to begin “brave” conversations within their systems, as well as develop and implement a set of key actions, strategies, and policies that will ensure the system implements equitable standards-based instruction and support structures for all learners. | | | | | | | | | | |
| **Problem**  Support educators within the school/ district to collaboratively create a system that supports and implements the high-quality curriculum and instruction by creating collaborative structures that ensure equitable learning environments and outcomes for student success. | | | | | | | | | | |
| **Rationale**  In order to ensure that all students within a school/district have access to a system of learning that engages learners to become adept, confident, and flexible in using the content they are learning, principals must provide the structures to engage students in active, customized standards-based instruction with materials and resources that are representative of the students and the community they serve. | | | | | | | | | | |
| **Problem**  Support educators within the school/district to collaboratively develop, implement and nurture partnerships that engage families in the learning process in order to enhance their children’s academic and social and emotional success. | | | | | | | | | | |
| **Rationale**  In order to ensure that all students within a school/district meet success, principals must work collaboratively to build collective ownership of an equity vision for all learners by revitalizing their outreach to families and creating new pathways and structures for families to build even stronger connections to district learning frameworks and the climate and culture within the schools. | | | | | | | | | | |
| **Problem**  Support the educators within the school/district to collaboratively reassess equitable practices within their systems to ensure that all learners are treated fairly, respectfully, and with the empathy they deserve. | | | | | | | | | | |
| **Rationale**  In order to ensure that all students within a school/district have access and opportunity for success, principals must be committed to enhancing the climate and culture of the school and district by understanding how their own biases, assumptions and perspectives hinder or empower student success and promote inclusive practices that serve to foster staff, student, family and community success.  I | | | | | | | | | | |
| **Measure/Baseline Data**   * Identify the measure this goal will address. * Provide the corresponding baseline data. | | | | | | | | | | |
| **Measure** | | | | | | | | | | |
| **Baseline** | | | | | | | | | | |
| **SMART Goal**  Write a specific, measurable, achievable, realistic, and time-bound administrator goal. | | | | | | | | | | |
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| **Action Steps**  List the activities the administrator will engage in to drive the anticipated growth or change. | | | | | | | | | | |
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| **Scoring Plan**  State what percentage/number will describe attainment at each level. Modify the table as needed. | | | | | | | | | | |
| Target (Effective) | | Percent/Number Range that Represents Attainment at Each Level | | | | | | | | |
| Highly Effective (4) | | | Effective (3) | | Partially Effective (2) | | | Ineffective (1) |
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| **Approval of Administrator Goal**  Administrator and supervisor approve the goal and the scoring plan. | | | | | | | | | | |
| Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_  Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |
| **Results of Administrator Goal**  Summarize results using the established scoring plan. Delete and add columns and rows as needed. | | | | | | | | | | |
| Target | | | Percent/Number Achieved | | | | | Administrator Goal Score | | |
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| **Notes**:  Describe any changes made to administrator goal after initial approval because of changes in student population, or other unforeseen circumstances, etc. | | | | | | | | | | |
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| **Review Administrator Goal at Annual Conference**  Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related P, in the outcome of your goal. | | | | | | | | | | |
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| **Closure of Administrator Goal:**  Administrator and supervisor acknowledge completion of this goal and its associated score. | | | | | | | | | | |
| Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_  Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |