

Strategic Plan for SY 2015-2016

Principal Practice Goal #1:		
Priority:	Utilize Professional Learning Communities and the Clinical Supervision model to improve teacher's understanding of the Framework for Effective Teaching while improving their delivery of standards based instruction with artifact based student outcomes.	
SMART Goal:	By the end of the 2015-2016 SY 100% of all instructional staff will have been evaluated in accordance to district established milestones, 85% of those teachers will agree on a Survey that they received accurate ratings and timely feedback based on their understanding of the Framework for Effective Teaching and instru	
Next Milestone:	<ul style="list-style-type: none"> • By September 15, 2015 All Vice Principals will have completed their anticipated observation schedule for the 2015-2016 SY. • By October 15, 2015 100% of teachers will have received coaching and feedback on their IPDPs and shared them in Bloomboard. • By October 22, 2015 the administrative team will have conducted three Learning Walks following the protocols from CEIJ to norm our feedback and observations throughout the year. 	
Leadership Framework Competency/Indicator(s): 1. Management and Coaching of Instructional Staff.		
1b Coaching and Feedback		
1c. Coaching and Development		
Drivers (Recurring High Leverage Actions)	Tasks to be completed (Specific Action Steps)	Metric/Outcome (Evidence to determine completion and impact of drivers & action steps)
Administrative Team Learning Walks (Partial Period Walkthroughs)	<ul style="list-style-type: none"> • Conduct Learning Walks with Instructional Vice Principals following the (CEIJ) Claim Evidence Impact and Judgment Framework. • After concluding the Learning Walk/Walkthrough, the Administrative Cabinet will return and complete an evaluation in accordance to NPS Framework for Effective Teaching, identifying the Competency and Indicators observed and providing feedback based on the CEIJ framework. • 3 Rounds of Walkthroughs/Collaborative Evals will be conducted in the following areas (ELA, MATH, HISTORY, SCIENCE) during the months of September-October. 	<ul style="list-style-type: none"> • PLC agendas • CEIJ Learning Walk Materials • Partial Period Evaluations completed using CEIJ Framework
American History Instructional Staff Interdepartmental Learning Walks	<ul style="list-style-type: none"> • During Admin. Learning Walks the team will identify host teachers based on competencies/indicators in the teacher evaluation framework. • Host departmental team meetings norming protocols for Learning Walks following the model from Center for Educational Leadership's 5 Dimensions of Teaching and Learning. 	<ul style="list-style-type: none"> • PLC Agendas • Learning Walk Noticing Sheets • Learning Walk PowerPoint • Learning Walk

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	<ul style="list-style-type: none"> • Provide teachers opportunities to practice capturing noticings and wonderings by viewing a sample lesson video at a department meetings • Meet with model teachers to discuss the process and their roles. • Meet with teachers the day before they walk through to identify what to look for when the walk occurs. • Debrief with teachers following the learning walk 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. 	<p>Schedule</p> <ul style="list-style-type: none"> • Learning Walk-Wonderings Sheet
Professional Development Days	<ul style="list-style-type: none"> • Create a half day Professional Development experience for teachers in instructional team meetings with Vice Principals that assist them in the creation of an IPDP with valid student and professional growth objectives that make sense (Quality over compliance). • Host Instructional Team Meetings on Professional Development Days dedicated to indicators outlined in the <i>Framework for Effective Teaching</i> that foster Common Core aligned instructional practices. • Create a half day Professional Development experiences that allow teachers to analyze student work (Interim Assessments) using the “<i>Tuning Protocol.</i>” <p style="text-align: center;"><i>School Wide focus on Using Data over Time</i></p>	<ul style="list-style-type: none"> • PD Day Agendas • IPDPs • PD Day artifacts (Materials, Powerpoints, Notes, and/or items created).
Content Area PLCs	<ul style="list-style-type: none"> • Explore best practices aligned to the <i>Framework for Effective Teaching</i> • Assist teachers in the development of unit plans and assessments aligned to the Common Core. • Unwrap Common Core Standards with curricular materials and the development of assessments that reveal what students can and can’t do according to the standards. • Assist teachers in the analysis of standards based assessments. • Ensure teachers are following established team systems and protocols (instructional and operational) that foster a conducive learning environment. 	<ul style="list-style-type: none"> • PLC Agendas and Materials • Assessments administered, created, and/or analyzed throughout the year.
	<ul style="list-style-type: none"> • Create Vice Principal Instructional Coach Data Tracker entitled 	<ul style="list-style-type: none"> • Instructional Coach Data Tracker (Touches)

