

Domain 1.0- There is evidence that the curriculum is aligned, implemented, and used in conjunction with the local and Alaska state standards and Grade Level Expectations (GLEs).	CURRICULUM Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	4
1.1 The district approved curricula, that has been aligned with Alaska standards and GLEs, are being implemented. Key	The school's enacted curricula is based on resources (e.g., textbooks) rather than being aligned with Alaska standards and GLEs.	The school's enacted curricula are aligned with some of the Alaska standards and GLEs and are implemented by some of the staff.	The school's enacted curricula is the same as the district approved curricula, which has been aligned with all of the Alaska standards and GLEs and is fully implemented by all of the staff.	There are elements of aligned instruction and assessments included in the enacted curricula.
1.2 DISTRICT ONLY				
1.3 DISTRICT ONLY				
1.4 Statewide assessment data are used to identify gaps in the curricula. Key SMART	Instructional staff and instructional leader do not review SBA data sets and/or no process exists to identify gaps in curricular areas.	Instructional staff and instructional leader review SBA data sets each year, but no process exists to identify gaps in curricular areas.	Instructional staff and instructional leader utilize an established process every year to review SBA data sets in order to identify gaps in curricular areas.	All staff analyzes SBA data sets by grade level to make changes to instruction necessary to address these gaps, purchase supplemental materials, and/or instructional leadership provides professional development in the area of concern.

<p>1.5 A review process is used to determine if the curricula is responsive to the learning needs of all students.</p>	<p>Instructional staff and instructional leader have not reviewed the curricula to ensure its responsiveness to the learning needs of students.</p>	<p>Instructional staff and instructional leader review some of the curricular areas that are subject to SBA testing to ensure responsiveness to the learning needs of student population subgroups.</p>	<p>Instructional staff and instructional leader review curricula in all areas that are subject to SBA testing to ensure responsiveness to the learning needs of student population subgroups, and changes to the curricula have been made to address those needs.</p>	<p>Instructional staff and instructional leader review curricula in areas beyond SBA testing to ensure responsiveness to the learning needs of students and changes to the curricula have been made to address those needs.</p>
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Domain 2.0- There is evidence that assessment of student learning is frequent, rigorous, and aligned with Alaska's Grade Level Expectations (GLEs) and performance standards.	ASSESSMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	4
2.1 School-wide assessments are aligned with Alaska's Performance Standards, GLEs, and district curricula. <i>Key</i>	There is no documented evidence of effort from school staff to align curricular-area assessments with the Alaska state standards and GLEs.	Assessments in curricular-areas subject to SBA testing are aligned with Alaska state standards and GLEs.	Assessments in all curricular-areas are aligned with Alaska state standards and GLEs.	All curricular-area assessments are aligned with Alaska state standards and GLEs and the school staff meets regularly to review alignment and make changes as necessary.
2.2 The school staff uses established systems for collecting, managing, analyzing, and reporting data.	There are neither formal assessment systems nor procedures in place for utilizing data within the school.	All instructional staff members use established systems for collecting, managing, analyzing, and reporting data in some SBA tested content areas.	All instructional staff members use established systems for collecting, managing, analyzing, and reporting data in all SBA tested content areas.	All instructional staff members use established systems for collecting, managing, analyzing, and reporting data in areas beyond SBA testing, including non-academic areas (i.e. attendance, graduation rate, school climate surveys...)
2.3 Universal screening assessments are administered multiple times a year, in all SBA tested content areas, in order to determine student progress. <i>Key</i>	Universal screening assessments are not used, and/or are used inconsistently.	All teachers administer universal screening multiple times a year to determine student progress in some SBA tested content areas and all teachers analyze the results to make changes in instruction and intervention.	All teachers administer universal screening assessments multiple times a year to determine student progress in all SBA tested content areas and all teachers analyze the results to make changes in instruction and intervention.	Teachers collaborate with each other in analyzing the results from Universal Screening to make changes in instruction and intervention.

