

Strategic Plan for SY 2015-2016

Principal Practice Goal #1:		
Competency:	1. Management and Coaching: Effectively develops and manages talent to improve instruction	
Indicator:	1a, 1b, 1c, 1d, 1e	
SMART Goal:	By the end of SY 2015-2016, at least 80% of teaching and other instructional staff would have received frequent and tailored feedback, based on multiple methods of observation and aligned to the framework for effective teaching, which enabled them to improve their effectiveness.	
Next Milestone	1. Complete 1st round of formal observations for identified teaching staff, before October 9 th , 2015 2. Complete PD on the identification of SGOs	
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"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO) for next milestone	Metric/Outcome (WHAT'S DONE)
Professional Development focused on the framework for effective teaching	<ul style="list-style-type: none"> • Provide instructional staff with PD around the descriptors and evidence to support effective ratings on the framework for effective teaching • Norm with all faculty the expectations of the observation/feedback cycle • Norm with admin staff the implementation of the 6 steps of feedback • Design/introduce a rubric (Relay materials) to verify the quality and effectiveness of the observation/feedback cycle • Watch a 20 minute teaching video and have teachers rate the teacher in the video • Brainstorm in groups around the one or two big levers to be used to significantly improve the teacher's practice 	<ul style="list-style-type: none"> • Agenda and minutes from 3 hours of PD done in 3 consecutive PLCs • Completed ratings document • Suggested action steps for the teacher • Teacher survey data
Professional Development focused on the creation of SGOs and on the development of IPDPs and Corrective Action Plans	<ul style="list-style-type: none"> • Septembers' faculty meeting will be dedicated to providing staff with an overview of S.G.Os and the creation of IPDPs 	<ul style="list-style-type: none"> • Completed IPDPs, including authentic SGOs • Completed CAPs • Agendas and minutes
Professional Development to norm cycle of observation and	<ul style="list-style-type: none"> • PD to norm cycle of observation and feedback with Admin staff and teachers leaders • PD for SLs on the six steps of feedback 	<ul style="list-style-type: none"> • Meeting agendas • Minutes form meetings

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feedback	<ul style="list-style-type: none"> • Norm the feedback cycle 	<ul style="list-style-type: none"> • Survey data • Meeting agendas and minutes
Calendar of observations and feedback	<ul style="list-style-type: none"> • Weekly Schedule for administrators to ensure that time for Observation and feedback is prioritized • Monthly calendar to include PPOs and formal observations • PPOs and formal observations and feedback 	<ul style="list-style-type: none"> • Monthly calendar to include PPOs and formal observations • PPO artifacts • Formal written observations uploaded to the teacher Framework website
Joint observations with other SLs identifying the right levers (SLs to include network principals and Relay principals)	<ul style="list-style-type: none"> • Norm with admin team an observation protocol for joint observations • Conduct joint observations with VPs and norm ratings • Schedule opportunities with Network partners for joint observations 	<ul style="list-style-type: none"> • Written artifacts from joint observations • Written notes and feedback from Teacher quality specialist and network partners
Learning Rounds	<ul style="list-style-type: none"> • Identify teachers and classrooms that will be visited at least two days before the LR • Explain the model to be used to teachers during PLCs and faculty PD session • Norm your expectations with teachers for capturing low inference evidence and wonderings by viewing a segment of a sample lesson video at a Faculty Meeting. • Meet with host teachers to review areas they will be modeling and timelines when Learning Rounds will occur. • Preconference with teachers conducting learning rounds to clarify look-fors • Debrief with teachers following the learning rounds to identify what they noticed and what they wondered. • The day following the learning walk, meet with the host teacher to share notices and wonderings allowing them an opportunity to share their practices. 	<ul style="list-style-type: none"> • Learning Walk Protocol handouts • Notes for each learning walk conducted • Learning Walk schedules • End of the Year Teacher Survey about support and feedback received throughout the school year. • PLC Meeting Agendas and minutes
Admin meetings focusing of feedback provided to teachers	<ul style="list-style-type: none"> • 1-on-1 meetings between the principal and VPs to review the quality of written observations 	<ul style="list-style-type: none"> • Admin meeting agendas and minutes

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to enhance instruction.	<ul style="list-style-type: none"> • 1-on-1 meetings to analyze observations and to identify the right levers for improving the teacher’s practice. • Whole group admin meetings to norm the CEIJ model for written observations • Whole group admin meetings to analyze trends in observation data • Develop corrective action plans to ensure increased support for indicators with low partially or ineffective ratings 	<ul style="list-style-type: none"> • Corrective action plans for support identified indicators
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Principal Practice Goal #2:

