Appendix A: Participant Comments

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	E	Yes	Growth was seen especially in the second grade this year, which was the targeted grade.
Primary	E	Yes	More time with teachers, looking at student work/lessons, and planned PD sessions.
Primary	E	Yes	Coaching, feedback trackers, and weekly feedback form.
Primary	E	Yes	Supporting data: MPTA, DIBELS, and iReady.
Primary	E	Yes	I am providing feedback to principals and teachers at a higher level as reflected on my TimeTrack.
Primary	E	Yes	Growth is evident in students' enrolling faster due to curriculum and planning systems.
Primary	E	Yes	Intentional use of data, conversations with teachers, and observations.
Primary	E	Yes	MVPA, Dibels, iReady, School Report Card (Moved from C to B), and data meetings/analysis (quarterly).
Primary	E	Yes	Non-directive feedback, along with intentional coaching, has improved district assessment scores at each grade level.
Primary	E	Yes	The Rigor Walk data shows increased data up 30%, as does walkthrough data.
Primary	E	Yes	The district's evaluation system TDES indicates that teachers are performing more in the skilled or accomplished level of instructional performance. In fact, only two teachers are performing at the development level rating, but ELA and math walkthrough data indicates improvement in their attendance and planning.
Primary	E	Yes	Coaching, observing daily instruction in the classroom, and providing feedback to instructional staff on their impact on instructional sequence have all demonstrated growth.
Primary	E	Yes	I believe that the professional development we provide district-wide connects to improved teacher practice. Feedback surveys from professional development would provide evidence.
Primary	E	Yes	We have meetings with weekly data teams where we review lessons and standards to plan effectively. We are moving to a PLC building, so we need that collaboration and alignment vertically. We also want to sharpen our RTI process; we need that collaboration at the team level.
Primary	E	Yes	Walkthroughs were scheduled; there was still an open door policy.
Primary	E	Yes	It's tied in to observation data, focus teachers, walkthroughs, non-directive feedback, and PLC conversations.
Primary	E	Yes	Yes, the SAM Process could not only be used to schedule observations, but also to schedule feedback, which in turn improves instruction. Without feedback, instruction stays the same.
Primary	E	Yes	MAP data, GMAS, observations, and achieved predictions.
Primary	E	Yes	During my informal walkthroughs, I leave a little note of feedback before I leave the classroom. Then, I revisit to see if adjustments have been made. 60-70% of the time, I am seeing actual changes made. Also, on the formal REACH observations, more and more teachers are moving out of Basic into Proficient ratings. The movement into Proficient ratings has been more frequent than in previous years.
Primary	E	Yes	Evidence is seen in observation time, feedback time, and in time spent in each classroom.
Primary	E	Yes	Having had a new SAM for the last two months, it has improved. She has been putting things on my calendar.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	E	Yes	Being able to use TimeTrack to help plan out what I expect to do has helped me get into more classrooms and collaboration meetings. This helps me be more aware or have a visual of how much I am doing those things. Looking at TimeTrack, I know what I am supposed to be doing and can plan out what needs to be done. This also helps me recall what things need to get done. TimeTrack has helped me keep my follow-through with teachers and provides a routine for observation events. Also, with my SAM, if something happens, I am able to use the email feature to quickly communicate with teachers if I need to change an observation event time.
Primary	E	No	The district is not set up to be successful for the principal, and with vacancies, support is too difficult with 29 new teachers. 4 teachers quit last week, 1 new teacher today, plus 4
Primary	E	No	I cannot make a connection between my instructional work and improved teacher practice. I have not been consistent and deligent in my work with teachers this year. We have several students who present difficult or extreme behavior. I have had to spend a great deal of time dealing with these students and their parents. This caused a disconnect in my work with teachers.
Primary	E	No	Unfortunately, I was never able to meet with Dr. Ralls. Although he was able to schedule one-on-one meetings and observations with staff, it's hard to say if it led to impact because I was not able to speak with him.
Primary	E	No	Not at this time. The SAM did not wish to continue in this role. The principal had to take a three-month leave of absence due to her husband's illness. When she returned, she preferred not to resume work with a SAM. I offered to assist her weekly with Carol Merritt's permission, but the principal's schedule and school demands made it difficult to meet
Primary	E	Yes	STAR Data; giving teachers more direction and allowing teacher input; more present in classrooms.
Primary	E	Yes	Ongoing daily walkthroughs, observing teachers, more student engagement, and lessons provided by the teacher.
Primary	E	Yes	Data dashboard holds evidence, e.g., it tracks instructional time from Jan 24 to present (92% of instructional time spent with cabinet).
Primary	E	Yes	Support is seen in observation, walkthroughs, and feedback. Teachers are also seeking feedback and want to see our graphs.
Primary	E	Yes	I'm more purposeful with my time and ensure that I'm focused on the instructional performance of teachers. This includes walkthroughs and other observations. I do, however, need to improve on feedback to teachers.
Primary	E	Yes	I have been deliberate in planning with lead staff to rearrange teacher schedules and work responsibilities to effectively impact the assessment of students in a timely manner. This rearranging of work responsibilities with specific guidance also assisted in building capacity within the staff.
Primary	E	Yes	TimeTrack data shows the amount of time that I'm in classrooms, which is an improvement. Reviewing the data allows me to focus on areas that I think I am focusing. I look at the teachers with whom I've worked/not worked and go visit the classrooms. I track the teachers' engagement, too. It allows me to track with whom I visit and to give positive feedback. There is a focus on new teachers.
Primary	E	Yes	Time spent with graphs and walkthroughs show support for this answer.
Primary	E	No	Solo review.
Primary	1.1	Yes	MAP shows significant growth in the 4th grade (96%) and in the 3rd grade (88%).

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	Yes	I was able to visit schools more often this year and give feedback to the principals. I am proud as a district employee that I was able to support the principals through these school visits. Our quarterly data shows that our students are making progress.
Primary	1.1	Yes	Teacher observations.
Primary	1.1	Yes	My time in planning meetings is helping to improve teacher practice through discussion around instructional strategies that would be most effective for different learning objectives.
Primary	1.1	Yes	Our planning sessions have great reflection and collegiality this year. I have leveraged this through my consistent participation during planning. We reorganized the scheduling of these sessions so that I could attend them.
Primary	1.1	Yes	Supporting data: the collaboration meetings in grade-level teams, rewriting assessment questions into higher DOK levels, and increased rigor focusing on DOK 3. Data is collected from the assessments and also reflection among grade-level teams. Observation/walkthroughs are opportunities to see the planning in action. Collaboration in Admin. Team focuses on higher levels of instructional strategies that can be seen in action.
Primary	1.1	Yes	Meetings with assistant principals and coaches, training guidance, professional training, and walkthrough training for assistant principals all show growth.
Primary	1.1	Yes	We are spending more time in classrooms, as well as more time talking with teachers. We are scheduling walkthroughs and having discussions in our meetings to schedule ahead so that we get into classrooms.
Primary	1.1	Yes	There has been an increase in student-to-student discourse by 63%, as well as in the number of required evaluations completed. Open and closing of lesson learning cycles by teachers also shows support. There is also an increased number of teachers using MTSS to increase student growth.
Primary	1.1	Yes	Positive feedback from teachers during meetings with them. Teachers show appreciation for Lindsey taking the time to provide one-on-one feedback along with coaching suggestions/thoughts from Lindsey. Teachers are trying new strategies based on the coaching conversations. Teachers also appreciate Lindsey working with students in discipline situations so that classroom behavior improves, which has a positive impact on learning.
Primary	1.1	Yes	Observations and feedback both show support.
Primary	1.1	Yes	Student Acheivement; iReady Scores; use of instructional practices in walkthrough data; functionality of our PLCs.
Primary	1.1	Yes	Amount of time spent per teacher, increasing conversations with teachers about their instruction, and teachers becoming much more comfortable with the conversation all indicate growth. The amount of time in Observation and Walkthrough has doubled or more than doubled from last year. They are understanding that the conversations are collaborative in nature and not hierarchical.
Primary	1.1	Yes	I do many informal walkthroughs to see what is taking place. I sit in classrooms to informally observe instruction. Direct observation is what I do quite often, and I discuss with teachers what I see students doing in the classroom related to instruction expectations.
Primary	1.1	Yes	I work with principals focusing on effective methods of math instruction. We provide PD to math coaches and conduct instructional rounds. Assessment data is indicating progress, as
Primary	1.1	Yes	Feedback is implemented; we are being intentional in seeing individual teachers teaching.
Primary	1.1	Yes	I use optional descriptors to make sure that I'm connecting my work to assisting the specific regions that I visit.
Primary	1.1	Yes	Our teachers are using more effective instructional strategies and are planning together.
Primary	1.1	Yes	REACH evaluations, teacher learning cycles, and Landscape Rigor walk results.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	Yes	Planning meetings have improved this year.
Primary	1.1	Yes	Our teachers are planning together and analyzing assessment data successfully.
Primary	1.1	Yes	No Comment
Primary	1.1	Yes	My school visits with principals have had a very positive impact on our overall district culture, as I learn so much from my one-on-one time with our principals.
Primary	1.1	Yes	A lot of the data we use is from state testing, which we just completed; results will be coming in the summer. The district has also changed the assessment vendor this year. The biggest change or evidence are the conversations with teachers, i.e., the informal discussions (non-direct feedback). These discussions have allowed me to participate more often, have deeper conversations with teachers, and get me into classrooms more to observe the instruction taking place. This has allowed for good conversations with staff. Missy will let teachers know that I am wanting to visit, and many teachers have been open to these informal visits.
Primary	1.1	Yes	I spend a great deal of time with my assistant principal and the leads who are coaching them. We created learning plans, and our internal data is showing growth. We have more to do, of course; but teachers are more focused, our counselor is working on culture and attendance, and we are improving! All of this support is allowing our teachers to grow.
Primary	1.1	Yes	The time I spend with the ADs has an impact. However, with so many things going on, if TimeTrack were integrated with Microsoft or Google Calendar, it would be so much easier and effective because we are having to submit double entries as is. I feel like the double entry requirement makes us less effective because we could have more conversations instead of copying and pasting.
Primary	1.1	Yes	Walkthroughs, observations, student supervision, and working with students.
Primary	1.1	Yes	One of my priority assignments is the Special Education Department. Consistent walkthoughs and non-directive feedback provided to these teachers is resulting in increased opportunities for "teacher talk" and reflection about practice, particularly with respect to the design areas that teachers selected as part of the teacher evaluation process.
Primary	1.1	Yes	The state is implementing a teacher evaluation system based on Marzano's work. I have been having conversations with teachers around the design areas that they selected, e.g., artifacts to support growth in those areas and strategies to improve student engagement.
Primary	1.1	Yes	Through my consistent attendance in the grade-level planning meetings, I have my pulse on where we are as a school. I have two teachers who are on improvement plans to help them with classroom management.
Primary	1.1	Yes	Our teachers are actively engaged in our planning meetings each week.
Primary	1.1	Yes	District/State Assessment results are growing over previous years. SPED and Black subgroups specifically have shown significant growth (49.1 reading and 62.4 Math). Walkthrough data validates the teaching and learning taking place in the school. A national walkthrough (AVID) took place in March; results showed improvement in best practice strategies. Administrative walkthroughs validate what is taking place instructionally in the classroom, too.
Primary	1.1	Yes	I spend more time intentionally in classes.
Primary	1.1	Yes	I spent 50% of my time doing walkthroughs, TKES evaluations, and collaborative planning. I have seen improvement and attendance data shows that teacher practice is improving. Where I have seen a need in developing better instruction, I have directed my coaches to support the work I do and to create their own strategies for teacher growth. This is a team effort.
Primary	1.1	Yes	Observations SAM and AEA comments.
Primary	1.1	Yes	There is intentionality when I visit teachers and when I circle back with teachers to see changes in action.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	Yes	I work with principals around the district. I have been in schools and able to cite evidence of some of the goals and support we are working on. Recommended protocols are shown in the schools when I am visiting. I still feel that if my management were improved, my instructional time spent would be more beneficial. I would like to set clearer and more measurable goals when meeting with principals in order to show that I have an impact on them.
Primary	1.1	Yes	The principal provided regular observations and feedback in grades 2-5 this year. She feels that she received good feedback from the teachers regarding her on-going support this year.
Primary	1.1	Yes	Supportive data: observations, learning walks, walkthroughs, the rubric for empowerment, and small team dialogue with teachers (CTC).
Primary	1.1	Yes	There are pockets of improvement based on walkthroughs, observations, feedback, and PCA.
Primary	1.1	Yes	The amount of non-directive oral and written feedback versus the limited direct feedback shows that principals are applying the suggested strategies.
Primary	1.1	Yes	I use it to keep myself accountable for observations and feedback.
Primary	1.1	Yes	Structure changes mean I have to do observations frequently. TimeTrack aligns because feedback occurs regularly as part of this process. It has improved my feedback this year. Teachers are improving.
Primary	1.1	Yes	We discussed the improvement in teacher practices and student performance. Melanie, an instructional coach, agreed that the process has improved, helping teachers stay on task and ensure consistent coverage.
Primary	1.1	Yes	We were removed from the ESSA watch list! The SAM rubrics have also increased in all areas. Our use of TimeTrack observations, walkthroughs, and feedback demonstrate movement on instructional practices examined through our action cards as well.
Primary	1.1	Yes	Focus teachers, observations, and walkthroughs.
Primary	1.1	Yes	With the new teacher evaluation system, we have spent a great deal of time helping teachers to understand their new expectations, to choose their design areas, and to develop student-centered instructional strategies.
Primary	1.1	Yes	Bi-weekly rigor walks, observations, instructional meetings, and data review.
Primary	1.1	Yes	When I am doing observations and walkthroughs, I give feedback and recommendations. I go back and monitor to check for implementation of feedback, e.g., is the implementation taking place? I also provide coaching and recommendations to support teachers. Depending on what I see, we may need to modify the instructional plan that better benefits students and their academic outcomes.
Primary	1.1	Yes	I am able to connect my instructional time to improved teacher practice through regular meetings with my team of ESL teachers and case managers. I also spend time conducting formal observations and informal walkthroughs. I try to link these events with some type of feedback (directive, nondirective, and celebration).
Primary	1.1	Yes	The leadership has an overall focus to look at teacher practices. School data reveals how well the teachers are implementing the Baltimore curriculum. Gary believes that he is able to witness considerable progress throughout the year with his daily walkthroughs.
Primary	1.1	Yes	The amount of time principals have spent observing in classrooms and in Professional Learning Communities has improved from September 2024 until now.
Primary	1.1	Yes	Supportive data: team data from staff; Panorama data for students and staff; and a reduction of D's and F's in the first semester by 24%.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	Yes	Jesse reports that they have seen improvements in every classroom except one this year. Despite repeated coaching, this teacher was non-renewed. Assessments where growth was seen include the mid-year iReady evaluation and the district's assessment called Mastery Connect. In grades three through five, 70% of students met their stretch goal on iReady on the mid-year assessment. The school is currently taking on the end-of-year assessments.
Primary	1.1	Yes	Walkthroughs and teacher evaluations show growth. We are also doing a better job at tracking support for teachers.
Primary	1.1	Yes	Student growth is seen on scheduled assessments. There is also more focus to teacher practice.
Primary	1.1	Yes	Observations and walkthroughs, as well as teacher team meetings, show that growth is happening.
Primary	1.1	Yes	As it relates to data support, we use Kickup. Teacher practices have improved from fall to spring as evidenced by the Kickup Core Teaching Rubric.
Primary	1.1	Yes	Walkthroughs, site visits, and observations.
Primary	1.1	Yes	Grade-level collaborative meetings, walkthroughs, and general observations.
Primary	1.1	Yes	Yes, staff have identified it as such. Staff that have received more time with the principal have had improved performances on the evaluation improvement plan.
Primary	1.1	Yes	I use a walkthrough rubric that is used in our district, and that shows growth. iReady, which is given three times during the year, also shows growth. Other measures include evaluation scores during formal observations.
Primary	1.1	Yes	We have kept our focus on teacher support, and TimeTrack helps to track our needs.
Primary	1.1	Yes	Yes, TimeTrack does allow me to connect teachers' work to their instructional time and overall improvement. I'm able to keep notes and to see the number of times I've met with them, as well as the advice and feedback I've shared with them. I'm able to reference this data often.
Primary	1.1	Yes	The team says that Julie has a lot of discussions about instruction with individuals and groups. They feel that conversations are open, honest, and timely. There have been many problem-solving opportunities with staff that have been beneficial.
Primary	1.1	Yes	Student academic data and other observable improvements are occurring after feedback.
Primary	1.1	Yes	It has a lot to do with the walkthrough form that we use. We have been looking at student engagement and content alignment. The walkthrough data has allowed me to know if my time spent in the classroom resulted in improved teacher practice.
Primary	1.1	Yes	The rating at the middle school went from an F to a C.
Primary	1.1	Yes	The TimeTrack dashboard, student assessment data, and GLT meetings all show growth.
Primary	1.1	Yes	It helps me track data on my meetings with teachers and helps me know which teachers I need to spend more time with.
Primary	1.1	Yes	I'm definitely seeing a growth in new teachers. The 5th grade team has especially been making gains.
Primary	1.1	Yes	Yes, I helped everyone stay on task.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	Yes	As a SAM Principal, I use TimeTrack to intentionally increase the amount of time I spend on instructional leadership. According to my TimeTrack dashboard, I dedicate approximately 57% of my time to instructional activities—well above the national average for school leaders. This includes conducting classroom walkthroughs, facilitating PLCs, coaching teachers, and analyzing instructional data. The daily SAM meetings help me identify time-wasters and redirect efforts toward high-leverage practices that improve teaching and learning. Weekly TimeTrack reviews allow me to monitor patterns and ensure that my actions align with our school's SCEP priorities and instructional goals. As a result, I have been able to provide timely, actionable feedback to staff, support the implementation of Instructional Rounds, and foster a culture of continuous improvement. This data-driven approach has made my instructional leadership more visible, focused, and impactful.
Primary	1.1	Yes	It has allowed for more links to teaching and learning. The associations allow us to track who we are with. There are also discussions around curriculum, instruction, and professional development.
Primary	1.1	Yes	CTT meetings, walkthroughs, observations, professional deveopment, and PBIS/BSAT.
Primary	1.1	Yes	TimeTrack data shows how often I have visited classrooms, e.g., in moments of observation or walkthroughs. This information helps me with teacher improvement plans and teachers statuses for next year. I attach what I've done in TimeTrack to their improvement plan to show how I am providing support to them. Feedback data spells out exactly if I need more direct or non-direct feedback to teachers. I have been doing a lot more face-to-face feedback this year.
Primary	1.1	Yes	Formal and informal reflective conversations with teachers support improved teacher practice, as do walkthroughs, working with students, and formal observations.
Primary	1.1	Yes	Time spent in grade-level meetings and in the classroom.
Primary	1.1	Yes	Over 90% of evaluations were completed before Spring Break, which really focused the time before testing season and the end of the year. We were able to do all the non-evaluative feedback since we were more focused and had more time. Teachers were more willing to take risks and to grow their skills, too.
Primary	1.1	Yes	TimeTrack made me look at areas of improvement and then helped me to develop a focus. Whenever I put data into TimeTrack, I made sure to code the pieces I was looking at; it was a major help on the data front.
Primary	1.1	Yes	Student performance on MAP data from winter to spring shows growth. There has also been a renewed urgency on the part of teachers following some targeted professional development. We went back to the basics of the CCRPI and have been reigniting the fire to understanding the foundations of our assessments.
Primary	1.1	Yes	Walkthroughs and feedback were done for each teacher, and I've noticed improvements ever since. Although they get written feedback each time, I would like to do more face-to-face. We identified practices and supported teacher needs throughout grade-level meetings, preparing them for students' using digital platforms. We also worked with the district digital tool; IMSE was used to do side-by-side coaching. The outside group shared things they saw in the classroom, and they saw improvement during the second observation. The math department also did walkthroughs with the principal and gave feedback while looking at support materials.
Primary	1.1	Yes	The principal uses a rubric when observing teachers, and there were some areas where she saw gains made for a couple of target teachers.
Primary	1.1	Yes	As they have seen an increase in instructional time, they have also seen an increase in teacher survey data on the positive effects of their being in the classroom, e.g., more professional development and better focus.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	Yes	Dustin has compared his instructional numbers to their professional development schedule, and it shows that his time has been spent on improving teacher practice.
Primary	1.1	Yes	Teacher growth is seen in how we've adjusted district plans to meet student needs.
Primary	1.1	Yes	Dr. Jones conducts monthly instructional rounds and walkthroughs at his schools. The walkthroughs include reviews of student data and visits to three classrooms with the administrative team and select teachers from the school. The team then has a debrief and shares feedback. He has seen positive change of practice in both principals and teachers.
Primary	1.1	Yes	We are having consistent conversations and feedback cycles.
Primary	1.1	Yes	The silver lining is that when my SAM left, it forced me to learn how to use TimeTrack
Primary	1.1	Yes	I am in the classrooms more frequently, as demonstrated by TimeTrack data.
Primary	1.1	Yes	This year, the SAM Process made be more intentional about the grade levels I supported and those needing more attention with walkthroughs. Walkthroughs and PCA data helped me to know where I am working and with whom I need to visit.
Primary	1.1	Yes	Through time in grade-level planning meetings, the principal has seen teachers improve in using student data to plan for small group instruction.
Primary	1.1	Yes	For some, yes. The walkthrough system has had a great impact.
Primary	1.1	Yes	The number of intentional classroom observations and interactions have increased this year. Improved feedback conversations have also been noted. There were no non-renewals this year, which is the first time in several years.
Primary	1.1	Yes	I spent quite a bit of time in decision-making groups and committees where the focus was on the design of the instructional block so that teachers could get the most out of the block. I have also tracked the fidelity checklist in the implementation of core curriculum, particularly around math and literacy instruction. During this time, I was able to assess instructional practices that were taught during professional development or were discussed during my time with professional learning communities.
Primary	1.1	Yes	Delora uses TimeTrack for everything; it is "gospel." If she is scheduled to meet with a teacher or to be in a teacher's room, she is there. It helps in all levels of accountability.
Primary	1.1	Yes	Taylor: Erin does connect instructional time to teacher practice, such as providing feedback to teachers after observations and walkthroughs. Erin: this year, teacher ratings on summative evaluations have been higher than last year. The amount of time I've been getting into classrooms and seeing instruction is higher this year. That has helped me to see if student engagement is high and if instruction is at the level it needs to be.
Primary	1.1	Yes	During morning administrative meetings, the assistant principals and principal review their schedules and discuss which teacher support strategies are working and which teachers may need more support that day or week.
Primary	1.1	Yes	The SAM noted that the principal improved the amount of feedback provided to teachers, increasing from 4% in 2024 to 12.1% in 2025.
Primary	1.1	Yes	The conversations between teachers have shown an appreciation for seeing the SAM in the classrooms more often. The SAM then reflects on which teachers need plans or systems for support.
Primary	1.1	Yes	My TimeTrack work has helped me be more intentional about scheduling, particularly the scheduling of teacher observations and follow-up conversations. It has also helped me find more time for instructional tasks.
Primary	1.1	Yes	Increased observation time has led to more opportunities to see instruction and provide feedback to teachers.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.1	No	The follow-up after feedback is needed to verify implementation of the feedback.
Primary	1.1	No	I can connect my time to improved administrator practice.
Primary	1.1	No	We have not been as detailed as we have been in previous years and therefore cannot connect the time.
Primary	1.1	No	I need things to be intentional. I look at the whole list and think that I have to mark the whole list; I need to know what specifically I'm looking for.
Primary	1.1	No	There is a disconnect between the efforts of the principal and what is being observed in practice.
Primary	1.1	No	Because we started as a SAM team in the middle of February, we do not feel that we have enough data to measure a significant impact on teacher practice.
Primary	1.1	No	It is difficult to make that direct connection from the district office. I believe that I have some impact, but I don't think I have a direct connection.
Primary	1.1	No	Demario held two different positions this year: Chief Executive Officer and Interim Superintendent. He cannot directly connect his work to teacher improvement.
Primary	1.1	No	The meeting was conducted with the SAM only, and she was not sure.
Primary	1.1	No	Solo rubric submission.
Primary	1.1	No	This has been a hectic year with many changes. I can't directly say yes.
Primary	1.1	No	I am completing this rubric without the SAM or principal. We have never met.
Primary	1.2	Yes	Panorama scores, MAP scores, and Teacher Evals.
Primary	1.2	Yes	Mid-year observations showed extreme improvement from the beginning of the year based upon the data review with iLeadr. Observations and walkthroughs are a large part of the administrators' responsibilities.
Primary	1.2	Yes	We are using data to reduce the number of meetings administratively so that more teachers and admins. can be in the classroom more. We're able to track teachers to offer support as needed and to be in classes. We're also making more contact with teachers than in the past.
Primary	1.2	Yes	With completion of SIP, I was able to observe principals who were more proficient in creating initiatives and action steps that were informed by their use, or lack thereof, of TimeTrack and SAMs. I was able to use TimeTrack data to monitor and verify my work with those administrators.
Primary	1.2	Yes	Somewhat... it is situational based on teachers.
Primary	1.2	Yes	We see increased principals' efficacy based upon their evaluation scores. There is also improvement of teacher efficacy, culture, and student academics.
Primary	1.2	Yes	Our PLCs are much better, with teachers sharing and supporting each other.
Primary	1.2	Yes	I am having much better conversations with my teachers this year.
Primary	1.2	Yes	My walkthroughs have helped me see that teachers are improving in their practice.
Primary	1.2	Yes	Yes, we frequently evaluate and assess teachers, as well as walkthrough data that is collected via on-course walkthroughs. Our SCIP team meets regularly to discuss teacher practices where we examine strengths and weaknesses.
Primary	1.2	Yes	I see growth every time I meet with teachers because of the feedback I provide, as well as the student scores. Students are also sharing more, and through walkthroughs I am seeing great teacher work! It is paying off, as we see how coaching and teacher practice impact the culture of learning!
Primary	1.2	Yes	Teacher observations, teacher efficacy, teacher individual goals, and MAP data.
Primary	1.2	Yes	The walkthroughs have had a direct connection in improving our school performance.

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Primary	1.2	Yes	We build structures and systems to assist schools with best practices. We provide professional learning to principals throughout the year. Based on assessments, action plans are developed with each school and teacher team.
Primary	1.2	Yes	Walkthroughs, collaborative planning meetings, and formal observations reflect significant improvement in teacher practice with respect to our math strategy. Also, there has been improvement in teacher ratings--teachers are moving from unsatisfactory to basic, and from unsatisfactory to proficient.
Primary	1.2	Yes	Teachers are performing better than they were at the start of the year. CTT's is a time to visit and to make sure teachers have what they need. Walkthroughs show the teachers using what they learn in the classroom. We have a coaching calibration meeting so we choose who we work with and have action steps to make sure the teacher gets what she/he needs.
Primary	1.2	Yes	Observations, walkthroughs, and iReady diagnostics all show support.
Primary	1.2	Yes	I am more intentional and aware since using the SAM Process. My teachers have said I am in classrooms more; I am instructionally focused.
Primary	1.2	Yes	Teachers are writing up less students due to the structure in their classes. Classroom visits are done to help out teachers with coaches and give extra support where needed. I also try to go into classes without an evaluation in mind, but to see where we need to provide support for teachers.
Primary	1.2	Yes	Lakisha and Travis discussed the progress of their instructional time and its impact on teacher practices. Lakisha acknowledged the need for improvement, particularly in rigor, and mentioned the introduction of new math and literacy curriculums.
Primary	1.2	Yes	Observations, walkthroughs, and feedback from administrators and teachers.
Primary	1.2	Yes	Walkthroughs and observations.
Primary	1.2	Yes	All of our instructional data has shown improvement this year. Our accountability data has improved. Evaluations, attendance, and turning things in in a timely manner have all shown improvement. Teachers have been more responsive to discussions, e.g. less tracking teachers down in email. Staff is also more responsive to expectations and feedback.
Primary	1.2	Yes	Observations, walkthroughs, and one-on-one 15-minute meetings.
Primary	1.2	Yes	I work with principals and not with teachers. However, knowing that a principal is a better leader, the teachers are sure to have better instruction. TimeTrack shows the planning and decision-making groups with principals. Also, feedback is used a lot to communicate coaching strategies.
Primary	1.2	Yes	Observations, walkthroughs, and data team meetings have richer and more relevant conversations.
Primary	1.2	Yes	During grade-level meetings, teachers are learning more instructional techniques to help improve student achievement. Targeted teachers are having meetings in order help them improve. Also, the assistant principals have more time with me so that they can reach out and help teacher practice as well.
Primary	1.2	Yes	Teacher observations and conversations with teachers.
Primary	1.2	Yes	Nicole visits schools monthly and spends time observing and giving feedback to the principal and staff. She has a form that she must complete for each visit. She also organizes and presents professional development to principals that can be taken back and used immediately
Primary	1.2	Yes	Observations and conversations with teachers.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	Evidence of support: dates tied to observations in TimeTrack; being present in classrooms; if there have been teacher struggles, I can equate my time being in their room offering support; our walkthroughs have been focused on engagement; and seeing IPI terminology from professional development in classes.
Primary	1.2	Yes	Dashboard reviews of staff contact, as well as the assistant principal's working with those that are struggling.
Primary	1.2	Yes	Walkthrough tool shows data to support.
Primary	1.2	Yes	My direct feedback has helped to improve teacher practice. I am also building capacity with my admin. team through our decision-making meetings.
Primary	1.2	Yes	Walkthrough and student data are showing gains in both ELA and Math.
Primary	1.2	Yes	The combined feedback and observations have had a direct impact on teacher practice. Specifically, working with one of the Focus Teachers has resulted in growth in her teaching practice. Overall, the amount of classrooms that I have been in this year is much greater than in past years. I have had a better pulse on instruction in the building because of that--not just instructionally, but also in terms of management.
Primary	1.2	Yes	We have changed the format of our PLCs, and that has been very successful for our teacher planning.
Primary	1.2	Yes	Data from school and state assessments, as well as formative observations and general impressions from teacher feedback, all show growth.
Primary	1.2	Yes	It has had a significant impact on practice with Bridge to Read. It is especially evident in observation and in the scores within it, i.e., all the scores are improving.
Primary	1.2	Yes	Yes, based on their Benchmark results, all contents are showing proficiency except for 8th grade math. However, being in the classroom has allowed us to develop next steps to improve teacher practice.
Primary	1.2	Yes	Data from dashboard, planning time, and observations.
Primary	1.2	Yes	I definitely need to. I would like to do more and must follow up more. I would also like to do more for my superstar teachers.
Primary	1.2	Yes	Our kindergarten teachers have improved in a big way; they have been planning and executing the plan.
Primary	1.2	Yes	More time was spent in 6th grade ELA and 7th grade Math supporting those teachers. As a result, those classes have excelled the most in the school.
Primary	1.2	Yes	Evidence of this includes consistent teacher performance aligned with instructional expectations. Teachers are meeting instructional goals with greater consistency and improvement in student grades.
Primary	1.2	Yes	During this first year of the state's teacher evaluation system, I have spent a good deal of time supporting teachers in goal-setting and applying their selected design areas. We've also been conducting informals and engaging teachers in reflection regarding their progress.
Primary	1.2	Yes	Walkthroughs are happening more consistently and instructional time has increased.
Primary	1.2	Yes	Instructional sweeps, data from walkthroughs, and teacher observations.
Primary	1.2	Yes	Time spent on instructional related practices shows growth.
Primary	1.2	Yes	Conducting observations, walkthroughs, and providing feedback has made an impact.
Primary	1.2	Yes	Walkthrough data indicates growth both personally and instructionally for staff.
Primary	1.2	Yes	Teacher observations of focused individuals.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	Building walkthroughs which focus on collaborative learning in classrooms have been valuable to Tiffany. She also uses observation time with feedback to help improve teacher practice. Ms. Burris spends a great amount of time working with her math and literacy coaches to plan and guide the work in classrooms.
Primary	1.2	Yes	Weekly "Focus Walkthroughs" emphasize how instructors use collaborative protocols—designed with the curriculum, student well-being, and achievement in mind—to demonstrate and improve instructional practices.
Primary	1.2	Yes	Support is seen in collaboration and observation, as well as in professional development. It all impacts teacher practice.
Primary	1.2	Yes	Conversations following observations have been stronger. Involving the best person equipped to support teachers based on observations and walkthroughs has provided the necessary support to teachers. In terms of observation, teachers started choosing their observation times for the Science of Reading observations. This then changed to unannounced observations. The quality of instruction has improved based on the Science of Reading observation instrument. Also, several teachers have 3 consecutive years of showing growth on state assessments.
Primary	1.2	Yes	Pay attention to focus individuals. Discussion around instruction results in more methodical approaches to supervising/coaching. By Anna being a coach, it allows for instructional and coaching conversations for further support for the focus teachers.
Primary	1.2	Yes	Support is seen by looking at NEA scores, growth, and teachers' applying professional development in the classroom that we have trained them for.
Primary	1.2	Yes	Instructional time tracked through TimeTrack allowed for targeted classroom visits, real-time coaching, and data-informed feedback loops. Teachers received specific, actionable feedback that aligned with their professional goals and instructional expectations. Data indicating growth includes: increased instructional rounds and classroom observations; teacher self-assessments and post-conference reflections; walkthrough data on instructional strategies; and professional learning plans aligned with observed needs.
Primary	1.2	Yes	It is clear that staff are implementing the initiatives. Through facilitation and meetings, it is very evident with the language and intentionality of the instructional practices. We are taking what we have used and done into our work with buildings and teams. It has helped us be more efficient in our calendars and focus. The use of TimeTrack has been beneficial to closing out action items and strategies.
Primary	1.2	Yes	I have a more focused approach to instruction, so it transfers to the teachers. Data that verifies this includes walkthroughs, observations, and non-directive feedback.
Primary	1.2	Yes	There is intentionality with spending time in classrooms, and instructional practices are being utilized. Feedback to leaders and teachers on their instruction is also productive.
Primary	1.2	Yes	The "yes" is based on observations of teachers and changes seen in their practice from first semester to second semester, especially with three new teachers.
Primary	1.2	Yes	Our district-wide walkthroughs have been very successful. I have also seen it in the new curriculums. Teachers are in the process of understanding the curriculum and lesson guides. We focused on scaffolding, and teachers have been shown growth in differentiation.
Primary	1.2	Yes	Classroom observations indicate that teachers are improving. Teachers are receiving highly effective ratings for the first time. Progress monitorings 1 and 2 show significant increases from last year.
Primary	1.2	Yes	The large amount of time spent with the ELA Pilot team this year has led us to revise our 6-8 ELA instructional periods, as well as to get ready to adopt new core resource materials that will support better instructional practices.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	
Primary	1.2	Yes	My observations and feedback conversations show support. I see the effects of those conversations in classrooms. My professional learning time is seen in teacher implementation.
Primary	1.2	Yes	Decision-making meetings and SIT discussions are supporting evidence.
Primary	1.2	Yes	My goal is to support my teachers to be the best they can be. I work directly with them, support the work of the coaches who have constant and continued interactions with them, create opportunities for professional development, and provide content resources.
Primary	1.2	Yes	Support is seen by looking at instructional practice and data collection from going through classrooms.
Primary	1.2	Yes	CTT meetings show conversations that are focused on instruction. During walkthroughs, I see improved instructional practices and increased student engagement. During professional development, teachers are participating and asking great questions.
Primary	1.2	Yes	Walkthroughs and observations.
Primary	1.2	Yes	The SAM Process allows me to be intentional with all teachers to see what teachers I need to spend the most time with. That is how I schedule my days and weeks. It opened the doors for me to have directive feedback and to track that. It tells me the time that I need to have non-directive feedback to teachers.
Primary	1.2	Yes	For CIA meetings, we use data to target teachers for walkthroughs; there were many observations and pre-/post-conferences.
Primary	1.2	Yes	Observations, walkthroughs, and professional development.
Primary	1.2	Yes	Instructional time in TimeTrack has been in professional development, observation, feedback, and team meetings. It is informing subsequent professional development. There has also been improved teacher practice. We are moving in the right direction.
Primary	1.2	Yes	I have been in all the weekly planning sessions with our teachers, and our planning has improved.
Primary	1.2	Yes	Observations have been conducted on teaching staff, and all of their post-conference feedback is taken and implemented in the classrooms. Teachers are focusing on a specific design area in the Marzano framework. I am specifically looking for strategies in the design area of their choosing. I have seen improvement in those areas as indicated on the rubric, and discussion then takes place for next steps in the next observation.
Primary	1.2	Yes	Time spent with teachers, walkthroughs, observations, assessment data, etc., have all shown growth.
Primary	1.2	Yes	There has been a big shift in the amount of time spent in professional developemnt on standards and student engagement. I am seeing teachers teaching at grade-level, who are focusing on the standards!
Primary	1.2	Yes	In meeting with teachers, I was able to see improved instructional practice. Improvement was noted in their observations from the first to the second semester.
Primary	1.2	Yes	Supportive data: principal growth plan, time spent instructionally in the classsroom, Instructional Sweeps, and presentation of the principal's data.
Primary	1.2	Yes	Observations, walkthroughs, Core Rubric Data, and PLC with teachers.
Primary	1.2	Yes	TimeTrack has helped me to improve instruction with teachers who were struggling in their classrooms. I was also able to counsel two teachers out of the classroom. Without TimeTrack, I would not have been able to track the time spent nor help teachers improve. The data is fantastic for a quick picture. When we have our Top 5 meetings all of us, with TimeTrack we have been able to merge data and be more proactive for the teachers that need more support.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	There was a focus to see instruction this year and to work with teachers in group meetings, e.g., PLC and decision-making committees. The information in TimeTrack shows which teachers had classroom visits. The SAM then used the data to determine which rooms/teachers needed to be scheduled when and for what purpose.
Primary	1.2	Yes	Having more time in classrooms has helped teachers to feel more supported, which then increases the amount of time teachers are focused on instruction. Teachers state that when I push in and work with students, that students are more focused and on track.
Primary	1.2	Yes	Observations and walkthroughs.
Primary	1.2	Yes	Purposely scheduled events have changed the way instruction takes place. I can see the changes in walkthroughs and observations.
Primary	1.2	Yes	We have set instructional goals, met them, and then review the data to reflect on that instructional outlook. For example, Jamie wanted to improve the amount of time in classrooms for walkthroughs, and this was monitored throughout the year.
Primary	1.2	Yes	Analy shifted her cadence of accountability to her director; they kept meeting and had regular check-in's, so the impact went right to instructional practice.
Primary	1.2	Yes	TimeTrack allows me to be more organized and therefore to spend more time in the classroom and to have feedback conversations with teachers. I have seen improved teaching and management strategies, as well. I also share how I use TimeTrack for managing my time so that they can also incorporate ways to work smarter--not harder.
Primary	1.2	Yes	Walkthroughs, observations, and discussions with students and teachers.
Primary	1.2	Yes	I think the intentionality of it is an important piece. When we meet and discuss teacher practices, I can see the improvement. Since Patrcia is the instructional coach, we can discuss teachers' growth and determine the work that we want to do with teachers. I don't think we would have had the progress if it hadn't been for the conversations we have been able to have during our SAM meetings.
Primary	1.2	Yes	TimeTrack has provided built-in time to go into teachers' classrooms for unannounced observations to see trends. Providing feedback in directive or written formats has led to an improvement in daily practice.
Primary	1.2	Yes	The NEE (observation/evaluation system) scores indicate progress and growth.
Primary	1.2	Yes	The SAM Process has held Valerie more accountable in key focus areas, including in observations and feedback with staff. By being in rooms more, it has clearly helped staff be more thoughtful and deliberate.
Primary	1.2	Yes	We have a protocol where I select five teachers to informally observe each week. This allows me to track which teachers I have observed.
Primary	1.2	Yes	Observations and walkthroughs.
Primary	1.2	Yes	Yes, student benchmark data, student attendance, and behavior data all show growth.
Primary	1.2	Yes	We have discussions after classroom visits with the principals to calibrate observations and to develop a plan for follow-up with instructional needs. We are also analyzing walkthrough data with the principal to provide feedback to teachers, and simultaneously we are developing systems to enhance school culture to increase student engagement.
Primary	1.2	Yes	In the beginning, I was able to be in classrooms a lot more; but in the spring, discipline became a greater focus. While in classrooms, though, I was able to make observations, participate in lessons, and provide support.
Primary	1.2	Yes	We prepped for synergy and assessments for the teaching staff.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	Improved instructional practices were witnessed through walkthroughs and utilizing feedback sessions for growth.
Primary	1.2	Yes	Evidence of growth: the writing initiative during PLC; the School Improvement Plan; walkthroughs; and the connection we have now in working with partners.
Primary	1.2	Yes	I mainly work with principals, but through rigor walks we observe teacher practice. We are focused on developing our professional development plans for next year. We are also focusing on effective instruction. Teachers are comfortable with me because I spend time in schools.
Primary	1.2	Yes	We are collecting data from walkthroughs and observations.
Primary	1.2	Yes	Looking at individual teacher tracking data, I am able to see how I have improved meeting my goals for visiting classrooms. At the beginning of the year, I was not meeting my goals, and now I am surpassing them. I recommend instructional tools/strategies for teachers to use in the classroom. I then schedule follow-up's on TimeTrack with the teacher to see progress on the implementation of strategies. The amount of time spent in the classrooms this year is much more compared to previous years.
Primary	1.2	Yes	TimeTrack and SAM daily meetings really helped Tiffany to focus so that she was aligned to district expectations. It really helped with keeping herself accountable with staff and wth the goals her team set. She was pleased with the improved MAP data that was yielded from so many students.
Primary	1.2	Yes	Map data, growth projections, observations, and walkthrough data all show growth.
Primary	1.2	Yes	SAM impacts the intentionality of my work. It helps me focus on instruction, our implementation of instruction, and professional learning teams.
Primary	1.2	Yes	We have follow-up conversations and revisit them to see if the small goals from feedback sessions are enacted in the classrooms. There has been a stronger administrative presence in classrooms, too. Teacher verbal feedback has been positive. I have a better pulse of what is happening in the classrooms than I have in past years.
Primary	1.2	Yes	The focus has been on curriculum and assessment. A lot of time has been spent on working with staff to understand curriculum and assessment creation. Local data indicates that this effort has resulted in improved student learning; teacher input corroborates this.
Primary	1.2	Yes	Classroom obvservatons saw improved teacher practices. The SAM Daily Meeting helped tremendously in completing observations/walkthroughs, too, followed by coaching and feedback follow-through. Rubrics used for pre-school achievement saw improved student
Primary	1.2	Yes	I work closely with and push my teacher leaders to implement strategies within the classroom. I have a reading vendor coming in to support the reading department. We do learning walks regularly, and when I do observations and learning walks, I am seeing the strategies being
Primary	1.2	Yes	We have seen teachers model the use of the SAM Process in their classrooms. We are asking them to be very intentional about what they teach and how they teach it. They develop their plans for the week, but then we have them go back and ask specifics about what they are teaching.
Primary	1.2	Yes	Yes, we have received improved data from unit assessments and benchmark assessments.
Primary	1.2	Yes	I have been intentional about supporting coaches and my assistant principal so that they can better support teachers. The TimeTrack dashboard reflects the time I've spent with my leadership team to improve teacher practice.
Primary	1.2	Yes	Growth is seen in teacher practices as well as in decreased behavior referrals and student failure rates. We are also showing an improvement in targeted instructional time.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	When I look at the dashboard and see the top individuals, I feel that I am moving those teachers in the right direction. I am giving feedback focused on what is needed, along with securing follow-up on next steps. Using my walkthrough data, I can link the supports to the right people. During the specific walkthroughs focusing on HMH, Amplify, and comprehensive visits, I see improvement in instruction.
Primary	1.2	Yes	Follow-up conversations, focus individuals, time with teachers, and formal evaluations all show growth.
Primary	1.2	Yes	Suppotive data includes: general observations, collaborative meetings at grade levels, PLC's, walkthroughs, and professional conversations.
Primary	1.2	Yes	Observations, walkthroughs, and professional development.
Primary	1.2	Yes	We are looking at improvement in the non-profit ecosystem; supportive measures include time spent with different projects and with different team members.
Primary	1.2	Yes	iReady data increased from beginning to middle to end of year! TimeTrack helped me be in classrooms more, and it helped with supervision and implementation of coaching cycles. Overall, it increased Ms. Ward's focus on instructional leadership, which had a direct impact on teacher practice.
Primary	1.2	Yes	Evidence of growth: prioritized time, the printed schedule, being in the classroom more, feedback, being present with teachers, and intentionality of scheduling. It all protects time.
Primary	1.2	Yes	Chief Brooks spends an average of 80% of her time in schools. Her primary area of work is coaching the principal. She observes the principal who is also observing and providing feedback to teachers. Through an ongoing monitoring process, they go back to the classrooms together to observe and chart teacher growth based on the feedback that was provided. Chief Books had several examples of where she observed teacher growth.
Primary	1.2	Yes	TimeTrack shows instructional time I spent with teachers; I know where I need to be. My assistant principal and I switch teachers for observation, so it is difficult to see others.
Primary	1.2	Yes	I think the more time I spend in the classroom, the more students and teachers stay on track with their learning and instructing. Considering Pacing guides, fidelity check-in's, Instructional Fast testing updates, I see instructional improvement there and during walkthroughs, as well. Teacher instruction has improved due to the three new curricula we are working on implementing.
Primary	1.2	Yes	Walkthroughs, observation data, and one-to-one conversations.
Primary	1.2	Yes	Instructional practice is improving as demonstrated by increasing student achievement, declining office referrals, and interactions with teachers during coaching and feedback.
Primary	1.2	Yes	I have been tracking the amount of time spent on teacher observation, which has taken place for all teachers. It has allowed me the opportunity to ensure that all teachers are visited and observed within the Advance Cycle. Additionally, it has allowed me to determine which teachers need additional support based on the feedback shared with them.
Primary	1.2	Yes	Supportive data: CTT conversations, walkthroughs, implementation rubrics for the new curriculum, observations, and focus individuals.
Primary	1.2	Yes	Time is spent on walkthroughs, evaluations, and coaching. We're seeing an improvement with focus teachers.
Primary	1.2	Yes	Increasing positive culture and climate, as well as holding more staff members accountable, has led to improved teacher practice. My time in the classroom, as well as in providing feedback, has all contributed to improved teacher practice. I provide teachers with the opportunity to share their voices on curricular decisions, and we have worked with outside vendors in the area of ELA to demonstrate effective instructional strategies in the classroom.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	Evaluation and observation evidence has shown improvement in teacher practices in targeted areas. Feedback was given regarding targeted areas, and a new evaluation system was implemented this year.
Primary	1.2	Yes	Professional development, teacher institutes, special training, and collaboration all connect Reiko's instructional time to improved teacher practice. Reiko meets with teachers frequently; it is important for them, as staff, to take the information from the district and to discuss how it impacts them at SLA.
Primary	1.2	Yes	Learning walkthroughs are conducted every Wednesday, and we have seen improvements on rubric results. We specifically see improvements in student collaboration and engagement. PLC and PD time was spent on the new ELA program and showed improvements in specific reading strategies. ILT continues to meet and discuss learning partners for the upcoming year.
Primary	1.2	Yes	Observations, meetings, and conversations with teachers.
Primary	1.2	Yes	Walkthroughs and observations of teachers.
Primary	1.2	Yes	Observations and walkthroughs.
Primary	1.2	Yes	Growth is seen in actual one-to-one feedback with teachers, as well as in debriefing with teachers and instructional coaches. Experienced teachers are doing in-depth instruction, while new teachers are showing improvement on classroom management and effective teaching strategies.
Primary	1.2	Yes	TimeTrack data, along with our building goals and the growth from those building goals, is tied to the strategic plan. Teacher evaluation data also shows proficiency and improvement.
Primary	1.2	Yes	The data tells me how much time I have invested in teacher practices, therefore allowing me to make adjustments for improved instruction.
Primary	1.2	Yes	Supportive measures include extended cabinet meetings, teacher observations, Common Planning Periods, extended learning ppportunities, and professional development.
Primary	1.2	Yes	We have seen an improvement in teacher practice based on what I am doing with them. TimeTrack makes a difference in how I work everyday. When I don't have it set for the day, I am not nearly as focused on what needs to be done.
Primary	1.2	Yes	I was sure to get into the classroom and to work with those that needed more attention. I was able to focus and to see the instruction in the classroom; I then followed up with feedback and next steps.
Primary	1.2	Yes	This is where I want to adjust my goals. I've been able to gather information about teachers and what their needs are. Now, I want to be able to arrange my time so that I'm addressing the needs of those individual teachers. When we are doing the SAM Process well, we see results. We started SAMs after school had started, but I want to start using this at the beginning of the year so that a routine can be established. I'm looking forward to using the SAM Process to help me make decisions about professional development and teacher concerns.
Primary	1.2	Yes	With all of their initiatives, the goal is to inspect what they expect. Chelsey checks in with teachers and talks to students about teaching and learning. The ILT and department chairs work with her to make sure that new learning is transferred to the staff and that follow-up
Primary	1.2	Yes	A new teacher on the focus list has had a huge increase in the math performances of her students. All core reading instruction was also improved through Amplify walkthroughs and discussions. The building is anticipating meeting our Growing with Excellence goals in the areas of attendance and math.
Primary	1.2	Yes	Harik knew which teachers were developing and needed support, and so TimeTrack helped him to meet with staff and to give them the feedback they needed to impact and align around these practices. He spent more time with the staff that needed it most.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	My follow up on TimeTrack has shown me that my leaders are improving. I am on track with my SAM to follow-up. I also have cultivated better relationships because of the time investment. Looking at the data to show when I last touched base with leaders is helping me to focus my time where it is needed.
Primary	1.2	Yes	The team feels that they have moved forward this year with the leadership through the ILT. Professional development and the teacher institute have both focused on things to help teachers grow. They are using data to drive practices and to build strong teams.
Primary	1.2	Yes	Walkthroughs and PLC's Division leaders are disaggregating data by individual teachers. Teachers and administrators are having more professional conversations regarding student data and making decisions to add supports to put in place.
Primary	1.2	Yes	Instructional rigor walks with each principal are measures of support. Dr. Netterstrom believes that it is too early to check on the learning cycles of improvement, though.
Primary	1.2	Yes	The SAM Process has helped us focus our model of support; it provided an avenue to push visibility. Ryan was far more visible in walkthroughs and observations. This supported a focus on coaching and other key performance structures. One huge celebration is with a teacher who had been struggling, and because of the focus, they had a complete turnaround as evidenced by performance data.
Primary	1.2	Yes	The significant increase in classroom visits has made for a marked improvement in teaching and learning. We are also holding staff accountable for an unproductive environment for students. More time is spent attending department and/or content meetings; I attend ILT, SBST, CCT, and attendance meetings, so there is consistency and progress in those groups.
Primary	1.2	Yes	I am more present and taking part in DLT; I am more in the know! I am seeing growth with teachers, even experienced ones.
Primary	1.2	Yes	The pricipal feels that having his time protected this year has allowed for him to be in classrooms more often, which has had an impact on instruction.
Primary	1.2	Yes	We are getting great feedback during our site visits from the state. I see more teachers using instructional materials during walkthroughs. Student engagement has increased, and student discourse has decreased.
Primary	1.2	Yes	Supportive data includes: walkthroughs, observations (TKES), and data from the principal-created Google documents used by the leadership team.
Primary	1.2	Yes	In my observations and walkthroughs, I have seen improvements in the implementation of the workshop model. Teachers are more consistently utilizing this model, and as a result, it becomes routine and consistent from classroom to classroom for the students. Student engagement has increased, too, and there is a greater focus on student participation and practice within the lesson.
Primary	1.2	Yes	NEE Observations.
Primary	1.2	Yes	Based on observations, walkthroughs, and feedback conferences, instructional strategies have improved. I have also provided resources and professional development in the area of math manipulatives to my staff.
Primary	1.2	Yes	The instructional tool supported me, along with the SAM Process. I was able to give feedback that ultimately impacted practice. We have been getting Kim into observations, walkthroughs, and feedback by using TimeTrack.
Primary	1.2	Yes	Collaborative Learning Teams, engagement, observation, and feedback all show growth. We are also seeing teacher fidelity to the local School Plan of Improvement, which keeps us out of the rabbit hole and focused instead on instruction.
Primary	1.2	Yes	Teacher evaluations, student outcomes, scholarship data, and an increased graduation rate.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	Embedded learning visits, principal PPD, and Leadership Inclusive Practices all lead to improvements in what she sees in the classrooms. She also sees improvements when she visits and in conversations/feedback with teachers and principals.
Primary	1.2	Yes	In terms of growth, she has met one-on-one with each principal to ascertain specific staff needs for each school. Additionally, all cabinet meetings focus on supporting principals and teachers through data on learning gaps and high impact strategies. She is also providing on-demand professional development, and curriculum department members are focusing on getting out and integrating into schools more regularly and intentionally. They are moving intentionally from compliance to impact because of this.
Primary	1.2	Yes	We are scheduling time to spend with teachers; I have time to talk with them specifically about outcomes and areas in which to move forward. We are providing leadership roles, too, and teachers are a big part of the decision-making process. We are, ultimately, seeing the impact in the classroom.
Primary	1.2	Yes	Our Lexia data and winter-to-spring MAP data showed 56th percentile for growth building-wide. No one was below the 48th percentile in reading; this was tremendous growth for this year. Students are also taking their learning and applying it on various assessments, also showing significant growth there. Instructional practices that I implemented two years ago have been sustained throughout this year, and the consistency and fidelity with which we implemented Tiers 1 and 2 improved significantly this year.
Primary	1.2	Yes	TimeTrack ensures that my time is focused on instruction. It has helped me to act on our school improvement plan, and it makes sure I'm meeting with the people who I'm supposed to be meeting with. I can also look at the data and know which teachers I need to spend time with--and to know the ones I have spent too much time with. It always helps me manage my time.
Primary	1.2	Yes	TimeTrack has helped us to prioritize being in classroom, and this is evidenced by the amount of time spent on seeing instruction. This summer, we will develop a metric to determine impact on teacher performance.
Primary	1.2	Yes	The executive director of the district shared that she can see a difference and that the team has a renewed focus on instruction. I meet regularly with the coaches about supporting specific teachers, and the executive director shared that she has seen an improvement in their work. I have also been intentional about check-in's with staff.
Primary	1.2	Yes	iReady data, math unit data, ELA module data, Advance observation data, and increased teacher participation in PLCs and ILTs all show growth.
Primary	1.2	Yes	A teacher shared at an LSC meeting that the observation cycles are very meaningful. The feedback loops are critical. It is the best part of my job getting into the classroom. We are creating a "college-ready" culture by focusing on our guidance counselors.
Primary	1.2	Yes	When I'm in the classrooms more frequently, the teachers teach better, students are better behaved, and there are less gaps in their learning.
Primary	1.2	Yes	The principal administered a Climate and Culture survey to the teachers. The results indicated that the principal was always in the classrooms and was planning out their time.
Primary	1.2	Yes	Feedback from informal observations has directly impacted teacher practice. The team follows up to be sure that feedback and reflection have been implemented. We were able to design more prescriptive professional development to support the individual pedagogical needs of staff, too.
Primary	1.2	Yes	Walkthroughs, observations, and checks of classroom temp.
Primary	1.2	Yes	Growth is evident in my feedback and time spent with teachers in walkthroughs, observations, and professional development.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	Additional time was spent with sixth grade teachers this year concerning increased feedback. Ongoing classroom observations and coaching cycles led to more student engaged on monitoring tools, too.
Primary	1.2	Yes	MAP, GMAS, CCRPI, observations, Vertical Planning Meetings, and PLCs all show growth.
Primary	1.2	Yes	With the implementation of the new CT teacher evaluation system, there were 26 visits by the Marzano team. There was a significant focus on professional learning and teacher practice,
Primary	1.2	Yes	We are tracking time for groups and scheduling, as well for staff feedback.
Primary	1.2	Yes	I spent a great deal of time with principals who have one to three years of expereince. I also convened with two targeted principals. I have seen improvements in their ability to lead their school leaders and to distribute leadership.
Primary	1.2	Yes	Johnson is an alternative middle and high school. The main focus is to have teachers engage one-on-one with their students. What really supports growth is the professional development in trauma and restorative practices provided to teachers.
Primary	1.2	Yes	The SAM Process has helped to chang Mr. Febles to an intentionally and instructionally focused principal. He now has a cycle for working with teachers, planning, professional development, monitoring instruction in the classroom though visitations, and following up with feedback. He then repeats the cycle. Teachers have shown growth on the teacher evaluation tool, which he feels is related to his multi-tiered support for his teachers.
Primary	1.2	Yes	Gains have been made with fourth grade teachers, which was one of her focus areas.
Primary	1.2	Yes	Feedback, walkthroughs, and professional development are in Dr. Brooks' top five descriptors. She suggests that time spent in those areas has led to improvements in teacher practice.
Primary	1.2	Yes	I would cite as evidence the amount of feedback given to teachers, the higher level of instruction seen during walkthroughs and observations, and my visibility as an instructional leader. I also participated in collaborative planning meetings and conducted many
Primary	1.2	Yes	Walkthroughs and formal observations reflect the implementation of targeted instructional strategies. Conversations during collaborative planning reflect a deeper understanding of data analysis on the part of teachers, too.
Primary	1.2	Yes	Observational walkthroughs, formal and informal observations, and feeback from instructional leaders.
Primary	1.2	Yes	The SAM Process has helped me be more deliberate in my time with teachers.
Primary	1.2	Yes	I see it in walkthroughs and observations. Also, my instructional leaders share identification of teaching growth.
Primary	1.2	Yes	Using NoteTrack helps me track the specific thing I am working on with each person. The teacher evaluation process that is recorded in TimeTrack has also shown my meetings and seeing instruction. This year has seen many gains.
Primary	1.2	Yes	Yes. Specifically, we are tracking walkthrough and classroom feedback to monitor, evaluate, and improve instructional practice.
Primary	1.2	Yes	The principal spent 260 hours in planning and data analysis with the teachers this year; classroom visits show evidence of changes to classroom practices.
Primary	1.2	Yes	We are getting in more classrooms more often and doing a better job at follow-up conversations. We are also making time for more face-to-face conversations about observations and walkthroughs.
Primary	1.2	Yes	TimeTrack and the SAM Daily Meeting really helped Tiffany to focus on district expectations. It really helped with keeping herself accountable with staff and with the goals the team set. She was pleased with improved MAP data for so many students.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.2	Yes	I do a lot of modeling for my SAM (Teacher on Assignment) so that she can take stuff off my plate. Data used from descriptors includes decision-making, modeling, and professional development.
Primary	1.2	Yes	Supporting evidence includes teacher surveys, teacher feedback post-observations, and new teacher data.
Primary	1.2	Yes	TimeTrack data helped Troy identify and prioritize time with teachers who needed additional support, and he noted that improvement among those teachers was significant. Teacher formative and summative evaluations correlated with the time spent supporting them, as well.
Primary	1.2	Yes	Ms. Turner feels that the time she spent coaching her first-year assistant principals and instructional coaches helped build their capacity to support teachers, ultimately impacting classroom practice.
Primary	1.2	Yes	I spend time weekly with my teacher teams. I'm seeing a difference in what they are doing in classrooms, and I've also noticed a difference in the conversations among teams.
Primary	1.2	Yes	School-based observations and conversations with teachers.
Primary	1.2	Yes	Conversations with staff and classroom observations.
Primary	1.2	Yes	Yes, instructional time has improved teacher practice and ultimately led to improved student outcomes in the following ways: Decision-Making Groups and Committees accounted for 19.1% of instructional time (up from 10.3% the previous year), showing an increase in collaborative efforts to enhance teaching practices; professional development sessions comprised 6.2% of instructional time (compared to 4.6% the previous year), contributing directly to teacher growth and skill-building; walkthroughs represented 4.4% of instructional time (4.3% previously), providing opportunities for feedback, reflection, and the refinement of teaching strategies; and planning, curriculum, and assessment activities made up 6.1% of instructional time (up from 1.3%), emphasizing the importance of strategic planning in improving instruction.
Primary	1.2	Yes	My department builds master schedules and ensures appropriate teacher staffing. Our operational duties improve teacher practice.
Primary	1.2	Yes	Dr. Harrington has regularly scheduled time with each assistant principal additional user and their SAM. During the meetings, she provides professional development and sets expectations for their work with teachers to improve instruction.
Primary	1.2	No	We are restructuring to an "end-in-mind" mindset and practice.
Primary	1.2	No	I feel that my instructional time has decreased due to an increase in discipline and in meetings that I have to attend.
Primary	1.2	No	On my level, I cannot directly connect my work to teacher practice.
Primary	1.2	No	Behavioral issues, IEP, and other meetings take the majority of time.
Primary	1.3	Yes	IDPD has offered the teachers goals. When meeting with teachers, we refer to the goals and look at the data to see improvement. Using the data in TimeTrack, we decide which groups need focus and so we plan ahead to get into those classes and talk to those teachers.
Primary	1.3	Yes	Time spent with principals in TimeTrack, as well as looking at their School Improvement data, state designation data, Culture and Climate survey, and new principal professional learning attendance.
Primary	1.3	Yes	Supportive data: being able to allocate resources for professional development to back up the goals we have; setting those goals with the stakeholders; walkthroughs reveal instruction in action; state test results should show that instruction is working.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.3	Yes	Mary states that walkthroughs and feedback have been very beneficial to improving teacher practice. She enjoys getting into classrooms and seeing the instruction that is taking place. The teachers have been open to feedback. She has seen improvement in lesson plans and objectives that the teachers are must accomplish. She has used data to work with teachers in areas of need and to celebrate good instruction.
Primary	1.3	Yes	Having a SAM Daily Meeting provides me with time to reflect and connect the work I am doing with teachers: it's the observing-feedback-observing cycle. I've seen improvements in teaching over the course of the year.
Primary	1.3	Yes	Ms. Benson works with teachers, but she also meets with Instructional Coaches to help her teachers improve. She meets regularly with the coaches for her to give them direction of what she wants them to do with her staff. She collaborates and debriefs with them regularly. She is practicing distributive leadership. Ms. Benson meets with teachers that need additional motivation to improve. She uses her TimeTrack to schedule meetings both with teachers and with her instructional coaches.
Primary	1.3	Yes	Being in my first year in this building, it is harder to determine the level of improvement that has taken place. I can see growth this year, but next year I'll have a clearer picture of the type and amount of growth. The use of SAMs holds me accountable which in turns holds my teachers accountable.
Primary	1.3	Yes	There has been a noticeable increase in staff cooperation this year. Parents have observed a positive shift in staff attitudes, particularly in how teachers are engaging in collaborative efforts around instructional practices. This growing collaboration is reflected in our student growth data, which has improved in both reading and math. These gains are directly linked to teachers' active participation in Professional Learning Communities (PLCs) and their increased engagement with the instructional coach.
Primary	1.3	Yes	Supportive data: data from teacher team meetings and walkthroughs, as well as network walkthroughs, utilization of TimeTrack, and circling back. This all allows the administrative team to provide support and recognize teachers that are making a difference.
Primary	1.3	Yes	Observations and conversations with teachers.
Primary	1.3	Yes	Student growth on MAP and classroom assessments, as well as staff data from Panorama, shows that the principal is helping teachers improve their practice. Keneisha also provides professional development for staff that can be directly translated into teacher practice.
Primary	1.3	Yes	Observations, both formal and informal, reflect an improved instructional climate. Teacher comments also reflect this. All of this is tracked on TimeTrack.
Primary	1.3	Yes	Our instructional time is connected to improved teacher practice, demonstrated by an increase in teacher observation and advance work. To go into specifics, we focused on 3D, using assessment in instruction, 1E designing premier instruction, and 3C student engagement. 12% of the principal's time was spent on Planning, Curriculum, and Assessment, while 10% was spent in observations and walkthroughs, which contributes to providing clearer feedback and improved teacher practice.
Primary	1.3	Yes	Walkthrough data, formal observations, and student achievement data all support the response.
Primary	1.3	Yes	We can connect this to the implementation of our new curriculum. We have specific rubrics for growth going from initial to successful implementation. We also conduct site visits with the district curriculum department. We also use outside coaches from the curriculum we are

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.3	Yes	Michelle engages her math and literacy leads to help the teachers improve their practice. The ILT and BBSS teams also support the teachers, and Michelle works directly with all teams. She provides professional development and inspects what she expects. Michelle gets into classrooms as often as possible and has conversations with her staff.
Primary	1.3	Yes	I feel that I've seen a lot more innovation in staff practices. Teachers are creating environments using new techniques. This is important because they find growth opportunities that come out of that innovation.
Primary	1.3	Yes	Conversations with teachers, observations, and walkthroughs.
Primary	1.3	Yes	We have been working with specific teachers. We use our notes more so that we can see what we are working on. These notes then become part of our admin. discussion.
Primary	1.3	Yes	The team notices how the teachers are using their time differently because of the new curriculum in three different areas. In addition to conversations with the principal, the teachers are having instructional conversations with each other. Professional development is structured so that the teachers have what they need right away. Everything is carefully aligned to better meet the needs of the staff.
Primary	1.3	Yes	I am spending a lot of time in classrooms providing feedback.
Primary	1.3	Yes	Team collaboration, PD agendas, ILT work, Panorama data, and a targeted learning focus helps Sarah to connect her work to improving teacher practice. All professional development is aligned with a purpose. If there is no alignment, it is not worth doing.
Primary	1.3	Yes	We won the PLC Promising Practice award this year. It is based upon us implementing best practices identified by Solution Tree. My school is in the top two schools in the district based on ELA, Math, and attendance. I attribute this to the time I have focused on nstructional and the collaborative work we do throughout the building. My TimeTrack helps me be consistent; I plan in advanced. It allows me to keep up with all of the different teams that we have in place. I schedule time with each teacher to monitor our goals and to progress monitor so that we meet those goals.
Primary	1.3	Yes	Observations, walkthroughs, and meetings with teachers.
Primary	1.3	Yes	Improvement in evaluations from the beginning of the school year to now show teacher instructional growth. Classroom visits also show improved student engagement and an increase in student scores. Teachers are more engaged during our meetings, share out more ideas, and are more involved in their own professional development. There has been an increase in tier 1 instruction effectiveness, as well.
Primary	1.3	Yes	We review the time Chrissy spends with each teacher and schedule additional follow-up time for future visits. Chrissy also has me, as the SAM, sit in on post-observation meetings to schedule follow-up actions as necessary. Feedback has been implemented and progress is visible! Currently, we track teacher improvement through post-observation feedback, student assessments, and walkthrough data. We also review behavior referral and suspension data via Tableau and our Behavior Referral Spreadsheet, as well as monitor Tier 2 CICO data.
Primary	1.3	Yes	I think it helps center me to make sure that I'm focused on what is critically important. I recently had a conversation with a staff member expressing where they are in their work. Half of my evaluation is based on student performance; I have a team of people that distribute the work, and I have to make sure that students improve.
Primary	1.3	Yes	Face-to-face feedback, as well as written feedback, has directed teacher improvement. Our planing time together has kept us on the same page.
Primary	1.3	Yes	Growth is demonstrated in being in the classrooms more and in giving more feedback.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.3	Yes	Support is based on NWEA data, especially math; we have met our growth objective and are identified as "making good progress towards proficiency."
Primary	1.3	Yes	We have worked really hard on teacher instruction. We set core values around building relationships and not wasting time, which leads to more time on task. We have seen some improvement, of course, but want to continue. Our English teachers showed improvement because they involved all other teachers with their vocabulary lessons.
Primary	1.3	Yes	Through the new state teacher evaluation system, there has been a focus on design areas and instructional strategies. There has also been a comprehensive emphasis on teacher practice during professional development, instructional rounds, and department meetings.
Primary	1.3	Yes	The team feels that observations and one-on-one conversations are beneficial to improving teacher practice. Tamara spends a great amount of time talking with teachers and feels that relationships are very important.
Primary	1.3	Yes	TKES and Professional Learning communities reflect growth made by our teachers.
Primary	1.3	Yes	Yes, teachers are including more strategies to support student engagement.
Primary	1.3	Yes	Yes, the SAM team or TimeTrack owner can connect their instructional time to improved teacher practice by analyzing time usage data, identifying trends in leadership support, and aligning instructional coaching efforts with teacher growth areas. This process ensures that leadership engagement directly contributes to enhanced teaching effectiveness and student outcomes.
Primary	1.3	Yes	I have specifically focused deeply on literacy this instructional year, and we are seeing an improvement in teachers' understanding of best practices in regards to literacy instruction. This, we believe, is because of our literacy coaches' work with teachers and the professional devlopement that we have provided through countless meetings across the year.
Primary	1.3	Yes	Teacher satisfaction survey data, overall teacher performance, and end-of-year data all show growth.
Primary	1.3	Yes	After winter break we had a lot of positive feedback from scheduling walkthroughs. My pace at which I am giving feedback has improved. We are also scheduling time for feedback. I see instructional practices improving when I am in the classroom, and ultimately I see them implementing what we discuss during feedback sessions.
Primary	1.3	Yes	LEAP data, READ ACT data, unit data, as well as interim data, all document improved instructional practice since the first of the year.
Primary	1.3	Yes	Scheduled PLC's, agendas, scheduled data team meetings, the CORE teaching rubric for observations, and feedback.
Primary	1.3	Yes	I spend time in classrooms and provide feedback to my teachers, guiding them to grow.
Primary	1.3	Yes	Focus teachers, with whom I spend more time, are seeing an increase in academic performance and a decrease in behavior referrals.
Primary	1.3	Yes	Evidence is in TimeTrack when pop-in's/observations happen. Our goals and initiatives are being witnessed with classroom visits.
Primary	1.3	Yes	I spend a great deal of time planning with teachers and reflecting on curriculum weekly. We support staff as when needed for testing, etc.
Primary	1.3	Yes	With TimeTrack, I can manage the time that I spend on instruction. I know the conversations that I have, and I keep instruction as my focus. Everyone knows that what moves a school is instruction; our mission and vision statements are all about instruction.
Primary	1.3	Yes	Measures include our performance-based teacher evaluation, walkthroughs, and the success of First Responders.
Primary	1.3	Yes	TimeTrack shows that time is being spent in the classroom instead of having my schedule disrupted.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.3	Yes	With my SAM, I review TimeTrack to identify those teachers who are receiving support from myself and other TimeTrack users, e.g., my assistant principal Mr. Mora. We discuss what we noticed from formal and informal classroom visits and create a plan to better support our teachers. As the principal, I am also able to see how the other members are using their time to ensure we are maximizing our schoolwide resources--and all members are supported in a meaningful way. Because of this, I strongly believe that my use of instructional time has an impact on improved teacher practice.
Primary	1.3	Yes	One thing that was helpful this year was building in time for learning walks. We did consistent planning for professional learning and regularly addressed our school goals during our PLC meetings. We have been able to organize to address instruction, too. We made time to organize for next year and have built in time on my TimeTrack to ultimately plan for the
Primary	1.3	Yes	Data tools and teacher follow-up's reflect professional growth. The team uses data to drive instruction and then utilizes instructional tools and conversations to follow up with teachers.
Primary	1.3	Yes	TimeTrack helps me see that I'm meeting my observation goals, knowing who I need to meet with and who to hold interactions/feedback with.
Primary	1.3	Yes	With the KIPP Foundation support staff, regular classroom observations are conducted. Dr. Smith shared information about the positive feedback she received from the Foundation staff regarding the growth observed in teacher practice.
Primary	1.3	Yes	Although Allison does not directly meet with teachers, she does meet with principals after walkthroughs. Her feedback discussions with principals are about what is observed in classrooms and therefore does have an impact on teacher instruction. In her one-on-one meetings with principals, she will ask for updates on a previous walkthrough and on what has been taking place in classrooms since she was last in that building. The teachers that Allison does meet with are those being recruited for school leadership positions.
Primary	1.3	Yes	Walkthroughs, observations, and one-on-one feedback all show growth. Joe believes in being visible and available for his teachers.
Primary	1.3	Yes	I track the amount of time I'm with teachers, and meet I with those I haven't seen to ensure quality throughout the building.
Primary	1.3	Yes	In certain situations, yes; but not in all of them. Growth is seen in the amount of time spent in the classrooms, followed by feedback and a follow-up visit.
Primary	1.3	Yes	Teacher evaluations, walkthroughs, feedback, and climate and culture surveys are used to improved teacher practice.
Primary	1.3	Yes	A grade-level focus has helped with instructional practices. I am giving feedback and then seeing things happening when seeing instruction.
Primary	1.3	Yes	We are using the Bullseye system for walkthroughs, formal observations, and written feedback. I am seeing the results at CTTs. I also see instructional practices improving. Teachers are looking at the Bullseye system frequently to see feedback and to make changes.
Primary	1.3	Yes	We utilize informal walkthroughs as a district, and we do so sometimes as an evaluation tool, as well. We also notice growth in PLC's and other coaching cycles.
Primary	1.3	Yes	Instructional practices and classrooms have gotten better; this is based on the amount of time I am spending with teachers in observations, walkthroughs, and feedback.
Primary	1.3	Yes	We are looking at walkthrough and observational data along the measures of performance, walkthrough tools, and student management. That information then allows me to schedule time with teachers who need further support.
Primary	1.3	Yes	We see real improvement based on the number of walkthroughs and feedback sessions with our teachers.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	1.3	Yes	I devoted a great deal of time to instructional decision-making. I conferenced with grade levels, departments, and my own leadership team. Also, the formal observation process was very effective this year in pushing teacher practice.
Primary	1.3	Yes	The amount of targeted time spent with focus staff members has had a direct impact on their ability to move students forward. Giving teachers dedicated time has also allowed them to become more confident with school and district procedures, curriculum, and instructional practice.
Primary	1.3	Yes	My calendar reflects the amount of time spent on observations and walkthroughs. I provide feedback through those observations and walkthroughs, and then I have follow-up conversations with those staff members who need to improve in certain areas. I also see improvements in teaching during the observation process.
Primary	2	Yes	PCA time, observations, walkthroughs, and feedback.
Primary	2	Yes	Walkthroughs, observations, and tracking percentages of look-fors.
Primary	2	Yes	Our new and unique teacher evaluation system, which was developed through our SAMs work, shows evidence of growth in teacher practice.
Primary	2	Yes	Growth is in pockets based on observation, walkthroughs, and our district scoreboard for ranking teachers.
Primary	2	Yes	TKES, observations, and feedback.
Primary	2	Yes	Amanda has spent a lot of time on Decision Making Groups and Planning with teachers, especially with Curriculum and Assessment. She has witnessed the change of culture to a focus on instruction, which has improved her teachers and improved student performance on state tests and interim assessments. School improvement is adult improvement--and the students benefit!
Primary	2	Yes	TimeTrack allows us to look at individual teachers and to evaluate time spent with them, as well as on different levels of support and/or activities. We then determine if teachers need more time and/or a different level of support based on TimeTrack data.
Primary	2	Yes	NEE Observations are used as our measure. We are always using TimeTrack to determine focus teachers and to monitor time spent with each teacher.
Primary	2	Yes	Data from walkthroughs, observations, feedback, and meetings with academic coaches all show growth.
Primary	2	Yes	Professional development data, walkthroughs, observations, and feedback all show growth.
Primary	2	Yes	Improvement is documented within observation and walkthrough data, along with responses coming from individual staff in coaching conversations with me as well as with my instructional coaches.
Primary	2	Yes	Walkthroughs, observations, and professional development.
Primary	2	Yes	We discuss data based on our observation system. We are very instructionally focused. I would like to calibrate with my assistant principals. We discuss teacher practice regularly, but of course we would like to do it more. Our teachers are growing. We provide immediate feedback with next steps as we complete our observations.
Primary	2	Yes	The teacher touchpoint data reflects with whom and when I need to be working with various teachers; and the data reflects significant improvement in teaching practices.
Primary	2	Yes	Yes, we see support in observation data such as the iObservation growth model. We also have teachers who are at the "beginning" or "developing" levels, and we are seeing them progress to the "applying" level.
Primary	2	Yes	Supportive data: MAP data, district Culture and Climate Survey, results from collaboration of a strong Instructional Support Team, and coaching cycle reviews.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	2	Yes	Supportive data includes PLC data, and teachers are being more reflective. Teachers are also taking ownership of their instructional development by leading meetings in the absence of the leadership team, as well as by bringing innovative ideas to the table.
Primary	2	Yes	Supportive data: MAP; Gallup Survey; TKES; observations; and the fact that no teachers are on a "needs development" plan (PDP).
Primary	2	Yes	We've increased teacher effectiveness by an impressive 80 as measured through LEAP. All observations are now tracked in GPS, too, enabling us to electronically capture notes on instructional impact and to monitor growth scores tied to instructional practice and improved performance.
Primary	2	Yes	Supportive evidence: PLCs, use of data, common formative assessments, and feedbacl during Data Days.
Primary	2.1	Yes	Bullseye class form for observations; data from Advance (Danielson) ratings.
Primary	2.1	Yes	Leaders have become more universal in coaching, and high-risk teachers have improved or moved.
Primary	2.1	Yes	The curriculum implementation of benchmark curriculum has been successful because of the work that I have done with the instructional coach. The essential data has also increased because of what I have done with the team of teachers. Observation time is connected to face-to-face feedback sessions which have show growth of teachers.
Primary	2.1	Yes	Walkthroughs, observations, and district feedback.
Primary	2.1	Yes	Supportive data: observations and walkthroughs, especially during Utopia; feedback; and discussion during BLT meetings.
Primary	2.1	Yes	Change was evident in observations, follow-up visits, and feedback from teachers.
Primary	2.1	Yes	For those I have been intentional with, observations, walkthroughs, PCA, and feedback all show growth.
Primary	2.1	Yes	Observations, walkthroughs, and teacher feedback.
Primary	2.1	Yes	Student Advisory meetings reflect on individual student progress as measured by goal completion. Students are aware of weekly goals, which helps them direct their learning.
Primary	2.1	Yes	Jill stated that she has improved her efforts to get into classrooms followed by rich one-on-one conversations in post-observation conferences and at PLC meetings. Students are meeting or exceeding their goals on standards-based teacher assessments that are monitored during PLC and data meetings.
Primary	2.1	Yes	School Improvement by school, agendas, federal programs, and mentor notes.
Primary	2.1	Yes	Supportive data: professional development time, observations, and kick-ups spent in classroom. Decision-making groups, planning assessment, and curriculum time has also increased. The culture has improved, and the PBIS is in its final four.
Primary	2.1	Yes	I see evidence when observing teachers relinquishing their power in the classroom and serving more as facilitators. When student's feel safe, they engage as active learners. Of course, we can look at MAP data, Write Score, and other ongoing assessments.
Primary	2.1	Yes	Walkthroughs, feedback, reflective time, professional development, PLCs/Cadres, and building-level Cadre Team.
Primary	2.1	Yes	Supportive data: follow-up from observations and walkthroughs; and monitoring of compliance with staff job responsibilities.
Primary	2.1	Yes	The walkthrough tool (Core Rubric), observations, PLCs, and Coaching Conversation are all evident of growth.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	2.1	Yes	Evidence of improved teacher practice includes: instructional rounds data; walkthrough data; CIP data; collaborative planning discussions; feedback sessions; peer observation feedback data; and TKES. We have also been facilitating discussions that focus on assessments, differentiation, and small group instruction; this supports my involvement in moving our teachers forward.
Primary	2.1	Yes	We are doing follow-up conversations when we do an observation. If we see an area of need, we provide support to help that teacher. We also provide specific strategies and follow-up to see if those strategies have been implemented. During our weekly PLT meetings, we have worked together to answer the four questions related to PLCs for students.
Primary	2.1	Yes	Teacher evaluations show growth, especially within the Daniel Elements that are focused specifically on increasing teacher effectiveness. Professional development is directly related to feedback, too, with teachers following observations.
Primary	2.1	Yes	Walkthroughs and formal observations reflect improved teacher practice. We are providing targeted feeeback that supports teachers' improvement efforts.
Primary	2.1	Yes	Through the process of walkthroughs, observations, and feedback, I can see teachers implementing new strategies and building on the positives we discussed. Lesson plans also reflect the best practices that we strive to instill in our teachers.
Primary	2.1	Yes	In looking at TimeTrack, I am able to identify growth in the areas of observations and walkthroughs. I then meet with mentors and coaches to target specific needs for staff. In first grade, we had five new teachers in Osceola County, and we were able to monitor and give effective feedback to improve instructional practices. These teachers all finished at the effective level through the Marzano Evaluation Rubric at the end of the year.
Primary	2.1	Yes	By using TimeTrack to intently plan for instructional walks and observations, it has allowed me to observe more teachers during the school year. This has also enabled me to bridge my observations with my instructional coaches who have then developed coaching cycles with those teachers. As I revisit those classrooms, the teachers' instructional ratings (using the Marzano Observational platform) have shown an increase in teachers' innovating in their domain and/or element.
Primary	2.1	Yes	My participation in planning and professional development reflects deeper conversations that are occurring with instructional staff, especially regarding students, performance, and demonstrations of performance.
Primary	2.2	Yes	Walkthrough feedback helps determine next steps when working with instructional skills of teachers. Teachers report that the systems of support that are in place help the team to improve. Observations and walkthroughs validate that teachers are improving their instruction. This is also the basis of the type of support that the teachers need. They use this information to make sure that they are following up appropriately.
Primary	2.2	Yes	Our teachers are aligned with their instruction in ELA and math. We have worked very hard with this during our PD meetings.\
Primary	2.2	Yes	Walkthroughs, observations, and conferences all show support.
Primary	2.2	Yes	By looking at how I spend my time and who I have identified as my focus teachers, I can connect that to the observation process. Those teachers are improving, and this data clearly helps me determine next steps.
Primary	2.2	Yes	We have anecdotal notes in our walkthrough data of teachers we worked with. We have seen improvement SAM in these areas, and the teacher evaluations and observations show improvement, as well. Many teachers we're developing are now at the "applying" level on the evaluations.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	2.2	Yes	Jamar works with principals to make sure the curriculum matches student needs. He creates detailed reports and shares the information with the principal and their ILT. This creates understanding of next steps. He also works with ISS (Instructional Support Services) to give extra support to individual schools. Because of his role at the district level, his areas of focus are ever-changing.
Primary	2.2	Yes	Nathan plans with teams and sets goals with individual staff members. He has conversations with staff and provides feedback. Nathan is very hands-on and is involved in turning the building around. He inherited a low performing building and has worked tirelessly to make needed adjustments. I have worked with Nathan for years at another building, and he has a "way" about him that brings teachers to a better place.
Primary	2.2	Yes	We collected and analyzed observation data, standards-based classroom observations, and intervention classroom observations--all of which inform me of the impact that my instructional work has on teachers. I attribute my positive impact to my consistent involvement in planning and evaluating teachers and in giving them feedback for grows and glows. Also, I review data and meet regularly with my coaches and assistant principal as they work directly with the teachers in the classroom. I share my professional assessments as to what is needed to move our teachers forward in their methods, and I always celebrate the good work that is being accomplished.
Primary	2.2	Yes	Walkthroughs and observations.
Primary	2.2	Yes	Supportive data: using the focus people to support specific staff; identifying areas of need through feedback as documented in TimeTrack; using observations focused on teachers' deliberate practice; observations for teacher evaluations in which we review weekly data to determine the need for individual teachers; check-in's, focus areas, and PLC meetings.
Primary	2.2	Yes	PLC meetings with staff are anchored in essential learning outcomes as defined by Ken Williams. Success criteria provide alignment and clarity around instructional purpose and student outcomes. Data is well above local, state, and national averages for the first time in several years. Math has increased significantly.
Primary	2.2	Yes	We have been focused on ensuring task alignment and that students are working independently at levels three and four. Our walkthrough data supports the teachers' intentional adjustment in planning and that students are working independently on tasks aligned to the objectives and learning goals. The quality of lesson plans has improved, too. I feel that that is directly a result of the planning I do with teams, as well as the professional development and the work that my coaches do based on my direction. During my administrative meetings, we review data, and our leadership team plans the next steps with each teacher to further develop their practice.
Primary	2.2	Yes	This year, our focus has been on grounding instructional planning in observation and feedback models. We've seen a noticeable shift within our community as a result. Our observational tracking system has supported the leadership team in maintaining consistent observation and feedback schedules, and the data reflects the growing accountability demonstrated by our instructional leadership staff.
Primary	2.2	Yes	I worked closely with a particularly new teacher, meeting with him every other week. I supported him about all things related to his classroom, and he has since improved because of these meetings and the support I have provided.
Primary	2.2	Yes	Observations and walkthroughs show changes in practices and in impact.
Primary	2.2	Yes	We track professional development sessions and hours for teachers and administrators. We then look at the time and coverage of professional development to align it with district

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Primary	2.2	Yes	I can connect the 80% instructional time to improved teacher practice. A review of my documented instructional time shows that 80% has been intentionally dedicated to supporting teaching and learning through direct classroom observations, modeling, coaching, and facilitating data-driven conversations. This consistent presence and instructional leadership have directly contributed to improved teacher performance, as evidenced by trend data from our weekly data analysis meetings. These meetings have consistently shown progressive improvements in student performance on formative assessments, too. Additionally, teacher surveys indicate that the professional learning sessions provided were meaningful, supportive, and directly enhanced instructional practices. The alignment of time spent, instructional focus, and targeted support has created a culture of continuous growth and accountability.
Primary	2.2	Yes	When looking at the data, Erica feels that she has met and exceeded her goals. Her target descriptors are a good measure of the work that she does in order to help the teachers improve their practice. By focusing on her data, she can easily tell who she is supporting and make plans for. She also makes sure that she is seeing those who are doing exemplary work. Erica provides professional development to the staff, too.
Primary	2.2	Yes	Focused observations show growth, and TimeTrack drives focus. Weekly and monthly school tests are showing significant growth, as well.
Primary	2.3	Yes	We are planning for professional development and having meetings with teachers and leadership teams to plan visionary and strategic actions to move the SIP goals forward. Student Support services are also part of our SIP goals.
Primary	2.3	Yes	MAP growth assessments and CIT (Continous Improvement Team) data.
Primary	2.3	Yes	Teacher performance data, based on the Danielson Framework, shows support.
Primary	2.3	Yes	The teachers that needed support have decreased in their issues because of the support I gave them. TimeTrack provides the data that shows how much time I have spent with a teacher. I can see when I need to get into a certain teacher's classroom from looking at my TimeTrack data. Teachers can see the path that they need to follow to get the results they want from their students. Discipline is down because teachers are making their instruction more interesting and meaningful to the students.
Primary	2.3	Yes	Interim data shows growth in both literacy and math. Tier 1 ReadAct data improved at mid-year, and we expect end-of-year results to reflect continued progress. Unit assessments are tracking this improvement, too. Weekly team data is reviewed during PLCs, showing increased student proficiency and informing weekly instructional planning. We are seeing consistent gains each week in K–1 phonics, reading, and math.
Primary	2.3	Yes	We've seen improvement, especially with our focus teachers as evidenced by our Marzano evaluations throughout the year. Our weekly walkthrough trends are reviewed with the leadership teams, especially with Tier 2 and 3 teachers. We are looking for and seeing trends improving, with our identified "look-for's." We use this information to guide our decision making and focused support for teachers.
Primary	2.3	Yes	Administrative meetings discuss what we are seeing in class visits and how we need to proceed with PD and other supports. Once these get into place, we are able to see improvements in instruction. Renewal decisions were also made based on the data in TimeTrack. During our ILT walkthroughs and professional development, we have seen an increase in the use of productive struggle, which is a goal we are working on as a school.