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Vice Principal Instructional Coaching and Data Tracker	<p><i>Touches</i> that tracks coaching and professional development for each teacher supervised.</p> <ul style="list-style-type: none"> Review data tracker with Vice Principals on a monthly basis to discuss artifacts (PLC agenda and materials, observation feedback, IPDPs, etc.) 	<ul style="list-style-type: none"> Monthly version of data tracker for each vice principal.
Frequent and timely Bloomboard Analysis	<ul style="list-style-type: none"> Meet with Vice Principals to discuss Bloomboard completion rates and plans for improvement on a bi-monthly basis. The administrative team will dedicate one cabinet meeting a month to the norm and evaluate strengths and weaknesses of observations completed focusing of feedback provided to teachers to enhance instruction. During these meetings the team will discuss challenges we are having capturing evidence, etc. and strategies to overcome those challenges. 	<ul style="list-style-type: none"> Admin Meeting Agendas Notes from Meetings Observations Analyzed Bloom board Data Shared
One on One Meetings with VPs	<ul style="list-style-type: none"> Dedicate a minimum of one meeting per month to review observation completion rates in Bloomboard and Quality of Feedback. Review PLC agendas and areas of focus during monthly check ins And Coach Vice Principals thereafter. 	<ul style="list-style-type: none"> Meeting Notes and Agendas

Principal Practice Goal #2

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Priority:	Ensure Common Core Standards in ELA and technical subjects are implemented and assessments are aligned to the standards and PARCC PBAs.
SMART Goal:	By the end of the 2014-15 SY 50% of all content area (ELA, HISTORY, SCIENCE, HEALTH) teachers including those teaching CTE courses (VIDEO PRODUCTION/LAW) will implement Common Core aligned Reading strategies with PARCC aligned assessments that move students towards mastery as evidence by Observation Data, Unit Plans, Assessments, Student Work Samples, Interim Assessment Data.

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Next Milestone:	<ul style="list-style-type: none"> • By October 15, 2015 all content area teachers responsible for teaching reading will have created a PARCC aligned EBSR and/or a Performance Task (Prose Constructed Response/RBST or LITERARY ANALYSIS) assessment. • By October 15, 2015 all content area teachers will have identified and administered a Common Core Aligned Reading Assessment and will analyze results to determine needs and areas of instructional focus 	
Leadership Framework Competency/Indicator(s): 2. Curriculum, Assessment and Instruction 2b: High Quality, Grade Level Materials, 2c: Planning Aligned to Common Core Mastery 2d: Measure for Common Core Mastery 2f: Literacy Centered		
Drivers (Recurring High Leverage Actions)	Tasks to be completed (Specific Action Steps)	Metric/Outcome (Evidence to determine completion and impact of drivers & action steps)
Professional Development Days	<ul style="list-style-type: none"> • Create 3 hour experiences for all 5 Professional Development Days focused on unpacking Common Core Standards for ELA along with exploring PARCC assessment items and task. • Assist teachers in creating PARCC aligned EBSR and Prose Constructed Performance Based Task by providing them text options and a framework. • Lead teachers in the analysis of EBSR and Prose Constructed assessment types identifying standards and skills assessed and the purpose of the questions. • Outline pedagogical shifts needed in order to move students towards mastery of Standards. • Ensure teachers explore reading strategies that support close analytical reading (reading like a detective) for ELA, Social Studies, Science, Health, and other technical subjects teachers. • Expose teachers to Common Core aligned text within their discipline and support them in the creation of PARCC aligned reading assessment items (EBST AND TECR) and performance based task. • Support teachers in the creation of argumentative and informative/expository writing task along with assisting teachers in gaining fluency in identifying Common Core aligned writing techniques and scaffolds. 	<ul style="list-style-type: none"> • PARCC Reflection Tool • P.D agendas • PD Powerpoints • Teacher Created Assessments aligned to PARCC
PLCs	<ul style="list-style-type: none"> • Dedicate time in PLCs to unwrapping the standards identifying content area reading strategies to move students towards mastery. 	<ul style="list-style-type: none"> • PLC Agendas • Unit Plans