2.4 Formative assessment, including progress monitoring, is used on a regular basis to inform instruction and to address the instructional needs of students.	There is no organized use of formative assessments within the school, and/or formative assessments are used inconsistently.	All teachers use formative assessment and progress monitoring on a regular basis, but not all teachers use the data from assessments to inform their instruction and to meet the instructional needs of students.	All teachers use formative assessment and progress monitoring on a regular basis and all teachers use the data from assessments to inform their instruction and to meet the instructional needs of students.	All teachers collaborate, at least monthly, with each other to discuss formative and progress monitoring assessment results for the purpose of sharing ideas to inform their instruction and to meet the instructional needs of all students.
2.5 Instructional leader and instructional staff review SBA data to evaluate school programs and student performance. Key SMART	Instructional leader and teachers do not review SBA results to evaluate school programs and student performance.	Instructional leader and all teachers review SBA data, in some of the tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.	Instructional leader and all teachers review SBA data, in all tested content areas, to evaluate school programs and student performance in order to identify areas needing improvement.	Instructional leader and all teachers routinely collaborate to review data and instructional leader provides opportunities for professional development in identified areas of need.

Domain 3.0- There is evidence that effective and varied instructional strategies are used in all classrooms to meet the needs of each student.	<i>INSTRUCTION Indicator Ratings of Performance</i>			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	4
3.1 There is a system in place to ensure that classroom instructional activities are aligned to Alaska's Content and Performance Standards and GLEs. <i>Key</i>	There is no system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with district approved curricula.	There is a system in place for the instructional leader to monitor that teachers are implementing instructional activities that are aligned with district approved curricula, in all SBA tested content areas.	There is a system in place for the instructional leader to monitor that all teachers are implementing instructional activities that are aligned with district approved curricula, in all SBA tested content areas, with fidelity in all classrooms.	Teachers collaborate together in planning instruction and for evaluating the effectiveness of aligned instructional activities that are used throughout all classrooms.
3.2 There is a system to ensure the implementation of a coherent, written, school-wide plan to help low performing students become proficient. <i>Key</i>	The school has no plan and/or intervention and support provided by the instructional leader and instructional staff is inconsistent.	The school has a written plan, but instructional interventions and supports are only provided to some low performing students.	The school has a written plan, and the instructional leader and instructional staff consistently implement the plan to provide timely instructional intervention to support all low performing students.	Instructional leader and instructional staff collaborate to discuss and implement different instructional strategies to meet the needs of all students.
3.3 The use of research-based instructional practices guides instructional planning and teaching. <i>Key SMART</i>	Few instructional staff are using scientifically based instructional practices to teach at appropriate levels of student readiness, interest, and learning needs.	Some instructional staff are using scientifically based instructional practices to teach at appropriate levels of student readiness, interest, and learning needs.	All instructional staff are using scientifically based instructional practices to teach at appropriate levels of student readiness, interest, and learning needs in all curricular areas.	All teachers regularly collaborate together for the purpose of sharing scientifically based best practices.