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Primary	2.3	Yes	Principals set at least two goals for the year. I meet with them monthly, and we discuss these goals and those that are tied to their evaluation; at least one of the goals is connected directly to their school improvement plans. This is also tied to my TimeTrack observation, walkthroughs, formal evaluations, discussions, planning, and coaching with principals. I've worked with two leaders quite a bit, and my TimeTrack shows my ability to differentiate time spent in order to meet the individual needs and time spent in using leadership descriptors to provide what they need for additional coaching, mentoring, advice, and problem solving. At times, I am directive in my coaching and communication.
Primary	2.3	Yes	Teacher retention is high, and teaching practice has been steadily improving as witnessed by a professional teacher learning partnership with an NYC school. Principals from the NYC schools have observed and recorded the positive changes in teaching specific trajectories.
Primary	2.3	Yes	The Geneseo Middle School team is highly organized and rarely misses a daily meeting. The team depends on the structure of the daily meeting, even if only for a few minutes a day. Nathan provides frequent feedback and debriefs with teachers and instructional coaches. He enjoys doing walkthroughs and working with students. Nathan and his SAM Deb have also noticed a real difference with new teachers this year compared to new teachers in the past years. The 2024/25 group of new teachers is much more effective as a whole. He noted that he has had 168 interactions with one new teacher, 137 interactions with a second new teacher, and 110 interactions with a third new teacher. Nathan believes in establishing communication early on with new teachers and in building trust. Nathan also believes in book studies, such as on Todd Whitaker's book, because it helps each group gel and builds relationships, which enhances their instructional strategies as they work together more authentically.
Primary	2.3	Yes	Yes, the SAM team can connect their instructional time to improved teacher practice. The focus has been on RTI instructional observations and classroom observations. We have made intentional decisions to schedule time in classrooms to provide feedback for teachers and to praise teachers, as well. We have also built in weekly lesson plan checks, which have been meaningful for teacher readiness. The overall climate and culture in the building has also improved in a positive way. Other measures of support include: the district instructional coaching tool; instructional time leadership data by month shows that leadership time has increased; top instructional time has been spent with grade 1, which was one of our focus groups; and instructional time started to increase in the 2nd quarter, which was intentionally scheduled.
Primary	2.3	Yes	I can connect time spent on leadership tasks, e.g., supervision of endorsement courses and coaching of school leaders, to positive outcomes. In addition, activities and time spent on supporting district leaders has had a positive effect on the implementation of effective professional learning.
Additional	E	Yes	Increased instructional time, teacher performance, and adjusted strategies in teacher practice.
Additional	E	Yes	Reading and writing scores have increased, and monthly comprehension checks show increased grade-level proficiency.
Additional	E	Yes	Data: MVPA, Dibels, and iReady.
Additional	E	Yes	MVPA, Dibels, iReady, and walkthroughs.
Additional	E	Yes	MVPA, Dibels, iReady, and "in-house"/district walkthroughs.
Additional	E	Yes	We provide training and resources to all schools. Our role is math support.
Additional	E	Yes	Building walkthroughs, feedback, and teacher change.
Additional	E	Yes	Time spent in classrooms; celebration feedback; and teachers are able to implement feedback given by TimeTrack owner.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	E	Yes	Supportive data: a review of lesson plans, follow-up on observations, walkthroughs, and feedback.
Additional	E	Yes	Supporting data: MAP data, Summative and Formative Assessments such as Study Island, and required district IB (International Baccalaureate Program) walkthrough data.
Additional	E	Yes	As a coach, I plan with all grade levels/content weekly. On non-planning days, I spend time in classrooms conducting informal observations on areas that are identified by the CORE team. I was given a specific grade band and teachers to spend time with to improve instructional practices. With those teachers, we spent additional planning sessions to work on lesson plans, content knowledge, and instructional strategies. I have also spent time with teachers on data protocol and how to use data to plan small group instruction. After providing feedback, I return to the classroom to see if instructional strategies are being implemented, and I then share glows and grows on practices.
Additional	E	Yes	Behavior referrals and meetings with staff all show support.
Additional	E	Yes	PCA/feedback Fridays show growth.
Additional	E	Yes	Yes, for the short period of time that I have used TimeTrack, I can identify special education teacher improvement as shown on the District's Compliance Checklist. We have been above goal compliance this year.
Additional	E	Yes	Student and teacher growth data includes Right Scores, weekly data, and MAP scores.
Additional	E	Yes	Student data, observations, feedback, revisits, MAP Data, and weekly performance data all show support.
Additional	E	Yes	Joe indicated that he has seen improved teacher practice in just three months with 8th grade teachers; the 7th grade team... not as much. Walkthrough data has shown improvements with his 8th grade teacher on the focused areas selected by the district.
Additional	E	Yes	MVPA, Dibels, iReady, Mock EOGs, and teacher-driven assessments all have supporting data.
Additional	E	Yes	MVPA, Dibels, iReady, quarterly assessments, and report cards are all supportive measures of growth.
Additional	E	Yes	The quantity and quality of our walkthroughs increased significantly. We were able to norm our walkthroughs and meet afterwards to discuss next steps as an instructional leadership team. Our Bullseye data supports these notions.
Additional	E	Yes	Teacher surveys and walkthroughs.
Additional	E	Yes	Teacher observations, conversations, celebrations, and feedback are all supportive of this response. I am the liaison between the student and the parent, so I rely on the depth of special education teachers' sharing information to pass on to parents.
Additional	E	Yes	Mr. Alexander began spending more time in teacher classrooms during the second semester. He has observed positive changes in teacher practice related to a positive classroom environment as defined by the KIPP Foundation Rubric for classroom observations.
Additional	E	Yes	MAP data, weekly and unit assessments, and reading inventories.
Additional	E	Yes	Observations, MAP, GMAS, teacher practices, and response to feedback have all shown growth.
Additional	E	Yes	Growth is seen in pockets based on walkthroughs, observations, and PLC meeting discussions.
Additional	E	Yes	Growth is reflected in Advance system ratings, i.e., evaluating instruction.
Additional	E	No	This is not an accurate reflection of what I have done because I have not entered everything that I have done each day. Testing, discipline, and field trips have taken up my time.
Additional	E	No	I haven't been faithfully tracking my time.

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Additional	E	No	My work does not directly involve coaching teachers. I provide areas of instructional awareness and processes to be delivered to the teachers by coaches or by other means. My impact is therefore more indirect.
Additional	E	No	I was not consistent.
Additional	E	No	Ms. James readily admits that she is "all over the place" and isn't sure of her impact in the building.
Additional	E	No	New York is coming in and changing the math curriculum. We gave feedback and still got the same results.
Additional	E	No	This administrator was not successful at utilizing TimeTrack.
Additional	E	No	Solo review.
Additional	1.1	Yes	I am able to address effective teacher practices this year and work more with my weak teachers.
Additional	1.1	Yes	Supporting data: regularly scheduled planning, observation, and feedback meetings, as well as reflections of student data pieces such as Flyleaf.
Additional	1.1	Yes	I am in classrooms working with teachers but would like to spend more time coaching teachers in the moment. Teachers are empowered to take ownership of their lessons.
Additional	1.1	Yes	Focus teachers with support plans are improving based on the elements the teachers and assistant principals have decided on jointly. Teachers are given data needed to assist students. This allows them to focus on teaching--not on paperwork.
Additional	1.1	Yes	Observations, MAP data reviews, teacher feedback, and coaching sessions.
Additional	1.1	Yes	Teachers are appreciative of the support that I am able to provide in decision-making
Additional	1.1	Yes	Our teachers have been supported in our PLCs by me.
Additional	1.1	Yes	Our teachers are working together in our math PLCs. I am in all of these meetings supporting the teachers.
Additional	1.1	Yes	Our SS teachers are aligning their instruction with the ELA objectives to support ELA since it is tested.
Additional	1.1	Yes	Observation data, Common Assessment data, and teachers' annual professional goals all show support.
Additional	1.1	Yes	Observations, district test scores on MAP, teachers' instructional preparations and transitions during delivery, and formative online and paper test data.
Additional	1.1	Yes	Ou teachers are planning together in a more positive manner. Teachers are working together as they analyze student data each quarter, which is very positive.
Additional	1.1	Yes	Teachers are providing a variety of effective academic interventions for our students.
Additional	1.1	Yes	Time spent working with students and being in classrooms demonstrates improved teacher practice.
Additional	1.1	Yes	Mr. Thomas gave several examples of where he had been providing on-going feedback to what he observed during his walkthroughs. The feedback and/or modeling teaching has led to changes in teacher practice. He has set aside time each week to go online and watch modules from a "Coaching Teachers" series to support him in becoming a better instructional leader to enhance teacher growth.
Additional	1.1	Yes	Absolutely! The most recent example is a science teacher with whome we conducted an observation cyclewith. We are seeing a willingness to improve and actual improvement!
Additional	1.1	Yes	Support is seen in feedback prior to walkthroughs and then in follow-up feedback. Teachers are asking me questions and seeking help.
Additional	1.1	Yes	Our teachers have vocabulary walls in all classrooms that are used. They have started using conversation starters for their small group work which has been very successful. They are using Google Classroom to help our high influx of new students to understand the language of

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.1	Yes	Walkthrough and observation data.
Additional	1.1	Yes	PCA time, observations, walkthroughs, and feedback.
Additional	1.1	Yes	Our teachers are focused on effective small group instruction.
Additional	1.1	Yes	Time spent with teachers in observations, walkthroughs, PCA, and feedback.
Additional	1.1	Yes	Walkthroughs, fill-in gaps, and teacher planning all show growth.
Additional	1.1	Yes	Ms. Dinkins' areas of focus are ELA and science. She believes that her data protocol work with these teachers has led to better improvement with targeted instruction by most of these subject area teachers.
Additional	1.1	Yes	Our teachers have learned to plan together and be more reflective as they work.
Additional	1.1	Yes	Our planning meetings have improved with our new format.
Additional	1.1	Yes	Supporting data: the quality of IEP data, walkthroughs, and observations.
Additional	1.1	Yes	Being in the planning meetings has helped our teachers understand and implement effective small group instructional strategies.
Additional	1.1	Yes	I am able to support teacher practice through focused instructional walks, real time feedback, and targeted coaching conversations. The SAM process helps me prioritize time spent in classrooms and to align it with teacher needs. Evidence includes increased implementation of best teaching practices, anecdotal feedback, and observation notes that reflect stronger instructional strategies over time.
Additional	1.1	Yes	Classroom observations, student performance data, teacher self-reflections, and what I see and hear during the weekly Professional Learning Communities all support our response.
Additional	1.1	Yes	Improvement is limited and in pockets. Some grade levels are progressing, but there is a lack of implementation and consistency noted during walkthroughs, observations, and PLC
Additional	1.1	Yes	I do a great deal to support teachers so that they can focus on teaching. Recently, I supported a teacher so that she could plan a field trip with her students. By making all of the arrangements for the trip, the teacher was able to keep teaching and focus on instruction.
Additional	1.1	Yes	Layne has used the evaluation process to help teachers improve. She reads the SamTastic Weekly Tip and uses suggestions from it to help teachers who could benefit from the information. Her job requires her to spend a lot of time with discipline situations. She helps teachers to help their students by doing walkthroughs and observations and then providing a feedback conversation.
Additional	1.1	Yes	Observations and walkthroughs both show growth.
Additional	1.1	Yes	The high percentage (71%) is dedicated to instruction, especially with 33.1% focused on Planning, Curriculum and Assessment. This shows that a large amount of time has been spent on activities directly linked to improving teacher practice. Teachers have also become more consistent with lesson planning and data-driven instruction as evidenced by walkthroughs, feedback cycles, and instructional artifacts collected.
Additional	1.1	Yes	Walkthroughs, observations, PLC meetings, and feedback.
Additional	1.1	Yes	Support is seen through walkthroughs, observations, PLCs, and feedback.
Additional	1.1	Yes	PCA and feedback.
Additional	1.1	Yes	It improves their ability to support students with their behavior. Non-directive feedback conversations with teachers helps them implement strategies.
Additional	1.1	Yes	I work with three mentees to help them with their instructional practices. I was moved to the 5th grade due to someone's leaving, so most of my meetings take place before, during, or after planning. Their classroom management has improved so that they have more instructional time. The classes out in the building show improved behaviors, as well.

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Additional	1.1	Yes	One of my favorite things about TimeTrack is that it helps to separate my office work time and time that I'm spending preparing, following up with things as a coach, supporting teachers, and time spent in classrooms. It is easier to see the things that I have to do and the things that I see as really important instructional work. Our work with focus teachers (tier 2/3) is reviewed, and I become very involved, especially at the beginning of the year. There is a shift in the way I spend time and in how I support teachers from semester 1 to semester 2.
Additional	1.1	Yes	I have seen the implementation of new strategies because of my feedback and interactions with the teachers. This is also shown in district and state walkthroughs.
Additional	1.1	Yes	Ms. Turner has had a coaching cycle for five teachers. Each Monday, she presents data to the Core Team where she highlights their gains in instructional practices.
Additional	1.1	Yes	Ms. Lawson spends time in classrooms and encourages the teachers to visit other classrooms. She provides verbal feedback and has submitted informal evaluation data, as well. Student behavior is the primary focus of her job, and she works on restorative practices with the teachers to give them tools to keep students in the classrooms so that they can learn.
Additional	1.1	Yes	My limited observation duties reflect growth as the year progresses. The "merge" feature is most helpful for the team.
Additional	1.1	Yes	My role is three-fold: Culture and Climate, Facilities, and Instruction. All three of these affect teacher performance.
Additional	1.1	Yes	There are a lot of teachers I work with; it helps me to schedule ahead of time so that I can be more intentional. I use the phone app, too, which is very helpful.
Additional	1.1	Yes	Grade-level meetings and connecting with teachers all show support.
Additional	1.1	Yes	TLT time is important. I meet with our teacher leaders, and I am part of ILT which provides professional development. On our rigor walks, I observe improved teaching practices.
Additional	1.1	Yes	As the coach, I use my data to determine which teachers to work with.
Additional	1.1	Yes	Observations and student engagement.
Additional	1.1	Yes	Supportive data includes: weekly teacher meetings; community meetings; feedback from parents; data meetings to determine and evaluate instruction; MAP scores; Write scores; and GMAS.
Additional	1.1	Yes	I work weekly with ELA and SS (Collaboration). I also conduct bi-weekly teacher clarity walks with all subject areas to capture student engagement and teacher efficacy. Teachers receive feedback, which they then incorporate into their lesson plans and deliveries.
Additional	1.1	Yes	Ms. Smith works with a district supervisor to monitor her coaching cycles with a select group of teachers. Together, they observe the teachers and discuss growth, specifically how Smith's coaching has supported the teachers' growth.
Additional	1.1	Yes	Through co-observations with a district team, they have recorded improvements and identified focus teachers' practice.
Additional	1.1	Yes	Yes, but the way I impacted teacher practice is through the professional learning certification program. It is definitely tied to teacher evaluations and work with the state; our teacher data is 4/4.
Additional	1.1	Yes	Mr. Posey coached a non-certified teacher who recently earned her full certification.
Additional	1.1	Yes	In the area of RTI instruction, Tina has seen gains in teachers' use of student data for restructuring lessons to accommodate small group instruction. She also received a shoutout from district administrators for the outstanding RTI work that they observed at her school.
Additional	1.1	Yes	Teacher observations and walkthroughs, as well as teacher work in subject area meetings, all showed growth.

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Additional	1.1	Yes	Dr. Fite worked closely supporting two new Spanish teachers. Both teachers made tremendous growth in planning and implementing new ways of presenting lessons. They developed a trust which gave them confidence to try new strategies in their classrooms. Recently, the two Spanish teachers received a standing ovation from students during an assembly in the auditorium. The Spanish teachers grew from their students' not liking them to their students' favorites.
Additional	1.1	Yes	Ms. Cepeda provided several examples of teachers' growth as a result of her working with them. Growth was observed in lesson planning, implementing small group instruction strategies, and adjustment of lesson pacing plans. Much of this occurred in the area of ELA
Additional	1.1	Yes	Support is seen by being in classrooms and doing instructional walkthroughs daily.
Additional	1.1	Yes	Feedback was provided and time was spent in PLC's.
Additional	1.1	Yes	Advance observation ratings, as well as the Bullseye coaching tool, show growth.
Additional	1.1	Yes	I don't have measurable, quantitative data to show a comprehensive action plan that improved teacher practice. However, based on my experience working with teachers, I have witnessed improvement, which I attribute in part to my efforts and to those of my colleagues. During our collaborative planning meetings, my questions and suggestions were considered and applied to enhance the planning and execution of lessons that incorporated best practices. My observations and the feedback I provided contributed to teacher growth.
Additional	1.1	Yes	N/A.
Additional	1.1	Yes	Ms. Burgess discussed her time spent with fourth math grade teachers. The time spent with them resulted in strengthening small group instruction in the classroom.
Additional	1.1	Yes	I schedule both observations and feedback time; and because I can track those meetings, I can see that teachers are improving.
Additional	1.1	Yes	We did not meet. I know Ms. Duncan works directly with the teacher to help them improve, though.
Additional	1.1	Yes	This is a solo review, but based on previous conversations, Ms. Dunham has been in classrooms more and provided feedback as part of a coaching cycle.
Additional	1.1	Yes	She has a coaching cycle set with her focus teachers.
Additional	1.1	No	Jennifer's coaching role is student-focused around graduation, not teacher support.
Additional	1.1	No	My role as the Student Support Specialist dictates that my duties and responsibilities are focused on behavioral support for students.
Additional	1.1	No	We haven't been able to use it long enough to get into it, and Google is still the primary
Additional	1.1	No	This year she spent a great deal of time as a co-teacher. She did not have as much time to visit other classes.
Additional	1.1	No	Ms. Watkins is out on leave and does not have a SAM.
Additional	1.1	No	To improve teacher practice was not part of my job description. However, if my work with students resulted in their being more self-disciplined and self-directed in participating in class, I would assume it was made easier for teachers to teach and to perfect their practice. Ultimately, I supported teachers throughout the school day and naturally made suggestions about their teaching, especially if it could have addressed the needs of a student in their class.
Additional	1.1	No	Although she has spent time with various grade levels, she cannot specifically connect that to her TimeTrack work.
Additional	1.2	Yes	Quarterly Data assessments and observations.
Additional	1.2	Yes	Looking at attendance data and trends in order to work with teachers and improve student attendance. There was evidence of improvement in attendance, as well.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.2	Yes	Evidence of growth: data collected from monitoring teachers' instructional delivery after receiving district professional development; MAP Assessment data review; Distric Unit Assessments; and Teacher Target Assessments.
Additional	1.2	Yes	I see the number of referrals decreasing with the teachers I am working with. Popping into the classrooms and seeing the new teacher growth over the year has been an improvement, too.
Additional	1.2	Yes	Walkthroughs, observation and feedback, as well as planning with/for teachers have all helped to improve instruction in the classroom.
Additional	1.2	Yes	Anecdotal data through walkthroughs; informal and formal observations.
Additional	1.2	Yes	Teachers are coming to me more for assistance with their Chromebooks.
Additional	1.2	Yes	Our math teachers are beginning to create lessons that are having an impact on our students. I am still doing a lot of support for several of them since this is their first year.
Additional	1.2	Yes	I had to a lot of co-teaching and substituting this year. I can see the results.
Additional	1.2	Yes	We can give the feedback to a teacher. When I go in the second time, they can tell me how they have used my feedback. They are either utilizing the feedback or are able to ask a questions about the feedback that I have given.
Additional	1.2	Yes	I get my TimeTrack to hold me accountable, especially with observation and feedback pieces. I can look at who I have met with, and then I circle back and look at the work that they need to be working on.
Additional	1.2	Yes	Our teachers are using effective instructional strategies and providing small group instruction on a daily basis.
Additional	1.2	Yes	The first thing we have to do to support teachers is to put structures in place to correct behavior. Providing the support I give, especially for our new teachers, allows them to find the balance of having behavior in control in the context of an instructional program. I have evidence form the beginning of the year of elevated behavior incidents in the classroom that now have decreased in behavior referrals. This indicates that the instructional practices have increased.
Additional	1.2	Yes	District walkthrough data and observational data.
Additional	1.2	Yes	Focus teachers spent extra time after school in planning lessons with Ms. Driskell. She then followed up with classroom visits, where she could observe the planned strategies in action. Additional feedback was then provided. Based on the follow-up observations, she connected her instructional time to improved teacher practice.
Additional	1.2	Yes	SAM helps me increase my time in the classroom. The data helps me reflect on the teachers and their instructional practices. Debbie, since increasing her time in the classrooms, has also increased the engagement of the students through my work with teachers.
Additional	1.2	Yes	Walkthroughs and observations.
Additional	1.2	Yes	The way we support students and teachers is to provide strategies with PBIS, Tier 1 classroom, and supporting students--all of which allows them to provide high quality
Additional	1.2	Yes	The way we support students and teachers is to provide strategies with PBIS, Tier 1 classroom, and supporting students--all of which allows them to provide high quality
Additional	1.2	Yes	Supporting our PBIS and Tier 1 strategies does support student performance and allows them to be regulated and successful with instruction.
Additional	1.2	Yes	This is the first year the school has had a school improvement plan. The ILT refers to the SIP during each meeting, and the information is shared with the staff through their respective team meetings and professional development opportunities. Yvonne provides written and oral feedback. A behavior team is now included in the SIP in regards to climate and culture, and they are providing Tier 1 initiatives. The ILT is also working on reading and math instruction. Yvonne is part of these teams and follows up during walkthroughs, observations, and feedback.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.2	Yes	I spent time in the 3rd quarter working with small groups of students in Math; preliminary data shows that students are making gains. The teacher can focus on the content, and I would sit with students needing assistance. The teachers are able to teach!
Additional	1.2	Yes	Walkthroughs and observations.
Additional	1.2	Yes	I spend a great deal of time with our teachers. I was the literacy coach last year, so teachers are comfortable coming to me. Growth is evident based on my observation.
Additional	1.2	Yes	Instructional time in focus teachers' rooms has increased. Feedback levels have greatly increased, too. Behavior measures also show improved behavior for more focus on learning.
Additional	1.2	Yes	Teachers are being closely monitored, and we are tracking improvement in TimeTrack.
Additional	1.2	Yes	We are just beginning our use of Time Track and expect in the weeks ahead, even more of our work will demonstrate the connection.
Additional	1.2	Yes	We are just beginning our use of TimeTrack and expect that, in the weeks ahead, even more of our work will demonstrate the connection.
Additional	1.2	Yes	As an Instructional Coach, our interactions with teachers--as well as their comments and achievement data--indicate that student achievement is increasing as a result of their instructional practice.
Additional	1.2	Yes	I determine the time I have spent with specific students that supports teachers. I can also provide the strategies that I have used to provide that support.
Additional	1.2	Yes	The Instructional Leadership Time report/dashboard supports their instructional time.
Additional	1.2	Yes	There is a barrier to the direct impact I have on teacher practice. I can provide data about and collaborate with teachers. Teachers do, however, need to work with administration to actually make the changes and/or improvements.
Additional	1.2	Yes	Lori is instrumental with implementing the new literacy curriculum with fidelity and coaching the teachers on a regular basis. She is helping the teachers stay focused and see that the work is aligned. She provides professional development and participates in team meetings, school improvement days, and MTSS meetings.
Additional	1.2	Yes	I see the resources I'm creating being implemented and talked about during teacher PL time.
Additional	1.2	Yes	Walkthroughs, weekly coaches meetings, and observations of teachers.
Additional	1.2	Yes	Through ongoing observations, walkthroughs, and attendance at common planning time, Mr. Hankinson has been able to observe changes and positive growth in teacher practice.
Additional	1.2	Yes	Great growth was observed in 4th grade teachers. Ms. Rumph spent a lot of time in planning, analyzing student data with the teachers, and then helping teachers to adjust instruction based on the data. During the March Learning Walk, the team saw and recorded the difference in teacher practice.
Additional	1.2	Yes	Fourth grade teachers have improved. There were two first-year teachers new to the district, two whom were new to their grade level and school, and one second-year teacher. All five have become really strong teachers and have jelled as a productive fourth grade team.
Additional	1.2	Yes	Working with new teachers and tracking my time in TimeTrack has helped me focus my attention on my time with them.
Additional	1.2	Yes	Instructional walkthroughs are documented in TimeTrack, as is feedback to teachers. Teachers are given specific and timely feedback in iObservation using the Marzano Framework. Teachers are also tracked weekly during leadership meetings and identified for next steps.
Additional	1.2	Yes	Yes, I work weekly with Math Collaboration.
Additional	1.2	Yes	Support is seen in planning, in discussions that occur therafter (PCA), and in walkthroughs.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.2	Yes	Both as an instructional coach and serving as interim assistant principal, the work we do with teacher teams in PLCs, planning PD, following up and coaching individuals to support their own growth is how we show our progress. Our building is off the ESSA watch list, too, as a result of this work.
Additional	1.2	Yes	In my TimeTrack, my professional learning department work is to meet with teacher leaders to provide instruction for teachers. We look at quarterly information related to goals, and I know that it makes an impact on the end-of-course surveys which teachers have completed. We look at district teacher leader meetings and district goals; those times are included on my TimeTrack. My Facilitator Academy is also tracked on my TimeTrack.
Additional	1.2	Yes	Most of my instructional time has been around teacher observations and in giving feedback.
Additional	1.2	Yes	Our teachers are planning so much better this year; they are aligning their instruction with the standards.
Additional	1.2	Yes	If you were to change that to "improved assistant principal practice," then I would say yes. We have seen increased opportunities for providing instructional feedback to teachers. There was also an increase between first and second semesters in how often assistant principals were giving feedback.
Additional	1.2	Yes	We have a walkthrough tool that we use as a leadership team. We then give feedback to teachers based on what we see. When we give feedback, we look for those next steps the next time we walk through the classrooms. We meet as a leadership team once a week to ensure that we are all aligning our walkthroughs with the individual needs of the teachers.
Additional	1.2	Yes	Directive and non-directive feedback were successful in changing teacher practice. In addition, looking at data, having data chats, and collaboratively coming up with next steps showed improved teacher practice.
Additional	1.2	Yes	We are using a new evaluation system this year, and the teachers have commented that they find feedback very helpful and are implementing suggested strategies in the classroom.
Additional	1.2	Yes	Observations and walkthroughs all show support.
Additional	1.2	Yes	Reviewing the dashboard helps to determine the amount of time spent with each teacher or group. That data, along with student achievement data, can determine if teacher practice has improved.
Additional	1.2	Yes	Supportive data is evident in walkthroughs and observations for the individuals we work with, especially teachers.
Additional	1.2	Yes	My goal was to be more effective with instructional time. I check my dashboard every day and work to decrease my white space. With the implementation of the new evaluation system, teachers focused on a single point competency area; and while I saw improved work in those areas, there are other areas where they can improve to better support teaching and learning.
Additional	1.2	Yes	Behavior measures and NEE observations.
Additional	1.2	Yes	Meetings with teachers and online students show how teachers are improving. Curriculum and Benchmark work has shown growth in teacher engagement, too. Walkthroughs allow me the time to see practice in action, in particular how it connects to growth plans.
Additional	1.2	Yes	Dr. Bazor believes that by providing ongoing professional development and honest feedback to teachers, there has been an improvement in instructional practices.
Additional	1.2	Yes	I spent time tracking PLC and working with teachers as part of their classroom teams.
Additional	1.2	Yes	Observation and conversations with staff.
Additional	1.2	Yes	TimeTrack instructional time data.
Additional	1.2	Yes	Observations, walkthroughs, and lesson plans.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.2	Yes	Supportive data: Data Chats with the teacher, coaching cycles, MTR cycles, weekly planning, co-teaching, walkthroughs, observation, and feedback.
Additional	1.2	Yes	Walkthroughs, observations, and teacher talks.
Additional	1.2	Yes	I spend time in classrooms and meet with teachers for feedback, providing opportunities and suggestions for growth. CPS's rubrics are also utilized.
Additional	1.2	Yes	The time I spent co-teaching with a particular first grade teacher has led to improvements in her literacy instruction. I also work and informally mentor a new teacher and help her make adjustments in her teaching. She will ask questions and run ideas by me for clarification. The progress monitoring time I spend indicates that teachers are using data to inform their instruction.
Additional	1.2	Yes	As the assistant principal, Dean is the "discipline administrator" and provides necessary support to teachers and students. Dean has worked closely with three new teachers this school year in art, music, and PE. Dean is witness to all three making significant improvements. He has worked with teachers on instructional strategies, classroom management, and building relationships. Dean and Principal Nathan O'Dell believe in visible leadership. They conduct frequent walkthroughs and provide feedback to all teachers. They also track the number of interactions and believe it makes a difference. Faculty meetings and PLC's are additional ways for Dean and Nathan to collect information about teacher practices. Dean, Nathan, and the two SAMs make for an excellent team at Geneseo Middle School.
Additional	1.2	Yes	Observational data shows that feedback is implemented.
Additional	1.2	Yes	I use my walkthroughs and time spent in classrooms to see and monitor growth.
Additional	1.2	Yes	She works very closely with the coaches to ensure that teachers receive what they need.
Additional	1.2	Yes	We conduct observations and walkthroughs in the classroom to get a feel for instructional needs.
Additional	1.2	Yes	Most of my time is spent in kindergarten, and I am integrating my speech background with our new ELA curriculum. I feel that my knowledge of the curriculum also supports my speech services with students in other grade levels and in one-on-one/small group sessions. As a result of my knowledge of the curriculum, I feel that the staff is more collaborative and supportive of my work.
Additional	1.2	Yes	I've worked very closely with my teachers this year. I use TimeTrack everyday to make sure that I am giving them the support they need.
Additional	1.2	Yes	The five focus teachers that I identified ultimately improved their practice. All five of them experienced some degree of growth, as evidenced by walkthroughs and the formal observation process.
Additional	1.2	Yes	We are using connecting conversations with teachers who are scheduled by grade level. Walkthroughs and grade-level team participation are also scheduled.
Additional	1.2	Yes	Initiatives correlate to time spent with instructors who need the most attention.
Additional	1.2	Yes	In my role in athletics, I observe improvements in my coaches' instruction.
Additional	1.2	Yes	I serve as a liaison between students and teachers when students are struggling. This provides beneficial information to teachers as they work to employ trauma-informed strategies and scaffolding to meet students where they are.
Additional	1.2	Yes	Walkthroughs, observations, and district feedback all show growth.
Additional	1.2	Yes	Feedback from informal observations has increased and is directly impacting teacher practice. The team follows up to be sure that feedback and reflection have been implemented. We were able to design more prescriptive professional development to support the individual pedagogical needs of staff, too.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.2	Yes	Ms. Gooden has been using Get Better Faster strategies with Grade 1 and 2 teachers. Classroom observations and district learning walks have shown positive changes in teacher practice, as well.
Additional	1.2	No	I am in charge of facilities, so classic instructional time is not in my job description.
Additional	1.2	No	Not available to respond.
Additional	1.2	No	Unfortunately, I spent the majority of my time on student discipline.
Additional	1.3	Yes	When kids are going through issues, I work with them so that they don't struggle in the classroom. The teacher is allowed to teach, and I am helping the student get back into learning mode. Discussions with the teacher do not include confidential info, but I am able to share things that the students need to be successful.
Additional	1.3	Yes	I look at my CIWP goals. The walkthroughs help me see which teachers are improving. The teachers also provide exit tickets during PD days.
Additional	1.3	Yes	Our teachers are planning together and sharing instructional strategies. I am in all of these planning meetings to support our teachers.
Additional	1.3	Yes	Teachers and I are constantly talking about student needs. Communication between teachers and myself is key. Teachers provide me with tools to support the small groups of students.
Additional	1.3	Yes	I had a heavy mentoring roll this year, especially in terms of improving teacher practice. I gave teachers lots of support. I had high levels of Non-Direct Feedback on my TimeTrack which validates my role this year. We were also able to retain the teachers we wanted to keep this year. My optional descriptors also reflect that I'm working to have more effective teachers.
Additional	1.3	Yes	I do coaching type cycles with teachers wherein we collect data and observe. We are also working to improve procedures and routines with these teachers. The teachers that we have been able to work with from the beginning of the year are able to focus more on instruction because they don't have the discipline issues given that their routines and procedures are in place.
Additional	1.3	Yes	I meet with our teacher of the split classrooms every week for 30 minutes to help her know what expectations are needed for both grade levels. Systems have been developed that show it is having positive results. I meet with our new teachers regularly to share best practices. The teachers keep coming back saying that they are being successful. I see them trying the strategies and telling me that they work and/or I still need help with a part of the strategy. The conversations have become deeper about the issues. Our PLTs have been focused on our district curriculum and need to improve teacher practice. You can see how teachers have grown; they are able to break apart a standard. They can determine what materials I need or when to reteach. The conversations that I have with teachers, along with what I observe, tells me that teachers are improving.
Additional	1.3	Yes	This year Ms. Wilson was a coach for mathematics teachers only, which allowed her to provide a focused coaching cycle, primarily for veteran teachers. She observed that teachers were implementing different strategies she had modeled for them.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	1.3	Yes	There is a correlation to instructional time and instructional growth with teachers. Instructional time was given in the following ways and has allowed for teacher growth. PLC release time has an average of 56 hours and was devoted to our Leader In Me instructional support with teachers, teams, students, and the school community. As a result, we were deemed a Leader In Me Lighthouse school after a rigorous site visit and evaluation of teacher and student implementation of Leader In Me. 46+ hours were also dedicated to instructional support for students to learn Playworks and appropriate playground behaviors, which resulted in less office referrals during lunch/recess times. Thus far, we have spent less than 5 hours on recess behavior referrals. 60.4 hours were spent modeling teaching; most of this was around our new curriculum adoption of wit and wisdom, playworks, and the 7 habits. Teacher confidence and vulnerability for taking risks in all these areas have grown as evidenced in walkthroughs, feedback conversations, and observations. Lastly, 52 hours were spent in feedback celebrations with students and teachers. Creating a positive culture and catching the GREAT leadership instruction has allowed us to significantly reduce our time spent with ODRs and behaviors, allowing teachers less stress and more focus on learning rather than remediating. This includes hitting our WIGS (goals) in both social and emotional and academic successes throughout the grade levels.
Additional	1.3	Yes	TimeTrack helps me keep track of the time I need to either increase or decrease with certain teachers. I am able to provide them with the behavior support they need to help them manage student behaviors. This support will improve their skills in managing students.
Additional	1.3	Yes	Focus teachers show changes in teaching technique and, in some cases, in impact.
Additional	1.3	Yes	I meet regularly with instructional coaches to drive curriculum and teacher practice.
Additional	1.3	Yes	I am aligned strongly with primary TimeTrack user Marquita Bryant, so my responses are the same. We are having follow-up's with teachers, and staff development services are given to staff.
Additional	1.3	Yes	Measures of growth: testing results and constant one-on-one's with teachers.
Additional	1.3	Yes	I look at TimeTrack's dashboard to see how I spent my time with focus teachers, whether on observations, walkthroughs, or feedback. I then look at how their instructional practice has improved, as evidenced by their district evaluations. I have ultimately directed my time toward planning and analyzing data with the teachers to help them see where they need to change and to celebrate where they are doing well.
Additional	1.3	Yes	Jena's position as the literacy coach requires that she spend a great deal of time with teachers. She coaches and does a great amount of modeling and teaching. The data she receives shows teacher and student growth. She provides professional development on Wednesday's and attends teacher collaboration sessions, as well.
Additional	1.3	Yes	From feedback to lesson plans, we had to inspect what we expected. Each week we had to check lesson plans and give feedback. The lesson plans were in folders, and teachers made modifications based on the feedback I provided. There was improvement in two areas: timely submission of lesson plans, and intentionality of lesson delivery.
Additional	1.3	No	I do not work with teachers, and I do not provide coaching. I provide small group instruction to students needing extra support. I am affecting the teachers' results, though, because I am testing students so that teachers know how best to meet the students' needs.
Additional	1.3	No	I do not work directly with teachers.
Additional	2	Yes	Support is evident in walkthroughs and observations.
Additional	2	Yes	PLC meetings, walkthroughs, and feedback all show support.
Additional	2	Yes	The performance level seen in the implementation of lesson plans shows growth.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	2	Yes	Support data: information and data gathered from attending Collaborative Learning Teams, observations, feedback, follow-up, MAP data, and a review of teacher's individual professional goals.
Additional	2	Yes	With some grade levels, there is growth based on walkthroughs, observations, lesson plan review, and feedback.
Additional	2	Yes	Observations, walkthroughs, and interactions with teachers in professional development activities.
Additional	2	Yes	It is really because of the leadership team, and this is seen in PCA, walkthroughs, and observations.
Additional	2	Yes	PCA-data digs.
Additional	2	Yes	In some classrooms, yes, but it isn't consistent. Growth is based on walkthroughs and observations.
Additional	2	Yes	In some content areas and grade levels, yes.
Additional	2	Yes	PLC meetings.
Additional	2	Yes	Measures of growth include walkthroughs and observations.
Additional	2	Yes	My work as IB Coordinator is transdisciplinary, so we can look at any data from collaborative work or professional development, including: observations, walkthroughs, student responses, learning walks, IB Classroom Checklist, MAP data, and GMAS.
Additional	2	Yes	Implementation data.
Additional	2	Yes	Ongoing teacher support, face-to-face feedback, action plans, coaching cycles, and student growth reports.
Additional	2	Yes	Student assessment data, teacher observation, feedback, and coaching.
Additional	2	Yes	Walkthroughs and observations.
Additional	2.1	Yes	Supportive data: time spent working with teachers in PLCs; planning; working with individual teachers; observations and walkthrough data in TimeTrack and in HR system.
Additional	2.1	Yes	District walk data, zone strong measures, and teacher recognition.
Additional	2.1	Yes	Time spent with teachers in M/T, PCA, walkthroughs, and feedback.
Additional	2.1	Yes	The "yes" response is based on the fact that Ms. Coates, in her 2nd year as an Assistant Principal, is feeling more comfortable in her role and sees the impact she has on teachers in collaborative team meetings and in her one-on-one sessions with individuals. Teachers have come to her during the year to ask for assistance in approaching teaching and learning situations.
Additional	2.1	Yes	Two of my focus teachers have moved up on our district scoreboard, and another one is close to doing the same. PLC work, walkthroughs, observations, and feedback all show growth.
Additional	2.1	Yes	By seeing an increase in 6th grade SS District Unit Assessments (DUA) by 50% from pre-test to post-test, I feel the collaborative planning, suggestions of teaching strategies, and aggressive monitoring from teacher-to-student (in-the-moment feedback) has had an impact. Likewise, the 7th grade DUA has increased by 60% from pre-test to post-test data because of collaborative planning, instructional strategies, and aggressive monitoring of providing in-the-moment and specific feedback. 8th grade has demonstrated 40% gains on their DUAs with the use of instructional strategies and in-the-moment feedback. My direct work with teachers is showing results in better teaching.
Additional	2.1	Yes	I plan with my teachers and give them suggestions to be better at their job. We look at data together, and I see growth in how they plan their lessons.
Additional	2.1	Yes	Walkthroughs, observations, feedback, and PCA.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	2.1	Yes	56.2% of my time was dedicated to instructional activities, which directly contributed to improved teacher performance. By focusing on targeted teaching methods, engaging materials, and personalized support, I feel that I impacted the growth of teacher practice. I saw improvements in lesson plan writing and instruction, as well, which used the strategies I offered during feedback sessions or conversations in my office.
Additional	2.1	Yes	The use of TimeTrack keeps me accountable when it comes to the teachers that I need spend more time with. It helps me track what I'm doing instructionally with those teachers. Is it modeling or is it observing? Either way, it helps me keep track of the type of coaching strategies I'm using with my teachers. The optional descriptors give me specific information about the work I do with teachers.
Additional	2.1	Yes	Principals are encouraged to place instructional walkthroughs in TimeTrack. I also ensure that the CIT team meetings are placed in TimeTrack for myself and for principals. During these meetings, data from overall school-wide improvement plans and short-term action plans are reviewed.
Additional	2.1	Yes	Support is based on Tier 1 Strong District data. We have gone from 0 to 25% Tier 1 strong with staff.
Additional	2.1	Yes	Time spent supporting teachers and their instructional practices has shown student gains.
Additional	2.1	Yes	The teacher touchpoint data reflects with whom and when I need to be working with various teachers; and the data reflects significant improvement in teaching practices.
Additional	2.1	Yes	I've spent time with the new 5th grade leader, and the growth in that grade is evident. I plan and assist her with team meetings, and data indicates student growth.
Additional	2.1	Yes	I've spent a great deal of time with a particularly new teacher. And because of this, she has shown improvement in all areas in her classroom!
Additional	2.1	Yes	For most of my day, I support teachers. We have, for example, made progress in a third grade class that I have been supporting. I also support new teachers.
Additional	2.1	Yes	70.8% of time was spent on instruction, along with the strong Top 5 descriptors like walkthroughs (17.4%), Planning/Curriculum/Assessment (14.6%), and professional development (7.5%). These all demonstrate that my time has been focused on activities directly supporting teacher practice. Improvements have also been observed in lesson planning quality, increased instructional rigor during walkthroughs, and more targeted professional development participation.
Additional	2.1	Yes	Student assessment data, teacher behavior and incident referrals, observations, and teacher PLC engagement.
Additional	2.1	Yes	We've increased teacher effectiveness by an impressive 80 as measured through LEAP. All observations are now tracked in GPS, too, enabling us to electronically capture notes on instructional impact and to monitor growth scores tied to instructional practice and improved performance.
Additional	2.1	Yes	Yes, my collaborative planning sessions, the Union Observation Tool, and instructional awareness walks all serve as the data supporting my impact on teacher practice. I use this data to identify areas of strength in and opportunities of growth for teachers who we need to address using a coaching cycle.
Additional	2.1	Yes	Supporting evidence: there are smaller coaching groups with more teacher-specific work; MAP data; common assessments; benchmarks; Write scores; and classroom walkthroughs.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved teacher practice?
Additional	2.1	Yes	During my time in collaborative planning sessions and observing in the classroom, I have identified the areas where I can best support teachers. This includes providing feedback, engaging in coaching cycles, modeling effective practices, offering content support, and reviewing lesson plans. Through this instructional involvement, I have witnessed the positive impact of my efforts.
Additional	2.1	No	This is my first year as a building leader, and it seems that the focus has been on "ticking the boxes" rather than on engaging in quality coaching. It's worth noting, however, that a majority of our staff are probational.
Additional	2.2	Yes	Travis and Zejdi discussed the improvement in instructional time and teacher practice in Zejdi's school. Zejdi mentioned that the school has seen an increase in instructional time and a shift towards a more collaborative learning environment.
Additional	2.2	Yes	Ms. Sherman has spent additional time in a kinder classroom supporting a teacher with strategies for working with special needs students. She now observes the teacher using small-group instruction and strategies she had modeled. Another area she has focused on is working with students. It provides her with the opportunity to observe whether the planned lessons translate to student learning.
Additional	2.2	Yes	Kisha is a stickler for her calendar, and this has helped the culture in the building.
Additional	2.2	Yes	Looking at the time spent with teachers correlates with the clear and concise instruction as shown by teacher observations. I also see this in the lesson plans that I monitor.
Additional	2.2	Yes	Walkthroughs, feedback, and PCA.
Additional	2.2	Yes	Progress is seen in pockets and based on walkthroughs, observations, PCA, and feedback.
Additional	2.2	Yes	Feedback and weekly coaching conversations (non-direct feedback) are supportive of improved teacher practiced. Our weekly PLC's and Lesson Internalization Planning meetings have led to demonstrated teacher understanding of the content, pacing, and its implications for practice within lessons.
Additional	2.2	Yes	Feedback and weekly coaching conversations (non-direct feedback) are supportive of improved teacher practiced. Our weekly PLC's and Lesson Internalization Planning meetings have led to demonstrated teacher understanding of the content, pacing, and its implications for practice within lessons.
Additional	2.2	Yes	There has been improved lesson quality. For example, observations and feedback from colleagues show that there has been an increase in effective teaching strategies being implemented. These are strategies that I supported during our collaborative planning sessions. The student engagement data also shows an improvement in student engagement during lessons, especially after specific adjustments were made based on my coaching assistance.
Additional	2.2	Yes	Walkthrough data, School Improvement Plan data, benchmark data, and ODR all show
Additional	2.2	Yes	My TimeTrack data reflects time spent with math teachers, e.g., observing, giving feedback, PLC meetings, and professional development. I can determine which teachers have shown improvement and may need less coaching, as well as those who may need more coaching time.
Additional	2.2	Yes	Walkthroughs, observations, PCA, feedback, M/T, and professional development.
Additional	2.3	Yes	My planning descriptor captures this, along with modeling, teaching, and the optional descriptors used in my coaching cycles.
Additional	2.3	Yes	I am able to provide regular side-by-side walks with those administrators I am supporting in order to improve scoring calibration associated with classroom observations for classroom teachers. This has, in turn, supported improved administrative feedback and instructional practices.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	E	Yes	Yes, we targeted the second grade, and test results showed vast improvement.
Primary	E	Yes	iReady passing rates are higher, weekly quizzes have higher percentage rates, intervention rates are lower, and I'm spending more time with students.
Primary	E	Yes	Pending third quarter assessments, mid-year assessments have shown improvement.
Primary	E	Yes	Supprting data: MPTA, DIBELS, and iReady.
Primary	E	Yes	The building principals and I are all participating in the SAM Process, and we are confident that this will positively impact student performance. State testing results will be received soon.
Primary	E	Yes	When I do employee feedback or staff connect time, it helps me in staff performance. I do not have instructional time in front of--or with--students.
Primary	E	Yes	Progress monitoring data and observations both show growth.
Primary	E	Yes	MVPA, Dibels, iReady data, and district feedback from walkthroughs all show
Primary	E	Yes	Non-directive feedback, along with intentional coaching, has improved district assessment scores in each grade level.
Primary	E	Yes	Rigor Walk tool data is showing a 30% increase. Interim assessment data is showing growth, too.
Primary	E	Yes	There has been a significant improvement in our school-wide, first-through-eighth-grade ELA data as measured by the NWEA. Thus, we are on schedule to meet the district's established goal for Euclid Park of having 30% of scholars reading--this is an improvement from our baseline data of 22%.
Primary	E	Yes	There has been a 24% increase in student proficiency in literacy and an 18% increase in mathematics.
Primary	E	Yes	During the year, I worked with a first grade class in reading and math. Also, the professional development provided to teachers leads to improved teacher performance and improved student achievement.
Primary	E	Yes	In looking at student performance on formative assessments, we are seeing growth. We ask the PLC questions: What do we want our students to know, and what do we do next? In addition to our data wall in our data room, we can see student growth and movement. iReady data is also showing progress.
Primary	E	Yes	PLC data, in addition to formative and summative data, shows growth.
Primary	E	Yes	Instructional time should be managed by the SAM and reviewed with the principal. If the principal does not make it to a scheduled observation or walkthrough, the SAM can reschedule. Also, the SAM can review the staff members that need to spend more time with the principal. We have shown growth in third grade reading by 10% since the year started. We have also shown growth in 5th Grade ELA from
Primary	E	Yes	MAP data and progress on individual goals.
Primary	E	Yes	If teacher practice improves, then student work improves, too. We share data with staff to then track.
Primary	E	Yes	Student performance has improved across the district. The state has taken over the school, and it has been interesting working with them.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	E	Yes	Student engagement is the number one thing I have seen grow this year. Using my TimeTrack, I am able to spend more time working with students academically. Recently, this has been especially true while we have been testing. I've been working with students in small groups and celebrating students. I use my TimeTrack to schedule my time with students, adjust my schedule accordingly, and prioritize my time with students. Students have been coming to me wanting to know what they
Primary	E	Yes	I charged teachers with providing interventions to struggling learners. In this way, my work is connected with improved student achievement.
Primary	E	No	The SAM could not come up with data.
Primary	E	No	We have not really been doing interim assessments this year. We started taking our benchmark diagnostics today and have completed the state assessment. However, progress monitoring benchmark assessments will begin again this year. The reason we didn't do this this year is because teachers voted not to do them as part of our school assessment plan. That is something that teachers in a building can vote on here in Chicago. I have met with the School Leadership Team to discuss student progress, but it has not been as effective without progress monitoring data.
Primary	E	No	There are too many other staff responsibilities. But yes, student performance has partially improved based on data talks with students.
Primary	E	No	Again, not being able to meet with Dr. Ralls at all impacted our ability to accurately answer this question.
Primary	E	No	The principal believes it was trending upward early in the school year for September and October. However, the school principal had to take a leave in November, December, and January. The SAM quit being a SAM in September, too, and requested to return full-time to the classroom instead of being an instructional coach. The daily meeting and scheduling of events in TimeTrack were stopped.
Primary	E	Yes	The student data tracker shows increased gains.
Primary	E	Yes	Ongoing walkthroughs and feedback conversations with teachers, as well as ELA assessment scores, all shown growth.
Primary	E	Yes	We are having meetings with directors, which then improves principal practice. As a result, we anticipate improved student performance. State testing is currently in
Primary	E	Yes	Measures of support: teachers are analyzing data in PLC meetings; formative assessments; and building assessments.
Primary	E	Yes	One of the focus areas that we put on our TimeTrack was "Teach to Heal." In this data, we have seen less behavior referrals and less R&R calls, which means that students are spending more time in the classroom and being regulated. We also show increased proficiency in both ELA and math according to preliminary ISASP data. I'm not sure if there is a direct correlation to TimeTrack, but literacy
Primary	E	Yes	As we consistently implement protocols and procedures for ELL and SIFE identification, streamlining the process has provided schools with accurate student data in an expeditious manner. We also assisted in connecting students to appropriate bilingual and ELL programming, which will improve their student
Primary	E	Yes	Data meetings consist of using student data to review and reflect on. We look to see who is proficient and who is not, and then we have discussions with teachers. Programs give data/information to use when discussing best practices.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	E	Yes	We have had more intentional time in classrooms.
Primary	E	No	Solo review.
Primary	1.1	Yes	MAP shows significant growth in the 4th grade (96%) and in the 3rd grade (88%).
Primary	1.1	Yes	Our iReady data is showing student growth.
Primary	1.1	Yes	The Student Progress Report and iReady data.
Primary	1.1	Yes	The quarterly iReady assessments are showing student mastery of the content that has been taught.
Primary	1.1	Yes	Our quarterly data checks show that our students are making progress.
Primary	1.1	Yes	Social studies department changes in instructional practice has led to increased student performance in Below Basic and Basic levels on unit assessments. Changes in expectations for teacher collaboration and increased levels of rigor do show some increased results in student performance, as well. It has been a learning process this year with the hope of larger gains showing up on state assessments and on end-of-
Primary	1.1	Yes	iReady comprehension checks, pre- and post-writing assessments, and common formative assessments.
Primary	1.1	Yes	If we are improving teacher practice, we are improving student learning. It has allowed for more communication between teachers and administration who are having strong curricular conversations. I can see it in action, and I am accountable.
Primary	1.1	Yes	Students are displaying growth on STAR360 data. Student voice has been elevated, and attendance rates have improved.
Primary	1.1	Yes	Yes, we can see some improvement on student performance when digging deep into individual student growth. Conversations with individual students focus on how attendance, behavior, and engagement impact their performance. Lindsey starts discipline conversations by reviewing grades: "What can be done to improve grades in this course? Do missing assignments, etc. have an impact on your grades?" We will know more about overall growth for the year once assessments are completed in M
Primary	1.1	Yes	Observations, walkthroughs, follow-up conversations with teachers, and test prep
Primary	1.1	Yes	iReady scores.
Primary	1.1	Yes	Eric has been meeting with each senior individually, as well as with their family, to review grades, attendance, and assessment scores as they prepare to graduate. This is a deep dive into their journey toward graduation, and it also helps them to get back on track if they need to. Eric also reviews data with students in other grades when he is asked to meet with a student about academic or discipline concerns. He does this especially when meeting with parents. Eric wisely utilizes First Responders to help create plans or opportunities, too, in order to dig deeper into student data and logistics. The in-school detention program has been successful, and students are asking to serve their detention rather than taking a suspension.
Primary	1.1	Yes	This program is for students who did not graduate and are in a GED program. We focus on not just academics, but also on life skills. We have pre- and post-tests that measure progress on every 40 hours of instruction. We have been meeting expectations on those progress measures set by the state.
Primary	1.1	Yes	Everything we do should impact student performance. Mid-year data indicates that students are making gains. We use district-designed trackers to monitor progress... the data is trending upward!

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.1	Yes	Benchmark tests, unit tests, common formative assessments, walkthrough data, and attendance.
Primary	1.1	Yes	Our iReady data is showing student mastery.
Primary	1.1	Yes	There are less discipline infractions, and we are seeing improved STAR 360 scores.
Primary	1.1	Yes	94.3% of our students have passed their courses.
Primary	1.1	Yes	Our iReady assessments are showing that students are meeting their goals.
Primary	1.1	Yes	My work with our Curriculum Director has helped maintain our focus with our work with the instructional coaches in the schools. We have provided. Clear focus and consistency with our work this year. I believe it will impact our student
Primary	1.1	Yes	Our school is piloting the STAR Renaissance platform for gathering data throughout the year. The school interventionists have been digging deeper into the data for the 10th to 20th percentile students and for the 20th to 50th percentile students. They use this data to inform how they can better provide support to students as they push into the classroom. I am also part of our quarterly meetings in which we review student data. Along with those, I attend the MTSS meetings which informs me on
Primary	1.1	Yes	Our reading scores are improving; preliminary data indicates a 15% growth this year from 25% proficiency to 40%. Our five essentials have gone up, too!
Primary	1.1	Yes	Indirectly, yes, because I work one-on-one with the AD; and they themselves follow up with coaches and students. I do meet monthly with students to help them become better leaders, too. But that group is only 18 students... out of the 29,000 students we
Primary	1.1	Yes	Work with students, interval data sheets, and time-on -task for teachers and students all show improvement.
Primary	1.1	Yes	Monthly data from the central office reflects a reduction in the percent of special education students failing each quarter.
Primary	1.1	Yes	While visiting classrooms, I engage students in conversations about teacher practice and how they are experiencing their teachers' focus on the design areas that have been selected for their evaluations.
Primary	1.1	Yes	Some of our quarterly assessment data is showing academic growth.
Primary	1.1	Yes	Our benchmark data is showing student mastery in most objectives each quarter.
Primary	1.1	Yes	IAR, the state's year-long testing benchmark, shows that student growth has increased by 7 points, moving the school from Comprehensive to Commendable. The SPED subgroup also showed a 13 point growth, while the Black subgroup gained 10 points and ELL gained 16 points. District progress monitoring assessments showed growth in reading and math, as well. Grades 7 and 8 showed
Primary	1.1	Yes	During walkthroughs, I see high levels of student engagement; and data for math and science show improved scores. I attribute this to the work I do in collaborative planning and to the feedback I offer to teachers. All of this has helped them grow in planning and delivering better lessons for student achievement. Writing, however, is not an area in which I have seen improvement, and I will need to provide my teachers with more training, modeling, and better monitoring of student data.
Primary	1.1	Yes	ISASP data shows that we are 70-80% proficient.
Primary	1.1	Yes	We are seeing teachers implement changes. We are also seeing how students are performing on assessments.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.1	Yes	Part of my time is spent with teachers. I work with them on ELA implementation, and part of that includes professional development. When I am in the schools, I can see the work that teachers are doing on the ELA implementation. There is a clear and defined structure for them. This allows for me to work with principals in order to improve instruction in the classroom.
Primary	1.1	Yes	Gains are being made by students on the STAR assessments.
Primary	1.1	Yes	ACT and Star 360 show student growth and improvement. The ACT growth is new this year, too.
Primary	1.1	Yes	Student achievement is linked to our PLT and observations.
Primary	1.1	Yes	Academic and behavioral gains are directly related to the time I spend with teachers, providing feedback and being in the classroom with them.
Primary	1.1	Yes	We discussed the positive impact on student performance, seeing that the school moved from tenth to second place in reading growth. We also won an award for math and science.
Primary	1.1	Yes	Again, we are off the watch list for ESSA. We have exited students from special education programs this year, and those continue. We also have students who have exited from ESOL areas. We will be looking at specific data in 5Lab in June. TimeTrack data regarding attendance issues is also an area in which we have noted that working with parents gets kids in school for quality instruction to occur.
Primary	1.1	Yes	Supportive data: NWEA test scores in math, language, and science; and term grades.
Primary	1.1	Yes	I work directly with staff who then support students' affective/social development, e.g., counselors, social workers, and school psychologists.
Primary	1.1	Yes	Bi-weekly rigor walks, observations, instructional meetings, and data review.
Primary	1.1	Yes	Based on 5-week progress reports and end-of-quarter marking periods, we are seeing a growth in student academic progress overall. Students are completing online credit recovery, and the results show a growth in academics. Each teacher is now offering marking period recovery. The number of students in our Extended Day program is increasing, too, which demonstrates that students are more motivated to be academically successful.
Primary	1.1	Yes	I have regular data meetings with my program coordinator, data manager, and classroom teachers. These discussions help drive instruction in the classroom, supporting students in making measurable skill gains as required by NYS benchmarks. We have also implemented the support of an instructional coach and tutors to help support student success in meeting these outcomes. We then monitor student attendance and have our case managers contact students to return to school and address any potential barriers to their education through in-house or outside referrals.
Primary	1.1	Yes	Supporting evidence: panorama data for students and staff; a reduction of D's and F's in the first semester by 24; and the graduation rate is above 90%.
Primary	1.1	Yes	Compared with last year, East Elementary has seen student performance growth. Mastery Connect assessments have covered Language Arts, and grades 3 through 5 saw more student performance growth compared to grades K through 2. Note: They are on year two of implementing a new resource in Language Arts and on year one of implementing a new math resource.
Primary	1.1	Yes	MTSS and ISASP data, as well as our Early warning system, show growth.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.1	Yes	There has been student growth on scheduled assessments, as well as a focus on teacher practice.
Primary	1.1	Yes	Student report cards and IEP goals have all made gains.
Primary	1.1	Yes	We use DRC Beacon to gauge student performance in ELA and math. Student proficiency improved from fall to spring in grades 3 through 8, as evidenced in DRC
Primary	1.1	Yes	Each grade level shows growth this year, especially in the writing skills and literacy programs. There has been improvement in the MAP scores overall, especially because it has been a school-wide focus.
Primary	1.1	Yes	Assessment scores show growth on the iReady and on the Oral Reading DRA.
Primary	1.1	Yes	It has, but I need to log more time on TimeTrack in the future.
Primary	1.1	Yes	This program directly connects my instructional time to improved student performance. I am able to focus my time on specific courses and classes. When we review EOC data, I reflect on time spent with those students and teachers this year.
Primary	1.1	Yes	Due to goal setting and discussions about behavior management, referrals have declined and therefore students are staying in the classroom and are learning. Their "house" system is motivating student performance, as well. Staff has learned about differentiation, and student learning has created a positive trend.
Primary	1.1	Yes	We are seeing student improvement and growth on local assessments and
Primary	1.1	Yes	All grades have grown.
Primary	1.1	Yes	TimeTrack data, student assessment data, and GLT meetings all demonstrate
Primary	1.1	Yes	This is the first year in the building, and there has been a big change in student behavior since I have been in the classrooms.
Primary	1.1	Yes	We saw a 5% increase in test scores. We drilled the data with our staff.
Primary	1.1	Yes	We placed first in the Atlanta School System in math and science.
Primary	1.1	Yes	Using TimeTrack, I strategically focus my time on actions that drive student performance. With 57% of my time dedicated to instructional leadership and over 56 hours and 53 minutes spent on student supervision, I maintain consistent visibility that reinforces both academic expectations and a positive school culture. This presence—paired with targeted walkthroughs, coaching, and data meetings—helps strengthen Tier 1 instruction and guide effective interventions. TimeTrack ensures that I stay aligned with our SCEP goals, allowing me to focus on what matters most: improving student outcomes through intentional, data-driven leadership.
Primary	1.1	Yes	Growth data includes ISAP test scores, iReady scores, and formative tests that are discussed in CTT.
Primary	1.1	Yes	Now that I have been in the classroom more often this year, teachers have been more focused on instruction. The results of their efforts to improve instruction have made students more engaged in their own success. Everyday informal assessments such as Exit Tickets are now showing student understanding of daily objectives. This has led to improved results on assessments such as pre-/post assessments.
Primary	1.1	Yes	Grade-level interim and benchmark assessments show significant growth.
Primary	1.1	Yes	We are data-focused during grade-level classroom visits. We are also being more specific with coaching questions to teachers.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.1	Yes	When considering mid-year data, we increased from 10% to 15% in proficiency, and we reduced level one by 4% in ELA. In math, we increased from 5% to 7%, and level stayed the same. By being in classrooms more, we were able to monitor and support teachers and students with goals.
Primary	1.1	Yes	Supportive measures: going into classrooms, working with students using data from other sources, end of unit, benchmark, and so on.
Primary	1.1	Yes	Deep dives into MAP data and GMAS are showing student growth. We just received early returns of parts of GMAS, and the results for our school are
Primary	1.1	Yes	Dibels Data has shown improvement from the beginning to the middle of the year for several students. We have been working on attendance with students, too, and have seen some improvements in attendance. Students seem to be more engaged in school activities; I see students moving past one-word answers. The students also have a feeling that what they say is important.
Primary	1.1	Yes	Harris-Hillman is a speciality for young children with severe disabilities and post-graduates needing community support and integration into the work force. They do not test the students. Our "yes" answer, though, is supported by anecdotal evidence of growth as defined in the student IEPs.
Primary	1.1	Yes	They have compared their end-of-course exam data to their increases in focused instructional time.
Primary	1.1	Yes	Growth is seen by comparing state test scores to improved time spent on instructional strategies.
Primary	1.1	Yes	The principal indicated that students are currently on track to exceed the school's AMO in reading.
Primary	1.1	Yes	The changes in principal and teacher practice have led to positive changes in student data, especially at Hartley Elementary.
Primary	1.1	Yes	I am in the classroom more since starting the SAM Process.
Primary	1.1	Yes	Student behavior has largely improved. Last year, there were 495 incidents—this year, only 160.
Primary	1.1	Yes	I am looking at one-on-one data.
Primary	1.1	Yes	This year, I focused on data for individuals. It has helped me to provide coaching for specific teachers and to bring in additional resources like profssional development speakers.
Primary	1.1	Yes	Testing just ended, but we are anticipating improved scores.
Primary	1.1	Yes	ISASP data is in the 80th percentile—we are typically in the 70th.
Primary	1.1	Yes	Students don't react when Brandi visits classrooms; there are no "dog and pony shows." MAP scores are trending up, as are STARR test scores. Brandi is spending much more intentional time in classrooms.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.1	Yes	There were several areas which saw increased scores from fall to winter, including interim assessments and ATLAS for literacy, math, and science for the 24-25 school year. I think this was a result of teachers' practice that directly impacted student performance. We also saw significant gains from curriculum-based assessments and progress monitoring data. The greatest improvement was at the K-2 level, which is where I spent most of my time (DIBELS, RGR progress monitoring, letter ID, sounds, and high frequency words). Lastly, we saw improvements in EL student performance in foundational literacy skills as a result of targeted professional learning in curriculum features and intervention guidance.
Primary	1.1	Yes	She stays on task and is in classrooms. By being in the rooms, she can see good things happening.
Primary	1.1	Yes	Taylor: we have some students who are on Check-in/Checkout to help with behavior issues. This intervention is helping to keep students in the classroom more and to reduce negative behaviors. Erin discusses how student behavior has had an impact on student academic performance and how students have been doing better with behavior. Erin: our iReady scores for the end of the year are showing significant growth among student scores. Many students have met not only their typical growth for the year, but also their stretch growth goals. Also, our intervention team meets every other week, which has allowed us to zero in on specific student needs.
Primary	1.1	Yes	Overall, there has been an improvement in students' behavioral attitudes.
Primary	1.1	Yes	The SAM's being in the classrooms more has had a positive impact on student behavior. This helps with increasing student engagement. Also, when SAM is able to provide feedback to teachers, that has a positive impact on student academics. Suspension data shows a downward trend, too. Teachers are excited to tell the SAM when they have something positive to share regarding student academic growth. Overall, a positive change in social-emotional goals has been something to celebrate.
Primary	1.1	Yes	An increased focus on instruction coincides with increased state testing scores.
Primary	1.1	Yes	As teacher performance improves, so does student performance—all of which is tied to increased observation and feedback opportunities.
Primary	1.1	Yes	Since using TimeTrack, state test performance has increased and diagnostic performance has increased. This has been recognized by the superintendent.
Primary	1.1	Yes	The data indicates some improvements on local benchmarks.
Primary	1.1	No	It is not a part of J's duties.
Primary	1.1	No	Not yet. We have seen some improvements, but I can't tie them to TimeTrack yet.
Primary	1.1	No	Teacher buy-in is witnessed in walkthroughs and PLC sessions.
Primary	1.1	No	Being a principal supervisor, my support is tied directly to the principal. As a result, instructional time indirectly improves student achievement.
Primary	1.1	No	No assessment data is available at this time.
Primary	1.1	No	At this time, state data has not been returned to indicate actual improvement in student data across all secondary schools.
Primary	1.1	No	Walkthroughs, site visits, and observations.
Primary	1.1	No	Our district suspended common assessments. We only have diagnostics to compare. We have not completed the spring testing. As a result, I do not have explicit data to support a "yes" at this time--but it is possible.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.1	No	I'm in the middle on that one. I have been in a lot of classrooms, and on tests that are not state tests, we have seen growth; we saw increases from PM1 to PM2. The true growth measure, though, will be from PM3 2024 to PM3 2025.
Primary	1.1	No	Next year, we have a data goal to have data conversations directly with kids. That is the future plan.
Primary	1.1	No	Only the SAM attended the meeting, and she was not sure.
Primary	1.1	No	No, not directly from my level.
Primary	1.1	No	We have not been as detailed as we have been in previous years and therefore cannot connect the time.
Primary	1.1	No	I haven't figured out how things integrate; I don't see how this fits into student performance yet.
Primary	1.1	No	We've been a SAM team for just 3 months, so we want a longer period of time to assess student performance connected to TimeTrack. Next year will be that
Primary	1.1	No	It's difficult to make that direct connection with students from the district office. I believe that I have some impact, but not a direct connection.
Primary	1.1	No	Demario held two different positions this year: Chief Executive Officer and Interim Superintendent. He cannot directly connect his work to teacher improvement.
Primary	1.1	No	This was a SAM-only meeting; she was not sure.
Primary	1.1	No	Solo rubric submission.
Primary	1.1	No	This has been a hectic year with many changes. I can't directly say yes.
Primary	1.1	No	I am completing this rubric without the SAM or principal. We have never met.
Primary	1.2	Yes	Supportive data: the 9th grade is on track; graduation rates; and MAP Scores.
Primary	1.2	Yes	Benchmark and state EOCs show consistency and/or improvement for all students. Feedback from parents and guardians have also indicated that teachers have been impactful on their children and that they have seen the growth themselves.
Primary	1.2	Yes	This is their first year in the role, and because of that they are gathering baseline data. By law, 54% of 70% tested have to make progress. The SAM Process has helped the SAM team hold teachers more accountable to "the list" in helping students to gain credits and to make the needed academic growth. It has allowed for more personal conversations with teachers about student growth, too.
Primary	1.2	Yes	We received our end-of-year academic screener data two weeks ago. Based on our time spent with principals and district-level administrators, students in K-5 and 6-8 demonstrated growth when compared to the beginning-of-year screener data. My TimeTrack shows that I spend more time with principals at the K-5 level and 6-8 level. As a result, I will now be focused on spending more time with high school
Primary	1.2	Yes	Test scores are increasing, while failure rate is declining.
Primary	1.2	Yes	MAP scores have improved significantly in 8 out of 10 sites.
Primary	1.2	Yes	Mastery Connect results are showing mastery of objectives. Data looks good, and we are monitoring progress on a regular basis to make ongoing adjustments.
Primary	1.2	Yes	Our benchmark data is trending in a positive direction.
Primary	1.2	Yes	Our iReady interim assessments are showing student mastery of many of the
Primary	1.2	Yes	Our school examines data collected from our Achieve 3000 program for ELA and ALEKS programs for math. We examine the data from each grade level and teacher, and then we use the data to examine weak areas and use this to focus on instruction.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	We have been expecting more of instruction and are seeing students do what the teachers ask them to do, e.g., "what are you learning, why are you learning, and how will it help you?"
Primary	1.2	Yes	Supportive data: state test results from end-of-year assessment, MAP data, individual student growth goals, observation of differentiated instruction, and student behaviors of engagement.
Primary	1.2	Yes	Pockets of sixth grade saw improvement, and seventh and eighth saw growth, as
Primary	1.2	Yes	There are many variables to how students perform. The data used in our district tracker indicates growth. Teachers reflect on this data and then share class data on
Primary	1.2	Yes	There has been improvement in reading achievement as evidenced by iReady data. Math data is also showing growth according to quarterly benchmark data.
Primary	1.2	Yes	We saw gains at the winter benchmark in ELA and math; we are still awaiting spring results. We know, however, that we are on track to reaching our goal at increasing reading. We are at about a 5% increase.
Primary	1.2	Yes	Observations, walkthroughs, and iReady.
Primary	1.2	Yes	We are waiting on final data, but our preliminary data indicates we are maintaining and possibly improving!
Primary	1.2	Yes	Student performance has improved due to student supports, which aligns structures to create intentional academic supports for students so that they can improve. A more purposeful use of instructional time is targeted in order for student
Primary	1.2	Yes	Lakisha mentioned the positive results from Panorama but noted a need for improvement in student self-regulation. They agreed to use the data for future
Primary	1.2	Yes	We will not know until the end of the year, but subtle changes are looking positive.
Primary	1.2	Yes	We are bridging gaps between groups.
Primary	1.2	Yes	All of our reading and math scores have improved. The state assessment is coming up, and we are looking forward to seeing improvement in both of those areas. During walkthroughs and observations, student engagement has improved.
Primary	1.2	Yes	Data is showing improvements, especially in writing.
Primary	1.2	Yes	Principal performance has improved because she takes the time to meet with them on a bi-weekly basis to keep in touch with them and their needs. I see a 100% return of principals who I work with. I am ensuring that there are creative learning cycles for talking to the principal. This moves on down the line, and students are showing improvement at each school.
Primary	1.2	Yes	Mid-year STAR data for ELA and math.
Primary	1.2	Yes	We've seen gaps closing because of targeted interventions. We reduced by 20% two more grade levels that were below in reading, and we did the same by 18% in math. We also added student support groups and a DEAR Team. For the first time, we've kept our "on-or-above" students at the levels of on-or-above. None of them dropped down during winter testing, either.
Primary	1.2	Yes	Reassessments, observations, and conversations with students.
Primary	1.2	Yes	When Nicole is visiting classrooms, she prioritizes students' levels of engagement. She looks for rigor and purpose for doing the work, too. These then translate to student achievement. She also speaks with principals regarding MAP scores and other assessment results.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	iReady data and observations.
Primary	1.2	Yes	When we look at our F's and at our student success team, we see that we've been able to offer supports to improve instruction, student work, and relationship
Primary	1.2	Yes	Instructional time informs the deployment of school personnel resources, including instructional coaches. Benchmark data is reviewed throughout the year.
Primary	1.2	Yes	The walkthrough tool shows student growth and development.
Primary	1.2	Yes	Our benchmark and quarterly data are showing student mastery of many of the learning objectives.
Primary	1.2	Yes	Walkthroughs and student data are showing gains in both ELA and math.
Primary	1.2	Yes	We looked at direct feedback and focus indicators. What we found is that the amount of time spent with the administrator team, instructional coaches, and division leaders has resulted in a more vertically aligned approach on instruction. This also ties into our SIP and district plan. Our Freshman On Track rate is higher than it has ever been at 96.2%. Our Sophomore On Track initiative has also shown growth. Our Athletic Director says this is the smallest group of ineligible athletes
Primary	1.2	Yes	Some of our benchmark data is showing student mastery of objectives.
Primary	1.2	Yes	School and state assessments are showing growth, as is the level of focus in the
Primary	1.2	Yes	Bridge to Read data has shown improvements in all areas. This was a goal at the start of the SAM Process.
Primary	1.2	Yes	Based on student performance on benchmark tests, the use of this process has impacted their academic performance in a positive way.
Primary	1.2	Yes	Supportive measures: data from the dashboard and increased time with students.
Primary	1.2	Yes	MAP data indicates growth in the 5th grade. Panorama data on school culture is up as of now, as well!
Primary	1.2	Yes	Our Dibels progress monitoring has shown continuous growth.
Primary	1.2	Yes	More time was spent in 6th grade ELA and 7th grade math supporting those teachers. As a result, those students have excelled the most in school.
Primary	1.2	Yes	Graduation rates have increased. Working with students has increased by 6.8%, too. Many students are honor-roll-ready, and report cards reflect positive academic outcomes. Time spent in building network meetings, though substantial, is ultimately focused on planning for student success and long-term growth.
Primary	1.2	Yes	Testing is one of my responsibilities. We have seen improved student attendance for both PSAT and SAT testing. I support student achievement on the SAT through the use of Conn Academy, which analyzes how students scored and how they can improve their performance on future administrations of the test. I also do outreach to parents around student performance on the PSAT/SAT.
Primary	1.2	Yes	iReady data, walkthroughs, and observations.
Primary	1.2	Yes	RTI, school-wide interventions, Benchmark assessments, Quick Checks, and Star Renassiance.
Primary	1.2	Yes	We are currently on track to achieve proficiency and growth goals.
Primary	1.2	Yes	We review and analyze NJSLA to then compare it with ASP and cycle benchmark data; this allows us to see patterns and trends. This information is then shared with teachers to guide instruction.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	Attendance has improved, and we are waiting on standardized testing results to monitor overall growth.
Primary	1.2	Yes	MAP testing results.
Primary	1.2	Yes	Working directly with teachers pays off in regards to student performance. She is focusing less on teacher talk and more on student talk. She finds this valuable for student leadership and collaboration.
Primary	1.2	Yes	Tracking student and teacher outcome data—such as on-track graduation status and rising graduation rates—helps to identify improvements in student performance.
Primary	1.2	Yes	We are working with students directly, and others have observed that there is progress in teaching.
Primary	1.2	Yes	Earlier in the year, our building moved off the State School Improvement list based on assessment scores. Also, the school moved from an F rating to a C rating in 2 years based on student growth. This reflects an overall growth in academics for our students. In addition, our Specials teachers, e.g., art, music, etc., have started having programs, facilitating competitions, and providing students with new opportunities which did not exist in prior years.
Primary	1.2	Yes	Methodical observation and follow-up show growth. Team collaborative meetings also include data which informs discussions.
Primary	1.2	Yes	Improved teacher performance leads to improved student performance! Looking at iReady and benchmark assessments, as well as at EOCs, shows that link.
Primary	1.2	Yes	Focused instructional leadership has led to more consistent implementation of instructional strategies, which in turn positively influences student engagement and achievement. We have seen improved benchmark assessment scores and progress monitoring data, too. There is increased student proficiency in targeted content areas (based on common formative assessments), and there is a correlation between high-frequency coaching and student growth in specific classrooms.
Primary	1.2	Yes	Support is evident in walkthroughs, staff meetings with our team, and in meetings with our principals. Instructional practices are also being implemented in rooms, we are planning for curriculum and assessments, and we are debriefing our teams. We have reviewed the data, and it has given us clarity and focus on student
Primary	1.2	Yes	Work with students, conversations with students, supervision of students, and Benchmark test data all show growth.
Primary	1.2	Yes	Being in PLTs has been helpful. Also, seeing the impact of my input there and how teachers implement instruction to impact students also lets me know that our process does impact student achievement.
Primary	1.2	Yes	This answer is based on student growth in classroom assessments, as well as on students' being on target to meet end-of-year goals as defined by the Early Learning
Primary	1.2	Yes	I saw growth in our FAST testing in pockets, but not at every grade level. We are going to be focusing on that. Our math scores showed movement from a lower level to a higher level.
Primary	1.2	Yes	Progress monitoring data indicates improvement; we are awaiting the next results!