Competency:	2. Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction.	
Indicator:		
SMART Goal:	By the end of the 2015-2016 SY 100% of all content area teachers including those teaching CTE (Careers and Technical Education) subjects will implement Common Core aligned ELA strategies along with aligned interim assessments that move students towards mastery of the Standards as measured by students’ academic growth referenced in Power Teacher records, Interim assessment data, classroom observations, etc.	
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"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT’S DONE)
Data Driven Instruction Implementation Rubric	<ul style="list-style-type: none"> • Develop/Introduce a <i>Data Driven Instruction Implementation Rubric(Relay/GSE materials)</i> • PD for all SLs and teachers on the <i>Data Driven Instruction Implementation Rubric</i> • Use the <i>Data Driven Instruction Implementation Rubric</i> to guide the current implementation • Align DDI calendar with PD calendar 	<ul style="list-style-type: none"> • Meeting agendas and minutes • Data Driven Instruction Implementation Rubric • PD calendar
DDI Calendar (including dates for assessments and data	<ul style="list-style-type: none"> • Provide PD on Monthly Calendar generated and reviewed in August – Calendar developed around Assessments, Analysis, Action 	<ul style="list-style-type: none"> • DDI monthly calendar generated in August to

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conferences)	<ul style="list-style-type: none"> • Provide PD on Interim Assessment Cycle Day-by-Day calendar 	<ul style="list-style-type: none"> • be shared with all staff • Interim Assessment Cycle Day-by-Day calendar • Data Meeting Agendas
Implement Designing Learning	<ul style="list-style-type: none"> • Provide PD on Unit Planning (backwards planning – starting with a powerful performance task/assessment) in all subject areas • Create a Schedule of Assessed Standards (SAS) for all content areas in both Middle and HS 	<ul style="list-style-type: none"> • Meeting agendas and minutes • Unit Plans • SAS for all content areas • Unit Assessments
Analyzing Assessments	<ul style="list-style-type: none"> • Provide PD on Analyzing Assessments in all content areas • Norming the use of Common Core focus in the design and rigor of assessments 	<ul style="list-style-type: none"> • Meeting agendas and minutes • Revisions of Unit Assessments
Review of re-teaching plans and Reassessments	<ul style="list-style-type: none"> • PD on gathering and reflecting on formative assessment data • Norming with SL and teachers Corrective Action Planning • Planning for Reassessment 	<ul style="list-style-type: none"> • PD artifacts • PPO data on the implementation of DDI calendar • Exemplary corrective action plans • Reassessment data
DDI Action steps in the observation tracker	<ul style="list-style-type: none"> • Scheduled classroom visits to observe reteach and to verify reassessment data 	<ul style="list-style-type: none"> • Data to be noted in the observation tracker
Administrative Walkthroughs	<ul style="list-style-type: none"> • Identify or create a Common Core aligned walkthrough form for the purpose of capturing evidence and providing teachers feedback. • The team will conduct informal walkthroughs looking for Common Core alignment in all courses offered through the lens of the evaluation instrument. • The administrative team will provide feedback to teachers based on walkthroughs conducted to assist them in growth. 	<ul style="list-style-type: none"> • Administrative walkthrough form • Walkthrough feedback form • Faculty Meeting agendas and handouts

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Principal Practice Goal #3:

Competency:	3. Student and Family Support: Supports students' academic, social and emotional growth	
Indicator:		
SMART Goal:	By the end of the 2015-2016 SY 95% of the students will have established academic and non- academic goals that lead to college and career readiness mapping out strategies for achieving those goals while agreeing or strongly agreeing that adults in the school assisted them in the achievement of their goals as evidence by an end of the year student survey.	
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"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
PD on Safe and Strengths Based Culture	<ul style="list-style-type: none"> • Partner with the International Institute for Restorative Practices to provide professional development to all faculty on using proactive strategies to promote individual accountability based on shared school norms • Provide PD on the design and function of advisories to support SEL in all classrooms • Schedule time dedicated to daily advisories • Divide student population for advisories • Match teachers and other faculty with advisories • Monitor and provide teachers with feedback on the implementation of advisories 	<ul style="list-style-type: none"> • Faculty Meeting agendas and minutes • Survey data from teachers on the implementation of restorative practices.
Advisories	<ul style="list-style-type: none"> • Identify a point person to frequently monitor the advisories and to provide critical PD and feedback to classrooms where teachers require additional support. • Utilize restorative circle check ins to meet with student advisory groups and discuss pathways to post-secondary success • Utilize restorative circles for daily check-ins to ensure that all students have 	<ul style="list-style-type: none"> • Plans for advisories • Faculty meetings, agendas and minutes