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	<ul style="list-style-type: none"> Assist teams in the creation of Common Core aligned unit plans identifying appropriate curricular resources and assessments. Assist teams in the creation of authentic PARCC aligned unit assessment items and task. 	<ul style="list-style-type: none"> Assessments PLC Powerpoints and handouts
Vice Principals of Curriculum Instructional Coaching and Feedback for Unit Plans and Assessments	<ul style="list-style-type: none"> Conduct one on one coaching sessions to assist teachers with unit plan and assessment development aligned to the core. Provide targeted feedback based on observed practices and unit plans reviews that assist teachers in improving instructional practices aligned to the common core. Provide teachers assistance in the selection of common core aligned instructional materials and assessments 	<ul style="list-style-type: none"> VP coaching logs and agendas Unit plans and Assessment Items Created Feedback in Bloomboard
PARCC Explorations and Reflections	<ul style="list-style-type: none"> Lead teachers in the dissection of varied PARCC assessment items and task providing them an overview of the assessment type, the purpose of the task, and the Standards being assessed. 	<ul style="list-style-type: none"> PD Day agendas PD Powerpoints
Standards Based Assessment Alignment/Quarterly Interim Assessments	<ul style="list-style-type: none"> Select and create PARCC aligned assessments on a Quarterly basis for all content area reading classes. Ensure all interim assessments administered are aligned to the Common Core Standards. Disaggregate assessment results with teachers to identify strategies to address the needs revealed by the assessment. Ensure teachers are addressing the needs revealed by the assessments in unit plan reviews, administrative walkthroughs and formal observations. 	<ul style="list-style-type: none"> Quarterly Interim Assessments Quarterly Interim Assessment Analysis PLC agendas
Analysis of Student Work	<ul style="list-style-type: none"> Train teachers in the use of the Tuning Protocol to engage in collaborative analysis of student work in content area teams. Dedicate three P.D experiences to the analysis of student work samples from Quarterly Interim Assessments using the Tuning Protocol. Assist teachers in analyzing quarter interim assessment data and identifying instructional strategies to address student needs. 	<ul style="list-style-type: none"> Tuning Protocol P.D Day Agendas Data Analysis tools

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Principal Practice Goal #3:

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Priority:	Implement High Quality Advisory Program that teaches non-academic skills and student efficacy.
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 readiness by mapping out strategies for achieving those goals while embracing concepts in 7 Habits of Highly Effective Teens and 6 Important Decisions based on End of Year Self Reflection Star Polisher Assessment.
Next Milestone:	<ul style="list-style-type: none"> • By October 19, 2015 all students will be divided into Star Polisher Networks with an adult advocate that they chose who will help them establish yearly S.M.A.R.T Goals. • By November 1, 2015the school will have ordered and received Agenda Books and a copy of 7 habits of Highly Effective Teens. • By the end of November teachers will receive professional development in grade level teams on conducting Advisory Goal Settings Sessions.
Leadership Framework Competency/Indicator(s): 3. Student and Family Support 3C: Student Efficacy 3D: Student Interest	

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Drivers (Recurring High Leverage Actions)	Tasks to be completed (Specific Action Steps)	Metric/Outcome (Evidence to determine completion and impact of drivers & action steps)
Survey Monkey Ranking Tool	<ul style="list-style-type: none"> • Poll staff during September Faculty Meeting to see who wants to be a Star Polisher (Advisor). Pair Staff based on interest. Develop a 3 question survey on Survey Monkey that ask students to rank their Star Polishers (1-7) in order of preference along with listing co-curricular club involvement and work experience. • Analyze results to match 1-13 students to an adult advisor (Star Polisher) 	<ul style="list-style-type: none"> • Survey from Survey Monkey • Ranking Results and Analysis
Advisory Bell Schedule	<ul style="list-style-type: none"> • Ensure all staff and students know where to report during Advisory Fridays which will be held every Friday beginning October 19, 2015. • Ensure staff follows Advisory Bell Schedule each Friday beginning October 19, 2015 • Create Advisory Schedule and Class List for each Star Polisher. 	<ul style="list-style-type: none"> • Advisory Bell Schedule • Advisory Student and Teacher Schedules
Grade Level Team Meetings	<ul style="list-style-type: none"> • Organize staff into grade level teams based on the majority of students they service. • Establish staff grade level goals for each class. • Facilitate monthly grade level meetings revolved around the implementation of Star Polisher Meeting Protocols, the Advisory Curriculum (<i>7 Habits of Highly Effective Teens</i>), and the Star Polishers role as an advisor. 	<ul style="list-style-type: none"> • Monthly Grade Level Team Mtg Agendas and Materials • Star Polisher Network configurations • Star Polisher Unit Plans
Advisory Curriculum	<ul style="list-style-type: none"> • Train Grade Level teams in the implementation of Advisory Goal Setting and <i>7 Habits of Highly Effective Teens</i> curricular materials. • Map out monthly Advisory Curricular Objectives and lessons based on <i>7 Habits of Highly Effective Teens</i> and Goal Setting curricular materials. 	<ul style="list-style-type: none"> • Monthly Advisory Curriculum Maps • Grade Level Team Meetings. • Weekly Star Polisher Lesson Plans
Agenda Books	<ul style="list-style-type: none"> • Order Agenda books from Premier that highlight <i>7 Habits of Highly Effective Teens</i> for all students Grades 9-12. • Schedule Star Polisher Meeting where agenda books are distributed and students receive instruction on how to utilize it. • Train teachers/Star Polishers in utilizing the agenda books as an instructional organization tool for students. 	<ul style="list-style-type: none"> • Agenda Books • Star Polisher Lesson Plans • Sample student agenda books.

