

Principal's Checklist

90-Day Plan

The first 90 days of any job is crucial. New to building leadership? Make sure you start this next step in your career on the right foot!

Consider the following checklist as part of your 90-day plan to outline goals; clarify desired expectations for all players; and align plans, decisions, and actions to best serve students, stakeholders and staff.



ESTABLISH RELATIONSHIPS

DESCRIPTION	DUE BY	DONE
Send "Welcome" letter to all families and staff (include appropriate translations for ELL families): <ul style="list-style-type: none"> • Have dates established and invite for Listening Tour • Invite in the letter with link for sign up 		
Meet with outgoing principal: <ul style="list-style-type: none"> • Log onto various websites to change you to the Principal and get the proper access codes: e.g. SIP site, the BAA secure site, the College Board website...any other reporting accounts that you will need access to. 		
Meet with assistant principal: <ul style="list-style-type: none"> • Review district discipline policies and procedures so you know expectations (both written and unwritten) • When does the Supt want to be notified of situations (if ever)? 		
Meet with Admin Assistant (Resource: Admin Assistant Checklist)		
Invite all staff members to one-to-one meetings: <ul style="list-style-type: none"> • Have them identify their role(s), strengths and challenges 		
Meet with Building unions Representatives and President(s)		
Meet with Superintendent to outline expectations		
Host one-on-one meet and greet with departments and teams (clerical, leadership, ELA, etc...)		

ESTABLISH RELATIONSHIPS - CONTINUED

DESCRIPTION	DUE BY	DONE
Host a "Meet the Principal" event for parents		
Connect with students/families new to the building and district: <ul style="list-style-type: none"> • What is current practice for helping new students assimilate? 		
Host a student advisory meeting (include recommended students, Student Council, and Radar Students)		
Attend PTO meeting		
Be present at student assemblies on first day or classroom visits		
Make a guest appearance on morning announcements (if applicable)		
Be visible and interact with students and families during morning drop-off and afternoon dismissal		
Update school website with a personalized welcome		
Host "Coffee with the Principal" periodically		
Begin classroom daily classroom visits		
Attend department and committee meetings		
Meet with district leadership team to discuss systems, processes, goals and alignment		
Meet with building crisis team - if one does not exist, create one		
Walk the building with the head custodian to ensure that you have all needed keys/access cards.		
Tour and become familiar with district facilities.		
Meet with head of food service prior to the first day of school <ul style="list-style-type: none"> • How do the lunch lines work, what are the expectations for students in the cafeteria? • Who monitors the cafeteria? • What is the procedure for students who come to school with no lunch money? 		
Social media and other parent communication avenues <ul style="list-style-type: none"> • How does the Principal currently communicate with parents? Is there a listserv? If so, make sure you become the administrator of that account. • Make sure you are the administrator of the building Facebook, Twitter and Instagram accounts. If they do not have any of these set up, get them set up and determine who will be able to post to them and what district policy there may be in terms of social media. 		

DO YOUR HOMEWORK

DESCRIPTION	DUE BY	DONE
Review and work on Mission/Vision to guide tasks.		
Review Crisis Plan for understanding. If one doesn't exist, create it.		
Explore available ISD resources.		
Review Special Education protocol and systems.		
Learn about School Board members		
Secure a mentor (Resource: https://massp.com/mentoring)		
Find out who orders all the supplies for the building for staff and for students. <ul style="list-style-type: none"> • Make sure that everything needed for the opening of school has been ordered and will be accessible. 		
Review district and building safety plans and policies.		
Make note of all emergency drill plans and schedule all required drills with the head custodian and fire dept.		
Review student's Individual Healthcare Plans - you need to know who all the kids are that require special care (e.g. severe asthma, allergies, seizures, etc.) and get any training needed to administer the medications they require in an emergency.		
Review all Board policies to make sure that you are compliant (they are different in every district).		
Review the contracts for all the union groups in your building. This is where you will find their hours, required breaks, what you can/can't ask them to do, etc. Make sure you know these things to avoid accidental grievances.		
Review bus procedures/routes and learn the traffic pattern in your parking lot – there is always some degree of chaos during dismissal the first week. <ul style="list-style-type: none"> • Where is the bus loop? • Where is parent drop off? • Are these areas well marked? • What staff is outside before/after? Where has the Principal typically been? 		
Determine what observation/evaluation system is in use and seek training if needed.		
Review the previous observations/evaluations of all staff prior to starting classroom visits.		
Review current SIP as well as district and building goals to ensure alignment prior to meeting with SIP team.		

ASSESS THE SCHOOL'S CURRENT STATE

DESCRIPTION	DUE BY	DONE
<p>Review historical performance data for the past three years:</p> <ul style="list-style-type: none"> • Identify student performance / growth trends: <ul style="list-style-type: none"> o Total school o Subgroups o Grade levels o Individual students (identify Bottom 30%) • Discipline: <ul style="list-style-type: none"> o Restorative Practices o Identify "Radar Students" o Behavioral Intervention System • Perception data • School Improvement Plan • Staff evaluations: <ul style="list-style-type: none"> o Identify probationary and tenured staff, as well as those on IDP's 		
<p>Meet with outgoing administrator and current AP(s) to:</p> <ul style="list-style-type: none"> • Discuss findings • Become familiarized with past, current, and future initiatives, systems and processes • Prepare plan for the beginning of the year (PD and first three days) • Conduct a building walkthrough: <ul style="list-style-type: none"> o Identify safety, maintenance and custodial priorities necessary before school starts o Review schedule and staffing (teacher certifications, experience, and placement) 		
<p>Conduct analysis with stakeholders/groups (leadership team, teachers, counselors, students, parent groups, etc.):</p> <ul style="list-style-type: none"> • Become familiarized with past, current, and future initiatives, programs, systems and processes • Identify what is already working that we need to build on • Identify barriers we need to overcome to reach goals • Discuss results of survey 		
<p>Conduct beginning-of-the-year classroom walkthroughs</p>		
<p>Assessment of current finances & budget (current expenditures, priorities and annual budget process)</p>		
<p>Communicate goals, expectations, hopes, and plans for least amount of disruption & continuous improvement</p>		

EXECUTE ACTION PLAN

DESCRIPTION	DUE BY	DONE
<p>School Culture / Climate</p> <ul style="list-style-type: none"> • Become familiar with and understand vision & mission • Identify the needs of the staff, students, parents, community that need to be addressed • Prioritize those needs 		
<p>School Improvement Plan</p> <ul style="list-style-type: none"> • Ensure practices in place support the school improvement plan • Identify practices that are in place that require development • Design differentiated and staff-led PD around needs (instruction, assessment, behavior) 		
<p>Instruction</p> <ul style="list-style-type: none"> • Identify instructional strategies that are working • Identify instructional strategies that are missing • Identify staff who need support 		
<p>Behavior</p> <ul style="list-style-type: none"> • Identify approaches that are proactive versus reactive • Identify students who need support (Radar Students) • Identify staff who need support with classroom management • Provide opportunities for support 		
<p>Maintenance and Operations</p> <ul style="list-style-type: none"> • Ensure building safety • Identify staff and building needs • Monitor cleanliness 		