<p>3.4 Classroom instruction addresses diverse learning needs for all students.</p> <p>SMART</p>	<p>Differentiated instruction is not used as a strategy or means to address diverse student learning needs.</p>	<p>Differentiated instruction is observed less than 75% of the time for students in all classrooms.</p>	<p>Differentiated instruction is observed more than 75% of the time for students in all classrooms.</p>	<p>Instructional leader and instructional staff meet regularly to share effective practices of differentiated instruction.</p>
<p>3.5 High academic expectations for student learning are conveyed to students, so that they know what is needed for them to achieve at proficient levels.</p>	<p>There is little evidence that the instructional leader and teachers convey high academic expectations for student learning.</p>	<p>Instructional leader and instructional staff inconsistently convey high academic expectations to the students.</p>	<p>Instructional leader and instructional staff consistently convey high academic expectations to the students.</p>	<p>All school staff members convey high academic expectations to students in multiple ways by providing different methods of support and collaborating with other staff members.</p>
<p>3.6 Teachers use formative assessments, on a regular basis, to measure the effectiveness of instruction.</p> <p>Key SMART</p>	<p>Instructional staff does not use formative assessment data sets to determine the effectiveness of their instruction.</p>	<p>All instructional staff uses formative assessment data to determine the effectiveness of their instruction in some curricular areas.</p>	<p>All instructional staff uses formative assessment data to determine the effectiveness of their instruction in all curricular areas.</p>	<p>All instructional staff share formative assessment data and collaborate together for the purpose of changing instruction based on the data.</p>
<p>3.7 Teachers' daily lesson plans demonstrate an alignment of instruction with Alaska content standards and GLEs.</p>	<p>Few teachers write and use lesson plans in which the instruction is aligned with Alaska content standards and GLEs.</p>	<p>Some teachers write and use lesson plans in which the instruction is aligned with Alaska content standards and GLEs.</p>	<p>All teachers write and use lesson plans in which the instruction in all SBA tested content areas is aligned with Alaska content standards and GLEs.</p>	<p>Instructional leader facilitates all teachers in collaborative efforts to write and use lesson plans that are aligned with Alaska content standards and GLEs in areas beyond SBA tested content.</p>

Domain 4.0- There is evidence that school culture and climate provide a safe, orderly environment conducive to learning.	SUPPORTIVE LEARNING ENVIRONMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	4
<p>4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school.</p> <p>Key</p>	There is no coordinated school-wide effort to be consistent in the use of classroom strategies to maximize instructional time.	A coordinated school-wide plan to implement effective classroom management strategies that maximize instructional time throughout the school has been developed, but is only implemented by some of the staff.	All school staff are implementing the school-wide plan of research based effective classroom strategies to help maximize instructional time throughout the school.	Instructional leader and staff utilize the district resources and support for professional development in this area on an ongoing basis.
4.2 School-wide operational procedures are in place to minimize disruptions to instructional time.	The school has not established operational procedures to minimize disruptions to instruction.	The instructional leader and all instructional staff implement and support operational procedures to minimize disruptions to instruction most of the time.	The instructional leader and all instructional staff implement and support operational procedures to minimize disruptions to instruction all of the time.	All teachers and instructional leader collaborate with community, family, and student representatives to establish, implement, and support operational procedures to minimize disruptions to instruction.
4.3 School-wide behavior standards are communicated by staff and understood by students.	Behavior standards have not been well defined, clearly communicated to students, or equitably used throughout the school.	Some school staff members make attempts to communicate behavior standards to the students; therefore, not all students understand the behavior standards.	All school staff members clearly communicate behavior standards to students and equitably use them throughout the school; therefore, most students understand the behavior standards.	All teachers and instructional leaders collaborate to consistently define, communicate, and use student and staff behavior standards throughout the school.

