



5 FREE PROMPTS FROM THE K-12 ADMIN'S AI TOOLKIT

K-12 Admin AI Starter Kit

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This is a sample of The K-12 Admin's AI Toolkit — 5 prompts pulled from the full collection of 31. Each one covers a different area of school administration.

Why these aren't generic prompts. Most AI prompts for educators are variations of "write me a professional letter." The output sounds like AI wrote it, and you spend more time editing than you saved. Every prompt here is built for a specific school leadership task — the context, tone, compliance requirements, and format are already baked in. That's why the output reads like an experienced administrator wrote it, not a chatbot.

What's inside:

1. **School Improvement Plan Section Drafter** — Turn school data into rubric-aligned SIP sections
2. **Classroom Observation Feedback Writer** — Generate specific, framework-tied observation feedback
3. **Weekly Parent Newsletter Generator** — Create warm, organized newsletters in 30 seconds
4. **Discipline Notification Letter Generator** — Draft compliant parent notification letters
5. **Staff Meeting Agenda Generator** — Build structured agendas with timing and action items

How to use: Copy the prompt, paste it into ChatGPT, Claude, Gemini, or any AI tool, replace the [BRACKETED_PLACEHOLDERS] with your details, and run it. Remember: never paste student names or personally identifiable information into AI tools (see FERPA note inside).

School Improvement & Strategic Planning

#1 School Improvement Plan Section Drafter

School Improvement

- You're staring at a blank SIP template and the state accreditation deadline is approaching. You need a rubric-aligned section that connects your data to root causes and SMART goals -- not last year's plan with the dates changed.

THE PROMPT

I'm a building principal drafting a section of my School Improvement Plan (SIP).

Generate a complete SIP section for the focus area below. The section must include:

- Data analysis narrative (2-3 paragraphs interpreting the assessment data I provide --
identify strengths, gaps, and trends across subgroups)
- Root cause analysis (identify 2-3 root causes supported by the data, not surface-level
symptoms like "students didn't try hard enough")
- SMART goals (2-3 measurable goals with specific targets, timelines, and metrics)
- Action steps (5-7 specific strategies with responsible parties, timelines, and resources needed)
- Progress monitoring plan (how and when we'll check whether strategies are working --
include formative checkpoints, not just end-of-year summative data)

Align the language to state accountability frameworks. Use professional, direct language

appropriate for a school accreditation review team. Avoid vague phrases like "increase student achievement" without specific metrics.

Focus area:

[FOCUS_AREA]

School context:

[SCHOOL_CONTEXT – grade levels, enrollment, Title I status, demographic overview]

Assessment data (de-identified):

[ASSESSMENT_DATA – proficiency rates, growth scores, subgroup breakdowns, trend data]

Prior year SIP results (what worked, what didn't):

[PRIOR_YEAR_RESULTS]

EXAMPLE INPUT

Focus area: ELA proficiency for grades 3-5

School context: K-5 elementary, 420 students, Title I schoolwide (78% FRL), 42% Hispanic, 31% Black, 18% White, 9% Asian. Three-year declining enrollment. Two new ELA teachers hired this year.

Assessment data: Grade 3 ELA proficiency 38% (state avg 48%), Grade 4 ELA 41% (state avg 51%), Grade 5 ELA 44% (state avg 53%). Hispanic subgroup 10+ points below school average across all grades. EL students (14% of population) at 19% proficiency. Growth percentile: 42nd (below expected).

Prior year SIP results: Implemented guided reading blocks -- teacher logs showed inconsistent implementation (60% fidelity). Purchased Lexia Core5 licenses but usage data showed only 3 of 8 classrooms using it consistently. PLC time was scheduled but frequently interrupted by assemblies and testing.

EXAMPLE OUTPUT

ELA Proficiency: Grades 3-5

Data Analysis Narrative

Analysis of the most recent state assessment data reveals persistent gaps in English Language Arts proficiency across all tested grade levels at our school. Grade 3 students achieved 38% proficiency, 10 percentage points below the state average of 48%. This gap narrows slightly at Grade 4 (41% vs. 51% state) and Grade 5 (44% vs. 53% state), suggesting that while students make some gains over time, initial foundational literacy gaps established by Grade 3 are not being closed at a sufficient rate.

Subgroup analysis reveals a disproportionate impact on our Hispanic students, who score more than 10 percentage points below the school average across all grade levels, and our English Learner population (14% of enrollment), which achieved only 19% proficiency. The 42nd growth percentile indicates that our students are growing more slowly than peers with similar starting scores, suggesting that the issue is not solely one of incoming skill level but also instructional effectiveness during the school year.

