

## Strategic Plan for SY 2015-2016

Principal Practice Goal #1:		
<b>Competency:</b>	4-Transformational Leadership	
<b>Indicator:</b>	4c,4d	
<b>SMART Goal:</b>	By the end of the 2015- 2016SY, student and staff attendance will be at a 95% or higher.	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Tools that are needed</li> <li>- Tasks/events that need to occur</li> <li>- Processes/rituals that need to be established/monitored/improved</li> <li>- Management conversations that need to occur</li> <li>- High-quality meetings that need to occur</li> <li>- Stakeholders who need to be coached/empowered/inspired</li> </ul>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Morning Meetings	<ul style="list-style-type: none"> <li>➔ Get buy-in by staff by sharing attendance data, showing the movie “The Rule”, Q and A with Father Ed from St. Benedicts Prep at first PD.</li> <li>➔ Teacher visits to St. Benedicts Prep to witness Morning Meetings.</li> <li>➔ Student visits to St. Benedicts Prep to witness Morning Meetings.</li> <li>➔ Phase in Morning Meetings beginning with middle school, then 9<sup>th</sup> grade and so on.</li> <li>➔ Instill incentives for student groups with the highest attendance each month.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Participation by students</li> <li>➔ Participation by group leaders</li> <li>➔ Teacher feedback about monthly meetings in faculty meetings and PD</li> <li>➔ Monthly attendance data</li> <li>➔ List of group winners for highest attendance monthly</li> </ul>
Advisory/PGC	<ul style="list-style-type: none"> <li>➔ Extend the time of advisory to 45minutes and move the day to Wednesdays.</li> <li>➔ Provide advisors with attendance and academic information for each advisee.</li> <li>➔ Set specific curriculum and criteria for each advisory class. Include attendance protocol. I.e. How often to check attendance and call parents.</li> <li>➔ Review the SST referral process with advisors.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Meeting agendas</li> <li>➔ Work completed by mentees</li> </ul>
Monthly Grade Level Convocations	<ul style="list-style-type: none"> <li>➔ Review and discuss grade level attendance data with students.</li> <li>➔ Relate attendance to GREAT Behaviors.</li> <li>➔ Acknowledge and reward students with perfect attendance for the month.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Agendas/Handouts</li> </ul>
SST	<ul style="list-style-type: none"> <li>➔ Create SST goals for the year around attendance.</li> <li>➔ Establish method that will be used by SST to analyze data.</li> <li>➔ Analyze and review attendance trends shown by weekly attendance reports.</li> <li>➔ Assign case managers to students who are showing early trends of attendance issues.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Agendas/Signature sheets</li> <li>➔ Aggregated attendance data</li> <li>➔ List of case managers and students</li> </ul>

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Grade Level Meetings	<ul style="list-style-type: none"><li>➤ Establish grade level team schedules.</li><li>➤ Identify grade level lead teachers.</li><li>➤ Create agendas that include student focused discussion every other week.</li><li>➤ Discuss students who are at risk due to attendance, academic struggles or behavior issues.</li></ul>	<ul style="list-style-type: none"><li>➤ List of teacher leaders</li><li>➤ Agendas and handouts</li></ul>
Faculty Meetings	Review and discuss grade level attendance data for students and staff. Give out perfect attendance certificates to staff with perfect attendance for each month.	<ul style="list-style-type: none"><li>➤ Agendas, Handouts</li><li>➤ Monthly Data</li></ul>

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### Principal Practice Goal #2:

<b>Competency:</b>	Curriculum, Assessment and Instruction
<b>Indicator:</b>	2a, 2b, 2c, 2d, 2e
<b>SMART Goal:</b>	By the end of the 2015- 2016SY, all major subject area teachers will use common planning time to effectively analyze PARCC items, analyze and adapt curriculum, produce model unit plans, analyze data in terms of learning standards and create and implement intervention strategies based on data as evidenced by artifacts produce from those common planning meetings and a 3% increase (74% effective to 77%) in ratings in competency area 2 of the teacher framework.

**Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):**

- 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)
PLC's	<ul style="list-style-type: none"> <li>➤ Review teacher schedules to determine best meeting times and days of the week.</li> <li>➤ Identify the PLC teacher leaders for each group.</li> <li>➤ Establish goals and protocols for PLC's. ie. Topics for agendas, who will share student work, analyzing PBA results, monthly summary and conclusions of previous meetings)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ List of PLC teacher leaders</li> <li>➤ Participation in LIFFT</li> <li>➤ PARCC items discussed</li> <li>➤ Model Unit Plans</li> <li>➤ Learning standards based data</li> <li>➤ Notes indicating what intervention strategies were established and used.</li> <li>➤ List of common strategies and proof of practice.</li> <li>➤ Student work samples and notes</li> </ul>
Grade Level Team Meetings	<ul style="list-style-type: none"> <li>➤ Establish Grade Level Meeting schedule.</li> <li>➤ Identify the GLM teacher leaders for each grade.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas</li> <li>➤ Grade level materials.</li> </ul>