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	We have a few metrics that show increased student performance, including an improvement in 9th grade On-Track data at both high schools, as well as an increase in ELA proficiency in grades 6 through 8. There is also a continual increase in enrollment for AP courses. Meanwhile, we are maintaining average scores among the state and global averages in most AP courses.
Primary	1.2	Yes	Teachers are clearer on their goals and language than before. Students are also able to communicate that their performance is linked back to these goals and to a common language.
Primary	1.2	Yes	Supportive evidence includes district and building assessments.
Primary	1.2	Yes	Yes, I feel like my daily work in growing teachers has had an impact on student performance. My interactions with all the students has also helped to build a culture of learning and responsibility that supports their academic growth, as evidenced by a variety of assessments.
Primary	1.2	Yes	Direct contact and quantitative data collection shows an increase in student performance. A culture of student testing has improved, as well, since it is now a
Primary	1.2	Yes	We use HMH and have a growth measure. We have seen growth in math, and we use progress monitoring with ELA. We are also using Boost for ELA--both of these show growth. Students are being pushed by the amount of rigor, and I recently had a conversation with a kindergartener about nerve receptors and dopamine. Wow!
Primary	1.2	Yes	Data assessments, observational data, and working with students.
Primary	1.2	Yes	I believe I am able to spend more time with teachers on instructional practices, which allows me to directly influence how my students will perform in the classroom and on different assessments. I'm also able to spend more time on issues that are directly related to instruction.
Primary	1.2	Yes	Walkthroughs for phones has significantly declined. This means that students are more engaged in instruction. I protect the classroom instruction by making policies about breakfast and phones. Low incentive students have also shown some growth in science, and we are improving in math. Discipline issues are lower than last year, and fewer students are roaming the halls.
Primary	1.2	Yes	Quarterly data assessments and grades.
Primary	1.2	Yes	Our reading diagnostic testing shows significant gains in our ELA at all three grade levels. This is because our teachers are planning together and selecting the standards and instructional strategies that they will use to teach that standard. It is having a huge impact with our students.
Primary	1.2	Yes	In the last three years, we have grown to be the top tech school in the state in math, as well as the second in English. We have moved our attendance policy to include rewards and have reduced our chronic absenteeism from 20% to 6.7%. We are way below the district goal of 11%.
Primary	1.2	Yes	NWEA data and tutoring implementation all show growth.
Primary	1.2	Yes	Preliminary data suggests tremendous growth in math. We were second in our
Primary	1.2	Yes	We met with staff that had higher failure rates. We were able to provide additional support to these staff members, including EL staff to support students. We have improved by 4% in comparison to last school year.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	Supportive data: Star Renesiance data, attendance data, MAP data, deep data dives with principals.
Primary	1.2	Yes	iReady data, MAP reading fluency, Beacon Assessment, and Mastery Connect Data (common assessments) all show growth.
Primary	1.2	Yes	Again, the Top 5 meeting about student support allowed us to focus on individuals that needed extra support to be successful. Our ISASP testing showed that our first year of math adoption has been in the green across the board. FAST data shows no dip in winter scores compared to fall, either. Our chronic absenteeism has diminished, too, and our school went from the worst to beating out regional in our
Primary	1.2	Yes	During GL PLC, we have been looking at student work. I use walkthrough visits to determine if what I see is aligned to what was discussed in the group meetings.
Primary	1.2	Yes	Student performance is showing an increase in both local and state data. This includes classroom assignments, NWEA assessments, and state-level assessments.
Primary	1.2	Yes	State testing.
Primary	1.2	Yes	Walkthroughs show that student participation has increased in a focused, instructional technique. Students have taken leadership in the process, too.
Primary	1.2	Yes	Yes, through the instructional time of collaboration, each department has set goals and created action plans. Students have shown growth because of this, and for those who haven't, there is a plan. The intentional time fostered by TimeTrack helps plans like this thrive. Mastery Connect benchmarks, attendance, grades, and ICU data tracking also show growth.
Primary	1.2	Yes	The Spanish LA improvements are evident; there has been a shift in walkthroughs and data dives with principals. Student performance is improving in certain levels, too, which is where the implementation plan is working.
Primary	1.2	Yes	Our iReady, Acadience, simulation exams, and running records are used to analyze progress and to determine if students need additional support. Our ILT and administrative team have focused on this data to be able to provide more targeted instruction on specific skill areas and to move them accordingly throughout the
Primary	1.2	Yes	Supportive evidence includes on-going data assessments and observation of teacher practices.
Primary	1.2	Yes	We started doing our state testing yesterday. The students are more confident than I've ever seen. I think that can be attributed to the time and intentionality we've had with teachers. Because we have been able to support teachers, they have been able to support students. If we continue to spend time with teachers and students, we will get in even greater growth as time goes by. I make sure to celebrate the confidence that our students have, too.
Primary	1.2	Yes	Feedback given to teachers is implemented in classrooms immediately. We have weekly data meetings which helps to identify our scholars' performance in given
Primary	1.2	Yes	Data from IEP goals indicate that students are making progress.
Primary	1.2	Yes	It has, but it seems more indirect. It has raised accountability, though, by way of increased observations and ramped-up support student support. It has helped to focus Tara and Valerie's work, too, on key intervention and behavior support.
Primary	1.2	Yes	If I am able to decrease the amount of time I see a group of teachers, it's because instructional practices have increased based on student engagement or work

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	Data reviews.
Primary	1.2	Yes	Yes, student overall attendance, behavior and attendance data.
Primary	1.2	Yes	Class period attendance has increased. There has also been a reduction in suspensions as indicated in PowerSchool. We are also anticipating an increase in freshmen earning 5 credits or more, as well as an increased graduation rate and
Primary	1.2	Yes	Evidence is seen in Tech Learning Walks and in the District Champion.
Primary	1.2	Yes	I'm really focused on working with teachers, and that has brought about some student growth. Office referrals are down this year, as well.
Primary	1.2	Yes	Post-testing, we will "really know." Informally, though, we have been looking at student writing samples in all departments and have seen better development and focus. Kids are more familiar as a result of practice and their use of the rubric.
Primary	1.2	Yes	I am in schools a great deal and probably have a less direct impact here. This falls to the leadership of the schools. Because of the support I provide to the principals, teachers grow, which then impacts students performance.
Primary	1.2	Yes	We are supporting students by collecting data and supporting teachers.
Primary	1.2	Yes	iReady scores are showing very good growth for many individual students. We assessed at the beginning of the year and again at the middle of the year; according to individual student reports, many students have met their annual growth goals already in ELA and math. We still have about two months of the school year left.
Primary	1.2	Yes	The MAP data showed great gains this year. Tiffany directly attributed it to her focus on observation and feedback. The SAM Process helped her stay on top of feedback. Tiffany had remarkable feedback numbers, as well. She also reported better relationships with students as she implemented daily morning walkthroughs of the building to check in with students. These walkthroughs built stronger rapport that eventually helped her with students and accountability.
Primary	1.2	Yes	Map data and IAR data both show growth.
Primary	1.2	Yes	Supportive measures include my presence in rooms, intentionality/equity of time working with teachers, and our data.
Primary	1.2	Yes	Nearly 20% of time in TimeTrack has been spent on planning, curricuculum, and assessment. Teachers had more intentional planning time with assessment reflection.
Primary	1.2	Yes	Increased instructional time, plus improved teacher practice, is attributed to increased student engagement and lower minor/major referrals being given. Core Data collection is occurring now at the end of the year to assess student
Primary	1.2	Yes	Our benchmark scores have increased throughout the year. After-school tutoring was implemented, and it has impacted quite a few students. In-house tutoring with Amplify occurs during the school day, too. Improvement has been seen in all of
Primary	1.2	Yes	We have had growth on our iReady assessments, especially. Students have to spend at least an hour each week on their personalized learning plans. Ms. Fox collects the data, and we celebrate their success. As a result, students are testing out of their personalized learning plans. Student success is then rewarded by allowing qualifying students to visit a game room.
Primary	1.2	Yes	Yes, we use the continual improvement model to identify individual students according to their current performance status versus what their projections are. We create individualized action plans from this, and then we monitor and support

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	Our students have performed better on benchmark assessments throughout the year, from BM1 to BM2 to BM3. I have spent more instructional time with our math teacher, supporting her with her EL students. Because of that, I have seen an impact in student performance with that subgroup.
Primary	1.2	Yes	Teacher observation data, student performance in classrooms, and test results in the focus subjects of English and math show an overall improvement in student
Primary	1.2	Yes	Part of our Tier plan was to focus on Tier I systems in the classroom. When working with students, I have focused on the plan that helps restores relationships with teachers in order for them to feel comfortable enough for them to learn. The data shows an increase in working with students.
Primary	1.2	Yes	Supportive data: leadership team conversations; PLC conversations; Instructional coach conversations; iReady test scores; MAP scores; and content test scores.
Primary	1.2	Yes	Quantitative and qualitative assessment results show growth. We especially invested time in math curriculum this year, and we have done deep-dives into ELA. The MAP and Illinois Assessment Readiness results showed growth, too.
Primary	1.2	Yes	Quarterly assessments show growth, and grades have improved.
Primary	1.2	Yes	When working with teachers, we look at time spent, test scores (pre- and post-), and performance evaluation scores. Teachers then meet with instructional coaches, and this has been leading to improvements.
Primary	1.2	Yes	Again, we are seeing an increased performance on iReady from the beginning to the middle and to the end of year. In both reading and math, growth is occurring across all grade levels.
Primary	1.2	Yes	Teaching capacity impacts student achievement. Being visible in classrooms impacts this, too.
Primary	1.2	Yes	Chief Brooks and the principal monitor student growth of the teachers whom they are coaching--gains are being made.
Primary	1.2	Yes	TimeTrack shows me how much time I'm in the classroom and lets me know that curriculum is being implemented correctly.
Primary	1.2	Yes	Not just our time in CTT and in observations, but the time Laura spends working with the students should all add up to more support for students. I can see student engagement increasing when doing walkthroughs. FAST tests show improved ELA
Primary	1.2	Yes	Being in the classroom helps me to monitor teacher support and to provide feedback to coaches.
Primary	1.2	Yes	Student achievement is increasing on formative assessments, and there has been a decline in office referrals.
Primary	1.2	Yes	Scheduled teacher and student data chats have allowed me to see ownership in teacher practice and in student learning. All stakeholders are clear about their areas of next steps, and through data-driven conversations I have seen an increase in student outcomes on iReady and Acadience assessments.
Primary	1.2	Yes	Math growth and reading fluency have improved on the Fastbridge Test, on aReading, and on formative assessments.
Primary	1.2	Yes	iReady data and diagnostics both show improvement.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	An increase in MAP scores has occurred over time. This assessment is given three times per year. There has been an increase in the Panorama survey results, too, regarding how students feel about their own learning and self-regulation and how it impacts their learning and interactions with others.
Primary	1.2	Yes	As a result of the new evaluation system and increased observations, student engagement has increased, which has improved classroom management and led to better student feedback.
Primary	1.2	Yes	Student performance is enhanced as Reiko works with students to help them with credit recovery and to meet them "where they are." Testing and results are evaluated to see if students are performing well. Reiko must orchestrate all of these things with the teachers and the students.
Primary	1.2	Yes	Recess Reset has become a part of the schedule for the principal, and as a result student engagement has increased, especially in classes following the lunch/recess block. Work with the STARS program has improved life skills, too, as well as students' IEP goals. For example, three students who weren't successful at other schools have achieved success at Lee.
Primary	1.2	Yes	Working with students, observations, and progress monitoring data.
Primary	1.2	Yes	Benchmark data and observations.
Primary	1.2	Yes	Pre-diagnostic assessments and walkthroughs.
Primary	1.2	Yes	Unit assessments and the Dibbles assessment benchmarks show growth. There is no additional end-of-year assessment available at this time.
Primary	1.2	Yes	Our school data is showing significant growth and levels of proficiency. This is for formative--as well as standardized and state assessment--data.
Primary	1.2	Yes	I have more of an indirect impact because I support staff, and staff are the ones who actually work with students. PLC and data for student achievement, though, allows me to connect their instructional time to improved student performance.
Primary	1.2	Yes	Supportive data: consultant lab-sites (embedded PD); classroom observations; and extended learning opportunities.
Primary	1.2	Yes	It has driven me to be more intentional about time spent with teachers, e.g., where I am in the building, what students need, etc.
Primary	1.2	Yes	Our mid-year data for ELA is better than it has been in the last 5 years. Our math scores are promising, too; we did not regress. Our MTSS process has seen more students exit the process and not need the extra supports.
Primary	1.2	Yes	Our data shows that I spend a lot of time in decision-making groups. This is a hallmark for Chapel Hill. Our teams spend a great deal of time examining student work and discussing how to improve instruction. I spend time coaching the team leaders on how to lead. We also have high-functioning IEP teams. Further, we have high student performance because of the collaboration that we have. I spend a great deal of time growing teachers in the instructional realm; we even have some teachers getting high levels of student performance. I want to get all teachers supporting students so that we have success with all students.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	MAP scores have been steady, and grades have been analyzed and are showing some improvement. She has conversations with teachers about teaching and learning, and they look at data. A team (Power Team) has been created and it meets at least every two weeks to talk about instruction, goals, initiatives, and progress. They problem-solve and come up with solutions that will help with student success.
Primary	1.2	Yes	We saw an increase in both ELA and math performance for all gen ed. students. For SPED students, we saw an increase in their specialized learning goals.
Primary	1.2	Yes	I am able to attend a graduation ceremony that featured 36 of our teachers who were going through our Master's program. This is a huge celebration.
Primary	1.2	Yes	Springfield Ball-Charter has achieved a commendable status with the state. There was growth in every area. The improved teacher practice has transferred to student performance.
Primary	1.2	Yes	We are seeing a higher percentage of students with "pass" rates; pass rates determine the percentage of freshmen who are on track to graduate. Attendance has improved by 5 or 6%, as well. State-wide assessment results are not available at this time.
Primary	1.2	Yes	Performance metrics have been a shining example. iReady scores jumped 11%, which was significant. We are top in the district with priority standards based on district testing; we focus on standards 2 and 3.
Primary	1.2	Yes	Periodic assessments, such as iReady and standards-based assessments, have shown increases. Scholarship reports show improvement in grade point averages, as well. We have seen a significant reduction of students on our PID (promotion in doubt) list and will most likely have a 100% graduation rate and no 8th graders attending summer school. I am predicting that we will hit a percentage growth of 10% in both ELA and math on NY state assessments. We also have an increase in student engagement in the school as a whole. We were acknowledged by the district as a school with the largest reduction in safety incidents, according to the Safety Climate report.
Primary	1.2	Yes	Overwhelmingly so, yes! Professional development and learning cycles have been fantastic. The impact on student learning is evident due to interdependent tasks in class. Teachers have provided more rigorous instruction, too, by using different techniques--there is finally excitement around the learning cycles!
Primary	1.2	Yes	I am hoping our spring testing will show improvement. Next year, we are monitoring data more frequently in order to make some changes. Students have been improving in class. They are also attending more frequently, which will help to
Primary	1.2	Yes	Supporting data includes formative and summative assessments, as well as year-long student-centered reflection journals for each student.
Primary	1.2	Yes	We have seen considerable improvement in the Global History, US History, and Living Environment Regents, and we have seen slight improvement in ELA
Primary	1.2	Yes	Feedback and local achievement scores.
Primary	1.2	Yes	We are showing growth on our Alex math assessments and Achieve3000 for ELA. We showed growth in our NJSLA results in ELA, where the MGSP grew from a 31 to a 44--and math grew from a 36 to 49.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	A new third grade teacher was struggling with new reading, so Kim was able to model the teaching practices. Her reading scores went up consistently after making the time for it. The Dibels progress monitoring went down prior to support, but it then went back up after modeling.
Primary	1.2	Yes	Student growth measures, iReady tests, and summative assessments.
Primary	1.2	Yes	Student outcomes, scholarship data, and an increased graduation rate.
Primary	1.2	Yes	Supportive data: attendance data; IAR (Illinois Assessment of Readiness; ACT; the number of students in their CTE (career & technical) programming; and the number of students in Dual/AP classes.
Primary	1.2	Yes	They have increased families' understanding of student progress, and they have a 10% stretch goal in math, reading, and science because they believe the original 3% is too low. Continuous improvement is monitored, and there have been increases in tutoring offerings and engagement in tutoring.
Primary	1.2	Yes	We use iReady to monitor ELA and math, and we started inspecting what we expected. A big impact has been seen in the use of the data and in using it to create groups, follow-ups with students, etc. Interventions are offered if needed, too, and their success is celebrated. We have made strides in the right direction and have had
Primary	1.2	Yes	The student growth discussed in the last response also applies to this question. Student engagement has increased as evidenced by less students in hallways, the office, etc. Walkthroughs and collaboration time is also focusing on student needs; we are simultaneously understanding that the lessons and instructional strategies all impact student performance. Increased student engagement is also a result of better classroom management, allowing for more instructional time.
Primary	1.2	Yes	Not only do I track my instructional time—I track my time with students, as well. We have had student-led conferences this year, and I have set aside time to observe those conferences. We are including student voices in all of our key committees, too. This ensures that I'm spending time listening to students and getting input. Additionally, we surpassed our middle-of-year assessment goal by over 60% in all areas. In some areas, such as reading and math, were as high as 80%.
Primary	1.2	Yes	We are making some progress in some grade levels. Teachers are over scaffolding from too much support, though. This is evident by the time I worked with teachers
Primary	1.2	Yes	Both of the coaches are keeping data walls, and when we meet, they plot their data to have conversations and to see growth. These check-in's and support of small group instruction have assisted the teachers in providing the necessary skills for literacy and math development. I am looking forward to seeing the EOY data for Amplify, which is a standardized assessment we use for ELA.
Primary	1.2	Yes	Measures of growth include: iReady data; math unit data; ELA module data; attendance data; report card data; student participation in after-school academic support activities; and extracurricular activities.
Primary	1.2	Yes	Students are growing because I am giving teachers tools to improve. Students are benefitting from the suggestions discussed during our pre- and post-conferences. I see them using some of the tools I suggested to the teachers, too.
Primary	1.2	Yes	Students are making gains in iReady and in other benchmark data.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	Our Hispanic population rose from 25% to over 50% in the last couple of years. EL student growth is closely monitored, and gains have been steady.
Primary	1.2	Yes	Evidence of growth: intentional plans with daily wellness; having academic and social emotional connections with students; talking to kids about confidence; and improved effort on assessments. Student stamina of work has also increased as they gain confidence. Time spent with teams, such as Respect for All, the instructional leadership team, and school-based support teams, helps us to design and adapt for
Primary	1.2	Yes	I look at data to make adjustments. I also look at student surveys in math to get student ideas.
Primary	1.2	Yes	Professional development, coaching conversations, and small group instruction all demonstrate student growth. The use of an interventionist does, too.
Primary	1.2	Yes	ELA scores have improved.
Primary	1.2	Yes	GMAS data, as well as unit and weekly assessments, shows growth.
Primary	1.2	Yes	All juniors in the state take the SAT. We arrived at significant inprovements in English, reading, and language arts scores (42 points), and in math scores we improved by 30 points.
Primary	1.2	Yes	Student engagement and participation, in addition to school quizzes and tests, show improvement.
Primary	1.2	Yes	Success here is measured by ensuring that all students complete the academic requirements to prepare for the transition back to their school zone.
Primary	1.2	Yes	Student test scores have been steadily showing gains.
Primary	1.2	Yes	Student data is consistently being reviewed and analyzed to then make curricular adjustments to accommodate student needs.
Primary	1.2	Yes	During walkthroughs, the school team has been able to identify gains in student engagement.
Primary	1.2	Yes	iReady data reflects steady growth in reading. Our Kinder students have made great gains, too.
Primary	1.2	Yes	There has been an improvement in benchmark and iReady data.
Primary	1.2	Yes	There are some gains in reading scores. We have on-going data checks.
Primary	1.2	Yes	On-going learning assessments and data from progress monitoring both show
Primary	1.2	Yes	The time I have spent in classrooms has shown students that I am taking education seriously, and they are holding themselves accountable for their own learning. Because of teacher growth doing well, it has translated to student growth. We have seen growth from fall to winter and are now waiting for spring results.
Primary	1.2	Yes	Yes, Time Track can be connected to student performance growth from the start of the year until the conclusion, especially in terms of schoolwide goals and program
Primary	1.2	Yes	A better use of time has allowed me to initiate more direct teacher collaboration, such as through learning walks and team coaching. This has had a direct impact on instructional planning and strategies, which seems to correlate with better local and state assessment scores.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	Yes	The MAP data showed great gains this year. Tiffany directly attributed it to her focus on observation and feedback. The SAM helped her stay on top of feedback, too. Tiffany also reported better relationships with students as she implemented daily morning walkthroughs of the building to check in with students. It built stronger rapport that helped her with students and accountability.
Primary	1.2	Yes	My department makes sure that students are provided with optimal testing environments so that they can be successful. Data sources include time spent with teachers and administrators, as well as professional development sessions.
Primary	1.2	Yes	We are working with a lot of assessment data, including local and state assessments, and the data is looking very strong.
Primary	1.2	Yes	Troy answered primarily in the positive but stated that he feels it's hard to quantify or directly tie his actions to student performance. Specific causation is difficult to pinpoint. However, both anecdotal evidence and discipline data point to decreased behavior issues and increased time in classrooms.
Primary	1.2	Yes	In January, an ELA teacher quit, and Ms. Turner had to take over the classroom in addition to being the principal. She believes that that time directly contributed to improved student performance.
Primary	1.2	Yes	Academically, we are still addressing the COVID learning gap. However, the work our teachers are doing is impactful. Student behavior has improved, and we have a plan in place to hold students accountable. The conversations we are having with students are more meaningful, too. The school community as a whole is changing for the b...
Primary	1.2	Yes	Local test results show growth. State assessments are now being administered.
Primary	1.2	Yes	Local tests show improvement. They are currently administering state tests.
Primary	1.2	Yes	Yes, James Lawson High School was awarded the following honors at the Academies of Nashville Awards on Monday, May 5th: Highest ACT Growth and Highest Graduation Rate among all 12 Academies of Nashville schools!
Primary	1.2	Yes	School building master schedules support individual and program needs. This justifies the staffing allocations and provides additional support staff based on
Primary	1.2	Yes	The laser focus on instruction this year has led to gains in student grades.
Primary	1.2	Yes	Data is showing growth.
Primary	1.2	Yes	A good amount of time is spent aligning IEP accommodations and support between classroom and testing.
Primary	1.2	No	We are awaiting ACT data. Students are understanding how they are being assessed, too. Our focus has been on our teacher practice for this school year.
Primary	1.2	No	As an alternative school, our enrollment often changes. Students transition often based on their individual needs.
Primary	1.2	No	I will know more at the end of the year. It's worth noting that the loss of an assistant principal has affected my walkthrough and feedback rounds.
Primary	1.2	No	It was part of the change that needed to occur. Relationships and feedback didn't always impact the students the way it had been intended.
Primary	1.2	No	It is difficult to evaluate improved student performance, but my work might have had an indirect impact.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.2	No	The team is just in the sixth month of using TimeTrack and had not thought about this prior to today. For next year, they plan to review possible connections to student data on a regular basis.
Primary	1.2	No	I can't see a throughline between my work and student acheivement, but I do believe that my support of the progress monitoring initiative for Dibels will result in student
Primary	1.2	No	Not yet, but I will reevaluate next year.
Primary	1.2	No	The principal had to leave for an emergency, and the SAM was not sure.
Primary	1.2	No	There are many meetings as site director, but I do meet with my instructional team to make sure that they're on track for student improvement.
Primary	1.2	No	On my level, I cannot directly connect my work to teacher practice.
Primary	1.2		
Primary	1.3	Yes	WIG Goals for the district align with student performance. We use the FAST data to show growth and improvement in 100% of our students.
Primary	1.3	Yes	Measures of support include: time spent in buildings, walkthroughs, feedback, teacher evaluation ratings, and discipline meeting attendance.
Primary	1.3	Yes	Student scores have increased in ELA, and we are hopeful that we'll see the same results in math.
Primary	1.3	Yes	Mary uses state assessment data and behavior data to determine student growth and performance. When she deals with behavior referrals, she always connects the behavior to student learning by going over grades with the students and by connecting them with the behavior that is being displayed. Mary is very student oriented and spends a lot of time making them feel valued. This goes a long way to
Primary	1.3	Yes	Local assessment data indicates growth in most areas.
Primary	1.3	Yes	Ms. Benson tracks her students' academic progress. She meets with her staff regularly to monitor and manage the progress of her students. These meetings are scheduled regularly on her TimeTrack.
Primary	1.3	Yes	If teachers are improving, then students are improving.
Primary	1.3	Yes	School-wide math and reading achievement data reflects student growth this year. CMAS results, which are being collected at the moment, are expected to reflect this growth, as well.
Primary	1.3	Yes	We are seeing growth in iReady and Star 360 data. We are also seeing better attendance and less students referred to summer school and to the Bridge program.
Primary	1.3	Yes	Pre-assessments and iReady data.
Primary	1.3	Yes	As mentioned in the previous question, assessments show that the students are learning. Under Keneisha's leadership with staff and the time she spends with students, she is seeing growth. She wants to spend more time working with students next year, though, as this is where her passion lies.
Primary	1.3	Yes	School quizzes, tests, and teacher impressions reflect improvement. State assessments are just beginning.
Primary	1.3	Yes	iReady data shows that students are making accelerated growth in literacy. Mock test data shows increased student proficiency between Mock 1 and Mock 2. 8.7% of time was spent directly working with students. Improved teacher practice and time spent on Planning, Curriculum, and Assessment also leads to improved student
Primary	1.3	Yes	Student achievement data and student attendance.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.3	Yes	Our fall and winter testing has shown an improvement in reading and math to "on" or "near" expected growth.
Primary	1.3	Yes	Michelle's work with staff impacts student performance. She uses Panorama and Sabers data to follow up with student needs and progress. As mentioned previously, she inspects what she expects. Michelle likes to work with students as often as possible, and she is able to notice if students are grasping the material.
Primary	1.3	Yes	80% our students had already reached the growth component by winter. I have seen some growth in ELA, though not as much.
Primary	1.3	Yes	Progress monitoring data and observations both show growth.
Primary	1.3	Yes	Teachers are getting stronger, and progress monitoring data indicates growth. I have taken responsibility for the formal observations to free up my team to be in classrooms more, supporting teachers and students in a non-evaluative way.
Primary	1.3	Yes	Teacher learning directly correlates to student learning. Patty is very supportive of her staff and students. The students are enjoying the new curriculum, and they want to be at school. Behaviors are down, too. There is an upward trend of 30% improvement as noticed by MAP and unit assessments.
Primary	1.3	Yes	Quarterly assessments are showing gains, and interim assessments are showing improvement. ACT data is arriving soon, too.
Primary	1.3	Yes	There is continuity between teacher learning and student performance. In fact, the new curriculum's unit assessments show real student progress. Behavior has improved, too, because systems have been tightened. The students now feel safe and supported, and they therefore are progressing academically.
Primary	1.3	Yes	Our school ranks within the top two schools in the district in ELA and math. The data tracking assessment that we use also shows that our students are improving, specifically in STAR Reading and STAR Math.
Primary	1.3	Yes	We are awaiting scores, but progress monitoring data suggests improved student performance.
Primary	1.3	Yes	iReady for K-2 and Star 360 for our 3-8 have shown significant growth from beginning-of-year to mid-year. K-5 grades have increased, as well, although we are still working on MS students. We have a very small group of students who have improved from last year, and our attendance has improved from last year.
Primary	1.3	Yes	The primary focus has been on improving teacher practice, which we anticipate will lead to better student outcomes in the long run. By allowing the SAM to handle behavioral concerns, Chrissy can focus on being an instructional leader. This gives her the opportunity to provide feedback and instructional support to each teacher twice weekly. Once a month, Kim (SAM) also leads our SEBH CTT's, which further supports student performance by helping teachers analyze behavioral data and implement appropriate Tier 1 supports at the class-wide level. Walkthrough data and post-observation documentation in TimeTrack also shows improved student performance, informal observations during CTT, and post-observation conversations
Primary	1.3	Yes	It is more in theory than in practice. I think personally I have the students' leaders in mind, and my students want their voice to be heard. They want to work with me. It speaks to the development of the whole child, too. My TimeTrack keeps me focused on the work I need to do to address the whole child.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.3	Yes	Attendance is a little better, and there are less office referrals showing growth in these areas. We are waiting on state testing results, but our IAR testing is showing growth in student performance.
Primary	1.3	Yes	The more they see us in the classrooms, the better they perform and behave--ultimately leading to increased instruction.
Primary	1.3	Yes	We are seeing behavioral growth in many of our students, particularly in self-regulation. As a result, they are making progress toward academic proficiency. NWEA growth scores in both math and literacy are increasing, too, reflecting this
Primary	1.3	Yes	Because of all the things we have in place, we showed great improvement in the ISASP testing this year. Our 8th grade ELA scores were at 86%, which is wonderful--our goal was 70%. We had growth with our students in IEPs. I have also seen improvements in the students' relationships with their teachers and learning.
Primary	1.3	Yes	Department heads and assistant principals report on increased instructional time with students.
Primary	1.3	Yes	Tamara spends time reflecting on student performance with teachers and parents. She also meets with students individually and in a classroom setting, e.g., working
Primary	1.3	Yes	Walkthroughs and instructional strategies are driving our learning.
Primary	1.3	Yes	Yes, students are more engaged in the lessons because of intentional teacher planning.
Primary	1.3	Yes	Yes, the SAM team or TimeTrack owner can connect their instructional time to improved student performance by strategically prioritizing time spent on instructional leadership, coaching, and teacher support. By focusing on data-driven decision-making, classroom observations, and targeted interventions, they help enhance teaching quality, which directly impacts student learning and achievement.
Primary	1.3	Yes	Due to our focus on literacy this year, we are seeing an improvement on students' foundational skills acquisition as a result of our literacy coaches' work with teachers--and this I have facilitated through multiple meetings across the year.
Primary	1.3	Yes	There has been an improvement in and maintenance of end-of-year assessments. We are also meeting the needs of diverse learners.
Primary	1.3	Yes	We are coaching teachers around the new curriculum and working with them on how to engage students in the learning process. Overall, we saw improvement in scores from fall to winter. We are really pushing above-grade-level teaching in order to meet the needs of our higher achieving students. During advisory, we work with individuals and groups to support students in both math and ELA. I am looking forward to seeing the math scores and how the students with the extra support have
Primary	1.3	Yes	The READ ACT, interim data, and unit data all document increasing student achievement. This will be our first year participating in the State assessment program, and we expect a strong baseline.
Primary	1.3	Yes	Data team meetings and iReady data demonstrate growth.
Primary	1.3	Yes	I'm in the classroom and work with students daily. iReady scores have increased.
Primary	1.3	Yes	Support is based on all metrics that we use for student achievement.
Primary	1.3	Yes	Town Hall meetings and surveys are used, along with small-group observations, providing us with authentic conversations among students. The conversations have shown us the growth and understanding of the material within classrooms.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.3	Yes	Improving teacher practice and curriculum leads to better student performance. Social-emotional support for students helps them feel safe and perform better, too.
Primary	1.3	Yes	By focusing my time on instruction, students will improve. I try to break my work down on helping students to improve. I have to make sure that teachers know instruction so that they can improve students, as well. We all try to educate our
Primary	1.3	Yes	Support is based on the data from our PLT meetings, which indicates that students are improving.
Primary	1.3	Yes	iReady and other benchmarks are indicative of the growth our students are making as well as their presence in the hallways and classrooms.
Primary	1.3	Yes	With my SAM, I review TimeTrack to identify the teachers that are receiving support from myself and other TimeTrack holders like my assistant principal. In our regular meetings, we discuss student data, teacher efficacy, and schoolwide trends. We then make decisions to better improve our initiatives to support the learning in the classroom. Because of this, I strongly believe that my use of instructional time has an impact on improved student performance.
Primary	1.3	Yes	We have seen continued improvement in student performance. This has been a good indicator that we are doing some of the right things. Our students are moving up in their tiers, too.
Primary	1.3	Yes	Weekly tests, quizzes, walkthroughs, and work with students all reflect success.
Primary	1.3	Yes	Better instructional practices lead to better student performance. Benchmark testing also reflects this.
Primary	1.3	Yes	Students have exceeded the 35% EMO growth expectation.
Primary	1.3	Yes	Natalie said that walkthrough feedback to teachers does have an impact on student performance. Also, Allison is engaged in negotiations with the teacher union, which includes instructional performance expectations. These expectations of teacher performance are designed to have a positive impact on student performance.
Primary	1.3	Yes	State Assessments show improvement. IAR MAP assessments are also showing improvement in student growth in math and literacy.
Primary	1.3	Yes	I work with students daily and model for them appropriate and useful skill and study habits for their academic success.
Primary	1.3	Yes	Our Benchmarks have shown growth in our student performance.
Primary	1.3	Yes	Conducting reports, having benchmark assessments, and completing climate and culture surveys are all used to measure improved student performance.
Primary	1.3	Yes	We will soon get our NWEA scores back, and I expect to see growth across grade levels. Systems are in place for lunch and for the hallway that help to keep the students ready for learning. Having a testing moderator for the entire building during testing time also helps student achievement. PLC work has begun and will be a foundation for next year to help improve not only instruction, but student
Primary	1.3	Yes	Students have shown improvement since January. We are waiting for state test results and the spring FAST results to show end-of-year improvement. I have seen more engagement in the classroom, too. Discipline has gone down, and students are focused much more on instruction this year.
Primary	1.3	Yes	We saw growth in PLC's and in benchmark data.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	1.3	Yes	iReady shows us growth, and we're waiting for final scores on end-of-year testing. I attribute this to PLC's, data review, and other decision-making meetings.
Primary	1.3	Yes	We are using the same information to see what students need. Benchmarks show us growth, as well.
Primary	1.3	Yes	Our benchmark testing is showing growth for our students, which also reflects in our teachers' performance in the classroom.
Primary	1.3	Yes	Math benchmark scores reflect growth in grades K, second, third, and fourth.
Primary	1.3	Yes	This same focus group has seen an increase in student performance based on their students' meeting their targeted goals. This data is posted outside of the classroom and is updated monthly. When new teachers become more confident in their practice, it translates to student progress.
Primary	1.3	Yes	I meet with students through the Student Government Association and meet with individual students regarding their performance. Through our ASP goals that focus on improving graduation rate and the remediation of students' academic courses, we have seen improvement in both of these areas. This principal also spends time working with students to promote their learning in different academic areas.
Primary	2	Yes	Some grade levels are showing more growth on district and building assessments.
Primary	2	Yes	Rubrics and common assessments, as well as diagnostics.
Primary	2	Yes	Overall, state testing performance in student subgroups is improving.
Primary	2	Yes	Again, growth is in pockets; it is not at the level that I had hoped for this year.
Primary	2	Yes	STAR and AR data.
Primary	2	Yes	If teachers are improving their knowledge and skills, then students benefit. Students have continually improved on interim assessments and have grown on state
Primary	2	Yes	When looking at iReady data, we also look at how much time is spent in those classrooms and if they are sticking to the iReady protocols. The ILT team analyzes the data, and they determine next steps to support the needs of the students, whether that's professional development, after school programming, etc.
Primary	2	Yes	Local classroom benchmark data and behavior data.
Primary	2	Yes	Growth is in pockets. I teach a fourth grade math class two days a week. Progress is also noted on building assessments.
Primary	2	Yes	ELA and math data on ISASP is higher this year.
Primary	2	Yes	One area of growth is in formative assessments in both math and literacy.
Primary	2	Yes	ISASP data is up 5-15% this year.
Primary	2	Yes	The data is indicating growth from the first to the third benchmark. We strategically use the data to problem solve. We also look at individual students and teachers and adjust support accordingly.
Primary	2	Yes	Time spent working with students is invaluable in providing me with deeper understandings of their experience, which leads to improved instructional practice
Primary	2	Yes	Time is scheduled for group and individual data chats whereby student data is
Primary	2	Yes	Supportive evidence: MAP data; district benchmarks; the state test (GMAS); student performance work and extra curricular activities, e.g., spelling bee, tech fairs, music competitions, and community service.
Primary	2	Yes	Of course, we use MAP data and GMAS. We also have a ten-day cycle assessemt where we track our target students. Students are finally showing excitement about

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	2	Yes	MAP data, PLC meetings, TimeTrack data, and mid-unit data all support growth.
Primary	2	Yes	For the first time ever, I've used TimeTrack to directly connect my data to student interventions. As a result, time spent on behavioral interventions has decreased over the year, as documented in TimeTrack. This reflects improved student self-management and contributes to increased academic achievement.
Primary	2	Yes	STAR and iReady data has improved at some grade levels.
Primary	2.1	Yes	Classroom observations, walkthroughs, work with students, and Regents scores.
Primary	2.1	Yes	Grades have had improvement.
Primary	2.1	Yes	The aforementioned student assessment data validates improved student performance. The core focus of the PLC times has been to improve student
Primary	2.1	Yes	Observations, math data, and staff upgrades.
Primary	2.1	Yes	Behavior referrals are much lower, which is a factor in increasing student
Primary	2.1	Yes	Supportive data: classroom observations, which include asking students targeted questions about what they are learning; MAPs growth, which shows that more students are moving toward proficiency.
Primary	2.1	Yes	On building assessments, yes. On district assessments, that is to be determined.
Primary	2.1	Yes	Our test scores are showing major improvements, especially with our freshman, sophomores, and high risk students.
Primary	2.1	Yes	Supportive measures include weekly reports from students and teachers, as well as monitoring unsatisfactory performance of students via failing marks. At this point in the year, there are no students registered as "failing" or "unsatisfactory" in their
Primary	2.1	Yes	Jill indicated that students are meeting or exceeding their goals on teacher-generated, standards-based assessments. iReady scores, for example, have improved throughout the school year in the subjects of math and reading. Jill anticipates that state test scores will also show improvements this year.
Primary	2.1	Yes	Supportive data includes instructional questions with MAP asssesment data, work with students, conversations with principals about instruction, and parent
Primary	2.1	Yes	Retention numbers have decreased from 39 to 14 students. iReady diognostics scores have also increased--we've seen more than a year of growth in only half a year. We also spent more time creating assessment-capable learners and implementing incentives for the year.
Primary	2.1	Yes	Supporting evidence includes formative assessments, a decrease in failure rate, and student conversations.
Primary	2.1	Yes	Supportive data: iReady, formative and common assessments, summative assessments, diagnostic assessments, and MAP tests.
Primary	2.1	Yes	We are seeing increased student grades, a growth in Regents scores, and appropriate classroom behavior, especially in younger students.
Primary	2.1	Yes	iReady data, the GA Milestones test, and formative assessments all show growth.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	2.1	Yes	As an instructional leader, I analyze student performance data from multiple sources, including Work Sampling Online (WSO), performance benchmarks, AMIRA, and iReady to monitor academic progress and inform instructional decisions. I use trends and patterns from these assessments, along with classroom observation data, to identify areas of strength and need across grade levels. This comprehensive approach allows me to provide targeted support to teachers through collaborative planning, differentiated professional development, and intervention strategies that directly align with student learning outcomes.
Primary	2.1	Yes	The data we have on the third quarter showed that our students have performance gains. Our 4th graders had the highest math of any of the Title schools. We were in the top ten of all Title schools for all grade levels in math and ELA, too; and we were the second highest for first graders in ELA and math.
Primary	2.1	Yes	Student achievement is increasing, as measured by both formative and summative evaluations.
Primary	2.1	Yes	Lexia reading data shows improvement in phonemic awareness. Math data at grades 2, 3, and 5 has also improved.
Primary	2.1	Yes	I work one-on-one and in small groups with students every day in the cafeteria or in my office. We look at their GPA's, discuss how they can improve, and if they have trouble with a certain class; I work directly in that subject area. Our graduation rate has increased, and according to our STAR testing, there has been an improvement in ELA and math. Milestones has also shown improved scores in 9th through 11th grade.
Primary	2.1	Yes	Through TimeTrack, I was able to schedule myself into PLT planning times to provide feedback and drive data-decision discussions. After PLT meetings, I used TimeTrack to specifically visit classrooms and provide feedback on what was discussed during PLTs. Throughout the year, we have seen an increase across all grade levels in reading, math, and science in both proficiency and growth. Kinder ELA went from 69% to 90% proficient, 1st grade went from 63% to 79%, and 2nd grade went from 39% to 58% proficient.
Primary	2.1	Yes	Based on observational data and progress monitoring data, we have seen a significant growth in student achievement this year. At the winter progress monitoring session, for example, our school was ranked number 3 out of 33 elementary schools in Osceola County.
Primary	2.1	Yes	We increased our multi-lingual learners' proficiency by 15%. We are on track to meet our early literacy goals as measured by Dibels 8th and Lectura.
Primary	2.2	Yes	The school has moved out of the bottom 5% of the state for the last academic year. There was positive growth of students moving into proficient and advanced levels. They had a one-hundred-point growth average from the previous year.
Primary	2.2	Yes	Our quarterly assessments are showing student mastery of objectives. The data is promising!
Primary	2.2	Yes	Supportive data includes SEL Panorama scores, students' connection to learning, and math scores.
Primary	2.2	Yes	I can see the time I spend in each grade-level meeting, as well as the time I spend working with teachers on school improvement goals.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	2.2	Yes	Our data is trending positively. Our data for 1, 2, and 3, as well as for STAR assessments, is trending to meet our goal of increased student achievement.We are currently scoring about 10% higher than last year's achievement. We provided structured interventions that were supportive of students. There are, of course, factors outside our control that resulted in a reduction in allocation for some ESE
Primary	2.2	Yes	The team feels that the time Jamar spends with principals and ILTs provides the support needed by teachers. Therefore, they can transfer the learning directly to students in order to increase performance.
Primary	2.2	Yes	Nathan's data shows that he spends a great amount of time working with students. He is capturing those encounters well on Time Track. He is tracking student goals, providing SEL work for them, and is helping them to be accountable as measured by
Primary	2.2	Yes	District Unit Assessments, STAR Assessments for ELA and Math, iReady Math, Accelerated Reading, and Georgia Milestones Assessments all provide student performance data. Under my tenure, there has been growth in almost all of the areas. I also work one-on-one with students and have provided small group instruction when the opportunity presents itself. My work with teachers naturally affects the performance of the student population.
Primary	2.2	Yes	We have the highest regional scores, which is new.
Primary	2.2	Yes	Yes, feedback is all related to student performance outcomes; this continues to be a work in progress. Anytime I meet with the leadership team, we use data from student performance. These are embedded in our weekly leadership meetings and carried out throughout the week. My principal and superintendent meetings are also places from which I look at this in terms of leadership, individual curricular needs, and district information. This time is also reflected on my TimeTrack.
Primary	2.2	Yes	Assessment data documents student growth and achievement in all academic areas, especially in mathematics. Anecdotal, qualitative conversations with staff in PLC also align with concepts of essential learning outcomes.
Primary	2.2	Yes	Due to our intentionally focused time on task alignment and the daily mini-observations, we have seen an improvement in students' writing data, especially in
Primary	2.2	Yes	In 8th grade math, benchmark tests place our site at the highest performance level. In 7th grade literacy, performance assessments show over 10% growth since the start of the year, moving toward exceeding standards.
Primary	2.2	Yes	I don't have hard numbers, but in certain classrooms I have seen an improvement in teaching. I have also observed students being more responsive as they have implemented the practices that I have taught the teachers.
Primary	2.2	Yes	Supportive evidence includes beginning and middle-of-year testing data, as well as ELA and math testing. These both show significant gains in a number of students.
Primary	2.2	Yes	While we don't focus on student performance in our SAM meetings and we don't have student data in TimeTrack, all of our instructional time is aligned with the need to improve outcomes for students in ELA and math.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	2.2	Yes	Yes, instructional time can be connected to increased student academic performance. A significant portion of my instructional leadership time has been strategically dedicated to supporting teachers in improving student achievement. This has been accomplished through consistent coaching, collaborative planning, and data-driven instructional support. Evidence of this impact is seen in the measurable student growth demonstrated through bi-weekly common formative assessments and diagnostic data in both reading and math proficiency. Additionally, students are increasingly able to articulate their academic growth, reflecting a deeper understanding of their learning goals and progress. This collective focus on instructional improvement and student ownership of learning continues to drive positive academic outcomes across the school.
Primary	2.2	Yes	As the instructional leader, the attention she pays to teacher development transfers to student success. Erica spends a lot of time working with students; this has been very beneficial.
Primary	2.2	Yes	Teacher comments in one-on-one and weekly/monthly performance check-point tests show growth.
Primary	2.3	Yes	Our building has been able to show proficiency and growth in order to stay off the ESSA targeted list. My time working with individual students has also impacted
Primary	2.3	Yes	We have a weekly review of MAP data and are employing Common Assessments every 6 weeks. We are also seeing changes in student behavior.
Primary	2.3	Yes	All of the data we use to measure student performance shows that scores are on the upswing.
Primary	2.3	Yes	We run a D and F list weekly... the numbers are down! We do a monthly attendance and homework check, too, and these numbers have improved. It is evident that the teachers are making instruction more relevant and attractive to students. I know this because of the amount of time I'm able to spend with teachers. My TimeTrack validates that I'm in the classroom. I can see it everyday.
Primary	2.3	Yes	Interim data in literacy and math has increased. Tier 1 ReadAct data also increased at mid-year, and we expect end-of-year data to demonstrate growth, as well. Weekly team data is reviewed in PLC, demonstrating increased student proficiency, which then influences instructional planning from week-to-week. We are seeing increased performances weekly in K-1 phonics, reading, and math.
Primary	2.3	Yes	Our work with teachers is filtering down to students. We have seen growth in all students in PM1 and PM2. Also, observations include monitoring student learning and engagement, and we have seen an increase in these look-for's each week as a leadership team when we review our merged data.
Primary	2.3	Yes	We were seeing huge behavioral issues at the beginning of the year. We went in and intentionally worked with those students and classroom teachers to create plans, and that has decreased student behaviors. Academically, we have also scheduled MTSS visits to see which interventions are working at what time. We have seen an increase in students moving from one tier to another, and we are seeing more students engaged in productive struggle. With that, we have seen an increase in students at or above the benchmark. Our School Improvement Plan has a school goal for increasing student voice, and we can ultimately see that meetings with individual students has led to an increase in student voice on the Cultivate survey.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Primary	2.3	Yes	It is connected to my work in schools. We do MAP testing and state IAR testing that shows this information. Panorama data and the 5 essentials survey for the state are deployed, too. This is connected to school and district report cards.
Primary	2.3	Yes	Dr. Martin Luther King elementary has gone from being a failing school to one of the top 10 elementary schools in Bibb County, with 75% of students possessing a proficient or exemplary rating.
Primary	2.3	Yes	We are expecting growth on MAP assessments, but they are not available at this
Primary	2.3	Yes	We believe that overall student performance has improved due to the administration's intentionally being more present in classrooms and providing teachers with meaningful feedback. We hope to confirm this with the students' end-
Primary	2.3	Yes	Student performance can be tracked through endorsement courses (teachers that complete the endorsements are better able to meet student needs) and support provided through IMPACT Florida initiative (school walkthroughs and action planning, with school leadership teams on mathematics instruction).
Additional	E	Yes	Student achievement test scores and student grades.
Additional	E	Yes	Improved intervention time has resulted in increased reading and writing scores, and monthly comprehension checks have resulted in increased grade-level proficiency.
Additional	E	Yes	Data: MVPA, Dibels, and iReady.
Additional	E	Yes	MVPA, Dibels, iReady, and walkthroughs.
Additional	E	Yes	MVPA, Dibels, iReady, and "in-house"/district walkthroughs.
Additional	E	Yes	We do everything Math! Preliminary data is trending upward.
Additional	E	Yes	Evidence is based on diagnostic testing and adjustments to teaching.
Additional	E	Yes	Working with students directly, as well as iReady testing, shows improvement in
Additional	E	Yes	STAR data and other building assessments show growth.
Additional	E	Yes	MAP data and end-of-year Milestone data.
Additional	E	Yes	As a coach, I plan with all grade levels and content weekly. On non-planning days, I spend time in classrooms conducting informal observations on areas that are identified by the CORE team. I was given a specific grade-band and teachers to spend time with to improve instructional practices. With those teachers, we had additional planning sessions to work on lesson plans, content knowledge, and instructional strategies. I have also spent time with teachers on data protocol and have taught them how to use data to plan small group instruction. After providing feedback, I return to the classroom to see if instructional strategies are being implemented--I then share glows and grows on practices. I work with teachers weekly to find strategies on using data to drive instructional decisions that impact student achievement, e.g., using data protocol to form small groups and intervention, goal setting for students, etc.
Additional	E	Yes	Attendance and behavioral referrals.
Additional	E	Yes	iSTAR and iReady data also show growth.
Additional	E	Yes	Student growth data is identifed as SWAG (Students With Assessment Growth) celebrations. Common Assessments and Georgia Milestones Data (the state's end-of-year test) also show growth.
Additional	E	Yes	Our students' behavior is becoming more mature, understanding, and routine in practice. We are also observing students asking and seeking. Supportive data includes MAP data and TKES (Teacher Keys Effectiveness System).

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Additional	E	Yes	School, district, and state assessment data have all shown growth, as has behavior.
Additional	E	Yes	iReady diagnostic data of student performance in math and reading has improved. We are still not on grade-level, but are making significant gains.
Additional	E	Yes	MVPA, Dibels, iReady, and performance evaluations are all supportive.
Additional	E	Yes	MVPA, Dibels, iReady, quarterly assessments, report cards, and district walkthroughs with feedback.
Additional	E	Yes	As an instructional team and through collaborative planning, instructional leaders and teachers receive meaningful feedback. Further, benchmark data assists in instructional planning and guides student gains. Additionally, we modified our career and college readiness curriculum to reflect what was revealed from the data.
Additional	E	Yes	Working with students and iReady data.
Additional	E	Yes	Some students show improvement, some don't. In special education, we look at IEP goals and student behaviors. District and state assessments show growth, too.
Additional	E	Yes	MAP, GMAS, academic growth measures, and student conversations all show improvements.
Additional	E	Yes	Assessment results, IB Exhibition (culminating activities from PreK - 5th grade), and student personal development are all measures of growth.
Additional	E	Yes	There has been improvement in writing assessments.
Additional	E	Yes	Growth is also reflected in iReady diagnostics, periodic assessments, and
Additional	E	Yes	Measures of growth: progress on interventions and accommodation, tracking of test results, behavior plans, and progress monitoring.
Additional	E	No	He does not feel that he can make a straight-through connection at this time.
Additional	E	No	I have not entered my events and have spent a lot of time doing management tasks.
Additional	E	No	I haven't been tracking my time faithfully.
Additional	E	No	I was not consistent.
Additional	E	No	Ms. James readily admits that she is "all over the place," and she isn't sure of her impact in the building.
Additional	E	No	The emphasis has been on student engagement. This principal is in charge of science and math, and he says science is doing well. Math is still an issue, though.
Additional	E	No	This TimeTrack user was not successful at utilizing the system.
Additional	E	No	Solo review.
Additional	2	Yes	It is hard to say that my time with students is the only factor; but I think I've made a difference, and test scores indicate growth
Additional	2	Yes	Common formative assessment and other building assessment data indeed show
Additional	2	Yes	I am looking at growth data, specifically the ACCESS and GAA data, since I am assigned as the assistant principal of special education. Data from the district's informal progression line and end-of-year district and state assessments also show
Additional	2	Yes	Building assessments mid-year showed growth.
Additional	2	Yes	Supportive data: interim assessments and tracking of students.
Additional	2	Yes	STAR, formative assessments, and unit assessments.
Additional	2	Yes	Building assessments.
Additional	2	Yes	DUAs.
Additional	2	Yes	DUAs.
Additional	2	Yes	Building assessments.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Additional	2	Yes	Building assessments.
Additional	2	Yes	Supportive evidence: student data; unit assessments; student responses to goal setting; and student reflections and thoughts.
Additional	2	Yes	3rd grade data has seen marked improvement.
Additional	2	Yes	Growth is seen in student assessments such as MAP and 10-day assessments.
Additional	2	Yes	Student assessment data.
Additional	2	Yes	GMAS data.
Additional	2	No	We don't have enough data to demonstrate growth on the district assessments yet. They are being given until next week. Building data, however, shows signs of
Additional	2.1	Yes	I work with students with special needs and behavioral challenges, and I also have the chance to work with their families. My time spent with them allows them to process behaviors and complete work in a quiet placeT his ensure that students know I am an advocate for them and for their well-being. When they are engaged and feel connected, they perform better. Our student data has allowed us to be off the ESSA target list, as well.
Additional	2.1	Yes	We see some improvement, but we do need to see more sustained implementation.
Additional	2.1	Yes	Students are meeting their goals and are being recognized for that.
Additional	2.1	Yes	Her positive instructional influence on teachers would undoubtedly transfer to better student performance. Additionally, as the assistant principal who deals with discipline, Ms. Coates makes a point of using every opportunity she has with students to encourage them academically; and her morning greetings and end-of-day goodbyes are a constant check on the students' preparedness.
Additional	2.1	Yes	More students are demonstrating mastery of standards. Assessment data is showing growth, too.
Additional	2.1	Yes	Student improvement is demonstrated in the collaboration I do with teachers, in my coaching, and in my frequently using the co-teaching model. Students are impacted directly by the co-teaching model especially, wherein I focus on the needed skills to promote proficiency.
Additional	2.1	Yes	Yes, I can connect my instrucional work to improved student performance by looking at the growth I have helped teachers achieve through collaborative planning and through my support of their teaching.
Additional	2.1	Yes	Working with students and assessment data.
Additional	2.1	Yes	56.2% of my time was dedicated to instructional activities and to improving teachers. The work I do with teachers directly contributes to improved student performance. When teachers use proven teaching methods, engaging materials, and differentiated instruction, students can better grasp concepts and apply their knowledge effectively, leading to enhanced academic outcomes and overall growth.
Additional	2.1	Yes	In the third quarter, we got some data from the teachers that showed student performance gains. Our 4th graders had the highest math of any of the Title schools. We were in the top ten of all Title schools for all of our grade levels in math and ELA. We were also the second highest for the first grade in ELA and math. I support most of these teachers that had tested in these areas.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Additional	2.1	Yes	As Executive Officer of Schools, I work with principals to ensure that their school-wide goals are aligned with our district improvement goals. I also assist principals in their development of school-wide assessments at their individual schools.
Additional	2.1	Yes	It is a work in progress. We are really working on student-centered learning and are seeing some improvements.
Additional	2.1	Yes	Students have shown gains in their progress throughout the year from PM1 to PM2 for reading and math.
Additional	2.1	Yes	My weekly work with the instructional leadership team results in my knowing how students are progressing and how the information I hold informs the next steps.
Additional	2.1	Yes	Preliminary data is indicating growth in math. We are offering more professional development in math, too. We have increased our math proficiency from 76% to 87% on state exams.
Additional	2.1	Yes	The focus in grade 2 is on comprehension; preliminary data is indicating growth in reading proficiency.
Additional	2.1	Yes	I work part of my day directly with an MTSS group of students. By supporting teachers the other part of this day, the teacher growth allows for student growth.
Additional	2.1	Yes	CFA data shows steady growth in student performance areas that were targeted through coaching cycles and walkthrough feedback. Student engagement indicators also improved during classroom visits, suggesting that the coaching support for teachers translated into better instructional delivery.
Additional	2.1	Yes	Because a lot of my work deals with student behaviors, I look at Student Incident Reports, including at their the nature and occurences. Observations, student engagement, attendance, and behaviors also show growth.
Additional	2.1	Yes	I've used TimeTrack to directly connect my data to student interventions. As a result, time spent on behavioral interventions has decreased over the year, as documented in TimeTrack. This reflects improved student self-management and contributes to increased academic achievement.
Additional	2.1	Yes	I can connect my instructional practice to improved student performance when reviewing student work samples in my collaborative planning sessions with teachers. I review student growth on assessments such as STAR Benchmark data, iReady Data, and Freckle Data. I have seen significant Freckle and iReady growth in students K-2 since the fall of last year. I continue to see iReady growth in students in grades K-5 from the beginning of the year, too. I use this data to support teachers in identifying standards and skills of focus for intervention and small group instruction—all to address student needs.
Additional	2.1	Yes	Measures of growth include: student work samples; observing student behavior during walkthroughs and co-teaching; and student articulation of their personal
Additional	2.1	Yes	While working with students and doing discipline, I always review their academic performance to ensure that we are meeting the whole child. I review data weekly with teachers during collaboration and have worked with all ELA teachers to ensure they are getting the support they need. This ultimately transfers to student support.

Type	Rubric	Response	Can the SAM team or TimeTrack owner connect their instructional time to improved student performance?
Additional	2.1	No	I have built strong relationships with teachers and have made a deliberate effort to get to know students. However, my role as an evaluator has limited my ability to engage in the kind of coaching conversations that are most effective in supporting teachers' instructional growth. Despite this, student achievement is improving, largely due to the ongoing development of teachers' instructional competencies.
Additional	2.2	Yes	The school has also seen improvements in student performance, particularly in math and reading. Zejdi attributed these improvements to the school's focus on instructional leadership and on the ability to manage behavior effectively. Travis praised Zejdi's approach and suggested that Zejdi's methods could be beneficial for other assistant principals.
Additional	2.2	Yes	Behaviors and routines established with the younger students have translated to increase in learning. She had to work with the teacher on incorporating routines into
Additional	2.2	Yes	The number of student issues over the past year has gone down from 500 to 210.
Additional	2.2	Yes	By delving into the core practices of IB, we are seeing increased student performance. This is done through departmental meetings and one-on-one collaboration that are documented in TimeTrack.
Additional	2.2	Yes	Formative assessments, unit assessments, and STAR.
Additional	2.2	Yes	Building and district assessments show growth, but it is in pockets.
Additional	2.2	Yes	Our weekly PLC's and Lesson Internalization Planning meeting has led to demonstrated teacher understanding of the content and pacing. Intentional lesson planning has occurred as a result. End-of-unit assessments, as well as weekly writing assessments, have also served to inform us on student progress.
Additional	2.2	Yes	Our weekly PLC's and Lesson Internalization Planning meeting has led to demonstrated teacher understanding of the content and pacing. Intentional lesson planning has occurred as a result. End-of-unit assessments, as well as weekly writing assessments, have also served to inform us on student progress.
Additional	2.2	Yes	The time spent on instruction directly correlates with improvements in student outcomes, especially in areas where targeted interventions or strategies were implemented in the classroom.
Additional	2.2	Yes	Supporting evidence: the quality of writing pre- and post-tests; Regents Tests; and benchmark assessments with district officials.
Additional	2.2	Yes	We are a very responsive school. We don't go down rabbit holes or wait until the end of the year to look at summative or formative data. If I see that something is not working, I work directly with the teacher to make changes for success.
Additional	2.2	Yes	Classroom management data and assessment data both show improvements.
Additional	2.3	Yes	Support is seen in optional descriptors under PCA support, reflection, and in conversations with teachers to improve practice and to analyze student data. Within the coaching cycles, observations, co-teaching, and modeling opportunities, my role impacts performance, as well.
Additional	2.3	Yes	Through my support of school leaders and their feedback practices, teachers are receptive enough to improve upon their own practices, which supports overall

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	E	Yes	Feedback needs to be better captured in TimeTrack.
Primary	E	Yes	More feedback and observations would be good.
Primary	E	Yes	Working with students and walkthroughs.
Primary	E	Yes	Feedback: Directive.
Primary	E	Yes	Walkthroughs.
Primary	E	Yes	I would like to see more directive and non-directive feedback.
Primary	E	Yes	No.
Primary	E	Yes	I would like to have more professional development that I offer to staff, as well as more Instructional work with students which would lead to more opportunities for observations of teachers with feedback.
Primary	E	Yes	I would like to increase my documentation of modeling and teaching.
Primary	E	Yes	I would like all types of feedback to increase.
Primary	E	Yes	NIET observations allow for feedback and observation, so I am glad they are in the top 5; but I think of them as combined. These are good indicators of the direction we want to go in!
Primary	E	Yes	No, not in the role I am currently in. I am not a principal—my role is in planning, working with curriculum, and observations.
Primary	E	Yes	I would like to code more feedback when I conduct it.
Primary	E	Yes	Feedback is the area where I've had the most improvement, even though it's not in my top 5.
Primary	E	Yes	No, it's a reflection of daily tasks.
Primary	E	Yes	Not this year.
Primary	E	Yes	Observation.
Primary	E	Yes	No.
Primary	E	Yes	It is hard to speculate since I was unable to meet with Dr. Ralls after taking the team over in November.
Primary	E	Yes	We'll need to provide more of each feedback to the teachers and staff in the
Primary	E	No	I would like to see more written feedback.
Primary	E	No	Working with students.
Primary	E	No	He wants to see more walkthrough.
Primary	E	No	Walkthroughs.
Primary	E	No	Feedback: Non-Directive.
Primary	E	No	Walkthrough, feedback celebration, observations, and planning, curriculum, and assessment.
Primary	E	Yes	No.
Primary	E	Yes	I would like more feedback in my top 5.
Primary	E	Yes	Yes, feedback. I think it is a coding issue, though. Celebrations for teaching practices is my focus, as well.
Primary	E	Yes	No, all is aligned.
Primary	E	No	I would like to see more observation and feedback time.
Primary	E	No	I would like more walkthrough time.
Primary	E	No	Office work is too high. I would like to see feedback in the top 5.
Primary	E	No	I would like to see increased feedback, but also more feedback: celebration.
Primary	E	No	Solo review.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.1	Yes	No.
Primary	1.1	Yes	This is fine.
Primary	1.1	Yes	Walkthroughs.
Primary	1.1	Yes	Yes, feedback non-directive. It happens sometimes in passing and needs to be tracked more consistently in TimeTrack.
Primary	1.1	Yes	They are the top 5, but I would like walkthroughs/observations to be my first or second in order of time. This is a personal goal. This makes me reflect about my time and meetings that I am at and how I can protect more time.
Primary	1.1	Yes	I would like to see more celebration feedback recorded.
Primary	1.1	Yes	I would like to Increase the amount of interactions in the feedback piece of the conversation.
Primary	1.1	Yes	Feedback celebration.
Primary	1.1	Yes	Feedback: celebration.
Primary	1.1	Yes	Yes, written feedback.
Primary	1.1	Yes	Work with Students.
Primary	1.1	Yes	Feedback.
Primary	1.1	Yes	No.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Feedback.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Work with Students
Primary	1.1	Yes	I would like to see more feedback.
Primary	1.1	Yes	Yes, student supervision.
Primary	1.1	Yes	I would like to increase the percentage of directive and non-directive feedback provided to teachers.
Primary	1.1	Yes	No.
Primary	1.1	Yes	No.
Primary	1.1	Yes	I would like to capture more of the time I spent in planning and assessment. Feedback: Celebration was one of my target descriptors, and I would like to see that in my Top 5.
Primary	1.1	Yes	It is what it is, and it reflects my work. I would like to see observations and walkthroughs higher while seeing office work/prep lower.
Primary	1.1	Yes	I would like to see more feedback: non-directive.
Primary	1.1	Yes	We have increased the time spent with principals. A lot of my time is spent with coaches, and I have to support the principals more with all they are focusing on. I would like to see more walkthroughs next year, too. I have a plan in place to make sure the alignment is adjusted in order for me to make that happen. I am also going to work with the assistant superintendent; we are planning on going on walkthroughs together throughout the school year.
Primary	1.1	Yes	I'd like more feedback to be in the top five. Being a first year principal of a Tier 4 school required me to attend many district and state meetings where I was part of the decision-making.
Primary	1.1	Yes	Feedback to teachers.
Primary	1.1	Yes	Observations.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.1	Yes	No.
Primary	1.1	Yes	I would like feedback and walkthroughs to be in top 5.
Primary	1.1	Yes	I'd prefer that student supervision be lower, but I'm happy with these. I'd like to flip district meetings with student supervision.
Primary	1.1	Yes	Walkthroughs.
Primary	1.1	Yes	I would like to increase walkthrough time, though it is already in my top 5. I'd also like to see observation in my top 5.
Primary	1.1	Yes	I would like to conduct more walkthroughs and feedback: celebration.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Above answer from Jesse: yes and no. He would like to see feedback: directive and non-directive in the top 5. We also discussed that observations and walkthroughs should be in the top five results to go along with feedback.
Primary	1.1	Yes	I would like to see district meetings and BDMG lower, but they have been necessary this year with our district initiatives. I would like to see celebratory feedback and work with students in my top 5, too.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Walkthroughs and feedback: celebration.
Primary	1.1	Yes	I would like professional development to be in the top 5.
Primary	1.1	Yes	Working with students.
Primary	1.1	Yes	Kyra would like to do better next year, taking more time to reconcile the three types of feedback. She would prefer not to have district meetings in the top five.
Primary	1.1	Yes	No.
Primary	1.1	Yes	I would have liked walkthroughs to be in my top 5.
Primary	1.1	Yes	They would like to see more Modeling/Teaching and Working with Students.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Walkthrough and feedback: non-directive.
Primary	1.1	Yes	No.
Primary	1.1	Yes	I would like office work/prep down a little, but I do do it everyday.
Primary	1.1	Yes	Work with Students.
Primary	1.1	Yes	Walkthroughs.
Primary	1.1	Yes	Yes, work with students. I have met all of my target descriptors and even surpassed my goal for them. I still have another month of school, though.
Primary	1.1	Yes	Working with students.
Primary	1.1	Yes	I don't have control over some meetings, but student supervision allows me to keep connected to students.
Primary	1.1	Yes	I would love to bump district meetings and such to the bottom. I want to be in classrooms more and working with students. I want to see more feedback, too, because I want to spend time with those teachers supporting them.
Primary	1.1	Yes	Office work/prep has been a catch-all. I think I've done more of the other descriptors, but I have included them in office/work prep.
Primary	1.1	Yes	I would like to see feedback in my top 5 next year.
Primary	1.1	Yes	The principal and SAM think the top 5 are a perfect match for the work she

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.1	Yes	I'd like to have a differentiated approach to how much instructional time is spent on observations of direct items learned in professional development sessions, particularly via Marzano's taxonomy.
Primary	1.1	Yes	No, but a tracking of time spent on specific PD initiatives needs to be done for next year.
Primary	1.1	Yes	No. Given how they used the descriptors the past six months, they agree with the data. Next year, they might reconsider how to split by descriptor more or rethink how to code some meetings.
Primary	1.1	Yes	No. They are aligned with my areas of focus.
Primary	1.1	Yes	Student supervision or walkthroughs.
Primary	1.1	Yes	Feedback would be nice.
Primary	1.1	Yes	Yes, more feedback: celebration.
Primary	1.1	Yes	I would like to do more seeing instruction next year.
Primary	1.1	Yes	Yes, maybe celebration feedback.
Primary	1.1	Yes	Yes, all three feedback descriptors. I want to more consistently track this next year on my TimeTrack.
Primary	1.1	Yes	These are the things that I want to see as my top 5. I would like to see more observations and feedback time, though, since decision making and district meetings are taking that time.
Primary	1.1	Yes	Feedback, both direct and celebratory.
Primary	1.1	Yes	I thought observations would be up there.
Primary	1.1	Yes	I would like to see more feedback in the top five.
Primary	1.1	Yes	Observations and feedback. If all the feedback categories were lumped together, it would be in the top 5.
Primary	1.1	Yes	External Officials could be in top 5 because I'm starting to work more with directors from other states and associations.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Feedback.
Primary	1.1	Yes	No.
Primary	1.1	Yes	Gary would like to improve and focus/reconcile more of the three feedbacks, especially "direct feedback" with each teacher about school and district goals. Gary plans to be more direct by setting higher expectations and professionalism regarding attendance and tardiness with his teachers. Gary believes he has been too lenient and intends to be more direct with teachers because they have an impact on the learning of students.
Primary	1.1	Yes	Modeling and Teaching.
Primary	1.1	Yes	I would like to see more non-directive feedback with non-classroom teachers, such as my special education team, paras, and so forth.
Primary	1.1	Yes	Walkthroughs.
Primary	1.1	Yes	The SAM and principal discussed this prior to the call. SAM Jackson said the principal felt they aligned with his TimeTrack goals for the year.
Primary	1.1	Yes	I would love to have more walkthroughs next year.
Primary	1.1	Yes	I don't think the coding reflects what I have done this year.
Primary	1.1	Yes	Yes, observation and feedback: celebration.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.1	Yes	They align with my job. I would like to spend more time mentoring principals.
Primary	1.1	Yes	The principal stated that she would like to have more seeing instruction and parents in her top five.
Primary	1.1	No	I want to see more feedback.
Primary	1.1	No	I would like to be in classrooms more, so I would like to see walkthroughs in my top five.
Primary	1.1	No	Due to too many district meetings, there was not enough time to give more written feedback.
Primary	1.1	No	Feedback as a whole, whether celebration, direct, or non-direct.
Primary	1.1	No	Yes, walkthroughs. I would like to see observations higher, too.
Primary	1.1	No	I want to be in classrooms more often, especially if I could be in each classroom monthly. Our evaluation system is so time-consuming, though. Coaching cycles are a goal!
Primary	1.1	No	Yes, walkthroughs. I don't think that my walkthough data is accurate. I need to do a better job sharing with Tina the classrooms that I visit during our daily meetings, and I also want to increase the number of classroom visits.
Primary	1.1	No	Feedback: non-directive.
Primary	1.1	No	Non-directive feedback.
Primary	1.1	No	Observations should be higher, and I want to conduct more walkthroughs.
Primary	1.1	No	While 57% of my time is dedicated to instructional leadershipI am intentionally working to increase time spent on high-impact areas like student supervision (currently 56 hours, 53 minutes), observations, directive feedback, modeling, and direct student support. These actions most directly influence teaching quality and student outcomes. By analyzing TimeTrack data, I can strategically adjust my focus to align with our SCEP goals and ensure that my leadership drives both instructional improvement and student success.
Primary	1.1	No	Yes... observations, modeling, and feedback: non-directive.
Primary	1.1	No	Yes, feedback. I want to be able to talk with teachers about their observations.
Primary	1.1	No	Working with students, feedback: celebration, and observation.
Primary	1.1	No	I want to do more observations and walkthroughs.
Primary	1.1	No	Supportive measures include walkthroughs, work with students, and feedback: celebration.
Primary	1.1	No	I would like to see more celebratory: feedback in my top five.
Primary	1.1	No	Observations should be higher; Office Work prep is too high.
Primary	1.1	No	I would like to see written feedback in my top 5.
Primary	1.1	No	One of the goals was on feedback, and I would like to have more of that. We are too focused on district things, and I want to work more directly with teachers.
Primary	1.1	No	More modeling and teaching.
Primary	1.1	No	I would like to have done more building walkthroughs and non-directive
Primary	1.1	No	Solo rubric submission.
Primary	1.1	No	I definitely want to spend more time in classrooms seeing instruction and giving feedback.
Primary	1.1	No	I am completing this rubric without the SAM or principal. We have never met.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.2	Yes	Walkthrough data increased, as did observations. I'd like to see a higher correlation, though.
Primary	1.2	Yes	These are the top things they wanted to be focused in on. As the graphs continue to go up, that is a good indicator of the progress being made. Again, this was the baseline year; lots of changes had to be made immediately.
Primary	1.2	Yes	Walkthroughs and feedback celebration.
Primary	1.2	Yes	It was a perfect match.
Primary	1.2	Yes	If she had to choose one, it would be Planning, Curriculum and Assessment. The descriptors are adjusted to match the work that Cindy is doing with her principals. She will be making adjustments next year to include descriptors that she can use to collect the data she is wanting.
Primary	1.2	Yes	No, I have a structure for the feedback to be given by my assistant principals because we do our walkthroughs together to stay calibrated. I am in the planning meetings each week.
Primary	1.2	Yes	No.
Primary	1.2	Yes	No.
Primary	1.2	Yes	I would like to improve in the area of scheduled walkthroughs. Oftentimes walkthroughs are scheduled, but things arise during the day that may interrupt walkthroughs. Written feedback is an area in which I would like to improve, as well. There is an area in our walkthrough program that allows us to highlight grows and glows. This needs to be improved.
Primary	1.2	Yes	I wish feedback would replace district meetings. My goal is to be sure to code and to really track the amount of feedback I am providing. I do it so often, but I don't always get those details recorded.
Primary	1.2	Yes	Yes, Modeling/Teaching. Modeling and Teaching presents a practical time for real-time feedback and for acting as a thought partner with the teacher.
Primary	1.2	Yes	I would like professional development to be higher.
Primary	1.2	Yes	I wish I had more opportunity to observe teachers using the tools we provide. I would like to make this systemic. Observing follow-up from our PD would be beneficial, too. We do co-facilitate with principals when invited.
Primary	1.2	Yes	Walkthroughs, observations, and feedback (mostly non-directive).
Primary	1.2	Yes	I am good with this for this year. Being the National Principal of the Year has brought different opportunities that may not allow me to be in classrooms as often as I would like.
Primary	1.2	Yes	I would like the walkthrough/observation descriptors to be in the top 5.
Primary	1.2	Yes	One of the feedbacks, yes.
Primary	1.2	Yes	No.
Primary	1.2	Yes	Overall, yes—but it doesn't totally capture my time in classrooms.
Primary	1.2	Yes	I would like to see more work with students in the Top 5 instead of office
Primary	1.2	Yes	They match our goals. Written feedback was a big improvement, too!
Primary	1.2	Yes	One thing I would like more time of is celebration feedback. I will be working on how to do meaningful celebration feedback and how to make it fit in with

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Primary	1.2	Yes	Nicole feels that the descriptors in the top 5 align with what she is trying to accomplish. Feedback: Non-directive has improved and has shown growth for her. Her targeted descriptors are all in the top 5, so she is pleased.
Primary	1.2	Yes	Walkthrough and observations.
Primary	1.2	Yes	I would like to be in classrooms more conducting walkthroughs, modeling, and working with students. I have had those interactions—but this is my baseline year, so I have nothing to compare it to. Decision-making meetings and other kinds of meetings can't be helped at times, and that is taking away from "in-classroom time," which I would like to be more. The office prep is high because, as year-1 principal, you have a lot of evaluations that take up time.
Primary	1.2	Yes	Walkthroughs
Primary	1.2	Yes	No.
Primary	1.2	Yes	No.
Primary	1.2	Yes	Yes, coaching.
Primary	1.2	Yes	Work with Students.
Primary	1.2	Yes	I would like to see feedback in my top five.
Primary	1.2	Yes	I would like to spend more time on celebration and observations.
Primary	1.2	Yes	Walkthroughs.
Primary	1.2	Yes	Yes, but I'd like to have less meetings at the district level.
Primary	1.2	Yes	No.
Primary	1.2	Yes	Additional focus areas include: walkthroughs, written feedback, and celebrations to support school culture and teacher growth; in-class observation to monitor and support effective instruction; meaningful feedback; and one-on-one
Primary	1.2	Yes	Walkthroughs.
Primary	1.2	Yes	Feedback, but that is also part of reconciling.
Primary	1.2	Yes	I would love to focus more on celebration feedback.
Primary	1.2	Yes	I'd like to work with planning, curriculum and assessment because it goes hand-in-hand with growth.
Primary	1.2	Yes	Yes, feedback: non-directive and feedback: written. After looking at her data, she feels that she needs to be more intentional giving feedback and getting the data on her TimeTrack.
Primary	1.2	Yes	Observations could be higher.
Primary	1.2	Yes	Observations.
Primary	1.2	Yes	More walkthroughs.
Primary	1.2	Yes	Yes, feedback all around. It is clearly happening but not necessarily being captured on TimeTrack.
Primary	1.2	Yes	No, these seem correct.
Primary	1.2	Yes	Yes, more feedback. It was not until the second semester that we got better at understanding how to reconcile to ensure the data was more accurate.
Primary	1.2	Yes	I really want walkthroughs to be in my top 5. It has been difficult to get into the classroom this year.
Primary	1.2	Yes	Yes, but not in that order. I would like to see more time spent with students and on modeling/teaching.
Primary	1.2	Yes	The majority of our work centers around curriculum and assessment.

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Primary	1.2	Yes	No.
Primary	1.2	Yes	When I am building relationships with my students through social interactions, I always turn those encounters into time to speak on things such as their GPA, whether they are on target for graduation, what they are reading, what project they're working on, etc. I am pleased that my instructional time with students is high. I know I gave more celebratory feedback than the data shows because I didn't share wish Ms. Pryor all the times in which I praised teachers for their work. I need to celebrate Ms. Pryor, too!
Primary	1.2	Yes	Written feedback is increasing as a tool and is collected.
Primary	1.2	Yes	Because of new implementation, this is where my top 5 is expected to be. I would like to see walkthroughs—and not district meetings—in my top 5.
Primary	1.2	Yes	It is in line with the administrative position.
Primary	1.2	Yes	Non-directive feedback.
Primary	1.2	Yes	This year has been focused on boundaries and expectations. I know that next year I will be able to be in the classroom more, supporting my teachers with
Primary	1.2	Yes	Overall, no. It coincides with my role as a middle school principal.
Primary	1.2	Yes	I wish that district meetings were not in my top five.
Primary	1.2	Yes	Yes, maybe something more fun/student-related. I will make some optional descriptors in order to track what I am doing with students, i.e. school work, planning events, prior student mentoring.
Primary	1.2	Yes	Feedback non-directive in second place would be great! My goal is 10%
Primary	1.2	Yes	Observation.
Primary	1.2	Yes	Feedback: Celebration, Modeling, and Teaching.
Primary	1.2	Yes	Work with Students.
Primary	1.2	Yes	I would like to see walkthroughs and feedback: celebration both in the top five, or at least higher than where they are.
Primary	1.2	Yes	Feedback—I do more than I record in TimeTrack.
Primary	1.2	Yes	I would like to see more feedback: non-directive.
Primary	1.2	Yes	Walkthroughs.
Primary	1.2	Yes	They do all align. However, I would like office work/prep to be less. Ideally, it would be awesome if Decision Making Groups could be decreased by 5% and walkthroughs to be increased by 5%. I would like to see feedback in the top 5,
Primary	1.2	Yes	Yes, walkthroughs and parent/guardians. I would like to have had more time in these areas.
Primary	1.2	Yes	Feedback.
Primary	1.2	Yes	Feedback: Celebration.
Primary	1.2	Yes	Yes, more feedback (combined descriptors).
Primary	1.2	Yes	Walkthroughs—also less district time and more classroom time.
Primary	1.2	Yes	I would like to see more walkthroughs and to increase planning, curriculum, and assessment. Written feedback is in my "Bullseye," too, so I would like to see that in my top 5.
Primary	1.2	Yes	It fits the areas I want to focus on.
Primary	1.2	Yes	No. I feel that I spent time in the necessary areas.
Primary	1.2	Yes	No.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.2	Yes	I would like to do more observations and school visits.
Primary	1.2	Yes	Walkthroughs and observations.
Primary	1.2	Yes	District Meetings take longer than we would like. Dr. Cotto was out for part of the year, and some of the observations and feedback was adjusted; so it is not a typical year.
Primary	1.2	Yes	I wish district meetings didn't occupy the number 1 spot. I want to capture professional development more accurately, e.g., PD I attended versus the PD I
Primary	1.2	Yes	I would like to increase feedback to pair with observation.
Primary	1.2	Yes	No, not at this time.
Primary	1.2	Yes	I'd like to see observation and feedback: non-directive to increase.
Primary	1.2	Yes	I would like to see more feedback next year in my top 5.
Primary	1.2	Yes	Working with students.
Primary	1.2	Yes	Non-directive feedback.
Primary	1.2	Yes	I would like to spend more time doing walkthroughs.
Primary	1.2	Yes	No.
Primary	1.2	Yes	I would like walkthroughs to move up to the top 5.
Primary	1.2	Yes	I am satisfied with the top five target descriptors.
Primary	1.2	Yes	At this point, I am working exactly how I need to.
Primary	1.2	Yes	Ms. Ward would have had a lot more time in all types of feedback ! She was struck by how much time is spent in meetings, though, and would prefer to spend more time with students and staff instead.
Primary	1.2	Yes	Yes, feedback. I struggle with scheduling this in TimeTrack.
Primary	1.2	Yes	Not the general descriptors, but the optional descriptors should have some data. Next year, the SAM would like to move from it being generic, big chunk, blocks of time to specific, identifiable descriptors.
Primary	1.2	Yes	Not really.
Primary	1.2	Yes	I would like to have walkthroughs closer to my top 5, but I do spend a lot of time working with teacher groups. If you add observations and walkthroughs, they would be in the top 5.
Primary	1.2	Yes	I would like to increase directive feedback and one-to-one feedback.
Primary	1.2	Yes	What is documented in TimeTrack represents a fraction of the instructional time I have actually spent and documented within Google. I want coaching with teachers, my work with PLC's, Decision Making groups, and walkthroughs to continue to be part of my seeing instruction.
Primary	1.2	Yes	I am able to use these descriptors to prioritize my day/week/month, and I am able to
Primary	1.2	Yes	Work with Students.
Primary	1.2	Yes	I would like to increase my time working with students.
Primary	1.2	Yes	No.
Primary	1.2	Yes	Feedback: non-directive.
Primary	1.2	Yes	I would like to see feedback in my top 5.
Primary	1.2	Yes	Walkthroughs.
Primary	1.2	Yes	Work with students.
Primary	1.2	Yes	Walkthroughs.