4.4 The school has an established attendance policy that is implemented.	Staff and students are not aware of the school attendance policy and the policy is not implemented consistently.	Staff and students are aware of the school attendance policy, but it is not implemented and applied consistently.	All staff and students are aware of the school attendance policy and it is implemented and applied fairly and consistently.	The entire school community (parents, community members, staff, and students) is involved with the development, implementation, and reviews of an attendance policy that is applied fairly and consistently.
4.5 Extended learning opportunities are made available and utilized by students in need of additional support. SMART	Extended learning opportunities are not made available to students in SBA-tested content areas.	Extended learning opportunities are made available to the students in need of additional support in SBA-tested areas, but actual utilization of these supports is only taken advantage of by some of the eligible students.	Extended learning opportunities are made available to the students in need of additional support in SBA-tested areas and all eligible students participate.	The instructional leader and teachers actively recruit eligible students for participation in provided extended learning opportunities in SBA-tested areas.
4.6 School and classroom environments reflect a cultural awareness and an understanding of cultural values that are responsive to the students who attend the school. Key	Board adopted Alaska cultural standards have not been integrated within the curricula of the school to create a cultural awareness and/or an understanding of local cultural values that are responsive to the students who attend the school.	Some teachers and other school staff members are integrating the board adopted Alaska cultural standards into their curricula in order to be culturally responsive to the students who attend the school.	All teachers and other school staff members are integrating the board adopted Alaska cultural standards into their curricula in order to be culturally responsive to the students who attend the school.	Community members, representing the culture of the students who attend the school, collaborate with the instructional leader, teachers, and students for the purpose of deepening the understanding of cultural values.
4.7 School staff members communicate with parents about learning expectations, student progress, and ways to reinforce learning at home in parent friendly language. Key SMART	Written communication for parents is not in parent friendly language regarding the expectations for student learning, specific explanations of student performance, or ways to reinforce learning at home.	Some communication for parents is written in parent friendly language regarding the expectations for student learning, specific explanations of student performance, or ways to reinforce learning at home.	All communication for parents regarding the expectations for student learning, specific explanations of student performance, or ways to reinforce learning at home are written in parent friendly language.	All staff members provide multiple ways beyond routine progress reports to facilitate regular communication between the school and all families about learning expectations, academic growth, and ways to reinforce learning at home.

<p>4.8 School staff members communicate with parents and community members to inform them about school priorities and to engage their support.</p>	<p>There are no structures in place to ensure that parents and community members are informed and have the opportunity to contribute to a supportive learning environment.</p>	<p>The school has formal and informal structures available to help inform students' parents and community members about school priorities, but lacks a systematic approach to engaging them in a process of school improvement.</p>	<p>The school has formal and informal structures in place to ensure that all students' parents and community members are informed about school priorities and provides opportunities for them to become engaged in the process for school improvement.</p>	<p>School staff members analyze outreach efforts and patterns of involvement to ensure that parents and community members are active participants in structuring and implementing a supportive learning environment.</p>
<p>4.9 Physical facilities are safe and orderly.</p>	<p>The facility is not safe or orderly and one or more of the following issues exist on site: major maintenance issues, unclean, seriously cluttered, safety hazards.</p>	<p>Most of the school facility is free of major maintenance issues, is generally in good repair, and is generally clean, safe, orderly, and uncluttered.</p>	<p>The school facility is attractive, well maintained, clean, safe, well lit, orderly, and uncluttered.</p>	<p>The school has a plan to regularly review the facility and works with the district to make changes to the facilities based upon the results of the reviews.</p>

Domain 5.0- There is evidence that professional development is based on data and reflects the needs of students, schools, and the district.	PROFESSIONAL DEVELOPMENT Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	4
5.1 Student achievement data are a primary factor in determining professional development priorities. Key SMART	Professional development is not linked to student achievement data and is not reflective of student needs.	Professional development is randomly planned, or is not intentionally linked to the student achievement data.	Instructional leaders use multiple sources of student achievement data as a primary factor in determining comprehensive professional development priorities.	Instructional leaders and instructional staff collaborate to analyze historical data on student achievement to identify persistent trends and needs that should be addressed in current and future professional development sessions.
5.2 District Only				
5.3 Professional development is embedded into the daily routines and practices of school staff.	Instructional leader provides professional development opportunities that are disconnected from one another and are not embedded into teachers' routines and practices.	Instructional leader provides professional development opportunities that occur infrequently, but are embedded into teachers' routines and practices.	Instructional leader provides professional development that is ongoing and embedded into teachers' routines and practices.	Teachers work together as a professional learning community who contribute to each others' learning to support learning for all students.
5.4 There is a mentoring program in place that supports new teachers in the development of instructional and classroom management skills. SMART	There are no organized efforts to provide support to new teachers.	Some new teachers have access to mentoring and support related to classroom management and instructional skills.	All new teachers have access to mentoring and support related to classroom management and instructional skills.	Instructional leaders collaborate with mentors to maintain continuity and to differentiate professional development for all new teachers.
5.5 Sufficient time and	Instructional leader allocates	Instructional leader allocates	Instructional leader ensures	Instructional leaders