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	<ul style="list-style-type: none"><li>➤ Create agendas that include curriculum, assessment and instruction discussion every other week.</li></ul>	<ul style="list-style-type: none"><li>➤ List of common strategies and proof of practice.</li><li>➤ Notes indicating what intervention strategies were established and used.</li></ul>
Critical Friends	<ul style="list-style-type: none"><li>➤ Analyze annual ratings in each competency area.</li><li>➤ Match teachers based on areas of strength and goal area.</li><li>➤ Create template for recording critical friend meetings.</li><li>➤ Create goals and targeted areas with critical friends and instructional VP.</li><li>➤ Require critical friends to meet at least two times per month.</li></ul>	<ul style="list-style-type: none"><li>➤ Agendas/notes/artifacts</li><li>➤ Ratings changes in targeted areas.</li></ul>

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### Principal Practice Goal #3:

<b>Competency:</b>	3- Student and Family Support	
<b>Indicator:</b>	3a – Safe and Strengths Based Culture	
<b>SMART Goal:</b>	By the end of the 2015- 2016SY, the number of level 3 and level 4 suspensions will be reduced by 50% compared to last year school year as defined by the monthly discipline reports.	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Tools that are needed</li> <li>- Tasks/events that need to occur</li> <li>- Processes/rituals that need to be established/monitored/improved</li> <li>- Management conversations that need to occur</li> <li>- High-quality meetings that need to occur</li> <li>- Stakeholders who need to be coached/empowered/inspired</li> </ul>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Morning meetings	<ul style="list-style-type: none"> <li>➔ Get buy-in by staff by sharing attendance data, showing the movie “The Rule”, Q and A with Father Ed from St. Benedicts Prep at first PD.</li> <li>➔ Teacher visits to St. Benedicts Prep to witness Morning Meetings.</li> <li>➔ Student visits to St. Benedicts Prep to witness Morning Meetings.</li> <li>➔ Phase in Morning Meetings beginning with middle school, then 9<sup>th</sup> grade and so on.</li> <li>➔ Use information from morning meetings to provide immediate interventions for students who exhibit signs of high agitation.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Participation by students</li> <li>➔ Participation by group leaders</li> <li>➔ Teacher feedback about monthly meetings in faculty meetings and PD</li> </ul>
Student Council	<ul style="list-style-type: none"> <li>➔ Meet with Mr. Pedro (Student Council Advisor)to discuss scheduling of student council roll out.</li> <li>➔ Establish the executive board.</li> <li>➔ Conduct Home Room representative election.</li> <li>➔ Conduct officer elections.</li> <li>➔ Create goals and objectives for the school year.</li> <li>➔ Establish monthly executive board meeting schedule.</li> </ul>	<ul style="list-style-type: none"> <li>➔ List of council executive board</li> <li>➔ List of homeroom representatives</li> <li>➔ Agenda and notes from executive board meetings</li> <li>➔ List of objectives and goals</li> </ul>

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		<ul style="list-style-type: none"> <li>➤ Meeting schedule</li> </ul>
Restorative Practices	<ul style="list-style-type: none"> <li>➤ Provide professional development for staff who has not been trained in restorative practices.</li> <li>➤ Provide affective statements and questions for staff.</li> <li>➤ Require all teachers to conduct at least 2 circles per week during class (documentation must be provided).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Notes and dates from circle.</li> <li>➤ Agendas and handouts from PD.</li> </ul>
Good To GREAT Campaign	<ul style="list-style-type: none"> <li>➤ Provide GREAT Behaviors Campaign information and template to all new teachers.</li> <li>➤ Include reminders on Weekly Bulletin and daily announcements.</li> <li>➤ Collect shout outs weekly</li> <li>➤ Record and report results at each faculty meeting and Grade Level Convocation</li> <li>➤ Read shout outs at Morning Meetings and/or during daily announcements.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Great Behavior shout outs</li> <li>➤ Graph on monthly participation numbers by teachers</li> <li>➤ Graph of behavior acknowledgement breakdown</li> </ul>
PGC	<ul style="list-style-type: none"> <li>➤ Create freshmen groups for PGC Mentors.</li> <li>➤ Establish routine of PGC outreach during advisory.</li> <li>➤ Use information gathered during outreach to provide interventions for students who show signs of agitation.</li> <li>➤ Use PGC Mentors in collaborative meetings for at- risk freshmen.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meeting agendas</li> <li>➤ Work done by mentees</li> <li>➤ Written feedback from mentees</li> <li>➤ Written feedback from mentors.</li> </ul>
Grade Level Convocations	<ul style="list-style-type: none"> <li>➤ Use student leaders established in as part of the Student Council to conduct portions of the convocations.</li> <li>➤ Re-enforce GREAT Behavior expectations as part of each convocation agenda.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Agendas/Handouts.</li> </ul>
Group Counseling	<ul style="list-style-type: none"> <li>➤ Survey teachers, counselors, advisors and coaches to find students with common issues that are likely affecting their behavior (ie. Males growing up in a fatherless home, drug addicted parents, etc.)</li> <li>➤ Contact family members and students regarding group participation.</li> <li>➤ Assign students to small groups according to common issues affecting their conduct.</li> <li>➤ Assign a counselor to each group.</li> <li>➤ Conduct group, student lead meetings every two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group referrals.</li> <li>➤ Signature sheets for group attendance.</li> <li>➤ Counselor notes</li> <li>➤ Parent contact log</li> </ul>