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Primary	1.2	Yes	I would like to see work with students increase.
Primary	1.2	Yes	I would like to see: YES; an implementation of Foundational Skills Block; and tracking MTSS groups for differentiated instruction.
Primary	1.2	Yes	I did not do a good enough job of reconciling after the team meetings, and I did not code walkthroughs correctly.
Primary	1.2	Yes	Observation.
Primary	1.2	Yes	I would like to see more external meetings because that would show growth where we want to see it. Bringing in more outside clients would be a success.
Primary	1.2	Yes	Working with students and feedback in general.
Primary	1.2	Yes	Professional development and modeling/teaching.
Primary	1.2	Yes	I would like walkthroughs and written feedback to move into my top 5.
Primary	1.2	Yes	I would like to see more observations, walkthroughs, and celebrations. I would like fewer district meetings, too!
Primary	1.2	Yes	Next year, we want to see walkthroughs in the top 10, and maybe even move office work down. We want to make sure that we are using feedback descriptors whenever possible. This may change the amount of office work because we can code some as written feedback.
Primary	1.2	Yes	The Top 5 are a true description of the principal's focused work.
Primary	1.2	Yes	I would like to see more walkthroughs and celebratory feedback.
Primary	1.2	Yes	I'd like to see more feedback. Coding feedback can be tricky if you don't always adhere to a specific guideline.
Primary	1.2	Yes	No.
Primary	1.2	Yes	Feedback is probably not broken down accurately.
Primary	1.2	Yes	She feels that she does even more walkthroughs than are accounted for and wants to be more intentional with that.
Primary	1.2	Yes	I would like to see observation higher up in my top 5. I want to be in the classrooms more. I would like to meet more with support teams next year, as
Primary	1.2	Yes	Yes, professional development paired with modeling/teaching.
Primary	1.2	Yes	I would like to see feedback in my top 5.
Primary	1.2	Yes	Observations.
Primary	1.2	Yes	Modeling and teaching would be a great addition to my top 5. I am also planning on reducing my management time in the future.
Primary	1.2	Yes	Yes, walkthroughs. Once we looked at the expanded data, the principal saw that walkthroughs were number six. It was at 3.1%, and number five was PD at 3.2%. He then felt reassured that he captured his walkthroughs.
Primary	1.2	Yes	Feedback: non-directive.
Primary	1.2	Yes	I would like to see planning meetings further down the list.
Primary	1.2	Yes	The principal would still like to decrease office work/prep time and to spend more time on feedback.
Primary	1.2	Yes	Of course I'd like to see more feedback and observations, but I wouldn't want them necessarily in my top 5.
Primary	1.2	Yes	My targeted descriptors were working with students (which was #5) and walkthroughs (which was #6).
Primary	1.2	Yes	Yes, student supervision.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.2	Yes	Principal Johnson's focus areas changed during the second semester after the high school shooting at Antioch High. The district tapped him to take a lead role in new district-level committees dealing with school safety and trauma support. The assistant principals picked up more of the day-to-day instructional work. That was once of the reasons for adding the AP's on as additional users. So no, it's not the work he would prefer to be doing—but given the circumstances, it
Primary	1.2	Yes	No. He would like to increase the walkthrough/feedback time for next year.
Primary	1.2	Yes	Not really.
Primary	1.2	Yes	No. Dr. Brooks would like to keep walkthroughs and feedback in the top five but increase the overall percent of time to double digits for each.
Primary	1.2	Yes	I would like to give more focus to walkthroughs and professional development because they go hand-in-hand.
Primary	1.2	Yes	I would like for walkthroughs to be in my top 5.
Primary	1.2	Yes	Observations.
Primary	1.2	Yes	For the 2025-2026 school year, I would also like to include additional time working with students, conducting walkthroughs, and delivering feedback.
Primary	1.2	Yes	I want to increase feedback celebration. Next year, I need to reconcile events to reflect the feedback I give.
Primary	1.2	Yes	No.
Primary	1.2	Yes	He is satisfied with how things shook out this year but would like to decrease office work/prep and increase non-directive feedback. Troy is also very pleased that work with students has increased every year.
Primary	1.2	Yes	More walkthroughs, feedback, and coaching would be my priority.
Primary	1.2	Yes	Walkthroughs and non-directive feedback—I also need to do better at tracking the feedback I give.
Primary	1.2	Yes	Walkthroughs.
Primary	1.2	Yes	Work with students.
Primary	1.2	Yes	Observation, but I think the data is skewed and needs to be combined with walkthrough.
Primary	1.2	Yes	I want to increase school visits. I also want to teach stakeholders to access and use their data. I can help provide data points. I need to be able to delegate better to allow time for me to get into the schools, too.
Primary	1.2	Yes	Three of the five are aligned with the district priorities. They are reflective of where time should be spent.
Primary	1.2	Yes	I would like to continue increasing work with students.
Primary	1.2	Yes	Feedback.
Primary	1.2	Yes	No.
Primary	1.2	Yes	Observation and feedback: non-directive.
Primary	1.2	Yes	Non-directive feedback.
Primary	1.2	Yes	I'd like to continue to have feedback: directive and walkthroughs.
Primary	1.2	Yes	I would like to see directive feedback and walkthroughs higher next year.
Primary	1.2	Yes	I am looking to increase my walkthrough time next year.
Primary	1.2	Yes	No.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.2	Yes	Araceli reports that not all walkthroughs are being documented with associations. To have better data, we need to be clearer in reconciliations.
Primary	1.2	No	I would like to see walkthroughs in my top 5.
Primary	1.2	No	Non-directive feedback and celebration feedback.
Primary	1.2	No	I would like to see observations and walkthrough in the top 5. We are working on a plan to increase this for next school year.
Primary	1.2	No	Work with Students.
Primary	1.2	No	I would like to see feedback in the top 5. I feel that my office work hasn't been reconciled as well as it could have been. I know there is some written feedback taking place, but I didn't record it that way.
Primary	1.2	No	No, but I would like to see a higher percentage for observations.
Primary	1.2	No	Walkthroughs and Working with Students.
Primary	1.2	No	I want to be working with students and observing in the classroom more. I would also like to do more modeling and teaching because I am covering a class.
Primary	1.2	No	Non-directive feedback and walkthroughs.
Primary	1.2	No	I would like to see an increase in working with students.
Primary	1.2	No	I would like to see feedback celebration, professional development, and modeling/teaching in my top 5.
Primary	1.2	No	Walkthroughs.
Primary	1.2	No	Recurring events were the easiest to transfer from Outlook to TimeTrack. Observation and feedback—my primary focus—were scheduled through my school-based scheduling system.
Primary	1.2	No	I want Feedback: Non-Directive and Working with Students to replace Professional Development because PD is most often district-related and takes me out of the building.
Primary	1.2	No	Modeling/teaching.
Primary	1.2	No	Yes, walkthroughs.
Primary	1.2	No	Observation and work with students.
Primary	1.2	No	I want to be more visible in the building and will look to increase work with students, walkthroughs, and student supervision.
Primary	1.2	No	No, I feel that I give more feedback informally and do not always indicate that in my TimeTrack.
Primary	1.2	No	I would like to see more feedback in my top 5. I would also like to see more directive feedback.
Primary	1.2	No	Yes, Parents and Guardians. We want to do a better job of capturing the time we spend with volunteers and partners.
Primary	1.2	No	Tiffany felt that she spent more time with observations and feedback as well as working with students. In her first year, consistently recording these events was challenging in busier times. The calendar shows many routine events that were captured, though, so she was pleased overall. She knows that she spent more time with instruction than was necessarily represented.
Primary	1.2	No	I want to be out of the office more to increase feedback in all areas.
Primary	1.2	No	Feedback: Non-Directive.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.2	No	Danielle would like to see non-directive feedback and celebrations showing in the top five. We discussed what is taking a lot of her time and how she might start delegating some duties to free up more instructional time. We also discussed how she might stay in the loop with the meetings she delegates to other administrators, e.g., via Google Drive, etc.
Primary	1.2	No	Work with students, walkthroughs, and observations.
Primary	1.2	No	I need to be spending more time in observations.
Primary	1.2	No	Non-directive and celebratory feedback.
Primary	1.2	No	Walkthrough and feedback.
Primary	1.2	No	When we look at it, we'd rather not have decision-making and district meetings at so high a position. I'd rather see feedback types, PCA, and working with students there instead. We did discover that with written feedback, though, because we've been coding it within other types of categories.
Primary	1.2	No	Modeling and Teaching.
Primary	1.2	No	I do like that Planning, Curriculum and Assessment is in the top 5. I would like to see walkthroughs in this group, however. Decision-making groups will always be the highest because I do a lot with groups.
Primary	1.2	No	I would like to see walkthroughs in the top 5.
Primary	1.2	No	Walkthroughs for sure! I'd also like to spend more time in classrooms.
Primary	1.2	No	Feedback: celebration.
Primary	1.2	No	I would like to see more planning, curriculum, and assessment.
Primary	1.2	No	I would like more time to give and reflect on feedback.
Primary	1.2	No	Not only do I track my instructional time—I track my time with students, as well. We have had student-led conferences this year, and I have set aside time to observe those conferences. We are including student voices in all of our key committees, too. This ensures that I'm spending time listening to students and getting input. Additionally, we surpassed our middle-of-year assessment goal by over 60% in all areas. In some areas, such as reading and math, scores were as
Primary	1.2	No	We are spending more time in PLC and walkthroughs.
Primary	1.2	No	This is accurate, but I would like to have less district meetings. Increasing working with students is a goal, too.
Primary	1.2	No	Observations, written feedback, and office work/prep go hand-in-hand. I may need to split descriptors to reflect it differently on my TimeTrack.
Primary	1.2	No	I need to be doing more observations and providing more targeted feedback.
Primary	1.2	No	I would like to be in meetings less and in the classrooms more.
Primary	1.2	No	I would like walkthroughs and feedback to be in the top 5.
Primary	1.2	No	Tiffany felt that she spent more time with observations and feedback, as well as on working with students. In her first year, consistently recording these events was challenging in busier times. The calendar shows many routine events that were captured, so she was pleased overall but knows that she spent more time with instruction than was necessarily represented.
Primary	1.2	No	Yes, walkthroughs and feedback; I would like to see district meetings switched out with these two.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.2	No	Yes, walkthroughs. The principal and SAM recently realized that their use of descriptors was not well defined, so they revised how they were using them. The data has not had enough time to reflect the changes they made to their practice of reconciling.
Primary	1.2	No	I would like to do more modeling and teaching.
Primary	1.2	No	I would like to spend more time seeing instruction. Currently, all the little things and some big things are getting in the way. Luckily, I have a top notch curriculum coordinator and coaches that help teachers with their improved
Primary	1.3	Yes	At this time, the top 5 looks good. I would like to maybe replace walkthroughs with student supervision.
Primary	1.3	Yes	No.
Primary	1.3	Yes	I didn't see any other descriptor that I would need in my top 5.
Primary	1.3	Yes	We had a great discussion around this question. Mary wants to pursue observations and celebrations more. The SAM wants to ask more questions during the daily meeting to clarify whether the event was truly a walkthrough or if it became an observation. By splitting feedback more, the celebrations can be
Primary	1.3	Yes	Walkthroughs and informal observations.
Primary	1.3	Yes	No. I'm good with my top 5 for this year.
Primary	1.3	Yes	As a first year principal at this site, my work has been primarily with various decision-making groups within the building. It is there that I have provided both direct feedback and engaged in coaching conversations. I've accomplished what was needed this transition year for this community. I will not be returning to this
Primary	1.3	Yes	I'd like to see more feedback time.
Primary	1.3	Yes	Keneisha feels that her data is indicative of the work she is doing, but she wants to see Work with Students move into the top 5.
Primary	1.3	Yes	I would like to see more celebration and walkthroughs, as well as less district meetings.
Primary	1.3	Yes	No.
Primary	1.3	Yes	I would like to see feedback a little higher than where it is currently at. We will be working on capturing more feedback during our daily meeting.
Primary	1.3	Yes	Michelle has two descriptors that she would like to see in the top 5. They are Working with Students and Observations. With the observation descriptor, she wishes to get more informal evaluations completed. Both descriptors were close to her top 5, but she will place more emphasis on them next year.
Primary	1.3	Yes	I would like to see more non-directive feedback and walkthroughs closer to the top. Written feedback takes a lot more time than face-to-face, so I know why that is so high. I want to be thorough in my explanations, though, so I take my time when writing feedback.
Primary	1.3	Yes	It aligns, but I would like to spend more time with students. I would also like that walkthroughs and observations be in the top 5.
Primary	1.3	Yes	Feedback: Non-directive and Feedback: Written.
Primary	1.3	Yes	It fits my job description.
Primary	1.3	Yes	Feedback: Non-directive.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.3	Yes	Yes, walkthroughs and feedback. We have lots of changes in our district that is causing me to do more office work than I would prefer.
Primary	1.3	Yes	Observations and walkthroughs.
Primary	1.3	Yes	I would like to see more non-directive feedback in my top 5. I believe some of the feedback is built into office work, decision-making, and planning. But I need to start reconciling the feedback out so I can really see how much feedback I am
Primary	1.3	Yes	I would like feedback: directive to show up in my top 5.
Primary	1.3	Yes	Yes, more feedback on all levels, especially celebration.
Primary	1.3	Yes	I want to focus more on documenting written feedback, whether it's electronically via email or personal notes that I leave in classrooms throughout
Primary	1.3	Yes	Our focus this year was on NEASC accreditation, which is why the Decision-making Groups and Committees descriptor was so high (25%). I would like to devote more time to walkthroughs and parents/guardians.
Primary	1.3	Yes	Written feedback.
Primary	1.3	Yes	I'd like to be more direct in my feedback.
Primary	1.3	Yes	No, I am satisfied with the way things are now.
Primary	1.3	Yes	No.
Primary	1.3	Yes	Yes, mostly. I would like to see less office work, but I also know that's a reality of the job.
Primary	1.3	Yes	Walkthroughs.
Primary	1.3	Yes	Celebratory feedback is occurring. However, it is not documented as consistently as it could be.
Primary	1.3	Yes	I would still like to see more time spent on observations, walkthroughs, and feedback. We have less turnover this year than in the past and can hone in on specific classrooms and teachers. I also will have an additional coach for next year that will free me up to do more visits.
Primary	1.3	Yes	Yes, possibly more observations.
Primary	1.3	Yes	I'd like to see work with students move into the top 5.
Primary	1.3	Yes	I want to improve on walkthroughs.
Primary	1.3	Yes	I'd like to see more feedback in general across all descriptors.
Primary	1.3	Yes	Parents and Guardians.
Primary	1.3	Yes	No.
Primary	1.3	Yes	I would like to do more observations and to generally be in the classrooms more.
Primary	1.3	Yes	Mine are on track for what I want to be doing.
Primary	1.3	Yes	Yes, walkthroughs and descriptors that would relate to coaching cycles, such as modeling and teaching.
Primary	1.3	Yes	Feedback: celebration.
Primary	1.3	Yes	I would like to celebrate more.
Primary	1.3	Yes	No. The principal is very happy with her observation and walkthrough time.
Primary	1.3	Yes	No, not really. This feels right.
Primary	1.3	Yes	I am satisfied with the top five targets.
Primary	1.3	Yes	I will increase my time in classrooms and lower office work/prep once we attain the state threshold for our school.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	1.3	Yes	Yes, working with students. We are making some changes that should lead to an increase in the use of this descriptor.
Primary	1.3	Yes	I would like to see an increased time working with students.
Primary	1.3	Yes	I would like to do more classroom observations as I grow in my position of
Primary	1.3	Yes	I'd like to get feedback into the top 5.
Primary	1.3	Yes	I would like to spend time in teaching and modeling.
Primary	1.3	Yes	I'd like to spend more time in planning, curriculum, and assessment.
Primary	1.3	Yes	I would like the walkthrough descriptor to be in my top 5.
Primary	1.3	Yes	I would like to increase the percentages for celebration and non-directive
Primary	1.3	Yes	I would like to see more time spent with parents and guardians.
Primary	1.3	No	I'd like more Planning, Curriculum, and Assessment, as well as more seeing instruction. Being a first year principal of a school in need of improvement, I understand why I have decision-making and district meetings in the Top 5. It doesn't mean that this is what I want to be doing, though. This is only the 4th week this year where I am able to be in the building all week.
Primary	1.3	No	Walkthroughs.
Primary	1.3	No	Work with Students.
Primary	1.3	No	more Walkthroughs and observations
Primary	1.3	No	I would like observations to be in the top 3.
Primary	1.3	No	I don't like that office work is leading the pack, and I will work on changing that. My main role is in discipline, which leads to more time in the office. Is it possible to find a way to distinguish the behavior and not be called away from
Primary	1.3	No	I am more consistent working with my grade-level teams weekly. This has helped to move planning and feedback higher. I would like to see more walkthroughs and to get that moved up the scale.
Primary	1.3	No	I would like to see more instruction during the year. I would also like to see feedback increase.
Primary	1.3	No	I want to be in the classrooms more, seeing instruction and giving feedback.
Primary	1.3	No	Unfortunately, I have to participate in a lot of decision-making meetings like IEPs and 504s. This is not how I want to spend my time. I would rather be in the classrooms and seeing more instruction.
Primary	2	Yes	Working with students.
Primary	2	Yes	It fits my job description.
Primary	2	Yes	Yes, more feedback in general.
Primary	2	Yes	Observations and feedback.
Primary	2	Yes	Feedback.
Primary	2	Yes	I would like to see observations in the top 5. I would also like to see more planning, curriculum, and assessment.
Primary	2	Yes	Observations.
Primary	2	Yes	Feedback.
Primary	2	Yes	No.
Primary	2	Yes	I want to move walkthroughs up into the top 5 and become more precise in documenting all of the written feedback that I am providing as part of observations, PLC, etc.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	2	Yes	No, this matches the work we have done this year and the prep needed to do it.
Primary	2	Yes	No, I am satisfied with my top 5.
Primary	2	Yes	Office work/prep remains high, yet it has been important to me this year to carefully track and document the work I'm doing to support the program, especially with the intention that I am more respectful of my personal time.
Primary	2	Yes	I always want there to be more time for walkthroughs.
Primary	2	Yes	I'm very proud of my top 5 descriptors. PLC meetings and observations were intentional, so I'm happy. More feedback is something to work on next year, though. I do more of in-the-moment feedback, so I've probably not captured all
Primary	2	Yes	Yes, feedback: celebration. The Gallup Survey results showed a higher percentage than I would like of our teachers that don't feel celebrated for their work. I want to intentionally do a better job of that next year.
Primary	2	Yes	As a result of this year's work with students, professional development, planning, and decision making groups, I'm committed to increasing my use of observations and follow-up coaching conversations—especially non-directive feedback—so that they become one of the top five strategies reflected in our practice descriptors, as documented in TimeTrack.
Primary	2	Yes	Observations.
Primary	2	No	I would like to see observation and feedback in my top 5, and for district meetings to disappear from the top 5.
Primary	2	No	I would like to see more feedback in general in my top 5. I would also like to minimize Office Work/Prep. I would like to work with students more, too.
Primary	2.1	Yes	It is accurate. I would like more student time and celebration, though.
Primary	2.1	Yes	Feedback.
Primary	2.1	Yes	Planning, Curriculum, and Assessment needs to be increased, as well as non-directive feedback.
Primary	2.1	Yes	Not really, no.
Primary	2.1	Yes	Walkthroughs.
Primary	2.1	Yes	No.
Primary	2.1	Yes	It aligns with my position as a leader of the school.
Primary	2.1	Yes	I am most pleased to see that observation and feedback are part of my top seven descriptors used. Most critically, when I track my ratio of "seeing instruction" to "feedback," I am affirmed that it remains at a ratio of 50:50.
Primary	2.1	Yes	Work with Students.
Primary	2.1	Yes	I would much rather be with students than in district meetings.
Primary	2.1	Yes	Of course I would like to have more observations and walkthroughs, but there is just not enough time in the day; and my top 5 are my priorities. I'd also like to have more time in parent meetings because I feel like this would also improve
Primary	2.1	Yes	Work with Students.
Primary	2.1	Yes	Feedback: Non-Directive.
Primary	2.1	Yes	No.
Primary	2.1	Yes	As always, I want to continue increasing opportunities for feedback and having it in the top 5.
Primary	2.1	Yes	I would like to see non-directive feedback in my top 5.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	2.1	Yes	In the future, I need to be sure that I'm coding feedback in TimeTrack.
Primary	2.1	Yes	I'd like for feedback: celebration to be in the top 5.
Primary	2.1	Yes	I was surprised to see that decision-making groups appear more frequently than planning in my data. However, this is likely due to all of our SAM meetings being coded under "decision-making groups," which inadvertently skews the results. This highlights the importance of accurately categorizing meeting content to ensure that the data truly reflects the nature of the work being done.
Primary	2.1	No	Yes, walkthroughs and observations.
Primary	2.1	No	Jill would like to see observation and feedback higher, with district meetings lower. She feels that she has been pulled out to district meetings and that that should not be here focus, although it is a part of the job.
Primary	2.1	No	Walkthroughs.
Primary	2.1	No	I would like to see walkthrough/observations in the top 5.
Primary	2.1	No	I would like to find more time for walkthroughs. I completed the mandatory observations, but I would like to spend more time in the classrooms observing what I hear discussed in planning meetings and to see if teachers are implementing the skills they were exposed to from our PL days. Being in the classrooms more would enhance my relationships with teachers and students,
Primary	2.2	Yes	Duane feels that he needs to get more intentional during feedback.
Primary	2.2	Yes	I am going to adjust the descriptor to be more aligned to the work being done.
Primary	2.2	Yes	Walkthroughs.
Primary	2.2	Yes	Jamar would like to see professional development in the top 5.
Primary	2.2	Yes	Walkthroughs and feedback.
Primary	2.2	Yes	No, I truly believe my top 5 descriptors capture the meaningful work I do to improve teaching and learning at Union Elementary School.
Primary	2.2	Yes	Yes, but I want to complete more formal observations next year.
Primary	2.2	Yes	Jason's goal is to increase time and proportionality of walkthroughs, getting it closer to the top 5. He will do this by spending less time in admin. meetings, thus giving other administrators more autonomy in leadership and developing trust in staff for the other admin.
Primary	2.2	Yes	Yes, feedback. The reason it is not in my top 5 could be the fact that I am not being intentional enough to code it as often as it is given.
Primary	2.2	Yes	We are working to more explicitly align Office Work Prep and Planning by incorporating observations and leadership team feedback from those meetings. Additionally, the pilot use of Yonder Pouches and collecting all of the students' cell phones has influenced my parent contacts, which has somewhat skewed my data this year.
Primary	2.2	Yes	No.
Primary	2.2	Yes	No.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	2.2	Yes	Feedback is the top descriptor of my instructional time, as I believe it is essential to growth and success—much like a coach guiding champions through timely, actionable insight. Providing consistent feedback to leaders, teachers, classified staff, and students is one of my core leadership strengths. It not only enhances performance but also strengthens relationships and elevates the quality of our collective work. The top five descriptors of my leadership further emphasize the use of data-informed decisions and the value of stakeholder input. While I've dedicated considerable time to district-level meetings, this investment in my own professional growth has been crucial to advancing my effectiveness as a principal. Each year brings a different perspective and unique needs. This has been the focus for this year. Rather than add a descriptor, I'd be more interested in rearranging the priority based on the most time spent with my current top five descriptors.
Primary	2.2	Yes	Walkthroughs.
Primary	2.2	Yes	I need more focus on the instructional areas in the future.
Primary	2.2	No	Feedback and walkthroughs.
Primary	2.2	No	There are things that have to be done by me—I try to offset this by waking up very early to do more planning and office work types. I'd like to see walkthroughs higher, too. There are so many things needed for next year right
Primary	2.2	No	My top 5 doesn't align completely with the work I want to be doing. I'd like to see feedback and walkthroughs within my top 5. Celebrations will come naturally within the feedback, so feedback: non-directive, celebrations, and walkthroughs are my three targets I'd like to see higher. Unfortunately, some
Primary	2.2	No	Modeling and teaching.
Primary	2.3	Yes	All three together are fine—and separated, it works.
Primary	2.3	Yes	Yes, feedback; it is probably included in the Office Work/Prep descriptor.
Primary	2.3	Yes	Feedback—he wishes there were less district meetings.
Primary	2.3	Yes	At this time, there is not another descriptor that I would place in the top 5; I think the top five are reflective of my work and the needs at this site. I especially appreciate the change that has resulted from my attention to essential office work time—I am no longer taking work home with me. Office work/prep has become essential to my work with teachers, and I do the review of data and lesson planning prior to my meetings with staff in the school setting. I try and do
Primary	2.3	Yes	My top five includes my target descriptors, and we are meeting those. I would like to have working with students to be higher, but there are too many priorities as the building leader to get this into the top 5.
Primary	2.3	Yes	I would like to see walkthroughs move up to the top 5. I can't get rid of the district time, but for the office time I could do a better job at separating office work and written feedback. I just have to get used to the new descriptor.
Primary	2.3	Yes	I feel like office work should be less. Planning, curriculum, and assessment is spot on. I do feel like those happen in conjunction with district meetings, so that is a surprise. My PD is accurate now with the structures and processes we have built. AVID leaders are taking this on to a much larger extent this year, too. I do think walkthroughs were adjusted with teaching and modeling.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Primary	2.3	Yes	All celebrations do not get recorded. They often happen in hallways, before and after school, in quick conversations, etc. Nathan would also like to see student supervision and working with students in the top 5.
Primary	2.3	Yes	Next year, we would like to change our top 5 descriptors to be paired with teacher feedback. We will create a chart with the descriptors and examples so that events are tagged appropriately and consistently, i.e., all grade levels are tagged as planning, but some are professional development. We would also like descriptors to be more centered around walkthroughs, feedback, and professional development. We have plans to tag each grade level with specific topic coverage to ensure it is tagged correctly so that we can access more specific data, too. All things considered, I'd like to see more walkthroughs and feedback.
Primary	2.3	Yes	While not wanting it in my top 5, I would like to see feedback: celebration
Primary	2.3	No	I would rather devote my time to instruction than to district meetings.
Primary	2.3	No	Yes, modeling/teaching. Next year, Principal Wilson will be facilitating teaching clinics on a daily basis. She plans to incorporate modeling/teaching into these, particularly with immediate feedback.
Additional	E	Yes	I feel that top 5 are what I want to be doing.
Additional	E	Yes	I would like to see more non-directive feedback.
Additional	E	Yes	Feedback and working with students.
Additional	E	Yes	I am working with students.
Additional	E	Yes	Walkthroughs.
Additional	E	Yes	Modeling. I would like to be able to demonstrate best practices in math instruction, especially after conducting professional development.
Additional	E	Yes	No.
Additional	E	Yes	Yes, walkthroughs.
Additional	E	Yes	No.
Additional	E	Yes	The top 5 are a true depiction of my day. Of course, I think everyone would desire more time for observations and walkthroughs.
Additional	E	Yes	Feedback.
Additional	E	Yes	No.
Additional	E	Yes	Joe would have liked to have Planning, Curriculum, and Assessment higher in his list of 5. He would also have liked to see more one-on-one time with
Additional	E	Yes	Walkthroughs.
Additional	E	Yes	Yes, observations.
Additional	E	Yes	Yes, feedback. In a perfect world, I'd like to do more modeling/teaching and observations.
Additional	E	Yes	Walkthroughs.
Additional	E	Yes	No, this was my focus for the year.
Additional	E	Yes	The assistant principal has been wearing many different hats based on ever-changing daily needs at the school. Based on his assignments from February to today, he is okay with where descriptor percentages are.
Additional	E	Yes	He would like to see feedback in the top five.
Additional	E	No	I would like to see more walkthroughs and observations in the top 5.
Additional	E	No	Walkthroughs and observations.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	E	No	All feedback, except directive, should be in my top 5. They happen in practice but are just not recorded.
Additional	E	No	I would like to be more proactive and to do more walkthroughs.
Additional	E	No	Walkthroughs!
Additional	E	No	Walkthroughs and feedback: directive and non-directive.
Additional	E	No	I would like to see walkthroughs and feedback: celebration higher.
Additional	E	No	Feedback.
Additional	E	No	I'd like to see more walkthroughs.
Additional	E	No	Feedback.
Additional	E	No	I want to spend more time in the classroom conducting walkthroughs and observations.
Additional	E	No	My job requires a lot of discipline work. I would love to have more instructional
Additional	E	No	Modeling and teaching.
Additional	E	No	I would like my top 5 to be more reflective of the actual work. Poor data collection prevented this.
Additional	E	No	Solo review.
Additional	1.1	Yes	I am very pleased with my top five!
Additional	1.1	Yes	Yes, walkthroughs. Although Working With Students is in the top 5, this user would like to see more student engagement in a variety of settings.
Additional	1.1	Yes	Planning Curriculum and Assessment.
Additional	1.1	Yes	Walkthroughs.
Additional	1.1	Yes	No.
Additional	1.1	Yes	No.
Additional	1.1	Yes	Yes, my walkthroughs shouldn't be that low. I need to breakout my activities more—I think I'm grouping too much under planning.
Additional	1.1	Yes	Yes, I would like to see an increase in time spent in walkthroughs.
Additional	1.1	Yes	No.
Additional	1.1	Yes	No.
Additional	1.1	Yes	Modeling/teaching.
Additional	1.1	Yes	I'd like to have more office work/prep to send written feedback and to reflect on TimeTrack data. Also, we are trying to add 15-20 professional development hours a week to watch the coaching model series so that he can better supprt teacher growth. Mr. Thomas feels that he needs to become a stronger
Additional	1.1	Yes	No.
Additional	1.1	Yes	Walkthroughs.
Additional	1.1	Yes	Feedback.
Additional	1.1	Yes	Modeling/teaching, celebration feedback, and written feedback.
Additional	1.1	Yes	No, I am happy with my top 5.
Additional	1.1	Yes	Yes. I don't reconcile very often, so feedback is not there.
Additional	1.1	Yes	No.
Additional	1.1	Yes	Walkthroughs.
Additional	1.1	Yes	No.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	1.1	Yes	I would like to see more modeling and teaching, as much of my coaching work involves supporting teams in instructional planning and aligning resources effectively. I ultimately want to see how it transfers to the classroom.
Additional	1.1	Yes	I would like to do more walkthroughs as a follow-up to the work we plan during PLC's. It would allow me to interact with the students more academically rather than disciplinarily. Even in situations of misbehavior, I always link the impact their poor choices have on their grades and try to have them plan for a different outcome when challenging situations arise in class, the halls, cafeteria, or the playground. My office work/prep time is high, but my optional descriptors show that time is often spent on MTSS/RTI. I actually need to code that more than I do.
Additional	1.1	Yes	No, not really.
Additional	1.1	Yes	No.
Additional	1.1	Yes	Feedback: non-directive.
Additional	1.1	Yes	It coincides with my job description and role.
Additional	1.1	Yes	Overall, my top 5 descriptors—Planning/Curriculum/Assessment, District Meetings, Office Work/Prep, Written Feedback, and Walkthroughs—align with my role's focus on supporting instruction, although I would like to increase direct classroom engagement time.
Additional	1.1	Yes	Feedback.
Additional	1.1	Yes	Feedback.
Additional	1.1	Yes	No.
Additional	1.1	Yes	If I had been able to stay at my position for the entire year, I would have met my feedback goals. This year was a little weird due to so many teachers being out, though. I know next year that I'll be back as an instructional coach and will get back into giving feedback to the teachers with whom I work.
Additional	1.1	Yes	I do a lot of walkthroughs and spend time in observation. I understand why we don't have a lot of modeling/teaching, but it is not needed right now. In the future, when curriculum adoptions are implemented, this will increase.
Additional	1.1	Yes	To some extent, yes—but I would like to improve my observation percentage. I would like to see all feedback descriptors improved, as well as modeling and
Additional	1.1	Yes	Ms. Turner would have liked the Work with Students to be higher, but otherwise felt it aligned with her work.
Additional	1.1	Yes	Observations and walkthroughs will be a focus for next year.
Additional	1.1	Yes	None.
Additional	1.1	Yes	I would like feedback and observation to be in the top 5. Fewer district meetings would be great, too!
Additional	1.1	Yes	Yes, feedback: celebration.
Additional	1.1	Yes	Observations and walkthroughs.
Additional	1.1	Yes	No, that's about right. Everything is in good order.
Additional	1.1	Yes	No, this is pretty much what I want.
Additional	1.1	Yes	No. Ms. Smith identified that she is a first year coach and was required to attend PD monthly, which led to that being a bit higher. Also, accurate coding of descriptors was not intentionally considered in the first four months of

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	1.1	Yes	No, but Dr. Hendricks thinks she used planning, curriculum and assessment too much. Spending time with other TimeTrack users in the school to learn how they use descriptors led her to have that thought.
Additional	1.1	Yes	Ideally, I'd like to do teacher observations and modeling. I'd like to do more walkthroughs and working with students, too, but that doesn't fit my role.
Additional	1.1	Yes	No, this aligns with the work in the many different roles he has as the dean of
Additional	1.1	Yes	Overall, they are aligned. Ms. Harrison knows she did not reconcile as often as she should have, which probably impacted the data.
Additional	1.1	Yes	Increasing walkthrough time will be a goal for next year.
Additional	1.1	Yes	For my first year in this school and my first year as an assistant principal, they reflect the work I did. I would like to see more walkthrough and feedback for
Additional	1.1	Yes	Yes, feedback in general.
Additional	1.1	Yes	I would like to spend more time on all areas of feedback to keep the teachers growing and celebrated.
Additional	1.1	Yes	N/A.
Additional	1.1	Yes	Ms. Burgess would like to see observation move to the second highest
Additional	1.1	Yes	Yes, walkthroughs.
Additional	1.1	Yes	No.
Additional	1.1	Yes	My Top 5 are: Work With Students, where I am directly involved with them; Office Work/Prep, where I am reviewing data or preparing resources for students; Instructional Student Supervision, where I go into the classroom to observe their engagement; Professional Development, where I improve my practice as an educator; and Observation. My optional descriptors also define my work. Those top 5 were Data Review, Student Work Review, Informal Observations for Student Engagement, RTI, and Student Observations for Behavior.
Additional	1.1	Yes	Modeling and teaching should be higher. I didn't do a great job of reconciling.
Additional	1.1	Yes	I would like to spend more time in the classroom supporting the students and teachers.
Additional	1.1	Yes	Non-directive feedback.
Additional	1.1	Yes	Feedback.
Additional	1.1	Yes	Unsure.
Additional	1.1	Yes	More time on walkthroughs.
Additional	1.1	Yes	I think this is accurate, as I like to celebrate teachers and that's where I want to
Additional	1.1	Yes	Even though the top 5 represent the work I do, I would love to spend more time in classrooms, specifically on working with students and modeling/teaching.
Additional	1.1	No	I do many walkthroughs for a quick 5-minute synopsis of what we are looking for. I do not capture this in my Time Track. There is too much unscheduled time, too. Most of the Office Work Prep is done before staff and students arrive
Additional	1.1	No	Walkthroughs.
Additional	1.1	No	Walkthroughs.
Additional	1.1	No	I wanted to focus more on feedback but have not been able to do so. Pushing into classrooms has lessened our load of observations.
Additional	1.1	No	Observation and walkthroughs.
Additional	1.1	No	Walkthroughs.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	1.1	No	Ideally, I would like to spend more time seeing instruction. I would like to fine tune systems to enhance curriculum decisions. I believe decisions made by a group are important to enhance culture and teacher performance.
Additional	1.1	No	I would like to see more walkthroughs and modeling/teaching.
Additional	1.1	No	Yes, working with students. I spend time working with students and giving feedback, but it is not fully indicated on TimeTrack. I spend a lot of time with the management of the building and people.
Additional	1.1	No	Feedback: written.
Additional	1.1	No	Feedback: non-directive.
Additional	1.1	No	I would have like to have seen more feedback and modeling/teaching.
Additional	1.1	No	Based on prior conversations, Ms. Dunham would like to have more time seeing instruction and giving feedback.
Additional	1.1	No	Ms. Watkins is out on leave and does not have a SAM.
Additional	1.2	Yes	Feedback: Non-Directive.
Additional	1.2	Yes	The only other descriptor I would like to see is for "outside-of-school activities," which I attend in order to see families and in non-work environments.
Additional	1.2	Yes	Yes, observations. Calibrated observations are also planned for next year with the principal.
Additional	1.2	Yes	I would like to see more feedback in the top 5 because that is important for the growth of teachers and students.
Additional	1.2	Yes	No, I think the top 5 are what I need to focus on.
Additional	1.2	Yes	Yes, feedback of all types.
Additional	1.2	Yes	Feedback.
Additional	1.2	Yes	No.
Additional	1.2	Yes	Walkthroughs.
Additional	1.2	Yes	Parents and Guardians should be in the top because coding hasn't been done as accurately as it should have been.
Additional	1.2	Yes	Parents and Guardians.
Additional	1.2	Yes	They match my position.
Additional	1.2	Yes	No. We reviewed walkthrough data in REPORTS so that she could see how it looked for every day of the month.
Additional	1.2	Yes	Yes, modeling/teaching. This year it was coded more as working with students. It would also be a goal to reduce the PD time so that I can have more time modeling and teaching.
Additional	1.2	Yes	It aligns with my job description.
Additional	1.2	Yes	These five descriptors are the majority of the job description.
Additional	1.2	Yes	No.
Additional	1.2	Yes	Feedback: Non-directive.
Additional	1.2	Yes	Observation.
Additional	1.2	Yes	Yes, walkthroughs. I think we could spend our time more strategically when we meet as a team to decrease the amount of time spent in meetings.
Additional	1.2	Yes	I am capturing more feedback on TimeTrack.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	1.2	Yes	I expect that we will increase our observation routines in the weeks ahead as less focus is placed on state assessments. Observation is in the top six and will increase, especially as we work together and begin to utilize data.
Additional	1.2	Yes	Yes, observation. The past few weeks since spring break have been influenced by prepping for state assessments. I expect observation will become an increasing part of my daily routines.
Additional	1.2	Yes	Much of my office work/prep time is related to planning instruction for modeling/teaching and for working with students. I need to reconcile this in our daily meeting.
Additional	1.2	Yes	Yes, decision-making groups.
Additional	1.2	Yes	I would like to spend more time doing walkthroughs.
Additional	1.2	Yes	No, I don't need to use a lot of descriptors to track the work I do.
Additional	1.2	Yes	Yes, feedback: non-directive.
Additional	1.2	Yes	No, these are reflective of what I do.
Additional	1.2	Yes	It fits the job description.
Additional	1.2	Yes	No. We compared the last three years, and the top three have been the same.
Additional	1.2	Yes	No, the work with students is high due to enrichment classes taught for small group instruction.
Additional	1.2	Yes	I would have preferred less time working with students and more time modeling/teaching. Due to district mandates around supporting small group instruction, I was not allowed to schedule much time for modeling and co-
Additional	1.2	Yes	No, I feel good about my top 5.
Additional	1.2	Yes	I am surprised that office work is my highest, but I know that I have scheduled times for it daily. I am now in classrooms a lot, so work with students is my number one thing all the time. Although it is hard to reconcile daily, I've increased my observations in classrooms. I created a way to measure, and those have increased from last year, too. My planning work aligns directly with my
Additional	1.2	Yes	I would like to see observations/walkthroughs in the top 5.
Additional	1.2	Yes	Yes, modeling/teaching.
Additional	1.2	Yes	Student supervision is pretty high, and work with students is, too. If I was in the instructional coach role, I'd say modeling/teaching—but in my current role, no.
Additional	1.2	Yes	I wish that modeling and teaching were higher. These five descriptors are what I desire in my work.
Additional	1.2	Yes	No.
Additional	1.2	Yes	Not really. This is literally what I do.
Additional	1.2	Yes	Although I believe my top 5 descriptors align with the work I want to be doing, I would like to focus more on coaching and modeling/teaching next year, as I spend time in the classroom.
Additional	1.2	Yes	I am happy with my top 5.
Additional	1.2	Yes	Walkthroughs and observations.
Additional	1.2	Yes	No.
Additional	1.2	Yes	I would like observations to move up to where student supervision is. I would also like to see feedback: directive.
Additional	1.2	Yes	Parents and Guardians.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	1.2	Yes	The top 5 descriptors make sense. Being given a new principal this year changed Dr. Bazor's duties to include more paperwork and weekly prep for the Thursday professional development sessions.
Additional	1.2	Yes	This year, I used office work/prep for giving feedback. Next year, I will code it as the type of feedback I give. I want to increase walkthroughs and feedback celebrations, too.
Additional	1.2	Yes	PCA is the biggest component of my work. I'd like to have more time working with students, so that is a goal I have for next year.
Additional	1.2	Yes	I would always like to be in classrooms more.
Additional	1.2	Yes	I would like to incorporate more directive feedback based on my observations and then be able to follow up on the feedback for the next observation.
Additional	1.2	Yes	No.
Additional	1.2	Yes	Working with students and celebrations.
Additional	1.2	Yes	No, that sums up my position.
Additional	1.2	Yes	Yes, but I would like to see less office prep in order to focus on more instructional needs.
Additional	1.2	Yes	No. I feel my job description matches my top 5.
Additional	1.2	Yes	Yes, more feedback. I believe I have done more, but I didn't reconcile those
Additional	1.2	Yes	I would like to increase non-directive feedback.
Additional	1.2	Yes	It pretty much coincides with my position.
Additional	1.2	Yes	The top 5 align nicely with Kayla's priorities.
Additional	1.2	Yes	Natalie would have liked to see feedback: non-directive in the top five.
Additional	1.2	Yes	Spending more time on modeling/teaching is a goal for next year.
Additional	1.2	Yes	No.
Additional	1.2	Yes	Yes, I'd like to do more walkthroughs and to be present more frequently.
Additional	1.2	Yes	As I work in the athletic department, it fits my responsibilities.
Additional	1.2	Yes	It is accurate and fits the job description.
Additional	1.2	Yes	Walkthroughs.
Additional	1.2	Yes	No, my top 5 are representative of my position.
Additional	1.2	No	I would like to do more walkthroughs and feedback.
Additional	1.2	No	Feedback.
Additional	1.2	No	I would like to see less student supervision and more working with students and families.
Additional	1.2	No	Some of the coding isn't correct; district meetings are an example.
Additional	1.2	No	I would like to be intentional with my unscheduled time and to be more specific with descriptors. I would like to see feedback: celebration and walkthroughs in
Additional	1.2	No	I would like to be in classrooms more instead of in planning and professional development meetings. I will continue to get into the classroom to see instruction. When I get pulled for things that come up, it takes away from getting into the classroom.
Additional	1.2	No	I need to be doing more observations and providing more feedback.
Additional	1.2	No	Next year, she would like to carve out more time for teaching and modeling.
Additional	1.2	No	I would like student supervision decrease. I would also like to increase work with students and feedback: non-directive.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	1.2	No	As instructional coach, I feel that I should be spending more time
Additional	1.2	No	I would like to see Feedback: Non-directive further up in the rankings. I would also like to see walkthroughs and observations at a higher ranking.
Additional	1.2	No	I need to spend more time on observations and feedback.
Additional	1.2	No	Not available to respond.
Additional	1.2	No	I would like to give more feedback related to classroom instruction.
Additional	1.3	Yes	I would like to see more observation—not of teaching, but of student learning. This would help me see the relationships between teachers, students, and the learning environment.
Additional	1.3	Yes	I would like to see work with students in my top 5.
Additional	1.3	Yes	Walkthroughs.
Additional	1.3	Yes	I would like to provide celebratory feedback. I need to put this in my TimeTrack as I do this.
Additional	1.3	Yes	No, Planning, Curriculum, and Assessment could be there; but that will be more of the work this summer now that I'm on a 12-month contract.
Additional	1.3	Yes	Yes, non-directive feedback.
Additional	1.3	Yes	Modeling/teaching is still something Ms. Wilson would like to spend more time
Additional	1.3	Yes	Yes and no. The top 10 for sure do—but, as with all admin roles, there is so much time spent in meetings at the district level. While I do enjoy learning from peers, having a collective focus, and being in the know, all meetings we have at the district level could be condensed and simplified in some way or another. I am, however, very proud of the time I spend working with students and staff. My goals were around feedback, celebrations, modeling/teaching, and focusing on growing our staff in their new instructional pieces, so I feel that they are solidly represented. Walkthroughs provide lots of connections with classroom learning, teachers, and touchpoints that help me recognize what they may be in need of.
Additional	1.3	Yes	No.
Additional	1.3	Yes	Modeling and teaching.
Additional	1.3	Yes	Walkthroughs and working with students.
Additional	1.3	Yes	Walkthroughs.
Additional	1.3	Yes	Celebration.
Additional	1.3	Yes	I'd like to see more feedback, especially celebratory feedback.
Additional	1.3	Yes	No, I am spending my time where I want and need to be.
Additional	1.3	Yes	Yes, decision-making groups. I do not routinely capture the time I am spending in cabinet meetings.
Additional	1.3	No	The work I do makes giving feedback a challenge. We give it, but we need to make sure that we are documenting it. I'd specifically like to see more written
Additional	1.3	No	Yes, I'd like to see more observations and walkthroughs captured on my
Additional	1.3	No	I'd like to see observations and walkthroughs higher and to have office work/prep lower.
Additional	2	Yes	No, but I would like to use optional descriptors to differentiate kinds of walkthroughs, e.g., district, intervention, TKES, and general.
Additional	2	Yes	Yes. Walkthroughs occur consistently, so the chart is not representative of what actually happens. Walkthroughs may be included in feedback sometimes.

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	2	Yes	I would like modeling/teaching and walkthroughs to replace professional
Additional	2	Yes	It is representative of my role.
Additional	2	Yes	Observations and walkthroughs.
Additional	2	Yes	Walkthroughs, observations, and feedback: celebration.
Additional	2	Yes	Walkthroughs and observations.
Additional	2	Yes	Feedback.
Additional	2	Yes	Feedback.
Additional	2	Yes	Maybe. I'd like to see more observations and feedback.
Additional	2	Yes	Walkthroughs and observations.
Additional	2	Yes	Yes, I am providing teachers with more face-to-face feedback and following through by observing next steps from those feedback sessions.
Additional	2	Yes	Yes, working with students and feedback.
Additional	2	Yes	Decision-making meetings lower and modeling/teaching higher.
Additional	2	Yes	I would like to see walkthroughs and observations instead of office work/prep.
Additional	2	No	Modeling/teaching instead of office work.
Additional	2	No	Being new to the job, I was not prepared for the amount of student discipline I would have to deal with. I would like to have walkthroughs, feedback, and PCA
Additional	2.1	Yes	I'd like to see my district meeting time reduced and my PCA time increased, ultimately to be in my top 5.
Additional	2.1	Yes	I would like to replace professional develoment with modeling/teaching or
Additional	2.1	Yes	Modeling/teaching and feedback.
Additional	2.1	Yes	Observations.
Additional	2.1	Yes	I wanted to do more modeling and teaching this year—and while I think I did, I must not have recorded it all. Sometimes in planning sessions, I would model a mini lesson but fail to split the meeting by descriptors. I also jump in and teach during walkthroughs, demonstrating a strategy or clarifying a point if I see that students are not engaged or are at a loss. I still have some time to correct that and will look to separate that time on my TimeTrack.
Additional	2.1	Yes	Feedback.
Additional	2.1	Yes	Modeling and Teaching.
Additional	2.1	Yes	Yes, written feedback.
Additional	2.1	Yes	Walkthroughs and observations.
Additional	2.1	Yes	Modeling and teaching.
Additional	2.1	Yes	I would like observation to be in my top 5.
Additional	2.1	Yes	I would like to see my coaching conversations with teachers move into the top 5. Having another dean has helped with my time in student supervision, and I hope that having an additional dean next year will allow for the possibility in this specific role of moving coaching into top five.
Additional	2.1	Yes	No, I am doing my job! This is a summary of what I do.
Additional	2.1	Yes	I would like to have more feedback, especially non-directive and celebratory.
Additional	2.1	Yes	I would like modeling/teaching and observation time to improve. I meet with grade level teams, which turns into decision-making groups 9 times a week!

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	2.1	Yes	I would prefer to have more time allocated to direct teacher coaching and student engagement activities instead of office work/prep. I would like working with students to appear in the top 5, as well, to increase my direct impact on student achievement and engagement.
Additional	2.1	Yes	I would actually like to see more professional development (both receiving and giving). I am an aspiring principal and don't want to become detached from
Additional	2.1	Yes	As a result of this year's work with students, professional development, planning, and decision making groups, I'm committed to increasing my use of observations and follow-up coaching conversations—especially non-directive feedback—so that they become one of the top five strategies reflected in our practice descriptors, as documented in TimeTrack.
Additional	2.1	Yes	I would like to see more observations and feedback recorded in my TimeTrack. This year we added to our Observation Tool—and with it becoming more specific, I use that platform to capture what is not showing in my TimeTrack
Additional	2.1	Yes	Observation and feedback.
Additional	2.1	Yes	I would love to see work with teachers (modeling and teaching) in my top 5. However, that didn't happen due to my other responsibilities.
Additional	2.1	Yes	Additionally, the top five descriptors accurately reflect the work I am currently doing. The feedback aligns with the demands of conducting 28 formal evaluations, each requiring 5–6 formal observation events. Looking ahead, I want observation, feedback, and coaching to remain among my top five priorities—but with a stronger emphasis on increasing instructional competencies rather than simply documenting predefined instructional
Additional	2.1	No	I am responding "no" because Ms. Coates' target descriptors were professional development, walkthroughs and non-directive feedback. Her top 5 did not included two of her targeted areas, and PD was the lowest of her top 5.
Additional	2.1	No	It is a combination of my not tracking everything and not focusing on the modeling and teaching that I have done.
Additional	2.2	Yes	Travis and Zejdi discussed the top 5 descriptors for Zejdi's role, with Zejdi expressing a desire to add "feedback" to the list. Zejdi also highlighted the importance of planning, curriculum, and assessment in her work with teachers. Travis agreed, noting the positive impact of these activities on teacher attitudes and scores. They also discussed the utility of tracking these activities over time
Additional	2.2	Yes	For next year, Ms. Sherman is looking to increase Planning, Curriculum, and Assessment and to decrease Decision Making Group time.
Additional	2.2	Yes	Work with students.
Additional	2.2	Yes	Yes, feedback. This might be happening during the Planning time. I might want to break that out next year.
Additional	2.2	Yes	Feedback.
Additional	2.2	Yes	Feedback.
Additional	2.2	Yes	What is evident is that coaching conversations (non-direct feedback) are not getting reconciled in planning and decision-making meetings. In actuality, half of each of the documented hours is actually split between non-directive feedback and written feedback (80/20 split).

Type	Rubric	Response	Do your Top 5 Descriptors align with the work you want to be doing? Is there a descriptor not in your Top 5 that you would like to see in your Top
Additional	2.2	Yes	What is evident is that coaching conversations (non-direct feedback) are not getting reconciled in planning and decision-making meetings. In actuality, half of each of the documented hours is actually split between non-directive feedback and written feedback (80/20 split).
Additional	2.2	Yes	The top 5 descriptors align closely with my goals and values in the current role, focusing on teacher collaboration, instructional quality, and student success. I would like to see more emphasis on student-centered learning and data-driven decision-making in my top 5 descriptors. These are crucial aspects of fostering both teacher development and student achievement. My next step would be to create optional descriptors or to use the ones I have more.
Additional	2.2	Yes	My top 5 is pretty much the work I do. My goal for next year is to improve my feedback, though. I just want to be more conscientious about how I capture feedback and the type thereof. I would like to celebrate teachers at the beginning
Additional	2.2	Yes	No.
Additional	2.2	No	Office work was down from last year. I was focused on working with students this year, so I'm glad that went up. I would like to have more feedback coded, too, as I made a conscious effort to do more
Additional	2.3	Yes	No, because of how I use my optional descriptors.
Additional	2.3	No	I would add feedback: celebration.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	E	Yes	I take every opportunity I have to provide feedback. I am constantly attending planning meetings and make it a point to give each teacher and team feedback. It might be in the cafeteria, during arrival and dismissal, or in the hallway, but I make sure that each teacher hears from me weekly. I spend more time on required observations than walkthroughs. I feel like this has dropped due to our district not allowing deans to complete observations. Mr. Bell and I share observations, and Ms. Kilgo has stepped up to assist with discipline. Hopefully next year I can increase opportunities for walkthroughs.
Primary	E	Yes	A lot of written feedback is given, followed up by one-on-one feedback.
Primary	E	Yes	I am not pleased with the amount of instructional time indicated in the reports because more feedback must be provided to teachers so that they may capitalize on their strengths to build upon other areas. I also want to increase the time I spend working with students instructionally. I view one-on-one opportunities as coaching opportunities, which are more powerful than written feedback and also allow teachers to collaborate with me.
Primary	E	Yes	I did not accurately describe written feedback, which skews my overall number of hours. Written feedback is also part of every classroom interaction and has not been documented.
Primary	E	Yes	Next year, I would like to ensure that I have more opportunities to conduct walkthroughs. I am working on enhancing the feedback I provide and focusing on positive feedback that builds educator capacity for leadership, especially in offering professional development for their peers.
Primary	E	Yes	I think I spent adequate time talking with teachers about feedback. High school teachers are not used to conversations. They are used to more written feedback.
Primary	E	Yes	I could do better with the percentage of time with feedback, but this year was more quality versus quantity due to the time I spent giving feedback with first-year teachers or teachers that are new to IVES. Feedback was always face-to-face and immediate and was followed by an email. I have seen improvements in instruction after the time I spent with teachers providing feedback.
Primary	E	Yes	I think it's an accurate account. The SAM stated concerns that the way feedback is coded may need to be more closely looked at.
Primary	E	Yes	I would like to increase the amount of feedback in all areas.
Primary	E	Yes	I had to speculate since I was unable to meet with Dr. Ralls.
Primary	E	Yes	I will find more of a balance between face-to-face and written feedback.
Primary	E	Yes	I need to ensure that feedback is completed before leaving each day.
Primary	E	No	I need to capture data better in TimeTrack. It was difficult after losing my SAM at the start of the new year.
Primary	E	No	I would like to see more one-on-one conversations and to give more feedback.
Primary	E	No	Attending district meetings is in my top 5, and I do not feel that the time away from the building should be that high. I only attend what is required, but I feel like I am pulled into meetings frequently. Consequently, I am not able to give feedback as much as I would like to as the building principal. I believe face-to-face feedback is key to overall school culture as well as to enhancing instruction. I also did not use written feedback as a descriptor but instead coded it as office
Primary	E	No	I would want to spend more time on feedback: directive.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	E	No	We need to document growth areas better.
Primary	E	No	I felt like I gave good one-on-one feedback. Next time, though, I want to code more accurately to break it down further. I see opportunities for collaboration between my SAM and me so that reconciliation is more accurate.
Primary	E	No	It has been different being the superintendent and having a SAM quit early on in the process. I think it will be better in the fall.
Primary	E	No	I definitely prefer to do one-on-one feedback over written. A lot of time is tied up in the paperwork for written feedback, but feedback is more effective if you can have the verbal conversation with a teacher.
Primary	E	No	There was a lot of non-directive feedback, but there should have been more directive and celebration, too.
Primary	E	No	I prefer to give feedback in-person. Teachers have mentioned that they value written notes, too.
Primary	E	No	The principal would like to raise the amount of seeing instruction as well as
Primary	E	No	Due to the time I spent dealing with student behavior, I was not able to do follow-up visits to classrooms or provide teachers with targeted feedback.
Primary	E	No	I definitely want to increase the amount of feedback: non-directive. Written feedback is less personal and less effective than face-to-face feedback. I want feedback conversations to have a more positive impact, too, so that formal observation feedback does not come across as punitive.
Primary	E	No	I would like to have more one-on-one time and to deliver more written feedback.
Primary	E	Yes	Not at this time.
Primary	E	Yes	I would like to improve on both next year. I know I am doing more than others/average.
Primary	E	Yes	I need more time in the classroom, and that needs to be a priority next year. My feedback is higher this year than last, which pleases me. There is a place for both face-to-face and written feedback. I prefer face-to-face.
Primary	E	No	My SAM and I are still learning about descriptors. And although we have onboarding, staff meetings, and ongoing professional development, we haven't always appropriately selected the descriptors in TimeTrack.
Primary	E	No	I need to increase my time spent on feedback.
Primary	E	No	I'd like to create a culture that understands my role as more of an instructional leader and less of a school manager.
Primary	E	No	More written feedback is preferred, but so is increasing all feedback.
Primary	E	No	If you look at my data, my top instructional time is spent on planning or decision-making. I don't spend enough on observations, walkthroughs, or feedback. This will be a personal goal of mine next year: to flip that data so that more of my time is spent in classrooms, sharing feedback with my staff.
Primary	E	No	Solo review.
Primary	1.1	Yes	This was a goal for me this year, and I accomplished it. I increased my feedback to our principals this year.
Primary	1.1	Yes	I am still completing observations, so there will be more feedback. I am always having conversations with teachers—just not recording.
Primary	1.1	Yes	For this being my first year using TimeTrack, I definitely see how much I am providing feedback to teachers. This has helped me be more intentional in

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.1	Yes	I feel that a combination of written feedback and one-on-one feedback is significant at72 hours.
Primary	1.1	Yes	Again, we feel the number of interactions, and not just the amount of time, is a critical piece of this conversation.
Primary	1.1	Yes	The SAM Process has provided me with a structured framework for the work of seeing teaching to then debrief with a conversation.
Primary	1.1	Yes	We provide feedback to our schools through our district TimeTracks. I wonder if I am capturing all of the time I spend recording the feedback versus office work
Primary	1.1	Yes	Our school has the highest teacher retention rate, and I attribute it to my face-to-face feedback. It has had a huge impact on our teachers' practice.
Primary	1.1	Yes	In a timely fashion.
Primary	1.1	Yes	My assistant principal gives all the feedback and does all the formal observations. We have just a few teachers that require this because most of our staff are community college teachers.
Primary	1.1	Yes	I am proud of the time that I spent this year having lunch with students in every school. I learned so much by doing this. I know that I have given more celebration feedback, and I will try to make sure we get it recorded moving
Primary	1.1	Yes	I feel that it is a pretty good mix of time. I do leave quick notes on the teacher's desk when I am doing walkthroughs. Missy has scheduled times for me to meet with teachers, and I have definitely had more face-to-face conversations than in
Primary	1.1	Yes	My face-to-face feedback meetings with teachers have been powerful this year. It seems that in the past, teachers at this school did not receive many opportunities to reflect on and talk about their practice. I am pleased with this aspect of my instructional leadership work and I want to do even more next year.
Primary	1.1	Yes	My walkthroughs are effective and purposeful. There were specific indicators that I was looking for as I visited classrooms. My feedback was more specific
Primary	1.1	Yes	I have done a much better job giving effective face-to-face feedback this year. Even though I am required to do written feedback by our district, I made sure that I did it face-to-face. I know that it has had a huge impact this year. My relationships with my staff are so much more settled, and my teachers seem to
Primary	1.1	Yes	My overall instructional time is 50%, and I had set a goal of 65%. I would like to increase my time in the classroom to raise my overall percentage. I also need to increase the amount of Written Feedback I provide.
Primary	1.1	Yes	I'd like to be in classrooms more and to provide more celebratory feedback.
Primary	1.1	Yes	I did much more of both than was recorded. I now see how not providing my SAM with details during walkthroughs and observations leads to these results.
Primary	1.1	Yes	I would like to increase the amount of celebratory feedback I provide.
Primary	1.1	Yes	I'd like to capture more of my celebratory feedback and to use more written feedback next year.
Primary	1.1	Yes	I need to do a better job of logging feedback. I feel confident that I give feedback consistently, but I do not always record it.
Primary	1.1	Yes	Overall, yes, Tonya is pleased. However, there's always an opportunity for continued growth.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.1	Yes	We need to split bus duty, as some of that time is instructional. Feedback in general is better this year, though. We need to be more intentional about splitting events to capture more feedback.
Primary	1.1	Yes	I prefer one-on-one feedback over written feedback.
Primary	1.1	Yes	Due to the use and structure of TimeTrack, I've become more intentional about providing feedback. I schedule time to meet with each teacher face-to-face, especially during the observation cycle.
Primary	1.1	Yes	I did more one-to-one feedback than in past years.
Primary	1.1	Yes	The team feels that they have not captured the feedback well. Feedback: Celebration is hard to capture because it happens so quickly and doesn't take much time. We have talked about being intentional and splitting descriptors, but they have not done that. They are very pleased with feedback: non-directive this year, though. Additionally, a lot of feedback is written in texts with teachers, and
Primary	1.1	Yes	There has been a strengthened focus on targeted instruction.
Primary	1.1	Yes	I need to do more face-to-face, and I will work on that for next year.
Primary	1.1	Yes	Most of the feedback has been directive this year. I can look to increase non-directive for next year.
Primary	1.1	Yes	I prefer to give one-on-one feedback. Sometimes I fail to capture it in
Primary	1.1	Yes	I need to document feedback better so that the data in TimeTrack is accurate.
Primary	1.1	Yes	I provide face-to-face and written feedback with every summative conference, and I do them all.
Primary	1.1	Yes	Looking at the data, I realized that I never recorded written feedback. Every time the principal had a feedback conversation with a teacher, she followed up with a written summary. In hindsight, she felt that she should have recorded those as written feedback.
Primary	1.1	Yes	I might try for more balance next year between the types of feedback I provide.
Primary	1.1	Yes	The team feels that they are just beginning to understand how they might use the TimeTrack data. They realize that moving forward will require better
Primary	1.1	Yes	Using iWalk software has been good and has encouraged feedback. I think face-to-face feedback is good. I want to get into more classrooms next year.
Primary	1.1	Yes	I would certainly like to spend more time in observations; I do believe that I know what mistakes I had in documenting this. I clumped my decision-making target with observations when they happened back-to-back and should have separated them. However, it's just tedious to do so.
Primary	1.1	Yes	It has grown over the years in the amount of time spent in the classrooms.
Primary	1.1	Yes	Since the feedback conversation is the most important aspect of the evaluation and supervision process, I would like to improve that area.
Primary	1.1	Yes	I value human connection. My next preference is Zoom. The last would be written communication (email or text). The closer to the human experience, the
Primary	1.1	Yes	We are using iWalk, which includes a written feedback component. My time in classrooms and the feedback I've given are a good starting point for my first
Primary	1.1	Yes	For instruction, the answer is both yes and no. Yes, because I got to spend more time seeing instruction. But no, because it was mostly in specific grades or classes. For feedback, I met my goal in non-directive feedback.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.1	Yes	The principal uses different types of feedback for different purposes. She is comfortable with the data as used for seven months. Now that she understands it better, she will adjust coding to better reflect the actual type of feedback.
Primary	1.1	Yes	I am most pleased with my feedback-to-instruction ratio.
Primary	1.1	Yes	I'd like to increase the overall rate of feedback.
Primary	1.1	Yes	Our evaluation system requires us to give written feedback. In-person feedback is more effective. I would love to do more of this. Implementing coaching cycles is a goal to improve non-directive feedback.
Primary	1.1	Yes	Since there is now a "Written Feedback" descriptor, the SAM will code observation write-ups as written feedback instead of "Office Work Prep," as was
Primary	1.1	Yes	All the written feedback is discussed during post-observation conferences in both direct and non-direct formats. We would like to be more attentive to splitting feedback descriptors during the post-observation conferences. We also want to increase the trust and comfort level with teachers during informal walkthroughs, learning walks, and PLC meetings. We have also been conducting student-centered walkthroughs, gathering information from students on their
Primary	1.1	Yes	No. This time does not include my summative conversations because they are not scheduled until later this month and in May.
Primary	1.1	Yes	Overall, I am pleased with the amount of time in one-on-one feedback conversations. I do need to be more accurate when entering written feedback
Primary	1.1	Yes	In our conversations, Dr. Jurkowski indicated that she is pleased with the amount and content of her feedback.
Primary	1.1	Yes	I should give more face-to-face feedback.
Primary	1.1	Yes	I definitely want to spend more time in classrooms seeing instruction and giving feedback.
Primary	1.1	Yes	I am completing this rubric without the SAM or principal. We have never met.
Primary	1.1	No	I would like to give more feedback.
Primary	1.1	No	I am celebrating and providing feedback—I take pride in that. But it is not enough, and it not reflected as well as I would have liked it to be in TimeTrack.
Primary	1.1	No	I would like to focus next year on feedback: celebration next year. Although Eric is pleased with the amount of one-on-one feedback compared to written, Christine does bring up that all feedback needs to be captured on a regular basis.
Primary	1.1	No	Overall, as a first-year principal, I have improved in the time spent with instruction. Also, I need to be more intentional with logging my time with teachers and assistant principals with feedback.
Primary	1.1	No	I would like to have spent more time giving feedback. But I know that for every walkthrough and observation I did, I gave feedback to that person. I have finally realized that my feedback will never be close to the seeing instruction time.
Primary	1.1	No	It is harder in my position to have a dialogue. I am coding it as instruction and non-directive, but I don't split it into the different codes of written, etc. When I was writing responses from meetings, I coded it as office work as instructional. Initially, I wanted to start at the beginning of the year with more one-on-one meetings and got a bit behind on that. I ended up hiring assistant directors in the middle of the year, which took a lot of time and focus.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.1	No	We have lots of one-to-one conversations. I would like to do more celebration feedback.
Primary	1.1	No	I think the student supervision numbers are largely due to staff transitions at the beginning of the year. We are short on substitutes, and I sometimes have to fill in which then impacts data. I will continue to work on coding the feedback I provide. I give much more feedback than is coded; it needs to become a habit for
Primary	1.1	No	I need to make sure I am reconciling my walkthroughs so that I can separate out feedback. I realize that I am trying to fit too much into TimeTrack ; I forget to write or reflect on what I am doing and planning.
Primary	1.1	No	I would like to give more feedback in all areas and am developing a plan to increase that feedback. I don't always document the feedback I give.
Primary	1.1	No	My response is yes—but I'd like to spend more time on instruction. I have completed many more hours this year than are currently reflected in TimeTrack. This would be a goal for me for next year. When we are at our best, this is recorded daily. This year, though, that rarely happened; and I've had to work many hours almost every night and to use snow days to do this work.
Primary	1.1	No	I feel like I do more one-to-one feedback conversations than written. However, I would at least like to maintain this level of one-on-one feedback and then follow up with written communication.
Primary	1.1	No	It is important to me to continue observing instruction across the various sites I oversee. My goal is to continue finding more ways to give purposeful and meaningful feedback to all teachers and staff, e.g., directive, non-directive, and
Primary	1.1	No	The goal is always to spend more time observing instruction and giving feedback. In my first two years at a large high school, I had to be involved in many different areas. I now feel more confident going into year three. I've built trust and empowered others to lead, which will allow me to focus more deeply in instructional areas. I also don't think I captured all of my work in TimeTrack. I put in more hours than reflected because I wasn't always logging accurately. Toward the end of the year, my SAM and I finally found a better system.
Primary	1.1	No	Jesse recognizes that one-on-one feedback has to be higher to allow for deeper instructional conversations with teachers. This will give both Jesse and the teacher an opportunity to dive into classroom and instructional discussions.
Primary	1.1	No	I can do a better job at capturing feedback.
Primary	1.1	No	I would like to spend more time with new team members.
Primary	1.1	No	In the first semester, I was able to provide much more feedback. However, the second semester was more challenging due to the amount of time I had to spend supporting teachers and their 15 students with special needs.
Primary	1.1	No	I am proud of the growth I have made over the last two years in these areas. I would like walkthroughs to be one of my top five descriptors next year. I also want to see my overall percentage and hours spent on feedback increase next year. I need to be more diligent and specific when recording feedback.
Primary	1.1	No	The time it took to isolate the individual parts of the feedback was not worth the time it took to enter in every conversation with a teacher.
Primary	1.1	No	I don't think I capture the actual amount of feedback I am giving. I need to do a better job on this.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.1	No	I need to provide more written feedback.
Primary	1.1	No	One-on-one conversations are more powerful and impactful. I can elaborate more meaningfully during the conversations.
Primary	1.1	No	I want to be in classrooms and giving feedback more than attending all of those outside meetings I am supposed to attend.
Primary	1.1	No	I am working on reconciling feedback out of meetings and office work. I also want to get into classrooms more to support teachers and to give feedback.
Primary	1.1	No	This is an item that we need to look at for next year and make sure it is being coded correctly.
Primary	1.1	No	I need to make sure I am tracking the feedback correctly.
Primary	1.1	No	Dr. Jones is not pleased with the data, but I know I gave much more feedback than was recorded. This year, a new SAM was assigned to the three executive directors. He is the only one still using TimeTrack, and the secretary/SAM did not see the SAM Daily Meeting nor TimeTrack as a priority.
Primary	1.1	No	I do sticky notes, but we need to reconcile that better.
Primary	1.1	No	I don't think I did a good job of reconciling or putting it on my schedule.
Primary	1.1	No	I need to increase observations by getting started earlier. Formal observations give me more time with teachers talking about their practice and next steps, too. I'd also like to see more celebration and directive feedback.
Primary	1.1	No	I wish there was more.
Primary	1.1	No	I need to work on having more face-to-face conversations. Also, I need to be more intentional about what feedback I am giving to help them grow as teachers.
Primary	1.1	No	Written feedback was often coded as non-directive feedback.
Primary	1.1	No	This year turned into a survival year. The principal and the SAM were both dealing with family issues. They admit to not being as diligent as before.
Primary	1.1	No	Though I am pleased with the data related to observing instruction, I feel that my feedback data could have been better. Moving forward, I would like to emphasize both written feedback and celebratory feedback, alongside the non-directive feedback I already provide.
Primary	1.1	No	One-on-one conversations are direct and much more effective in creating change in the classroom. I notice changes occurring during walkthroughs, too.
Primary	1.1	No	I think there are more opportunities to offer celebration feedback that encourages leaders in their work.
Primary	1.1	No	I want to increase tracking of walkthroughs and observations to get a better picture of instruction in the classroom. I want to target specific staff and groups, too. I did not track enough celebratory feedback.
Primary	1.1	No	Howard High began using a platform called BULLSEYE for all walkthrough, observation, and feedback data. As the year progressed, they relied on BULLSEYE data and basically quit entering that part of the schedule into
Primary	1.1	No	I know I gave more feedback, but I may not have recorded it properly.
Primary	1.1	No	I believe feedback is extremely important. I know the staff needs it to support instructional changes. I need to prioritize it more, but it is not yet clear to me the distinctions between different kinds of feedback.
Primary	1.1	No	All of my written feedback is accompanied by one-on-one feedback.
Primary	1.1	No	I know I gave more direct feedback than I coded this year.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.1	No	I would like to see more one-on-one feedback.
Primary	1.1	No	I was directed to train four Academy Directors, which meant less time for instructional activities.
Primary	1.1	No	I would like more one-on-one feedback conversations with teachers. I would also like to see the amount of time in Observation and Walkthrough increase. I would like to have more of a balance across the teachers so I am seeing more teachers and not just the same ones over the course of the year. This is about how the administrative team splits up who we observe.
Primary	1.1	No	The percentage of written feedback should be much higher. We need to do a better job of capturing it.
Primary	1.1	No	My TimeTrack report shows that much of my time has been dedicated to professional development, student supervision, and collaborative planning, which has helped strengthen our instructional culture and align efforts with our SCEP goals. However, the data also highlights an opportunity for growth in providing more directive, one-on-one, and written feedback to teachers. These high-impact practices are essential for refining instruction and supporting professional growth. Moving forward, I plan to be more intentional about increasing time in these areas to further enhance teacher effectiveness and student learning.
Primary	1.1	No	There should be more conversations than written feedback. Challenges getting all observations and feedback into TimeTrack don't necessarily reflect what was happening daily. It will be a goal to decrease unscheduled time.
Primary	1.1	No	They want more celebration feedback.
Primary	1.1	No	She thinks she will never be pleased with the amount of time spent with teachers—that it is never as much time as she'd like—but hopes to keep increasing the amount of time each year.
Primary	1.1	No	I definitely give written feedback a lot more... when I should be doing more face-to-face. Melissa: I do think the SAM is really good at 'on-the-fly' feedback. SAM: I do think we've done well with scheduling feedback on TimeTrack after
Primary	1.1	No	I'm new to this role, so I'm creating my feedback systems as I learn the role.
Primary	1.1	No	I know that I want to do better and to do more with feedback and walkthroughs. That is directly tied to me getting into buildings, which is my future goal.
Primary	1.1	No	We have not been as detailed as we have in previous years and can not connect the time.
Primary	1.1	No	I didn't use the written feedback category.
Primary	1.1	No	Solo rubric submission.
Primary	1.2	Yes	We now have a better understanding of reconciling instruction and the various types of feedback. Additionally, we will be more intentional during our daily meeting in identifying and reconciling the events to be added to TimeTrack.
Primary	1.2	Yes	Cindy categorizes non-directive feedback to capture written and non-directive feedback. Cindy will switch it up next year to utilizing the written feedback
Primary	1.2	Yes	I give my assistant principals leadership chips. We do our walkthroughs together, and they give the feedback. It develops shared leadership.
Primary	1.2	Yes	Walkthroughs and feedback are in my top five descriptors, and I am very pleased. Improving my time in these areas was my goal for this year.
Primary	1.2	Yes	More one-on-one feedback time is desired.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	I would like to increase the capturing of feedback celebrations. The SAM said she remembers the principal giving feedback celebrations but not reconciling. We talked about being more conscious of this in the future.
Primary	1.2	Yes	Comments are provided on the Google Docs we use to track the state testing requirements. We may not capture the written feedback as such in this process. We will look at how we are coding time spent in the district tracker.
Primary	1.2	Yes	As National Principal of the Year, I have not spent as much time in classrooms this year as I normally would. I am pleased with the amount of feedback I have provided based on the time spent observing instruction. I seldom provide written feedback, as I prefer to give face-to-face feedback.
Primary	1.2	Yes	I am pleased with my ability to constantly give feedback.
Primary	1.2	Yes	I feel like I am getting a lot in—it does not capture all of my time.
Primary	1.2	Yes	I would like to increase my one-on-one feedback. I would also like to drop into more group meetings to give feedback about directives from the district or curriculum changes and ideas.
Primary	1.2	Yes	I still believe I can do more.
Primary	1.2	Yes	I am really pleased with the amount of one-on-one feedback. This is one of the most impactful portions of my job. It aligns with our strategic initiatives and core values of Network 15.
Primary	1.2	Yes	I am not as pleased with my celebration numbers, and that is a piece I want to figure out more. I want to be more cognizant of celebrating and coding. What is feedback celebration? That is something Brandon and I want to work through!
Primary	1.2	Yes	I am really pleased with the amount of feedback: celebration. It was one of the team's goals for this year.
Primary	1.2	Yes	I have been much more consistent with giving feedback. I have had a plan for being in classrooms and giving feedback that I have followed. I know it is having an impact on our teachers because I can see it.
Primary	1.2	Yes	I found a rhythm for providing feedback.
Primary	1.2	Yes	I wish I had more opportunities for one-to-one conversations. Even if the opportunities are shorter in time, I would like to do more. This is something to think about—how to make time for these and get them on my TimeTrack.
Primary	1.2	Yes	I am happy that we have invested in the right areas this year. I am very pleased with my celebration feedback and how it has impacted my school culture in a
Primary	1.2	Yes	TimeTrack focuses on instructional goals and has resulted in more one-on-one discussions.
Primary	1.2	Yes	This seems to be making a difference.
Primary	1.2	Yes	Next year, I want to schedule more opportunities for face-to-face feedback.
Primary	1.2	Yes	I want to increase feedback next year.
Primary	1.2	Yes	I am happy about the increase this year, but there is still room to grow and
Primary	1.2	Yes	I am generally pleased, but not everything was captured because of the newness of using TimeTrack.
Primary	1.2	Yes	I could always improve, but I am still happy with the time I spent.
Primary	1.2	Yes	The first round of observations was done in September and October when we were not using TimeTrack. Otherwise, the numbers would have been higher and more reflective of the time I spent in classrooms.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	I could have recorded more non-directive feedback.
Primary	1.2	Yes	District decisions and personnel moves caused the many issues that we are still working through. I want to provide more feedback—but with the introduction of a new curriculum, I focused more on instruction than on giving feedback. I was working to identify the appropriate type of feedback that would support teacher
Primary	1.2	Yes	I can definitely be more intentional about creating space and time for reflection and feedback.
Primary	1.2	Yes	My goal was to reach 100 hours of celebratory feedback, and I am glad that I am almost there. I am very pleased with my progress.
Primary	1.2	Yes	Research shows that a leader can make more rapid and significant progress by engaging in one-on-one conversations to improve practice. I am therefore pleased that my in-person feedback exceeds my written feedback. I do believe that I gave more written feedback, but I may not have recorded it if it was a short note or if I had followed up with a face-to-face discussion. The recorded hours for observations reflect the district-required TKES observations. I frequently pop in and out of classrooms, but I usually spend my time engaging with students—so the data shows more "Work With Students" than "Walkthroughs."
Primary	1.2	Yes	I want to improve how I collect and record all feedback in TimeTrack to ensure that the numbers are more accurate.
Primary	1.2	Yes	I know I didn't capture the written feedback well; I think I can do better at capturing that time. I can also do better at seeing what those numbers would be when comparing types of feedback. I spent more time giving feedback this year that I thought it had. I feel like I'm most effective when I'm giving feedback. I think it is heading in the right direction.
Primary	1.2	Yes	More is better when it comes to observing instruction and giving feedback. This was my first year at this school, so I am still putting systems in place. Next year, though, I hope to spend more time in classrooms.
Primary	1.2	Yes	I would like to make more time to provide additional feedback.
Primary	1.2	Yes	I have given more face-to-face feedback this year. My teachers said they have felt more supported this year.
Primary	1.2	Yes	This first year has been a huge learning curve! I have learned so much, and I'm really excited to use TimeTrack next year to compare my results.
Primary	1.2	Yes	I have seen changes inside the classroom and in gradebooks.
Primary	1.2	Yes	I am pleased. Most of my feedback time is spent with new principals. They have learned from those feedback opportunities.
Primary	1.2	Yes	I give feedback on the run and fail to code it. I would like to have more face-to-face contact.
Primary	1.2	Yes	I know the more time I spend in the classroom, the bigger difference it will make. I don't know if I will ever be happy with the amount of time I get to spend in classrooms, working with teachers and students. This year, though, I have been giving clear feedback, and I have seen teachers grow due to that feedback and to the questions I have been asking. It is difficult for me to remember to record all of the feedback I am actually giving.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	Since starting this, I am better at prioritizing my time and tracking it. My day is more intentional, and I've made it a priority to give more feedback this year than I did in the past.
Primary	1.2	Yes	I still would like to give more feedback, especially non-directive feedback.
Primary	1.2	Yes	Yes, but I will always feel there is room for improvement. Being in classrooms as often as possible is most impactful for building relationships with students and staff. It affects instruction, behavior, and knowing the pulse of the building. I think feedback should match the number of walkthroughs I do. One-on-one conversations are always best, but written feedback is more frequent due to time constraints. I love that TimeTrack added the written component because it gives me a more realistic sense of the amount of feedback I provide, though I'd love to increase the face-to-face percentage.
Primary	1.2	Yes	Analy's role is different from a typical principal's. She has a smaller team, so the level of feedback and observation is inherently different.
Primary	1.2	Yes	I would like to improve in both non-directive and written feedback.
Primary	1.2	Yes	Valerie was intentional about meeting with staff after observations and walkthroughs instead of just offering an option—it greatly increased feedback
Primary	1.2	Yes	I am pleased with it realistically. As a SAM team, we need to be sure to reconcile feedback when it is written.
Primary	1.2	Yes	The goal this year was to give more face-to-face feedback to ensure next steps and recommendations were clearly understood.
Primary	1.2	Yes	I don't observe many staff members, and I give feedback more often than I
Primary	1.2	Yes	I need to work on providing more and varied feedback. I wasn't certain how to approach the staff during my first year at Kennedy; I am still developing my leadership style for this environment.
Primary	1.2	Yes	This year, I have given more one-on-one feedback. I am more comfortable, and they have responded more often in those one-on-one settings.
Primary	1.2	Yes	I meet with my principals after every learning walk. Building relationships through face-to-face feedback is key. I keep a running document of the feedback provided, as well—and all leaders have access to that.
Primary	1.2	Yes	I want to increase written feedback to better reflect observation data.
Primary	1.2	Yes	Feedback is much easier and more effective when done face-to-face rather than written. It allows for actual conversation where both teacher and principal are part of the discussion. I feel I have spent more time meeting with teachers this year than just providing written feedback.
Primary	1.2	Yes	I would like to see non-directive feedback increase.
Primary	1.2	Yes	I would like to increase face-to-face time.
Primary	1.2	Yes	Yes, I'm pleased about the time, but I would still like to continue focusing on the different kinds of feedback, e.g., non-directive and celebrations.
Primary	1.2	Yes	Yes, the evaluation cycle provides sufficient time for giving feedback. Additionally, we added a feedback component for walkthroughs, which provided more opportunities for reflection.
Primary	1.2	Yes	Teachers really like written feedback. They post it next to their desks, so I want to make sure I continue giving that. I feel that teachers see and remember the celebrations more when they're written down, too.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	Comments are more effective and personal, and they allow conversations to be more productive in making change happen.
Primary	1.2	Yes	We have had more group meetings and discussions than individual feedback or seeing instruction.
Primary	1.2	Yes	Feedback doesn't take as long as observation or walkthroughs, so these numbers make sense. I'd like more one-on-one feedback with teachers, though.
Primary	1.2	Yes	Feedback: Celebration is where the team codes all one-on-one biweekly meetings. Chief Brooks' goal is to stay positive and celebrate work during that
Primary	1.2	Yes	I wish the descriptors were a little clearer in how to use them for TimeTrack.
Primary	1.2	Yes	Over the past two years, having both Dawn (SAM) and Cory (TIC) has meant I've had more time to devote to instruction, e.g., planning, organizing, and modeling. I would much rather give one-on-one feedback, though. It leads to more honest conversations.
Primary	1.2	Yes	One-to-one conversations are important and effective.
Primary	1.2	Yes	The majority of my work is documented within Google and is color-coordinated. My SAM does not have the time to transfer information between the two calendars, though. Written feedback is essential to my work with this staff; however, it does not find its way to TimeTrack.
Primary	1.2	Yes	TimeTrack has been a life-changer. It has made me visually conscious about which teachers I need to observe, which teachers I need to provide feedback to, and which teachers I need to follow up with to see the implementation of the
Primary	1.2	Yes	I was intentional about feedback. Feedback and CTTs are a continuous loop, and this loop was also reinforced with the instructional coach.
Primary	1.2	Yes	The team has determined that they are not capturing, splitting, and reconciling feedback as they should. The assistant principal does most of the evaluations, so his observation time is more limited.
Primary	1.2	Yes	I would like to carve out more time to discuss instruction and provide feedback with teachers more consistently.
Primary	1.2	Yes	I had many more one-on-one conversations with teachers this year. You can better understand how teachers are thinking regarding the action steps they take, the why and how a lesson progressed, and how they made decisions about the curriculum, delivery of instruction, and whether students are learning.
Primary	1.2	Yes	Most of my feedback is one-on-one.
Primary	1.2	Yes	One-on-one conversations allow me the opportunity to ask clarifying questions, hear from the teacher, and elicit next steps with the teacher.
Primary	1.2	Yes	The team commented that she has not spent enough time in the classrooms, and her goal is to improve that next year. Chelsey wants to make sure that she follows up with good feedback, too. She needed to do more directive feedback this year, and she is happy with meeting that goal. Taking on a gifted position took time away from some of the other things she wanted to accomplish.
Primary	1.2	Yes	Mr. Gage wished he had done more feedback. As a team, they did not capture it
Primary	1.2	Yes	I would like to expand and give more feedback to teachers. I have delegated and advised the administrative team to give more feedback to teachers. However, I need to give more to individual teachers.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	I have seen progress in the amount of time spent seeing instruction but would like to increase that next year. I will also focus on written feedback, both directive and non-directive.
Primary	1.2	Yes	I provide face-to-face feedback regularly. We are required to provide written feedback after the face-to-face, too. I am not capturing the time I am spending on written feedback.
Primary	1.2	Yes	Face-to-face feedback is a daily ongoing conversation. The SAM shared that written feedback is captured for newer teachers through Teacher Keys Effectiveness System. The school was also chosen as a Teacher Learner
Primary	1.2	Yes	I spent a considerable amount of time on observation and feedback this year. Moving forward, I would like to provide more written feedback and celebration
Primary	1.2	Yes	I think feedback that is in real time is most productive and allows for extended communication.
Primary	1.2	Yes	I am surprised that time spent on observations and feedback was not higher.
Primary	1.2	Yes	She feels and believes that face-to-face is much more valuable than written, so she is okay with that difference. Feedback celebration is something she wants to be much more intentional about in the future.
Primary	1.2	Yes	I would like to continue to strengthen my written feedback, but I am pleased with the time that I spent on it this year.
Primary	1.2	Yes	I would like to have more of my time devoted to one-on-one feedback.
Primary	1.2	Yes	This is a great baseline for me. I'm certain that, with more time in the system, I can increase my feedback and observations. Face-to-face is better for me in terms of feedback sessions.
Primary	1.2	Yes	Celebration feedback occurred—it just wasn't recorded. It was always brief.
Primary	1.2	Yes	I need to include written feedback on TimeTrack in the future. Reflecting on classroom needs is sometimes an objective of directive feedback, with corrective needs to improve instruction.
Primary	1.2	Yes	Providing face-to-face feedback is the principal's priority.
Primary	1.2	Yes	I could choose descriptors to better represent my actual work. Written feedback is included in Office Work/Prep and not as instructional, so we can clearly look at that for next year. Face-to-face is always more impactful, and that is personally more important for me to capture We just didn't use the written
Primary	1.2	Yes	I am happy given the time spent with TimeTrack. As the year progressed, we saw the value increase tremendously.
Primary	1.2	Yes	We could probably do a better job of capturing feedback so that the data would be more accurate.
Primary	1.2	Yes	Overall, the team feels they did well capturing the feedback in the appropriate descriptor.
Primary	1.2	Yes	Looking at this data suggests we may not have captured all feedback.
Primary	1.2	Yes	The second semester, we weren't as consistent with reconciling.
Primary	1.2	Yes	I would like to increase the amount of feedback overall for next year.
Primary	1.2	Yes	The amount of feedback to teachers increased significantly this year.
Primary	1.2	Yes	Feedback conversations are fluid. Therefore, celebration was not captured in the
Primary	1.2	Yes	I would like to do more in the future.
Primary	1.2	Yes	I need to focus on non-directive feedback and celebration.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	When reflecting on the time spent providing feedback this year, I see clear areas of progress as well as opportunities for continued growth. In total, I dedicated over 30 hours to giving feedback in various forms, with non-directive feedback making up the majority at 21 hours and 38 minutes. This does not include the countless informal conversations that took place in hallways throughout the day, which also contribute meaningfully to instructional leadership. This coaching style and reflective approach aligns with my goals of engaging staff in collaborative dialogue—something I believe is essential for both professional growth and instructional improvement. I'm especially pleased with the time spent on celebratory feedback, which totaled nearly 10 hours, a significant increase from 0.3% the previous year. This was an intentional focus for the 2024–2025 school year. I believe strongly in highlighting strengths and celebrating success, not only to boost staff morale but also to recognize and showcase the incredible work happening in our school every day.
Primary	1.2	Yes	Coding written feedback may need to be considered differently for next year.
Primary	1.2	Yes	I improved in the area of critical conversations.
Primary	1.2	Yes	It depends on the principal and if their work aligns with the strategic plan.
Primary	1.2	Yes	I am very pleased with my directive feedback data. I want to be more intentional about capturing celebration feedback.
Primary	1.2	Yes	The team was pleased about the feedback provided to teachers this year. They are not pleased with the fact that they did not think to split by descriptor to better capture feedback to the teachers.
Primary	1.2	Yes	My role does not offer many opportunities to give feedback.
Primary	1.2	Yes	In Alex's role, walkthroughs are the primary means for Alex to stay informed about both the instructional program and management tasks.
Primary	1.2	Yes	I like having one-on-one conversations with teachers. It helps to build relationships and becomes easier to provide feedback. The staff also becomes less defensive and more responsive to feedback.
Primary	1.2	Yes	The format is more user-friendly this year. I continue to use TimeTrack and to have conversations with my coach. The benefits filter to the staff and to the
Primary	1.2	Yes	I want to continue to increase seeing instruction. The feedback needs to be documented better because sometimes we don't break the event into the feedback that is happening.
Primary	1.2	Yes	I want to be able to provide more face-to-face feedback. Our evaluation system requires written feedback.
Primary	1.2	Yes	I give feedback, but I don't document it as well as I should.
Primary	1.2	Yes	Written feedback is completed during the walkthrough and submitted. Changes in TimeTrack will reflect the split time between the walkthrough and written
Primary	1.2	Yes	I was surprised that walkthroughs and observations were so close in time.
Primary	1.2	Yes	Written documentation is included in all feedback sessions, though it is not consistently reconciled to reflect the written component. Student supervision, recorded under the "Management" category, totals 200.8 hours. However, many of these hours were instructional in nature, as they directly influenced student engagement and facilitated feedback between students and instructional staff.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	Yes	I find that because teachers are in class, I often cannot have the one-on-one conversation when I want to. I would much prefer to have face-to-face feedback in a more immediate time frame, but that is not always possible.
Primary	1.2	Yes	About 80% of the teachers have been with Christian for the six years he's been principal. Through observation and feedback, he is learning that he doesn't need to micromanage everyone and can just "let them cook."
Primary	1.2	Yes	I'm excited to see that my work with students has increased.
Primary	1.2	Yes	Face-to-face conversations are more valuable than written feedback. The conversations are specific to the individual teacher's design areas. In a dialogue, you can talk about what student engagement means and how it impacts the
Primary	1.2	Yes	No, I feel that I give more feedback informally and do not always indicate that in my TimeTrack.
Primary	1.2	Yes	For informal observations, I can only provide written feedback, but I do offer teachers the opportunity to set up a conference if they want to discuss it further.
Primary	1.2	Yes	Tiffany was pleased with her time spent but reflected that she likely spent more on both types of feedback, especially written, though it was not consistently captured on TimeTrack.
Primary	1.2	Yes	I'd like to increase one-on-one conversations since they are more meaningful.
Primary	1.2	Yes	Anything coded as 30-second feedback is typically a written note and not always coded as written feedback.
Primary	1.2	Yes	I prefer giving face-to-face feedback. I need to be doing more observations and walkthroughs, though.
Primary	1.2	Yes	I think I do a good job at capturing the Glows and Grows in lessons and in providing the teachers with good, relevant feedback in the written report and during the post-conference.
Primary	1.2	Yes	This year I increased the amount of time in the classroom.
Primary	1.2	Yes	I am coding much of my written feedback as Office Work/Prep. I do not believe we have captured all of the feedback I have given, though. I provide face-to-face feedback during our post-conference meetings.
Primary	1.2	Yes	I would like to have more face-to-face discussions with my teachers.
Primary	1.2	Yes	It's difficult to separate and split the types of feedback. I don't always track the time of the different feedbacks. My praise is sandwiched in with the other feedback. The written feedback feature is great, though. I will make sure we break apart my office work and written feedback.
Primary	1.2	Yes	Tiffany was pleased overall with the time, but she also reflected that she had likely spent more on both, especially written feedback. It was not consistently captured within TimeTrack, though.
Primary	1.2	Yes	If I did more modeling and teaching, I could give more non-directive feedback.
Primary	1.2	No	I would like to do more written feedback and celebrations. Evaluation is one thing, but when walking through classes, I could respond more to teachers in written feedback; oftentimes, I just give feedback face-to-face. I also did not code feedback as accurately as I could have.
Primary	1.2	No	Having more conversations than written feedback was the goal. Next year when we reconcile better, we will reflect that more in the data. Now seeing this process, it helps us see why we should reconcile.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	No	Our intention is to provide, but we end up having to do other duties.
Primary	1.2	No	My feedback is not where I would like it to be. It has been a very challenging year, and because of that, I wasn't able to give as much as I would have liked.
Primary	1.2	No	I would like to improve in the area of feedback. I often give feedback after walkthroughs. This has not been noted in TimeTrack under optional descriptors. This must be adjusted for the upcoming year.
Primary	1.2	No	I focus on feedback, but I need to record it more accurately. The recording of it is so important, and I take it for granted and don't always get it "tracked." I put that I have met with the teacher but maybe did not put that down as "feedback." I'm looking forward to reconciling through sticky notes to help me remember when we have our daily SAM meeting. I pride myself on giving feedback but
Primary	1.2	No	I would like to do more face-to-face feedback.
Primary	1.2	No	I need to do a better job of reconciling and pulling out the feedback portion of meetings that I have with teachers. I would like to give more feedback in order to help teachers improve their instruction.
Primary	1.2	No	This is an area I want to grow in for next year.
Primary	1.2	No	Nicole feels that she is still progressing in this area. She is striving for high-quality feedback. Nicole is working on more coaching with her principals and is learning from Focused Schools and ongoing training with Instructional Support Services following gradual release with ongoing support.
Primary	1.2	No	The principal would like to increase seeing instruction and feedback.
Primary	1.2	No	I need to capture feedback better
Primary	1.2	No	Melissa shared that she felt there was a good amount of feedback given to staff (at least nine feedback sessions a month with Bridge to Read). The team wasn't always able to capture the sessions within TimeTrack, but Melissa and Anahi believe that as they gain experience with it, the amount of feedback will
Primary	1.2	No	I don't think that you are ever pleased with the amount of feedback that you give. I would like to have given more but I know that I am still making a
Primary	1.2	No	I really need to schedule more feedback.
Primary	1.2	No	The team feels that feedback is important and that they need to look at their TimeTrack closely, reflecting on the events that have been planned. The SAM needs to ask questions to ensure that events are reconciled correctly. Careful planning, with time for feedback scheduled on the TimeTrack, will be helpful. They are simply not capturing feedback well at this time.
Primary	1.2	No	Feedback occurs in real time and is frequent, but it is simply not reflected in TimeTrack.
Primary	1.2	No	I'd like to increase walkthroughs, non-directive feedback, and celebratory
Primary	1.2	No	We realize that we did not always record Dr. Wilson's actual feedback. This is an area of growth for us for next year.
Primary	1.2	No	I provide very little written feedback; I prefer face-to-face conversations. I may not be capturing the written feedback required in our iObservation tool within TimeTrack, though.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	No	I want to make sure I get into classrooms more. Regarding feedback, I want to make sure that we are capturing everything I do, too. I need to be more mindful about giving feedback more frequently. Clear and consistent communication is important. I want to capture all forms of feedback, including written feedback, because it matters. I also want to follow up written notes after face-to-face conversations to make sure we are aligned.
Primary	1.2	No	I can alway provide more feedback to teachers.
Primary	1.2	No	One-on-one feedback conversations are powerful. I prefer to do this. I am not capturing the written feedback required in TimeTrack, though.
Primary	1.2	No	We need to do a better job including celebrations when reconciling.
Primary	1.2	No	Observation and walkthroughs are important parts of my day. I believe I provide more feedback than is reflected in the data, and I will work to ensure this is better captured in TimeTrack next school year.
Primary	1.2	No	I would much rather have face-to-face conversations than written ones.
Primary	1.2	No	I need to improve in both of these areas.
Primary	1.2	No	We need to do a better job documenting feedback.
Primary	1.2	No	I want to make sure I have a plan next year to improve observation and feedback
Primary	1.2	No	I would like to spend more time on one-on-one conversation feedback. This would help me gauge understanding from everyone involved. In addition, it makes the process more personal and allows me to clarify any misconceptions.
Primary	1.2	No	Ms. Ward wants more time for feedback and wants it to be a primary goal moving forward.
Primary	1.2	No	I would like to increase my overall feedback time with teachers.
Primary	1.2	No	I would like to have more one-on-one feedback with staff, especially related to the walkthroughs.
Primary	1.2	No	The principal would like to be engaged more often in indirect feedback.
Primary	1.2	No	The principal would like to increase time for indirect feedback.
Primary	1.2	No	Again, I needed a better recording of the feedback I gave. I also needed to make sure to record my morning team walkthroughs.
Primary	1.2	No	I want to give more feedback, or at least capture it more during our reconciliation meeting.
Primary	1.2	No	We need to do a better job of logging the time we do give feedback. I want to get into classrooms more next year.
Primary	1.2	No	She would like to improve on scheduled feedback, whether written or one-on-one. More documentation and labeling it as feedback is needed on TimeTrack.
Primary	1.2	No	The data doesn't reflect the amount of time I spent providing feedback to teachers due to our coding. This does occur—it is just not represented in TimeTrack. The focus next year is to make sure we code it properly.
Primary	1.2	No	Feedback is an area of growth for me. I know I've done more but didn't communicate that to Anne. Anne says she also could have been more accurate in reconciling feedback events.
Primary	1.2	No	I felt that we were able to impact more, but I always feel that I could do more to impact the classroom with observations and feedback. Impact is where I want to focus.
Primary	1.2	No	I would like to spend more time in classrooms and provide more feedback.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	No	I need to increase all of my feedback. I also need to start recording written
Primary	1.2	No	Based on the data entered, I plan to make a more conscious and consistent effort to prioritize entering and tracking events in TimeTrack, as well as focusing on providing staff with varied feedback and documenting observations and
Primary	1.2	No	I need to be more intentional when giving feedback.
Primary	1.2	No	Curriculum and Instruction, along with professional development, had to be a priority this year in an effort to support our Building Improvement Plan. We are hoping next year's principal will be able to focus more on observations, walkthroughs, and feedback.
Primary	1.2	No	I want to really focus on non-evaluative feedback next year.
Primary	1.2	No	The work I am doing is intentional. I had a goal to work with my teachers in group PLCs. I also want to do more walkthroughs and non-directive feedback, while better tracking the feedback I give. I need to be in the classroom more, too, specifically seeing and talking about what they are teaching.
Primary	1.2	No	Next year, I need to make a goal for who I want to observe and how/when I want to give feedback.
Primary	1.2	No	I need to continue to increase.
Primary	1.2	No	We need to be sure events are recorded for reconciliation. I have to be intentional about giving feedback. The SAM will ask more directed questions about feedback in the daily meeting.
Primary	1.2	No	I would like to spend more time on walkthroughs and on student instructional supervision. A goal for next year is to work on non-directive feedback.
Primary	1.2	No	More time in non-directive feedback would have been better.
Primary	1.2	No	My priority for next year is feedback, feedback, feedback. Also, we didn't use the "Written Feedback" descriptor this year. We continued to code walkthrough and observation write-ups as "Office Work Prep." We'll change that coding starting tomorrow.
Primary	1.2	No	My goal is to give more face-to-face feedback in a more timely manner.
Primary	1.2	No	I would like to see more feedback, especially non-directive feedback.
Primary	1.2	No	The principal would like to spend more time working with students and completing walkthroughs in order to provide better feedback in person. And through written feedback, they will better document measures taken to improve instruction and student engagement.
Primary	1.2	No	Overall, I would like to see an increase in walkthroughs, direct feedback, and non-directive feedback.
Primary	1.2	No	I would like to increase non-directive feedback.
Primary	1.2	No	I don't think we are coding feedback as accurately as we can. For example, teachers come into my office when I give written feedback.
Primary	1.2	No	Increasing one-on-one feedback was Danielle's goal. She feels that she knows her staff well and understands how they prefer to receive feedback, i.e., in person rather than written. She is focused on delivering positive feedback and recognizing when directive feedback is needed.
Primary	1.2	No	I could do a better job at capturing time spent on non-directive and celebratory feedback. I understand the value of one-on-one feedback but don't always record it. Our district uses a form for walkthroughs, which provides written feedback.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.2	No	I would like to improve celebratory and non-directive feedback rather than
Primary	1.2	No	The principal wants to increase time for direct and indirect feedback.
Primary	1.2	No	I'd always rather spend more time in classrooms seeing instruction. I feel the same about giving feedback. It feels like I do it a lot, but in reality, it is just hard feedback that takes a lot of prep time.
Primary	1.2	No	I believe that my feedback is a result of inaccurate coding. Lisa's style of feedback is organic and genuine, too, but it is not always recorded in TimeTrack.
Primary	1.2	No	I'd like to increase my face-to-face feedback. We need to do a better job at categorizing the feedback that I'm giving and for how much time I'm giving it, as
Primary	1.2	No	I would like to increase non-directive feedback. We will do a lot more discussion about feedback for next year, so I am capturing all of the feedback I
Primary	1.2	No	It is helpful to have this information quantified, as it clarifies focus moving into next year.
Primary	1.2	No	Mary is definitely more comfortable with face-to-face.
Primary	1.2	No	Kim loves being able to give and reflect with staff but found several barriers with the union in trying to consistently provide. She was able to do walkthroughs and observations but then had to give feedback in written form far more than she would prefer.
Primary	1.2	No	Not all of my seeing instruction and feedback was captured.
Primary	1.2	No	I need to be giving much more feedback in all forms.
Primary	1.2	No	I would like to spend more time on walkthroughs and observations. This number is skewed because of some data input inconsistency. I am planning to prioritize face-to-face feedback next year.
Primary	1.2	No	I would like to spend more time on walkthroughs and coaching. My walkthroughs are not where I want them to be. I also want to be sure I'm providing feedback after walkthroughs.
Primary	1.2	No	Again, early April began a change to coding and reconciling to more accurately capture the data. Then testing took place for the last two weeks, and they fell off the SAMs routine. They feel that they are just now getting back to their SAM
Primary	1.2	No	I think it helps when we plan things in advance. People that we meet with take things off my plate. I struggle getting things transferred from Google and am going to email Jim to get the beta testing—hopefully that will take some
Primary	1.3	Yes	I want to make sure all of my staff are getting feedback during the year to help them increase their instruction.
Primary	1.3	Yes	There was a lot of written feedback given. There was a lot of feedback in general as well that occurred outside of the typical work day.
Primary	1.3	Yes	I have many more walkthroughs scheduled for the next few weeks, so I know that percentage will increase.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.3	Yes	The team determined some areas in which to improve. There might have been some confusion between Feedback: Directive and Feedback: Non-directive. This gave us the opportunity to talk about splitting the feedback. They realized that she rarely just gave a direction, but it was part of the non-directive conversation. Capturing celebrations is not as easy as it seems, as it happens so quickly. We talked about splitting the feedback here as well and being very intentional when celebrating. She stated that she knew she was doing these things, but reflective questions would help capture things better and make her data more accurate.
Primary	1.3	Yes	Ms. Benson indicated that there are peaks and valleys during the school year involving the amount of time she can spend in the classrooms. She is currently in a period when more office work is required of her time. Testing is ongoing, so she can't be in the classrooms as much as she would like. Budget and scheduling will take place in the next few weeks, which will further limit the amount of time she can be in the classrooms.
Primary	1.3	Yes	This staff has been in transition since January 2024. Since beginning my assignment in August, I've focused on the most pressing needs, working to rebuild both the instructional team and the broader school community within a district that continues to redefine itself amid ongoing leadership changes.
Primary	1.3	Yes	I dedicated a good amount of time on my TimeTrack to providing various types of feedback.
Primary	1.3	Yes	I would like to have more one-on-one conversations with staff about instruction.
Primary	1.3	Yes	There is probably a better way for me to use the technology to do written feedback. I have also taken a lot of pictures during class visits and uploaded them to the evaluation tool.
Primary	1.3	Yes	I would like to provide more face-to-face feedback.
Primary	1.3	Yes	Patty wants to be more mindful of tracking when she specifically gives feedback. She feels that deliberate planning for a type of feedback yields better results than trying to split types later. Her written feedback is mostly tied to the evaluation process. She believes she can always improve both in seeing
Primary	1.3	Yes	I want to keep growing and adding more time in these categories.
Primary	1.3	Yes	The team feels that feedback needs to be intentional. Much of it currently focuses on reactions or immediate needs rather than on being deliberate. A lot of what happens is out of her control. For example, when students have behavioral and crisis needs, staff members require support and parents demand attention. She uses her First Responders well, but staff shortages and the need for more support personnel pull her away from her intended tasks. Despite this, her overall instructional percentage is 53.1%. She is doing more instructionally than what she gives herself credit for. Sarah feels that she can always improve.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.3	Yes	I always want to see more instruction, but my instructional time consistently exceeds the monthly goal. I give feedback frequently, though it can be difficult to ensure that all of it is recorded in TimeTrack. I want to focus on providing more direct feedback, too, especially during Career Development meetings and summative evaluations. I believe one-on-one feedback conversations are more impactful and provide a more personalized approach. However, written feedback is also important for clarity and documentation. My goal is to balance both types of feedback to maximize effectiveness.
Primary	1.3	Yes	A goal I have for Tosha and me is to increase documentation of the written feedback that I am already providing to teachers. We've discussed making sure to reconcile written feedback, especially for Office Work Prep, Walkthroughs and Observations, planning meetings with teachers, and work with students.
Primary	1.3	Yes	The team never settles; they want to grow. Next year, they want to be more strategic and intentional in working with individual teachers, grade levels, and individual students. Tamara wants to use teacher planning times, on approved days, to have meaningful conversations with staff.
Primary	1.3	Yes	I would appreciate clearer definitions of the descriptors in this area.
Primary	1.3	Yes	I support middle and high school through meetings and problem-solving. This was not an evaluative role.
Primary	1.3	Yes	I think there is still room for improvement in this area. I'm also trying to balance this focus with my administrative tasks. Although I haven't tracked my actions this spring, I know I have increased the amount of time I am spending with site
Primary	1.3	Yes	I always want to be able to see more instruction. Other job responsibilities don't always allow it.
Primary	1.3	Yes	We have not documented the time in Office Work/Prep that's related to the district's new feedback requirements, which have increased significantly. Of the 458 hours documented in Office Work Prep, 1/4 to 1/3 were related to completing written documentation for observations, PLC feedback, and non-
Primary	1.3	Yes	I'm pleased with my walkthrough numbers and will continue to improve. I still need to focus on making feedback more intentional, which will be a goal for
Primary	1.3	Yes	I'm pleased with this year and will increase my goals for next year.
Primary	1.3	Yes	I need to be more intentional in logging feedback, especially when it occurs in the same place at the same time, e.g., lunch.
Primary	1.3	Yes	I feel that I grew and did not hesitate as much in giving feedback.
Primary	1.3	Yes	I want there to be higher numbers of time spent doing observations and giving feedback next year. I do much of the written feedback at home or after school. That hasn't been captured this year. I'd also like to capture the celebration feedback that I give.
Primary	1.3	Yes	I need to do a better job of reconciling. The written feedback needs to be more. Even when I do an observation, I'm using a district program. The written part is automatically sent to them when I leave the classroom.
Primary	1.3	Yes	I would like to spend more time in the classrooms and provide more feedback. I also need to track better.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.3	Yes	Yes, I am pleased with the amount of time spent giving indirect and direct feedback. In order to improve instruction within our school community, feedback is key. I try to meet with teachers on a regular basis and to send written feedback to memorialize our conversations and identify next steps or an action plan for our instructional team to follow up on. NoteTrack is a helpful tool to immediately take notes on the spot for my SAM to send to teachers, too. Since most of my time is spent in professional development to improve my own practice and the practice of my teachers, my goal is to have feedback be one of my top three descriptors for next school year.
Primary	1.3	Yes	I feel like I could spend more time seeing instruction. I've done more face-to-face this year, and I like that.
Primary	1.3	Yes	I would like to do more!
Primary	1.3	Yes	CPS has a new system and it limits spontaneous walkthroughs and constant feedback due to time frames for the process. Walkthroughs provide more time to support people in a different way.
Primary	1.3	Yes	The principal and SAM were challenged in the second semester with their being out for surgery. Then the assistant principal and dean of students resigned with short notice. All of this contributed to not having detailed reconciliations.
Primary	1.3	Yes	Non-directive feedback includes all the meetings I have with my directors. Celebration feedback, on the other hand, was one that I wanted to increase over last year—and we accomplished that.
Primary	1.3	Yes	Verbal one-on-one feedback is more personable and is best for in-depth conversations about teaching and learning in the classrooms.
Primary	1.3	Yes	Once we develop greater rapport and trust, I will rely more on written feedback. I've been working on celebration.
Primary	1.3	Yes	I am working with my Building Leadership Team. We are developing a plan to make feedback more timely.
Primary	1.3	Yes	Face-to-face feedback combined is much higher than written feedback.
Primary	1.3	Yes	I need to do a better job at documenting written feedback within the post-conference meeting.
Primary	1.3	Yes	I would like to continue doing walkthroughs and providing feedback
Primary	1.3	Yes	I typically provide various types of feedback when I work with a teacher after an observation. I need to do a better job at capturing the feedback I give.
Primary	1.3	Yes	We need to track more accurately the type of feedback given and split events by descriptors. A possible consideration is to add the type of feedback as an optional descriptor to support written feedback.
Primary	1.3	Yes	I have a lot more feedback that I am going to give when working with teachers for the rest of the school year. I also wanted to see instruction a different way this year, so I am semi-pleased with the amount of time I did see it. I always want to be able to spend more time in the classroom and talking to teachers about their instructional practices.
Primary	1.3	No	This year, being my first year, I spent more time observing to learn my school and staff. Next year, I'll give more feedback, especially celebratory feedback. Coding will also be something that I'll watch.
Primary	1.3	No	I need to make sure we identify the correct descriptor.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.3	No	While we talk about feedback during every meeting—as indicated by my notes—we did not spend much time on the numbers. The team is not capturing them well. Keneisha states that she gives lots of feedback, but it is simply not showing. It is her goal for next year. We have discussed splitting feedback numerous times; it just didn't get done.
Primary	1.3	No	I want to spend far more time on instructional areas. It has been a tough year management-wise, and I am planning intervention levels to stop instructional interruptions.
Primary	1.3	No	Michelle would rather have one-on-one conversations, but other things get in the way that can't be delegated or turned over to a first responder. She feels that some of her time giving feedback is not accurately captured.
Primary	1.3	No	It was determined by the team that we need to identify ways to capture the feedback Kasia provides to teachers next year. We discussed a couple of strategies to support this.
Primary	1.3	No	The principal wants to increase overall feedback data.
Primary	1.3	No	I am pleased with my current data for seeing instruction, especially since it shows improvement from last year. I will continue working to increase my classroom presence. The goal is to offer more face-to-face feedback, potentially starting with written notes. I also hope to be more accurate in reconciling
Primary	1.3	No	I need to define my feedback more accurately and split descriptors as needed to fully represent my work.
Primary	1.3	No	I would have liked to spend more time observing instruction and providing feedback, but accreditation was my priority this year.
Primary	1.3	No	I would like to include more time for walkthroughs since this would generate more frequent feedback.
Primary	1.3	No	I didn't realize written was an option. I will investigate further.
Primary	1.3	No	I need to be more consistent with documenting time spent on all areas of
Primary	1.3	No	I want to focus on the system to create a pattern of giving feedback more
Primary	1.3	No	I still need to give more feedback on the whole. I'd prefer in-person over written.
Primary	1.3	No	I would like to provide more face-to-face directive feedback that can be entered into the portal. I believe this would have a greater impact and lead to better understanding. Verbal feedback can always be reinforced with written feedback.
Primary	1.3	No	I think the written feedback may change the directive feedback.
Primary	1.3	No	I spent a lot of time this year on too many operational correction conversations. Having a SAM has supported me in changing my mindset from being an assistant principal needing to solve things to being the leader and learning to delegate requests from teachers. This is distributed leadership. The SAM Process has provided me with a structured framework for the work of seeing teaching to then debrief with a conversation.
Primary	1.3	No	The principal wants to increase face-to-face feedback and time seeing
Primary	1.3	No	I see a lot, but I need to have more conversations about what I see. There are still times when I feel that I don't see enough.
Primary	1.3	No	The principal would like to see more Feedback: Celebration.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	1.3	No	Walkthroughs decreased from last year because I spent more time on new curriculum implementation and professional development. I also had to train a new principal on curriculum and testing items. I think giving feedback is what moves teachers forward, so I'd like to give more. Written feedback wasn't captured as well as it could have been, either, especially since it was a newer descriptor we were still adjusting to.
Primary	1.3	No	I will never be satisfied unless I'm able to get into classrooms more frequently. I'm also working on giving more feedback, which will lead to changes in
Primary	1.3	No	I had 138 published observations in Bullseye; 72 directives were given in that program and 68 have been completed. 99% of staff have read their feedback, too. The feedback isn't being captured in TimeTrack because we haven't duplicated that into TimeTrack.
Primary	2	Yes	This matches the job descriptions that support the buildings.
Primary	2	Yes	There was more need for student support in the fall, which is why those numbers are higher. Feedback should be higher, and in fact it was last year. But I need to do a better job at coding feedback. There have also been more meetings this year, which took up additional time.
Primary	2	Yes	For observations, feedback is written but also provided in a one-to-one post-conference with the teacher. Moving forward, we will look to see if the written feedback option is more appropriate than other feedback types depending on the situation.
Primary	2	Yes	I want to spend more time on feedback next year, especially celebration feedback. A lot of my written feedback is also delivered face-to-face. I follow up on written feedback in-person.
Primary	2	Yes	When reviewing data from last year and comparing it to this year, I am pleased with my growth.
Primary	2	Yes	Much of my written feedback was not captured specifically as feedback.
Primary	2	Yes	Feedback is a little lower and could be higher. We need to focus on coding it better, too; but for the most part, I'm okay with what it currently shows. Our focus this year has been on systems. Written feedback is important, but face-to-face is more impactful.
Primary	2	Yes	Generally, I am pleased with the feedback that is documented, especially face-to-face. Written feedback is incorporated within our Google platform. I've not tracked written feedback with TimeTrack, though.
Primary	2	Yes	I'm in the Relay Training Program for principals, which is very demanding but provides a component on coaching and feedback. A lot of my written feedback is included in my Office Work/Prep descriptor because that platform is required. Swivl has also been huge in my seeing instruction, since I can't be everywhere at one time. I am, however, able to access the videos and provide feedback as well as select targeted AI feedback.
Primary	2	Yes	I feel like face-to-face feedback is more impactful. I give written feedback as follow-up documentation.
Primary	2	Yes	Giving face-to-face feedback is much better. It was a huge goal that has made a big difference, especially with new teachers.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	2	Yes	I sometimes struggle with how to use the written feedback descriptor effectively—specifically, determining whether my feedback is directive in nature or intended to initiate reflection. I find myself asking: Is this simply direct feedback, or will it serve as a starting point for a non-directive, follow-up coaching conversation with the staff member?
Primary	2	Yes	I want to do more feedback.
Primary	2	Yes	I would like to increase the amount of time spent providing feedback and having collaborative conversations with my teachers. I would like to increase one-on-one feedback sessions with educators, too.
Primary	2	No	I am pleased with the time I am spending in classrooms but would like to spend more time working with students. I need to split more events to capture more feedback given in them. Written feedback has not been a priority for me, and I haven't gotten used to using it as a descriptor.
Primary	2	No	I am looking forward to increasing overall feedback time in the coming school
Primary	2	No	These numbers do not reflect the actual time spent in classrooms or the amount of feedback given. We must not be coding correctly.
Primary	2	No	I would like to see Feedback: Celebration higher.
Primary	2	No	I need to do better at tracking the feedback I provide; it may not have been captured accurately. The ratio of directive to non-directive feedback also needs to be reviewed. Our observation system requires written feedback, while we provide face-to-face feedback regularly.
Primary	2	No	A lot of feedback was given in small working groups where we celebrated student performance and discussed instructional moves that made a difference. The SAM team said they need to develop a method for capturing this time in TimeTrack for next year. Amanda also indicated that she wants to be held accountable for getting into classrooms more and for working directly with
Primary	2.1	Yes	Coding might have been a factor in lower written feedback. I spent much more time doing face-to-face feedback, which has been a big win.
Primary	2.1	Yes	I am happy with the amount of time I spend in classrooms and working with students. It is paying off. I want to be more intentional with my non-directive feedback. Both written and face-to-face feedback have their place.
Primary	2.1	Yes	I'm looking to spend even more time on instruction. Pleased that I have been able to give feedback for the instruction I saw.
Primary	2.1	Yes	I need to start coding my end-of-day reflection as Written Feedback. I would like to see feedback numbers in general increase.
Primary	2.1	Yes	I would always like to spend more time seeing instruction and providing feedback. Other duties prevent that from happening, though.
Primary	2.1	Yes	Documenting feedback electronically and via email is integral to the district's feedback plan. I appreciate that written feedback has been acknowledged this year and is included alongside other forms of feedback. It has been easier to consider written feedback as part of the total feedback represented on the
Primary	2.1	Yes	I have a central office position and work with principals on Title I federal programs and grants.
Primary	2.1	Yes	I need to record time better in feedback. The teachers have stepped up and started thinking more deeply about their planning and instruction.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	2.1	Yes	Most of my feedback is face-to-face. There has been occasional written feedback that we probably didn't separate, but other leaders in the school are responsible for written feedback.
Primary	2.1	Yes	Written feedback is more time-efficient and helpful.
Primary	2.1	Yes	I need to work on some coding issues, especially on split-coding feedback meetings that include celebrations.
Primary	2.1	Yes	Written feedback is different in that I have to think carefully about what I'm
Primary	2.1	Yes	I'm pleased that face-to-face feedback reigns supreme, even though I know written feedback doesn't always get coded, as electronic forms and checklists are generated with observations and walkthroughs.
Primary	2.1	Yes	TimeTrack allowed me to see what type of feedback I was giving. Knowing that staff take feedback in different ways allowed me to ensure I was giving a variety of feedback. I was also able to schedule one-on-one verbal feedback with every staff member this year at least once, allowing me to build relationships and understand how they work best.
Primary	2.1	Yes	Feedback is an area that, as administrators, we are always trying to improve upon because that is how our teachers grow. In saying that, I spent a great deal of my year walking through classrooms and conducting observations, and the majority of the feedback is given in written form. In TimeTrack, I have not properly coded these events, and that is reflected in the end-of-year data. Moving forward, I would like to be more strategic in having the one-on-one teacher chats throughout the year, as I feel it will have a large impact on my teachers' instructional development.
Primary	2.1	Yes	Feedback, including written feedback, is not being reconciled within professional development and planning events to the extent that it could be.
Primary	2.1	Yes	None.
Primary	2.1	Yes	Jill would like to increase one-on-one feedback and to keep written feedback at the same level, depending on circumstances of course. She would like to increase her classroom time and shift the ratio to 60/40 for observation versus
Primary	2.1	Yes	I could do a better job at giving more face-to-face feedback.
Primary	2.1	Yes	I would like to spend more time in classrooms and less time on office work/prep and district meetings. I feel that I may not be capturing the full amount of feedback I'm providing. I know that time spent on feedback has improved teacher effectiveness and student growth, though. It is also important to provide one-on-one feedback whenever possible, especially if I want to gain better perspective, build clarity, and strengthen relationships.
Primary	2.1	Yes	Not all of my written feedback time was captured in TimeTrack. I used NoteTrack and the TKES platform and didn't copy and paste it. So I'm pleased overall with my feedbac; it just wasn't recorded in TimeTrack. Of course, I always hope to see more instruction and to have more conversations about
Primary	2.1	No	I would want to add more coaching/reflection, as well as more time spent in classrooms and in reflection with teachers.
Primary	2.1	No	I am not capturing all of the feedback due to multiple resons.
Primary	2.1	No	I would like to focus on non-directive feedback going forward.
Primary	2.2	Yes	I give more feedback than is captured on TimeTrack.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	2.2	Yes	I want to get my face-to-face feedback higher. I'm reading Marshall's book. I want to spend more time face-to-face next year. I'd also like to see how my feedback time matches with the high-need teachers.
Primary	2.2	Yes	Most of the written feedback involves work with the evaluation process. In Springfield, there is constant documentation in the online system so the principals get immediate feedback. He wishes to split feedback with his school visits for documentation on TimeTrack.
Primary	2.2	Yes	Nathan has the "attitude" to capture his data, but it is not accurate. He is engaged in instruction and provides feedback much more than is shown. His SAM needs to step up and ask reflective questions. She also needs to reconcile the data so it gets done accurately. Nathan does not delegate enough responsibility to the
Primary	2.2	Yes	My shared vision of teaching and learning includes being data-focused, providing an academically challenging environment, and sustaining a positive culture for all students, staff, parents, and the community. The time spent on instruction is key to Union's growth and progress. As I observe and provide feedback to teachers, I gain a better understanding of their needs and those of their students. Reviewing data with students and staff informs our planning and has a strong impact on our efforts to address student learning needs. My teachers and academic coaches are strategic and use a variety of data to plan instruction. I am also pleased with the time I spent giving feedback. I believe feedback should be provided individually during one-on-one interactions with teachers. I am, however, surprised that no written feedback was captured this school year.
Primary	2.2	Yes	I would always like to give more feedback. I am not capturing written feedback in TimeTrack but will begin doing so next year.
Primary	2.2	Yes	All feedback is essential. I appreciate seeing that I have logged over 25 hours of written feedback, along with more than 100 hours of face-to-face feedback. Written feedback supports and encourages more frequent classroom visits.
Primary	2.2	Yes	Written feedback was not documented in the reconciled event.
Primary	2.2	Yes	I don't code feedback separately. I incorporate it into other descriptors.
Primary	2.2	Yes	This report helped me realize we weren't recording observations in TimeTrack. That is a coding issue, not a reflection of the actual time I have spent observing. I also didn't record time spent on written feedback, but I would like to spend
Primary	2.2	Yes	Upon reflection, I recognize the need to increase my time spent directly observing classroom instruction. This year, I made a deliberate choice to prioritize lesson planning and data analysis collaboration with teachers, as well as building strong connections with students. While these efforts have been impactful, I acknowledge the importance of more intentionally documenting and capturing this work. Enhancing visibility in classrooms and better tracking my instructional leadership are key areas of growth I am committed to improving in as a principal. Providing feedback was also a priority and was directly connected to my LKES goal for this year. I am glad that I was able to execute and prioritize my time to meet the needs of our school community. Ultimately, I always follow up with written feedback, even after the one-on-one sessions. I am eager to capture both in the future.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	2.2	Yes	Erica is very pleased with the time that she has spent working with students. She wants to see and be seen, and her approach has helped to make everyone comfortable with her being in the classrooms. We discussed the fact that there was no written feedback despite having done it. She said that written feedback is usually celebration, so she coded it that way. She may need to make an optional descriptor to solve that issue next year.
Primary	2.2	Yes	I have really focused on one-on-one, and it has really helped. I want to do even
Primary	2.2	Yes	I am very pleased with my increased consistency with walkthroughs and feedback this year, both for myself and the whole team. We are using TimeTrack, and each of us has a partner for the year. Some of my feedback is not recorded because my partner recorded it, which is fine. Our data merge sessions have been rich with conversation around next steps for teacher support, as we all get to see the total picture of support with our teachers. It has helped the whole team to be more consistent in making sure that walkthroughs are getting done.
Primary	2.2	Yes	If I'm giving feedback, I am choosing one type over the other, and the specific breakdown about feedback type provides more detail about the kind of feedback I am giving.
Primary	2.2	Yes	While the amount of time spent on Observation and Feedback has increased significantly from last year, the team would still like to increase it. Teachers are responding positively to the additional time and are asking for even more.
Primary	2.2	No	Duane wants to start providing more intentional one-on-one feedback. As Duane has evolved over the last couple of years, he has been trying to develop his teachers as a whole. The focus was more on what everyone was needing to grow—now, he is able to start focusing on individual needs.
Primary	2.2	No	I am pleased with my time spent observing instruction. That's where the magic happens! But I am not pleased with the recorded time spent on feedback. I believe I've given more feedback than is reflected. Being more intentional in capturing it is a next step for me.
Primary	2.2	No	I want to focus more on walkthrough time, so I'll plan this summer to focus on how to double this time. I have the accountability and now look at the execution part of this work. I have not coded my written feedback, but I do this a lot directly after walkthroughs. Essentially, having more walkthroughs will equate to having more written feedback. I really love giving face-to-face feedback whenever I can. This is often on the fly.
Primary	2.3	Yes	The written feedback I give is seen more in walkthroughs and in evaluation prep and process. I give a lot of it there, but it isn't captured.
Primary	2.3	Yes	I feel like I do way more written feedback than is reflected. Descriptors need to be more carefully aligned.
Primary	2.3	Yes	Written feedback continues to be a challenge to code. It is always present but not always coded. This is an indicator to include written feedback in our daily reconciliation.
Primary	2.3	Yes	I try to have more conversations and less written feedback to have a bigger impact in the moment. I typically do this with non-directive or a bit of directive