<p>resources are allocated to support professional development and growth geared toward the goals outlined in the school improvement plan.</p>	<p>professional development resources toward activities that are not outlined in the school improvement plan and/or resources intended for professional development are not used.</p>	<p>insufficient time and resources toward supporting the goals of and the professional development needs outlined in the school improvement plan.</p>	<p>that sufficient time and resources are allocated toward supporting the goals and the professional development needs outlined in the school improvement plan.</p>	<p>regularly seek outside resources to expand professional development opportunities in line with the school improvement plan and there is a plan to evaluate the effectiveness of the professional development in relation to achieving the goals of the school improvement plan.</p>
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Domain 6.0- There is evidence that school administrative leaders focus on improving student achievement.	LEADERSHIP Indicator Ratings of Performance			
	<i>Little or no development and implementation</i>	<i>Limited development or partial implementation</i>	<i>Fully functioning and operational level of development and implementation</i>	<i>Exemplary level of development and implementation Meets criteria for rating of a "3" plus:</i>
Indicators	1	2	3	4
6.1 Instructional leader facilitates the development of the school improvement goals. Key SMART	School goals do not exist.	Instructional leader facilitates the development and of school goals in collaboration with the school staff.	Instructional leader facilitates the development of school goals in collaboration with school staff, parents, community members, and the district.	School goals are known by the entire staff, they are implemented, and progress toward achieving these goals is monitored by instructional leaders and goals are clearly communicated to all stakeholders.
6.2 Instructional leader regularly analyzes assessment and other data, and use the results in planning for the improved achievement of all students.	Assessment and other data are not analyzed to make modifications to the school improvement plan.	Instructional leader collaborates with staff members to analyze assessment and other data on an annual basis.	Instructional leader collaborates with staff members to analyze assessment and other data, at least three times per year, and use the results in planning for the improved achievement of all students.	Instructional leader continually monitors student academic performance data and regularly convenes with staff members to keep them informed and to develop consensus about ways to address the identified areas of concern.
6.3 Instructional leader assists teachers in understanding formative and summative student achievement data and ensures they know how to use this information to make changes to instruction. Key	Instructional leader does not provide professional development experiences for teachers in understanding the specific purposes of summative and formative assessment data and how the data should be used to make changes to instruction.	Instructional leader provides single, stand alone professional development for teachers in understanding the specific purposes of summative and formative assessment data and how the data should be used to make changes to instruction.	Instructional leader provides ongoing, job embedded professional development for teachers in understanding the specific purposes of summative and formative assessment data and how the data should be used to make changes to instruction.	Instructional leader requires all teachers to collaborate together for the purpose of making appropriate and timely adjustments to their instruction or curricular materials, based on summative and formative assessment data.