A three-year trend analysis shows flat or declining proficiency rates despite prior improvement efforts, indicating that current interventions are not producing the desired impact at scale.

Root Cause Analysis

1. Inconsistent implementation of core instructional strategies: Guided reading implementation logs showed only 60% fidelity across classrooms, and Lexia Core5 usage was concentrated in 3 of 8 classrooms. When interventions are

adopted inconsistently, schoolwide gains are unlikely.

2. Insufficient protected PLC time for data-driven planning: Although PLC time was scheduled, frequent interruptions from assemblies and testing reduced collaborative planning. Without regular, protected time to analyze student work and adjust instruction, teachers default to pacing-guide-driven instruction rather than responsive teaching.
3. Limited targeted support for EL students in core ELA instruction: The 19% proficiency rate among EL students suggests that Tier 1 ELA instruction is not sufficiently scaffolded for language learners, and current intervention structures may not provide adequate integrated language support.

SMART Goals

1. By May 2027, increase the percentage of students in grades 3-5 scoring proficient or above on the state ELA assessment from 41% (school average) to 50%, as measured by state assessment results.
2. By May 2027, reduce the proficiency gap between Hispanic students and the school average from 10+ points to 5 points or fewer across all tested grades.
3. By January 2027, achieve 85% or higher fidelity in guided reading block implementation across all K-5 classrooms, as measured by monthly instructional walkthrough data.

Action Steps

1. Establish weekly 45-minute protected PLC time for grade-level ELA teams (Principal/AP -- begin Week 2, ongoing). No assemblies, testing, or pull-outs during PLC blocks. Teams will follow a data-analysis protocol.
2. Conduct monthly instructional walkthroughs focused on guided reading implementation with calibrated look-fors (Principal + Instructional Coach -- monthly, September-May). Share walkthrough trends at faculty meetings.
3. Provide 3 half-day EL scaffolding workshops for all ELA teachers, co-facilitated by the EL coordinator and instructional coach (October, December, February). Focus on integrated language objectives within Tier 1 instruction.
4. Assign the instructional coach to provide weekly modeling and co-teaching in the 3 classrooms with lowest Lexia usage and lowest ELA proficiency (Instructional Coach -- September-January).
5. Implement a 30-minute daily Tier 2 intervention block for students scoring below proficient, using Lexia Core5 with fidelity monitoring (Grade-level teams -- begin October, monitor biweekly).
6. Purchase and train on a common formative assessment platform for ELA to generate actionable data between state assessments (Curriculum Coordinator -- training complete by October 15).

Progress Monitoring Plan

- Weekly: PLC teams review common formative assessment data and Lexia usage reports. Adjust small-group composition biweekly.

- Monthly: Principal reviews walkthrough fidelity data and shares trends with staff. Flag classrooms below 80% implementation for coaching support.
- Quarterly: Administration reviews interim assessment data (fall, winter, spring benchmarks). Present data to School Improvement Team for strategy adjustments.
- Annual: State assessment results compared against SMART goal targets. SIP team convenes in June to evaluate strategy effectiveness and plan for the following year.

★ Feed the AI your actual data, not a summary. The more specific numbers you provide, the more specific the output. And always run SIP language through your state's accountability rubric before submitting -- each state has particular language preferences and required components that vary. The AI gives you a strong first draft; your job is to make sure it matches your state's expectations.

Instructional Leadership & Teacher Growth

#6 Classroom Observation Feedback Writer

Instructional Leadership

- You just completed a classroom walkthrough or formal observation and you have a page of notes. Now you need to turn those notes into specific, evidence-based written feedback tied to your evaluation framework -- and you have 14 more observations to write up this month.

THE PROMPT

I'm a school administrator writing post-observation feedback for a teacher. Generate a written feedback narrative that includes:

1. Observation context (date, time, subject, class period, lesson topic)
2. Commendations (2-3 specific strengths observed, with evidence from the lesson)
3. Areas for growth (1-2 specific recommendations, framed constructively with actionable next steps)
4. Connection to evaluation framework domains (use [FRAMEWORK] language)
5. Suggested focus for next observation or post-conference discussion

Use specific, observable evidence from my notes – not generic praise like "good classroom management." Every commendation and recommendation should reference something I actually saw. Tone should be professional, supportive, and growth-oriented.