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Primary	2.3	Yes	I would like to capture Feedback: Celebration better so that my data is more accurate. I will also be reviewing my office work prep time to make sure that I reconcile the written feedback appropriately. I also want to ensure I am capturing non-directive vs. directive feedback correctly.
Primary	2.3	Yes	I would like my walkthrough and observation times to be higher. However, I may be confusing the differentiated time I spend across two buildings. While I feel good about my overall feedback, I am confident that I have given more written feedback than what is reflected.
Primary	2.3	Yes	It is much more effective to provide one-on-one feedback. It spurs more reflective comments.
Primary	2.3	Yes	Yes, we would like to see the number increase. We tripled our percentage from last year for celebration feedback. We doubled directive feedback from last year. This is a beautiful thing to see, and we would like to continue to increase this time as we feel it improves the overall climate and culture of the building and overall student performance.
Primary	2.3	Yes	Considering the work that I am tasked with, observations relate directly to the coaching work in which I observe administrators coaching aspiring leaders directly and providing them with feedback. Walkthroughs are also indicative of school visits to conduct calibrations with administrators. I would like to increase the number of observations, specifically when it comes to professional learning observations, to better support curriculum leaders that facilitate professional
Primary	2.3	Yes	We haven't really used the written feedback descriptor yet; we will start as soon as possible.
Primary	2.3	Yes	Ms. Wilson liked having written feedback as an option.
Primary	2.3	No	The written feedback ends up being face-to-face. I write it up, then I meet with the teacher. I listen to what they say, then I modify my feedback to support the teachers. It is part of the trust-based template. I figure out what their goals are, and then I base my observations on those goals.
Additional	E	Yes	I feel that feedback in both realms is meeting my needs.
Additional	E	Yes	As the MCL, I am constantly in classrooms. After meeting with Ms. Garber, I was pleased to see that I was consistently meeting my instructional goals. Our team as a whole agreed that feedback needs to be a priority. Ms. Vulgamore and I have similar jobs, but my data shows working with students higher. We agreed that she and I would do a better check on coding descriptors next year. I am a member of the admin team, but I am viewed more as a coach and mentor. Thus, I am given daily opportunities for feedback and will continue to focus on a variety of descriptors within this category.
Additional	E	Yes	In my role as a TOA, I am not able to observe and provide feedback to teachers. I discuss what I see in classrooms with my supervisor, but she must provide the feedback.
Additional	E	Yes	I always do one-on-one with written feedback.
Additional	E	Yes	My written feedback should be nearly equal to my other feedback types, as I complete an electronic Google Form after each observation. I've noticed that I've been combining observations and walkthroughs, too, and have not consistently tagged written feedback.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	E	Yes	Yes, I am usually very particular about scheduling verbal feedback, followed by written. We talked about splitting the feedback descriptors, too, and I've been doing that.
Additional	E	Yes	I need to do more to make sure my coding is accurate so that I will have an accurate reading on how teachers grow.
Additional	E	Yes	My written feedback includes documentation and preparation of specific interventions for students in SST and 504 processes. Other instructional coaches provide more direct feedback and then follow-up.
Additional	E	Yes	I'm glad to see more time spent on instructional feedback.
Additional	E	Yes	I am pleased that I was able to see more instruction and to provide both verbal and written feedback to teachers. I spend more time verbally providing feedback, which I expand upon in my written notes. However, I have not successfully captured all of the work I've done with teachers.
Additional	E	No	We shoud give more feedback and be more specific in our recording.
Additional	E	No	As the assistant principal, I am in charge of discipline. This interferes with my ability to give as much instructional feedback as needed. I do set high goals for my instructional time and meet these consistently. Dr. Harris and I are the only ones who can complete observations. Thus, much of my feedback is in pre- and post-conferences. I do walkthroughs as often as possible, too. I would like to be able to follow up with face-to-face feedback individually, but many times my feedback occurs during planning meetings with teams.
Additional	E	No	I don't think there can ever be enough feedback given to teachers. As a facilitator and coach, I am constantly in classrooms. I do not complete formal observations, but I am viewed as part of the administrative team. My feedback is mostly with the grade-level teams at planning, and I hope to be able to improve my face-to-face and one-on-one feedback next year.
Additional	E	No	I feel like my breakdown or allotments of "seeing instruction" should be different. I do think I do a good job of documenting my feedback.
Additional	E	No	My feedback numbers should be larger. I need to improve my efforts to get it coded accurately.
Additional	E	No	I'm not pleased with how TimeTrack reflects my feedback. My principal has helped me better understand how to use the correct descriptors so that my calendar aligns with others.
Additional	E	No	Joe believes he provides feedback as much as possible as an assistant principal. He would like to have more time in classrooms and providing feedback, but the nature of his job does not allow him to do so.
Additional	E	No	The assistant principal would like to increase feedback numbers.
Additional	E	No	I'm not pleased based on TimeTrack. But the notes and calendar I have to keep because I'm at two different schools does have that data. I just don't have the time to transfer it to my TimeTrack.
Additional	E	No	I definitely give feedback, but of course I want to do more.
Additional	E	No	Mr. Alexander acknowledged that he has barely begun to grasp how to make good use of his TimeTrack to reconcile, which could lead to some rich data for

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	E	No	He does a lot of write-ups which aren't reconciled. He wishes that feedback had more of an input.
Additional	E	No	I am not coding accurately and reconciling. Data does not show what I am actually doing.
Additional	E	No	Feedback data is not accurate; I am not getting conversations coded. I would like to be in classrooms more, though, to have a positive and proactive role.
Additional	E	No	I am not being as consistent as I should be in tracking feedback with staff members. Ms. Carrubba and I are the only ones who can complete formal observations, and it feels like we are constantly trying to meet deadlines. I think I do more informal walkthroughs than are captured, and my feedback usually occurs when I see the teacher in various settings. I definitely see room for improvement in this area, and I know my time spent giving feedback should be higher. I know I used non-directive feedback more often than what is indicated on the calendar.
Additional	E	No	As Dean, I am no longer able to complete observations. I am trained, but our district removed that option. Many times, my face-to-face feedback occurs before or after an observation. I am involved in walkthroughs, but I am primarily responsible for discipline and spend most of my time working with students. I do need to do a better job of capturing my feedback, as I believe it is higher than reflected in TimeTrack. Our administrative team collaborates well and spends significant time in shared decision-making, too.
Additional	E	No	Dr. Woodard and I will improve with integrating the SAM Process into our everyday practices to garner an accurate account of our instructional moves.
Additional	E	No	My answer is really yes and no. A big part of my job is supporting teachers and monitoring their implementation of the IB standards, though I may not be the administrator that completes that person's evaluation. I basically document teacher meeting notes during my Office Work/Prep time.
Additional	E	No	Feedback data is not accurate. I need to get into classrooms more.
Additional	E	No	To move our school's achievement, I need to be more intentional with my walkthroughs and feedback.
Additional	E	No	I can see the benefit of tracking my time, and I plan to improve in this area.
Additional	E	No	I don't think I recorded all of my time.
Additional	E	No	I did not do a good job of keeping track of the feedback I gave teachers.
Additional	E	No	Data collection was not accurate, and Rebecca feels that the nature of her job as assistant principal does not allow her to spend as much time on instructional practices as she'd like.
Additional	E	No	Solo review.
Additional	1.1	Yes	Next year, I want to do a better job sending a written follow-up of our feedback conversation. I am proud of my feedback to teachers this year.
Additional	1.1	Yes	The user stated that feedback is an ongoing conversation that happens after observations, walkthroughs, hallways, and planning meetings. The work has not always been reflected in TimeTrack as it could have been.
Additional	1.1	Yes	This TimeTrack user shared that she gives written feedback to teachers every night and during the school day. But most times, she does not have time to change or to make the additions to her TimeTrack.
Additional	1.1	Yes	I have given more feedback but did not record it on my TimeTrack.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.1	Yes	I believe I am not getting observations and walkthroughs coded correctly in comparison to the feedback given. I need to do better at coding written feedback.
Additional	1.1	Yes	I need to capture all feedback better
Additional	1.1	Yes	I am so proud that I increased my time giving feedback and seeing instruction from last year.
Additional	1.1	Yes	I did not get all my feedback recorded this year. My data does not capture it all. Next year, I will be more focused in getting it recorded.
Additional	1.1	Yes	The "seeing instruction" numbers reflect my work. Feedback numbers in particular look better than they did in the past. I prefer face-to-face feedback, too, so that I can ensure that what I provide is taken and seen accurately.
Additional	1.1	Yes	Michelle's position as school secretary doesn't match well with this series of questions or the data. She supports teachers and students but more in a management capacity—not so much in an instructional role. That is especially the case when it comes to observing instruction or providing feedback to teachers about their instruction.
Additional	1.1	Yes	The data represents the work I do pretty accurately.
Additional	1.1	Yes	I don't believe the observation number is accurate. I need to examine that more closely, though the rest of the data appears fine.
Additional	1.1	Yes	I feel that we had a strong start to the year. My classroom time declined as the year progressed, and I was pulled in different directions. But I always want to spend more time on feedback. While I know I improved from last year, I still wanted to give more in-person feedback.
Additional	1.1	Yes	This is a huge improvement from last year. We have been much more consistent about what we are looking for when we are in classrooms and when seeing how instruction is going. Feedback has also improved over last year. We have had such a dedicated approach to walkthroughs and feedback. Last year, I'd wait and give feedback to the group; now, I give it almost immediately. It can still be improved, but it has grown a great deal since last year! There are, however, times I haven't always logged feedback. But I tend to give a lot of written feedback, which gives me documentation to refer to and helps both me and the teachers.
Additional	1.1	Yes	Somewhat, given my job is mostly discipline/management.
Additional	1.1	Yes	We are required to add written feedback to our evaluations after completing observations. I have not captured all of the time spent on written feedback, but it is never given without face-to-face feedback.
Additional	1.1	Yes	Most feedback happens one-on-one. I need to capture it better on TimeTrack.
Additional	1.1	Yes	I'm always hanging out in the classrooms talking with students and teachers; I'd like to celebrate them more. I like to celebrate in a big way.
Additional	1.1	Yes	Hendrick is pleased with what she did this year. She is not pleased with her recording and reconciling of events. Her takeaway at this point is that TimeTrack is a source of data, not just a calendar. Initially, her goal was to spend more time on instruction, which using TimeTrack helped her to do. She is
Additional	1.1	Yes	I think written feedback may change directive feedback.
Additional	1.1	Yes	Ms. Harrison is pleased about her work this year. It is her failure to reconcile it accurately that she found disheartening.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.1	Yes	After looking at the report data, we reviewed the pie graph ratio of seeing instruction vs. feedback time. Dr. Filte clearly expressed how she used each feedback and the purpose for coding as she did.
Additional	1.1	Yes	Next year, Ms. Cepeda would like to review the data on seeing instruction and feedback weekly and to use the information to strategically pre-plan the upcoming week.
Additional	1.1	Yes	N/A.
Additional	1.1	Yes	Ms. Burgess and the SAM identified some areas of growth in the SAM Daily Meeting. They feel that it has taken them until recently to begin to understand the true value (in the data) if reconciling were more accurate.
Additional	1.1	Yes	Although I'm pleased, I'm looking to spend more time giving teachers non-directive feedback regarding their instruction.
Additional	1.1	Yes	Looking at the data, I realize I should have coded more as written feedback. I was surprised that most of my email feedback resulted in the teacher coming to talk with me about what I wrote. They wanted to discuss how to implement a suggestion or understand what they might need to do differently. Moving forward, I'll need to consider how to provide better feedback.
Additional	1.1	Yes	No comment.
Additional	1.1	Yes	My role as assistant principal was in operations and student support. I oversaw the professional development training of all assessments we administered, and I implemented all testing procedures; I was site leader for RTI and 504. Discipline, academic placements, graduation tracking, 504 meetings, and evidentiary hearings were all my responsibilities. Honestly, parent intervention played into my work, as well. Restorative practice was equally my focus. Therefore, I did not evaluate teachers or give them feedback on their teaching practices in an official capacity. When I did go into the classroom, it was to observe the behavior of the students. Knowing what good teaching should look like, I couldn't help myself and gave feedback to teachers; but I did not record it because that was not my purpose for being in their rooms. This feedback was mainly given in person, and I feel teachers respond better to face-to-face feedback and act on it sooner.
Additional	1.1	Yes	I used office work/prep instead of written feedback.
Additional	1.1	Yes	I have given more celebration feedback but did not record it.
Additional	1.1	Yes	I have coded evaluation data entry as office work prep. I did a better job in the first semester with feedback cycles.
Additional	1.1	Yes	I am very proud of the feedback that I have given this year! Our staff is like a family and we like each other. We are working together for our students.
Additional	1.1	Yes	I am pleased with scheduling feedback sessions. I am, for one, able to remain focused when providing effective feedback. I must, however, enter feedback into our evaluation system. I do not capture the amount of time I spend on written feedback because of this. Most of my feedback is face-to-face.
Additional	1.1	Yes	It's not my job to give a lot of directive feedback, but I am happy with the non-
Additional	1.1	Yes	I need to get better at coding the various types of feedback, and I'd like to have more time spent in one-on-one conversations.
Additional	1.1	Yes	For only 5.5 months of data, the user has been happy with her data.
Additional	1.1	Yes	Ms. Watkins is out on leave and does not have a SAM.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.1	No	Coding feedback might be an issue. I need to capture more of the feedback to the 6 teachers to whom I am assigned.
Additional	1.1	No	I gave celebration feedback but did not record it.
Additional	1.1	No	I gave celebration feedback but did not record it. I need to be more intentional in documenting my feedback. I would like to have more walkthroughs and feedback next year.
Additional	1.1	No	Feedback conversations happen individually and in group. Everyone receives written feedback, so I'm surprised it's not higher.
Additional	1.1	No	I know I'm giving feedback as I support teachers. I'm not capturing that piece of my work very well. I give feedback everytime I meet with teachers, though.
Additional	1.1	No	I did not get my feedback recorded.
Additional	1.1	No	I am not getting enough coded. Written feedback is part of the written reports required after being in a classroom, so it is higher. I need to stick to my designated time to enter events and reconcile TimeTrack.
Additional	1.1	No	Mr. Thomas realized that he had not done well reconciling to capture all the feedback he gave.
Additional	1.1	No	I would like to give more celebration feedback. I want our teachers to know that they are doing well!
Additional	1.1	No	I am happy with the amount of time I am in classrooms. I am not doing a good enough job capturing face-to-face feedback. I do not give a lot of written
Additional	1.1	No	I need to be more consistent with entering my feedback. I have given a lot more than what is reflected on my TimeTrack. My walkthrough time should have been higher too; I see 4–6 teachers every week.
Additional	1.1	No	"I need to reconcile." Ms. Dinkins then went on to explain all the feedback she provides and why it has not been captured.
Additional	1.1	No	I am happy in general with time seeing instruction but would like walkthrough time to be higher. I was doing a better job coding it in the fall but have fallen off. There are a lot of things going on that I have to deal with. Feedback coding is not accurate, and I don't code enough of what I do.
Additional	1.1	No	One-on-one conversations have proven to be the most effective, allowing me to tailor support and foster trust. Written feedback is used as a follow-up to reinforce key points and to ensure quality. I need to allow more time and
Additional	1.1	No	Looking at this yearly report is eye-opening for me. I am not pleased with myself because of the lack of fidelity in entering my work on my TimeTrack. It looks like I was not providing teachers with support to become better educators—but that is not the case. My focus is the management and organization of Weaver, yet I still have some responsibility for instruction. I also have the desire to be an effective instructional leader, and my data is not reflective of the work I did with teachers. Feedback is essential in correcting what was observed. My lack of entering reflects on me as a leader and shows that I need to be more intentional in entering my daily events. During our PLCs, I have celebrated my teachers, and I ask them questions for them to think critically and plan for the best possible lessons to reach the students. I see the need to split the planning event into everything that transpired during those times. I have given more one-on-one and written feedback than I recorded.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.1	No	Layne is new to SAMs and is just getting her feet wet. She needs to ask more questions, and the SAM needs to be more assertive. They are not capturing the feedback that she gives. Feedback: Celebration comes naturally to her, but the data does not reflect that. Perspective is her focus and drives her day-to-day work. We had a great discussion regarding planning and splitting descriptors. The SAM admitted that she needs to ask more reflective questions and ensure
Additional	1.1	No	I need to be more consistent.
Additional	1.1	No	I would have preferred to spend more time seeing instruction, which would have allowed for more real-time coaching opportunities and better instructional support. I am somewhat pleased with the feedback I gave, though. I would like to increase face-to-face feedback to build stronger coaching relationships. In discussing this with Ms. Harris, I realize that some of my work in collaborative planning meetings is actually feedback given at the grade level. I had considered it intellectual dialogue, but now I see it as conversations designed to direct instruction and improve teacher planning and delivery.
Additional	1.1	No	I did not log my celebratory feedback this year.
Additional	1.1	No	I would like to conduct more observations, give feedback, and code my work more correctly. I talk with teachers all day long, and these conversations are valuable for improving teacher practice and morale. I didn't code feedback: celebration, but it happened every day.
Additional	1.1	No	Ms. Turner expressed that she didn't consistently split by descriptor, so her feedback to teachers wasn't always accurately captured.
Additional	1.1	No	This year has been a big learning curve for Ayesha. The team feels that much of the feedback wasn't captured. She's had some pushback from teachers, too, and is working on changing her mindset by building up, listening, and asking questions. She's not happy with the Panorama data, though, and hopes to use new coaching skills to get better results.
Additional	1.1	No	I wish I could be in classrooms more. We had a lot of difficult things going at Fremont during the first semester. I need to split my descriptors more to be sure I'm capturing my feedback.
Additional	1.1	No	I need to consider how I code and enter events. This data does not reflect the time I've spent on walkthroughs and evaluations. Usually, whenever I write feedback, I follow up with an in-person conversation. I am not capturing it all correctly; I need to divide it more.
Additional	1.1	No	It was during the March coaching session that I had the realization that I needed to rethink how I used the descriptors and reconciled. I feel that the data did not have time to accurately reflect my new learnings.
Additional	1.1	No	Mr. Posey hadn't really thought about how to capture the feedback. He has been challenged all year with his assignments being changed. For example, a teacher left one day so he had to become the social studies teacher for four months. He is also the athletic director and does dean of student duties during his prep period. If teachers call off, he often has to teach their classes that day. He does not keep up consistently with his TimeTrack.
Additional	1.1	No	No differentiation in time.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.1	No	I would like to increase my time giving feedback and being in classrooms because it pulls things into a full circle and keeps staff on their toes.
Additional	1.1	No	When I see instruction, my focus is on student behavior rather than teacher behavior. I listen to student responses and note their engagement with the teacher, the content, and with each other. I am not satisfied with the amount of feedback logged, though. I actually gave a lot more feedback to students, but clearly did not log it correctly in the platform. I also host student conferences and document those conversations and notes in Excel.
Additional	1.1	No	I would like to be in classrooms more supporting teachers. Student discipline gets in the way. I am giving more feedback, but it is not being coded. I like and have non-directive feedback sessions with teachers but am not getting them coded. I need to make that a priority.
Additional	1.1	No	Feedback numbers are not accurate; I need to do a better job of coding. However, my time in classrooms provides a solid foundation for next year.
Additional	1.1	No	I'm sure she would say that she didn't code all of the feedback.
Additional	1.1	No	Solo response—not sure.
Additional	1.1	No	I think the SAM Process would help if we were to spend more time using it and creating opportunities for growth.
Additional	1.1	No	The amount of time and feedback appears to be small. I spend more time in classrooms than the data indicates. I must do better at capturing this.
Additional	1.1	No	I would like for my feedback to be higher, but I find that oftentimes it gets cancelled due to other stuff happening in the building.
Additional	1.1	No	Considering all the plates I am spinning this year as assistant principal, RTI, MTSS, and testing coordinator, I think my time in the classroom is okay. I would like to be in them more, but that is not happening right now. I am giving more feedback than is being coded. I have to do a better job on that.
Additional	1.1	No	I can always give more feedback to teachers, and I do—especially written feedback. I write formative evaluations on all the teachers. I'm guilty of not always reconciling to divide my descriptors, It is a daily challenge keeping everything going. I proctor lunch every day and work with students
Additional	1.1	No	I need to find more time for giving one-on-one feedback.
Additional	1.1	No	Overall, I am not satisfied with the level of feedback I provided this year. A significant portion of my time was spent addressing disciplinary matters, which limited my opportunities to be present in classrooms, observe instruction, and model best practices. I would have preferred to dedicate more time to instructional leadership. This is something I have discussed with my principal, and I hope some changes will be made. I do want to give more in-person
Additional	1.2	Yes	My role is not in working with the teachers. I work with families and students.
Additional	1.2	Yes	I would like to get into more classrooms to see instruction.
Additional	1.2	Yes	Overall, yes; but I can always do more.
Additional	1.2	Yes	I'm good with the ratio of feedback to seeing instruction. I do see changes that I want to make in coding. I didn't code all of the written feedback that could have been coded.
Additional	1.2	Yes	I realize that I need to be coding with more detail.
Additional	1.2	Yes	I did not record all of my feedback nor did I differentiate it as I should have.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.2	Yes	Some of the written feedback opens the door for face-to-face conversation. Most of what I do is face-to-face.
Additional	1.2	Yes	My work does not involve significant feedback specifically related to teacher
Additional	1.2	Yes	My work is more focused on students and working with them directly.
Additional	1.2	Yes	The team was not pleased with "seeing instruction" because they felt that there could always be more. While they were pleased with giving feedback, they noted that they did not document that work well. We have talked about this during our monthly meetings, but when they are on their own, they stated that they talk about it but don't record it. They desire to do things that are observable and measurable and then leave a reflective piece along with a celebration. They want to include learning walks next year. They took extensive notes during our time today.
Additional	1.2	Yes	There has been an increase from last year, but I want to capture more in
Additional	1.2	Yes	I am just beginning my TimeTrack and Daily Meeting process. There are missed opportunities in our Daily Meeting to code written feedback into my
Additional	1.2	Yes	Written feedback is not getting recorded during reconciliation following work with students and as part of modeling and teaching.
Additional	1.2	Yes	Written feedback isn't being reconciled with modeling teaching, decision-making, and planning events with teachers. We need to be more consistent with our reconciliation process.
Additional	1.2	Yes	Theresa is a school counselor. She doesn't evaluate or supervise teachers, but instead celebrates students. Next year, we will track celebration feedback under the management side.
Additional	1.2	Yes	My role as a librarian is mostly in working with students.
Additional	1.2	Yes	As a counselor, this is not typically the type of work I would do.
Additional	1.2	Yes	Lori would like to see all of her data increase. She is the literacy coach, so some categories are not as applicable. She is disappointed that her observation and walkthrough numbers weren't higher. She does more professional development work than direct instruction. She has always viewed Feedback: Directive as evaluative in nature, too. Next year, she hopes to spend more time inspecting
Additional	1.2	Yes	I think this data adequately reflects my time.
Additional	1.2	Yes	We do provide written feedback, but we are not labeling it that way.
Additional	1.2	Yes	Mr. Hankinson chose not to use written feedback. He has his own reasons for coding the different types of feedback he provides so that the data makes sense
Additional	1.2	Yes	I should have used "written feedback" as a descriptor. I am a coach, and the time I spend on non-directive feedback has felt very effective.
Additional	1.2	Yes	I thought I would have spent more time seeing instruction, as I have spent more time in the classroom than in previous years. Also, I gave a lot of written feedback, but it was often done immediately after walkthroughs or included in
Additional	1.2	Yes	I am surprised that my written feedback numbers are so high. The rest of the data appears accurate.
Additional	1.2	Yes	The new GA Leads observation tool takes a lot longer to conduct, but the face-to-face feedback is so powerful!
Additional	1.2	Yes	I would like to create more of a balance between one-on-one feedback and written feedback, capturing moments of feedback in emails, post-it notes, or

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.2	Yes	I prefer to give celebratory, non-directive, and directive feedback in one-on-one conferences rather than in writing. In my mind, if I'm using written feedback, it's usually to create a paper trail.
Additional	1.2	Yes	I want to have more feedback opportunities.
Additional	1.2	Yes	I prefer one-on-one feedback conversations.
Additional	1.2	Yes	I want to continue focusing on giving feedback as often as I can.
Additional	1.2	Yes	There are several things I may code differently next year to better represent how my time is spent.
Additional	1.2	Yes	I liked the new feedback category "written." It gave me a way to code my feedback emails.
Additional	1.2	Yes	I really like being able to label with the descriptor "written feedback."
Additional	1.2	Yes	As a literacy coach, I do not evaluate teachers. When doing walkthroughs with administrators, I do provide celebration feedback but also include something they might want to think about trying.
Additional	1.2	Yes	One-on-one feedback is more effective at making change happen. The dean makes it a point to have frequent interactions with teachers and staff.
Additional	1.2	Yes	I need to track and split my descriptors better next year.
Additional	1.2	Yes	One-on-one is effective and I would love to increase it, but available time is a
Additional	1.2	Yes	In my role, observation and feedback are more of a collaboration among colleagues as compared to the role of a supervisor. The feedback I provide colleagues is based on individual student needs.
Additional	1.2	Yes	I try to give most of my feedback in person, but sometimes I need to spend time writing it up.
Additional	1.2	Yes	Yes. Combined face-to-face feedback is much higher than written feedback.
Additional	1.2	Yes	Most of my feedback is in the moment, e.g., at events or practices.
Additional	1.2	Yes	These questions do not align with Kayla's job description.
Additional	1.2	Yes	Ms. Gooden would like to capture the celebration feedback better in her data.
Additional	1.2	Yes	I feel that I give plenty of feedback. I want to learn how to split descriptors to show celebration.
Additional	1.2	Yes	I am continuing to reflect on my practices. Written feedback is great, but only if people read it. Non-directive and directive feedback move the needle more than written feedback.
Additional	1.2	Yes	I like the balance I have been able to accomplish.
Additional	1.2	Yes	I want to add more time in the classrooms. We need to capture written feedback on our TimeTrack.
Additional	1.2	Yes	None at this time.
Additional	1.2	Yes	The majority of my feedback has to be done face-to-face.
Additional	1.2	Yes	Our work is geared towards students and families, and I find face-to-face feedback is most helpful. This is not part of my tracking of time in TimeTrack.
Additional	1.2	Yes	I would like to increase all types of feedback and to be more specific, especially with celebration feedback.
Additional	1.2	Yes	A major part of my job is giving feedback to teachers, but I don't always code it that way.
Additional	1.2	No	Unfortunately, I had to spend a great deal of time as a substitute due to teacher shortage. This did not allow me to work with teachers as much as I had wanted

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.2	No	My TimeTrack does not accurately reflect the feedback I've done. Non-directive and written feedback are always given after each observation. I have not used the correct descriptors in showing that work. I want to be more mindful in reconciling that next year.
Additional	1.2	No	The correlation of being in the classroom to feedback should increase. I want to be able to spend more time in the classrooms to actually see the instruction.
Additional	1.2	No	I struggle to get the feedback that I give recorded in my TimeTrack.
Additional	1.2	No	I was not able to perform my role much because I had to teach classes.
Additional	1.2	No	The role that Ashley has is more on the management side rather than the instructional side. Written feedback on the instructional side isn't part of what
Additional	1.2	No	They want to balance observations and feedback.
Additional	1.2	No	Descriptors are not always directive; it depends on how we decide to label it.
Additional	1.2	No	I think I have coded most of my feedback as Decision Making Groups. I do not provide written feedback unless it is necessary for documentation.
Additional	1.2	No	I would like to get better at scheduling and capturing feedback. I would like to improve time spent on structured feedback.
Additional	1.2	No	Obviously, I did not reconcile correctly to capture my feedback time.
Additional	1.2	No	Most of the feedback provided was not captured due to inconsistent
Additional	1.2	No	I believe I should be in classrooms more to understand what is happening instructionally. In reality, I know I gave teachers more feedback than is shown here, but I did not capture it in TimeTrack. Additionally, during math collaboration, I frequently discuss how teachers can use data to identify strengths and weaknesses to better meet student needs. I work closely with students and often identify their learning styles and how they feel about what's happening in class.
Additional	1.2	No	No, this time does not yet include my summative conversations. Those are scheduled for later this month and May. In my role, I am not able to observe or evaluate, so this is a "yes, but…" response.
Additional	1.2	No	I do not work with students. My focus is on providing professional learning for teachers. I currently observe teachers by invitation and would like to increase the feedback I provide. I am particularly interested in non-directive feedback to increase my overall feedback time and impact.
Additional	1.2	No	I typically do not code feedback. I usually give direct feedback during the walkthroughs. I find it more purposeful in the moment. If the teachers aren't implementing the intervention with integrity, I stop and provide support and clarity for them because the interventions are too important for our students. This could be a goal for me for next year.
Additional	1.2	No	I started the year strong. Next year, I want to have a more focused plan for specific students so first responders can better handle situations.
Additional	1.2	No	I would like to see feedback increase. I give a lot of feedback, but it has been captured in another descriptor or hasn't been coded in TimeTrack as feedback. I think immediate feedback is important.
Additional	1.2	No	I need to be more intentional about utilizing all types of feedback. I am also interested in the follow-up after directive feedback.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.2	No	Ms. Council felt that she was able to have more face-to-face conversations than written, and it had a positive impact on the staff. Any dissatisfaction she felt was her drive to observe more and give staff even more feedback and support.
Additional	1.2	No	I don't always get my feedback recorded. I would like for the time to be higher.
Additional	1.2	No	I wish I had given more feedback, but I had to complete the master schedule by March 28 due to our district guidelines. This took me away from giving feedback in February and March.
Additional	1.2	No	Coding has impacted these numbers. Data was only collected for part of the
Additional	1.2	No	I always want to be in classrooms more. I've also been working on providing more and better feedback. I am sure I gave written feedback to individuals but did not code it correctly.
Additional	1.2	No	I am better at giving verbal feedback than written.
Additional	1.2	No	I would like student supervision to decrease. I would also like to increase work with students as well as feedback: non-directive.
Additional	1.2	No	I really need to give more feedback. It is not evaluative, though, as that is not my
Additional	1.2	No	The feedback given was mainly face-to-face. I will use more written feedback next year. I gave more feedback than was captured in reconciling.
Additional	1.2	No	I am better with verbal than written feedback.
Additional	1.2	No	Ms. Lockhart resigned at the beginning of April and was therefore not available for responses.
Additional	1.2	No	My goal is to do a better job of tracking my feedback next year.
Additional	1.3	Yes	I have no comment.
Additional	1.3	Yes	I am glad that I had more feedback this year!
Additional	1.3	Yes	I would like to provide coaching cycles, which would require written feedback. I hope to do this next year. I would like to be in classrooms more. The merging of data with our teachers shows me that our teachers are receiving an appropriate amount of attention from other administrators even though it isn't coming from
Additional	1.3	Yes	I have conversations with teachers all the time, but it is part of the work we do in the coaching cycle, which falls under Planning, Curriculum, and Assessment. I am consistent with my coding, so I understand what the data means when I review time spent on certain descriptors.
Additional	1.3	Yes	She was curious about the 3.3 hours of directive feedback—where it came from. As a coach, she did not use directive feedback. And after checking reports, she found it was recorded in August.
Additional	1.3	Yes	I think this has actually gone down this year, as we are not required to observe all staff for evaluations; I only had a third of my staff because of this. That being said, I do think more coaching around instructional practices is important. We have also been doing our "walkthroughs with Paul" (Proof of Concept). There is a lot of practice needed for Torrie and me, so I love that—but we have to be better at intentionally scheduling time to provide feedback to teachers and to plan it better. That is just my take on this. I don't want to always "schedule" a time to give feedback, so I feel like a lot is given but not recorded. It would be great to make it more of a formal practice. I am going to play with this so I can figure something out for the end of this year and for next year, too.
Additional	1.3	Yes	The indicators that are low are not applicable to my role.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	1.3	Yes	The feedback that's been given has been more helpful. Teachers are asking for even more from Mary, though. The one-on-one conversations reduce misunderstandings and don't feel supervisory to the teachers.
Additional	1.3	Yes	I could share more info with the group on what skills I am improving on so that everyone can look for positive growth in those areas.
Additional	1.3	Yes	The feedback portion of this assessment was eye-opening for Jena. She has coded things differently. For example, she provides feedback: non-directive a lot but has coded it as Planning, Curriculum, and Assessment because that is where it happens most frequently. We have talked about splitting her descriptors, but it didn't happen. She also provides written feedback but did not capture it.
Additional	1.3	Yes	In my role, I do not observe or provide feedback to teachers.
Additional	1.3	Yes	I do not provide feedback to teachers in my role. I work solely with students.
Additional	1.3	Yes	I feel like I've spent more time on observations and walkthroughs. Part of my role is in helping the principal spend more time in the classroom. My feedback is not proportional yet. I want to be more intentional about my face-to-face time.
Additional	1.3	No	I would like to have more conversations about support for students. I would also like more time to sit down with teachers for those one-on-one's.
Additional	1.3	No	Providing feedback is a goal!
Additional	1.3	No	I want to do far more non-directive feedback and celebration.
Additional	1.3	No	I want to spend more time on observations and feedback. This year, we lost our dean of students position, and the majority of the discipline fell on me. Discipline of students, conferences with parents, and evidentiary hearings took up a lot of my time this year. I was not able to observe the classrooms as much
Additional	1.3	No	I'd like to be able to spend more time providing feedback to teachers. If we can help the teachers more, then they can be more open to supporting students.
Additional	1.3	No	I like that I meet with people in person to give feedback, but I should follow up with written so they have a point of reference.
Additional	2	Yes	Yes, I'm pleased, but I would like to have even more feedback conversations. We had a lot of transition in leadership duties this year. Juggling two jobs presented challenges. Hopefully, next year will be better.
Additional	2	Yes	There were a lot of meetings this year that took me out of the building and kept me from spending more time with teachers. Based on available time, I have been getting into classrooms as much as I can and providing feedback.
Additional	2	Yes	Yes, and I am looking forward to larger increases next year.
Additional	2	Yes	The numbers make sense. I have had to step into classrooms and do more teaching. I would like to have more classroom time, but other responsibilities
Additional	2	Yes	Compared to time spent in the classroom last year, numbers are lower this year in seeing instruction and feedback. That is due to issues in the building with two new behavioral-needs classrooms. There are lots of coaching opportunities with face-to-face feedback, and I prefer that.
Additional	2	Yes	I use the district platform "Kick Up" as a document for written feedback. I'm constantly communicating and giving real-time feedback to teachers.
Additional	2	Yes	I hope to spend more time in classrooms next year and less time in decision-making meetings. I use both written and face-to-face feedback. I also send an email and then ask for a face-to-face.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	2	No	I would like to have more time in classrooms and giving feedback. I would like time doing observations and walkthroughs to be higher than student supervision. Feedback data is not accurate. Written feedback is part of the required template, so it is easier. I would prefer to do face-to-face feedback and would like to
Additional	2	No	My feedback data should be higher. I have a hard time remembering to code it.
Additional	2	No	I think there are some coding issues in both areas. I also recognize that I am often pulled away from classrooms by other responsibilities. I would like to break down the PCA descriptor.
Additional	2	No	The data for classroom time looks accurate, and I am happy with it. Feedback data, however, is not accurate due to a coding issue, especially in terms of celebratory feedback.
Additional	2	No	Feedback data is not accurate. Part of PLC meetings is feedback, and that is not being coded. I would guess I am only getting 50% coded. I need to be more intentional. Face-to-face feedback is more valuable, but written is what we do
Additional	2	No	Due to the numerous disruptions throughout the school day, I've found it difficult to maintain my scheduled face-to-face sessions. General school management is part of my duties, but I hope to streamline the process next
Additional	2	No	No, I definitely want to do more face-to-face. Written is a good follow-up and accountability piece, but dialogue feedback is more meaningful. I improved from last year, but there is still work to be done.
Additional	2	No	The "seeing instruction" numbers are okay, but there should be more observation and walkthroughs. I am not coding celebration feedback as I should. Written feedback is mandatory for us as we review lesson plans. Both face-to-face and written feedback have their place and need. Face-to-face provides the opportunity to provide support and clarity. Written feedback is more for
Additional	2	No	There are a lot of district and building mandates and meetings that take away time from the classrooms. We are expected to be in PLC meetings three times a week per grade level, leaving less time for classroom support and feedback. Teachers like the written feedback notes they receive and talk about them. They
Additional	2	No	I would like to see less time spent on student supervision. Feedback data is not accurate, so I need to do a better job at coding. I prefer face-to-face feedback, but written is sometimes easier if the teacher is busy.
Additional	2.1	Yes	My work around giving feedback and observing is really tied to my work with the special education department and is often primarily coded as parents or decision making.
Additional	2.1	Yes	Yes, I'm pleased that 56.2% of my time was focused on instruction, as that promotes student learning. However, I often feel overwhelmed by management tasks for both students and teachers. This reduces time for proactive leadership because I'm frequently responding to immediate issues rather than cultivating a more effective learning environment. I'm also pleased with feedback, but of coursew I'd like to increase it going forward.
Additional	2.1	Yes	I would like to increase my time spent on written feedback so that it is more equal to my one-on-one conversations.
Additional	2.1	Yes	I believe that 12.5 hours of feedback is good, but I could increase feedback time. When this increases, instruction will most likely improve.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	2.1	Yes	To be successful in the assistant principal role in instructional leadership, the excessive number of hours in student supervision would allow someone in my role to be more engaged with teachers in non-directive feedback and
Additional	2.1	Yes	I would like to spend more time on celebratory feedback. I have not captured written feedback well, either. I must enter feedback into our evaluation system but have not coded this as such.
Additional	2.1	Yes	After every observation, I provide face-to-face feedback. I would like to have more celebratory feedback, though. I wonder if I am capturing all of the
Additional	2.1	Yes	I do not capture the feedback I provide. I do on-the-spot feedback when I am in classrooms. I keep running notes and always follow up. I do need to split descriptors or use an optional descriptor to remedy this, though.
Additional	2.1	Yes	I really didn't use the written feedback descriptor in TimeTrack, but I gave it when I did evaluations.
Additional	2.1	Yes	I have captured some of my written feedback within TimeTrack. Considering the electronic platforms we use as a district to track interactions with instructional staff regarding instructional practice, it isn't reflected as consistently.
Additional	2.1	Yes	I am happy with the time I spent seeing instruction. I was able to utilize our Union Observation Tool to record my observation notes. I then used those notes to provide feedback to the teachers and to inform my coaching next steps. The hours I have devoted to providing feedback are not reflected in my TimeTrack. However, it is evident with the use of the coaching cycle forms, the observation tool, and my anecdotal notes. Teachers were provided with celebration feedback during coaching conversations, collaborative planning, and mentor sessions, as well as in our Core Team Meetings. I will just need to find the time to be more intentional about recording this information in my TimeTrack.
Additional	2.1	Yes	My coding may be the issue. We have a template where I provide written feedback, but I include that in my Office Work/Prep. I'm giving face-to-face feedback in every PLC. I remember that you talked to us about everybody using the same descriptors for merging.
Additional	2.1	Yes	I appreciated the time spent with teachers, observing instruction and providing feedback. While not all of it was recorded, I know the value of what I did.
Additional	2.1	Yes	Our system requires written feedback for all observations. In most cases, this written feedback reflects the conversations held during face-to-face meetings with teachers, showing a clear connection between the two. However, 45% of my time goes undocumented due to the need to manually transfer information from Google to TimeTrack—a step that, nearly half the time, is not completed.
Additional	2.1	Yes	Seeing that Ms. Coates spent more time on in-person feedback than written, I think she would be pleased with that fact. However, I feel that as an engaging people-person, she would have wanted to have more total hours of feedback recorded in both categories.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	2.1	Yes	I am not pleased with the time I have spent on seeing instruction. I think I should spend more time in that area. I also need to do a better job managing my time and recording what I'm doing in TimeTrack. I am pleased with the time I spend giving feedback overall, but not all of it gets recorded. I must do a better job next year. In terms of one-on-one vs. written feedback, I am not pleased with the data. I must do a better job tracking my time next year.
Additional	2.1	No	I am working to be more consistent in the frequency of classroom time. There is an issue with coding feedback. Written feedback is a mandate in the building for documentation purposes.
Additional	2.1	No	I need to work on capturing my feedback better, especially celebration feedback, because I give a lot of it. I am okay with face-to-face versus written feedback. Written feedback was a priority this year with our principal.
Additional	2.1	No	I would like to have more time working with students. I need to be more intentional to make that happen. The feedback data is not accurate. I give a lot of feedback in the hall in passing, and teachers stop me to ask for feedback. I forget to code that. Written feedback is probably captured more accurately, but I prefer to give face-to-face feedback. There is a time and place for both.
Additional	2.1	No	I think more change happens from face-to-face conversations, so I like that my one-on-one feedback is higher than my written feedback. Additionally, I am surprised that my numbers are so low for giving feedback. I know I talk about instruction with teachers all the time, but I don't track it as I should. Seeing this in black and white makes me realize I need to do better. And finally, y school is using the evaluation platform Bullseye. During my office work prep time, I enter feedback there. Moving forward, I will change my office work category to reflect the written feedback I am entering after walkthroughs.
Additional	2.1	No	Data on time spent in the classroom is not accurate, neither is feedback data.
Additional	2.1	No	I feel like I am always striving to improve myself. Although I'm satisfied with some areas of feedback, I'd like to improve my overall numbers in several areas.
Additional	2.1	No	Our principal asked us to focus on written feedback, which is why that number is higher. I think I've given more feedback than what has been captured, and I need to work on that.
Additional	2.1	No	I wish there was a response between yes and no. I am mostly pleased with the descriptors, but not entirely. Spending 172 hours seeing instruction allowed for consistent monitoring, real-time feedback, and a stronger connection to classroom practices—all of which are essential for improving teaching and learning outcomes. I am somewhat pleased with overall feedback. While 36.2 hours were dedicated to feedback, I believe increasing this amount would further strengthen teacher growth and instructional improvements. I am not happy with the one-on-one vs. written feedback. I would like to see more balance between the two. Increasing in-person feedback would allow for deeper conversations, better relationship building, and quick instructional adjustments.
Additional	2.2	Yes	I feel I observe in the classroom and give adequate feedback. It takes me a long time to do it.

Type	Rubric	Response	Are you pleased about the time you spent giving feedback overall?
Additional	2.2	Yes	I wish I had more time with observations but will have it next year. I'm starting to do audits. I will be providing written feedback from the audits. I will want to break out the feedback that I give during planning, curriculum, and assessment
Additional	2.2	Yes	I would like to see more time spent working with students. I have worked to be more accurate with my feedback data, and I like what I am seeing now. I spend a lot of time with teachers in PLCs, and it shows. I think face-to-face and written feedback complement each other well.
Additional	2.2	Yes	Yes, I am pleased with the non-directive feedback I give to the teachers I work with. However, because I did not always reconcile my hours spent observing instruction, the total feedback hours are underreported. I know how to correct the coding error. Similarly, written feedback completed during office work prep hours is not currently reflected under the appropriate category. I logged a total of 615 hours across OWP, PCA, and DMGaC. But when reconciled, an additional 200–300 hours should be attributed to feedback.
Additional	2.2	Yes	Yes, I am pleased with the amount of non-directive feedback I provide. But due to inconsistent reconciliation, my total feedback hours are underreported. I know how to correct this coding, though. Additionally, written feedback completed during OWP, PCA, DMGaC, and WWS hours was not coded appropriately. Once reconciled, this could account for an additional 300 feedback hours.
Additional	2.2	Yes	I'm pleased because it has allowed me to directly observe teaching practices, provide feedback, and identify areas for improvement in real-time. There is always room for seeing more instruction, though. Though the percentage of time spent on feedback could be higher, the time I did invest allowed me to provide valuable insights and adjustments to improve teaching practices. Overall, I'm happy with the balance of both but would like to increase one-on-one feedback to provide more personalized support and build stronger teacher relationships.
Additional	2.2	Yes	My answer is both yes and no. I'm pleased with what I know I have actually done, but I am not particularly pleased with how the data appears in TimeTrack.
Additional	2.2	Yes	I'm happy with feedback! My work with students has been great, too, with fewer behavior problems all around.
Additional	2.2	No	Zejda says she needs to do a better job of recording feedback.
Additional	2.2	No	Seeing the numbers like this, Ms. Sherman commented that she does not do well with recording the information, nor intentionally scheduling time for feedback.
Additional	2.2	No	Adding written feedback was a good change. Before that, it was just coded as Office Work. Feedback data is still inaccurate due to a coding issue, though. I need to focus more on capturing it.
Additional	2.2	No	Based on the number of hours in the classroom and collaborative planning, I have given more feedback than is coded. I need to work on that.
Additional	2.3	Yes	I capture this work in a different way through my optional descriptors related to coaching, as this is my primary role in the building. I spend a lot of time working, and coaching feedback is a big part of that work.
Additional	2.3	Yes	While much of my feedback time is associated with classroom observations, I would still like to spend more time observing instruction.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	E	Yes	District walkthroughs are one measure of support. MP was selected to have three district walkthroughs. I was also asked to speak twice at our District Leadership Meetings. MVPA, DIBELS, and iReady are used to analyze student performance and progress, as well. Preliminary data has projected that we'll make gains in growth and proficiency.
Primary	E	Yes	School improvement time aligns with the planning, curriculum, and assessment time. The impact group also aligns with math improvement.
Primary	E	Yes	Our AAP (School Improvement Plan) has components that require monitoring student progress, tracking improvement, and determining the number of
Primary	E	Yes	Permissibility data is at 98% within DPS documents for student growth. MTSS (multi-tiered support system for students) implementation, attendance, and SAT scores are also benchmarks.
Primary	E	Yes	Much of the work coded as "decision-making groups" is related to school improvement planning and budgeting for school improvement grants.
Primary	E	Yes	Part of the school improvement plan is improving instructional strategies. We did a lot with this, especially for non-traditional teachers who did not go through a teaching program. School districts need to grow these teachers; tey are having boot camp while teaching.
Primary	E	Yes	One of our SIP Areas of Focus was on improving Professional Learning Communities. A lot of my time was spent on instruction, too, which opened discussions about data and how to use it to improve instruction. Also, we focused on school culture. Spending time with parents, providing feedback, and conducting observations helped to keep our culture positive despite a year of
Primary	E	Yes	This year's CIP is closely paired to Tier 1 instruction, the whole child, and WCI interventions. Our CIP is always numeracy and literacy, and this year's third component is the whole child with an emphasis on discipline and attendance. Data is pulled up at each planning meeting to guide instructional decisions.
Primary	E	Yes	5E survey tracks assessments and school culture.
Primary	E	Yes	It is likely included because the SAM Emily once reported that that was Dr. Ralls's thinking in using TimeTrack.
Primary	E	Yes	Coaching and feedback have increased time in classrooms, which has led to improved overall student outcomes.
Primary	E	Yes	We have a document titled "Living the Strategic Plan," and I oversee four of the goals within that document. As a result, the work done in TimeTrack addresses the goals within the document.
Primary	E	Yes	Yes, data supports the targeted areas of need.
Primary	E	Yes	We are meeting iReady and New York State exam improvement targets.
Primary	E	Yes	Walkthroughs (both district and school-based), Professional Development, and monthly district meetings for principals.
Primary	E	Yes	The time spent in curriculum and instruction planning has allowed me to meet the goals of the state monitor requested in the academic plan.
Primary	E	Yes	Student test data, benchmark assessment data, interim data, and the Rigor Walk

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	E	Yes	The areas in the SIP—specifically, attendance and academic performance—are supported through the SAM Process. We use TimeTrack to guide conversations about data and plan how to meet our goals, too.
Primary	E	Yes	With the state taking over our school, they have a particular plan they implement and follow.
Primary	E	Yes	Providing teachers with more instructional support and focusing on student engagement are both part of our SIP. We are focusing on data and on being a data-driven school to look at how best to provide support to students. Sometimes the support is adapting our whole group instruction and sometimes it is in small group instruction depending on the data. Also, we have had very high attendance recently, which has helped address our attendance goal in our School
Primary	E	Yes	The SIP instructional goals are supported by the SAM process.
Primary	E	Yes	A major school improvement focus was lesson planning. I developed a lesson planning template/protocol that all teachers were required to use.
Primary	E	Yes	My meetings with School Leadership and MTSS teams are included in our CIWP Plan. We discuss student concerns, interventions, and progress as part of our meetings. My participation in these meetings, as well as tracking time with these groups, provides data on how much I have been a part of these meetings.
Primary	E	No	The SAM did not see this.
Primary	E	No	The principal was not able to do the instructional work with fidelity due to the many discipline issues. She was also unable to find cafeteria and playground supervisors to work at her school. Therefore, the principal had to spend about two hours each day in the cafeteria and playground supervising students.
Primary	E	No	The school plan was district-developed and not aligned with what the school needs are. Walkthroughs were tied to the school improvement plan but were not
Primary	E	Yes	Time spent in TimeTrack supports instructional time, professional development, and strategic allocation of resources.
Primary	E	Yes	We are intentional about our work, and we specifcally use a chart to ensure that we are addressing all the strategies from the state. This helps me identify weak links in our programs or in our instruction, which informs my next steps.
Primary	E	Yes	Time spent in classrooms, PCA, and feedback are used to develop the CIP.
Primary	E	Yes	The SAM Process assisted with time management and strategic planning to address areas in the district's school improvement plan, including the work with ELLs. With strategic planning especially, we have been able to accomplish more, be more organized, and spend value time in areas that need to be addressed. We received recognition from NYSED, too, in being removed from 3 areas on non-compliance from the corrective action plan.
Primary	E	Yes	5E data supports all areas of the school, including culture.
Primary	E	Yes	Completion of the 30–60 accelerated action plan.
Primary	E	Yes	Classroom walkthroughs increased teacher delivery of instruction and student engagement. ELA scores reflect this progress.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	E	Yes	In our school improvement plan and in my IAPDP built on that school improvement plan, we have been working toward a culture change through Teach to Heal and literacy improvement through LETRS training and a new literacy curriculum. These were both focus areas in TimeTrack, and our school data has shown that these each improved this year.
Primary	E	No	Solo review.
Primary	1.1	Yes	Our quarterly data for our schools is trending upward, which is partly due to my more frequent school visits. Our discipline referrals have decreased, and we are on target to reach our district attendance goals.
Primary	1.1	Yes	The writing quality of unit assessments has improved. TimeTrack has helped us keep focus on this by supporting grade-level meetings. I know what our SIP goals are and I use TimeTrack to review data from decision-making groups, professional development, and planning, learning, assessment.
Primary	1.1	Yes	Meaures include: increase in student-to-student discourse by 63; number of required evaluations completed; open and closing of lesson learning cycles by teachers; and increased number of teachers using MTSS to increase student
Primary	1.1	Yes	There isn't really an SIP plan. We have Adult Education goals that are required by the state, though. Benchmark assessments are also used to monitor progress toward meeting state goals. So far this year, we are doing well. Our program was designated as "Corrective Action Needed," and we recently moved out of that
Primary	1.1	Yes	Everything we do in our role is geared to support the strategic district plan with math instruction.
Primary	1.1	Yes	Extended learning is being targeted to students identified through ongoing data analysis. Our iReady screener is also showing the students who are meeting their goals. We are continuously making adjustments to support our students.
Primary	1.1	Yes	Discipline lower and test scores.
Primary	1.1	Yes	Our enrollment has increased by 27%—we have a waitlist of students that want to attend our school. I spend a lot of time with external industry and business partners, too. We are growing and creating partnerships to be able to offer more career paths for our students. This is a key goal of our SIP plan.
Primary	1.1	Yes	My actions have supported our district goals. I make sure that our whole district maintains a focus on the data from the quarterly and interim assessments. Adjustments are being made continuously to support all of our students in being successful. Achieving our chronic absenteeism goals has also had a laser-like
Primary	1.1	Yes	There are definitely correlations between the SAM Process and SIP goals. This is something I would like to be more intentional about next year. Our two assistant principals are each responsible for an SIP goal, and we have meetings about their work on those goals. I also participate in meetings regarding attendance and PBIS goals in which we discuss data. Our SIP goals relate to instruction focus on Tier 2 and Tier 3 students, too. Our interventionists play a big role, as previously
Primary	1.1	Yes	My instructional leadership work aligns with two of the school priorities: reducing discipline rates through a focus on rules and procedures (one of the design areas in the teacher evaluation system), and special education (compliance and student achievement).