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	<p>opportunities to address SEL</p> <ul style="list-style-type: none"> • Ensure that advisors are actively involved in participating on the SST when their advisees are involved. <p>Provide PD around the advisory curriculum – Why Try</p>	
Grade Level Convocations	<ul style="list-style-type: none"> • Assign each administrator (Principal and Vice Principals) to grade levels whom they will meet with and host a minimum of 2 grade level convocations by month • Develop a calendar for convocations • Include in student schedules a time set aside for convocations • Classroom teachers and Teacher coaches will assist in developing these convocations • At the convocation administrators will establish grade level goals and expectations for each cohort of students; to address the following: Cycle G.P.As, Attendance, Co-Curricular Involvement, Community Service, Attendance Rates, academic data, post-secondary goals, academic goals, disciplinary Infractions, Progress Towards Graduation, and student survey data on culture and climate of the school. • One of the two monthly convocations will be used to celebrate students and staff for their growth in the areas referenced above. • Administrators will provide opportunities for teachers and students to share their aspirations for the class and other relevant talking points. 	<ul style="list-style-type: none"> • Administrative Grade Level Convocation Agendas • Convocation Powerpoints • Student Surveys
Goal Setting and Individual Learning Plans (ILPs)	<ul style="list-style-type: none"> • Audit students' transcripts to ensure accurate reporting on students' academic profile • Survey students and use survey data to inform students' academic and nonacademic goals • Schedule all Student Support Team members to work with students at all individual grade levels to complete goal setting documents for 100% of students • Use goal setting documents together with students' transcripts to develop ILPs • Complete ILPS by Mid-October • Schedule ILP review for mid-February 	<ul style="list-style-type: none"> • Audited transcripts • Surveys on students' academic and nonacademic interests • Schedule and calendar for Goal setting and the development of ILPs • Schedule and calendar to revisit IPLs and Goal setting at the end of 4 months
Mentoring and Internships for at least 90% of our students	<ul style="list-style-type: none"> • Survey students on academic and nonacademic interests • Survey partners to verify their capacity to provide mentoring and internship opportunities • Schedule time in students' weekly schedule to formalize opportunities for at least 	<ul style="list-style-type: none"> • Survey data • Data reports from ICould Be • Reports generated by

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	<p>70% of students to work with online mentors</p> <ul style="list-style-type: none"> • Work with students at Rutgers University to provide mentoring opportunities for at least 10% of our students • Work with other community-based agencies, like the Future Project, The Urban League, etc. to provide mentorship and internship opportunities for 20% of students 	<p>community based agencies on mentoring and internships</p>
SST Team Interventions	<ul style="list-style-type: none"> • Ensure SST meets on a weekly basis to establish school wide interventions and protocols for students experiencing problems achieving established goals. • Host parent conferences for students in need to discuss mandated interventions that will assist the student in achieving outcomes. • Host meetings with students to review established goals and academic interventions. • Assist Teacher advocates and grade level teams in the creation of individual learning plans for students in need. • Ensure SST continually discusses strategies to assist students. 	<ul style="list-style-type: none"> • SST Meeting Agendas and Sign In Sheets • Individual Learning Plans • Mandatory Tutoring Logs/ Letters • Parent and Student Conference Agendas/sign in sheets

Principal Practice Goal #4:

Competency:	4. Transformational Leadership	
Indicator:		
SMART Goal:	By June 2016, I will have implemented multiple systems focused on improving student outcomes, through strategic thinking by creating and developing systems to track priorities with measurable targets.	
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"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)

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<p>Curriculum Mapping</p>	<ul style="list-style-type: none"> • Provide PD on developing a scope and sequence of annual academic goals, by grade and content level • Review/ and provide feedback on curriculum maps by grade and content level • Norm the implementation of these curriculum maps through Unit plan reviews and feedback cycle • Monitor the fidelity of implementation of the scope and sequence through frequent classroom visits by all school leaders 	<ul style="list-style-type: none"> • PD meeting agendas and minutes • Schedule of Assessed Standards for Interim Assessments • Scope and Sequence documents for all other content areas at all grade levels • Classroom visitation logs
<p>Calendars</p>	<ul style="list-style-type: none"> • Provide PD to school leaders and Student Support Team on developing calendars which focus on progress towards our goals for improving student outcomes • Review/ and provide feedback on calendars to ensure focus is evident • Norm the implementation of these calendars through observation, and feedback of SLs • Monitor the fidelity of implementation of these calendars • Quarterly Review of progress towards goals 	<ul style="list-style-type: none"> • Principal’s calendar • Calendars from other school leaders • Calendars from student support services • Meeting agendas and minutes • Assistant superintendent and Teacher Quality Specialist’s written feedback on plans
<p>Strategic Goals Monthly Review Meetings</p>	<ul style="list-style-type: none"> • Plan and implement monthly meetings to measure progress towards meeting the criteria established in strategic goals • Gather multiple sources of data to verify progress • Reflect on the efficacy of existing strategies and make adjustments where needed 	<ul style="list-style-type: none"> • Meeting Agendas with school leaders, student support team • Minutes form meetings • Anecdotal data from team members on the efficacy of existing