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Weekly Star Polisher Meetings	<ul style="list-style-type: none"> • Structure weekly Star Polisher (Advisory) meetings by November 15, 2014 for the academic School Year. • Begin Meeting with students to establish individual yearly S.M.A.R.T goals revolved around Cycle G.P.As, Co-Curricular Involvement, Community Service, and Standardized Assessments (PARCC, ACT, SAT). • Train students how to effectively utilize agenda books and other organizational/time management systems (i.e. Binders etc). • Review daily habits of effective teens with students based on 7 Habit Curricular Guidelines. • Conduct Monthly Goal check in meetings where students identify action steps needed to achieve goals. 	<ul style="list-style-type: none"> • Star Polisher Lesson Plans • Individual Student Goals • 7 Habits Reflection Activities • Monthly Goal Data Tracker
Monthly Goal Check in Meetings/ Star Polisher Data Tracker	<ul style="list-style-type: none"> • Create an excel workbook that contains the names of each student in Star Polisher Groups that identify monthly attendance, monthly average in graduation requirement courses, monthly disciplinary data, Cycle G.P.As, and co-curricular involvement data. • Train teachers how to facilitate goal check in meetings. 	<ul style="list-style-type: none"> • Monthly Goal Data Tracker
Rewards and Incentives	<ul style="list-style-type: none"> • Meet with SST and Grade Level Teams to establish a reward and incentive program for data points identified in individual student goals. • Create Monthly Character Ed. Themes to the 7 Habits of Highly Effective Teens and reward a Star of the month by grade level for each habit. • Post pictures in a prominent location throughout the building. • Host quarterly award ceremonies after each marking period. • Acknowledge and reward students in grade level convocations • Reward students on a monthly basis beginning in January for achievement of Goals. 	<ul style="list-style-type: none"> • Monthly Character Ed Themes • Award Assembly Programs • Student of the Month Bios

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Principal Practice Goal #4:

Priority:	Collect, analyze, and share data with all school stakeholders (student, parents, teachers, community members) to develop school wide plans for improvement.
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 creates opportunities to explore and analyze data to outline areas in need of improvement and strategies that foster student growth.
Next Milestone:	<ul style="list-style-type: none"> By October 1, 2015 all students in grade 10-12 will have participated in a transcript audit activity and will create an External Assessment Folder Consisting of but not limited to results on ACT Plan, Explore, Quarterly Interim Assessments, PARCC ELA, Math). They will add marking period report cards throughout the year. By October 15, 2015 all teachers content area teachers will have analyzed a Common Core aligned baseline assessment to determine student growth objectives.

Leadership Framework Competency/Indicator(s): 5. Organizational Leadership
5d: Data Transparency