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.1	Yes	Through my PLC work, our math, reading, and science achievement is improving according to benchmark data. Our SPED group needs to increase proficiency by 6%, though. I am staying very focused on this goal and have spent a lot of time with these teachers.
Primary	1.1	Yes	Our planning model and quarterly data analysis support my SIP goals. Over half of our staff are in their first three years of teaching. Attending these meetings and supporting our teachers has been time well spent.
Primary	1.1	Yes	My everyday focus is based on district goals, which we align our CIP to. The overarching goals are for students to learn, teachers to grow, and everyone to be engaged in developing the whole child. Greeting my heroes each day and building relationships supports social-emotional learning. Analyzing student data to drive our teaching and planning with teachers also supports their growth. Hosting events that families can take part in involves all stakeholders.
Primary	1.1	Yes	Intentionality with my time spent is connected to the BSIP.
Primary	1.1	Yes	We have specific goals for our BSIP, and I schedule my time based on those
Primary	1.1	Yes	All feedback is tied to our BSIP, including efforts around climate, culture, and attendance.
Primary	1.1	Yes	Test scores and attendance improved by 3% this year.
Primary	1.1	Yes	GLT meetings, observations, and data review.
Primary	1.1	Yes	Walkthrough, observation, and feedback data directly connects to our Highly Successful goal.
Primary	1.1	Yes	Time spent in classrooms has increased. And overall, time is spent more intentionally and my focus is more targeted.
Primary	1.1	Yes	Walkthroughs, collaborative meetings with PLCs, grade-level meetings, and faculty meetings.
Primary	1.1	Yes	Math and reading instruction are monitored, and student attendance is a focus.
Primary	1.1	Yes	Parochial schools do not have an SIP, as such. They operate from a Long Range Strategic Plan that is completed every five years. The team feels that the adoption of new curriculum, professional development, work with differentiation, and the creation of a student success team have been consistent with their goals that were set in the strategic plan.
Primary	1.1	Yes	Same as before: GLT meetings, student assessment data, and teacher
Primary	1.1	Yes	We are pushing a writing framework, and my presence in the classroom is essential for observing and providing feedback.
Primary	1.1	Yes	The goal was to increase test scores by 3% and attendance by 3%, and we met both areas.
Primary	1.1	Yes	IASE, work in CTT, conversations with the assistant principal and teacher groups—we use what we see to determine our next strategies in instruction.
Primary	1.1	Yes	Grade-level meetings, walkthroughs, observations, and behavior plans are all connected to one another.
Primary	1.1	Yes	The SIP is all about student mastery. It starts with our planning and is always intentional. Our focus is always on numeracy, literacy, and student attendance.
Primary	1.1	Yes	I align my work to the focus outcomes in the SIP and use TimeTrack data to show how I manage my time.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.1	Yes	Everything done is connected
Primary	1.1	Yes	"There has been an increase, although not significant, in student achievement from fall to winter interim assessments for ALTAS. There has also been an improved and more frequent use of HQIM (High-Quality Instructional Materials)
Primary	1.1	Yes	Student achievement has improved, as has behavior.
Primary	1.1	Yes	One of our goals is to improve instruction. Increasing my time observing and providing feedback is strong leverage for helping to meet that goal.
Primary	1.1	Yes	Membership and advocacy is the focus of my work. When you look at the descriptors, they reflect where I'm spending my time.
Primary	1.1	Yes	Our school improvement plan is focused on student achievement, so the work we do with teachers is directly aligned.
Primary	1.1	Yes	As part of the BSIP, we were asked to identify personal goals. I identified non-directive feedback as mine, and I met this goal using TimeTrack.
Primary	1.1	Yes	The state came to review the school and remove it from receivership. They used some of the TimeTrack data in the PowerPoint presentation which they created
Primary	1.1	Yes	Increasing reading and math achievement by 5% is why I do my walkthroughs and ensure that I give feedback. I spend the most time with our special education teachers, which confirms my work to improve our special education student achievement. Our Beacon and iReady data are on target for us to reach our goals,
Primary	1.1	Yes	Measures include documentation from meetings with decision-making groups and committees.
Primary	1.1	Yes	Our data indicates growth in the five pillars of our improvement plan.
Primary	1.1	Yes	My SAM Process daily work aligns with the school's top priorities: reducing discipline, supporting testing (PSAT/SAT), and addressing chronic absenteeism.
Primary	1.1	Yes	We got the same assessment results information, i.e., subgroup growth. Our social-emotional student survey, administered three times per year, is part of our SIP plan. Our SIP teams then use the information to identify areas to target. This is part of the action steps in our SIP plan.
Primary	1.1	Yes	Instructional time, modeling/teaching, and communication, particularly feedback to teachers.
Primary	1.1	Yes	My own goal to be in classrooms is in the SIP plan. Also, teacher feedback is connected to the SIP plan. These are two of my responsibilities stated in the SIP.
Primary	1.1	Yes	Increased instruction is a schoolwide goal, and Dr. Jurkowski has indicated through conversation that she feels confident that her work in observing instruction and providing meaningful feedback contributed to increased test scores and an overall improvement in the perception of positive school culture.
Primary	1.1	Yes	The staff survey showed that the principal is more visible to teachers and students. Academic student performance has increased based on state assessments and iReady benchmark data.
Primary	1.1	Yes	I try to prioritize our SIP by scheduling time on TimeTrack.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.1	Yes	I was strategic in conducting my observations with the ELA and math teachers this year. I know it has had an impact. I spent a lot of time in PLCs, too, which has helped our teachers become better practitioners. Meeting with my BLT has helped us meet our goals through better and more efficient communication and decision-making that involves our teacher leaders. Our Panorama data on each student is very positive. We have focused more on Tier 1 interventions, which
Primary	1.1	Yes	In trying to improve instruction (CEP Goal), I had to increase my involvement with teachers, planning curriculum, and working with students. TimeTrack provided data and helped us set goals. It has also allowed me to reflect on how productive the day was versus just surviving the day.
Primary	1.1	Yes	Burgard is on a year-long initiative to increase student engagement. Evidence can be seen when Eric does his walkthroughs. There is also a rubric to help teachers plan to increase student talk and decrease teacher talk. Improving culture and climate is ultimately a part of our SIP plan. There are more opportunities for students to participate in clubs, extracurricular activities, etc. And there has been an intentional focus for Eric to get to know each student on a personal basis.
Primary	1.1	Yes	We are increasing test scores and connecting where I see teachers. Our math scores show a trend toward improvement, too.
Primary	1.1	Yes	Our students are showing mastery of state objectives on the benchmark and quarterly assessments. Improving student achievement is an SIP goal. We have also decreased discipline referrals, which is another SIP goal.
Primary	1.1	Yes	Students transitioning out; students doing well when they return to their schools; weekly reports on SEL, IEP goals for academics, iReady scores.
Primary	1.1	Yes	Time in classrooms, acceptance and implementation of a new reading series, and working with students are all part of our Character Counts goal.
Primary	1.1	Yes	Kindergarten through 5th grade has goals around improving teacher instructional practice, specifically around scaffolding for struggling learners. Better use of student data is used to improve teacher instruction, as well. I have seen this in action in our monthly coaching meetings and walkthroughs. Reflective practice is the vehicle we use to work toward our goals.
Primary	1.1	Yes	Curriculum and instruction are connected to the SIP, as is our professional development. Parent communication is a goal, too, and that has improved with our school app. Parents, students, and teachers are using the portal. The app also translates Spanish to English for teachers who do not speak Spanish.
Primary	1.1	Yes	My daily calendar, BLT meetings, professional development planning—all of the work revolved around the action cards. Even Tier 2 had direct impacts on student learning. We have done a lot of planning to support each aspect of our SIP, and it helps to have this time for preparation. Our coordinated work with the other junior high has supported our work together.
Primary	1.1	Yes	Getting into classrooms and providing feedback is part of our SIP. It is also part of a district initiative to complete a minimum of five walkthroughs per week. Being a part of the instructional team—including teacher leaders and instructional coaches—as they review data allows me to provide feedback and listen to their feedback. There is a lot of brainstorming and strategizing during

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.1	Yes	Our district has been working toward achieving Five by 2025. These five goals are: eliminating opportunity and achievement gaps; assuring that all students have access to high-quality instruction; prioritizing safety, security, and wellness; amplifying all voices and cultivating trust by partnering with families and community stakeholders; and activating partnerships to connect the community to the classroom. We were able to make gains toward these outcomes through the collective responsibility and commitment of our dedicated teachers and staff.
Primary	1.1	Yes	I've tied the work of the SAM Process to our School Improvement Plan as it relates to teacher observation and feedback.
Primary	1.1	Yes	While not specifically stating TimeTrack in their School Improvement Plan, the goals for raising instructional and student performance are clearly stated in the SIP. Data has shown that scores have improved from unit to unit throughout the
Primary	1.1	Yes	The work connected to student achievement is also connected to teacher practice. A lot of the work this year has been on observing teacher practice.
Primary	1.1	Yes	I support this work through the time I spend working with principals, assistant principals, and instructional coaches in the area of high-performing staff. We also use data to improve student achievement.
Primary	1.1	Yes	The structure of the SAM Process is excellent for carrying out instructional plans, especially during challenging times.
Primary	1.1	Yes	Yes, the SAM Process is connected to our building improvement goals. Our goals are focused on academic performance, attendance, and climate and culture. I've been able to schedule my priorities through this program to ensure that I give these goals the attention that is necessary for continued student growth. It allows me to communicate successes with the right stakeholders and to support my
Primary	1.1	Yes	Schoolwide student growth goal.
Primary	1.1	Yes	We have improved instructional time and school culture.
Primary	1.1	Yes	We saw an 80% increase in CIP.
Primary	1.1	Yes	The SAM Process is aligned with teacher practices, implementation of learning cycles, implementing the curriculum and assessments with fidelity, and having teacher conversations to support student growth. We also work to build relationships with students and teachers.
Primary	1.1	Yes	Attendance goals were worked on throughout the year. Our culture and climate goals were discussed and monitored throughout the year, as well. For example, we sent out surveys, and families and parents reported feeling welcome. More families participated in family events this year than in years past, too. Next year, we will focus more heavily on academics.
Primary	1.1	Yes	There is a strong correlation between instructional practice and the CSIP.
Primary	1.1	Yes	The instructional component is tied directly to the building and district plans.
Primary	1.1	Yes	We have narrowed the focus. We talk about student voice, and that has been
Primary	1.1	Yes	For two years in a row, we have improved CPE.
Primary	1.1	Yes	Time spent in classrooms and professional development are areas of alignment; nearly 5% of overall time was focused on professional development for teachers.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.1	Yes	Our iReady results indicate that we are meeting the academic goals stated in our School Improvement Plan. iReady results in both ELA and Math show that SIP goals in particular have been met. The bi-weekly meeting of our Intervention Team has helped our students previously scoring in Basic and Below Basic move up to the next level, too Being a part of the Intervention Team meetings allows me to observe our intervention process and to review data on specific students.
Primary	1.1	Yes	This work connects to both the student achievement goal and the teacher
Primary	1.1	Yes	The school's goals are monitored through TimeTrack.
Primary	1.1	Yes	As the principal supervisor, my work focuses solely on Goal Area II: High Performing Staff, with an emphasis on supporting and building principals'
Primary	1.1	Yes	The Baltimore district has five goals with which to monitor progress. Data is available at the end of the year.
Primary	1.1	Yes	Walkthrough and observation data is clearly aligned to improving Tier 1 instruction, and this is where I have spent a lot of time with principals.
Primary	1.1	Yes	Yes, I can do this, but I still need to figure out how to integrate it fully.
Primary	1.1	Yes	Our Instructional Leadership Team, Behavioral Health Team, Attendance Team, and Grade Level Team meetings are all part of our CIWP (SIP) Plan. Data from our group associations reflects the time spent in each of these groups, which demonstrates through TimeTrack the connection to our work.
Primary	1.1	Yes	Observation and feedback tracker; MAP is showing significant growth (4th grade at 96% growth, 3rd grade at 88% growth); unit assessments; iReady; and exit
Primary	1.1	Yes	School goals, observations, walkthroughs, and data analysis monitoring systems.
Primary	1.1	Yes	Part of the SIP involves attendance and OSS/ISS data. I have a lot of discussions with students on these goals. I also monitor this data so that I have specific evidence when talking with students and parents about attendance and behavior
Primary	1.1	Yes	We spent a significant amount of time establishing the structures and processes to execute the new teacher evaluation system as prescribed.
Primary	1.1	Yes	My SCEP plan outlines clear instructional commitments—such as improving metacognitive strategies, promoting student discourse, and strengthening Tier 1 instruction. Through my daily work with the SAM Process and TimeTrack, I ensure these priorities are reflected in how I spend my time. Each day, I meet with my SAM to plan and protect time for classroom walkthroughs, PLCs, coaching sessions, and student-centered planning aligned to our SCEP goals. Weekly TimeTrack reviews help me monitor whether I'm allocating enough time to these high-leverage actions, as well. This alignment ensures that my leadership is not only strategic but also responsive to the academic and cultural goals outlined in our SCEP, making it a living document that drives my day-to-day actions and instructional impact.
Primary	1.1	Yes	Definitely, yes. A big chunk of their building goal is focused on improving building culture, and implementation of PBIS is one of the main strategies. PBIS discipline data, surveys, and anecdotal observations all point to positive strides. Brandi is intentional about scheduling time to support the implementation of
Primary	1.1	Yes	Many of the meetings that directly impact our SIP are scheduled in TimeTrack, as well is the follow-up after those meetings. At the beginning of the year, we were really strategic about what we were looking for in walkthroughs.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.1	Yes	We've implemented accountability systems for data tracking and goal setting, as well as co-creation of district protocols and procedures.
Primary	1.1	Yes	Yes, in department goals. We are writing a new one for next year.
Primary	1.1	Yes	My Chief were responsible for working with the schools and their plans.
Primary	1.1	No	I did not think about adding it to the plan at the start of the year.
Primary	1.1	No	We haven't moved in that direction yet.
Primary	1.1	No	Initially, the plan was to use TimeTrack data to support the Continuous Improvement Plan. In October, the district required that all schools switch their plans to include new district guidelines, which did not include TimeTrack data
Primary	1.1	No	Their school plan is dictated by the district.
Primary	1.1	No	It's just not.
Primary	1.1	No	I am completing this rubric without the SAM or principal. We have never met.
Primary	1.1	No	We work at the district level.
Primary	1.1	No	I didn't know about connecting it to TimeTrack.
Primary	1.1	No	This user is a district person. His areas of focus align with his goals for his
Primary	1.1	No	Next year I will include our SIP goals within my own goals. I also want to be more intentional when including events that are in my plan, e.g., walkthroughs.
Primary	1.1	No	Not for this year, as I started as a SAM later in the year. It will be embedded in the next school year, though.
Primary	1.1	No	The district made changes in the Improvement Plan requirements in October, which eliminated the connection of TimeTrack to their plan.
Primary	1.1	No	I work at the district level.
Primary	1.1	No	It's difficult to make that direct connection from the district office. I believe I have had some impact but not a direct connection. I do work with the principals, though, to help them reach their school goals.
Primary	1.1	No	They began the SAM Process after the school improvement plan was created; but moving forward, the team hopes to include it.
Primary	1.1	No	Was not considered in planning/reconciliation.
Primary	1.1	No	We have not been as detailed as in previous years and don't have the evidence to say yes.
Primary	1.1	No	Solo rubric submission.
Primary	1.2	Yes	When I think about this question, I focus more on budgets for the district. The basis for this comes from my conversations with external officials and decision-
Primary	1.2	Yes	The majority of Cindy's time is spent focusing on PBIS and academic goals, both of which are big parts of the district plan.
Primary	1.2	Yes	We are using progress learning modules for a final push. Our graduation rate has increased, and our attendance goals are being met through decision-making
Primary	1.2	Yes	My work with our PLCs, including data analysis and feedback, directly supports two goals in our school improvement plan.
Primary	1.2	Yes	The School Improvement Plan is the roadmap for everything we do—we focus on literacy, math, and the whole child. All instructional actions and decisions point to our SIP.
Primary	1.2	Yes	We looked at the additional optional descriptors they have implemented, and they talked about increasing them in the future.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	Yes! We are responsible for ensuring this for our schools and district.
Primary	1.2	Yes	Yes, supporting teachers to enhance student performance is the key! The SAM Process has helped me to focus on the instructional support pieces.
Primary	1.2	Yes	Strategic plan.
Primary	1.2	Yes	Descriptors match SIP.
Primary	1.2	Yes	We have an attendance goal in which we meet monthly to discuss students and improvements. Community and parent involvement is another goal. TimeTrack shows several meetings to discuss parent involvement and plan for parent/family events. Increasing math and reading scores is another. We discussed that earlier in the first two questions.
Primary	1.2	Yes	The data report is reflective.
Primary	1.2	Yes	The network strategic plan is what we have. Our main initiative is supporting principals through the change process. SAM PLCs and post-secondary are initiatives for our network that I oversee, and those can be found throughout
Primary	1.2	Yes	As a year one team with changing leadership, it is connected at the building level for sure. It is not connected to our district goals this year, though. We are, however, planning for that next year. Our number one goal was to create building leadership teams. When you look at our groups and committee meetings, we met our goals from the beginning of the year based on our SAMI work (Self-Assessment of MTSS Implementation).
Primary	1.2	Yes	Work with the SILT Team is directly related to the school improvement plan.
Primary	1.2	Yes	I am monitoring instruction consistently, which is an SIP goal. I am also in our planning meetings helping teachers plan lessons that are aligned with our core instruction. The benchmark data for grades 3 through 5 in reading and math shows gains, especially in fourth grade. Our K–2 goals are promising, too.
Primary	1.2	Yes	It is tied to instructional priorities on the SIP.
Primary	1.2	Yes	The amount of time spent with individuals and decision-making groups is partially due to our SIP plan. Looking at three of the top five instructional descriptors, the time spent in those areas is very much connected to our SIP goals. Next year, using optional descriptors for our SIP academic goals is
Primary	1.2	Yes	Our teacher planning sessions, ongoing data analysis, and professional development support our assessment goals.
Primary	1.2	Yes	It matches our school goals, and TimeTrack is a great motivator for me as I tend to be very competitive. The competition is to better my instructional goals every
Primary	1.2	Yes	Math instruction has been positively impacted, as has writing.
Primary	1.2	Yes	There has been a decrease in chronic absenteeism during the year.
Primary	1.2	Yes	Yes, especially the walkthrough data.
Primary	1.2	Yes	They are wocused on student achievement and student success.
Primary	1.2	Yes	Meeting with Ms. Goosby daily keeps me focused on the plan.
Primary	1.2	Yes	Time spent in collaboration meetings with data analysis and planning creates layers of data to look at.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	Daily SAM tasks and TimeTrack focus areas were directly aligned to CIP goals, especially around instructional excellence, student growth, and professional learning communities. Measures and data supporting "Yes" include: CIP action steps reflected in daily calendar and time analysis reports; meeting agendas and coaching logs tied to CIP priorities; and monthly reflection meetings reviewing
Primary	1.2	Yes	We had a literacy goal, behavioral goal, and attendance goal. We worked on the action steps throughout the school year. We looked at the data, too, and made decisions on professional development and CTT meetings.
Primary	1.2	Yes	In our SIPs, we're trying to impact 1) more students becoming proficient in ELA and 2) more 9th graders completing the year on track. I believe a lot of the work we're doing, while maybe not directly reflected in TimeTrack, focuses on improving those two outcomes.
Primary	1.2	Yes	Any support for teachers is directly tied to our improvement plan.
Primary	1.2	Yes	My purpose as an administrator is to support the vision and goals of my school district and to incorporate them into our building goals. Stakeholder engagement is one tenet, and I make sure to attend events where parents, students, teachers, and community members are present to strengthen relationships. My daily work at school also addresses student achievement and staff effectiveness. My hands-on work in planning meetings and with students in the classroom or lunchroom contributes to better teaching and increased learning.
Primary	1.2	Yes	Data measurement directly impacts the SIP. This includes data teams and professional development.
Primary	1.2	Yes	Our school improvement plan focuses on PLC. That time is reflected in my TimeTrack data. The focus is student improvement, and I can draw a direct line between my work with teachers and our achievement data. I'm eager to see how that shows up in our results.
Primary	1.2	Yes	One of our building goals was to decrease phone use in classrooms. We started with an average of 20 incidents per teacher per week and have reduced that to 1.4. Another goal was to send positive postcards to four students per month, and we accomplished this goal.
Primary	1.2	Yes	The School Improvement Plan is the guide for planning, professional development, and curriculum.
Primary	1.2	Yes	Our weekly PLCs have focused on incorporating rigorous and intentional standards. Our teachers have been very successful with this, and it was one of our
Primary	1.2	Yes	We align all of our work to student growth and data. Our goals include creating high-quality instructional practices, supporting effective professional learning teams, and implementing MTSS interventions. TimeTrack shows all of these events throughout the year.
Primary	1.2	Yes	When visiting classrooms, we are using proficiency scales. Additionally, I look for SEL strategies and MTSS needs.
Primary	1.2	Yes	The District Improvement Plan includes: college and career readiness, attendance, data analysis, and working with principals on individual School Improvement Plans and accountability plans. I also support principals in creating
Primary	1.2	Yes	PLCs, classroom observations, walkthroughs.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	We focused on literacy, attendance, and specially designed instruction for special education students. I met weekly with the attendance specialist to create plans for students who were struggling to get to school.
Primary	1.2	Yes	This year, we took the focus areas from the SIP and aligned them directly to the work of the principal: 1) strong foundational skills (K–2), 2) writing, and 3) teacher clarity. The SAM helped the TimeTrack owner to plan which teachers to visit, when to visit them, and what the focus of the visit should be.
Primary	1.2	Yes	Daily work is driven by the SIP.
Primary	1.2	Yes	Our BIP has a goal of improved attendance and improved academics through benchmarks. Our instructional work supports that. Also, Mastery Connect benchmarks, attendance, grades, and ICU data are tracked.
Primary	1.2	Yes	This work is part of the strategic plan and is having an impact on instruction.
Primary	1.2	Yes	The SIP guides our instruction.
Primary	1.2	Yes	It is all very intertwined. It wasn't originally written into our plan, but it aligns well and has helped us focus our work.
Primary	1.2	Yes	Attendance data has improved, chronic absences have decreased, and math and reading achievement has improved.
Primary	1.2	Yes	I meet with school principals to determine how I can support their school goals.
Primary	1.2	Yes	Yes, based on the needs of the school and the amount of instructional time I spend in classrooms. When I look at the data, I can determine or correlate student performance based on what I observe in classrooms.
Primary	1.2	Yes	Professional development is part of our SIP, as is time spent with students. Most of our initiatives are either academic or focused on social-emotional learning. Through TimeTrack, everything is tracked and annotated so that we can use that data for specific students, referrals, and a deeper look at student interactions. Time spent in meetings is also connected to write-ups, LRE, and meetings with officials.
Primary	1.2	Yes	Principals say I support them in everyt. They are comfortable reaching out to me. Culture-building is part of the SIP.
Primary	1.2	Yes	Observations, walkthroughs, and data collection all align with the SIP.
Primary	1.2	Yes	SIP goals include moving students who are scoring three or more years below grade level up to grade level. Many students have met that goal. Addressing chronic absenteeism is another SIP goal, and our chronic absenteeism percentage has significantly decreased this year. IEP goals also include increasing student voice in writing the IEP, which has risen from 25% to 28%.
Primary	1.2	Yes	The SAM Process helps me focus on implementing our BSIP, especially through our PLTs and walkthroughs/observations.
Primary	1.2	Yes	The district has five leadership plays, all of which are tied to this work. The SAM Process helps us remain intentional and focused on meeting the goals for all five plays, such as the continuous improvement cycle and the visibility component.
Primary	1.2	Yes	The School Improvement Plan is aligned with the instructional focus of increasing student engagement. It also supports our goal of decreasing

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	Based on the walkthrough data and what I'm observing, I can see improvement in our core areas. Our attendance team met once a week, and we have since improved overall attendance. We are currently at 94.3% ADA, up from 91% last year. We are very happy with these results.
Primary	1.2	Yes	The SAM Process, along with TimeTrack, provides the necessary structure to get work done.
Primary	1.2	Yes	One of our goals is to have sufficient qualified staff to align with our services and support. TimeTrack allows us to look at our teams and ensure that they have what they need.
Primary	1.2	Yes	Scheduling PLTs, guiding coalition work, aligning GL essential standards with the BSIP, purposeful scheduling, collaborating with the assistant principal on attendance, and building time into the schedule are all aligned with the
Primary	1.2	Yes	This work aligns with the district expectation to be instructionally engaged with principals, teachers, students, and parents at the school site for 80% of their overall time.
Primary	1.2	Yes	According to our Tableau dashboard—which shows attendance, FAST, HMH, Character Strong, CKLA, and TimeTrack data—the work we are doing is in connection with our goals and showing positive improvement.
Primary	1.2	Yes	Walkthroughs are part of the plan and provide feedback to teachers. Training, monitoring, and data collection are also included in the plan.
Primary	1.2	Yes	I have successfully implemented the program at Kepner this year as a first-year principal, following someone who had been very successful with the program.
Primary	1.2	Yes	FAST testing, attendance improvement, and discipline.
Primary	1.2	Yes	Their SIP has three goals: math, ELA, and attendance. The focus is generally on attendance because it impacts academic performance. They spend time celebrating attendance and making connections between attendance and academic success. SLA is a small school that serves students who are short on credits and who face challenges that prevent them from succeeding in a
Primary	1.2	Yes	All learning partner work, decision-making groups, committee work, and district symposium PD is focused on the SIP. You will see these events tracked in
Primary	1.2	Yes	TimeTrack provides structure. PLC learning group discussions encourage teachers to stick to the core curriculum in science, math, social studies, and reading. Through walkthroughs and small discussion groups, administrators and instructional coaches can also support teachers in meeting district goals for cross-curricular instruction. Importantly, TimeTrack helps administrators identify weak areas and helps them determine where additional support is needed.
Primary	1.2	Yes	Our walkthrough tool ASP is our district plan and is integrated into my
Primary	1.2	Yes	Yes, there is an alignment with the Comprehensive Educational Plan and the goals created at the beginning of the year for English Language Arts and

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	They have always connected their work with the SIP. However, they are revamping it for the coming year. There will be a retreat this week as well as in August to develop and solidify the new document and to involve the new ILT members who will be joining next year. The document will be very specific and will focus on strong goal setting; it will be the primary driver for everything they do. They have not been happy with "the way it has always been done."
Primary	1.2	Yes	The team was working on a new SIP that was recently developed; they did not have one when he took over as principal. The ILT has become functional, and workshops have made it a living document. Their Targeted Learning Focus became like a motto, and the students repeat it daily.
Primary	1.2	Yes	Areas of alignment: walkthroughs; pre- and post-observation discussions; working with students; PLC group conversations; and conversations with the administrative team that conducts walkthroughs, provides feedback, and
Primary	1.2	Yes	The implementation of our new HMH program for ELA is one of the goals. I spent time working with the ELA Department and outside vendors from HMH to support implementation. The five priorities of the CEP align with the work in my
Primary	1.2	Yes	Learning cycles and LSC data updates are part of our SIP.
Primary	1.2	Yes	PLC meetings, Instructional Leadership Planning, Alignment, and modeling of Student Reflection Journals.
Primary	1.2	Yes	We have had a tremendous decrease in student suspensions while slightly improving student attendance. We have also retained a full staff for the entire year. Most Regents exam scores improved, too. The school culture is more positive, and staff complaints have decreased. All of these are SIP goals.
Primary	1.2	Yes	As a new principal, I will be looking more at how I can leverage my TimeTrack data to the LSPI. Our LSPI serves as the guardrails for our CLT meetings, SSTs, MTSS, and other decision-making meetings.
Primary	1.2	Yes	Scheduled events reflect priorities set in the improvement plan.
Primary	1.2	Yes	Everything she does and schedules in TimeTrack is directly related to the district's improvement plan.
Primary	1.2	Yes	The time I spend with the leaders in the building is directly related to the goals of the SPP. Two of the four goals are literacy-based, one is math, and one is attendance. That time is reflected in TimeTrack, and we have seen an improvement in achieving the SPP goals this year.
Primary	1.2	Yes	I'm scheduling so that I meet deadlines for projects and reports. Things that I want to do to plan or prepare for are actually being scheduled this year.
Primary	1.2	Yes	Our plan focuses on improving iReady scores across the board, and my time in classrooms has supported these initiatives. My other goal was teacher retention, which has been very positive.
Primary	1.2	Yes	Gains are evident in time spent supporting EL teachers and strategies, as well as in student test results.
Primary	1.2	Yes	Data collection with walkthroughs and observations—we look at all of it during the summer to dig deeper and to improve schoolwide goals. We use TimeTrack to schedule those needs.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	The SIP outlines our identified problems for the year. Our planning, teaching, and actions are all focused on numeracy, literacy and the whole child.
Primary	1.2	Yes	Improved time management and increased focus on instruction.
Primary	1.2	Yes	All walkthrough, observation, and feedback data is used to support the school plan. The principal also uses several of her data charts as part of her evaluation with her supervisor. The principal feels that it showcases her instructional work.
Primary	1.2	Yes	Our leadership playbook requires us to be visible in classrooms, and doing the SAM Process has provided the principal with a structure to do the work. When meeting with her executive director, she shares her TimeTrack data.
Primary	1.2	Yes	Our school improvement plan has focused on ELA, math, and culture/climate. I have focused on those areas, as well.
Primary	1.2	Yes	One of my priorities this year was to build the capacity of coaches and instructional leaders to lead grade levels, teams, and departments.
Primary	1.2	Yes	Data, observations, and school grade-level meetings.
Primary	1.2	Yes	They were aligned, for the most part.
Primary	1.2	Yes	Our focus for the 2024-2025 school year was centered around visibility, growth in mathematics, and improving reading outcomes. By dedicating over 120 hours to instructional support and collaboration with teachers, I was able to contribute meaningfully to schoolwide improvement.
Primary	1.2	Yes	The focus this year has been on being intentional in classrooms. I logged 100 hours in planning, curriculum, and assessment on TimeTrack.
Primary	1.2	Yes	TimeTrack data helps to show time spent with each principal. Discussions with each principal also reveal how much the principal is developing as an instructional leader. On TimeTrack, this is captured as planning, decision-making, observations, rigor walkthroughs, and feedback.
Primary	1.2	Yes	The district is heavily invested in Paul Bambrick's work. I made building principals' capacity to implement the coaching cycle with teachers a priority in principals' meetings and in my one-on-one work with principals.
Primary	1.2	Yes	I connect with principals about their plans and make sure to meet their needs.
Primary	1.2	Yes	Alex is accountable to both the Beacon Board of Directors and Denver Public Schools for reviewing and planning around data connected to school
Primary	1.2	Yes	The school improvement plan, my growth plan, the strategies I list for improvement, and the Title I plan all support our use of the data.
Primary	1.2	Yes	Our school performance goals are to improve teacher planning in math. Many of the grade-level meetings focus on math planning, as well. I have seen an improvement in math collaborative planning.
Primary	1.2	Yes	Our SIP requires growth in reading, writing, and culture. I have developed optional descriptors for these. I also look for the SIP requirements when I am in classrooms. We tend to focus on differentiating instruction for our students, too.
Primary	1.2	Yes	I would list attendance, professional development, STAR data, and TimeTrack data. There is growth in student data in ELA and math, as well.
Primary	1.2	Yes	The ASP plan is written in SMART goals, and one of them focuses on learning walks, which are measured in TimeTrack as walkthroughs.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	Written documentation is included in all feedback sessions, though it is not consistently reconciled to reflect the written component. Student supervision, recorded under the "Management" category, totals 200.8 hours. However, many of these hours were instructional in nature, as they directly influenced student engagement and facilitated feedback between students and instructional staff.
Primary	1.2	Yes	We have specific growth goals in our SIP plan. As previously stated, we have made significant academic growth over the last three years. Having teachers scoring above 80% on their VAM scores (associated with merit pay) shows that they are fulfilling expectations as stated in our SIP plan.
Primary	1.2	Yes	Collaboration meetings, agendas, and meetings with the SAM and instructional
Primary	1.2	Yes	District meetings are focused on instruction, behavior, and attendance. The SAM Process helps me align my time with the BSIP.
Primary	1.2	Yes	The School Improvement Plan has been focused on climate. We are more efficient in meeting with community partners, and we have made great gains in reducing chronic absenteeism this year.
Primary	1.2	Yes	Our school improvement plan focuses on increasing student achievement, fully teaching the district curriculum, and encouraging teacher collaboration. My SAM work aligns with and supports each of these in multiple ways. For example, professional development supports full curriculum implementation and improves student achievement. Being in classrooms also supports this and provides opportunities for me to give feedback to teachers.
Primary	1.2	Yes	In my CEP, there is a section that focuses on progress monitoring. A lot of time is spent analyzing data and making instructional recommendations, which correlates with my time in decision-making groups and committee work.
Primary	1.2	Yes	MAP data and observation data.
Primary	1.2	Yes	The CSIP focuses on student improvement and academic achievement.
Primary	1.2	Yes	We use our SIP as the guide for instructional goals, and we monitor it frequently.
Primary	1.2	Yes	All of our ASP goals are at the foundation of my work. I work with our ASP committee, and decisions are made on how to reach the goals of the ASP. These decisions are then shared with staff and implemented in the classroom to ultimately improve instruction.
Primary	1.2	Yes	We are seeing an increase in observations and feedback. Time spent in PCA is also aligned with our plan.
Primary	1.2	Yes	Our CWIP is our outline. As the instructional leader, everything we do is aligned
Primary	1.2	Yes	Our SIP plan shows a decrease in student office referrals and improvement in our student benchmark performance.
Primary	1.2	Yes	The Continuous Improvement Work Plan has been worked on all year. We worked on connecting the new STEAM plan with the work I do throughout the
Primary	1.2	Yes	We try to set priorities by the SIP.
Primary	1.2	Yes	We are working with the team on these: attendance, shift in culture and climate, and 9th grade on-track data.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	The calendar and our goals are interacting as part of the same process. We are working to meet the superintendent's goals and are demonstrating how our work aligns with those goals. Our daily work this year has focused on cleaning up the "system" of adult education.
Primary	1.2	Yes	The daily schedule is based on the SIP.
Primary	1.2	Yes	Our quarterly assessments show academic growth.
Primary	1.2	Yes	Our annual school plan requires weekly to biweekly meetings to discuss how we are reaching our end-of-cycle goals. This data is shared with staff after each cycle. Our team then reviews strengths and weaknesses.
Primary	1.2	Yes	We started this process last year. I took each commitment from our School Improvement Plan and made it an optional descriptor in TimeTrack. I plan to continue this next year.
Primary	1.2	Yes	Events are scheduled that are directly related to Improvement Plan goals.
Primary	1.2	Yes	We are working on improving student performance in math overall. My TimeTrack supports that goal with all of the meetings and discussions about the math curriculum and lesson planning. The walkthroughs in the class show that the teachers are teaching the curriculum and students are engaged, as well.
Primary	1.2	Yes	Lakisha and Travis discussed the alignment of their school improvement plan with the district's plan. Lakisha confirmed that their plan mirrors the district's, with specific goals added. Travis emphasized the importance of aligning goals with the district's to avoid duplication and to make it easier to support shared
Primary	1.2	Yes	Dr. Moody asks coaching questions and monitors adult practices and student learning. The SIP is directly aligned with the district's improvement plan. Her school visits, leadership meetings, and principal professional development meetings are all aligned to helping principals with their SIP goals.
Primary	1.2	Yes	The SAM Process aligns with SIP instructional goals.
Primary	1.2	Yes	Progress monitoring through walkthrough tool.
Primary	1.2	Yes	It was used to begin the SAM Process this year. Melissa is planning to incorporate it as part of the plan moving forward, especially to address school
Primary	1.2	Yes	We are very focused on teaching and learning. This aligns with the goal to increase student achievement by 6% in math and reading this year.
Primary	1.2	Yes	Teachers are meeting professional expectations, student report cards show evidence of consistent academic progress, and an increasing number of students are becoming honor roll-ready.
Primary	1.2	Yes	ILT work focuses on the SIP, and the minutes are disseminated to staff. They focus on collaboration, social-emotional learning, reading, and math. Walkthroughs are also used to check that the SIP is followed. Teacher conversations during meetings and individually with Tiffany are particularly valuable tools for making sure the SIP is a valued, working document.
Primary	1.2	Yes	Individual schools' plans are aligned to the district plan. We have used survey feedback to adjust and focus these plans, too. We were able to differentiate the planning for administrators so that it met their needs.
Primary	1.2	Yes	My plan includes being supportive of staff and increasing student achievement.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	I am heavily focused on our math department. I am spending time in the math classrooms supporting the teachers, which is a large part of our SIP.
Primary	1.2	Yes	Attendance meetings are held weekly to meet our attendance goal. The academic achievement goal is supported by an academic SIT meeting each week to plan and prepare instruction, as well. The behavior goal is simultaneously supported by a separate weekly SIT meeting. We continue to work toward our goals and to meet the needs of our students.
Primary	1.2	Yes	Administrative work is focused on SIP goals, which is reflected in TimeTrack
Primary	1.2	Yes	Focusing on instruction is directly connected to our SIP. We are data-driven and therefore use it to track student growth.
Primary	1.2	Yes	We have seen an increase in our ELA data according to our SPP goals. We also saw gains in our attendance data.
Primary	1.2	Yes	The School Improvement Plan includes practical applications of observation and evaluation calendars, which were easily tracked in TimeTrack.
Primary	1.2	Yes	Increased observations and feedback by the administrative team.
Primary	1.2	Yes	Class period attendance has increased, and suspensions have decreased as indicated in PowerSchool. We anticipate an increase in the number of freshmen earning five or more credits, as well as an increase in graduation rate and a decrease in retention rates. This will all be supported by PowerSchool data.
Primary	1.2	Yes	Each quarter, I have to show through the district portal system how our goals are improving. It allows us to see where we are in achieving those goals and whether or not to adapt or abandon them.
Primary	1.2	Yes	One of the big pillars in the district is student achievement in math and ELA. We have seen growth in those areas. In addition, it has helped me to focus on the 5 district leadership plays, such as continuous improvement cycles and visibility.
Primary	1.2	Yes	iReady results improved throughout the year; Ms. Ward includes this in the School Improvement Plan. A key indicator in the plan is also the principal's impact on instruction, and Ms. Ward is able to use TimeTrack data to show increased time on instruction.
Primary	1.2	Yes	All of the work tied to instruction is based on the School Improvement Plan, e.g., ILT committee discussions, observations, walkthroughs, modeled lessons, etc.
Primary	1.2	Yes	Based on my optional descriptor data of the SIP and our new form, I meet with the administrative team weekly to discuss and update the plan. It is a more complex process now, but one that is discussed and analyzed regularly.
Primary	1.2	Yes	The SAM Process aligns with the SIP instructional goals.
Primary	1.2	Yes	SIP instructional goals are addressed through the SAM Process.
Primary	1.2	Yes	I worked with staff, students, and families to increase attendance throughout the year. I also continued to work with teachers on curriculum and feedback in order to improve ELA and math scores.
Primary	1.2	Yes	Everything I do is working toward our goals and commitments.
Primary	1.2	Yes	Weekly attendance meetings focused on our attendance goals. In fact, we have seen significant improvement (from over 50% to 17%). We also worked on our social-emotional goal to reduce student behaviors interfering with learning. Incidents have decreased, and ongoing adjustments continue to reduce referrals.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	Her work is specifically aligned to the new curriculum and instructional
Primary	1.2	Yes	We are inspecting what we expect and sharing these expectations with our school community stakeholders. We use student growth data and overall teacher data to share the growth. This is all working toward our goals for the SIC and school
Primary	1.2	Yes	The time spent in walkthroughs, observations, collaborations focused on reading, professional development opportunities, and working with district leaders is all aligned to our SIP goal related to decoding for comprehension. Additionally, we have worked on building a sense of belonging between teachers and students to increase student outcomes. We continue reflecting on what helps to build that sense of belonging, as well as what may be hindering it.
Primary	1.2	Yes	Our Comprehensive Educational Plan is based on the different buckets designed for our principals. It is a key driving force in the school improvement plan for our leaders. It helps us be far more strategic in our work. The strategic plan is ultimately aligned with the SAM buckets.
Primary	1.2	Yes	One of our primary goals was culture and climate. My optional descriptors supported this focus: Student Voice was at 68.3 hrs, and Teacher Voice was at
Primary	1.2	Yes	Commitments are all tied into the SCEP.
Primary	1.2	Yes	Attainment of school goals is measured by teacher SGOs, administrator goals, and schoolwide goals using our student assessment system "Teaching Strategies
Primary	1.2	Yes	I know the school/district initiatives. When I am aware of the work, I am able to support the work needed from my department. We do data professional development for school staff. Data used: professional development, decision-making, and individual data.
Primary	1.2	Yes	The building plan is tightly aligned to my TimeTrack work. Our building plan then drives my calendar.
Primary	1.2	Yes	With some thought, I could make connections—but I hadn't given this correlation much thought this year.
Primary	1.2	Yes	The goals in my plan are: 1) teacher collaboration, 2) behavior intervention, and 3) data/curriculum to track students and plan for instruction. My TimeTrack descriptors reflect time spent with teachers, students, and parents.
Primary	1.2	Yes	The descriptor data supports the work I do to meet district and school goals. I use optional descriptors to identify budget, staffing, and Facility Management Plan (FMP) work.
Primary	1.2	Yes	The district's achievement priority is math. We chose math talks as our high-impact instructional strategy.
Primary	1.2	Yes	Our goal was to increase math and reading scores. Reducing chronic absenteeism and student behaviors were other goals, and we are on track to meet all of our
Primary	1.2	Yes	The SAM Process aligns with SIP goals.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	The time tracked supports the steps identified with the goals for district literacy and math (the majority of time spent in those classrooms). The other meetings are district-required meetings that must take place to foster a learning environment for teachers and students. Professional development was in the top five; this year, that has been a priority for the district, with two faculty meetings required monthly. The data reflects its importance in the district.
Primary	1.2	Yes	Our school improvement plan includes the instructional coaching cycle. As part of that cycle, I prioritize collaborative planning, walkthroughs, non-directive feedback, and professional development. TimeTrack allows me to monitor how much of my time is spent completing the cycle.
Primary	1.2	Yes	My SIP drives my observations and walkthroughs. The feedback that I give also improves student achievement and teaching.
Primary	1.2	Yes	The connection lies in the goals we set in writing and math. Last year, we didn't meet those goals. However, this year's data shows that we are on track to achieve them. The intentionality of our efforts this year has made the world of a difference. We have our goals posted and emphasize them in meetings with teachers. We also have a goal to complete at least ten walkthroughs per month with feedback provided. We've met that goal. We also track that data, so I know we've achieved it.
Primary	1.2	Yes	Danielle has set goals within her own professional development plan and uses her TimeTrack data to track progress toward them.
Primary	1.2	Yes	We use data from formative assessments and have received recognition for improvements in attendance. Gains are also seen in MAP data and through professional development sessions.
Primary	1.2	Yes	Schoolwide strategies are monitored and tracked by walkthroughs.
Primary	1.2	Yes	The SAM Process aligns with instructional goals outlined in their SIP.
Primary	1.2	Yes	Our building goals represent our SIP. Behavior, academics, attendance, student-to-student interactions, and communication with families are our focus. Each of these is part of our daily work. This is what we do throughout the day, every day!
Primary	1.2	Yes	TimeTrack is included in our School Improvement Plan.
Primary	1.2	Yes	This was a big goal for me this year. I wanted to manage my time so that it would impact achievement. That is why I wanted to start the SAM Process. I do, however, want to know if the goals I established in June were achieved. One thing I've learned is that we may need another LEA in the building because I spent a great deal of time in LEA meetings. About half of the Decision Making Meetings are related to LEA. Is that the best use of my time? The SAM Process has given me the data to evaluate how I'm spending my time.
Primary	1.2	Yes	We worked on reducing chronic absenteeism. The state required we be below 20%, and we ended up at 13.2%. By June, 70% of K–5 students will have made grade-level growth using the HMH math measure. This winter we were at 65%. We test next week for the spring data.
Primary	1.2	Yes	The school improvement plan is discussed often, but Mary needs to make sure TimeTrack reflects this.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	Yes	This is a 100% yes. My TimeTrack helps me focus on the tasks that are part of our plan. We have tracked the work with committees where much of the work of the SIP is dealt with.
Primary	1.2	Yes	The SIP is the overall guide for my daily work.
Primary	1.2	Yes	Curriculum and instruction, with a specific focus on learning cycles.
Primary	1.2	Yes	Doing walkthroughs was one of my goals, and I did improve on that. The professional development that we have is aligned with our goals, as well. We plan ahead for those sessions and follow up with the staff afterward.
Primary	1.2	No	Next year the idea is to include TimeTrack in our goals for the SIP. We started the SAM Process at the end of October, so they were not incorporated this year. I am using the SAM Process for personal evaluation within the district, though.
Primary	1.2	No	This is my first time remembering that this was such a thing. We will connect it to the plan at our next meeting.
Primary	1.2	No	We are on a two-year cycle. I need to collect more data this coming year to support the work I'm doing with the SAM Process and the School Improvement
Primary	1.2	No	I don't really use TimeTrack data to support my School Improvement Plan.
Primary	1.2	No	We do not presently require a School Improvement Plan.
Primary	1.2	No	The principal feels that the district dictates the school improvement plan. She will consider some possible options for next year by incorporating optional descriptors in TimeTrack.
Primary	1.2	No	Metro Nashville does not operate that way. The district provides the school with the plan.
Primary	1.2	No	The district dictates the plan. He does use his TimeTrack data to support his personal evaluation with his executive director.
Primary	1.2	No	KIPP Foundation sets the plan.
Primary	1.2	No	The plan is district-driven.
Primary	1.2	No	It's not something they do.
Primary	1.2	No	We are new to this process and have not thought about it yet, but we will be looking into it for next year.
Primary	1.2	No	It was not intentional to tie the SAM Process to the school improvement plan.
Primary	1.2	No	Tiffany did not begin the SAM Process until October or November, after the plan had already been written. However, she sees it playing a key role in the plan moving forward since it is such a key vehicle for focus and accountability. She values the structure and how it helps her build observation and feedback into her
Primary	1.2	No	Tiffany did not start the SAM Process until October/November... after the plan had already been written. She does see it playing a key moving forward, though, as it is such a key vehicle in helping her with focus and accountability as she builds observation and feedback into her routines. She very much values the
Primary	1.2	No	As an Early Learning Center, we do not have a school plan like the other schools in the district. We have a quarterly Continuous Improvement Cycle report we need to complete. Maybe we could use some of the TimeTrack data next year—we'll think about it.
Primary	1.2	No	I inherited a school improvement plan that was scattered and lacked focus.
Primary	1.2	No	There is no current SIP.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.2	No	The SIP had no real focus for the school.
Primary	1.2	No	Our SIP is not a fluid document. We need to work on this as an ILT. We do different pieces at different times throughout the year.
Primary	1.2	No	We started the SAM Process after the school year had begun, so our plan was already in place for the year.
Primary	1.2	No	We had already started the school improvement plan when we joined the SAM Process. It could become a key strategy moving forward.
Primary	1.2	No	Kim started the SAM Process after the school year began, so the plan was already in place.
Primary	1.2	No	I need to be more intentional about correlating planned time with the Building Improvement Plan. This is done somewhat naturally; but done more intentionality, it would bolster results. I want to be intentional about integrating specific Building Improvement conversations into planned teacher time.
Primary	1.2	No	We started the SAM Process in November 2024. However, our SIP was already in place, so the SAM Process was not considered at that time. We are now considering it for the 2025–2026 school year, though, with plans to incorporate TimeTrack data into our May coaching session.
Primary	1.3	Yes	WIG: All students will improve. Our goal was to show 100% improvement on the FAST, and we met that goal. We also have a goal for family engagement through which we have shown significant growth by increasing parent involvement. In January, we added a goal for math improvement and are waiting
Primary	1.3	Yes	My work aligns directly with the District Improvement Plan. I connect my coaching work with principals to both school and district improvement plans. This alignment is central to my coaching efforts.
Primary	1.3	Yes	The sense of belonging goal is seen when I am in the schools doing walkthroughs and speaking with staff and students. I am also working with outside agencies toward our construction goals. State testing will show whether or not we were successful with our goal of 100% of students showing improvement in both ELA
Primary	1.3	Yes	Mary has used the SAM Process to help fulfill her SIP goals. She has worked on communicating with staff effectively and on completing 10 walkthroughs per week. These are shown on the platform required by the State Department of
Primary	1.3	Yes	Much of the instructional planning and non-directive feedback were related to CIWP goals.
Primary	1.3	Yes	Due to ongoing leadership changes at the district level and a history of staff turnover within the school, the most pressing needs are concentrated at the school level. A PLC meeting this morning demonstrated listening to one another and coming together to create a program that better responds to student needs. We have moved from a focus on complaints to being able to listen to one another and operate from a commitment to effective, consensus-based problem solving.
Primary	1.3	Yes	Instructional walkthroughs and observations are aligned with the instructional focus for the year as outlined in our School Improvement Plan. Feedback provided to teachers is also aligned with the instructional focus for the year.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.3	Yes	I connect our professional development plan to the building goals and to teacher improvement goals. We have an attendance intervention team that meets regularly to ensure students are attending; our attendance has improved due to this. Behavior incidents have decreased, as well. Both math and literacy have shown an increase in student achievement, and I am hopeful this improvement will be reflected on the upcoming ISASP.
Primary	1.3	Yes	Writing and small group activity were a couple of our goals. I was able to see instruction happening. This year, teachers brought their students' writing samples to me to share. I was able to give the SAM non-directive feedback in order to move the needle in the right direction.
Primary	1.3	Yes	PLCs are in our SIP—we observe and support PLCs regularly. This is an integral part of our growth. Teacher talent and retention improve with the proper administrative support.
Primary	1.3	Yes	Her SIP is directly aligned with the district improvement plan. They have set three goals and have a targeted learning focus. The ILT focuses on these goals and uses present and past data to drive improvement. All work is tied to the SIP
Primary	1.3	Yes	Everything is aligned. Professional development, walkthroughs, and peer observations are utilized to support the SIP. The ILT focuses on the SIP and the targeted learning focus. The SIP includes social-emotional learning, reading, and
Primary	1.3	Yes	Through SIT and BSAT, we analyze data and develop action plans to meet goals for attendance, ELA, math, SEBH (CICO), and science. Feedback, planning, curriculum and assessment, decision-making groups and committees, and professional development all contribute to aligned actions and support strategies. Additionally, walkthrough data, feedback forms, and post-observation discussions demonstrate a direct connection between our daily work and broader SIP goals, such as improving teacher effectiveness and enhancing student achievement.
Primary	1.3	Yes	The consolidation of the two school communities, construction of the new school, realignment of the curriculum at Willow, and student achievement are all integral to my plan. Our data indicates that we are making progress, as stated
Primary	1.3	Yes	Tamara feels that she has done a great job connecting her SAM work with the School Improvement Plan. She arranges her event planning based on what needs to be done to ensure that the SIP remains a living document. Planning, curriculum and assessment, professional development, and feedback all connect the expectations and outcomes to the plan.
Primary	1.3	Yes	We use progress monitoring data, benchmark data, and predicted proficiency
Primary	1.3	Yes	Yes, the SAM Team or TimeTrack owner has effectively connected their daily SAM work with the School Improvement Plan by aligning their time and focus with key priorities outlined in the plan. This connection is supported by measurable data, including increased instructional leadership time as tracked in TimeTrack, improvements in teacher practice through coaching cycles and feedback sessions, and student performance data reflecting growth in targeted areas. Additionally, structured collaboration and professional learning have been aligned to school goals, and progress monitoring reports demonstrate a clear link between leadership actions and School Improvement Plan initiatives.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.3	Yes	Literacy is a core focus, and I have connected much of my work to it this year. I have also linked many actions to improving math instruction, which is part of our LCAP (strategic plan).
Primary	1.3	Yes	Performance is monitored via observations.
Primary	1.3	Yes	Without reservation, there is an absolute connection between our planned professional development and PLC meetings with instructional staff.
Primary	1.3	Yes	Primarily, our SIP focuses on PLCs, supporting teachers, and the feedback that was provided. The CORE teaching rubric comprised a lot of the work shown in TimeTrack, which is also part of the SIP.
Primary	1.3	Yes	My SIP is instruction-based and includes MTSS. My TimeTrack data shows it is done with fidelity, too.
Primary	1.3	Yes	Time spent in the classrooms doing observations and walkthroughs.
Primary	1.3	Yes	The SIP is based on curriculum, instruction, and well-being. Our TimeTrack shows this and that Schmid is a great place to be. Student voices are included in building the overall vision, as well.
Primary	1.3	Yes	All the pieces of our plan—the 4 Cs. The Comprehensive Education Plan that is organized in June establishes our goals for the year. Student learning is what guides the plan. We also have a plan for each month that we implement, including support from the instructional coach. The SAM Process gives us the structure to accomplish our goals and helps with putting our systems and
Primary	1.3	Yes	The SAM Process is written in my Title I plan.
Primary	1.3	Yes	PLCs and staff meetings have provided opportunities to grow our relationships and to improve instruction and curriculum.
Primary	1.3	Yes	Our SAM team's focus on analyzing teacher data and providing targeted support directly connects with our school priority of strengthening instructional practice. By using data to identify strengths and areas for growth, the team can deliver tailored coaching and resources that improve teaching effectiveness. This promotes a positive learning environment and helps ensure that all students are receiving high-quality instruction, advancing our school's overall goals for
Primary	1.3	Yes	This year, the connection was made through walkthroughs. Staff scheduled time for me to observe tasks outlined in the school improvement plan. I was able to share feedback with staff in larger groups as it related to what I was seeing and how it aligned to our improvement priorities.
Primary	1.3	Yes	TimeTrack aligns well with our school's and district's instructional goals. In fact, local testing results and last year's state assessments reflect a significant impact on instructional growth and success.
Primary	1.3	Yes	Walkthrough data and feedback support our SIP. Professional development is also part of our SIP, and TimeTrack reflects this.
Primary	1.3	Yes	TimeTrack data supports the principal's work, as expected by the KIPP Foundation. Monitoring is ongoing, and she has received positive feedback regarding instructional time and how it is used via descriptors.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.3	Yes	Part of the 5-Year Strategic Plan is supporting school leaders and pipelining teachers into leadership roles. TimeTrack data shows that Allison has spent a significant amount of time supporting school leaders through observations and walkthroughs, which aligns with the District Strategic Plan.
Primary	1.3	Yes	TimeTrack and the SAM Process help the team stay focused on school goals by implementing tools like walkthroughs, observations, PLCs, faculty meetings, and collaboration meetings with intervention specialists and instructional coaches.
Primary	1.3	Yes	Part of our work is around coaching cycles, and seeing teachers close the coaching cycle has been rewarding.
Primary	1.3	Yes	Our SIP focuses on instructional strategies, and our planning and decision-making data demonstrates that time spent. Collaborating also drives our goals
Primary	1.3	Yes	The school improvement plan is the driver. Our focus subgroups are multi-language learners and special education.
Primary	1.3	Yes	All of my top descriptors contribute to our ASP development and monitoring of interim and end-of-cycle goals.
Primary	1.3	Yes	Our ASP is focused on student graduation rates and culture and climate. Our goals are monitored regularly, and progress toward the goals is discussed with teachers and students as necessary. All of the work we do within TimeTrack is at the center of our efforts to reach those goals and bring it together for students and
Primary	1.3	Yes	Almost all the work I do must connect to our School Improvement Plan. A priority is supporting my students. I am supposed to be engaged in what is going on in class. My job is to create the conditions for everyone, including students, to be effective in their role. I want people to function at high levels in accordance
Primary	1.3	Yes	My role relates to attendance and behavior, and there has been improvement and growth in both.
Primary	1.3	Yes	Some of this work is naturally connected to what I do during the school year. I did not go out of my way to find connections to the goals because they were woven into the daily schedule.
Primary	1.3	Yes	By improving student learning, climate and culture, and teachers' goals, I connect my work to the plan.
Primary	1.3	Yes	It aligns to the plan of connectedness and well-being. We are seeing tiered support for students and teachers, as well as individualized professional
Primary	1.3	Yes	Her targeted descriptors were chosen to support the worthy targets in the SIP. The worthy targets are culture and equity, math, and literacy. Collaboration and adult practices lead to student growth. The SIP is reviewed frequently, as well, and is connected to the district improvement plan.
Primary	1.3	Yes	The improvement plan and TimeTrack are aligned, and that data is used to focus instruction.
Primary	1.3	Yes	All schools in Springfield have specific goals for the SIP; the SIP, after all, is directly connected with the District Improvement Plan (DIP). Professional development is also directly tied to her goals in reading, math, and SEL. The ILT monitors progress and provides assistance for teachers, and she leads that ILT

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.3	Yes	To meet our school improvement goals, I use TimeTrack to help me progress monitor our instructional goals. The SAM Process helps me ensure that I have time to work with teacher teams.
Primary	1.3	Yes	The SAM Process aligns with SIP instructional goals.
Primary	1.3	Yes	High-quality Tier 1 instruction has improved throughout the school, as demonstrated in walkthroughs and observations. We continue working toward our attendance goal. Weekly meetings help us review data and plan next steps, too. We are currently at 92%, with a goal of 95%. We are almost there. Regarding IAR testing, that is another goal, with a target of 5% growth in reading and math compared to the previous year. The test has just concluded, and we are awaiting results.
Primary	1.3	Yes	They are pretty much one and the same.
Primary	1.3	Yes	The major goals in our School Improvement Plan were accreditation, special education, and supporting new teachers. I focused on these three areas this year.
Primary	1.3	Yes	Principal visibility and presence in collaborative planning was a district focus this school year. The district goal is for 80% of principal actions to support instruction. While I do not believe that is fully attainable, I had five months with over 50% of my time logged as instructional, and three months with over 60%.
Primary	1.3	Yes	Teacher collaboration and refining curriculum are both reflected in TimeTrack and meetings.
Primary	1.3	Yes	The action steps and data from the Annual School Plan (ASP) are used to increase reading levels, math fluency, and improve climate and culture. This is connected through walkthroughs and observations noted in my TimeTrack.
Primary	1.3	Yes	I did this through PLCs and data reflection. I also worked on developing the culture of the school under my tutelage.
Primary	1.3	Yes	Our focus on PLCs, teacher capacity, and student performance are all part of the SIP, and my TimeTrack data shows increased and improved time spent in these
Primary	1.3	Yes	In our SIP, there's a plan-to-check cycle that creates actionable goals. TimeTrack measures, including time spent in walkthroughs and observations, support this
Primary	1.3	Yes	Our SIP focuses on improving instruction and increasing walkthrough hours, and we've accomplished the latter. Student performance and engagement have also increased this year.
Primary	1.3	Yes	TimeTrack data points are part of our CIP (Continuous Improvement Plan) and Instructional Rounds work.
Primary	1.3	Yes	The SAM Process aligns with the instructional goals of the SIP.
Primary	1.3	Yes	Increasing achievement for our students on IEPs is a goal. The Best Buddies program and professional development opportunities are also part of that goal. Other measures include student attendance, student behavior, and benchmark assessments in ELA and math.
Primary	1.3	Yes	The SAM work aligns with the SIP instructional goals.
Primary	1.3	Yes	Our goal for test scores was set to 70% across all categories. In English, all grade levels met the goal. In math, half of the grades met the goal. The other two scored 67% and 68%. Our attendance rate was also the highest in the district

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	1.3	Yes	We are working to increase our Five Essentials. There is a strong focus on increasing the number of students scoring from a 4 to a 5 on the IAR, as well. I also want to see more students in math who are able to accelerate. These goals were reflected throughout the year in walkthroughs and in data reviews during
Primary	1.3	Yes	Attendance, academic, and PBIS goals were all things we were working on. We have seen improvements in each of these areas.
Primary	1.3	No	There is no SIP in place.
Primary	2	Yes	Observations, walkthroughs, feedback, and PCA.
Primary	2	Yes	The time we dedicate to different descriptors on TimeTrack allows us to determine whether we are meeting our SIP goals.
Primary	2	Yes	My CIP uses a lot of my TimeTrack data and is an integral part of my reporting.
Primary	2	Yes	TimeTrack data aligns with Highly Reliable Schools data, and the district office uses this data for reporting and review.
Primary	2	Yes	The improvement plan drives most of our conversations in weekly PLC meetings, professional development, and the instructional staff's learning experiences in the areas of instructional improvement and increased student
Primary	2	Yes	All we do is connected to our HRS goals.
Primary	2	Yes	Definitely, everything we do is related to our Unified Improvement Plan (UIP). MIS (instructional) data, as well as MIS 2 and 3 (student and culture data), indicate the connection and alignment with the UIP.
Primary	2	Yes	Our SIP focus is numeracy, literacy, and behavior. Everything we do in our PLCs is laser-focused on these through my work and that of my instructional leadership
Primary	2	Yes	Our Continuous Improvement Plan (CIP) dictates everything we do inside and outside of our building. The CIP is always aligned to our data and structures our plan of action. Our Gallup results also increased this year on the question of whether or not staff knew what the school's CIP was. We are already ahead of the game in planning and revising the CIP for next year.
Primary	2	Yes	Our SIP centers around math, reading, and behaviors; the PLCs, observations, and TimeTrack hold us accountable.
Primary	2	Yes	Our school improvement plan has served as a strong foundation for intentional instructional planning, targeted training, and effective classroom implementation. This year, we've seen success with Andria leading the English instructional program and Lauren guiding the dual language component—allowing for focused, aligned support in both areas.
Primary	2	Yes	Student achievement, feedback, observations, walkthroughs, and PCA.
Primary	2	Yes	Tracking how my time as an instructional leader is spent has had a direct impact on student learning and instruction.
Primary	2	Yes	I use TimeTrack data to develop my SMART goals for time in the classroom and PCA data.
Primary	2	Yes	There have been increased test scores, plans for improving student attendance, and upcoming planning and programming changes.
Primary	2	Yes	Obvservations, feedback, PCA, and professional development data.
Primary	2	Yes	The optional descriptors.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	2	Yes	We have priority focus areas in our school. Our SIP is general, but it reflects our overarching goals.
Primary	2	Yes	Alpha Hart Lewis's school improvement plan includes goals for attendance and improving student achievement. With a focus on instruction and decision-making groups, AHL has shifted its culture to become more intentional about student improvement and instruction. This has increased attendance and made the school a more welcoming place.
Primary	2	No	I am at the district level, so it is the district's strategic plan for me.
Primary	2.1	Yes	The big buckets of our plan are literacy and math. We have discussed those areas extensively in our meetings with teachers. The culture goal has also been
Primary	2.1	Yes	Work with the BLT and other decision-making groups shows alignment with our improvement plan.
Primary	2.1	Yes	Events scheduled in TimeTrack reflect work on areas identified in the improvement plan.
Primary	2.1	Yes	Working with students, walkthroughs, time in PLC meetings, and feedback are all connected to our CIP.
Primary	2.1	Yes	All of our work is connected to our SIP, which drives instruction.
Primary	2.1	Yes	Our weekly PLC focuses on utilizing data to understand and develop strategies for moving skill development forward with students, which is directly related to our school's improvement plan.
Primary	2.1	Yes	Measures include optional descriptors, agendas, data from student results, and teacher data on professional development
Primary	2.1	Yes	Attendance, iReady, and OSS have all been key areas. Dom and his team have conducted over 900 classroom visits this year. Observations and feedback have also led to improvements.
Primary	2.1	Yes	Yes, it is our guiding document. All of our goals are directly tied to the SIP.
Primary	2.1	Yes	Everything I do revolves around our CSIP. It is a meaningful working document.
Primary	2.1	Yes	Events recorded in TimeTrack are directly related to tasks outlined in our improvement plan.
Primary	2.1	Yes	All of the work we do in PLCs and other schoolwide meetings is connected to the School Improvement Plan. Data from additional users also supports what we are doing to meet our goals.
Primary	2.1	Yes	Student achievement is occurring, which is at the heart of my School
Primary	2.1	Yes	Through our SIP, I was able to focus my time on specific areas to ensure that we were moving forward as a school.
Primary	2.1	Yes	Our SIP this year has been tied directly to our ELLs and SWDs. Through the use of the SAM Process, I have observed those teachers specifically serving those subgroups and have worked very closely with them to provide proper interventions and instructional practices to move the needle for those populations. I'm happy to report that the data reflects increases in both
Primary	2.1	Yes	There is a direct connection between the school improvement plan and the instructional leadership model. The plan is driving the work, and progress is shown in student/staff data.
Primary	2.1	Yes	School CEP (Comprehensive Educational Plan).

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	2.1	Yes	Although the SAM team and TimeTrack are not specifically mentioned in her School Improvement Plan, her focus on being present in data team meetings on a weekly basis, on providing professional development for her teachers on instructional strategies, and on spending time coaching and providing feedback
Primary	2.1	Yes	High-performance teacher goals, student achievement, and PLC work.
Primary	2.1	Yes	I schedule and often create the professional learning that teachers participate in. On the post-professional development survey, teachers report that the training improved their knowledge and skills, aligned with their current jobs, and increased their confidence in applying what they learned (BAM data). Peer observation feedback and perception surveys also reflect this. Staff celebrate one another both professionally and personally (celebration wall data/perception survey). Student achievement data shows significant growth. A process is in place to monitor student attendance, as well. Office referral data supports that teachers are teaching students self-reflection and self-regulation strategies, which is helping them to improve their social and emotional skills.
Primary	2.1	Yes	Our CIP addressed the goals of the district by creating a Mosaic View of Teaching and Learning. It has four components: Students, Collaboration, Creativity, and Community. Every day, my work touches on one or more of these pieces. I meet regularly with my team to ensure our vision and expectations are reflected during PLCs, data digs, and teacher clarity walks. I also make positive phone calls home to support student achievement and to encourage parent engagement. Each administrator leads an initiative such as MTSS (RTI and PBIS) or Leader in Me, and I coordinate with them and take part in student celebrations. Every morning, I maintain an open-door policy where teachers can stop in for one-on-one or small group conversations. The feedback I provide during these talks reinforces the mission of our continuous improvement plan.
Primary	2.1	Yes	We are monitoring assessment data to achieve goals, specifically using a beginning, middle, and end-of-year district plan with regular follow-up.
Primary	2.1	Yes	We are connected to the CEP (Comprehensive Education Plan).
Primary	2.1	Yes	Our priority goals are math, writing, and special education. I have spent time coaching and supporting my leadership team in each of these areas.
Primary	2.2	Yes	The SIP contains areas about planning, curriculum, and assessment, so it matches the SAM Process. Feedback is also a goal.
Primary	2.2	Yes	I've got my school improvement goals and strategies in my optional descriptors. I can track my work there.
Primary	2.2	Yes	Jamar attends every ILT meeting with the schools he supervises. In addition, he attends other schools' ILTs when asked. He works diligently with schools to ensure SIP goals are progressing.
Primary	2.2	Yes	Nathan spends a great amount of time working with teams. He attends Symposium, ILT, and BBSS team meetings. All of these areas are included in the SIP, and their goals match what the school is working toward.
Primary	2.2	Yes	Union's CIP is developed based on the district's Continuous Improvement Plan goals of student achievement, staff effectiveness, and stakeholder engagement. The following are the factors that support my "Yes": attendance data for students; EIP data; STAR CBM (Curriculum-Based Measures) for fluency; STAR Math; iReady Math; PBIS; and the Leader in Me program.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	2.2	Yes	Instruction, school culture, and budget.
Primary	2.2	Yes	The school improvement plan is grounded in essential learning outcomes, and my observation and feedback work is focused on those outcomes. In one-on-one meetings, Jason asks teachers what is working and what is not. This reflects a strong level of alignment between the plan and how Jason is working with
Primary	2.2	Yes	All elements of my Unified Improvement Plan (UIP)—including goals related to observation and feedback, and instructional planning that impacts student performance—are interconnected. I look forward to demonstrating these connections more clearly by refining data reporting within the systems that support my instructional plan.
Primary	2.2	Yes	A big part of our plan is in improving instruction and implementing the new ELA curriculum. Most of my work this year has been to collaborate with and support teachers in the implementation of this new curriculum.
Primary	2.2	Yes	All of our time spent on instructional practice and professional development is aligned with the priorities and objectives in our district's strategic plan. This includes student outcome data in ELA, math, science, attendance, and discipline.
Primary	2.2	Yes	Instructional time dedicated to providing timely feedback and actively participating in weekly collaboration sessions has played a key role in promoting student growth at our school. These focused efforts have supported data-driven instruction, strengthened teacher practice, and directly contributed to our progress toward meeting school-wide academic growth goals.
Primary	2.2	Yes	Her instructional time directly aligns with the SIP. PCA and professional development focus on SIP goals, in particular. She also likes that she is able to search in TimeTrack for targeted goals and other key areas of the SIP.
Primary	2.2	Yes	Teacher comments in one-on-one conversations and testing modules.
Primary	2.2	Yes	We use the Plan-Do-Check-Act cycle, which has allowed us to monitor and then make periodic adjustments. Our professional development is aligned with our needs, and our teachers are showing improvement.
Primary	2.2	Yes	Walkthroughs and feedback include a focus on instructional goals for reading, math, science, and social studies. Professional development also supports initiatives that are delivered to the whole school.
Primary	2.2	Yes	Increased attendance—they have the highest attendance this year, more than ever. Testing scores are increasing each year, too. Behavioral issues are being addressed through the work of behavior interventionists and counselors, who are also using TimeTrack to track students and communicate with parents.
Primary	2.2	Yes	Tracking the amount of time spent on staff effectiveness and the intentional planning of staff effectiveness initiatives directly supports our CIP goals. I monitor and influence this area frequently by assigning tasks to myself and to my leadership team, as well as by planning professional learning opportunities.
Primary	2.2	Yes	There are instructional initiatives that correlate with my time spent. I make sure to share this data with the leadership team, too. We call this our home runs and foul balls, and then we remain on deck.
Primary	2.2	No	The requirements for the plan did not align with the commitments of the school.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	2.3	Yes	The SIP drives everything we do instructionally, including Tier 1 strategies, interventions and supports, and creating a sense of belonging that includes the
Primary	2.3	Yes	The SIP is now the CIT (Continuous Improvement Plan). The school operates on continuously improving. Every Monday, the CIT collaborates to identify target interventions and make adjustments as necessary.
Primary	2.3	Yes	Specific measures include instruction, achievement, and support for increasing written communication, as well as having essential meetings every three weeks to focus on data that supports these elements of the school's improvement plan.
Primary	2.3	Yes	We meet monthly to review the SIP, and we refer to the trends we see in TimeTrack, e.g., walkthroughs, feedback, etc. It is a cycle of improvement. We are also mandated to do monthly stocktakes along with weekly leadership meetings. This drives our focus and helps determine whether we are on track.
Primary	2.3	Yes	Our School Improvement Plan has a school goal for increasing student voice, and we can see that meetings and times with individual students has led to an increase in student voice on the Cultivate survey. During our ILT walkthroughs and professional development, we have seen an increase in the use of productive struggle, which is a goal we are working on as a school.
Primary	2.3	Yes	My work with principals, including new principals, is one measure of support. I meet with my seven assigned principals monthly to discuss school improvement, and I then provide professional development to them. Symposiums are held twice a year with the whole staff, as well, and these are based specifically on our school improvement goals. I help plan and present at these events. I especially commend Dr. Moody for bringing our SIP work full circle. I wish I had experienced this level of focus when I was in the building—not just meeting and talking without action.
Primary	2.3	Yes	Geneseo Middle School has three goals: 1) implementing standards-based grading in grade 6, 2) building collaborative teams and PLCs, and 3) creating a culture of belonging and building trust.This provides ample opportunities for feedback, walkthroughs, and observations. The administrative team and staff support these three goals daily. The structure of TimeTrack is excellent for addressing the most important instructional and managerial goals on a daily, weekly, and monthly basis throughout the school year.
Primary	2.3	Yes	Areas of alignment include: walkthrough time; lesson plan check time; teacher time on-task; transitions; most time was spent with Grade 1, which was one of the focus groups; SCEP leadership planning time has doubled; and our observations and feedback data increased along with an increase in our planning
Primary	2.3	Yes	All of the work that I complete in my role is directly aligned with the district's strategic plan. The new plan released in January specifically addresses the goal of increasing employee engagement through a variety of programs and initiatives, including participation in professional learning.
Primary	2.3	Yes	My Comprehensive Education Plan, as well as events and meetings that are scheduled to match and meet the requirements of that plan, is a measure of
Primary	2.3	Yes	Observation and feedback data are used in the school's CIP and are also included in the mid-year evaluation process.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Primary	2.3	Yes	Our building goals are the focus of what I track with TimeTrack. This is especially the case with the walkthroughs and observations. Some of the feedback I give to teachers is definitely related to our school improvement plan.
Additional	E	Yes	Observation time and feedback have increased and are aligned to the plan.
Additional	E	Yes	District walkthroughs, administrative team walkthroughs, and professional development (district required and school-based).
Additional	E	Yes	We do everything math! All of our work is developed around math instruction and improvement. The SIP drives everything we do.
Additional	E	Yes	Support was given in areas of need.
Additional	E	Yes	The School Improvement Plan is the basis for everything. We create our goals based on teacher performance during our weekly leadership meetings. Our goal is to reach 80% proficiency in literacy, so the focus is on the work I do as Literacy
Additional	E	Yes	Our SIP goals are the foundation and focus of our weekly leadership meetings in planning for weekly PLCs.
Additional	E	Yes	Teacher performance and student performance.
Additional	E	Yes	Daily activities are planned based on SIP goals. These goals are reviewed and referenced weekly during Leadership Team meetings.
Additional	E	Yes	CEP goals are aligned with scheduled plans in TimeTrack, such as feedback and walkthroughs.
Additional	E	Yes	My work aligns with our school CIP focus of improving ELA, math, and science by 6% on DUA and GMAS scores. While we have not met our goal consistently, the work that has been done contributes to the consistent growth that students have shown this year.
Additional	E	Yes	State reports and data collection results have shown improvement in student learning outcomes.
Additional	E	Yes	MVPA, DIBELS, iReady, school-based, and district professional development activities.
Additional	E	Yes	District and "in-house" walkthroughs, district professional development, and Early Release Day professional development.
Additional	E	Yes	As IB Coordinator, I get to see a holistic view of curriculum areas. All of my activities are focused on the school's three SIP goals: reading, math, and
Additional	E	Yes	One goal on our CIP is teacher effectiveness, and that directly aligns with TimeTrack descriptors.
Additional	E	Yes	The SIP is the roadmap to everything we do. Special education is one of the SIP priorities this year, too, so all of my work as a special education coach is aligned.
Additional	E	Yes	We improved student performance by observing and providing feedback. The school was intentional in delivering interventions to students based on
Additional	E	Yes	The SAM Process is reflected in the SIP goals.
Additional	E	Yes	Participation in leadership meetings at the schools served determines the focus of the user's work with special education teachers based on the individual school's
Additional	E	Yes	It guides most of what we do. I plan reading goals for students to achieve our school's literacy goals on the SIP.
Additional	E	Yes	The descriptors align with instructional expectations for assistant principals as defined by the KIPP Foundation Rubric.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	E	Yes	PCA, working with students, and work with PBIS.
Additional	E	Yes	Student achievement is tied closely to attendance and behavior.
Additional	E	Yes	District-required professional development in literacy, math, and Early Release Day trainings were centered around our SIP.
Additional	E	Yes	We were selected for multiple district walkthroughs and were always given immediate feedback from district leaders and peers. We then used this feedback to support district goals, state mandates, and our professional development needs specific to MP. We also met quarterly to review district and MP data.
Additional	E	Yes	The SAM Process helped us be intentional with our instructional practices. We used the data to inform our continuous improvement cycles and school leadership visibility. As a result, our instructional culture improved and became more collaborative. Furthermore, our professional development plan became more
Additional	E	Yes	The IB program focuses on the same literacy, numeracy, and whole child goals that guide the entire school. The IB goals are the same but are more student-led and inquiry-based.
Additional	E	Yes	Student achievement data, walkthroughs, observations, and PCA.
Additional	E	Yes	Her work with students, discipline, re-entry, and communication with parents definitely aligns with their building improvement progress. Data collection is not adequate enough to provide visualization for this, though.
Additional	E	No	We talked about a "student engagement" optional descriptor next year, and he seemed happy with that.
Additional	E	No	I was supposed to do four walkthroughs per week with face-to-face feedback. I have not done that.
Additional	E	No	I was just trying to get through the year, even though Pamm told me this was the best way to get through the year.
Additional	E	No	I was not consistent.
Additional	E	No	Ms. James readily admits that she is "all over the place," and she isn't sure of her impact in the building.
Additional	E	No	Plans became district-directed in October 2024.
Additional	1.1	Yes	My work with the math teachers has supported improvement in math student achievement. Consistent observations, walkthroughs, and feedback remain a goal, as well.
Additional	1.1	Yes	The SIP guides the leadership team's planning, decision-making, instruction, and evaluation for the yearly, monthly, and daily delivery.
Additional	1.1	Yes	The SIP is posted and referenced at all instructional planning meetings.
Additional	1.1	Yes	I have done walkthroughs and given feedback to our teachers, which support our SIP goals.
Additional	1.1	Yes	Observations, walkthroughs, feedback, PCA, decision-making meetings, professional development.
Additional	1.1	Yes	Weekly data review and working with students.
Additional	1.1	Yes	I have worked in planning meetings, conducted professional development, and focused on helping teachers reach the 6% increase in students on grade level. All of these are goals in our plan.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.1	Yes	Our fourth graders have shown mastery in reading and math on each quarterly benchmark. Our PLC work has improved, too, and our teams are leaving with turnkey lessons in reading and math each week. This supports our goals for effective planning. We unpack the data each quarter and make adjustments to our intervention groups and small group instruction. Effective data analysis is
Additional	1.1	Yes	Staff effectiveness is one of our CIP goals, and TimeTrack data provides the data needed.
Additional	1.1	Yes	Attendance is one aspect of our school improvement plan. Our attendance has increased because of my efforts. I am providing management support to teachers so that they can focus on the instructional goals in our plan.
Additional	1.1	Yes	Our improvement plan prioritizes student achievement, so time spent supporting teachers through walkthroughs, observations, PCA, and feedback is directly connected.
Additional	1.1	Yes	Professional development and student achievement data.
Additional	1.1	Yes	We are currently in the testing window to determine if we have met our goals. We were removed from the CSI Watch List, too, so I know our scores have
Additional	1.1	Yes	We are focusing on improving instruction and working with teachers identified as Tier 2 and 3. We track these teachers and the time we spend with them every week. Because of this, we are very targeted in how we spend time helping
Additional	1.1	Yes	My limited role is aligned with the team's goals and responses in general.
Additional	1.1	Yes	Our focus is on culture and climate. My SAM work supports this, which then supports teacher and student performance.
Additional	1.1	Yes	One of our SCEP goals is an imrpovement in literacy. Time spent in classrooms and grade-level teams has benefited our school, too, as supported by the data. I also worked with CFE to enhance my coaching and to support teachers in their instructional strategies.
Additional	1.1	Yes	All of our goals align with our action items. Everything is intentionally planned from the SIP.
Additional	1.1	Yes	She has just started to plan for this work with her principal and other additional
Additional	1.1	Yes	It is the district strategic plan. A big part of that is our work to retain and recruit quality staff and provide professional learning that is relevant and necessary to continue in their roles.
Additional	1.1	Yes	All observation, walkthrough, and feedback data is used in the SIP.
Additional	1.1	Yes	N/A.
Additional	1.1	Yes	Everything we do is about implementing our school plan, from group meetings to classroom observations to walkthroughs.
Additional	1.1	Yes	Our school is under a microscope and we direct all of our work according to the school plan.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.1	Yes	Creating a culture of learning at our school has been my way of supporting the goals of the district and our school's Continuous Improvement Plan. I provide the students with strategies to deal with situations through the Restorative Practice Program and help them get the academic help needed to succeed. Involving their parents and guardians in the learning process and attending community and after-school events has developed needed relationships for positive communication and interactions between home and school, as well. Student achievement and community engagement are two of our overarching goals that I support. I also served on School Council, which involved the community stakeholders.
Additional	1.1	Yes	Our SIT drives the work we do.
Additional	1.1	Yes	Small group instruction and differentiation have improved. This was one of our
Additional	1.1	Yes	We are data-driven. Our push into classrooms is directly related to our SIP. I do want to spend more time with our at-risk seniors, though. I have not done a great job at capturing this in my TimeTrack.
Additional	1.1	Yes	We have had excellent PLC work this year! Only 2% of our staff are leaving the school, which is a huge win. We are trending in a great direction on our interim assessments.
Additional	1.1	Yes	Our work is based on student growth in reading and math. We are focused on standards-based instruction and clarity in the classroom.
Additional	1.1	Yes	All of our work is tied to the plan.
Additional	1.1	Yes	All our individual goals are tied to the goals of the school; events are scheduled so as to meet those goals.
Additional	1.1	Yes	Everything we do is focused on student academic growth.
Additional	1.1	Yes	Our district walkthroughs and the feedback we provide are leading to improvements in teacher practices. Our district benchmarks show 50% growth at the mid-year target, which is great.
Additional	1.1	Yes	Our iReady results show growth in ELA.
Additional	1.1	Yes	Our School Improvement Plan includes goals for math growth and proficiency as measured by scheduled MAP assessments and end-of-year Georgia Milestones Assessment Scores.
Additional	1.1	Yes	Specific areas for math improvement on the SIP are numeracy and professional development. All instruction is planned based on the SIP.
Additional	1.1	Yes	I have supported our teachers by providing them with a variety of interventions to increase student achievement. I am with students every day giving intervention assessments to provide ongoing support for our teachers.
Additional	1.1	Yes	TimeTrack data is part of our CIP and is monitored routinely.
Additional	1.1	Yes	My academic monitoring of small group instruction supports a goal in our SIP. Our intervention groups are constantly changing after data analysis in our PLCs. These started at the beginning of the year, which was another SIP goal.
Additional	1.1	Yes	We use our TimeTrack data to create our goals for the CIP.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.1	Yes	My focus with our teachers on small group instruction and academic monitoring supports our SIP goals. Much of my office prep time has been used to prepare planning agendas and meaningful professional development. We are continuously analyzing assessment data and creating new intervention and academic enrichment groups. All of this supports our goals.
Additional	1.1	Yes	Her "yes" response is for her recent daily SAM work. Last month she identified a SAM to help her focus on the instructional work she should be focused on.
Additional	1.1	Yes	Increasing achievement of our students on IEPs is a goal , also Best Buddies program and PD opportunities
Additional	1.1	Yes	Coaching focus areas, such as strengthening Tier 1 instruction and building capacity in literacy, are aligned with SIP goals. Coaching logs, TimeTrack, and professional development efforts all support these improvements.
Additional	1.1	Yes	Everything I do each day aligns with the goals of the district and our school. My purpose is to help design and support ways to maximize student achievement, build the capacity of our staff, and engage our stakeholders. My overall work supported our plan through data analysis, planning for improvement, and assisting students, parents, teachers, and colleagues to realize those goals.
Additional	1.1	Yes	Layne has taken a leadership role with the SIP. Butler is working on improving the school environment. The BBSS team has implemented calming techniques that Layne is developing. They are interviewing students and tracking behavior. They also have benchmarks for reading and math, and Layne attends Friday planning sessions. She is working one-to-one with students and plans "pop-ins" to look at curriculum and implementation.
Additional	1.1	Yes	My work is designed to address our School Improvement Plan.
Additional	1.1	Yes	My SAM work aligns with our CIP goals, especially in the areas of improving instructional planning and feedback systems. Measures supporting this include tracking teacher lesson plan completion, walkthrough data, and professional
Additional	1.1	Yes	We are working on decreasing office referrals and supporting both students and teachers to achieve that. Referrals have decreased significantly, too.
Additional	1.1	Yes	Supporting the district goals and our school-based CIP is central to my role as an Academic Coach. Smart Goal #1 is that Westside High School will increase the percentage of 9th through 12th grade students—and each subgroup: ALL, ED, SWD, EL, Gifted, etc.—performing at the proficient level or above by 6% in the following areas: American Literature (from 10.3% to 16.3%), Algebra (from 4.8% to 10.8%), U.S. History (from 9% to 15%), and Biology (from 10.6% to 16.6%). My daily efforts to increase teacher effectiveness will lead to student achievement and will help us reach these goals.
Additional	1.1	Yes	Her weekly contributions during Core Team meetings support the goal of staff effectiveness.
Additional	1.1	Yes	Panorama data is used to focus on students and to put them in leadership roles as Vestors. By reducing the number of referrals, they are reducing the achievement gap. Culture is also a part of the SIP, so she is working with staff to make sure that her students have a sense of belonging.
Additional	1.1	Yes	Our behavioral goals in the BSIP and in PLTs with teacher practice.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.1	Yes	Daily work with our teachers addresses staff effectiveness, and increasing the capacity of our teaching staff works positively to improve student learning.
Additional	1.1	Yes	The SIP includes instructional support, which I do daily.
Additional	1.1	Yes	Our SIP plan focused heavily on PLCs, and I have seen growth in teachers and students through my work in this area.
Additional	1.1	Yes	The data collected for behavior and ODRs (Office Discipline Referrals) shows a decline in referrals. This is a major factor in student achievement, a CIP goal . If they are self-disciplined, they become better behaved and more committed to their job as students, to learn.
Additional	1.1	Yes	The CIP drives all we do, including professional development, student achievement, PCA, walkthroughs, and observations.
Additional	1.1	Yes	Our work with teachers through walkthroughs, observations, PCA, and feedback supports the improvement plan.
Additional	1.1	Yes	All of her work is directed by the School Improvement Plan.
Additional	1.1	Yes	The work aligns intentionally.
Additional	1.1	Yes	There has been tremendous growth in civics and science. Focus teachers are improving, too.
Additional	1.1	Yes	I am supporting our EC team and working to get the TSI designation removed from the state for our school. Our quarterly and benchmark assessments show that our EC students are making significant progress. I am very encouraged. Most of my time is spent supporting this team.
Additional	1.1	Yes	Supporting teachers for MTSS and RTI are part of our CIP goals.
Additional	1.1	Yes	My daily work and data monitor the School Improvement Plan.
Additional	1.1	Yes	Each administrator has ABC goals, which must align with our CEP (SIP).
Additional	1.1	Yes	I can say that, working within the guidelines of the HIP (a rubric for collaboration) improvement occurred in each department. My daily work focused on student achievement, teacher effectiveness, and developing relationships with our parents, guardians, and community stakeholders.
Additional	1.1	No	The district made changes in October of 2024 which impacted the individual's contribution.
Additional	1.1	No	Generally, this is not done in Metro Nashville schools. The SIP is dictated by the district.
Additional	1.1	No	Ms. Burgess indicated that she was not involved with it.
Additional	1.1	No	The additional user does not set the targets for CIP.
Additional	1.1	No	The plan is district-driven.
Additional	1.1	No	Ms. Watkins is out on leave and does not have a SAM.
Additional	1.1	No	He is a first-year assistant principal with a first-year principal. Data from TimeTrack was not considered in their CIP.
Additional	1.1	No	She recently met with the principal to discuss how TimeTrack data, including optional descriptors, will be used for the 2025–2026 SY plan.
Additional	1.1	No	The plan is set by the national organization for KIPP.
Additional	1.1	No	The plan is district-driven.
Additional	1.2	Yes	My role was created in order to meet the school goals for attendance.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.2	Yes	CIWP goals are present in planning; MTSS; walkthroughs; and grade-level team meetings.
Additional	1.2	Yes	Exam scores and state testing data support progress.
Additional	1.2	Yes	The ability to know that the time I spent aligns with the goals of the building—TimeTrack is the only way through which I can see that. We are asking everyone to align their work with the school goals. This helps me see how I want to do things for next year, too.
Additional	1.2	Yes	I use my TimeTrack to make sure that the work I'm doing is aligned with the building goals.
Additional	1.2	Yes	Observing, modeling/teaching, and feedback are all connected to the CIP.
Additional	1.2	Yes	Our school improvement plan focuses on student growth and moving students to mastery of standards. The SAM Process helps because it tracks my time spent in classrooms helping teachers. That leads to a direct correlation to student growth.
Additional	1.2	Yes	Part of the SIP is attendance and student behavior. Our work with problem solving, relationships, and skill building supports this work.
Additional	1.2	Yes	The way we support students and teachers is by providing strategies through PBIS and Tier 1 classrooms. Supporting students in this way allows teachers to provide high-quality instruction.
Additional	1.2	Yes	The SIP is a living document that they are very proud of. It was developed over the summer, and the ILT has done extensive work with it. Yvonne has led this effort. She follows up with walkthroughs, observations, and feedback with the
Additional	1.2	Yes	We focused planning time and increased walkthroughs with feedback.
Additional	1.2	Yes	I am on the leadership team, and all of the work we do is tied to our school improvement plan.
Additional	1.2	Yes	As a member of the school's leadership team, all of the work we do at our site is tied to our school's improvement plan.
Additional	1.2	Yes	Our work as a leadership team is directly connected to our school's improvement
Additional	1.2	Yes	I align my goals with the school improvement plan. A big part of my role is in improving the school climate through various activities around the school. My TimeTrack provides the evidence that I am doing what I am supposed to be
Additional	1.2	Yes	Yes, the work that I manage or lead daily reflects the indicators that I am responsible for, specifically as they pertain to reading and literacy. I have notes and documentation for small groups and individuals working on reading skills with students. I also work with new teachers, mentoring and providing feedback to support the work. TimeTrack reflects the ongoing time that I spend throughout the year, although some of that time I am unable to capture. At least it gives me some data to reflect upon and see how I need to manage my day or where I need to spend additional time working with others. It is a daily challenge and struggle to be as effective as possible. However, I strive daily to hone in on those skills and tasks that remind me of my "why."
Additional	1.2	Yes	We have three goals in our school improvement plan. I align the work that I do to the school goals, and my data reflects that.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.2	Yes	The implementation of the reading curriculum "Benchmark" is a goal in the SIP. She helps to implement the goal with fidelity. MAP scores are improving, and all ILT agendas are related to curriculum and student growth. She also participates in MTSS work and Data Days.
Additional	1.2	Yes	The process helps me keep my tasks organized to complete action steps in our plan goals.
Additional	1.2	Yes	He believes the principal uses a combination of TimeTrack data and Bullseye data (another platform) to show growth in staff effectiveness.
Additional	1.2	Yes	The professional learning teams are tied to the BSIP. Coaching cycles are aligned, as well.
Additional	1.2	Yes	Weekly leadership and MTSS meetings are identified in TimeTrack. Observations and feedback are documented. Dolphin Dive newsletters and the "playbook" are also identified.
Additional	1.2	Yes	Student achievement and data showing time spent with teachers, instruction, PCA, and feedback
Additional	1.2	Yes	A lot of teacher growth has occurred through team planning this year. One of our goals is for teachers to plan collaboratively. I have given much more face-to-face feedback this year and have seen significant gains as a result.
Additional	1.2	Yes	We work with the ILT and use the data from TimeTrack to make decisions for school improvement. For example, we look at individual teachers and the different activities we have done with them and make adjustments to ensure that they are receiving the amount of support needed for effective teacher practice.
Additional	1.2	Yes	One of our school goals is focused on school climate, and one of my personal goals was to support that climate. We are tracking the effectiveness of programs in relation to chronic absenteeism, as well as participation in special events and activities. We are also tracking the impact of our new cell phone policy on student discipline. Discipline rates have decreased as a result.
Additional	1.2	Yes	All of my work is based on the SIP.
Additional	1.2	Yes	Improving student proficiency is directly connected to the effectiveness of planning when done with teachers and team leaders.
Additional	1.2	Yes	Part of our improvement plan is based on instructional strategies and restorative practices. I have planned and conducted activities to support this implementation. For example, we have held professional development sessions for staff in these
Additional	1.2	Yes	NEE observation and behavior office referrals.
Additional	1.2	Yes	Dr. Bazor does the alignment as she plans her week. However, the team's use of TimeTrack is not the same this year. The new principal did not hold regular data meetings.
Additional	1.2	Yes	Our SAM team's focus on analyzing teacher data and providing targeted support directly connects with our school priority of strengthening instructional practice. By using data to identify strengths and areas for growth, the team can deliver tailored coaching and resources that improve teaching effectiveness. This promotes a positive learning environment and helps ensure that all students are receiving high-quality instruction, advancing our school's overall goals for

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.2	Yes	Everything I do connects to the SIP. As a contributor to the plan, especially with a literacy goal in mind, I am consistently working on the identified targets.
Additional	1.2	Yes	The dean and principal conduct frequent walkthroughs and provide regular feedback to teachers. They coordinate closely to support teacher and student needs, as well as. The dean finds TimeTrack very valuable and credits Rachel Billingsly, the SAM, for helping him stay intentional and focused amidst
Additional	1.2	Yes	My work reflects and intertwines with the principal and reflects our SIP
Additional	1.2	Yes	We look at the data, and the leadership team sets goals for the entire team to ensure improvement goals are met.
Additional	1.2	Yes	My work is IEP driven, and the implementation of the co-teaching model is one of the goals on the school/district improvement plan.
Additional	1.2	Yes	Our school improvement plan drives all of the work we do.
Additional	1.2	Yes	Our priorities are in math, special education, and multi-language learners.
Additional	1.2	Yes	Meeting Core Data and MSIP requirements.
Additional	1.2	Yes	The CEP is connected, and everything we do leads back to it.
Additional	1.2	Yes	All of our work this year around professional development and decision-making groups aligns to Strategy 1.
Additional	1.2	Yes	Commitments are all tied to the SCEP.
Additional	1.2	Yes	Part of the SIP is attendance and student behavior. Our work with problem solving, relationships, and skill building supports this work. I've spent a lot of time with attendance work and data.
Additional	1.2	Yes	Times are scheduled to address needs in all areas, including data and decision-making in math, science, and literacy.
Additional	1.2	Yes	All of our work is focused on the School Improvement Plan.
Additional	1.2	Yes	Quarterly data assessments, observations, and meetings with the principal.
Additional	1.2	Yes	Instructional planning, decision-making, professional development, and daily classroom instruction.
Additional	1.2	Yes	We have been focusing on attendance, and that has improved this year. I have also focused on seeing instruction and have been in classrooms more than I was
Additional	1.2	Yes	Our digital one-on-one goal is being met at our school. I maintain and assist students to ensure that their Chromebooks are always working. This provides a learning tool for students at all times.
Additional	1.2	Yes	Lesson planning and TimeTrack are aligned.
Additional	1.2	Yes	My use of TimeTrack assures me the time to focus on the two areas of my role—behavior and attendance. We have seen a large improvement with attendance. Holland is top for the attendance award for the district. The time I spend going over attendance reports and sending out attendance letters pays off, too. My work has decreased the barriers between home and school. Additionally, discipline referrals have decreased during this year as a result of my attention to the scope and sequence of behaviors and how it applies to the actions of students. I have been able to implement replacement strategies and appropriate consequences. We ultimately offer restorative consequences rather than punishment
Additional	1.2	Yes	Compliance data.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.2	Yes	We support our teachers by department. Teacher growth and retention are a large part of our SIP.
Additional	1.2	Yes	We are making sure to look at our goals and action steps that we determined at the beginning of the year. We routinely discuss this and adjust as necessary.
Additional	1.2	Yes	Bibb County changed the School Improvement Plan process in October, which required coaches to begin teaching small groups of students. That resulted in 103.6 hours of work with students.
Additional	1.2	Yes	The decision-making groups, which I am a part of, meet to discuss goals that are directly tied to the CIP.
Additional	1.2	Yes	My response is yes, but I'd like to spend more time focused on instruction. I have many more hours this year than are currently in my TimeTrack. This would be a goal for me for next year. When we are at our best, this has been recorded in the day. This year, that rarely happened, and I've had to work many hours and even use snow days to complete this work.
Additional	1.2	Yes	We operate within district goals and align our work to those. We want to help our teachers reach their highest potential; all of our professional development offerings are tied to this mission. We laso have the Executive Professional Learning Council whose mission is to use relevant data to develop, implement, and monitor professional learning in order to change instructional practice and
Additional	1.2	Yes	My role is to ensure that students can access the core curriculum by providing interventions where they are struggling. My work is crucial in helping students acquire the skills necessary to reach academic achievement in reading and math, which are directly part of our SIP. I also work with students on attendance, which is another component of our SIP. Students must be at school to be able to learn.
Additional	1.2	Yes	Data is very aligned with our instructional work.
Additional	1.2	Yes	Stock Take and pre-Stock Take meetings include entering data into the SIP as we meet. I get to see accomplishments from this. Our leadership team, coaching cycles with teachers, and walkthroughs all end up supporting this work. Additionally, I attend district coaches' meetings twice a month and Charge Ups at grade-level teams. District Resource Coaches and I go through curriculum components and provide instructional guidance. I then follow up with the teams
Additional	1.2	Yes	Our school improvement plan emphasizes discourse with students and staff. Feedback reflects a positive movement toward growth, too.
Additional	1.2	Yes	Our Comprehensive Educational Plan is based on the different strategies designed for our principals. It is a key driving force to the school improvement plan for our leaders. It helps us be far more strategic in our work. The strategic plan is ultimately aligned with the SAM Process.
Additional	1.2	Yes	My academic monitoring through my PLC participation and the follow-up walkthroughs supports our SIP goals. I need to work on getting my feedback recorded. A lot of my office work has been building math lessons for the teachers. Next year, I need to build capacity by giving that to them.
Additional	1.2	Yes	We analyze our data in PLCs on a regular basis. Then we create academic enrichment and intervention groups from this analysis. This supports our academic achievement goals in our SIP.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.2	Yes	All the buildings I support have improved student attendance and student culture. These are the areas in which I support assistant principals.
Additional	1.2	Yes	Our attendance goal has improved since last year. The academic focus is evident in professional development and teacher meetings is seen in classrooms and test scores, too. We are also on track to meet our culture and climate goal of lowering discipline referrals. We have decreased write-ups by 400 compared to last year.
Additional	1.2	Yes	The SAM Process is aligned with our goals. Collaborative conversation, walkthrough feedback, and goal-setting sessions are connected to our School
Additional	1.2	Yes	It is connected to the CEP (Comprehensive Education Plan).
Additional	1.2	Yes	Amanda's work is tied to and measured by the SEL component of the school improvement plan.
Additional	1.2	Yes	The principal and I work together to make sure we are working toward our school goal.
Additional	1.2	No	I track and follow my own athletic department goals.
Additional	1.2	No	It does not correlate to position.
Additional	1.2	No	The district changed the CIP process in October. Schools do not add their work.
Additional	1.2	No	My department is not involved with it.
Additional	1.2	No	Yes, during professional development throughout the school day. Pre- and post-observation conversations are based on teacher reflection and feedback.
Additional	1.2	No	My role is not "academic."
Additional	1.2	No	There is no SIP at this time.
Additional	1.2	No	Changes from the district prevented the use of TimeTrack data this year.
Additional	1.2	No	I have not done enough preplanning.
Additional	1.2	No	I didn't do enough preplanning on TimeTrack.
Additional	1.2	No	Ms. Lockhart resigned in early April and was unavailable for responses.
Additional	1.3	Yes	Instructional rigor, differentiation, and standards alignment. We are also working to increase tier movement of students on the Star Assessment.
Additional	1.3	Yes	Our assessments show that students are moving ahead with their academic achievement.
Additional	1.3	Yes	One of our goals is teacher retention. My data supports that. Another area is improved student performance. My data shows that I'm working to accomplish
Additional	1.3	Yes	Our indicators are all about improving math and ELA scores and instruction. That is what I do as I work with teachers in coaching cycles and PLTs. We have an indicator that would fit on the management side. I also support that indicator by working with management with teachers.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.3	Yes	During walkthroughs, feedback sessions, and instructional coaching, we work to develop and reflect upon student engagement in classrooms to promote the application of knowledge in new and innovative ways. Our goal is to position students around complex cognitive tasks, e.g., acquisition, meaning-making, and transfer. Measurements include: In reflection on this year's continued training and development with Proof of Concept, along with the increased number of observations, it's evident that in addition to implementing high-quality instruction, student engagement has increased. In fact, 68% of staff agreed or strongly agreed that they want to participate in work related to implementing the Learner Profile, Positioning, Authenticity, and Noticing. In addition, the following TimeTrack data shows that 5.9% of time is spent on walkthroughs, 1.8% on observations, and a total of 9.1% on all forms of feedback. These totals show that instructional time is directly supporting our school improvement goal. At the end of the year, we will also collect data on the percentage of teachers performing within the effective range. Current student data shows that our students are meeting the target of reaching the expected percentage demonstrating proficiency and/or growth on the NWEA ELA and Math
Additional	1.3	Yes	TimeTrack provides us with the data to show how much time we are spending supporting students and teachers. This is all to support student behavior and school culture, which are goals in our school improvement plan.
Additional	1.3	Yes	My job is directly connected to the School Improvement Instructional Goals.
Additional	1.3	Yes	Due to new curriculum this year, Jena has concentrated a great deal of her time planning and collaborating with teachers. She is an integral part of the ILT and provides next steps, professional development, and supports the Targeted Learning Focus with staff in classrooms.
Additional	1.3	Yes	Yes, our primary focuses of literacy and student growth are reflected in our SIP.
Additional	1.3	Yes	Providing data-based feedback is an important part of our SIP. I am always looking at data and using it to support students.
Additional	1.3	Yes	We are looking at TimeTrack and helping teachers improve their instructional practice, which is the focus of our SIP this year. This also includes behavior and
Additional	1.3	Yes	We have several students with issues outside of school. I build relationships, though, so that those students want to be in school, which helps them improve
Additional	1.3	Yes	The three assessments show student growth. I work with grades 3–5 in small groups, which is key to student success.
Additional	1.3	Yes	Instructional goals in TimeTrack align very well with the SIP.
Additional	1.3	Yes	One part of our CIP was to decrease discipline by 30%. So far, we are on target to meet that goal for the year. Appling decided to build parent partnerships, fully implement Leader in Me by providing students with leadership roles, and utilize IC Spotlight to decrease discipline. The consistent contact with parents and the aforementioend actions also helped with this goal.
Additional	1.3	Yes	The bottom line is to increase assessment scores. I work with students and teachers to keep students in class. Increasing student engagement is one of the skills we work to develop. If we are successful, achievement scores will increase.
Additional	1.3	Yes	Parent engagement is one of our priorities, along with student voice, and this data is captured in my TimeTrack.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	1.3	No	Bernd Elementary has a new first-year principal, and she is not sure how or if the data is being used.
Additional	1.3	No	The School Improvement Plan does not directly align with the work being done because of the way the goals had to be written.
Additional	2	Yes	We meet every 45 days with our cluster superintendent to review our growth and progress on our school improvement plan. We also plan out school actions for continued growth.
Additional	2	Yes	My goals and work are closely aligned to our CIP based on walkthroughs, observations, PCA, and feedback.
Additional	2	Yes	All of our work and partnerships are based on the SIP, which is the driver of our work. The SIP places heavy emphasis on professional development.
Additional	2	Yes	Measures include any data that connects to teacher effectiveness and student achievement.
Additional	2	Yes	All of our instructional data can be connected to increased student achievement and teacher practice.
Additional	2	Yes	They are closely correlated. It is the foundation of everything we do.
Additional	2	Yes	Walkthroughs, observations, feedback, and PCA.
Additional	2	Yes	We have student mastery as a goal, and work in classrooms with teachers is an integral part of the data that we review routinely.
Additional	2	Yes	Decision-making groups, data dig meetings, and work focused on student
Additional	2	Yes	Our CIP goals are focused on student achievement and teacher effectiveness, and most of the data we need is documented in TimeTrack.
Additional	2	Yes	Our CIP goals are all set at 6% growth. Our walkthroughs, observations, feedback, and PCA support that growth.
Additional	2	Yes	Student engagement and PCA data.
Additional	2	Yes	Absolutely, our SIP is the foundation of all instructional planning. We continuously look at all data to determine next steps and progress.
Additional	2	Yes	Yes, it is truly the starting point that drives everything that we schedule on our TimeTracks, in our data meetings, planning meetings, and everything that we continuously evaluate.
Additional	2	Yes	Coaching cycles, meetings, walkthroughs, observations, and feedback are all part of our CIP.
Additional	2	Yes	All aspects of the coaching cycle are part of our CIP.
Additional	2	Yes	Attendance and discipline data, as well as PCA data, are connecting measures.
Additional	2.1	Yes	The SIP drives everything we do instructionally. Tier 1 strategies, interventions, and supports create a sense of belonging that includes student voice. TimeTrack data supports the ability to track this time.
Additional	2.1	Yes	I primarily focus on discipline and attendance, as those are my designated responsibilities. With fewer behavior incidents, I have had more time to work on instruction and provide feedback and clarity to teachers. When students are present, they can fully engage with the instruction being provided. My work in helping students manage their behavior supports the goal of student achievement, as well. As assistant principal, I am in constant communication with parents and guardians and do my part to engage them in their child's learning.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	2.1	Yes	Our School Improvement Plan specifically targets the areas that I track with my optional descriptors. I have spent 77 hours on student learning and curriculum. I have spent 125 hours working on student assessment. These are two focus areas in our School Improvement Plan, which shows how much of my time supports it.
Additional	2.1	Yes	Working with teachers to improve and support instruction has in turn improved student academic performance.
Additional	2.1	Yes	Everything we do is related to our Unified Improvement Plan (UIP). Instructional (MIS 1), student (MIS 2), and culture (MIS 3) data all indicate alignment.
Additional	2.1	Yes	Our one goal is that every student will be proficient in reading, writing, or math. We are an instructionally focused team!
Additional	2.1	Yes	Through observations and assessments, we are seeing growth in our students' proficiency.
Additional	2.1	Yes	Our priority focus areas directly align with what I work on with teachers.
Additional	2.1	Yes	SIP goals are used for all of our PLCs, extended planning, and professional development. That's what we start with—teachers see it at every meeting, or at least once a week.
Additional	2.1	Yes	Our school improvement plan has served as a strong foundation for intentional instructional planning, targeted training, and effective classroom implementation. This year, we've seen success with Andria leading the English instructional program and Lauren guiding the dual language component—allowing for focused, aligned support in both areas.
Additional	2.1	Yes	I have indeed been able to connect my daily SAM work with our CIP (Continuous Improvement Plan). The growth reflected in our student achievement data, such as STAR Benchmark Data, District Unit Assessments, and iReady, solidifies the connection to the work I do with teachers and students daily. My planning, co-teaching, modeling, co-planning, and support have resulted in the growth we have experienced as a school. This instructional planning addresses our student achievement goals and the goal of staff effectiveness. My time devoted to School Council meetings and after-school events is evidence of the efforts to meet our goal of stakeholder engagement.
Additional	2.1	Yes	There is a copy of the Continuous Improvement Plan at every planning or faculty meeting. That is how we determine our goals and what action steps we will take. It drives what we do every day.
Additional	2.1	Yes	Of course, everything I do is in support of the vision and goals set for our school.
Additional	2.1	Yes	The plan for improvement drives a majority of the conversations in our weekly PLC, professional development, and Instructional Leadership Team meetings. We are also encouraging instructional staff to present learning experiences to their colleagues on the topics of instructional improvement and increasing
Additional	2.1	Yes	Ms. Coates is hardworking and earnest. She wants to succeed and ties her success to the success of others and to the school as a whole. I am sure she aligns her work with Union's Continuous Improvement Plan.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	2.1	Yes	My daily work is connected to Weaver's CIP. I plan collaboratively with teachers and review data to decide next steps. My observations and walkthroughs reveal the growth that we look for in teachers because of the feedback that I give. I am in charge of PBIS, and helping to develop the whole child is an important part of our CIP. Most of the other questions I have answered regarding instructional work are tied to the CIP, as well.
Additional	2.1	Yes	Work with PLCs and walkthroughs.
Additional	2.1	Yes	We are focused on student achievement and teacher support, so everything we do is connected to our CIP.
Additional	2.1	Yes	I use multiple pieces of data for our CIP to represent my work with the coaching cycle process.
Additional	2.1	Yes	We looked to increase proficiency in grades 6 through 8 by six percentage points in ELA from 19% to 25%. In 8th grade social studies, 12% to 18% was our target. As a coach, my work has been to use our professional learning sessions and instructional plays to improve teaching practices in order to grow student achievement and increase proficiency in ELA and social studies.
Additional	2.1	Yes	Everything we do is connected to the goals of our CIP.
Additional	2.1	Yes	I am able to manage my time in TimeTrack in order to focus on the major goals and initiatives outlined in our District Improvement Plan.
Additional	2.1	Yes	Walkthrough and M/T data.
Additional	2.1	Yes	Our walkthrough data, PLC notes, and coaching logs all align with our CIP goals of improving instructional effectiveness and student achievement. Occasional competing district initiatives sometimes diverted time, but overall, my SAM work remained focused on CIP priorities.
Additional	2.2	Yes	The goal was to reduce issues with the students, and the reports show that it has gone from 500 to 210.
Additional	2.2	Yes	I work with teachers to improve academic rigor. I also work with students to increase attendance.
Additional	2.2	Yes	A district goal is teacher effectiveness, and that is demonstrated with PCA, observations, walkthroughs, and feedback.
Additional	2.2	Yes	We operate with a "90 Day Plan," which directly supports building teacher capacity through PLCs, DMGaC, student support, and lesson planning.
Additional	2.2	Yes	We operate with a "90 Day Plan," which directly supports building teacher capacity through PLCs, DMGaC, student support, and lesson planning.
Additional	2.2	Yes	My daily SAM (School Assessment Model) tasks are aligned with our CIP (Continuous Improvement Plan) because they are structured to focus on areas of instructional growth and student achievement.
Additional	2.2	Yes	Everything we do is connected to our Continuous Improvement Plan. The CIP is our touchpoint, and everything trickles down form that into the actions that are on my TimeTrack.
Additional	2.2	Yes	Professional development is tied to the plan, and goals are regularly monitored.
Additional	2.2	Yes	Travis and Zejdi discussed the connection between their school improvement plans and district goals. Zejdi confirmed that their school improvement plan is tied to their CEP goals, which are reviewed and updated annually.