Evaluation framework:

[FRAMEWORK – Danielson, Marzano, state-specific framework, or "general"]

Teacher name (use first name only for privacy):

[TEACHER_FIRST_NAME]

Observation notes:

[OBSERVATION_NOTES – raw notes from the classroom visit]

EXAMPLE INPUT

Framework: Danielson Framework for Teaching

Teacher: Sarah

Observation notes: 8th grade science, 3rd period, 10:15-10:55 AM, March 12. Lesson on cell division (mitosis). Started with a warm-up question on the board that connected to yesterday's lesson. Clear learning objective posted. Used a cell division simulation on Chromebooks -- students worked in pairs. Circulated and asked probing questions ("Why do you think the chromosomes line up in the center?"). Good wait time on questions. Called on non-volunteers. About 6 students in the back seemed off-task during the simulation -- she redirected

twice but the group continued side conversations. Transition from simulation to whole-group discussion took 4+ minutes, lots of downtime while she set up the projector. Exit ticket at the end -- quick 3-question check. Collected them at the door. Overall strong instruction, needs tighter transitions and better monitoring of the back-of-room group.

EXAMPLE OUTPUT

Classroom Observation Feedback

****Teacher:**** Sarah

****Date:**** March 12, 2026 | ****Time:**** 10:15-10:55 AM

****Subject:**** 8th Grade Science – Cell Division (Mitosis)

****Observation Type:**** Formal (40 minutes)

Commendations

****Purposeful Questioning and Student Engagement (Domain 3b: Questioning and Discussion Techniques)****

Your questioning during the cell division simulation demonstrated strong facilitation of student thinking. When circulating among pairs, you asked probing questions such as "Why do you think the chromosomes line up in the center?" rather than yes/no comprehension checks. You consistently used wait time of 3-5 seconds, giving students space to formulate responses. You also deliberately called on non-volunteers during the whole-group discussion, broadening participation beyond the students who typically raise their hands.

****Clear Structure and Learning Objectives (Domain 1e: Designing Coherent Instruction)****

The lesson had a logical arc: warm-up connecting to prior learning, posted learning objective, paired simulation for exploration, whole-group discussion for synthesis, and an exit ticket for formative assessment. Students could articulate what they were learning and why, which indicates that the objective was not just posted but meaningfully integrated.

Areas for Growth

****Monitoring and Managing Off-Task Behavior (Domain 2d: Managing Student Behavior)****

During the Chromebook simulation, approximately six students near the back of the room engaged in side conversations unrelated to the task. You redirected this group twice verbally, which shows awareness, but the behavior resumed both times. Consider a proximity strategy -- positioning yourself near that section of the room for 2-3 minutes during independent work, or strategically reassigning seating for future lab activities. You might also build in an interim checkpoint during the simulation (e.g., "Pause -- each pair share one observation with the pair next to you") to reset engagement midway through.

****Tightening Transitions (Domain 2c: Managing Classroom Procedures)****

The transition from the Chromebook simulation to whole-group discussion took approximately 4 minutes, during which students were waiting while you set up the projector. That downtime, multiplied across a school year, represents significant lost instructional time. Two suggestions:

(1) Cue up your projector content before the lesson starts so the switch is seamless. (2) Give students a bridging task during the transition ("Close your Chromebook, write down one thing that surprised you about the simulation, and be ready to share").

Suggested Focus for Next Observation

For our post-conference, I'd like to discuss strategies for maintaining engagement during longer student-directed activities, particularly for the students who need more structure. I'd also like to revisit this classroom in April to see how transitions have tightened. Your instructional design is strong -- these refinements will bring the execution up to match.

- ★ Write your observation notes with the Danielson (or Marzano) domains in mind while you're in the classroom. If you note which domain a behavior connects to in real time, the feedback narrative writes itself. Also: always lead with commendations. Teachers who feel seen and appreciated are more receptive to growth feedback. The ratio should be roughly 2:1 positive to constructive.

Family & Community Communication

#11 Weekly Parent Newsletter Generator

Family

- Every week (or month), you need to send a parent newsletter that's warm, informative, and covers everything from calendar reminders to celebrations. This is the communication that defines your school's voice to families. You know what needs to go in it -- you just need it written well and fast.

