

Principal Name: Sharnee Brown

School Name: Central High School

Strategic Plan for SY 2015 - 2016

Principal Practice Goal #1:		
Competency:	2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction.	
SMART Goal:	100% of the adults at Central will apply the C-SAP to reduce failure by 20%.	
Drivers (what must be true to achieve this goal - you need to launch it, build it, monitor it or know how to evaluate it): <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">- Tools that are needed <li style="display: inline-block; width: 45%;">- Management conversations that need to occur <li style="display: inline-block; width: 45%;">- Tasks/events that need to occur <li style="display: inline-block; width: 45%;">- High-quality meetings that need to occur <li style="display: inline-block; width: 45%;">- Processes/rituals that need to be established/monitored/improved <li style="display: inline-block; width: 45%;">- Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Implementation of the C-SAP Process	<ul style="list-style-type: none"> Create a culture of reflection on process and effort as opposed to the right answer Anticipate student misunderstandings and differentiate instruction Conduct many checks for understandings and use data to readjust instruction Reteach direct instruction in a new way Analyze DOL data to ensure mastery and/differentiate instruction Provide many opportunities to revise, edit, written work until mastery Provide opportunities to redo CRTs & Benchmarks until mastery Post grades in Power School consistently and be able to provide minimum of 6 grades in a bi-weekly individual student reports Complete a 763 after 2 consecutive absences Keep parent logs and submit with lesson plans Submit artifacts for intervention efforts i.e. signatures from student and parents Conduct and post office hours or availability for tutorial sessions to increase student understanding 	Assessment Folders Individual Student Reports Attendance Reports Student G.P.A.s Progress Reports

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<p>Quality instruction in Component 2</p>	<ul style="list-style-type: none"> • implementing quality & effective literacy strategies in all disciplines • Implement staff development that moves teacher from partially proficient to either effective or highly effective: <p>2a) Get teacher to consistently tailors strategies based on CFUs and DOLs that reflect knowledge of students and lead to mastery for all/nearly all students.</p> <p>2b) Develop questions and tasks to consistently ensure student comprehension analysis, evaluation and creation. No objective can be lower than analysis.</p> <p>2c) See more evidence of differentiated instruction by the teacher anticipating student reactions and misunderstanding(s) as evidenced by effective instructional strategies and immediate adjustments when misunderstandings occur. Adjustments effectively reach all/nearly all students.</p> <p>2d) Develop classrooms that infuse more metacognitive strategies to get students to provide, and demand of each other, well- structured arguments, rationale and evidence in their responses. Get students to use evidence to self- correct. Also to promote the Growth Mindset, have student employ the “Mistakes are expected, respected and inspected” strategy.</p>	<p>Teacher Framework Walk Through Weekly Directed Rounds</p>
<p>Inspect what we Expect: Establish or refine monitoring systems to ensure C-SAP and achievement goals are met.</p>	<ul style="list-style-type: none"> • Conduct daily directed rounds to see specifically teachers being highly effective or highly effective in Competency 2. • Document the school wide growth of Competency 2 through directed round data and walk through data • Inspect the assessment folders to ensure the students are receiving bi-weekly individualized student reports • Conducting academy circles once a month for an hour and every Friday for 35 minutes to discuss and coach students to improve academic standing • Administrators will also act as co-teachers by supporting classes that are struggling and act as tutors when they see students struggling to ensure that every student gets support with content at all times • Conduct CRT reporting presentations during Faculty meetings to ensure students are meeting objectives • Have teachers post CRT & Benchmark data in classrooms • Conduct 763s to monitor student attendance an AIPs to monitor teacher attendance 	<p>Evidence of these strategies should be seen during...</p> <ol style="list-style-type: none"> 1. Weekly Directed Rounds 2. Within Assessment Folders 3. Monthly Walk throughs 4. PLCs 5. Visible on school work during gallery walks 6. Academy Meetings <p>During our monthly Faculty meetings and our weekly administrative meeting , the data will be shared and methods to address gaps will be implemented such as PD for struggling teachers</p>

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