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		systems <ul style="list-style-type: none"> • Assistant superintendent and Teacher Quality Specialist’s written feedback on progress towards goals

Principal Practice Goal #5:

Competency:	5. Organizational Leadership	
Indicator:		
SMART Goal:	By the end of the 2015-2016 SY 90% of all parents, teachers, support staff members, and students will agree or strongly agree that the school provides them adequate data to effectively manage operations and to support students and improved student outcomes.	
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"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT’S DONE)
Student Academic Data	<ul style="list-style-type: none"> • Develop a universal model for gathering assessment data • Provide PD to staff on maintaining data tools • Develop a calendar for analysis and reflection on data meetings based on Unit 	<ul style="list-style-type: none"> • Data gathering tool • Agendas and minutes

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	<p>assessments</p> <ul style="list-style-type: none"> • Develop a calendar for quarterly reflection on student assessment data from Interim Assessments 	<p>from meetings</p> <ul style="list-style-type: none"> • Data Calendars
<p>Student Academic Goals</p>	<ul style="list-style-type: none"> • Identify and train a team of academic advisors • Provide PD to School leaders and School Support Team to norm the practice and to outline the goals and the roles of the academic advisors and the SST • Develop a schedule, based on the DDI cycle and the cycle of Interim Assessments, for students to participate in goal setting meetings, at least twice a year with the academic advisor • Work with the VP in charge of Power School reports to provide students with progress reports every third week • Schedule and develop a calendar for the weekly monitoring of Power Teacher records to ensure that these records are efficiently maintained and use this data to plan interventions where necessary. • Work with targeted over aged and under credited students to ensure that these students are provided with multiple opportunities to acquire credits • 	<ul style="list-style-type: none"> • Agenda and minutes from the meetings • Schedules for the academic advisor • Goal Setting meeting logs
<p>Student Attendance goals</p>	<ul style="list-style-type: none"> • Identify and train a Student Support Team to track daily student attendance • Use data from 2014-2015 to identify students who were chronically and severely absent • Contact parents of these student to encourage improved attendance • Meet with students to discuss attendance goals • Meet with parents to discuss student attendance goals • Develop and implement a system for daily maintenance of efficient PowerSchool records • Train additional PowerSchool support s • Develop a calendar for weekly meetings with lead person on the Student Support Team and an additional meeting with entire Student Support Team to discuss trends in student attendance data • Develop and implement plan for celebrating and rewarding perfect and outstanding attendance 	<ul style="list-style-type: none"> • Agenda and minutes from the meetings • Calendar to identify the roll-out of Attendance Improvement Plan • Minute-by-minute systems for gathering, maintaining, and reporting on daily attendance • Principal’s calendar, Student Support Team calendars reflecting

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		<p>designated meeting times.</p> <ul style="list-style-type: none"> • A bulletin board dedicated to the improvement of student attendance and our progress towards monthly goals. • A written system describing how outstanding attendance is recognized, celebrated, and rewarded
<p>Staff Attendance Goals</p>	<ul style="list-style-type: none"> • Share teacher attendance data from SY 2014-2015 with staff • Discuss with staff the correlations which exist between teacher attendance and student outcomes. • Review the district and state’s AIP standards • Identify a point person on the administrative team to review Kronos records • Meet with teachers who did not meet with the district’s AIP standards the previous year • Develop a calendar for weekly meetings with point person Team to discuss trends in teacher attendance/tardiness data • Develop and implement plan for celebrating and rewarding perfect and outstanding attendance 	<ul style="list-style-type: none"> • Agenda and minutes from the meetings • Minute-by-minute systems for gathering, maintaining, and reporting on daily attendance and tardiness • Principal’s calendar and School Leader’s calendar reflecting designated times for Teacher attendance meetings • A written system describing how outstanding attendance is recognized, celebrated, and rewarded

Principal Name: Larry Ramkissoon

School Name: West Side Campus

(Newark Early College and Newark Vocational HS)

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