THE PROMPT

Generate a parent newsletter for my school. The newsletter should:

1. Open with a warm, personal greeting that sets the tone (not corporate or stiff – write like a principal who knows these families)
2. Include a "This Week / This Month" section with dates, events, and deadlines
3. Highlight 2-3 student or staff celebrations
4. Include one curriculum or instructional spotlight (what are students learning?)
5. Add any important reminders (dress code, attendance, safety procedures, etc.)
6. Close with an encouraging, community-building sign-off

Tone: Warm, approachable, proud-of-our-school. Not formal. Not corporate. Think "friendly principal who greets kids by name at the door." Keep the total length under 500 words – parents skim, they don't read essays.

If translation is needed, note where translation would be placed but do not translate.

School name:
[SCHOOL_NAME]

Newsletter date/period:
[DATE_RANGE]

Content to include:
[CONTENT – events, celebrations, reminders, curriculum highlights, anything you want mentioned. Dump your notes here – the prompt will organize them.]

EXAMPLE INPUT

School: Meadow Creek Elementary
Date: Week of March 16-20, 2026
Content: Spring picture day is Thursday. 2nd grade hatching butterflies in science -- chrysalises should open this week. Kindergarten registration for next year opens online March 20. Mrs. Hernandez's class raised \$420 for the

food bank (highest in the school). Spring break starts March 27 -- no school March 27-April 4. Daylight saving reminder already passed but mention clocks changed. Report cards go home Friday. PTO meeting Wednesday at 6 PM in the cafeteria. And please -- label your kid's jacket. We have 47 unclaimed jackets in the lost and found.

EXAMPLE OUTPUT

Meadow Creek Elementary – Family Newsletter

Week of March 16-20

Dear Meadow Creek Families,

Spring is officially here, and you can feel the energy in the building! The hallways are buzzing – partly because 2nd graders are watching chrysalises and checking every 10 minutes to see if the butterflies have emerged yet. (We'll keep you posted.)

This Week at a Glance

| Day | Event |

|-----|-----|

| **Wednesday, March 18** | PTO Meeting, 6:00 PM, Cafeteria – all welcome |

| **Thursday, March 19** | Spring Picture Day – smile big! |

| **Friday, March 20** | Report cards go home in backpacks |

| **Friday, March 20** | Kindergarten registration opens online |

| **March 27-April 4** | SPRING BREAK – No school. Enjoy every minute. |

Celebrations

A huge shout-out to **Mrs. Hernandez's 4th grade class**, who collected **\$420 for the Community Food Bank** – the highest total in the school. That's enough to provide over 1,200 meals. These kids showed what Meadow Creek kindness looks like in action.

What We're Learning

Our 2nd graders are in the middle of their **life cycles unit**, and the classroom butterfly gardens are the most popular exhibit in the building. Students have been journaling daily observations as caterpillars formed chrysalises, and we're expecting the butterflies to emerge this week. Ask your 2nd grader to tell you about metamorphosis – they'll probably explain it better than we can.

Reminders

- **Report cards** come home Friday. Take a look, celebrate the wins, and reach out to your child's teacher with any questions.
- **Kindergarten registration** for the 2026-2027 school year opens online Friday, March 20. Share with neighbors who have a little one turning 5! Register at [LINK].
- **Lost & found alert:** We currently have **47 unclaimed jackets.** If your child is missing a coat, check the lost and found bin by the gym. And a friendly plea: please label jackets with your child's name. It makes reuniting them so much easier.

Looking Ahead

Spring break begins **March 27**. When we return on **April 5**, we'll be in the home stretch of the school year. Rest up, play outside, read for fun, and come back ready to finish strong.

Have a wonderful week, Meadow Creek!

Warmly,

[Principal Name]

Principal, Meadow Creek Elementary

[Translation available in Spanish and Somali – see attached / see website]

- ★ Write the newsletter for the parent who reads it while standing in the pickup line looking at their phone. Short paragraphs, bold headers, scannable dates. If a parent can get the key information in 60 seconds, you've succeeded. Save the long narratives for special occasions. And celebrations matter more than you think -- a parent whose child's class gets a shout-out will read the newsletter every week.

Student Behavior & Safety

#17 Discipline Notification Letter Generator

Student Behavior

- A student has been suspended or received a significant disciplinary consequence, and you need to send a formal parent notification letter that includes the incident, the rule violated, the consequence, and appeal rights. These letters must be factual, legally compliant, and arrive the same day.