Type	Rubric	Response	Has the SAM team or TimeTrack owner connected their daily SAM work with their School Improvement Plan?
Additional	2.2	Yes	The school uses observation and walkthrough data, with all four feedback types as a target area in the CIP.
Additional	2.2	Yes	Our building goals focus on student achievement and teacher effectiveness. This is part of all that I do.
Additional	2.2	Yes	Walkthroughs, feedback, observations, PCA—we use this data to determine vision and goals for next year's CIP.
Additional	2.3	Yes	A large part of our SIP focuses on literacy, and many coaching cycles are tied to literacy improvement. This is captured in my optional descriptors for planning.
Additional	2.3	Yes	Building and supporting leadership capacity of aspiring and current school leaders occurs through managing, planning, and developing professional learning opportunities for individuals in the SDOC Leadership Pipeline.

Type	Rubric	Other Comments from the SAM Team
Primary	E	As the SAM leader, I feel the SAM Process is extremely helpful in prioritizing what is important to me and what is essential to make the greatest positive impact for students. TimeTrack provides insightful data into work responsibilities in order to make staffing
Primary	E	Audie: Starting the SAM Process has been a great way to organize myself and connect with my secretary. It has been beneficial to the daily operations of my day, and most importantly, it keeps me from the potential burnout from working long hours and weekends. Steve is not only our Time Change Coach—he is a staple and a member of our IVES family. He keeps the positivity in everything that we do when providing feedback to us. Nadege: As the SAM, I have found TimeTrack to serve us well. It gives us an opportunity to get organized for daily school affairs and allows me to discuss with my principal and get items signed for the day.
Primary	E	Christelle: We use Google Calendar district-wide to schedule meetings, rooms, and add video options. Since TimeTrack does not sync, it does create a loss of time. I like the accountability and reflection. Shamiira: I'd like to see an option to add a group in the actual event versus having to set it up in our settings. I also notice that the search bar (to locate previous meetings) doesn't always work. I have to reload to find previous meetings to clone for a new date. Lastly, I'd like to see more professional development or workshops for the SAM Process in the district.
Primary	E	Having a SAM as part of the support has helped with more accountability in terms of instructional leadership.
Primary	E	I have always loved the SAM Process and rely on TimeTrack as my calendar. I am pleased with my admin. team's use of the additional calendars. Ms. Garber and I discussed Ms. Kilgo serving as the SAM moving forward. I definitely feel that my instructional focus has increased each year as principal, and I make an intentional effort to be in planning meetings and data meetings. I also had one-on-one meetings with teachers, and that was an effective use of my time. I love getting the opportunity to work with students instructionally, and I am in the cafeteria, bus lot, and carpool line talking with students. I code this as management, but I will move that to instructional next year.
Primary	E	I have been at the site for the last two years of the four years the school has been open. I have had to cut fourteen staff members from my staffing roster, including my current SAM. Erica will be serving as my SAM in her new responsibility in my main office. With the reconfiguration of my staff, I will need to increase the capacity and ownership of the work of all staff members.
Primary	E	I like the process, and colleagues swear by TimeTrack. Sitting down and emailing teachers to help them understand the SAM Process has been helpful. My time is better managed; it has taken time, but I am more focused and available for needs. We are building momentum, and it is benefiting me. Next year will be better now that I have seen the results.
Primary	E	I love the SAM Process and TimeTrack. I use TimeTrack as my primary calendar, and it helps me monitor my instructional time. I love that my team uses it, as well. I think it has helped us with building a team and a culture. This year, I was able to have two coaches who used the calendar, and it was great to see the amount of time they were spending on walkthroughs and providing feedback. We meet daily but are not as diligent with daily merging of data or reflective questioning. I'm pleased that my coaches (MCLs) are doing walkthroughs and following up with feedback.
Primary	E	I love the SAM Process TimeTrack, and I hope to get a SAM for the entire year next year.
Primary	E	I see value in the SAM Process, but I am having to cut staff who provide support to students. There is no discretionary money for the SAM Process next year. I hope to be able to resume it in the 2026–27 school year.

Type	Rubric	Other Comments from the SAM Team
Primary	E	I want to continue using the phone app, but I've had issues with it. I am feeling more comfortable with the integration between TimeTrack and Google, as well. Using TimeTrack continues to help me prioritize and protect my time while staying focused on instructional activities. I've been much better this year at getting into classrooms and
Primary	E	I would like to see the district required to use TimeTrack and to become more focused on instructional priorities. TimeTrack is amazing but needs to be the primary calendar utilized by the district.
Primary	E	I'm not sure what role I will have next year. They are restructuring to have an elementary principal (K–4), a middle school principal (5–8), and a high school principal.
Primary	E	It would be so great if the calendar was connected to Outlook, particularly for the invite component.
Primary	E	Jennifer Tee really likes NSIP and all that it offers to principals and school leaders. She finds TimeTrack to be amazing and wishes she had the support to use it with fidelity. She finds it challenging to manage two calendars since she does not have a sufficient number of employees in positions such as paraprofessionals for special needs students, playground supervisors, and an instructional coach. During the month of September, the SAM quit being a SAM because she felt overworked as an instructional coach. The SAM requested to teach in a vacant fifth grade position. The school also lacked teachers in third and fourth grades, which were taught by substitute teachers. The principal and district could not find candidates to interview for teaching positions. The school also had several paraprofessional positions that were not filled. The special education teacher decided to leave the district for another teaching position. That aside, Jennifer appreciates the Marshall Memo articles and the weekly SamTastic Tips. Jennifer finds the professional articles informative and thought-provoking. She believes that many of the weekly articles are applicable and timely to meeting the needs of the school. Jennifer did mentioned that this has been the hardest year in her 30-year career. She is very appreciative of having the support of the Time Change Coach. She mentioned that she could not have done the work without the support of the Coach. Jennifer is very thankful to Mark Shellinger and Carol Merritt for having the grace and understanding to support her during this very challenging year. Jennifer would like to continue with NSIP next year if she has a school fully staffed with teachers and
Primary	E	No comments at this time.
Primary	E	The principal and SAM feel great with the process. Increased instructional time has resulted from a great SAM. More walkthroughs and observations have taken place, too.
Primary	E	The principal would like to meet more often with the SAM at the end of the day. They need to adjust their reconciliation time and plan out their next week on Friday afternoons.
Primary	E	The SAM team was unresponsive to meeting attempts.
Primary	E	The SAM very much enjoyed the SAM Process and hopes the new principal will continue to use it.
Primary	E	The team really wants to improve their SAM work.
Primary	E	This process is working very well for our district. As a SAM, I meet with the other SAMs within the district, and we agree it is working well.
Primary	E	This year, I returned to a place where TimeTrack supported my goal of becoming an instructional leader, rather than it feeling like a burden. That's thanks to Mr. Seid!

Type	Rubric	Other Comments from the SAM Team
Primary	E	This year, the SAM Process has been transformational. As a first-year administrator, it was a struggle at first because of so many other things going on in the district. It was hard to plan my days out at first. Now, because of my SAM, we have been much better at planning my day out so that I can do what I need to do and be where I need to be.
Primary	E	TimeTrack allowed the principal to set required observation goals, which she completed early for the first time in her administrative career. It also helped her to track support and adjust on the fly, providing very valuable data.
Primary	E	TimeTrack is valuable. It keeps me focused on instruction. Looking at the data reflectively is especially helpful. It tells you where you've been and where you need to go. The Focus Teachers feature was very helpful, too. It was nice to be able to track the time spent and what I did with focus teachers.
Primary	E	I love TimeTrack. It allows me to focus on instruction and all aspects of making a difference in increasing student learning outcomes.
Primary	E	It's great to be able to track data and plan support using TimeTrack.
Primary	E	Kyle: TimeTrack and the SAM Process have allowed me to be more purposeful with my time. The data that TimeTrack keeps allows me to see areas of need or strength in regards to instruction. The daily conversations with the SAM help me stay focused toward our instructional goals. I'm still learning the SAM Process, and next year I need to be more diligent about entering data. I'm also excited to use the data from TimeTrack this year to set goals to be more specific in my instructional time with a focus on observation and feedback. Betsy: I agree with the above. Let's see what Kyle is able to do on a daily basis.
Primary	E	My Time Change Coach has been helpful; the tips shared are being implemented. TimeTrack also helps me see and map out my time to ensure nothing falls through the cracks, e.g., what I am doing and what I need to improve.
Primary	E	Our Time Change Coach Steve Seid has assisted us in our time management and in reflecting on the staff I supervise and who I should spend my time with. This has elevated the work and made me more effective and efficient as a leader.
Primary	E	The process is good. We continue to wait on the integration with Google and Outlook. As the SAM, I agree the process is good and the data it provides. The process ensures good communication. I find it interesting to be able to tie together the data and the work.
Primary	E	TimeTrack keeps me on target. I was floundering at the beginning of the year when I didn't have it. I rely on my TimeTrack now, though, and use it for my CIP goals and to strengthen instructional practice. There is no other platform to capture data that is this reliable. It is essential to have a SAM who is committed and will hold me accountable, and I have that
Primary	E	With the loss of two assistant principals and one dean, it makes it too difficult to spend enough time on the SAM Process and to make instructional time a priority.
Primary	E	None

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	Although I have been doing TimeTrack for a number of years, I often feel like a beginner, each year starting over. To me, the key to being successful in using TimeTrack is to have a good SAM. Not just tech savvy for data entry and not just good at asking questions, but good in an altruistic way, whereby they will do an additional job without additional pay. I am on my third SAM, and while my first was excellent at her position as secretary, bookkeeper, sometimes front office clerk, to name a few of the hats she wore, being a SAM was too much and the whole process struggled for a couple of years. The second SAM was efficient but began to undermine me in ways that upset the operation and morale of the school and eventually had to leave Veterans. My present SAM wants me to succeed and is willing to do the extra work without compensation. It has taken us most of this year to find a system that works for both of us, as she is a full-time P-K aide. In this last third of the year, printing out the week has helped, and changing our SDM time to fit both of our schedules is better. I will own the fact that I need to inspect what I expect, and devoting the beginning of our Core Team meetings to catch up on our entries should prove valuable. Then when we look at data during the meeting, we can accurately see what has been done and what needs to happen. Now that I have the right SAM and have figured out a good method for myself and my team, I will try to budget for SAM for next year. I've proposed several meeting scenarios to Ms. Cassie, and she is willing to make adjustments in her
Primary	1.1	Antwayne: The use of TimeTrack has been a game changer for my professional growth and capacity building. Prior to having this platform, the use of Google and Outlook calendars was very overwhelming. TimeTrack has allowed me to really focus on the work of supporting principals. It also affords me the opportunity to reflect on who I'm spending my time with and what our focus is or has been. One of the components I truly love and am always excited about is reconciling with my SAM. She is a dynamic operator of the tool and does an exceptional job of keeping my TimeTrack updated and on point. Last but not least, I believe my SAM would agree that though we miss Laura, we have thoroughly enjoyed collaborating with Steve Seid. He has been truly a joy to work with.
Primary	1.1	Arnie is amazing!
Primary	1.1	As a new user of TimeTrack, I am more intentional with the instructional target descriptors—especially with walkthroughs and working with students. Next year, I intend to take more time to reconcile TimeTrack events with feedback. I believe I provided more feedback this year, but it does not show in the data. We will make the necessary
Primary	1.1	As mentioned earlier, they have not been as diligent.
Primary	1.1	Barbara, as my TimeChange Coach, has been very helpful, especially during the second semester when my SAM/assistant principal was on maternity leave for three months. Barbara encouraged, inspired, and motivated me to continue with TimeTrack by meeting with me weekly (Carol Merritt gave me permission). I am most appreciative of her ongoing support. She kept me focused on what was most important and has helped me more than
Primary	1.1	Beth: Steve and Madeline have continued to support my work as a building principal so that I can best balance the instructional and managerial areas of school leadership. Madeline: We appreciate the support and guidance in areas of improvement.
Primary	1.1	Brandi loves using TimeTrack and hopes she doesn't lose access to it. She says it helps her stay on track and focused on her priorities. She appreciates that it facilitates reflection and goal setting. As someone who is goal-motivated, being able to measure herself against self-imposed goals is helpful. She believes her only roadblock is herself and aspires to improve each year. She's hopeful the Google integration will improve and come to fruition.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	Demario will be appointed today as the new superintendent in Mt. Vernon, NY. Rochester has a new superintendent, as well. Demario said he freed school improvement funds so that schools can continue the SAM Process. He's unsure what the new superintendent will do regarding the district office.
Primary	1.1	Donna: TimeTrack gives me a clear view of how I spend my time, which will make me a more intentional leader. I am also grateful for my SAM, Lesley, and the work of my coach Steve Seid in my leadership journey. Lesley's insight as a school leader has supported my growth as an education administrator. Lesley: As someone who has only been using the SAM Process for three months, I feel like I have gotten my feet wet but still have much to
Primary	1.1	Dr. Jurkowski celebrates TimeTrack as a primary motivator for her to surpass her goal of the number of teacher observations this year. During each one of our face-to-face conversations—and many of our email conversations—she has expressed disappointment with the integration of TimeTrack and her district-mandated use of a shared Google
Primary	1.1	Dr. Mathis and her SAM are having more meaningful conversations that are intentional and purposeful on a daily basis. They prioritize their work each week as they align the needs of the teachers and students with the school goals. They hold weekly grade-level meetings on Wednesdays and are seeing a significant difference during the discussions/conversations in best teaching practices. The various district and school assessments reveal that the students are showing improvement.
Primary	1.1	Dr. Taylor said that Ms. Frazier, her SAM, has been a great support in helping her achieve her district goals and personal goals. Dr. Taylor has thoroughly enjoyed using the SAM Process! She is leaving the district in April.
Primary	1.1	Erin (SAM): TimeTrack in general would be more beneficial if the principal was using TimeTrack, as well. I think it would be more impactful. Lindsey: I would like to see how I am doing with TimeTrack compared to others in a similar position as me.
Primary	1.1	Erin: I love TimeTrack because I can see the work I'm doing. Taylor keeps me on track, and TimeTrack guides me to focus on the work I need to be doing. I really like NoteTrack, too. It helps Taylor and me communicate whenever we're unable to meet.
Primary	1.1	Having to refresh TimeTrack in the app can be annoying for the SAM in the daily meeting. During the implementation training, emails defer to an Apple calendar email rather than to the district Outlook platform. It also shows up as spam on our end.
Primary	1.1	I absolutely loved my SAM training. I love having a coach who has helped a lot and stepped in to help my SAM. I want to dig deeper into the data charts, especially when it comes to looking at specific staff members. I will be getting a new employee who I want to be my new SAM. I am looking forward to the next conference!
Primary	1.1	I am excited about the SAM Process as a resource. It really puts everything in perspective. It helps to hold me accountable for the work that I want to do. If you're not measuring something, you're not going to get it done. This forces you to really be cognizant and intentional about what you want to accomplish. Because of that, we are able to not just write the vision, but also make adjustments and make the vision happen. With the SAM Process, you can see the work that you are doing, and that creates the motivation. It also helps us recognize the work that we've done and to see opportunities where we can grow. I am really grateful for the SAM Process.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	I am grateful for Doug and Mark, and for what Mark has put together with the SAM Project. It helps keep us focused on what I should be doing as a principal, i.e., teaching and learning. This first year using TimeTrack and being part of a SAM Team has been a very good experience. It has also helped me as I write my doctoral dissertation on school leadership (specific leadership strategies).
Primary	1.1	I appreciate the information TimeTrack provides in that it helps me to analyze how I am maximizing my time in an effort to improve teaching and learning.
Primary	1.1	I appreciate the raw data, especially when looking at time spent. The coach is holding the team accountable.
Primary	1.1	I appreciated the meeting. It allowed us to think about the "specifics" of TimeTrack and the importance of being clear in tracking data. We had talked about this in our meetings and from Lucas's feedback, and thought we understood the importance of coding accurately—but now we really see the importance of coding more accurately.
Primary	1.1	I continue to modify TimeTrack to meet my needs in serving building leaders. My optional descriptors validate where I'm spending my time.
Primary	1.1	I dislike having two calendars. With having the descriptors, I am more intentional in what I do in classrooms. I understand why I am doing it. TimeTrack helps me focus.
Primary	1.1	I feel like this process has helped me be reflective and is helping me grow as a leader. This has been a great tool with which to self-reflect. Having a strong SAM in Naomi allows me to have a team, and she holds me accountable.
Primary	1.1	I have been aware of several principals in our district who implemented the SAM Process. It has been a pleasant surprise. It has value and is a great tool if used consistently.
Primary	1.1	I just started really using the SAM Process in the last few months. Being a first-year principal of a failing school had me pulled in many directions. I can say that I "feel whole" and good about my day whenever I follow the SAM Process.
Primary	1.1	I like the accountability that using my TimeTrack gives me. I am able to keep track of my walkthroughs and feedback, which has helped so much this year! I have increased my celebration feedback this year, of which I am very proud.
Primary	1.1	I like the data tracking of my time; it makes me be more intentional with instruction. I do want to improve and attend the conference next year.
Primary	1.1	I look forward to comparing data over time—I'm excited to see how much better the data will look as we grow into the system. TimeTrack integration would be very helpful, too. Ivelisse would be very curious to see how AI could interact with TimeTrack.
Primary	1.1	I love the SAM Process. This being the first year, I have enjoyed it and look forward to doing it next year.
Primary	1.1	I need to capture daily events more effectively so that my data is more accurate.
Primary	1.1	I originally didn't understand why I was the SAM. I thought it should have been the assistant principal since it is she who she talks with the principal every day about instruction. Now I get it and feel more confident!
Primary	1.1	I really enjoyed seeing the visualization of where I was spending my time. Reconciling allowed us to see what pulled me away from my planned instructional work.
Primary	1.1	I really like tracking time with teachers, paras, and students. I would like to mesh it with
Primary	1.1	I really need to be able to put TimeTrack events into Outlook without too much hassle, especially so others can view those events.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	I still want the Google calendar integration to be better, but it is a good start. We do like TimeTrack for a number of reasons. It keeps us focused on follow-up to meetings, making sure feedback is taking place, and making sure the SAM is getting into classrooms and seeing instruction. Also, using the white space to communicate between the two of us has been very helpful.
Primary	1.1	I thoroughly enjoy TimeTrack. It keeps me on track and allows me to see where I am spending my time. I am already thinking about next year.
Primary	1.1	I would love to be able to identify another SAM, but we cannot figure out who to use at this
Primary	1.1	I would love to push TimeTrack to Outlook so that I can sync it with Microsoft Outlook, as my productivity would be much better. I think TimeTrack is great, but I wish it was on the same system so it could be more efficient. The communication with Raquel has been great, and the two of us working together through the SAM Process has helped us be more reflective. Next year, we have a goal of being even more consistent in our coding when we
Primary	1.1	I'm learning how to be the driver with a different blend by being more of a trainer than an instructional leader.
Primary	1.1	I'm so glad I started using the SAM Process. I am more focused and intentional about my work. The data helps me reflect and make adjustments. My SAM is the librarian and supports me in the feedback cycle. Next year, we will add a second SAM.
Primary	1.1	It was difficult to meet. Perhaps a different SAM?
Primary	1.1	It's been tough to keep up with it, especially with making changes due to unexpected things that happen. Maybe using the phone app will help.
Primary	1.1	Julie and Megan feel that the SAM Process has been a wonderful addition for them because it helps them stay focused on what is most important. Megan, the SAM, is a very organized person, and it has helped her to plan well with Julie. They have both learned things from each other. Megan has completed her coursework in administration, and they are hoping that some changes may be beneficial for both of them.
Primary	1.1	Kati: Steve has been a life coach for Sarah and me. His positive and unwavering support is priceless, and we are blessed that he has been in our corner, guiding us toward success that directly benefits our staff and students! Sarah: I always enjoy the SAM meetings. I feel like they always get us back on track. Steve's support is wonderful! We are always rejuvenated after we meet with him. I am thankful for his support!
Primary	1.1	Last year, I did not have a consistent SAM. This year, though, I've had Sharon consistently, and that has made a big difference. Being involved in the SAM Process has helped me focus on organizing how I spend my time. With the number of meetings I attend, Sharon is good at asking what follow-up I need to do, which helps me plan ahead. The coaching Zoom meetings have been supportive and have pushed me to reflect on the work I want to focus on, as well as how that is reflected in TimeTrack.
Primary	1.1	Lindy: Walkthrough and observation data is clearly aligned to improving Tier 1 instruction, and this is where I spent a lot of time with principals. Artisia: I have enjoyed Steve's helping us to get better as a team.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	Marielle: The SAM Process experience has truly been an eye-opening experience for me. I have a much better handle on how I spend my time. I am able to focus on devoting adequate time to instructional leadership. I have also come to realize that I need to place more emphasis on personal time, but am lucky to have a SAM who is so thoughtful, motivating, and encouraging. As I self-reflect, I am getting better but still have some work to do in this area. I am happy to have developed a new partnership with a colleague and am glad that we are able to support each other daily in being our best selves. Teamwork makes the dream work! Terry: I've worked in a lot of support roles in our district and have been pleasantly surprised at the SAM Process. It's been a lot of ups and downs, and being able to give our admin a safe space to debrief and remind them to take a breath is important. Leadership isn't always easy, and this process has helped us focus and be a great source of support when times aren't always the best.
Primary	1.1	Maura: I think in order to use TimeTrack effectively, we look forward to better aligning the use of Instruction Descriptors to accurately show the connection to our CIWP Plan. We see how we might code some events differently next year to better reflect what is actually taking place, e.g., instructional work with students versus student supervision. Natalie: We appreciate Doug's thoughtfulness. He has embraced our personalities, and we feel safe during our meetings and comfortable asking questions.
Primary	1.1	Mr. Scott and I reviewed the rubric and questions. He apologizes for not being able to be
Primary	1.1	My coach is my favorite part! Seeing how I spend my time is important; it makes me set priorities and follow up with goals. I am going slow to not stress out my school community. I want to do more coaching cycles, hopefully using the data I collect in my TimeTrack.
Primary	1.1	My TimeTrack has helped me stay focused on doing my walkthroughs and giving feedback with consistency this year.
Primary	1.1	My use of the TimeTrack has, I believe, shown great benefits for my staff, students, and myself. It has helped me realize that I can get more out of each day. While there have been many benefits to my TimeTrack use and my work with my SAM, I would like to pause my
Primary	1.1	N/A.
Primary	1.1	Next year, we will really highlight celebrations.
Primary	1.1	No.
Primary	1.1	Nothing really to add. We have enjoyed working with Doug this year. He has been quite
Primary	1.1	On the rubric, we are a 2.0 working in 3.0 in the area of first responders.
Primary	1.1	One strength is being consistently present in schools. I make it a priority to visit all 12 elementary schools regularly so that I can see what's happening firsthand, supporting principals directly and staying connected to the work in classrooms. This has made a big impact—principals feel supported, there's more follow-through on instructional goals, and I'm able to give timely feedback based on what I observe. It also helps me notice trends across schools and respond quickly when something needs attention. An area of growth for me, though, is personalizing my follow-up more consistently after school visits. While I'm in schools often and have strong relationships with each principal, the fast pace and number of schools I support can make it challenging to track individualized "next steps" and to ensure follow-through. This is a struggle because I want each principal to feel that the support they receive is not only consistent, but tailored to their leadership goals and school priorities. I want our conversations to lead to lasting, meaningful growth—not just momentary insights.
Primary	1.1	Our biggest challenge was scheduling personal time for myself while wanting to be available for everyone all the time.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	Our coach, Sandy, is amazing. She does a great job at helping us improve our practice and at celebrating our successes. She always presents her feedback in a positive way. TimeTrack provides us with lots of tools and with data that we need to know. Megan and I need to make more use of it.
Primary	1.1	Overall, the team feels that they've stayed focused and on target for instruction.
Primary	1.1	Percent increasing was challenging but made us focus on staying in instructional support
Primary	1.1	Qiana feels that the process has been more embedded this year versus last. The new platform offers easier navigation and is more user-friendly. The ability to merge with Google would be a huge priority for the team.
Primary	1.1	SAM: I am very detail-oriented and want everything coded correctly, so TimeTrack takes a lot of time—but it's worth it. I love Sandy and don't want to lose her, please. Principal: I agree with Julie. Great process that keeps me organized and focused. I'm detail-oriented,
Primary	1.1	SAM: It can be overwhelming to catch the principal in what they do, but TimeTrack helps with that. It improves the focus on instruction and the conversations. Instruction is a priority this year. Principal: It has taken time to get used to TimeTrack, but the collaboration with the SAM and First Responders has helped to make our instruction stronger. I have a strong foundation of trust with my SAM that I would not have had otherwise. TimeTrack has aligned me to a stronger instructional team. When chaos happens, it is now controlled chaos because of TimeTrack. We are consistent in our system and structures, and we are persistent in our goals because of TimeTrack.
Primary	1.1	Sandy sent us some ways to word feedback last year, and I still have that list on my clipboard. Her weekly messages provide things to think about as well as encouragement. Her previous experience as an administrator using TimeTrack is valuable in giving us a new perspective. NoteTrack and TimeTrack data were invaluable in documenting time with a
Primary	1.1	Seeing the impact of multiple merged calendars is a great piece of our work. Having it on the calendar makes it more likely to happen. I need everyone to believe in why it is beneficial. When we have everyone on board with their "why," it is amazing! Google integration is needed, though—this is the biggest downfall right now. Also, if an event is on one calendar, it'd be ideal if we could use a share feature to put it on the merged calendars, too. The more we use TimeTrack, the more this is an issue.
Primary	1.1	Shannon: I have to say, overall the whole SAM Process has made me a more effective leader. It holds me accountable and allows me to stay in the lane that I set for myself. The one thing that Tabetha made for me is a Do Not Disturb sign for my door. TimeTrack and Tabetha keep me on my schedule. She protects my time and helps keep me grounded and accountable. Tabetha: I created a folder for staff to submit paperwork that needed Shannon's attention without interrupting Shannon herself. Shannon: This has also helped me with issues with the teacher union. My TimeTrack data was used to verify things that took place when teachers said certain meetings were not happening. This was extremely helpful in these situations
Primary	1.1	She believes the process is wonderful and feels that this year has made a big difference.
Primary	1.1	Thank you for your patience with a new SAM at a new school.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	The "structure" of the SAM Process is excellent in carrying out instructional plans during challenging times to meet the needs of students and teachers. The fifteen students who required a lot of attention daily diverted my goal of being in the classroom more, especially working with students. Next year, the district will be hiring additional supports to meet the needs of students with behavioral concerns.
Primary	1.1	The change in SAM this year made for a challenging year. Dr. Jones had to constantly call her while driving between schools to report where he had been and who he had seen. The SAM did not initiate the Daily Meeting.
Primary	1.1	The connection to Google Calendar has been the biggest challenge. Our entire district runs on Google Calendar, and the integration issues are a barrier to using TimeTrack to its fullest
Primary	1.1	The data has significantly informed how Dr. Green makes decisions about classroom visits and ongoing SAM meetings. The First Responders list is invaluable, as well.
Primary	1.1	The district is a bit unsettled right now. We still have an interim superintendent. The new superintendent, though, should be named soon. We were asked whether we wished to continue with the SAM Process, so hopefully district funds are still available.
Primary	1.1	The graphs have given me a good picture of how I am spending my time as a first-year principal. Using TimeTrack has been very helpful!
Primary	1.1	The principal and SAM agree that they are still learning how to best work together. The SAM has vowed to push the principal more in their SAM meetings. The principal has integrated TimeTrack and Outlook and also added Outlook scheduling capacity. They still ask, however, for a more seamless way to integrate the two.
Primary	1.1	The principal feels she did a better job utilizing the calendar for goals last year compared to this year. She feels a refresher training would help now that she has more context about using TimeTrack.
Primary	1.1	The principal was out sick. The SAM has been there for a number of years and felt confident in going on with the rubric assessment. There has been a shakeup with one of the office personnel leaving, but overall they enjoy the SAM Process. They meet every day and look forward to doing it in the future.
Primary	1.1	The SAM is very pleased with the SAM Process. They think it is very beneficial.
Primary	1.1	The SAM Process has been interesting. I believe this tool is designed for schools and not necessarily district staff. I support principals and coaches. There are 120 math instructors in our district; I am responsible for screening each math teacher applicant. As a systemic change leader, I do not work directly with teachers, but spend time with principals and
Primary	1.1	The SAM Process has been life-changing for me. I have been an assistant principal for five years. It has been fantastic to have a coach—an outside voice—to discuss data and guide me in thinking critically about my work.
Primary	1.1	The SAM Process is helpful for looking at the data. Next year, I want to be more consistent.
Primary	1.1	The SAM Process is very valuable to me. The new SAM is very good, and if the district won't pay for it, I would like to take it out of my middle school budget.
Primary	1.1	The SAM, Sara Atkins, will not be here next year. Amanda Brown will be the new SAM next year. She is their DDIS coach.
Primary	1.1	The school culture is so much better this year. I am more intentional with how I am spending my time, which has had a great impact with my teachers! I am more prepared as I go to meetings because I am utilizing my time effectively. Using my TimeTrack and having two fabulous SAMs have helped me immensely this year!

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	The strength of the SAM Process is the focus on instruction and tracking data to support school improvement. My struggle this year is that as the district moves away from funding it and finding value in the process, it is more difficult for me to use it with fidelity and to make it a priority, especially when the district is not using it for metrics and school
Primary	1.1	They follow TimeTrack religiously.
Primary	1.1	This program has helped me to keep and track all my instructional materials.
Primary	1.1	TimeTrack is a wonderful organizational tool. I really like the data it gives regarding Focus Individuals. Because of this feature, Focus Individuals have improved. Without my SAM and First Responders, my instructional time would be much lower. TimeTrack allows me to be an instructional leader.
Primary	1.1	TimeTrack is good. I am looking to resubscribe. It will work if you work it. I want to make sure I get the systems in place, though. I have to get used to planning ahead for the next day so that I am set when I walk in the door. The SAM agrees with the TimeTrack owner: if we do the work, then it works. The goal for next year is prioritizing the daily meeting. We need
Primary	1.1	TimeTrack keeps me focused and allows me to get things done that I need to get done. It helps me to self-reflect and be accountable. The monthly meetings with Sandy also help me reflect on my work, and she gently pushes me to focus my attention where it needs to be. I like being able to break down my data for decision-making. I would like to see an added descriptor with decision-making meetings that is specific for student meetings.
Primary	1.1	To be honest, this has been invaluable. I love the accountability and being in the
Primary	1.1	Travis and Melanie discussed TimeTrack, which Melanie expressed her love for. She appreciated the format, the availability of both web and phone options, and the ability to view data. They planned to review the data and discuss the calendar's effectiveness in their
Primary	1.1	Using my TimeTrack has helped me to be a more reflective practitioner. It is a very positive experience for me. My new SAM, Tessa, helps me to be more organized with my daily
Primary	1.1	Using my TimeTrack has made me a stronger principal. I am much more intentional with how I spend my time, and I can see the positive impact it is having.
Primary	1.1	Using the data behind my work on TimeTrack has been terrific! I especially like the various bar graphs and how they have helped me pivot with my work at various times of the school
Primary	1.1	We enjoyed the SAM Process and the support we received during the school year. The challenging part was continuing to monitor the district calendar and TimeTrack.
Primary	1.1	We feel like we have the hang of TimeTrack. The daily meetings are especially helpful. We have been in survival mode—as I oversee 20 different buildings' special education programs—and we are meeting but not using data like we could be. We have good goals for
Primary	1.1	We really value the process, and it is useful as we reflect.
Primary	1.1	We see how our daily SAM meetings have increased my (Nathan's) focus on instruction. Missy does a very good job at scheduling my TimeTrack and asking the follow-up questions. Based on my experience with TimeTrack this year, I have some ideas on how to spend time next year focusing on work with students and having more informal (feedback: non-direct) discussions with my teachers.
Primary	1.1	We want to make sure that Jordon has protected time next year. I know the First Responders will help to make that happen. We need to connect the school improvement plan indicators to the SAM Process, too. We can make that connection with our committees and PLCs. Now we know what the process can do. We need to make it work next year.

Type	Rubric	Other Comments from the SAM Team
Primary	1.1	When I first started using my TimeTrack, I thought that our superintendent was doing this to micromanage us. As I used my TimeTrack, it was a game changer for me as a school leader. I realized that I was wrong about being micromanaged. It has helped me to be more informed about instructional needs in my building and content savvy. I am a stronger instructional leader, and my observations of my teachers have been so much more positive because my content knowledge has improved dramatically.
Primary	1.1	When looking at time spent in Seeing Instruction and Feedback, I liked that we reviewed the number of events for each descriptor. This helped show how much was done within each descriptor, not just the time spent.
Primary	1.1	When we SAM, we noticed we can add individuals right at the event. We would love if there were a section embedded in the event for adding a group. We have to leave the event in order to make the group. I want to figure out how many hours per week I want to be in the buildings; and once I have that number, then I'd like to schedule everything around that time in walkthroughs and working with principals. I want to be in the classroom to see the work that we are doing with the teachers and schools. I also want to work with those above me to understand the needs and supports of elementary.
Primary	1.1	None
Primary	1.1	None
Primary	1.1	None
Primary	1.1	None
Primary	1.1	None
Primary	1.1	None
Primary	1.2	A mid-year reduction in administrative staff—from seven to four—along with challenges in integrating technology, has challenged my ability to fully implement the SAM Process.
Primary	1.2	A total merge of Google and TimeTrack would make data more accurate and help us work smarter, not harder.
Primary	1.2	All SAM users meet twice a day. One meeting is a morning huddle to review their calendars for the day. The afternoon meeting is to reconcile each other and reflect on the instructional time spent that day. The team did not use the data this year but has set it as a goal for next year. The assistant principal and coach just started in the second semester, too. The plan is to add Ms. Huddle (Academic Coach) for next year. Then all four of the
Primary	1.2	Anne: The beginning of this year was great. However, when Jackie took on the additional role of Director of Special Education, keeping her TimeTrack up to date became more difficult because I didn't know the people or responsibilities tied to her new position. Jackie: I find the SAM Process very helpful and reflective. It adds intentionality to the work. Anne and I connect throughout the day, not just during our Daily SAM Meeting. I like seeing both my strengths and areas for growth. I do see the need to improve how I

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	Area(s) of Strength: One key area of strength this year was establishing regular meeting times with administration and my SAM, which provided structure and accountability in my role. These meetings pushed me to be more intentional about getting into classrooms regularly, which strengthened instructional leadership and visibility. Another major strength was building capacity in others to serve as first responders, which distributed leadership and reduced bottlenecks in responding to immediate school needs. These strengths have significantly improved school-wide communication, increased support for teachers, and fostered a stronger, more proactive leadership culture. Area(s) for Growth: A notable challenge has been scheduling in TimeTrack, primarily because the platform does not integrate smoothly with Google Calendar. This misalignment made it difficult to maintain consistency and accuracy. Another area of struggle has been finding time to meet daily with the SAM, especially when urgent issues or other school responsibilities arise. These challenges disrupted momentum and limited my ability to fully optimize the SAM Process.
Primary	1.2	Being a former TimeTrack user eased the transition to central office and assisted me with managing and documenting daily meetings and working with principals. TimeTrack has been instrumental in organizing and prioritizing the time I spend with principals to improve teaching and learning. My tagline for this year is Empowering Leaders, Elevating Schools. TimeTrack has been instrumental with reflection, long-term goals, and next steps for student success in accomplishing my tagline. TimeTrack has enhanced my ability to be transparent, too, focusing on my growth and that of building principals. It is a guide or roadmap that holds me accountable.
Primary	1.2	Chad: The ability to get into classrooms this year, being more intentional, and doing walkthroughs with teachers not on my observation list have both been excellent. Clearly, our use of TimeTrack and our daily SAM meeting have had a huge impact on those two items. Having a great partner involved in the scheduling and accountability has made a big difference. The streamlined communication process between me and the building has been a lot more defined and clear. I have had a very strong SAM, which has been great for me. She's done a great job keeping me on track. I have also enjoyed our monthly Zoom meetings, the feedback, encouragement, and wonderings presented to us for our reflection.
Primary	1.2	Dave rocks!
Primary	1.2	Due to funding and other challenges, the team has chosen not to continue. Please
Primary	1.2	Due to several factors, we are unable to continue with TimeTrack. The things we have learned from our coach and TimeTrack are that we need to constantly reflect on instructional practices. I have appreciated and valued my time with my coach.
Primary	1.2	Due to staff changes and updates, including bringing on a new principal secretary, less time than usual was available to maintain my TimeTrack. I plan to prep in advance for the 2025–2026 school year over the summer to make sure that I'm back on track.
Primary	1.2	Ed: The SAM Process is crucial for the focus on and improvement of instruction. At the very least, all building leaders should be part of the SAM Process. Jamie: I wish TimeTrack synced with Outlook.
Primary	1.2	Ethan has found TimeTrack to be helpful but is frustrated with the time commitment it takes to enter data and reconcile. He would prefer to have TimeTrack linked with Google to save time. Ethan is not planning on using TimeTrack in the future. Nevertheless, Dr. Netterstrom believes strongly that the SAM Process is very worthwhile and will definitely encourage CPS principals to participate in it.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	Fidelity to Daily Meetings wanes during the busiest times. I want to continue improving in this area. Discipline is my roadblock, and I'm constantly working on strategies to support students and teachers so that students can spend more time in class. I really appreciate TimeTrack and the SAM Process for the accountability it provides. I feel that I've improved each year in using both the process and TimeTrack.
Primary	1.2	For me to become more of an instructional leader, it requires my SAM and TIC to help run the school. Of course, this is done along with our school secretary because she is amazing. Having a SAM and managing everything through TimeTrack helps keep me and our team
Primary	1.2	Forest Elementary has paid and committed to the SAM Process for next school year. Melissa sees great benefit in using the SAM Process.
Primary	1.2	From our coaching meetings and data in TimeTrack, we identified the need to do something different for student growth and proficiency. That is how we began working with students more and using collaborative data to change instruction.
Primary	1.2	From the rubric, we are working at level 2 in the area of daily meeting and level 3 in the other areas. It really makes me work differently. The accountability factor is important, too—you are accountable to yourself.
Primary	1.2	Goals and areas of delegation: Lakisha to focus on increasing classroom observations and feedback to teachers; Travis to explore setting up a TimeTrack for Sherry (literacy coach) for the next school year; Lakisha and Sherry to identify an accountability partner for Sherry's potential TimeTrack implementation; Lakisha to work on developing a better First Responders list to delegate responsibilities and reduce direct requests to the principal; and Travis to assist Lakisha in planning strategies to build staff capacity and encourage proper channels for issue resolution.
Primary	1.2	Greg Wagers, the SAM, mentioned that Jacob has jumped leaps and bounds compared to previous administrators with regard to effective instructional strategies. Jacob has set high expectations for the assistant principals, deans, and coaches to focus on walkthroughs and provide feedback to teachers. There are significant instructional changes happening at the high school. The leadership meetings are more focused on effective instructional strategies. Jacob creates specific agendas each week to stay focused and be productive. Weekly discussions follow with planning and making decisions to move forward.
Primary	1.2	Her SAM was ill the day we completed this, but she is very engaged in the process on a daily basis. They both requested that monthly meetings continue to include challenging questions because they keep them "fired up." At times they are frustrated because TimeTrack is geared toward building leaders, which can make categorizing her work a challenge. Nonetheless, they love the process and the daily focus it provides.
Primary	1.2	I am continuing to connect with the assistant principal to coordinate support.
Primary	1.2	I am excited about moving forward with TimeTrack to provide more direct support as a
Primary	1.2	I am going to recommend we expand the use of the SAM Process in our district. This is something I wish I had earlier in my career. It has allowed me to develop people around me. Our staff knows to go through my SAM to see me!
Primary	1.2	I am grateful for the support of my coach as I have transitioned into this role. Adding the SAM Process to more schools is a goal. The process also allows me to focus on instruction and to monitor where I spend my time. I want to continue with this and to integrate TimeTrack with my Google Calendar.
Primary	1.2	I am looking forward to using the data again next year as I begin to focus on areas I feel I need to improve.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	I am looking into the Google Beta transfer soon and will be reaching out to Jim to get that scheduled. This will save time for my SAM.
Primary	1.2	I am proud of my work with our ELA and math teams this year. I have scheduled them and attended them, and I know it has had an impact on our teachers!
Primary	1.2	I appreciate my "regular" coach and Mr. Roth who stepped in when needed. I feel that I could still do better on my TimeTrack.
Primary	1.2	I appreciate the coaching relationship. We work great together.
Primary	1.2	I appreciate this process as it helps me to reflect and plan for the future.
Primary	1.2	I appreciated the support early in the year when TimeTrack was not working correctly.
Primary	1.2	I believe in the process—it is all that I've known since my days as an assistant principal. The power lies in having additional TimeTracks in the building to merge data and support distributed leadership.
Primary	1.2	I enjoyed the process. My SAM is my right-hand man. He makes sure I am on track with everything (formalized process) and drives my work. Before, I was easily distracted. Now, I am more intentional. My SAM reminds me where to be, and TimeTrack is a tool that keeps me more organized. One challenge is that it is not compatible with Outlook.
Primary	1.2	I feel like I can always improve how I support instruction by capturing it better in TimeTrack. That will allow for more in-depth conversations with teachers and coaches. Support is always appreciated and welcomed from our Time Change Coach.
Primary	1.2	I find it difficult to adjust TimeTrack times on the phone app. I'm using paper and pencil
Primary	1.2	I find it helpful because my time is much more focused on instruction, and it ensures that teachers are receiving intentional feedback. They also see that I balance my time better.
Primary	1.2	I find this work to be very important and beneficial to me in how I prioritize my work. It allows me to see if I am doing the important work versus the little things that have no impact. It allows me to have my SAM hold me accountable for the things I want to do to move my school forward, too. It has made a huge difference to me.
Primary	1.2	I have been acting as the case manager for Special Education this year. This takes a great deal of time. I want to ensure next year that I replace this time with seeing instruction. The SAM was out for a few weeks; I missed her! She is terrific. When the entire SAM team meets, it makes a difference. It keeps us all on the same page and allows us to problem solve. I shared my SAM experiences with my new leaders' PLC, too.
Primary	1.2	I have enjoyed working with J as the Time Change Coach. I appreciate all the support. I found a lot of value in the tool.
Primary	1.2	I have learned a lot. The SAM Process has allowed me to figure out ways to protect my time. My clerks are slowly getting this. I need to set boundaries to better lead my building. I am less reactive because of the process. Another layer of coaching has helped keep us afloat and motivated. Sharon supports us but also holds us accountable.
Primary	1.2	I have the greatest SAM of all the SAMs! She is coachable and applies everything she learns. We're looking forward to merging with Outlook. This will allow for better planning, time management, and coordination. TimeTrack holds me accountable!
Primary	1.2	I like "seeing what I do" as it kind of reflects your day! It provides a general picture of the

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	I like the changes that happened with TimeTrack. The reconciliation piece is nice. I like the new descriptor "written feedback." Because of this, I feel that some of the ideas we share with our coach are getting to the right people. I am still working through some of our district's issues with using TimeTrack as the main calendar, and I can't wait for that to be resolved so that I only have to look at TimeTrack each day.
Primary	1.2	I like the process. There were difficult weeks between budget and testing time, though. During those, it can be difficult to meet. The Procss did help me delegate, though. Sometimes we do short decision-making meetings instead of the 7-steps, but it is working
Primary	1.2	I like the program but need to get back on track after a few tough days and testing
Primary	1.2	I like the program. I would love it if it integrated with the district calendar.
Primary	1.2	I like TimeTrack and seeing what I'm doing, especially how my time is divided between management and instruction. I need to add names and groups to associate events with district personnel. Picking descriptors is difficult, too, and I need to create more optional descriptors next year. The emails are positive, and the feedback about "falling off track" is
Primary	1.2	I love being a "purposeful planner" as I've learned to be through the SAM Process. I have learned how to get more work done in less time—and in more meaningful ways. I find the SamTastic emails very beneficial, too. I will encourage our new principal to take the time to read those notes and to share them/their ideas with others.
Primary	1.2	I love my SAM Jenn. It is important for the TimeTrack owner and SAM to have a strong relationship. We do, and we have a "work marriage" and work as a team. Between TimeTrack and my SAM, I stay focused on instruction—even when teachers send emails to the superintendent about something I can't control. It can bring you down and throw you off, but Jennifer and TimeTrack make me do what I am supposed to do—be an instructional leader! Thank you, TimeTrack, and thank you, Jenn!
Primary	1.2	I love the program, and it is great therapy working with other professionals. My coach is a blessing. He is positive, encouraging, and always insightful.
Primary	1.2	I love to see how I have spent my time. The SAM Process makes me reflective about how I am spending my time each day. It is incredibly valuable to me as a principal! I don't know how I would structure my day without TimeTrack.
Primary	1.2	I need TimeTrack to link with Outlook better. That is a challenge for maximizing my time. I appreciate my SAM and the Process, as I love having the data. It helps me set goals.
Primary	1.2	I need to get better at the daily meeting and review the plan. I need to focus on the instructional pieces and plans, too. I sometimes get stuck in the management stuff, and it
Primary	1.2	I never was able to connect my Google calendar to TimeTrack. It is not convenient. This created extra work for me and my SAM.
Primary	1.2	I really appreciate our coach working with us throughout the year. We struggled with several things, and she hung in there and helped where she could. TimeTrack is very useful in trying to protect the time of the administrator and for planning ahead on things that need to get done. The principal is very happy about his SAM who stepped up when his other SAM moved. He is hoping she will stick around for next year.
Primary	1.2	I really enjoy the SAM Process. It made me open my eyes to what I am doing each day. I am starting to be more reflective about what work I accept and what needs to be sent to another department.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	I still have work to do with intentional planning, but TimeTrack made me more cognizant of my time. Going into year two, I'll be more comfortable delegating and relinquishing some control of my TimeTrack to my SAM. Karen has provided support and encouragement as I navigated my first year at Kennedy.
Primary	1.2	I think TimeTrack has helped with planning and organizing my day. This has helped me stay on track with what needs to be done.
Primary	1.2	I think TimeTrack holds me accountable. It's great for note-taking and looking back at those notes. I would like to reconcile with more details so that the data is more concise. I know we will continue to improve as we go on. The principal sets goals for the SAM and her to discuss when they are having their daily meeting.
Primary	1.2	I will always approach my leaders through the focus of the SAM Process. It helps me focus and align with my goals.
Primary	1.2	I would like some streamlining of descriptors. Perhaps there are too many of them.
Primary	1.2	I would like to add users for next year to increase support with tracking.
Primary	1.2	I would like to have the Google connection so that I'm not managing two calendars. I came directly from a teaching position—so I know teaching—and I wonder if I had more hours focused on instruction because I'm comfortable with teaching. This has allowed me to stay in the green and in classrooms because I don't have the experience in a lot of the management tasks. I'm curious if I'll move toward management in the future because I will have learned it, or if I'll stay focused on instruction. I want to stay on instruction. Brandon says he will help Trent stay focused on instruction.
Primary	1.2	I would like to see the Outlook calendar merge with TimeTrack. I have seen so much growth in using TimeTrack but recognize that we still have work to do. We will continue to work on first responders.
Primary	1.2	I'd love to see TimeTrack totally sync with Outlook. Our goal for next year is to get the new secretary trained and to communicate First Responders to parents better.
Primary	1.2	If a commercial could be made for the poster child of a SAM, I nominate Jodi Marshall. The staff trusts Jodi and feels comfortable sitting down with Jodi and requesting time to meet with me for 15 minutes (the principal). The trust culture allows me (Brian) to be a supportive leader and assist teachers more. However, meeting the needs of the special education students did prevent and challenge some of the time I wanted to spend on instructional leadership. Overall, the SAM Process provides the structure to increase my instructional leadership time and decrease my managerial time.
Primary	1.2	I'm looking forward to making more use of optional descriptors to collect data with my PPO. The process of doing this survey made me focus on my TimeTrack data and how we can use it to better align our school priorities to our student outcomes.
Primary	1.2	I'm pleased with the traction that I've gotten this year with our teachers through my new schedule. I've been able to give feedback regularly to everyone throughout the year. I think it will have a big impact on our achievement this year.
Primary	1.2	I'm really looking forward to year three. We have grown quite a bit this year with using the data and are looking forward to making some changes for next year. I enjoy having a thought partner to talk and think through the work I do.
Primary	1.2	I'm sorry Mr. Franklin was not able to be here for the meeting. Due to a death in his family, he is currently out.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	I'm very pleased overall. I am, however, worried about funding next year, as TimeTrack has been a key tool and driving force for instructional growth.
Primary	1.2	I'm very satisfied with TimeTrack, but we didn't use it with the same level of fidelity as in the past. I would like to see the link between Google and TimeTrack get squared away. I appreciate my coach's insights and articles—they are uncannily timely for us. Karen is also
Primary	1.2	It could be more powerful next year as we grow into the system. I am so grateful for the
Primary	1.2	It has been a challenging year as we added another school to ours. We worked a lot on culture. My TimeTrack helped to keep me focused on instructional duties and overall
Primary	1.2	It has been helpful as a first-year principal to have TimeTrack and to reflect on the data to see how time was spent. The time set aside for the daily meeting each day has provided us with opportunity to keep instructional initiatives moving forward.
Primary	1.2	It is great to meet with the coach and appreciate how she understands us and where we are coming from. My SAM and I are a great team. We need to focus more on making sure TimeTrack is reconciled the way it needs to be. The dashboard and reflection provide good data, giving us somewhere to go from here.
Primary	1.2	It is helpful to review the data and analyze areas in which I need to improve. Feedback regarding TimeTrack entries has also been very helpful. I would like to see the merge with Outlook come to fruition.
Primary	1.2	It keeps us accountable and on track. We do our best. Our coach is a great support, too.
Primary	1.2	It works if you work it. If you put in the effort and have a good SAM, it will keep you on track. I depend on TimeTrack to stay focused on my work. It's easy to get pulled off track. As long as I have my SAM, I can stay on course. I plan what I should be doing, too, and I try to stick to that plan, except in emergencies. Next year, I want to make sure my REACH evaluations are scheduled in TimeTrack and to use the data to show that those evaluations
Primary	1.2	It would be great if the sync between Outlook and TimeTrack becomes available soon. This would be a time-saver and make scheduling much easier.
Primary	1.2	It would be helpful to have a school-specific template of the TimeTrack descriptors so that I could align all of my school activities to fit under the desired descriptor. This would ensure consistency and ease for my SAM. I don't mind designing that—maybe we can work on it
Primary	1.2	It would help to be able to integrate TimeTrack with my Outlook calendar because TimeTrack is supposed to save time—but as it is, I have to transfer information manually, and that takes more time.
Primary	1.2	I've been a TimeTrack user for a lot of years. It keeps me organized, and while managing my time, the data informs me of what work I've done and what I need to do. This year I feel that I have used it more intentionally, and that has given me more value for the time I (actually, Ms. Pryor) puts into recording and reconciling. The SAM conference was great, too. It was great professional development, and talking with other TimeTrack users was
Primary	1.2	Jackie and I are getting better at using TimeTrack. I see the benefits of being intentional and staying focused on instructional goals. TimeTrack is very useful in focusing on instruction. First responders are also useful. Jackie, my SAM, helps me focus and be where I need to be. I would still like to merge TimeTrack with the Outlook calendar, though.
Primary	1.2	Janice has been so flexible. She is great about meeting us where we are and getting us going. I want to use the data and share it with others. I would also like to be able to set and then reach my goals.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	Jessica (Kelly's SAM): I was hesitant about the SAM Process in the beginning. Now that I have seen how it is used, I realize that it is beneficial. It has brought Kelly and me much closer. I have a greater understanding of what is going on in the building. We are talking more about what she is doing. The SAM Process is a very positive thing. I'm really glad that we did it. Kelly: I have a really good SAM. Today is a good example. My boss came by unexpectedly right before this meeting. Jessica politely informed me that I had 11 minutes until my next meeting. She went on to contact you to let you know we would be late for our Zoom meeting. The SAM Process has been a big help keeping me on schedule. It is helping people become more mindful about my time. Jessica: Kelly has become very good with her time management. People are learning that they need to be mindful about Kelly's time. Kelly: I now have the time to meet with teachers because they schedule the time. Since they don't have to share that time, I'm able to focus on them. I like that. We have also added to Huddle a chance for teachers to share some of the more personal aspects of their life. I use the SAM Process to schedule time to make sure I can spend time with teachers who need personal attention. Starting the year with the SAM Process will be so helpful. We will be able to have a clear plan from the beginning of the year and use the SAM Process to keep us on track.
Primary	1.2	Love the program! Kendra was recently at a conference about principal burnout. Most of the discussion was about not having time to get everything done. She told a few people she must be in the wrong workshop, because she has time to get everything accomplished thanks to the SAM Process and first responders. She shared contact information for the SAM Process with a principal from Chicago who almost couldn't believe what he was
Primary	1.2	Mary is most excited for system alignment. Her administration team and all the other support people will be experienced and on board with the processes and systems.
Primary	1.2	Megan is the best SAM ever! She deserves an award. She asks the best reflective questions and researches best practices—she then shares that information during our daily meetings. We have been able to empower others to step up and take the lead on some of the important work we are doing at Jackson.
Primary	1.2	Ms. Fox: It helps me keep track with Dr. Smith. Dr. Smith: I want to have the whole school using a similar system because it helps you achieve your goals. One day I hope to have my teacher leaders using TimeTrack.
Primary	1.2	Ms. Ward loves the SAM Process. It is a great tool for accountability in supporting leaders' impact on instruction. Charlotte-Mecklenburg's leadership is trying to increase principal time spent on instructional work, and the SAM Process is a great resource to show that it is working. Ms. Ward would love to see TimeTrack pull Microsoft information, though. She currently has to run two calendars. Full integration would be far more efficient.
Primary	1.2	My only frustration is that I am still living in two calendars. I need to get the beta Google set up. The process helped me focus on instruction. I get to talk about my day and how I want to spend it, and then I have my to-do list ready to go.
Primary	1.2	My TimeTrack allows me to see what I need to work on. Finding the time to focus on what I need to is incredibly hard. My SAM is wonderful, and I could not do this job without her.
Primary	1.2	N/A.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	Next steps: Review and update the top five descriptors to align them to new initiatives and goals for next year; work on a data story to present to the stakeholders of our school community; continue refining one-to-one feedback to teachers and members of our faculty; rebuild school committees and collaboratively develop a vision for each; review the First Responders list; and update and reiterate the expectations with our school community.
Primary	1.2	Next year, Au'Riana will be the SAM. Dr. Gardner is moving into the head position as principal, which will change our goals next year.
Primary	1.2	Next year, I would like to connect our stakeholders with more resources throughout the
Primary	1.2	Nicole is focusing on instructional priorities and relies on the SAM Process to help her accomplish her goals and grow. The data shows the link to her impact for adults and students. She continues to hope that Google will eventually sync with TimeTrack, as this will make their lives easier. She enjoys the coaching opportunities and the weekly resources and updates provided by the coach and NSIP.
Primary	1.2	None at this time.
Primary	1.2	None.
Primary	1.2	Nothing at this time.
Primary	1.2	One of our district-level personnel and I are trying to convince the superintendent to pay for all principals to have TimeTrack next year. It has been such a wonderful tool to see how much time and where I am spending time related to instruction.
Primary	1.2	One thing to work on is time protection for instructional leadership. Competing operational demands sometimes pulled focus from instructional tasks when first and second responders were absent. It was a struggle to maintain protected time consistently during high-demand
Primary	1.2	Overall, I'm satisfied with the results but would really like to be more intentional with
Primary	1.2	Overall, it has been great. It has helped with accountability and focus as a building principal. The system has helped me increase time spent on instruction. It helps me bring instruction to greater relevance, too. It would be helpful to have calendar integration.
Primary	1.2	Please focus on Outlook integration! TimeTrack forces us to communicate with stakeholders. My SAM does a great job at keeping me on track and helping me to look at the data and take some action steps.
Primary	1.2	Quality over quantity. They want to make sure they focus on meeting at some point during the day and not necessarily at the same time every day. Implementing the new SIS has taken precedence over most tasks.
Primary	1.2	She wants to be more intentional about time use in November, December, and January. Challenges during those months include being away from the district more often, professional development days, and vacations. She wonders if she simply gets more tired—or lazier—during the winter. She wants to be more firmly calendared during those
Primary	1.2	She would like to have "office work prep" defined. Next year, we will work on optional descriptors to better define the work.
Primary	1.2	Since starting the SAM Process, I've had an instructional daily schedule that I follow. It is not just a checklist of things to do, but an instructional plan that has allowed me to leave earlier and spend less time working at home.
Primary	1.2	Tana Nelson will be moving next year. Hailey Bieler will be the new SAM and will need

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	The Graceland Team has made progress in using TimeTrack since they began in August. According to Rita Mullally, the First Responder list was very helpful once the team got it up and going. It has helped resolve serious school issues, especially with parents. Rita believes that she is doing much better at delegating. Rita has a sign that says, "Do not rush in to fix what is not mine to fix." She encourages staff to see if they can resolve problems first and then, if they need assistance, she will help resolve the issue. Rita and the SAMs like using TimeTrack and knowing what they do in a day and intentionally schedule what needs to be done with purpose.
Primary	1.2	The integration of TimeTrack is so vital to moving forward with the SAM Process. Having multiple calendars is inherently a challenge, so now we have to transfer everything from Microsoft to the TimeTrack. One of the best things beyond accountability includes the opportunity to visually see the results of the work.
Primary	1.2	The lack of integration with Google makes my SAM and me do double work. It is very frustrating to combine calendars. Not using TimeTrack as prescribed made Karen's emails almost irrelevant, but I did like the articles.
Primary	1.2	The length of my average day has gone down. I stopped getting surprised by what was showing up in my TimeTrack. Planning ahead in TimeTrack has helped me so much that I now have time to prepare for upcoming events. I have more metacognitive space due to TimeTrack, too. I can be in the community with principals, helping them without having to worry about the minutiae. The SAM uses the same work that takes place in the daily meeting for the summary of her life and...
Primary	1.2	The most apparent need from the review is to document associations with his walkthroughs. Also, the data populating within TimeTrack needs closer reconciliation.
Primary	1.2	The most effective thing for me this year was connected events. I like the simplicity of it. I can schedule multiple teachers at one time. In year three of using First Responders, we are working much better, too. The teachers have started going to the first responders before reaching out to me.
Primary	1.2	The positives that come from the meetings really make me reflect and maximize my time with teachers. The reflective conversations with the data support what I'm doing and what I need to do. We feel our Time Change Coach is a good ear and provides a lot of coaching.
Primary	1.2	The principal acknowledged that her SAM has a high level of desired performance with the process. Although a lot of unforeseen occurrences have made it difficult, she celebrated the SAM's tenacity and engagement. The principal stated that this year felt harder than last year, even though she was a new principal.
Primary	1.2	The principal and SAM (assistant principal) will be continuing next year. He has planned for the funding and wants to expand to additional users, e.g., core team, the assistant principal, literacy coach, and math coach.
Primary	1.2	The principal is committed to the SAM Process and is training a new SAM.
Primary	1.2	The principal loves her TimeTrack. It's her favorite Sunday evening text when we forecast for the week," shared the SAM. The team has been able to pull trend data with their Cluster Supervisor, who has also used the SAM Process.
Primary	1.2	The principal says the SAM Process has helped him slow down his day. The new SAM has really helped him, too. He is excited to have his assistant principal and instructional coach also joining the SAM Process so that they can merge their data.
Primary	1.2	The principal values her SAM work but may have to switch SAMs next year.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	The prioritization of the work Cindy does by using TimeTrack makes her very efficient with her time. The data that she obtains validates that she is using her time well to support the principals that she supervises.
Primary	1.2	The SAM has been beneficial—not only to have a calendar but to have rich discussions about the goals and programs we are working toward. It has given me the data to make decisions based on the needs of our clients.
Primary	1.2	The SAM Process has been beneficial for me. I am more intentional, the practices are helpful, and the SAM is able to assist me and knows where I am.
Primary	1.2	The SAM Process has been great for accountability. It keeps me centered on instruction and how I spend my time. As a result, I am seeing positive outcomes in culture and climate, as well as positive outcomes on the Regents exams. We have developed a positive school culture and community. It forces me to be reflective and focus on things that are important to me as a leader. We are working with the most at-risk population of students in NYC, and using this tool has enabled me to support the teachers to provide effective instructional strategies to meet the diverse needs of our students and ultimately achieve success.
Primary	1.2	The SAM Process has been invaluable for me. I see the value of the data that I can see. The opportunity to talk with my SAM helps me as a leader, too. When I look at the dashboard, I can see so clearly the teachers I need to work with. I've seen so much success this year because I could track the teachers and what we needed to do with them. I appreciate having Patricia, the SAM, help me manage my time better. Once you use the SAM Process, it is hard not to use it. Being able to set goals and track those goals has been a big part of the success we have had this year. Comments from the SAM: I think the SAM Process has kept both of us focused. We don't duplicate our services to teachers unless we want to duplicate. I have been able to do three times as much as I did last year because of the conversations we have during our SAM daily meetings. Our meetings have helped me know where I need to give teachers support. We love Mark. He is so responsive when we need something. We benefit from the personal attention provided by the SAM personnel and our coach. We didn't get to go to the conference, but we still received the resources from the conference. Having our meetings with the coach helps us stay attentive to what we need to do. The SAM Process is valuable to new and experienced principals. I have truly benefited from the use of it.
Primary	1.2	The SAM Process has been one of the best things I ever did as a leader. I wish I had known about it earlier. It changed the way I approached my work each day. It's also kept me instructionally focused. My SAM pesters me just enough to keep me on track.
Primary	1.2	The SAM Process has been very helpful. The data forced him to notice where his time was being spent and to think about next steps and follow-up. Hewitt is grateful to me for helping him get back on track. My guidance was valuable to him. He feels that he couldn't be the leader he is without the SAM Process.
Primary	1.2	The SAM Process helped me have a smooth transition into a new building and a new role. The SAM is part-time, and the SAM Process has helped her know what the goals are and has allowed me to help my administrators carry the load. We both appreciate the SAM/TimeTrack Owner relationship, and it works great for us.
Primary	1.2	The SAM Process helped me to grow as a principal. And I had a terrific SAM.
Primary	1.2	The SAM Process holds me accountable for improving teaching and learning. It helps me focus on the instructional piece rather than management. Planning my week in advance on TimeTrack has been necessary and helpful.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	The SAM Process is proving valuable in supporting school-wide planning and instructional leadership. While there are clear signs of progress in both teacher practice and alignment with improvement goals, the team acknowledges a need for increased time spent on instructional walkthroughs, personalized feedback, and celebration of achievements and
Primary	1.2	The SAM Process keeps me on track to manage my time. It holds me accountable. I am more of an instructional leader now than a manager. It is a great communication tool for me, also. Teachers need to look at my TimeTrack to schedule time with me. I love it and
Primary	1.2	The SAM Process keeps us focused on the right work!
Primary	1.2	The SAM Process provides us with a framework for intentional thinking about how to plan professional development during our decision-making groups. The professional development is then delivered during PLC time. We then follow up with walkthroughs and feedback to see if and how the strategies are being implemented. For next year, we want to conduct a second observation or walkthrough to look for continued evidence of teaching and then to provide additional feedback.
Primary	1.2	The SAM shared views on the challenge of her role as SAM with multiple duties and the desired transfer of data from the principal's various documentations to TimeTrack.
Primary	1.2	The system holds me accountable and helps me target support for staff where necessary to maintain focus on instruction. Teachers like carved-out time scheduled to meet with me.
Primary	1.2	The team feels that the SAM Process has really helped them keep their focus on instruction. They are concerned that the district may choose not to participate next year. They have appreciated their time with me as I have helped them be accountable and have created time for them to be reflective. They want to use their data more for planning next year.
Primary	1.2	The team feels that the SAM Process helps the leader to stay focused and organized. They discuss where he is in the instructional realm and make plans for him to address more instructional opportunities. The assistant principal does a lot with instruction while the principal tends to deal with more organizational issues. They appreciate that the Time Change Coach pushes him into the classrooms more and reminds him to take a stronger
Primary	1.2	The team identified two action steps for next year: 1) to use connected events to schedule the components of the observation cycle, and 2) to be more intentional about capturing all instructional work.
Primary	1.2	The team is committed to the SAM Process and strives to integrate it into their instructional
Primary	1.2	The team is fully invested and plans to continue moving forward. The supports are so helpful. The system is so beneficial to the work of school principalship. The calendar integration is so significant, too.
Primary	1.2	The team is looking forward to year two in the SAM Process, where they plan to become more proficient in using their data routinely for reflection and setting instructional goals for the upcoming week.
Primary	1.2	The team is very committed to the SAM Process and strives for improvements.
Primary	1.2	The team loves my coaching and finds the monthly meetings valuable. Tiffany feels that the work is intentional and helps her remained focused. They believe that using a copy of TimeTrack will help with planning, reflection, and reconciling.
Primary	1.2	The time spent allows for organic and reflective moments that are appreciated. The check-in/accountability ensures we don't lose traction in the work, either.
Primary	1.2	The transition to a new SAM coach went smoothly.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	The use of TimeTrack has forced me to spend more time instructionally. My natural tendency is to spend more time with building management; but with TimeTrack, I am more focused on instructional time.
Primary	1.2	The value of meeting every morning is significant and will continue.
Primary	1.2	The value of the program grew exponentially throughout the year as we became more at ease and began utilizing the data to a greater degree.
Primary	1.2	There is a request to meet with the team next week for the 2024–25 SWDM planning
Primary	1.2	There's always opportunity for expansion and improvement. We need to be more intentional about monitoring impact from the very beginning of the school year. We also need to do more with reviewing the First Responders list with staff and other constituents.
Primary	1.2	These are things I want to focus on for next year: being more intentional with data because we are going to be adding the new assistant principal to TimeTrack. We want to be able to discuss data. We also want to work on retraining First Responders and the staff to use them effectively. I want to add written feedback after each walkthrough, too.
Primary	1.2	This experience has been life-altering. It came to me at the right point in my career and has allowed me to offer my best self to those I am entrusted to lead. It helps me hold myself accountable and see if I am who I say I am. It keeps me mindful of my work and lets me reflect on whether it's benefiting the whole.
Primary	1.2	This has been an excellent program for me. It has made a huge difference in my daily work and allowed me to be more focused.
Primary	1.2	This has been very helpful in keeping me on track. If the sync with Outlook could happen, it would make it even better and more effective.
Primary	1.2	This is a very committed SAM team. The SAM and principal work well together, and the principal is grateful to have his SAM.
Primary	1.2	This process gives you a visual to "see" the time you are spending working on the right work. It also shows data that allows you to celebrate the work you are doing toward meeting your instructional goals, and it allows you to reflect on what you need to improve. In addition, it helps to build relationships with others.
Primary	1.2	This process has been helpful in connecting the daily decision and the overarching goal.
Primary	1.2	This process has been very helpful in allowing me to prioritize my day, even if I have to change my plan.
Primary	1.2	This process has really helped me to focus on the area of instruction, and I intend to continue to use this process to focus on providing effective levels of feedback.
Primary	1.2	This process is definitely helpful, and the data allows me to see where I am in reaching my goals. I look forward to the calendars being able to merge.
Primary	1.2	This process is very beneficial. I have had a difficult time making TimeTrack my main calendar because of everything we are doing. I wanted to understand the SAM Process because we are supporting other leaders with TimeTrack. I am absolutely sold on the concept. I am not in a place that is as beneficial to me right now, but I want to make sure the leaders who can benefit are able to participate.
Primary	1.2	This process makes sense to me; it's about having the right SAM. I'd love to take TimeTrack into my next role. It's really helped me stay organized and has made a marked difference in how I get things done. I'll always tell other principals about TimeTrack. Our coach and implementation specialist have been wonderful, too.
Primary	1.2	This SAM team would see great value in having calendar integration.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	This was a good first-year implementation. The SAM had three different jobs, so there were a LOT of moving parts. They were establishing roles for staff and trying to change the culture. Next year, though, these things will be in place so that they can hit the ground
Primary	1.2	This was year one at this school, and I believe next year that we'll have a deeper use for TimeTrack. We can dig more into the data and in areas of improvement. My SAM is awesome to work with, too. I need her to be at home to tell me what to do next. The SAM would like the TimeTrack owner to play around with TimeTrack a little more. I know this was his first year, but I would like him to feel more comfortable using TimeTrack.
Primary	1.2	This year has been challenging, but it is turning out positively. I have successfully earned the support of my staff and have worked closely with them through PLCs, professional development, and coaching sessions with lead teachers and classroom teachers. Liz shared, "I cannot serve the school in my role as Office Manager and also be a SAM. It does not work for me, and I will not continue in that capacity next year if Tyler decides to try TimeTrack again." Tyler has reported that he will consult with the director of the program to determine whether it is practical to continue using TimeTrack next year.
Primary	1.2	This year, the top five descriptors of my time reflect both the demands of being the principal and my commitment to fostering a successful school environment. While time spent on Office Work and Preparation has increased and may not fully represent where I ideally want to be, this work is essential. It ensures that daily operations run smoothly, staff are supported, and that all behind-the-scenes efforts are aligned with our instructional goals, school culture, and overall operations. Additionally, 19.1% of my time was dedicated to Decision-Making Groups and Committees, underscoring my commitment to working collaboratively with staff to move school priorities forward. A prime example of this is our major structural change for next year: the creation of two academies, including a standalone academy that will involve a construction component. Progress of this scale requires focused collaboration and strategic planning—something that simply wouldn't be possible without investing significant time in shared decision-making. When comparing this year to last, there was an increase in the time I spent on professional development, as well as a notable increase in Planning, Curriculum, and Assessment. These are areas where I want to continue growing my presence, staying closely connected to teaching and learning. Moving forward, my goal is to strike a better balance, maintaining the necessary operational responsibilities while being more intentionally present in classrooms, with a focused effort on instructional leadership and student outcomes.
Primary	1.2	Tiffany has really enjoyed and benefited from her SAM experience. She hopes the calendar integration with Outlook happens soon, as it will make her work more efficient and consistent. She also hopes to bring her assistant principal on next year as an additional user.
Primary	1.2	Tiffany has really enjoyed and benefitted from her SAM experience. She hopes the calendar integration with Outlook happens soon, as it will make her work more efficient and consistent. She also hopes to bring her assistant principal on board next year as an
Primary	1.2	TimeTrack allows for planning of instructional support along with use of first responders, and it has been a blessing.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	TimeTrack has been a life-changer. It has made me visually conscious of which teachers I need to observe, which teachers I need to provide feedback to, and which teachers I need to follow up with to see the implementation of the feedback shared. With TimeTrack, I can ensure feedback is scheduled, and I am able to prepare high-quality feedback for my teachers. Additionally, I can determine which additional supports I need to schedule time for in order to ensure that the quality of teacher feedback is high-leverage.
Primary	1.2	TimeTrack is a great organizational tool. I am still refining its use, too. It has helped me be a better instructional leader by focusing on teachers, seeing the time that I spend with teachers, and knowing with whom I need to spend additional time.
Primary	1.2	TimeTrack is a great tool that helps you focus on instructional support. The collection of data to use in planning is very helpful, too.
Primary	1.2	TimeTrack is beneficial. It holds me accountable during "life happening" and "time flying."
Primary	1.2	TimeTrack is easy to use, and the SAM Process is good and very effective. We don't always have a 20-minute sit-down daily meeting. It just doesn't work for us. We have check-ins in the morning, while in the lunchroom, and at the end of the day. The onboarding to get me started was good. Sandy has provided great support. It has been a great year.
Primary	1.2	TimeTrack keeps me focused and accountable. The visual is helpful. My SAM protects my time, and TimeTrack makes good intentions happen.
Primary	1.2	TimeTrack makes the SAM realize that the principal role is not for them. They realize how much a principal has to do. TimeTrack has helped another SAM use her Google calendar like TimeTrack just to plan ahead and schedule walkthroughs. TimeTrack is helpful for planning ahead. Eventually, I want all of the assistant principals to have their own TimeTrack. The principal likes the accountability of TimeTrack. I get a lot more finished
Primary	1.2	TimeTrack was beneficial for both of us. It helped the SAM to plan their day and to know what was happening in the building. The more you use TimeTrack and daily meetings, the more it becomes helpful and creates focus. It helped get the principal into classrooms. It also helped the principal finish their day on time.
Primary	1.2	Troy is thankful for access to this tool. He is definitely a more efficient leader and, more importantly, an intentional leader.
Primary	1.2	Using my TimeTrack helps me to look at how I have structured my day. Using my data and seeing which grade levels and/or individual teachers I am spending time with is so helpful, too. I can see where we have missed giving support and can then make adjustments. I am much more intentional with my work. Merging data with Ms. McCoy has been great this year and helped us to be in a great cadence with our work. When we merge the data, we are able to have authentic conversations about what our next steps need to be with our staff. It
Primary	1.2	Using the SAM Process has helped me to be more reflective with my daily work, including how and where I spend my time. I have supported my teachers on a daily basis and have helped them grow. They know that I have their back even though I push them each and
Primary	1.2	Using TimeTrack and working with our coach keeps us focused and on task. It is a real time-saver. We get more comfortable and effective each year.