<p>6.4 School improvement goals are specific, measurable, attainable, realistic, and time bound (SMART) and are based on a school-wide review of trends and a gap analysis of student achievement data.</p>	<p>School improvement goals are not “SMART” and are not based on a school-wide review of trends and a gap analysis of student achievement data.</p>	<p>School improvement goals are “SMART” but are not based on a school-wide review of trends and a gap analysis of student achievement data.</p>	<p>School improvement goals are “SMART” and are based on a school-wide review of trends and a gap analysis of student achievement data.</p>	<p>Instructional leader requires all teachers to make appropriate, timely adjustments in their instruction or curricular materials, based on disaggregated student performance data.</p>
<p>6.5 Instructional leader systematically monitors the implementation of the school improvement plan.</p> <p>Key</p>	<p>There is no system or process by which the instructional leader monitors the implementation of the school improvement plan.</p>	<p>There is a system in place but the instructional leader uses the system inconsistently to monitor the implementation of the school improvement plan.</p>	<p>The instructional leader facilitates regularly scheduled meetings with school staff, parents, and community members about the progress and implementation of the school improvement plan.</p>	<p>Instructional leader uses a variety of sources (lesson plans, classroom observations, meetings with instructional leaders, etc.) to ensure and authenticate the implementation of the school improvement plan.</p>
<p>6.6 Instructional leader ensures that teachers have access to and are trained in the implementation of Alaska’s Content and Performance Standards and Grade-Level Expectations.</p>	<p>Instructional leader has not provided information or the opportunity to develop teachers’ skills and awareness of Alaska state standards and GLEs.</p>	<p>Instructional leader has provided information to teachers regarding Alaska state standards and GLEs but no on-going professional development has occurred to develop the teachers’ skills in implementing the standards and GLEs.</p>	<p>Instructional leader has provided information to teachers regarding Alaska state standards and GLEs and has provided on-going professional development has occurred to develop the teachers’ skills in implementing the standards and GLEs.</p>	<p>Instructional leader provides time for teachers to collaborate together for the purpose of sharing ways to implements Alaska state standards and GLEs.</p>

<p>6.7 Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practices.</p> <p>Key SMART</p>	<p>Teachers receive infrequent feedback from the instructional leader, given in random ways, that does not give ideas or suggestions for instructional improvement.</p>	<p>Teachers receive consistent, formal observations and feedback from the instructional leader according to the district's policies and procedures, but there is no coherent, comprehensive plan for teachers to receive informal observations and feedback from the instructional leader to support instructional improvement.</p>	<p>All teachers receive consistent and comprehensive formal observations from the instructional leader according to district policy and a system has been implemented for consistent, informal observations and timely feedback from the instructional leader to support instructional improvement.</p>	<p>Instructional leaders share a comprehensive picture of the school's instructional needs and overall growth objectives and provide ongoing and systematic feedback and support to teachers that is linked to the school's improvement goals.</p>
<p>6.8 Instructional leader builds a positive relationship with parents and community members regarding school improvement efforts.</p> <p>SMART</p>	<p>Instructional leader does not communicate on a regular basis with school staff, parents, and community members regarding school improvement activities.</p>	<p>Instructional leader conducts school improvement functions without including school staff, parents, and community members.</p>	<p>Instructional leaders make ongoing contact with school staff, parents, and community members regarding school improvement efforts to enlist their support and engagement for continuous improvement.</p>	<p>Instructional leader maintains an active partnership with district staff, school staff, parents, and community members to engage them in regularly scheduled meetings, at least quarterly, to review progress toward meeting the school improvement goals.</p>
<p>6.9 District Only</p>				
<p>6.10 Instructional leaders review the progress of student subgroups, as identified in the SMART goals of the school improvement plan.</p> <p>SMART</p>	<p>Instructional leader annually reviews the progress of student subgroups, as identified in the SMART goals of the school improvement plan.</p>	<p>Instructional leader conducts quarterly reviews for all student subgroups as identified in the SMART goals of the school improvement plan.</p>	<p>Instructional leaders conduct monthly progress reviews for all student subgroups as identified in the SMART goals of the school improvement plan.</p>	<p>Instructional leaders compare the academic achievement of student subgroups of the school with academic achievement of comparable population subgroups in similar and high-performing schools to inform curricular and instructional decisions that address the needs of the school's diverse population.</p>

<p>6.11 District policies and procedures are used in the evaluation of all personnel.</p>	<p>Instructional leader does not implement the district policies and procedures regarding the evaluation of all personnel.</p>	<p>Instructional leader uses the district policies and procedures, but they are not used equitably throughout the school.</p>	<p>Instructional leader implements policies and procedures consistently and equitably in the evaluation of all personnel.</p>	<p>Instructional leader ensures that all school staff members understand the personnel evaluation plan.</p>
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