THE PROMPT

Generate a formal parent/guardian notification letter for a student disciplinary action. The letter must include:

1. Date and school letterhead placeholder
2. Parent/guardian name and address placeholders
3. Clear statement of the disciplinary action taken
4. Factual description of the incident (objective, no editorializing)
5. Specific school rule, code of conduct section, or policy violated
6. Consequence imposed and dates (start and return date for suspensions)
7. Conditions for return (if applicable – conference required, behavior contract, etc.)
8. Appeal rights and process (per district policy)
9. Contact information for questions
10. Principal signature line

The tone must be factual and professional – not punitive or emotional. Use language that a parent with limited English proficiency could understand with the help of a translation tool. Avoid legal jargon where possible.

IMPORTANT: Do NOT use the student's real name. Use **[STUDENT NAME]** as a placeholder. I will add personally identifiable information after generating.

Incident details:

[INCIDENT_DETAILS – what happened, date, location, witnesses, investigation findings]

Rule/policy violated:

[RULE_VIOLATED – code of conduct section, policy number]

Consequence:

[CONSEQUENCE – type, duration, conditions]

District appeal process:

[APPEAL_PROCESS – or "per district policy" if you want generic language]

EXAMPLE INPUT

Incident: On March 10 during lunch period, a physical altercation occurred between two students in the cafeteria. Student pushed another student into a table after a verbal argument. Cafeteria monitor and two students witnessed the incident. The other student was not injured. Both students were separated immediately and interviewed separately. Student admitted to pushing the other student but stated the other student "started it" verbally.

Rule violated: Student Code of Conduct Section 4.3 – Physical Aggression.

Consequence: 3-day out-of-school suspension (March 11-13). Return date March 14. Parent conference required before return.

Appeal process: Parents may appeal to the building principal within 5 school days. If unresolved, may appeal to the superintendent within 10 school days.

EXAMPLE OUTPUT

[SCHOOL LETTERHEAD]

March 10, 2026

[PARENT/GUARDIAN NAME]

[ADDRESS]

[CITY, STATE, ZIP]

Dear [PARENT/GUARDIAN NAME],

I am writing to notify you of a disciplinary action taken regarding your child, [STUDENT NAME], a student at [SCHOOL NAME].

****Incident Summary****

On March 10, 2026, during the lunch period, a physical altercation occurred in the school cafeteria. [STUDENT NAME] was involved in a verbal disagreement with another student that escalated to physical contact. Specifically, [STUDENT NAME] pushed the other student into a cafeteria table. The incident was witnessed by a cafeteria monitor and two other students. School staff immediately separated the students. The other student was assessed by the school nurse and did not sustain injuries. [STUDENT NAME] was interviewed and acknowledged the physical contact.

****Violation****

This behavior is a violation of the Student Code of Conduct, Section 4.3 – Physical Aggression, which states that students shall not engage in physical contact intended to harm, intimidate, or retaliate against another student.

****Disciplinary Action****

[STUDENT NAME] has been assigned a three (3) day out-of-school suspension, effective March 11 through March 13, 2026.

****Return to School****

[STUDENT NAME] may return to school on ****March 14, 2026****. A parent/guardian conference with the principal or assistant principal is required before [STUDENT NAME] returns to class. Please contact the main office at

[PHONE NUMBER] to schedule this conference.

During the suspension period, [STUDENT NAME] may request classwork from teachers. Please contact the main office if you would like assignments sent home.

****Appeal Rights****

You have the right to appeal this disciplinary action. Appeals may be made to the building principal within five (5) school days of this notice. If the matter is not resolved at the building level, you may appeal to the Superintendent within ten (10) school days. The appeal process is outlined in the Student Code of Conduct, available on the school website or from the main office.

If you have questions about this incident, the consequence, or the appeal process, please contact me at [PHONE NUMBER] or [EMAIL ADDRESS].

Sincerely,

[PRINCIPAL NAME]

Principal, [SCHOOL NAME]

cc: Student file

[ASSISTANT PRINCIPAL NAME]

- ★ Never write discipline letters when you're frustrated. The tone must be factual and neutral -- these letters can end up in board hearings, due process proceedings, or media coverage. Always use the student's behavior, not character ("the student pushed another student" not "the student was violent"). And always include appeal rights -- omitting them is a procedural violation in most states that can get the suspension overturned.

Operations, Compliance & Reporting

#29 Staff Meeting Agenda Generator

Operations, Compliance

- You have a staff meeting or PLC coming up and need a structured, time-bound agenda that covers your topics without turning into a 90-minute ramble. Works for full-faculty meetings, grade-level teams, leadership teams, or PLC sessions.