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	Utilizing TimeTrack and having April as her SAM has been a powerful experience. Danielle reported that the process created intentionality. April shared that she has become more aware of how she spends her time and adds items to her own Google calendar to help her stay focused on being an instructional leader. April intentionally asks accountability questions of Danielle following classroom walkthroughs and observations so that time for follow-up or planning is always scheduled. The intentionality of the daily SAM meeting kept the team focused on instructional leadership.
Primary	1.2	We are going to get better at having our daily meeting and reconciling unscheduled time. Mary is a rock star who holds everything together!
Primary	1.2	We are working toward a 3.0 on the rubric. We feel like we are a 2.5 more than a solid 2.
Primary	1.2	We continue to see the benefits of the SAM Process and the use of TimeTrack.
Primary	1.2	We have made huge gains in our academic achievement in ELA at all three grade levels. My time in planning meetings and following up with walkthroughs and face-to-face feedback has contributed to our teachers' improvement in practice. This has directly impacted our academic achievement! Our projection is that 30% of our students are proficient—and we are at 39%. Using my TimeTrack has helped me capture what I am doing each day, and I am able to analyze how I am spending my time. I am not spending as much time on managerial tasks, either. It has kept me accountable for being in our PLCs each week, which has made a huge difference.
Primary	1.2	We improved our instructional time this year and hope to continue that trend.
Primary	1.2	We just had a teacher quit. She walked out and left the building. The principal had to go cover the class.
Primary	1.2	We learn a little more each time we meet.
Primary	1.2	We love it! The Monday morning emails from Jim are excellent. They prompt the SAM to push thinking and effectiveness. Our coach is always encouraging and helpful. He keeps us on our toes and is a joy to work with. Conferences are so helpful in moving us to the next level, too. I always bring back great ideas and plans.
Primary	1.2	We love working with our coach. He understands our needs and areas needing improvement. He is a great supporter, yet he also drives us to be our best.
Primary	1.2	We seemed to get off track a bit, as this was a challenging year. But I'm pleased with our amount of instructional time. I do need to be more consistent with daily meetings, though.
Primary	1.2	We think the SAM Process is a great system. It really does help us keep track of everything, including where time is being spent.
Primary	1.2	We totally appreciate our coach, Mr. Roth. He keeps us focused and positive at the same time. He really helps us manage our time and calls us out when we are at work too long!
Primary	1.2	We will take time during the summer to plan for the 25-26 school year.
Primary	1.2	We've increased our use of TimeTrack since last year. We enjoy using it to track our work, and from that it has changed our work habits.
Primary	1.2	We've really enjoyed working with our coach over the last four years.
Primary	1.2	Working together as an expanded team (including SAM and principal) has been a real benefit for planning. Switching to have Jen—a coach—has been beneficial because she knows what's happening on the ground level. Jen said it helps her to plan by seeing both TimeTracks as they plan.
Primary	1.2	None
Primary	1.2	None
Primary	1.2	None

Type	Rubric	Other Comments from the SAM Team
Primary	1.2	None
Primary	1.2	None
Primary	1.2	None
Primary	1.2	None
Primary	1.2	None
Primary	1.2	None
Primary	1.3	Accountability is huge for me. I can go to Kim and preplan all of the classes I want to get into before the end of the year. TimeTrack has made sure that my focus remains on our school goals. Good communication between the SAM and TimeTrack owner is working well to stay on track with building goals, as well. The pulse of the building is also discussed to identify areas needing attention. The TimeTrack daily meeting allows for reflective time.
Primary	1.3	As I reflect on this year, I recognize how important it was for me to fully engage with my TimeTrack and the SAM Process. Returning to these tools was essential in helping me manage the many responsibilities of my new role. I've had to deepen my understanding of delegation, focus on building the capacity of others, and trust in their ability to grow and lead. At times, the process has felt messy and slow—but I'm beginning to see real growth. And as I continue to release more responsibility to those who stand with me as leaders, I find myself wanting to lean into that growth even more. Latosha agrees that it has been challenging, and yet together we are learning how to work together. This experience has pushed me as the SAM to be more assertive in my leadership as her SAM.
Primary	1.3	Dara: "This is my first time using TimeTrack, and already I can see the value it brings—not only for the user but also for me in my supporting role. It's quickly becoming clear how essential this tool is in building strong, effective working relationships within the SAM team. TimeTrack supports connection, cooperation, and shared accountability—especially in accomplishing time-sensitive goals." Rachel adds: "But what's even more evident is how critical the role of the SAM is in making TimeTrack a successful leadership tool. TimeTrack doesn't become integral to how I lead without the right SAM—and your approach exemplifies exactly what that means. Your commitment, insight, and steady presence are central to any success I can hope to have as a leader." I truly appreciate how you value my time and how thoughtfully you reflect on the day's experiences, offering both perception and caution in a way that sharpens awareness and strengthens the team. Thank you for your essential role and leadership.
Primary	1.3	Emails bring us more to reflect on, and that's beneficial. TimeTrack monitors, organizes my work, and shows my time spent in specific areas. Karen is understanding, compassionate, and supportive. She's consistent and knowledgeable when providing feedback.
Primary	1.3	Everything went well this year. We need to refine the process for next year. I'd especially like to review the data more intentionally.
Primary	1.3	Having a SAM keeps me grounded and focused on completing what I said I wanted to accomplish each day/week.
Primary	1.3	I am disappointed in the lack of integration between Google and TimeTrack. This has been the same issue for three years. Karen is great, though! She is a pleasure to work with and subtly drives us to be better.
Primary	1.3	I am thankful for my SAM for keeping me on track and making me accountable. The emails and responses to inquiries from our coach help us stay focused on the goal.
Primary	1.3	I am very grateful for the program and have already found funding for next year! TimeTrack focuses instructional goals, and we have come to rely heavily on it.

Type	Rubric	Other Comments from the SAM Team
Primary	1.3	I appreciate the emails and our meeting times. We focus on what I need to work on, and that has been successful. TimeTrack supports my vision for successful academics and teacher opportunities for growth.
Primary	1.3	I appreciate the platform greatly. I would love to have less maintenance in syncing Google and this platform. It feels like an extra step that, for my role, doesn't seem absolutely necessary. I have very little management activities, and it has really helped me understand the scope of my role being, for the most part, instructional—which is reassuring.
Primary	1.3	I changed my SAM mid-year, and it has been smooth and productive ever since. We enjoy working with our coach.
Primary	1.3	I hope we can scrape the money together to continue the SAM Process next year. We are planning on using the merged data as part of our admin meetings next year. We use the notes to discuss teacher performance.
Primary	1.3	I like the setup and process. The SAM Process give you insight into how I am spending my time and keep focus on target.
Primary	1.3	I like TimeTrack. It gives me a sense of organization, time, and planning. Our monthly meetings keep us on track with our data, too.
Primary	1.3	I really depend on my SAM. She keeps me on schedule and holds me to my goals. I enjoy the meetings and emails, as they also help point out areas of success and growth.
Primary	1.3	I think it's been a valuable tool to measure my instructional time. It also makes us more intentional about our morning meetings. We have the time during our meetings to really focus on the who, what, when, and how long. The main takeaway is being intentional about who we are working with and what we want to do. TimeTrack with the First Responders has really helped with the small stuff. There is trust with the team because of all the processes we have in place using TimeTrack. We really feel that we nailed the First Responders this year. If I were going to be here next year, I would make time in my schedule to check in with each person in my school at least twice a year—just to personally connect with them and let them know that they are part of the big picture. The one-on-one time shows that I want to get to know them on a different level to earn more trust.
Primary	1.3	I want Outlook to talk to TimeTrack. It will make reconciling so much easier.
Primary	1.3	I wish TimeTrack would follow me wherever I go. I have five years of using the SAM Process, but TimeTrack shows that I'm a first-year user. I'd like to have the data from previous years from other locations.
Primary	1.3	I would like to see the Google integration happen sooner rather than later. My SAM is amazing! Using TimeTrack keeps us organized and on track. Karen's emails are relevant. The articles are useful and incorporated during staff meetings when I can. I'm very happy with TimeTrack, and it is a priority for us.
Primary	1.3	I'm very pleased as a first-year TimeTrack owner. It helps me plan my day and stay organized. It holds me accountable to my plan. My SAM is great! I couldn't do this work without her. Karen has helped us understand the descriptors better and is patient in guiding

Type	Rubric	Other Comments from the SAM Team
Primary	1.3	If we are not able to continue with the SAM Process due to financial constraints, we will definitely miss it. We've learned a lot and can find a way to look at how time is spent the way that we do, e.g., reminders for events, follow-up on events, etc. We've been grateful for the SAM Process and how Natalie has pushed Allison to think more intentionally about how she spends her time and meet her time on instruction goals. We set a goal to increase school visits, and this was definitely met. Our daily meeting has made planning more intentional, too. Having a SAM helped me develop a skill set of sharing a calendar and involving someone else in planning my everyday schedule. We really like having Doug as our coach. He has been supportive, encouraging, and understanding when it comes to the challenges we work through in Chicago.
Primary	1.3	I'm glad to have the additional users and look forward to calibrating with the admin. team, using TimeTrack for that purpose. Ms. Scott really kept me focused on my TimeTrack and kept me going. For me, TimeTrack is necessary. I need it to stay on track and to hold me accountable. I (Ms. Scott) like the dashboard and knowing where Ms. Campbell is and where her focus needs to be. Karen also makes us aware of anything we overlook and helps us maintain a clearer and more accurate data picture. I also like asking her opinion based on
Primary	1.3	Is the integration with Outlook finally doable? Most of the unscheduled time is that Outlook events are not transferred over. This process would have been really beneficial in January and would have helped us set new goals and objectives.
Primary	1.3	It has been a challenging year. The school was merged with another school, which was like opening a new school, requiring more management work than normal. Her main SAM has been out on leave, so she is disappointed in the data; but feels she can get back on track
Primary	1.3	It helps me stay focused, especially instructionally. What doesn't get written doesn't get done. I have become so accustomed to using TimeTrack that I hardly use my Google Calendar. It assures that I'm being supportive and paying attention to the things that are important. The SAM says it helps her to keep her principal in the meeting that she is
Primary	1.3	It is a great resource, and we do our best to use it.
Primary	1.3	It is a pleasure to work with Carol. Your support is instrumental and has pushed us. You keep it positive, and I appreciate that. The support you provide has been top-notch, too. We have a personal connection, and you push me to look at things differently and to celebrate. In fact, you force me to celebrate! I feel better when I leave these meetings than any other time in the month because I am forced to celebrate. I appreciate that. You are our big cheerleader. When I get busy and bogged down with all the stuff going on, it is good to have someone who sees and values the work. You and Julia are the only ones who really know all the work I do.
Primary	1.3	Karen does a great job keeping us on track and sending informative articles. She sends reflective questions that help me focus my week. TimeTrack has helped organize my practice and time. I still need to reflect better on my data, though
Primary	1.3	Mary thanked her SAM and me for helping her be effective in her first year as the interim principal. As an assistant principal, she did not have the same responsibilities. The SAM Process has really helped her focus on instruction. The First Responders helped her tremendously; she had felt that she had to do everything until this process was implemented. Her SAM is uplifting, and there is mutual trust. The SAM helps put the pieces together and adds a great awareness component to their work.

Type	Rubric	Other Comments from the SAM Team
Primary	1.3	Michelle: During our check-in, I always ask if the process is working, and Ali validates that it is. I think it is helping—otherwise, he would be bothered all the time. The staff has become comfortable with the process now. They come to me to schedule a meeting with Ali rather than go to him directly. It has been a big help to Ali. Ali: We would love to go to the conference. Both: Thank you for being our coach. We appreciate your positive attitude and
Primary	1.3	No comment.
Primary	1.3	Our coach is very flexible and understanding. TimeTrack has provided me the opportunity to continually focus on the ongoing growth of my school and staff.
Primary	1.3	Some days TimeTrack becomes a log of what I did, not a plan ahead. I am guilty of letting the day-to-day interrupt my plans. I want First Responders that would be similar to a parent liaison and assistant principal. I want to utilize TimeTrack to better respond to and plan for events that happen on a regular basis. I don't look forward to my coaching meetings because it takes away from my day, but I like my coach and always take something away from our
Primary	1.3	Specifically from the SAM, this has been a learning year. I've been learning how to use TimeTrack and learning how Mr. Burgess works. I like seeing his TimeTrack and how he works. It helps me understand who he is and how he works. Hopefully, I can take what I've learned this year and make next year even better. From the principal: I appreciate the opportunity to receive this support and help. I appreciate my SAM. She has done a good job
Primary	1.3	The integration piece is huge! The district can see if I am busy, and I want to make sure I can send TimeTrack to my Google calendar. I am also interested in having additional TimeTrack access for my two assistant principals next year.
Primary	1.3	The monthly coaching has allowed me to reflect on my practice. TimeTrack has allowed us to look at efficiency and its relationship to how I'm spending my time.
Primary	1.3	The principal and SAM are happy with the amount of instructional time completed this year. She has been close to or above her goal each month. She would like to do a better job of making sure all walkthroughs are captured. They are going to brainstorm ways to make that happen. Professional development will be a big focus next year, too. Reflecting together, they've already started making plans that they can begin right away. The SAM has enjoyed learning and says she needs to get better at asking questions.
Primary	1.3	The SAM feels the new TimeTrack functions well. She is looking forward to the time when she can merge the district calendar with TimeTrack. This will make the use of TimeTrack much easier and more accurate. Moreover, the SAM Process gives Ms. Benson the space to organize her day. It allows her to focus on her goals. TimeTrack gives her a tool that lessens the stress of trying to keep track of everything she has to do. She is able to use the SAM Process as a tool for reflection on what she needs to get done. The process of having a SAM and First Responders avoids scheduling distractions. Ms. Perez protects Ms. Benson's time.
Primary	1.3	The SAM likes to take the time to put in events and reconcile after the daily meeting. This year has not been as good for that. She is hoping to get a better handle on TimeTrack for
Primary	1.3	The SAM Process continues to assist me in reaching my instructional goals. The Time Change Coach has provided support and effective feedback to improve my practices, as
Primary	1.3	The SAM Process has helped us stay focused, and my SAM helps me stay on track. She brings me back to where we are. This allows me to get back on track on what I need to do.
Primary	1.3	The SAM Process keeps me focused and intentional. I have allocated funds to continue the SAM Process next year.

Type	Rubric	Other Comments from the SAM Team
Primary	1.3	The SAM really enjoys the SAMtastic Weekly Tip and watching the videos from the conferences. Our coaching sessions keep us accountable and give us good ideas. It keeps us thinking about things and making changes for the better. We would love to attend the conference in person. We will work on that with our district.
Primary	1.3	The SAM was unable to attend due to testing. Keneisha utilizes the SAM Process to help her plan, prepare for next steps, utilize her time effectively, and use the data to provide effective support for staff. She enjoys the coaching because I have done the process before, and she feels my coaching is better than what she receives from others in the district.
Primary	1.3	The team feels that the daily meeting is very beneficial. Patty and Lori spend time aligning their work. Patty is very focused on what she wants to see. It must be important. TimeTrack helps keep Patty organized, and she uses NoteTrack as a constant reminder. She values the coaching because it is a check-in and a reflection piece that she needs. She has done a better job of associating events this year, and that has given her much better data.
Primary	1.3	The team feels that there is always room for improvement, but the SAMs have been very beneficial in directing the work they do with purpose. They appreciate the time they spend with me each month and that I help them reflect and move to the next level. They like the resources that I share, as well as the SamTastic Weekly Tips. She has purchased several books that were shared with her and has watched videos of interest. She has a fantastic SAM who helps her with intentional planning and reflecting. Tamara wants to make sure that she continues "being her" to keep relationships with staff.
Primary	1.3	The team is very committed to the SAM Process and strives to be the best they can.
Primary	1.3	The team is very committed to the SAM Process but is concerned it might be cut as a result of budget cuts at the district level.
Primary	1.3	The team is working to find ways to get more accurate data. They want to split but would like to come up with an easier way to get things captured when many descriptors are encompassed in one event. They are wondering about better use of optional descriptors. They like our monthly meetings because I, as their coach, help them stay grounded and focused. There is always a purpose, and they are able to reset each month where necessary.
Primary	1.3	The weekly emails, the SAMtastic Weekly Tips, and the monthly meetings are helpful to keep me focused and planning forward.
Primary	1.3	This has been our toughest year. We have fewer support staff now, so things get through first responders and to admin faster than before.
Primary	1.3	TimeTrack allows me to see and celebrate the work that I have done and motivates me to continue being intentional in my work.
Primary	1.3	TimeTrack and the SAM Process support my work.
Primary	1.3	TimeTrack does so much. I'd like to learn and utilize more of its features, e.g., to become more fluent in how I use it. As a first-year SAM, I want to improve how I prompt and ask questions beyond "Did you do it?" I also appreciate Karen's flexibility and her emails; they make us reflect on our practice.
Primary	1.3	TimeTrack has been great, and we look forward to next year.
Primary	1.3	TimeTrack helps me focus on instruction all day. I carry around the daily sheet that my SAM gives me, and I document as I go through the day. This really helps my focus.

Type	Rubric	Other Comments from the SAM Team
Primary	1.3	TimeTrack is a well-designed tool that helped me—who is not the most organized in the world—stay organized. The coaching portion of the process has been helpful, too. I never felt that my coach told me what to do, but rather listened and helped me process where to focus. I appreciated feeling like I had a team member, not someone I needed to report to.
Primary	1.3	TimeTrack is impacting the decisions we make and the teachers that we see. Our monthly meetings with Karen make us more responsive, and the weekly emails hold us accountable.
Primary	1.3	TimeTrack is what I've been wanting for multiple years, and it focuses on my instructional vision for my school. It also has provided the data to support and authenticate my time. Being able to plan my day and follow the schedule has been really good for me this year. Meetings have been good, too. Karen is understanding when things happen that mess up our schedule. Emails give us things to think about.
Primary	1.3	Utilizing TimeTrack really makes me work effectively and with purpose. I make an effort to do frequent walkthroughs and provide numerous interactions with feedback.
Primary	1.3	We installed the Google beta button and are enjoying clicking the events over from the Google Calendar. My SAM just has to make sure I click the button. The process is still working great. I wouldn't change the process. We feel that we have been more consistent this year. I would like to use my back-up SAM to have more touches on my TimeTrack, though. I want her to just go ahead and schedule my TimeTrack and not check with me. My time is protected, and I am able to do more instructional things. I need to make sure I am coding and reconciling so that we have the most accurate data. I hope to print out the day so that I can write events down that I do throughout... all to ensure that our SAM daily meeting isn't spent with me trying to remember who I saw.
Primary	1.3	We need to continue doing what we are doing because it's working.
Primary	1.3	We still like the SAM Process. It definitely helps us stay focused and maximize my time.
Primary	1.3	None
Primary	1.3	None
Primary	1.3	None
Primary	2	Could we get TimeTrack to auto-update rather than having to hit refresh? I know this is minimal, but it is sometimes hard during daily meetings when my SAM is adding events. We are anxiously awaiting the ability to connect to Google. The new TimeTrack is user-friendly and easy to use. We appreciate Sandy. She provides another eye on how things are going. She offers suggestions in a realistic view because she knows the many things that we deal with on a daily basis and what the job entails.
Primary	2	Diane: I would like for Dorothy, my SAM, and me to continue to strive to meet daily to work within my TimeTrack. I look forward to growing as we utilize the various reports to help me triage my week and day. Where do I need to be spending more time?
Primary	2	Getting all the additional TimeTrack users in place has been a work in progress, but we're getting there.
Primary	2	I am grateful for TimeTrack; it has helped me so much to stay on track and focus on instruction. It's just a natural instinct to go to my calendar now.
Primary	2	I am happy with the process! I would like a management descriptor for "celebration." Having our daily meeting in the morning has been a great benefit, too.
Primary	2	I am pleased with the growth and with your support, Kent.

Type	Rubric	Other Comments from the SAM Team
Primary	2	I love TimeTrack and can't imagine doing my job without it. It helps me monitor my time and ensure that I prioritize instruction over management. I have struggled finding time to meet with Sandy due to behavior classrooms and district meetings. She is always flexible and willing to work with me, though. The SAM Process is wonderful and necessary.
Primary	2	Such a wonderful tool. The SAM Process helps me be intentional.
Primary	2	The daily meeting, using TimeTrack to plan instructional work, and utilizing the data from the SAM have all contributed to a successful first year in this new assignment.
Primary	2	The more I do the SAM Process, the better I get. It serves me well, especially when I have dual campuses and an amazing SAM.
Primary	2	The new additions to TimeTrack were very useful, and it is more user-friendly. The support and email reminders were very helpful, too.
Primary	2	The only issue I have is that when I open my TimeTrack, the month of October comes up first and I have to click on today to get there. Sandy suggested reporting this to Jim, which I will do. I love the process and the data it provides. I am concerned about the district
Primary	2	The SAM Process has helped us stay focused and intentional with our time, looking at where we are going with our instructional vision week by week. This has allowed us to get out of the management focus and realign our actions and time spent in direct support of the instructional program at McMeen.
Primary	2	The TimeTrack and SAM Process have given Amanda a better work-life balance. She is more intentional about the time she spends working and preparing during the day so that she can be prepared for events without taking much work home. The team likes the new features of TimeTrack and has grown accustomed to and dependent on it to drive their
Primary	2	There is great value in the monthly meetings with Sandy. They give me an opportunity to reflect on where I am and where I need to focus more attention. I am hoping that TimeTrack will be able to align with Google sooner rather than later. It is needed.
Primary	2	This is a great process that provides a lot of good data to use. Sandy is flexible and offers helpful suggestions to support our growth. We need to make our daily meeting a priority so that we have more time to discuss things. She is constantly being interrupted by staff.
Primary	2	TimeTrack helps me plan my day rather than having my day plan me. It has become a necessity for me. The ability to connect and merge data is essential in my job. We use it to determine next steps. It provides talking points for state and district officials. There have been great changes made in the seven years I have had it.
Primary	2	TimeTrack keeps me hyper focused and makes me a better instructional leader. It is easy to get distracted and take your eyes off the big picture. TimeTrack helps me stay focused on what is most important. Our district has a lot of optional descriptors that are mandated. My SAM is new this year, though, and she has picked up on things quickly.
Primary	2	We are very appreciative of our coach and the time and effort he gives us. We are an awesome team!
Primary	2	We had a good year and are looking forward to another great year next year.
Primary	2.1	Due to the consistency of having the same SAM, an ongoing relationship with the same Time Change Coach has made for a very positive experience filled with milestones of realized growth supporting student achievement.

Type	Rubric	Other Comments from the SAM Team
Primary	2.1	Dustin: Steve is the best Seid! Through my time with the SAM Process, the school has focused more on the right work. Audrey has been an amazing SAM, ensuring I am able to focus my attention where it's needed. Audrey: We would love for TimeTrack to be connected to Outlook so that the calendars can merge.
Primary	2.1	I love TimeTrack. I can't see myself without it. Please adjust the descriptors so that they represent the work we do in a central office. My coach is helpful in talking through how to make the current version of TimeTrack work for my position in central office.
Primary	2.1	I was skeptical at first on the SAM Process and now am a cheerleader for it. Data helps me as an instructional leader grow and supervise those on my leadership team. It provides a means to follow through with what we said we were going to do. The improvements made to TimeTrack have been good. It is easy to use. I can see and reflect on my data easily—where I have been and where I need to spend more time. I try to provide a model to others on my leadership team by entering most of my events. I like the virtual monthly coaching. I am hoping being able to sync with other platforms is an option soon.
Primary	2.1	It has been a great year working with Steve as he continues to encourage me to perform at my best using the data provided through the SAM Process. Steve is always positive in our conversations and provides effective feedback to help move my school forward.
Primary	2.1	It is a wonderful resource for time management and for being intentional about the work we are doing. Dom has been able to get home at a decent time of the night, too.
Primary	2.1	Jill would like to thank Mark and the team for the gift of TimeTrack. It has changed Jill's life as a principal and has made her work more purposeful and has provided a balance of work and home this year. Jill says that Mark makes things personal and understands what it is like to be a school leader and the important work we do. Thank you!
Primary	2.1	Monthly coaching is essential. Conversations during meetings provide feedback and reflective thinking about what you are doing as an instructional leader. There is accountability there, too, in knowing that your coach is looking at and reviewing your TimeTrack. The graphs are wonderful and are extremely useful to my work.
Primary	2.1	My Time Change Coach often sends quotes about managing time. One said something like, "If you don't run your day, the day will run you." That's just what was happening to me at the beginning of this year. The day was running me. I was all over the place. I didn't feel grounded or purposeful because I came to school knowing the work I needed to get done, but things kept popping up and getting in the way. Even though my admin team was stable and my SAM was still my secretary, without TimeTrack I wasn't being the principal I had always been. In November, we started back with TimeTrack and the SAM Process, and it gave me the structure to manage my time and the format to look at my data to know what my staff and I were doing regarding the reason we are administrators in a school—to help our teachers teach and to help our learners learn.
Primary	2.1	None.
Primary	2.1	None.
Primary	2.1	The process of entering events and generating data is becoming increasingly manageable. However, using that data to guide our work remains more challenging—but also far more rewarding. As we grow in our ability to interpret and act on the data, we begin to see how all the pieces of our work connect and contribute to student achievement and a shared sense of accomplishment among staff.

Type	Rubric	Other Comments from the SAM Team
Primary	2.1	The revamped TimeTrack is way more user-friendly. It's intuitive, and I was able to find things that I didn't know were there, probably because they were not so obvious or easy to find. I found myself using TimeTrack more because of this.
Primary	2.1	The SAM commented that she enjoys the new updates that have been added to TimeTrack—bringing it into the 21st century. The SAM also shared her curiosity about what TimeTrack may look like as it connects with AI in the future. "With platforms like PLAUD, it would be great if TimeTrack would discern the nature of the event and
Primary	2.1	The SAM Process has refined the work that we do here at Watkins. It has accomplished its purpose of protecting my instructional time. Each year we have gotten better at this and have been able to put some good systems in place.
Primary	2.1	The SAM Process is a great asset. We are transitioning to a K–8 school, and having the SAM Process and our coach has been a great help.
Primary	2.1	This year has been challenging because of my home situation with my husband. TimeTrack has allowed me to manage all of it, as I have had to come and go between my situation at home and the demands of the school setting.
Primary	2.1	TimeTrack has helped me grow and be more conscious of the time I spend on instruction. It also helps me focus on teaching and learning. It protects my time and allows me to be in classrooms more. I enjoy working with students. I never want to forget what it's like to be a teacher in the classroom. If I had a full-time SAM, it would help me spend more time on
Primary	2.1	TimeTrack helps me manage events and tasks effectively. Many times, information is provided last minute from the district, which impacts my ability to stay on schedule. Fortunately, because of our process, my SAM and I are able to reconcile and reschedule my work. Nothing gets forgotten or falls through the cracks. Using TimeTrack is essential for
Primary	2.1	TimeTrack is easy to use and update. It tells me where I am using my time and what I need to put more focus on.
Primary	2.1	We continue to grow as a team and along with our numerous additional users. The SAM Process has been influential in streamlining our work.
Primary	2.1	We love TimeTrack. I appreciate a system that is user-friendly. We appreciate that there are norms established, too. We do need some flexibility to make it work for our individual sites. We can use the tool with fidelity, but we can also adjust it to fit our needs. The instructional and management pieces are our two big buckets. The data we can collect in those two areas are good to have. We appreciate our Time Change Coach. Thank you for allowing us to prepay for next year's TimeTrack and Conference.
Primary	2.1	None
Primary	2.1	None
Primary	2.2	Amy: Steve is a great Time Change Coach and has helped us grow our daily meetings into a more efficient use of our time. Mike: The SAM Process has helped me grow as a leader. Amy and Steve help me set goals, reflect on my work, and target areas for improvement. Amy is an outstanding SAM, too. She meets with me daily to help me organize my calendar and prepare for each day. This process has made us a stronger team, and I am so grateful for her support and friendship.
Primary	2.2	As a principal without any assistant principals this year, the SAM Process kept me focused and organized. As a SAM, I am able to understand and protect my principal's daily work.
Primary	2.2	I appreciate the structure that the SAM Process and TimeTrack bring. It promotes effectiveness and efficiency as a principal.

Type	Rubric	Other Comments from the SAM Team
Primary	2.2	I appreciate the time I spend with my coach. I'm grateful to the SAM Process for what it does for me to be a better leader. The SAM has been very helpful in my growth this year,
Primary	2.2	I have learned to be a school leader through this program. I have tried to mirror it unsuccessfully as an assistant principal. It wasn't the same without each of the moving parts. Having directive conversations and working with our SAM—who now has a great system—keeps me focused on the work and on our next steps. The first thing I said to my SAM was, "We need the SAM Process." I love the system and love the conference. It was great! It is a wonderful product tailored to school administration and is needed in our field. We'd love to be able to continue to go to the conference.
Primary	2.2	I love the program and want to delve even deeper into the data and how we can most effectively use it.
Primary	2.2	I need to find some strategies to help me stay on track with my TimeTrack when all the teacher evaluations are due. I seem to lose my way every year when these are due. That will be a goal for me next year.
Primary	2.2	I thoroughly enjoy utilizing my TimeTrack each day because it keeps me focused on the right work. I am so proud to have my Time Chance Coach, Ms. Harris, and my SAM, Ms. Anderson, ask me questions based on my TimeTrack. As I focus on identified focus teachers, I work collaboratively with Ms. Anderson each day to ensure that I provide support to all teachers. The data informs me as to whom I have seen and whom I need to spend time with. Ms. Harris's check-ins and school visits provide the support I need, as well as the support needed for Ms. Anderson and my leadership team. I love using my TimeTrack each day!
Primary	2.2	I value the accountability that the SAM provides in helping me stay mindful of how I allocate time between management and, most importantly, instructional leadership. I'm excited about the opportunity to refine our process and make it even more effective next
Primary	2.2	I want to express gratitude for Jess (SAM), who has engaged in the reflection process with me as part of the SAM Process. Jess expressed appreciation for the opportunity to participate with Jason in vulnerable conversations regarding the operation of the school. As a result, the dynamics have strengthened the standard that allows for all ideas to be subject to respectful review, which helps to build relationships and the capacity to work together.
Primary	2.2	My SAM helps me focus my day. I love the data that I get from my TimeTrack, too. It has become second nature to me. The SAM Process helps me to help my principal. SAMs help us out.
Primary	2.2	The only thing is the integration with Outlook—this is continuing to be an issue for me. I realize where I have gaps in time, and it makes me think about how I can use it for instructional purposes. I'm looking for those opportunities to check in on focus teachers and my leadership team. If I'm looking and see that I don't have a lot of time with a person, I make sure to have a touchpoint with that teacher in their classroom. We are at a point where leadership team members have a calendar, as well, e.g., our two assistant principals and instructional coaches for next year. I need it on the instructional side right away (MTSS, Math, Literacy Coaches)
Primary	2.2	The SAM Process has allowed us to evolve strategically in targeting and addressing areas of need, as well as in celebrating the areas where we exceed. The Process has also granted us flexibility through coaches, IB, and counselors to address the needs of students, teachers,

Type	Rubric	Other Comments from the SAM Team
Primary	2.2	The SAM Process helps the team "keep their eye on the prize." Her focus is on instruction. The team loves using the data; it is fast and easy to use to their advantage. This process helps them to support their goals for students and teachers. Jena is the best SAM that she has ever had, and their work together has been phenomenal. She is concerned that the district may drop SAMs for next year. She has really grown due to her work with it. She loves the conferences and was disappointed that she could not attend this year. She mentioned that she has seen the same people with the same topics and would like to see new speakers, however.
Primary	2.2	The team is hoping that the district will choose to continue with the SAM Process. Funding is difficult at this time, and there is teachers' union opposition to the principals getting to participate. The team really likes the new TimeTrack and states that the changes have been beneficial. He uses TimeTrack as his primary calendar and likes the feature to make some events excluded from the data.
Primary	2.2	The team is unhappy that the rubric and the end-of-year assessment are geared more toward principals than central office personnel. Jamar feels that the rubric focuses on more of the physical elements of TimeTrack than on its connection to leadership. He would like to see a survey sent to central office personnel asking, "What do you spend your time doing?" From that question and others, a better rubric could be developed for those working with principals.
Primary	2.2	This is a great tool to focus on best leadership and instructional practices. It helps us focus on specific goals for students, teachers, and school improvement. One thing that would be helpful is the ability to combine data and percentages for optional descriptors in merged
Primary	2.2	Utilizing TimeTrack keeps me focused on instruction and the impact of intentional planning. The data breakdown allows me to see missed opportunities. In addition, I am able to pull the time I've spent with each teacher in the building, which keeps my interactions
Primary	2.2	We are a great team with our coach! We never want anyone else! We work together really well. The SAM Process has helped me and my SAM build a trusting and dependent
Primary	2.3	I appreciated the structure change this year. My coach allowed me to meet with her two times a month for 30 minutes, and this gives me more time to look at data and do action plans. I also enjoy meeting with my assistant principals, discussing the data and who needs what/when. We plan ahead for two weeks and meet back to report out. I enjoy the weekly emails from the coach and appreciate the questions and data that is shared. I can't even imagine working without TimeTrack.
Primary	2.3	I feel like the goals we continue to achieve through the SIP and student achievement would not be possible without this process.
Primary	2.3	I'm glad I have the SAM Process. It is validation of what I do every day. It is the evidence I want and need.

Type	Rubric	Other Comments from the SAM Team
Primary	2.3	It would be fabulous if we could share an event with other TimeTracks. I would like them to see my event notes, but they can't currently view this within TimeTrack. If there were a way to further identify written feedback according to type, that would be better than having to create an optional descriptor for each feedback category. Regarding professional development, how can I use TimeTrack to differentiate how I provide and plan it for different tiers of teachers with different needs? Right now, I use a spreadsheet filter for this work—is there a better, more efficient way to note this within TimeTrack? Integration with Outlook would be beneficial, as well, so that we wouldn't have to use this workaround. I do find value in how I spend my time. My director asked for information on time spent with a specific teacher, and I was able to provide it using merged data in TimeTrack. TimeTrack is the ultimate accountability partner and evidence of my leadership. I can now see whether the work we're doing is making the impact we want. I am very visual, and TimeTrack supports that. It complements our spreadsheet work quite well.
Primary	2.3	Janice: The processes I have learned are a "must" for me to ensure that I am focused on the right work on a daily and weekly basis. It allows me to be reflective of my practices and refocuses me when appropriate. I appreciate the feedback provided from both my SAM and my Time Change Coach to continue to improve.
Primary	2.3	Nathan O'Dell, principal, and Deb Wolfe, the SAM, both agree that the level of daily communication since beginning the SAM Process in 2018 has been significant. The SAM team and the staff are having many more professional, in-depth conversations on how to improve instruction. The staff is more present during meetings and more intentional in achieving the established goals. The principal and assistant principal are conducting more walkthroughs and giving feedback. Nathan, Deb, Dean Johnson (the assistant principal), and his SAM Rachel have devoted time to creating a trust culture within the school. The teachers are comfortable and open with their requests and suggestions. If a teacher has a request or needs something, the administrative staff will give them a response within 24 hours. Nathan and Deb work tirelessly to create a positive and safe learning environment for staff and students. They believe strongly that the changes they see in their school are due to the SAM Process, daily meetings, responders, communication, and consistent use of TimeTrack. I am so impressed with the professionalism of this outstanding team. I am very fortunate to coach such an effective team.
Primary	2.3	No, we're all good!
Primary	2.3	SAM Hooks was out on maternity leave for two months. "I kept up with my calendar but did not do the job of splitting by descriptor like Ms. Hooks does." Therefore, the data is not quite as accurate as it should be.

Type	Rubric	Other Comments from the SAM Team
Primary	2.3	The good part is it really does more than any other calendar in giving an accurate accounting of my day. I love that it helps me keep track of specific data, too, e.g., who, when, how often, for how long, etc. It helps me keep anyone from falling through the cracks. It also helps me keep my goal on what is important, such as instruction, what is happening in classrooms through my work with principals, etc. My job impacts principals to make their impact. I have a second person (the SAM) stay on track. I can tell when we don't meet because things feel scattered to me. The conversation really does help me. I like that we get to meet monthly with our Time Change Coach to show me the pieces and hold me accountable for certain things. I am a huge reflector, so I like being able to meet and talk through my practice. I've always enjoyed this. I don't think, of course, that the time is always accurately captured; since I began, this has been an issue for me. I still don't have it connected to my Google calendar. That would be great to have. There is a lot going on with TimeTrack which makes it hard to master all the pieces of it. It is good, but it's a lot—especially when there is so much going on. It does provide great information, though! This will help with my evaluation!
Primary	2.3	The principal believes her seven years with the SAM Process express her belief in the process and her continuous desire to find ways to improve her instructional practice and be reflective of her work. The major challenge this year has been monitoring additional TimeTrack users' commitment and buy-in. We are getting the additional users to see the "so what." If you see instruction, then what?
Primary	2.3	The SAM Process is essential to making my role in successful school leadership sustainable. I am much more aware of what I am doing, what I am committing my time to, and the prevailing question of, "Is there a first responder that can be utilized in the
Primary	2.3	This exercise was meaningful for our team; this may be beneficial for our team to do in January of next year. This helps us connect with all of the quantitative data and see our progress. This allowed us time to reflect, connect, and celebrate our growth from last year. It has also helped us start planning for next year.
Additional	E	After reviewing the data, working with students should be a larger percentage of my time. Also, in talking with Ms. Garber, we discussed how modeling for teachers should be an integral part of my goals for next year.
Additional	E	As a TOA, I am contractually limited to what I can do. I am responsible for elementary math support for our district. My supervisor oversees secondary math instruction. I meet regularly with my supervisor. I have been her SAM this school year. My TimeTrack has been neglected the last few weeks, though. I will get it updated so we can merge our data. I am hopeful that our Outlook and TimeTrack will merge soon!
Additional	E	As an additional owner, I have given my feedback based on the role I have as an instructional coach.
Additional	E	Dr. Gordon was exceptional in assisting us. We will continue to grow with the SAM protocol and additional professional development.
Additional	E	He wants to be a building leader someday and believes the SAM Process will be helpful. He wants to listen and learn.
Additional	E	I am enjoying using the SAM Process in my daily work as dean. I am fortunate to be part of a collaborative team. I hope our team continues to embrace the process and becomes more diligent with coding accurately and consistently.
Additional	E	I appreciate the questions from my coach. TimeTrack helps me remain focused and meet goals for the day.

Type	Rubric	Other Comments from the SAM Team
Additional	E	I developed my PDP this year around using the SAM Process. I made improvements but realized I can do much better. I believe if I could merge my Outlook calendar directly into my TimeTrack, I would do better. I have merged TimeTrack with Outlook, but that is not the way I would prefer. In my conversation with Ms. Garber, I realized that I do much more student supervision than indicated. In handling discipline issues, I frequently work with students instructionally, so I will code that way in the future. We also have celebrations with students and staff members more than my calendar is showing. I am pleased that I have used the calendar with scheduling pre- and post-conferences and observations.
Additional	E	I enjoyed being able to track support and adjust when needed. Planning forward was such a helpful tool, as well.
Additional	E	I feel like I've shown some growth in using TimeTrack. It is tedious managing the district calendar, which is mandatory along with TimeTrack.
Additional	E	I like the way TimeTrack now connects with my Outlook calendar.
Additional	E	I love meeting with you as my coach, and I love the constructive feedback. I am still constantly seeking the best way to capture my data and do my job. I would love to have scheduled times to meet with other Special Education teachers from other SAM schools in the district. We have the same blueprint of responsibilities, so we could be very relevant accountability partners and share ideas about setting up our TimeTracks.
Additional	E	I love the awareness that TimeTrack creates. It's great to look at the dashboard. It's been a learning curve this year, but I have improved. It has been challenging to manage TimeTrack alongside the district Outlook, as all district invites and communications are sent that way.
Additional	E	I love using TimeTrack, and the national conference was amazing! I would love for the Outlook calendar to merge with TimeTrack (I'm able to merge TimeTrack to Outlook). I also like the ability to add an entry but not include it as data.
Additional	E	I realize the importance of using TimeTrack to help manage the responsibilities that I have as a coach. When I use TimeTrack, it allows me to focus my responsibilities where they matter most, i.e., to prioritize the big rocks. I notice that my days become hectic and unorganized when I do not plan, and I often let other small rocks take precedence over what the true work should be. It is not that other things are not important, but the true work does not stay in the forefront. I have to work on making the main thing the main thing and
Additional	E	I really like TimeTrack and have tried hard to reconcile daily. Learning the SAM Process has been a leadership growth opportunity this year. I look forward to continuing to learn more about NSIP. Thanks for the National Conference! It was a great event and was so
Additional	E	I use TimeTrack, you could say, out of compliance. I am not a calendar person, but I am organized; I would probably not do this just on my own. The good part is that it does provide evidence of the time I spend with teachers and what I do with them.
Additional	E	I will try to be more disciplined.
Additional	E	I'm getting better at using TimeTrack. It's difficult for me to capture everything I do. My principal has given me some strategies.
Additional	E	Meeting with my principal as my SAM has helped introduce me to the things I can do with TimeTrack. I am a calendar person and I like TimeTrack, but I keep creating ways to make sure I don't miss district notifications and invites.
Additional	E	Next year I will be setting time aside to complete more walkthroughs and informal data collection for teachers. Discipline has gotten in the way of this goal, though.

Type	Rubric	Other Comments from the SAM Team
Additional	E	Rebecca found the layout of TimeTrack to be beneficial but struggled with pre-scheduling due to the nature of her job. She is the first line of contact for all student issues. Her job is intentionally structured this way so that the lead principal can focus on curriculum and instruction. She felt like she tried pre-scheduling but never had success with it. Her principal, a successful TimeTrack user, encouraged her to try the system but acknowledged that Rebecca's role makes it difficult to use TimeTrack fully.
Additional	E	Sandy's support is great. I need to find time to do follow-up work. She can tell when I'm stressed and just lets me vent.
Additional	E	Syncing with Outlook would make organizing the schedule much easier.
Additional	E	The monthly meetings with Sandy are powerful in helping me see my data and what I am doing. My data shows that I am not there yet and need to keep working on coding accurately. TimeTrack is a great tool in helping me make instructional decisions, and I need to make better use of it. Her emails are uplifting and encouraging. The SAM Process is an integral part of helping a school move forward. There were some glitches on TimeTrack in
Additional	E	The team wants to continue to improve. They have struggled with consistency but intend to improve in that regard.
Additional	E	Things are turning around. Initially, I looked at this as double work, but I understand that it is about accountability now.
Additional	E	This tool has allowed Joe and his principal to be intentional about the time they spend with teachers and to celebrate and provide feedback to teachers.
Additional	E	TimeTrack holds me accountable and provides me with data to demonstrate how I am spending my time and making decisions.
Additional	E	TimeTrack is a useful tool, and I need to get into it more to learn all that I can do with it. Optional descriptors have been helpful, too.
Additional	E	TimeTrack is helping me manage my time and balance out my day.
Additional	E	To see success, I need to start pre-planning my week. I'm trying to figure out how to utilize my time more effectively. I want to get better, of course. Teachers like that I handle the discipline and field trips. I'm planning also to meet with the counselor and Behavior Modification Technician to develop strategies to garner their support with discipline incidents, so that I ultimately have more time to visit classrooms.
Additional	E	None
Additional	E	None
Additional	E	None
Additional	1.1	After our conversation today, the team will spend more time looking at data. Layne wants to work with her building principal so she can get out of the office (discipline) and do more instructional leadership. She feels that the principal will be supportive of this. Documentation accuracy will be a focus in particular. The team feels that they are in a good spot and will continue to work hard to get instructional events entered and reconciled when needed. She notices a night and day change and wants to continue. The team is getting into the groove and is willing to make needed improvements.

Type	Rubric	Other Comments from the SAM Team
Additional	1.1	Area(s) of Strength: Building Positive School Culture. One of my strengths is fostering a positive and inclusive school culture. Through consistent visibility, staff recognition initiatives, student celebrations, and collaborative problem-solving, I've built trust with students, staff, and families. Area(s) for Growth: Time Management Around Instructional Leadership. Balancing urgent operational tasks with dedicated time for instructional leadership has been a challenge. While I'm committed to supporting teachers through coaching and feedback, unplanned disciplinary or logistical issues often shift my focus. This has limited the frequency and depth of instructional walkthroughs and data conversations. Key Action Step(s) for Next Year: Schedule protected weekly time blocks for classroom walkthroughs and coaching; delegate non-urgent tasks to appropriate team members when possible; continue using TimeTrack to monitor and reflect on time spent on instructional leadership.
Additional	1.1	Being a TimeTrack owner has helped me better prioritize instructional leadership activities. It has increased my awareness of how my time allocation directly impacts teacher growth and student learning. I appreciate having data that clearly shows areas of strength and areas
Additional	1.1	I am enjoying learning more about TimeTrack and being a part of my team at Morris. It has helped me get my feet on the ground here. Sandy's support has been wonderful. Her weekly emails help me reflect and learn more. She makes me think in our monthly meetings, which I like. I hope we are able to connect TimeTrack to other calendars soon. That would be so
Additional	1.1	I am most proud of our planning in grade-level meetings. Next year, I want to be more intentional about celebrating the hard work of our teachers.
Additional	1.1	I am the assistant principal over operations for our school and have asked for more instructional responsibilities. Maintaining the building ultimately impacts instruction.
Additional	1.1	I don't feel that I am capturing where I am spending most of my time. I would like to capture what I am doing more regularly.
Additional	1.1	I don't like that it doesn't talk with Outlook. It seems redundant. We cannot use TimeTrack as a primary calendar as a result. We have 17 people in the department and only 4 calendars. We don't have conversations about our data, and there is a sense right now that if we did, it would be punitive. If I were in a school, I'd see the benefit. My role is different. The only question I'm asked is whether I'm using TimeTrack. The demand and role here are different, and it makes use of TimeTrack a challenge. It feels more like a tracking tool than a data tool without the follow-up and conversation.
Additional	1.1	I have been able to focus on what I need to get done. I use my TimeTrack as my work plan. I'm impressed with how the SAM Process has helped me stay on track in getting my responsibilities completed in a timely manner.
Additional	1.1	I have not done as good of a job this year planning in advance on my TimeTrack. My data does not correlate to everything that I have done. My goal for next year is to do a better job pre-planning. I want all my data to be reflected when we merge our team's data.
Additional	1.1	I know how important it is to schedule time, but I find it hard to prioritize TimeTrack. Looking forward, I want to be as organized as my principal. I want to carve out time with Cindy to be more intentional. I also really need to delegate tasks whenever I can. Meeting as a full team is very beneficial. I would like to analyze and use the data more next year!
Additional	1.1	I like seeing the time I spend on instruction with teachers and students. I also think the ILT needs to spend more time looking at the data we collect. It's a great tool, and you've been so patient and supportive as a coach.

Type	Rubric	Other Comments from the SAM Team
Additional	1.1	I like that TimeTrack shows how much I'm doing throughout the day that is not in my job description. It would be a lot easier to document with accuracy if TimeTrack were on the same platform as Outlook.
Additional	1.1	I like the data available on the graphs but need to look at it more. TimeTrack helps me stay focused and accountable. I like the monthly meetings with Sandy, too. They help me review what I am doing and how I can improve. The conversations are always reflective and helpful. The different kinds of feedback, however, are too much for me to sort out.
Additional	1.1	I like the data, but using two calendars is tough.
Additional	1.1	I like the transparency of using my TimeTrack. Looking at my data helps me to know where I need to improve using my time. I have delegated more effectively this year, which has helped me so much! The data also helps me to see who I need to spend more time with, whether it is a PLC or an individual. Toni has given us some time each week in our leadership meeting to review our TimeTracks and make any needed changes. Merging the data has been very insightful to me! I know that I need to enter all that I am doing every day. I want to do a better job with that as I move forward.
Additional	1.1	I like TimeTrack because of the intentionality in planning and being held accountable for my day. I wish I would have started earlier in the year, but testing responsibilities during the last quarter got in the way. I'm looking forward to any integration with Google. Karen has been understanding of my new responsibilities in the building and hasn't given up on me.
Additional	1.1	I like using TimeTrack. It keeps me on schedule and helps me know what I should be doing each day. Merging data with Samantha has helped me so much, too! It helps me to see what I have missed and make adjustments when needed.
Additional	1.1	I love the color coding of events on TimeTrack, the ability to split events and repeat them. I would also like to have the ability to just move an event from one week to the next and to have a management descriptor for working with students.
Additional	1.1	I love the SAM Process. It helps me stay grounded for the day. I can adjust my calendar to align with my principal's so that everything is covered.
Additional	1.1	I need an accountability partner or SAM to accurately report my time spent daily. We set it up, but with their schedule and mine, we were not able to meet like we planned. My TimeTrack data reflects extended absences due to family reasons and our late initial
Additional	1.1	I need to improve my ability to use all of the functions of TimeTrack. I love how it helps keep me focused on instructional support.
Additional	1.1	I really see the benefit of using TimeTrack, but it really needs to be able to be used with our school's Outlook. It ends up being double work because I don't have a secretary, and my SAM is busy like I am.
Additional	1.1	I really want to capture my feedback next year. I feel that is an area I can grow in.
Additional	1.1	I started out really well with using my TimeTrack, but then it went downhill. My goal for next year is to use it with more fidelity.
Additional	1.1	I started that process just trying to calendar out as far in advance as I could. During the last six weeks, I have been much more intentional and reflective about how to spend my time. My SAM (the match coach) and I learned how to use our descriptors and recently added some new optional ones. I feel that I'm in a good space for how we will begin the new
Additional	1.1	I think TimeTrack is great. I am a visual learner, and the colors help me tremendously. Having the data at my fingertips was impressive. Sadly, we are still driven by Google. I can tell that Karen was a great principal as she speaks softly, but the words and intention make

Type	Rubric	Other Comments from the SAM Team
Additional	1.1	I want to make sure that I am more intentional when planning my week and scheduling my feedback when I do walkthroughs.
Additional	1.1	I was not as diligent about reconciling.
Additional	1.1	I wish I did a better job of keeping up on TimeTrack while I was in the classroom. I continued to work on my instructional coaching duties and did not code everything that I did. I had to do it outside of school hours and didn't have the desire to spend time recording all the extra things I did. That would have been useful data for me to see, though.
Additional	1.1	I would like my role modified to better utilize my background in curriculum and instruction to build teacher capacity across content areas. My leadership goals for SY 2025–2026 will reflect my desire to better support teachers. I promise I will do a better job with TimeTrack and will hopefully start at the beginning of the year.
Additional	1.1	I would like to have my own SAM. I'd also like TimeTrack to offer notifications, such as reminders for upcoming meetings.
Additional	1.1	I would like to use my TimeTrack data more and to make decisions about where to spend my time. I think I have improved with my reconciliation this year. I have also planned my weeks and stuck to them. It has been a good experience for me as a teacher leader.
Additional	1.1	I've heard great things about the national conference, but as an assistant principal, I've never been able to attend. TimeTrack is very useful and must be used with fidelity to produce accurate data. I like being able to compare instructional time to management time.
Additional	1.1	I'd like to be included more in the meetings between the principal and SAM so that I can learn from them and use TimeTrack more productively.
Additional	1.1	I'm going to do better with preplanning and reconciling. Already, Ms. Newman (SAM) is helping me be where I need to be.
Additional	1.1	I'm pleased that I did more reconciling this year, which has made a difference with my data. Next year, I want to do more pre-planning and make time for more walkthroughs and
Additional	1.1	Jenn's goal is to routinely use the data and begin merging data next year.
Additional	1.1	Mr. Posey would like to learn more about how he might use the data next year to capture all the different roles he has.
Additional	1.1	Ms. Turner is moving to another district next year. She will miss having TimeTrack to keep herself on track.
Additional	1.1	Ms. Watkins is out on leave and does not have a SAM.
Additional	1.1	My emphasis this past school year has been to increase the effectiveness of data analysis. I modeled the process with the math and science departments, specifically with three of the math teachers. I began the year by sitting with the teachers and breaking down their formative data and looking for ways to guide instruction. When the algebra milestone scores belatedly arrived, I led the way by breaking down that data myself. I then coached the teachers on a stratified mastery technique to help each level of student increase their performance. This differentiated approach, based on data, has led to an increase in proficient and distinguished learners and a decrease in the beginning level.
Additional	1.1	My focus remains "my focus" with TimeTrack. I wish TimeTrack merged with Outlook—it feels like double work.
Additional	1.1	My SAM and I meet weekly with our principal to review my TimeTrack events and data. Then we discuss the instructional work schedule plan for the next week.
Additional	1.1	My work has also helped me be more intentional with how I spend my time. I have stayed very focused this year, and my TimeTrack has helped me do this.

Type	Rubric	Other Comments from the SAM Team
Additional	1.1	N/A.
Additional	1.1	Next year, I hope to continue to increase my walkthroughs and feedback.
Additional	1.1	Next year, I will be moving from an RTI (student-focused) academic coach to an academic coach for teachers. I'd like some help in resetting my TimeTrack for working to support teacher growth rather than student graduation.
Additional	1.1	Next year, I would like to take the Time Change Coach's suggestion of really tracking my events on the management side. I am now beginning to see the tremendous benefits this can
Additional	1.1	Next year, we will have an additional office clerk who will serve as my SAM. I am hopeful that, without the added responsibilities and pressures of an assistant principal role, she will be able to assist with entering data points into my TimeTrack system and hold me accountable for visiting the scheduled classes and teachers.
Additional	1.1	None.
Additional	1.1	One thing she really liked was realizing she had nuggets of time she had not previously thought to use for purposeful instruction. The past six months helped her get back into
Additional	1.1	Some factors that prevented a "yes" response included inconsistent usage of my TimeTrack, not meeting with my SAM regularly, and not spending more time with my coach for training on how to fully utilize the TimeTrack system. Additionally, time constraints and competing responsibilities made it difficult to explore the platform's full potential. It was challenging to integrate the broader school planning calendar into TimeTrack, and limited
Additional	1.1	The level of support provided to me is amazing and is tied directly to my work. TimeTrack provides me the data I need to make decisions on what needs to be done. For example, earlier in the year I was spending more time in the lower grades as noted on my TimeTrack, so I had to make a conscious decision to get into the upper-level classrooms. I love the data. TimeTrack gives me the opportunity to reflect and make solid decisions.
Additional	1.1	The SAM Process allows me to see where I am spending time and what I need to do more of. Acting as a SAM for my principal allows me to see many of the benefits of the SAM Process. I need to get better with my daily meeting and keeping TimeTrack current.
Additional	1.1	The SAM Process has allowed me to remain consistent in scheduling plans for each
Additional	1.1	The SAM Process is great! My one desire is to have the district use it across the board. It is hard when I have to fill out so many calendars to communicate and schedule. It would be more efficient if I could share it—it would be great. There are so many tools on TimeTrack. If it was the only way we used the calendar, it would be great for the whole district to use.
Additional	1.1	The second semester got away from me. I am spending a great deal of time in classrooms. I want to do a better job at reconciling my time in TimeTrack.
Additional	1.1	This process helps me map out my weeks and stick to them. I've made progress and would like to do more walkthroughs next year.
Additional	1.1	This year, Ayesha focused on the teachers who needed support. Next year, she will focus on the teachers who want support and are ready to grow. Her goal is to stay focused and to start and finish the year with a positive mindset. The SAM Process helps her schedule and stay focused. She receives helpful information that validates how she spends her time. The data provides next steps and areas for focus. Next year will be her third year at Dubois, and she is ready for whatever the future holds.
Additional	1.1	TimeTrack gives me a visualization of how I spend my time. I can then use that information to plan intentionally in order to meet the needs of the students.

Type	Rubric	Other Comments from the SAM Team
Additional	1.1	TimeTrack helps me see how much time I spend where and with whom. Therefore, when I look at my data, I see the gaps and what I need to plan to address all of the requirements of my role and the needs of the teachers I coach.
Additional	1.1	TimeTrack is a great tool to keep you organized and focused on your work. It helps me to know what I'm going to do every day. I would love to see the ability to split an event as you are creating it rather than creating it and then splitting it. It would save some time.
Additional	1.1	TimeTrack is really helpful in managing my time. It ensures that I get into classrooms to see instruction and keeps me on track. I wish I had more time to collaborate with other users. We work in a high-needs school, so our time to meet is limited.
Additional	1.1	TimeTrack is very user-friendly. The data provided would be very helpful to me if it was more accurate. I can see that I need to get more entered.
Additional	1.1	TimeTrack keeps me conscious of work to be done in the building, keeps me focused, and allows me to prioritize my work. It helps me refocus on what I need to do—getting into classrooms and supporting teachers. I look at my TimeTrack and it helps me make
Additional	1.1	TimeTrack keeps me on track and allows me to get more accomplished in a day. The graph data is very helpful in my work and offers me insight into how I am spending my time, too. I have to input my work on TEAMs and then into TimeTrack. I really wish we could get the two platforms to work together to reduce the work required of me.
Additional	1.1	TimeTrack provides the accountability I need to do my work. I know what I have to do. It is sometimes harder to keep up with my TimeTrack, though, since I am also the SAM for the principal.
Additional	1.1	Use of data has been limited, but next year I would like to use it on a regular basis.
Additional	1.1	Using my TimeTrack has helped me record how I am spending my time and seeing my impact on our teachers. I made some shifts this year and have tried to get into the classroom
Additional	1.1	Using TimeTrack has been invaluable in my role. It helps me see where I spend my time, gives me a place for my notes, and helps me stay organized.
Additional	1.1	Using TimeTrack has made me really think about how I use my time. I feel that in the past few months I have been much more effective in consistently getting into classrooms.
Additional	1.1	We are looking forward to improving next year. We also need to make more effective use of First Responders, and they need better training.
Additional	1.1	None
Additional	1.1	None
Additional	1.1	None
Additional	1.1	None
Additional	1.1	None
Additional	1.2	A goal for next year is to be more intentional with using data on a regular basis.
Additional	1.2	All good. Successful year!
Additional	1.2	As the year went by, the team got more comfortable with using TimeTrack. The note feature was especially helpful for keeping track of daily events.
Additional	1.2	Being in a smaller district, it's more difficult to find a SAM who has the time to actually do the daily meeting the way it's supposed to be done. In my role as the assistant principal, I work more with students and parents. I can see this process being more effective for the principal and her SAM. My role pulls me in different directions, though, and I don't always have time to capture what happens. Our school is small, and there are not a lot of options

Type	Rubric	Other Comments from the SAM Team
Additional	1.2	Capturing feedback appropriately is important. I may have coded feedback incorrectly. Thank you for clarifying the types of feedback. I look forward to having more data discussion as a team next year.
Additional	1.2	Dr. Bazor plans to return to Bernd at this time.
Additional	1.2	Having a Time Change Coach is useful and helpful. Having a SAM at my site isn't necessary because it's a challenge to meet consistently. I'm able to schedule and reconcile my own TimeTrack more easily than coordinating with another busy staff member. I don't need a SAM to hold me accountable—I can do that on my own. I do my reflection during
Additional	1.2	I agree with Patrick that we need for students to be entered into our TimeTracks so that there is consistency with all the TimeTrack users in our building. It would be nice if this could be done similarly to how teachers are entered as a group from a master list. We need a weekly entry (by one person only) of new students for all the TimeTrack users to avoid
Additional	1.2	I am pleased that I actually used my TimeTrack this year! If I miss a day, I get frustrated because I don't have my daily plan.
Additional	1.2	I appreciate the organization and intentionality it provides for me around my work.
Additional	1.2	I continue to work at using my TimeTrack and find the whole process to be helpful.
Additional	1.2	I do find TimeTrack helpful in that it helps all of our leadership team stay on the same page—we look at it weekly and decide where we need to spend our time. It is good for our team and for me. I like the green, and it makes sure I am being intentional about how I'm using my time. It is so hard to manage three calendars with this, though. It would be so helpful if we had it integrate with the other systems being used by all, especially with Outlook. The integration would give me back the time that I currently spend monitoring all
Additional	1.2	I enjoy the SAM Process. It helps me stay on track and more focused on what I need to do. I have been able to narrow down where I'm spending my time, e.g., attendance, community, discipline, etc. That is consistent with what my role is supposed to be.
Additional	1.2	I enjoyed and see the importance and value of having a TimeTrack. I will be moving out of the district and will no longer be a TimeTrack user.
Additional	1.2	I feel that I was much more effective this year compared to last year. I developed additional descriptors and used data in different ways to support my goals. It is challenging to update TimeTrack with the Outlook calendar, though.
Additional	1.2	I follow Nathan O'Dell's lead in being visible leaders so that we can cultivate and build trust through accessibility and integrity in our actions and decisions. We both work with excellent SAMs who encourage us to maintain focus on being intentional in doing the most important goals/events. My major role pertains to school-wide discipline.
Additional	1.2	I greatly appreciate the monthly meetings with Sandy. They help me feel more comfortable with TimeTrack. TimeTrack helps me stay accountable and focused. I would love to see it integrate with other platforms.
Additional	1.2	I have appreciated TimeTrack this year. I like how I can use the data to show students how much time I have spent with them. Using this data, I'm able to show students how much they have improved. I use it to advocate for the role of the counselor. I can show the district how much time I spend doing the various tasks that I have to do as a counselor.
Additional	1.2	I have really liked having my own TimeTrack. It has helped me to be better aligned to the principal and other assistant principal.

Type	Rubric	Other Comments from the SAM Team
Additional	1.2	I know I need help with prioritizing my work. This has helped me to not allow myself to get pulled into five directions in 20 seconds. It keeps me focused on my priorities. We have good conversations about how to prioritize and make that happen. The overarching concept of TimeTrack and the SAM Process has been very helpful for me. It has helped my productivity immensely. I wish it connected with Outlook. This would be so helpful—this is my only wish list item. The SAM also really likes the deep dive into data, as well as looking back and planning forward. When we look at the data we get more intentional about how we are coding and doing some things.
Additional	1.2	I like the way the coach structures our coaching meetings, and I like how the emails she sends offer ideas, questions, and/or fixes to TimeTrack.
Additional	1.2	I look forward to tailoring this tool to better document my time spent so that I can be more intentional.
Additional	1.2	I love the SAM Process as it helps keep us on track.
Additional	1.2	I love the SAM Process. My TimeTrack is so useful and informative.
Additional	1.2	I love working with J Roth! As I am also my principal's SAM, I get to work with J multiple times per month. We all make a great team!
Additional	1.2	I loved the SAM conference. This was my first year attending. It was welcoming, and the speakers were better than at other conferences. It definitely helped me grow professionally.
Additional	1.2	I think TimeTrack has helped me to better organize my time. It would be helpful to be able to merge Outlook with TimeTrack.
Additional	1.2	I was glad to see the 18 hours of feedback: celebration, even though I'd like to have had more. It was a goal from my previous school to increase that this year. I feel like I accomplished that. This year, I was able to use TimeTrack to be more reflective on my
Additional	1.2	I was impressed that when I called about a question during the new TimeTrack transition, Mark Shellinger answered the phone. He is truly invested.
Additional	1.2	I was reluctant at first but quickly saw the value of the process and TimeTrack.
Additional	1.2	I've enjoyed using the program. I feel that I've grown a lot this year and am looking forward to continuing next year. Unfortunately, I will not be here next year.
Additional	1.2	I've enjoyed using TimeTrack, but I will not be using it next year.
Additional	1.2	I'm glad to see improvements, knowing there are more of those we can make, especially to systems and structures.
Additional	1.2	In conclusion, I want to increase my time working with students and to improve in feedback: non-directive in the coming year.
Additional	1.2	It doesn't always align with our work. There are features that could be more applicable for the counselor. It would be nice if it could talk with Google or be able to effectively share things with it. It is more of a time "suck" in its current situation.
Additional	1.2	It has been beneficial to start the process this year and to account for my time spent. The coach's emails have been beneficial, as well, with data and tips for TimeTrack use.
Additional	1.2	It has been helpful for me this year as an additional user because it allows me to keep track of my schedule but also holds me accountable for the work.
Additional	1.2	It is a great tool to use to plan and reflect on how my time is spent.
Additional	1.2	It keeps me organized on my otherwise unorganized Wednesdays and allows me to collect data on my job responsibilities and the work that I do with students. I'm hoping it can be better integrated into my speech world so that I can better track my groupings.
Additional	1.2	It keeps us accountable and on track. We do our best, and our coach is a great support.

Type	Rubric	Other Comments from the SAM Team
Additional	1.2	Lori enjoys the SAM Process because having a plan helps her to be more efficient. She is able to organize so that she is competent at all six levels. The SAM Process help her to be focused and intentional. Merging data with her principal has been valuable. She appreciates my coaching as it helps her to reflect. The check-ins help her to stay focused and
Additional	1.2	My experience with the SAM Process was not what I thought it was going to be. I was pleased to discover that I could use the data with other TimeTrack owners in my school to see where everyone was working and what we needed to do in order to keep students coming to school. It helped me stay organized. The coach was patient and tolerated all my bad jokes. The coach was also a great resource and made it much less complicated than I thought it would be. I wish our district would let us continue.
Additional	1.2	My goal is to do a better job of tracking my feedback next year.
Additional	1.2	My job is more focused on teachers, planning curriculum, and professional learning. The SAM Process helps me keep that focus.
Additional	1.2	My role is unique as a behavior interventionist. I see that TimeTrack is more of a benefit to administrators and even instructional coaches. I find benefit in seeing patterns and supports for specific students. This is the best way I can work with the TimeTrack system.
Additional	1.2	My year has been very hectic and challenging, but we've made it work with the help of Karen and her guidance on TimeTrack.
Additional	1.2	Next year, I would like to add an optional descriptor for departmental support. This data can then become part of our weekly staff meeting. I would like to see an option to add an event to multiple TimeTrack users. I don't know how I would do my job without TimeTrack!
Additional	1.2	One challenge I faced was balancing time between instructional tasks and necessary managerial duties that came up that day. Sometimes I would forget to capture and readjust my day due to new tasks.
Additional	1.2	Our daily meeting and use of TimeTrack are helping us as a leadership team calibrate our thinking and usage of descriptors. We are just beginning to use optional descriptors, which will make our data even more reflective of what we are doing to increase student achievement and teacher effectiveness.
Additional	1.2	Our school administrators love SAMs! We work together closely, and the data helps maintain our focus on our needs.
Additional	1.2	Our TimeTrack data merge meetings have helped me see where I need to provide support to individual math teachers. Merging the data helps me see the support they have received from others, and then it determines my next steps for each math teacher. It has been a huge help this year!
Additional	1.2	Overall, I like TimeTrack. I also have it on my phone. It helps me stay organized and focused, especially since I am also the test coordinator.
Additional	1.2	Sadly, we will not be returning to the SAM Process next year, as our funding has been taken away.
Additional	1.2	She wants to do a better job of reconciling.
Additional	1.2	The biggest thing is to be able to share events with merged calendars for me. This would be really helpful when we have teams working with TimeTrack.
Additional	1.2	The platform gives us the data points and helps me to plan my actions. I am considering getting a shared SAM for next year. An additional SAM would also help sharpen the lens to designate and differentiate our roles and responsibilities.
Additional	1.2	The process was eye opening and informative.

Type	Rubric	Other Comments from the SAM Team
Additional	1.2	The pros of TimeTrack for me are being able to see where administrators are, helping with day-to-day organization. It shows me a visual of my day in reports. It helps me see who I have supported the most. It also shows me what I have not supported. I wish there was some way to have it sync with Outlook. I want to get notified when I have an event coming up, but the video doesn't look like what I have.
Additional	1.2	The reality is this is targeted toward job roles we don't always fill. There are useful aspects to track students, but it is not the way we can track all we do. It is different for other roles. It is an add-on and takes up additional time we don't have. It is a background tool as opposed
Additional	1.2	The SAM Process can be very beneficial and can help a leader select the right coaching. The challenge is that I already work many hours. It becomes a challenge for me to transfer my time from Outlook to TimeTrack. This impacts the quality of the data.
Additional	1.2	The SAM Process has been extremely helpful with organization and task completion. My coach is extremely knowledgeable and helpful.
Additional	1.2	The SAM Process has been incredibly helpful in focusing on what's important. Amanda is learning how to delegate. Feedback from the SAM has helped in this process.
Additional	1.2	The SAM Process has been so beneficial to keeping us on track with our most important work. The accountability and focus have clearly benefited our school community.
Additional	1.2	The SAM Process has helped me stay organized in my daily routine. It has helped to identify how much time I have spent performing specific tasks. It has also helped with making sure I stay up-to-date with school management. It's hard to go back and reconcile
Additional	1.2	The team talks daily and acknowledges the benefits of the SAM Process. The work puts Yvonne where she wants and needs to be. Her SAM has changed her life. They have strong trust, and Sheri provides historical data for Yvonne. Sheri's instructional background has been highly beneficial. They noted that my coaching has helped them.
Additional	1.2	This year has been one of the most challenging years, and when I felt I couldn't do it, my coach motivated me and steered me in the right direction by reminding me of the value of
Additional	1.2	TimeTrack and the daily meeting are helping me plan my instructional leadership work. I am still refining my use and dealing with the nuances of determining the best descriptor(s) to define my work.
Additional	1.2	TimeTrack has changed my work as an instructional coach. Reflecting on the data has helped us make shifts in working with teachers and in some of the decisions we make as a leadership team. TimeTrack continues to redefine my role as an instructional coach.
Additional	1.2	TimeTrack has helped me plan more effectively and to be more intentional about supporting teachers who need assistance. The ability to check my TimeTrack for open slots to observe classrooms that may not have originally been on my list for the day is invaluable. I would love to have more time to work one-on-one with my coach to practice all the
Additional	1.2	TimeTrack is a useful tool to keep track of support, plan daily events to stay focused on school needs, and then adjust as needed.
Additional	1.2	Using my TimeTrack has helped me to stay focused on the instructional work that I need to do. In my role, I have a lot of discipline, and the TimeTrack has helped me to stay balanced with managerial tasks and instructional work that will have an impact! If it is on my TimeTrack, then I do not overbook.
Additional	1.2	We are already setting goals for next year with our coach.
Additional	1.2	We are already setting our goals with our coach for next year to increase observations and feedback.

Type	Rubric	Other Comments from the SAM Team
Additional	1.2	We enjoyed using TimeTrack to track support.
Additional	1.2	We need the consistent touch point with a student like we have with a teacher. We need this to be done in a simple way. We also need the ability to merge management and instructional data. The work that Pipkin is trying to do with helping students needs a way to manipulate the data in both instruction and management.
Additional	1.2	We really worked on being consistent this year with our daily meeting and TimeTrack. The progress was great!
Additional	1.2	We should be better at sitting down and meeting to discuss goals and plan in advance. We would like to get better at planning ahead. I never would have thought I would be over 51% instructional with the way the year began. We are pleased with this and, moving forward, hope to get into classrooms more.
Additional	1.2	None
Additional	1.2	None
Additional	1.2	None
Additional	1.2	None
Additional	1.2	None
Additional	1.2	None
Additional	1.3	An option to use multiple "optional descriptors" in an event would allow for greater detail in data merging and disaggregation.
Additional	1.3	I did the training this summer. I was confused at first, but the more I worked with the coach and practiced, the better I understood it. I love using it. I work closely with another TimeTrack owner, and we are able to merge our data to see where supports may be duplicated or needed. Being able to look at the data helps us be proactive. I am especially excited to see the data over several years to determine if the supports are working. I hope our district decides to continue this amazing process.
Additional	1.3	I don't know how I would do my job if it wasn't for my TimeTrack. It is my lesson plan as an instructional coach. I love the feature where I can put event notes. That helps me so much to plan my week. When I meet with a teacher, I tell them that I'm adding this note so that we know what was discussed. It makes my job as an instructional coach easier. I appreciate our one-on-one meetings with my TimeTrack coach, as well. It is an opportunity to look at my data and have someone that I can process it with.
Additional	1.3	I like the data that I can get from TimeTrack. I've discovered that I need to work on coding and capturing the work that I'm doing so that I have more accurate data.
Additional	1.3	I love the program and how it "forces" organization and clear focal points.
Additional	1.3	I value TimeTrack because it allows me flexibility in my schedule. It "frees up my mental space" to schedule and complete tasks. It is essentially my to-do list and allows me to focus on the work, not on scheduling the work. Determining what I need to do next or rescheduling an event that didn't happen is right there!
Additional	1.3	I would still like the integration of Google with TimeTrack.
Additional	1.3	It has helped me be more mindful about how I spend my time—and I like that. It helps me focus my day. I really wish it would merge with Outlook so that I didn't have to enter everything twice. I thought that feature was coming, but it hasn't yet. That's the only thing I
Additional	1.3	It has helped me look at our merged data this year. I know I have had a positive impact with our teachers, seeing that more teachers come to me and ask me for help and support now.

Type	Rubric	Other Comments from the SAM Team
Additional	1.3	Jena loves the SAM Process. It has changed how she works and plans. It has also helped her better support Erica in her role as SAM. Doing the same process gives her a deeper understanding and makes her more helpful. She enjoys the daily meetings and her time with me. She is reflective and loves working with data.
Additional	1.3	Notes at the bottom are still my favorite. It keeps me from having Post-it notes everywhere... a great placeholder for my thoughts. I also like having the data for my mid-year and end-of-year reviews. It supports and validates what I've done.
Additional	1.3	Overall, there is no way we could be successful as individuals or as a team without using TimeTrack. We always have room to grow, create new focus areas, and then establish routines and practices that support our students and staff. Over the last three years, my time spent in instruction was 62.7%. As an assistant principal, it is so easy to get caught up in the whirlwind of school, but by having an instructional focus in the areas of modeling teaching, planning and curriculum, feedback, and working with students over the course of my role, I believe it has kept me out of the weeds and focused on the growth of myself and others. As a team, we need to address supporting Torrie. When the door is closed, the door is closed. We want to spend uninterrupted time with someone, so we will be scheduling more time in order to spend the quality time the teacher may need.
Additional	1.3	The SAM Process helps me keep organized and shows me how I spend my time. The data allows me to make decisions about the amount of time and services that I need to provide teachers and students, too.
Additional	1.3	The SAM Process keeps me on track, even though things constantly change. The visual is key to me! I can't live without this!
Additional	1.3	The weekly emails are great and keep me on track. Our meetings are productive and open new conversations with the admin team. I hope the integration for Google comes soon, as I still have to use two calendars. I would like to focus more on data and have it tell me next
Additional	1.3	This TimeTrack owner had no further comments.
Additional	1.3	TimeTrack keeps me focused on my areas of responsibility. I love that I can update it from my cell phone and have quick access to it. It provides both data and notes that I can use when working on the school improvement plan or conferencing with parents.
Additional	1.3	TimeTrack organizes the team's goals and daily events. It keeps everyone on the same page and moving in the same direction.
Additional	1.3	We all love our coach! She is clear, accommodating, and flexible. I do not work with teachers; my role is focused on students. I also manage our school's technology and support computer-based instruction and testing. I wonder if TimeTrack is better suited for personnel who work directly with teachers.
Additional	2	I hope the ability to sync with other platforms is available soon. The process is a good one and helps me organize and plan for my day. The support I receive is great. I need to spend more time with my graphs. Sandy always has us set a focus for the next month, and then we review that at our next meeting, which I appreciate.
Additional	2	I like TimeTrack, especially the data we get from it. It helps me make decisions for next steps. I love the reflective monthly meetings to help me decide on next steps, too. Could we get the SamTastic in the morning rather than late at night? I get it at 10:30 at night as a ping on my phone. It's just a little thing.

Type	Rubric	Other Comments from the SAM Team
Additional	2	I like TimeTrack. It forces me to be organized and to be proactive. It is a good tool that shows a great record of what we are doing and what we need to do next. I would love to see an undo button when I accidentally delete an event on my TimeTrack. I like the ability to duplicate and repeat events.
Additional	2	I love the data that is generated and need to use it more often. I would like to use the option of setting reminders to myself for upcoming meetings, walkthroughs, and observations.
Additional	2	I love the data. TimeTrack is very helpful in planning. In a small school, you can look at others' TimeTracks when we can't meet in person.
Additional	2	I love the process. I think we've all held each other accountable on the leadership team.
Additional	2	It is a good process and helps keep me organized for the week. Front-loading events helps me. TimeTrack shows documentation of my work and time. I like that I can split events for more accuracy.
Additional	2	Sandy is amazing! She is supportive and very flexible. I love the process, but have a hard time keeping up with my TimeTrack. There's just no time during my busy day, so I do it at
Additional	2	The crises that arise during the instructional day are not truly reflected in my TimeTrack, so I'm pleased with the instructional focus shown, all things considered.
Additional	2	The monthly virtual meetings with our coach as individuals and as a leadership team are very beneficial. I appreciate the feedback and would like to see more. TimeTrack tells me what I need to do and where my priorities are. I have just started using the phone app. I
Additional	2	TimeTrack allows me to break down my data to see where I am spending my time and to make good decisions. The opportunities with the graph data are endless. When you take time to code with integrity, TimeTrack keeps you straight and focused.
Additional	2	TimeTrack holds me accountable and keeps me mindful.
Additional	2	TimeTrack is an effective tool. Most of my issues are user error. The monthly support from Sandy is great. She helps me review my data and plan for improvement. I need to review my data more routinely. I would like to set up optional descriptors to break down my PCA time. It would be great if we could share the names of who we have in the groups we create with other, like we do with staff lists. I hope we are able to sync with other platforms soon.
Additional	2	TimeTrack keeps me focused and on target. I manage both my TimeTrack and our assistant principal's, and we do the best we can. TimeTrack helps as I collaborate with others on our leadership team to ensure that no teacher falls through the cracks. I would love to see an option to select all events on a given day and move the entire day to another date when I'm called out of the building for a meeting or a district training. Moving each event individually takes too many clicks. I really love my TimeTrack.
Additional	2	TimeTrack keeps me on track. I try to pre-calendar when I can, which is helpful. It allows me to keep the main thing the main thing. I like the monthly meetings with Sandy, too. She helps me stay focused on my goals. She is supportive and encouraging while making me think. She provides the human touch/personalization. I would like to suggest the ability to do text-to-speech on the phone app. It would save a lot of time in entering events.
Additional	2	TimeTrack keeps me organized and focused. It shows me how I am using my time and helps me make decisions. Looking at my focus teacher data helps me plan who I need to connect with, too. It allows me to focus on the big picture of supporting teachers.
Additional	2	Working seamlessly with our Time Change Coach, we have seen great gains in our SAMs work and in student and teacher success.

Type	Rubric	Other Comments from the SAM Team
Additional	2.1	Chris: It has been a great year with the SAM Process and TimeTrack. I have enjoyed working with my SAM in particular. Although she works with three total executive officers, she makes time to make us all feel like we are number one! I would also like to say that I hope others who are receiving coaching have a wonderful coach like I've had this year. Mr. Steve Seid has done a phenomenal job! Artisia: I have really enjoyed having
Additional	2.1	I am connected to my TimeTrack. It helps me plan ahead. I plan for the following week, which allows me to walk in on Monday and be targeted about how I spend my time. I use the data to look at my priority list: where am I spending my time, and who needs more
Additional	2.1	I have no suggestions for areas of growth. Sandy has been very helpful this year in helping me analyze my data and set goals for growth. The SAM Process and my TimeTrack keep me accountable and focused on what I need to do.
Additional	2.1	I love the information available on the graphs. I have a large concern, though, that we are still not able to sync it to other calendars. Our district puts all meetings on Teams, so I have to maintain multiple calendars; and that is difficult and time consuming. It is not user friendly in my mind because of that. In 2025, it would seem that we should be able to do
Additional	2.1	I really appreciate having a TimeChange Coach and, most importantly, a SAM to support me with the work. Being a Google school with all formats Google is challenging when introducing another platform such as TimeTrack. Laura has made this a feasible alternative for managing the two very different formats (Google/TimeTrack). This will be my final year in public education, as I am retiring at the end of this school year.
Additional	2.1	I see the value in the SAM Process. The first year, along with the heavy observation schedule and lack of integration between TimeTrack and Google, has been a significant challenge. RANDA, the evaluation system we use, along with the twenty-eight teachers I evaluate, presents a considerable challenge when working within a merged system that does not function without intentional double entry in both systems. While educational quality standards for teachers and students are utilized, managing across formats like Google, TimeTrack, and RANDA becomes cumbersome. The SAM Process can support this, but
Additional	2.1	I want to work on feedback documentation. I share an office with my SAM, and that allows for communication and accountability. I believe I have not accurately captured my time.
Additional	2.1	I was a little concerned in the fall with having to transition to a new coach, but it has been so smooth. Sandy has worked very well to build relationships and provide needed support. I hope we have her next year. Pre-calendaring events is critical in planning for the week to ensure that you know what you need to do.
Additional	2.1	I would like to have some professional development on the descriptors this summer before school starts in August. I've been using the calendar for almost five years. It's just hard to keep everything up, especially when I'm called in to cover for teachers.
Additional	2.1	I'm a fan. TimeTrack has been instrumental in holding me accountable to my teachers and my coaching practices. It has given me valuable data that I can use to guide my instruction for the year. I don't know what I would do without it.
Additional	2.1	In regard to being a TimeTrack owner, I feel that the platform is a very important tool that supports time management and tracking data to ensure that I will be successful.

Type	Rubric	Other Comments from the SAM Team
Additional	2.1	It would be wonderful if extremely busy coaches working in state-identified CSI schools could have a SAM appointed to support them. Perhaps if principals were more aware of the protected time needed to record the work we do with the SAM Process, it would be beneficial. Schedules in a school such as ours can change at any moment, and we don't always have the luxury of going back to re-record or make changes. This may just be
Additional	2.1	Monthly sessions with Sandy are my highlight. I also love the emails that provide motivation, reminders of our current focus, and where we are in meeting our goals. They help hold me accountable and motivate me.
Additional	2.1	N/A.
Additional	2.1	N/A.
Additional	2.1	Once again, I feel that my goals and work help to ensure that the principal is able to meet his goals for instruction and leadership. We're beginning to get the team going, so we can now see how we are all working together toward the common goals in the building. We could not do this without the SAM Process.
Additional	2.1	The addition of written feedback was a good one. I value my TimeTrack. It keeps me organized. I love the SAM Process. Our principal routinely has us bring up our TimeTracks to review what we are doing and to help determine our next steps. It keeps us accountable. Coming back to TimeTrack was seamless—it was easy to pick back up. I appreciate all the
Additional	2.1	The implementation of TimeTrack has proven to be an exceptional asset for effective time management. This tool has enabled me to navigate and address various time-related challenges that previously hindered my productivity. Having Ms. Cassie serve as my TimeTrack manager has been nothing short of remarkable; her expertise and dedication truly set her apart in the field. I greatly value her authenticity and professionalism, which empower me to strategically organize my daily tasks while accurately reflecting my efforts in both my professional responsibilities and coaching endeavors. This collaborative approach not only enhances my time management skills but also significantly contributes to my ongoing professional development. Through the guidance of Ms. Cassie and the capabilities of TimeTrack, I am better equipped to maximize my potential and effectively manage my commitments.
Additional	2.1	The SAM Process has helped us stay focused and intentional with our time, looking at where we are going with our instructional vision week by week. This has allowed us to get out of the management focus and realign our actions and time spent in direct support of the instructional program at McMeen.
Additional	2.1	TimeTrack has provided valuable insights into how my daily work aligns with campus goals. It has helped maintain focus on instructional leadership tasks and has highlighted areas—like celebration feedback and student interaction—where I can continue to grow.
Additional	2.1	TimeTrack is a helpful tool that provides insight into our activities. As a team, we used the data to work more effectively with our teachers. But sometimes, it felt like a second job. I was documenting my work in one platform and then had to turn around and put it into TimeTrack. Whether it was TKES evaluations or student discipline, a record was already documented elsewhere. After the New Year, I was assigned a SAM, and Ms. Harris then trained here. Initially, it was great; I was excited to see my data without having to spend time entering it. Unfortunately, that enthusiasm didn't last long. The individual who had been hired for this role already had their own responsibilities and became disgruntled when they had to take on additional work. As a result, I found myself back at square one.

Type	Rubric	Other Comments from the SAM Team
Additional	2.1	TimeTrack just makes my day more intentional. I'm more organized. It's a good reflection at the end of the week and helps inform my next day and my next week.
Additional	2.1	TimeTrack keeps me grounded in instruction. It serves as a springboard for conversation during our Cabinet Meetings. It also helps me stay organized; I can see where I'm spending my time, who needs more support, and what the upcoming week will bring. Our coach is
Additional	2.1	None
Additional	2.2	I don't have any suggestions for improvement. I like TimeTrack and how it helps keep me focused on our vision and building goals. It helps me keep what is important first: supporting teachers and students.
Additional	2.2	I need to begin incorporating the changes we discussed immediately so that when I return in July I will already have the changes as a new habit.
Additional	2.2	It is beneficial to see how I spend my time and to be diligent about meetings and tracking.
Additional	2.2	Kisha discussed various aspects of school management, including the importance of taking breaks, managing workloads, and implementing effective observation and feedback strategies for teachers. She plans to explore ways to improve time management, streamline administrative tasks, and create a positive school culture through increased support for students and teachers. The conversation also touched on the need for personal time and self-care in their demanding roles as school administrators.
Additional	2.2	This has been a challenging year in terms of new building leadership and an establishment of different priorities. The additional instructional leaders, as well as administrative leadership, have created considerable challenge. Even though our specific priorities have not changed, there is a significant influence on our work as we build out a new and
Additional	2.2	This has been a challenging year in terms of new building leadership and an establishment of different priorities. The additional instructional leaders, as well as administrative leadership, have created considerable challenge. Even though our specific priorities have not changed, there is a significant influence on our work as we build out a new and
Additional	2.2	TimeTrack ensures that I see all teachers equally. I am able to focus my time better. Monthly meetings with Sandy help me focus my attention on where I need to prioritize my time. They make me think and go deeper into my data. There are a lot of clicks to get to my data, but I don't know that that can be helped.
Additional	2.2	TimeTrack helps me manage my time to fulfill the duties of my role.
Additional	2.2	TimeTrack helps me organize my time. The scheduling part is important, but making sure I'm spending the time doing the right things is also important. It is easy to get caught up in more management tasks now that I'm the IB coordinator. TimeTrack helps me stay focused on instruction.
Additional	2.2	TimeTrack is a valuable tool and provides the data I need to make decisions on supporting teachers. We also use the data in our leadership team. I really wish it could sync to other calendars.
Additional	2.2	TimeTrack is awesome! I don't know how other people keep up. I can literally sit down with my principal and go through every detail of my work. If it's on my calendar, I did it.
Additional	2.2	Travis and Zejdi discussed their positive working relationship and the benefits of TimeTrack. Zejdi appreciated Travis's supportive approach and the space for reflection it provided. Travis highlighted Zejdi's potential as a future lead principal and emphasized the importance of genuine care for teachers and students. They both expressed hope for continued collaboration next year, assuming that TimeTrack remains in use.

Type	Rubric	Other Comments from the SAM Team
Additional	2.3	I love my TimeTrack. It has helped me become a more focused instructional coach. It has also helped me identify which teachers I need to spend more time with and has allowed me to have a more widespread impact across the building. Comparing data with others as merged data allows us to recognize the individuals who need more support, too, truly impacting learner growth and representing the breadth of support that is provided in our setting. I couldn't do this work without the SAM Process.
Additional	2.3	Virginia: I love the support of my SAM and TimeTrack and all of the guidance provided by Steve Seid for this work. Cindy: My role is unique in that I serve as a SAM for two leaders. I feel very supported.