Drivers (Recurring High Leverage Actions)	Tasks to be completed (Specific Action Steps)	Metric/Outcome (Evidence to determine completion and impact of drivers & action steps)
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<p>Monthly Principal Grade Level Convocations</p>	<ul style="list-style-type: none"> • Meet with all classes Grades 9-12 on a monthly basis to discuss grade level goals and analyze data revolved around varied goals. • Share student achievement data on Quarterly Interim Assessments with Grade levels to ensure they comprehend how they are progressing towards college and career readiness assessments (PARCC/ACT). • Ensure students are aware of academic and curricula adjustments being made as a result of the data (mandatory tutoring, block Ela and Math classes) • Ensure all students conduct a Transcript Audit so they are aware of the courses they need to graduate and those that will make them attractive to Colleges. • Create External Assessment Folders entitled the <i>“Paper You”</i> that consist of the following: <ol style="list-style-type: none"> 1. Transcript entering 2015-2016 SY 2. Transcript Audit/Grad Tracker Wheel 3. ACT PLAN, EXPLORE, ACT Data 4. SAT DATA (when applicable) 5. Cycle Report Card 6. Personal Statement (when applicable) 7. Letters of Recommendation (when applicable) 	<ul style="list-style-type: none"> • Grade Level Convocation Powerpoints • Grade Level Convocation Activity Sheets • Transcript Audit Sheet • Paper You External Folder Grade Sheet
<p>PLCs and Professional Development Days</p>	<ul style="list-style-type: none"> • Disaggregate results from Quarterly Common Core Aligned Interim Assessments to develop action plans to address the needs revealed • Disaggregate results from Benchmark Assessments (unit assessments, midterms, and finals) and develop action plans to address the needs revealed. • Create a skills analysis tool for teachers to address skill deficiencies in the immediate future fostering a spiraling curriculum. 	<ul style="list-style-type: none"> • PLC Agendas • Professional Development Day Agendas • Data Analysis Tool/Forms
<p>Star Polisher Meetings</p>	<ul style="list-style-type: none"> • Create an excel workbook that contains the names of each student in Star Polisher Groups identifying monthly attendance, monthly average in graduation requirement courses, monthly disciplinary data, Cycle G.P.As, and co-curricular involvement data. • Train teachers how to facilitate goal check in meetings. • Distribute Quick look Ups on a Monthly Basis and assist students in 	<ul style="list-style-type: none"> • Weekly Star Polisher Lesson Plans • Quick Look Up Signature Sheet • Individual Student Goals

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	<p>developing action steps to improve current grades.</p> <ul style="list-style-type: none"> Assist students in creating action steps to achieve goals based on current data. 	<ul style="list-style-type: none"> Monthly Goal Data Tracker
Curriculum and Data Family Nights	<ul style="list-style-type: none"> Host Data Family Nights twice a year providing parents a snapshot of the school's results in data points identified (i.e. Cycle G.P.A Goals, Attendance Goals, Progress for Graduation Goals, ACT Results, HSPA, etc). Host two PARCC overviews for ELA and Math and provide families a snapshot of interim assessment data and actions steps we're taking as a school. Provide parents opportunities to ask clarifying questions. Use BlackBoard Connect along with Teacher Advocates and the parent liaison to ensure parents are aware of the dates of Curriculum and Data Family Nights. 	<ul style="list-style-type: none"> Family and Curriculum Night Agendas Family and Curriculum Night Powerpoints
Grade Level Meetings	<ul style="list-style-type: none"> Review grade level and individual student achievement based on varied data points(<i>Cycle GPA, Attendance, Disciplinary Infractions, Co-Curricular Involvement, Achievement of Quarterly Interim Assessments</i>) on a quarterly basis to determine actions steps for improvement. Discuss individual student needs based on data analyzed. 	<ul style="list-style-type: none"> Star Polisher Lesson Plans Grade Level Meeting Agendas
Bi-Weekly ISR Distribution Schedule/Amended Grading Policy	<ul style="list-style-type: none"> Ensure all teachers know how to print ISRs from PowerSchools and supply training and guidance to those in need. Ensure every teacher has access to a printer and ink so they can print bi-weekly ISRs. Create ISR distribution Schedule Share Distribution Schedule with Teachers, Parents, and Students, on a quarterly basis. Announce the distribution of ISR each Friday when it occurs. Share Amended Grading Policy with teachers, students, and parents via parent and student forums, the school newspaper, and quarterly administrative newsletters. Distribute ISRs to students Bi-Monthly Establish Mandatory tutoring schedule based on ISR distribution for any student whose average is below a 69% in varied courses Ensure parents and students are aware of mandatory tutoring via the mandatory tutoring letter and log that must be signed by the tutor, student, 	<ul style="list-style-type: none"> ISR Training Agendas ISR Distribution Schedule Bi-Weekly ISRs Mandatory Tutoring Letter and Logs Parent and Student Surveys

Principal Name: A. Robert Gregory

School Name: American History High School

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