THE PROMPT

Create a structured meeting agenda for the following school meeting. Include:

- Meeting header (date, time, location, attendees)
- Opening (community builder or celebration – 3-5 minutes max)
- Each agenda item with:
 - Topic name
 - Time allocation
 - Purpose (inform, discuss, or decide)
 - Who's leading that item
 - Any pre-work or materials needed
- Action items / next steps section
- Closing (1-2 minutes)

Total meeting time must not exceed [TIME_LIMIT].

Prioritize items by urgency -- if we run out of time, the least critical item should be last. Flag any topics that should be handled via email instead of meeting time.

Meeting type:

[MEETING_TYPE – full faculty, grade-level PLC, leadership team, department]

Total time available:

[TIME_LIMIT]

Topics to cover:

[TOPICS_LIST]

Decisions needed:

[DECISIONS_NEEDED]

EXAMPLE INPUT

Meeting type: Full faculty meeting

Total time available: 45 minutes

Topics to cover: State testing logistics for next week, new visitor check-in procedure, spring concert schedule conflict with testing, staff appreciation

week volunteer sign-ups, updated dress code enforcement reminder, PD day schedule for April 18.
Decisions needed: Concert reschedule date (two options: April 25 or May 2).

EXAMPLE OUTPUT

```
## Faculty Meeting Agenda
**Date:** Tuesday, March 18 | **Time:** 3:15-4:00 PM | **Location:** Library
**Attendees:** All certified and classified staff

### 1. Opening – Celebrations (3 min) | Lead: Principal
- Shout-outs: Mrs. Rodriguez's class food drive (collected 340 items)
- Quick wins from last week

### 2. State Testing Logistics (15 min) | Lead: Testing Coordinator | PURPOSE: INFORM
- Testing schedule overview (dates, grade levels, rooms)
- Proctor assignments – review posted list, see Testing Coordinator for conflicts
- Accommodation logistics – pull-out schedule for students with extended time
- What teachers need to do: clear walls, charge Chromebooks, review test security protocols
- **Pre-work:** Review your proctor assignment on the shared doc before the meeting

### 3. Spring Concert Reschedule – DECISION NEEDED (8 min) | Lead: Music Teacher + Principal
- Problem: Spring concert (April 17) conflicts with state testing window
- Option A: Friday, April 25 (con: conflicts with track meet)
- Option B: Friday, May 2 (con: tight turnaround before end-of-year events)
- **Decision by show of hands – we're deciding today**

### 4. New Visitor Check-In Procedure (7 min) | Lead: AP | PURPOSE: INFORM
- Raptor system goes live Monday – all visitors scan ID at front office
- Staff responsibility: Do not open side doors for parents. Redirect to main entrance.
- Quick demo of the staff notification screen

### 5. PD Day Schedule – April 18 (5 min) | Lead: Instructional Coach | PURPOSE: INFORM
- AM: Data analysis by grade-level PLC (bring your interim assessment data)
- PM: Differentiation strategies workshop (Room 104)
- Lunch provided

### 6. Staff Appreciation Week Sign-Ups (3 min) | Lead: PTO Rep | PURPOSE: INFORM
- Sign-up sheet in lounge for daily themes
- Volunteers needed for Thursday breakfast setup

### 7. Action Items & Closing (4 min)
- [ ] All staff: Review proctor assignments by Thursday
- [ ] Music Teacher: Send concert reschedule announcement to families by Friday
- [ ] AP: Send visitor procedure one-pager via email tomorrow
- [ ] Grade-level leads: Confirm PLC data is pulled for April 18

**MOVED TO EMAIL:** Dress code enforcement reminder – AP will send updated reference guide via email. Not worth meeting time.
```

- ★ The biggest time wasters in faculty meetings are items that should have been emails. Before every meeting, run your topics through a filter: Does this require discussion or a decision? If the answer is "no, people just need to know," send it in writing. Protect meeting time for the things that actually need a room full of people.

Want the Full Toolkit?

The full K-12 Admin's AI Toolkit covers every area of school administration — from school improvement plans to daily operations.

Standard — \$39

- 31 copy-paste AI prompts across 7 school leadership categories
- Real examples with every prompt
- Pro tips grounded in K-12 leadership best practices
- FERPA-aware design throughout — every prompt uses de-identified data
- Workflow map, prompt chains, and quick-reference cheat sheet
- Customization guide for adapting prompts to your school and district

Get the toolkit at: aitoolkitshop.com/k12-admins/

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