

# End-of-Cycle Progress Report



Administrator: \_\_\_\_\_  
Name
Signature
Date

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1		<input type="checkbox"/>				
<b>Student Learning</b>						
2		<input type="checkbox"/>				
<b>School Improvement</b>						
3		<input type="checkbox"/>				
4		<input type="checkbox"/>				
5		<input type="checkbox"/>				
Other		<input type="checkbox"/>				
Other		<input type="checkbox"/>				

# Progress Report on Standard I: Instructional Leadership

Refer to the Rubric for details on the Indicators.

<b>Standard I</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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<b>Overall Analysis</b>
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Indicator	Comments
<b>I-A. Curriculum</b>	
<b>I-B. Instruction</b>	
<b>I-C. Assessment</b>	
<b>I-D. Evaluation</b>	
<b>I-E. Data-Informed Decision Making</b>	

**Evidence:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Mid-cycle goals progress report<br><input type="checkbox"/> Analysis of classroom walk-through data<br><input type="checkbox"/> Analysis of school assessment data<br><input type="checkbox"/> Sample of school improvement plans and progress reports | <input type="checkbox"/> Analysis of staff evaluation data<br><input type="checkbox"/> Report on staff educator practice and student learning goals<br><input type="checkbox"/> Analysis of student achievement data<br><input type="checkbox"/> Student feedback<br><input type="checkbox"/> Student work examples | <input type="checkbox"/> Staff feedback<br><input type="checkbox"/> Relevant staff meeting agendas/materials<br><input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback<br><input type="checkbox"/> Other: _____ |
|---|---|--|

# Progress Report on Standard II: Management and Operations

Refer to the Rubric for details on the indicators.

<b>Standard II</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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**Overall analysis**

Indicator	Comments and Analysis
<b>II-A. Environment</b>	
<b>II-B. Human Resources Management and Development</b>	
<b>II-C. Scheduling and Management Information Systems</b>	
<b>II-D. Law, Ethics, and Policies</b>	
<b>II-E. Fiscal Systems</b>	

**Evidence:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback   | <input type="checkbox"/> Master school schedule   |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback   | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> External reviews and audits                            | <input type="checkbox"/> Relevant staff meeting agendas/minutes/materials                     |   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |   |   |

# Progress Report on Standard III: Family and Community Engagement



Refer to the Rubric for details on the indicators.

<b>Standard III</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
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**Overall analysis:**

Indicator	Comments and Analysis
<b>III-A. Engagement</b>	
<b>III-B. Sharing Responsibility</b>	
<b>III-C. Communication</b>	
<b>III-D. Family Concerns</b>	

**Evidence:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals progress report</li> <li><input type="checkbox"/> Participation rates and other data about school family engagement activities</li> <li><input type="checkbox"/> Evidence of community support and/or engagement</li> <li><input type="checkbox"/> Sample school newsletters and/or other communications</li> <li><input type="checkbox"/> Analysis of school improvement goals/reports</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Community organization membership/participation/ contributions</li> <li><input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders</li> <li><input type="checkbox"/> Relevant staff meeting presentations and minutes</li> <li><input type="checkbox"/> Other: _____</li> </ul> |
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## Progress Report on Standard IV: Professional Culture

Refer to the Rubric for details on the indicators.

<b>Standard IV</b>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
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**Overall Analysis:**

Indicator	Comments and Analysis
<b>IV-A. Commitment to High Standards</b>	
<b>IV-B. Cultural Proficiency</b>	
<b>IV-C. Communication</b>	
<b>IV-D. Continuous Learning</b>	
<b>IV-E. Shared Vision</b>	
<b>IV-F. Managing Conflict</b>	

**Evidence:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Goals progress report                              | <input type="checkbox"/> Classroom visit protocol and sample follow-up reports | <input type="checkbox"/> Evidence of shared decision making and distributed leadership |
| <input type="checkbox"/> School improvement plans and reports               | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Existence of working professional learning communities        |
| <input type="checkbox"/> School vision, mission, and core values statements | <input type="checkbox"/> Staff survey feedback                                 | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Staff attendance and other data                    | <input type="checkbox"/> Samples of educator practice goals                    |  |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders  | <input type="checkbox"/> Staff and/or leadership meeting agendas/materials     |  |

# Assessment of Impact on Student Learning

Impact on Student Learning (*Check one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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Evidence and analysis: