

**Strategic Plan, 2015-2016.**

**Please complete first draft by August 21st, 2015.**

School Name: Ann Street

Principal Name: Linda J. Richardson

Date: 8/21/2015

<b>Principal Practice Goal #1:</b>		
<b>Competency:</b>	<b>Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction.</b>	
<b>SMART Goal:</b>	By June 23, 2016, all of our teachers' performance will have been assessed accurately using a variety of ways, through differentiated management, describing performance over time in a concise evidence-based narrative using Bloomboard and other informal communiques, while providing timely, actionable tailored feedback on quality instruction.	
<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>		
Teacher Framework for Effective Teaching Schedule of Formal/Informal Teacher Observations Bloomboard Walk Throughs CCSS in ELA/Math		
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
Review Teacher Framework for Effective Teaching	Plan and deliver presentation on revised NTF on Organization Day – Sept. 1, 2015  Review changes made to the language of the rubric, in particular, competency 1E.	Enhance teachers' understanding of evaluation tool and better results on their evaluations.

<p>Continuous formal and informal observations</p>	<p>Schedule observations for all teachers and prioritize them based upon individualized needs, tenure status, and/or CAPs.</p>	<p>Assurance that all instructional staff are effectively observed and evaluated by prescribed due dates.</p>
<p>Administrative feedback which is timely and actionable, based on observations</p>	<p>Utilize the Bloomboard reports</p> <p>Align feedback and commentary to NTF rubric citing evidence in post-conference notes where action steps will be provided to the teachers. Then, follow through with subsequent visits and information from multiple data sources, for example, CAP, IPDP, etc., to determine usage and effectiveness of same.</p>	<p>Teachers' timely implementation of action steps and suggestions given during feedback, as evidenced in PPO's, lesson plans, and walk throughs, and condition of classrooms.</p>
<p>Review ELA and Math instruction to the Common Core State Standards</p>	<p>Schedule, conduct, and address on-going Walkthroughs to determine whether or not the instruction is aligned made to the CCSS in ELA and Math.</p>	<p>Student work and artifacts that are on display will indicate that instruction is aligned to CCSS in ELA and Math.</p>

Principal Practice Goal #2: (A) Mathematics		
<b>Competency:</b>	<b>Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction.</b>	
<b>SMART Goal:</b>	By June 23, 2016, 100% of our Math teachers in Grades K-8 will continue to effectively implement Math In Focus (Lesson Structure, the Multiple Representation Framework (CPA), and the Bar Modeling) in order to demonstrate proficiency in Math as measured on PARCC.	
<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>		
<p>Lesson Structure and Materials            Effective Math teacher teams depicting the MIF CPA Framework            Ongoing Professional Development in Math In Focus            Testing Schedule (NPS Interim Assessment)            Yearlong Instructional Plans (Y.I.P.)            Monthly Focus on Student Work (F.O.S.W.)</p>		
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
Lesson Structure and Materials	Insure that lesson structure and planning includes the following: <ul style="list-style-type: none"> <li>· <b>Direct Instruction</b> (Teach/Learn Students books are closed and teachers are modeling instruction for students)</li> <li>· <b>Guided Practice</b> (Intended to provide practice for students with teacher support)</li> <li>· <b>Let's Practice/Independent Practice-Workbook</b> (Intended as formative assessment to assess if students are ready to work independently)               <ul style="list-style-type: none"> <li>* Reteach-Struggling Learners-(Students who are not able to do the Let's Practice)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Teachers will plan and deliver lessons using the lesson structure (collaboration during grade level and vertical meetings; professional development days; and the work and input of SLC/Small Learning Communities)</li> </ul>

	<ul style="list-style-type: none"> <li>* Extra Practice- On level Learners-(Students ready to work independently)</li> <li>* Enrichment-Advanced Learners-(Students who are excelling can work on more challenging material)</li> <li>* Put on Your Thinking Cap!-(Students solve non-routine problems by synthesizing concepts, skills and strategies)</li> <li>• <b>Assessment</b> (Check for student understanding e.g. Index card summaries, misconception check, student conference, self-assessment, exit tickets, math journal, and daily HOTS questions posed by teacher.)</li> <li>• <b>Summarizing</b> (Tool to tie all the activities together for the students)</li> <li>• <b>Homework</b> (Students should <b>NOT</b> be doing workbook pages until they can successfully do them independently; can use previous grade level problems as reinforcement; and/or online interactive assignments)</li> <li>• <b>Think Central:</b> Utilize Think Central to assist with implementation, use of resources and interactive manipulatives</li> <li>• Use of centers to differentiate instruction</li> </ul>	<p>subcommittee)</p> <ul style="list-style-type: none"> <li>• Administrators will be able to observe the lesson structure during lesson bi-weekly review plan, and the delivery of instruction (as evidenced by PPO's, formal and informal observations)</li> <li>• Formative assessments, informal assessments, summative assessments, Edulastic assessments</li> <li>• Home and school connections from MIF Book</li> <li>• All math schedules provide 100 minutes of instructional time.</li> </ul>
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<p>Effective Math Teacher Teams depicting the MIF Multiple Representation Framework (CPA)</p>	<p>Teachers will use the MIF framework in the following manner:</p> <ul style="list-style-type: none"> <li>· <b>Concrete</b> (A student is first introduced to an idea or a skill by acting it out with real objects)</li> <li>· <b>Pictorial</b> (A student sufficiently understands the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem)</li> <li>· <b>Abstract</b> (A student is capable of representing problems by using mathematical notation and symbols)</li> </ul>	<ul style="list-style-type: none"> <li>· Teachers will plan and deliver lessons using the multiple representation framework (Grade level meetings and Vertical meetings)</li> <li>· Teachers will have examples of authentic work hanging in the classrooms depicting (CPA)</li> <li>· Administrators will be able to observe the multiple representation framework during lesson planning, in lesson plans and the delivery of instruction as viewed during formal and informal observations, and at Mid-Year and Annual Reviews).</li> <li>· Connection between LIFTT, vertical and grade level meetings to guide practices</li> </ul>
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<p>Ongoing Professional Development in Math In Focus</p>	<p><b>Professional Development</b> – (Teachers will participate in tailored professional development opportunities from administration, internal school Math Coach, LIFTT members and District personnel)</p>	<ul style="list-style-type: none"> <li>· Teachers will participate in a number of professional development opportunities facilitated by administration, Math Coach, LIFTT members and district representatives during Staff Development days as outlined in district calendar</li> <li>· Administrators and selected math teachers will lead the learning that will be conducted in Grades K-8 via peer observations.</li> </ul>
<p>Analysis of NPS Interim Assessments</p>	<p>Teachers will be informed on September 1, 2015 of the new online NPS Interim assessments (Interim I week of October 26<sup>th</sup>, Interim II week of January 25<sup>th</sup>, Interim III week of March 7<sup>th</sup> – 18<sup>th</sup> )</p> <p>Grade level Meetings K-8 (Analyze Data)</p> <p>Teachers will work at Vertical Math Meetings Grades 3-8 (Analyze Data)</p> <p>Data Team Meetings following post assessments to determine strengths and weaknesses</p>	<ul style="list-style-type: none"> <li>· Teachers will analyze their classroom data and identify trends and patterns to develop a plan to remediate the deficiencies and bridge gaps; Use to guide instruction</li> <li>· Administrators and</li> </ul>

		selected Math teachers will assist teachers in identifying patterns and trends in the data and create action plans
Monthly Focus on Student Work (FOSW)	Disseminate annual memorandum on Focus on Student Work (FOSW)	Document agenda with Sign-in sheet from presentation indicating percentage of attainment, short term goals and administrative comments which are found all on cover sheet of FOSW

Principal Practice Goal #2 (B) ELA {continued}

<b>Competency:</b>	<b>Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction.</b>														
<b>SMART Goal:</b>	<p>By June 23, 2016, 100% of our grade K-8 ELA teachers will work collaboratively to implement a rigorous literacy curriculum in every classroom to ensure that all students are reading, writing, thinking and speaking critically in order to demonstrate proficiency in ELA as measured on the Observational Survey Results and S.R.I.</p> <p><b>S.R.I. Results 2014-2015:</b></p> <p>Ann Street (812 Students)</p> <table border="1" data-bbox="449 656 823 1370"> <thead> <tr> <th data-bbox="449 656 527 837"></th> <th colspan="2" data-bbox="527 656 676 837"><b>First Test In time Period</b></th> <th colspan="2" data-bbox="676 656 823 837"><b>Last Test In time Period</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="449 837 527 1370"><b>P e r f o r m a n c e  S t a n d</b></td> <td data-bbox="527 837 600 1370"><b>S t u d e n t s</b></td> <td data-bbox="600 837 676 1370"><b>P e r c e n t a g e  o f S t u d</b></td> <td data-bbox="676 837 749 1370"><b>S t u d e n t s</b></td> <td data-bbox="749 837 823 1370"><b>P e r c e n t a g e  o f S t u d</b></td> </tr> </tbody> </table>						<b>First Test In time Period</b>		<b>Last Test In time Period</b>		<b>P e r f o r m a n c e  S t a n d</b>	<b>S t u d e n t s</b>	<b>P e r c e n t a g e  o f S t u d</b>	<b>S t u d e n t s</b>	<b>P e r c e n t a g e  o f S t u d</b>
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<b>P e r f o r m a n c e  S t a n d</b>	<b>S t u d e n t s</b>	<b>P e r c e n t a g e  o f S t u d</b>	<b>S t u d e n t s</b>	<b>P e r c e n t a g e  o f S t u d</b>											

a r d		e n t s		e n t s
A d v a n c e d	8 1	1 0 %	1 3 8	1 7 %
P r o f i c i e n t	1 8 1	2 2 %	2 6 0	3 2 %
B a s i c	2 7 4	3 4 %	2 3 9	2 9 %
B e l o w B	2 7 6	3 4 %	1 7 5	2 2 %

a				
s				
i				
c				

<b>Grades</b>	<b>First Test Score Average In Selected Time Period</b>	<b>Last Test Score Average In Selected Time Period</b>	<b>Average Growth In Lexile</b>
3	345	531	186
4	583	694	111
5	669	783	114
6	800	906	106
7	873	917	44
8	956	991	35

**Observational Survey Data K-2:****TOTAL (All Students)****Letter ID**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	150	2	1%	148	99%
Grade 1	161	4	2%	157	98%
Grade 2	197	3	2%	194	98%

**Writing Vocabulary Spree**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	150	5	3%	145	97%
Grade 1	161	15	9%	146	91%
Grade 2	197	39	20%	158	80%

**Yopp-Singer**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	*131	8	6%	123	94%

**Hearing and Recording Sounds/Dictation**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	*131	6	5%	125	95%

Grade 1	161	24	15%	137	85%
Grade 2	197	53	27%	144	73%

**\*The Bilingual Students (Tiers 1-3) were not assessed.**

**Concepts About Print (CAP)**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	150	2	1%	148	99%

**Ohio Word Test/SLOSSON**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	*131	2	2%	129	98%
Grade 1	161	18	11%	143	89%
Grade 2	197	32	16%	165	84%

**\*The Bilingual Students (Tiers 1-3) were not assessed.**

**DRA2 (Developmental Reading Assessment)**

	# Students Tested	# Below Benchmark	% Below Benchmark	# At/ Above Benchmark	% At/Above Benchmark
Kindergarten	150	5	3%	145	97%
Grade 1	*160	43	27%	117	73%
Grade 2	197	59	30%	138	70%

**\*1 student in the self-contained special education classroom was not assessed.**

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

Needs Assessment  
 Balanced Literacy Approach  
 Effective ELA teacher teams  
 N.P.S. Interim Assessments, SRI Lexile Levels, Observational Survey Benchmarks  
 Unit Planning aligned to NPS Scope/Sequence and Yearlong Instructional Plans  
 Monthly Focus on Student Work (FOSW)

<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
Needs Assessment	<p>Analyze and interpret the SRI, Observational Survey data, F.O.S.W., and A-Net data in grades K-8 to identify gaps, trends and patterns and conversion of results to PARCC by using the standards report for strengths and weaknesses.</p> <p>Administer and analyze the SRI Assessments in grades 3-8 to identify lexile levels and assign appropriate books for students to read on a quarterly basis.</p>	<p>Create ELA grade level (K-8) goals which focus in on the greatest area of need.</p> <p>Identify students' strengths and weaknesses kept in their CIA binders</p> <p>Data analysis, vertical articulation where teachers will identify observations, patterns, and trends.</p>
Balanced Literacy Approach	Teachers will implement key components of a Balanced Literacy Program: Read alouds, shared reading, guided reading, independent reading, phonemic awareness, modeled writing, interactive writing, and independent writing.	Administration will insure that CCSS rigor and alignment is taking place by examining FOSW on a monthly basis.

	<p>ELA Teacher Coach will provide additional support in Balanced Literacy</p> <p>Maintain a Curriculum Instruction and Assessment (CIA) binder inclusive of analyzed monthly FOSW and formal and informal assessment data.</p> <p>Incorporate a designated time for independent reading on a daily basis of non-fiction and informational text.</p> <p>Teachers construct and send to the administration and Teacher Coach for their approval, the monthly writing task to insure rigor and alignment to CCSS.</p>	<p>Ensure that balanced Literacy approach is integrated on a daily basis</p> <p>FOSW monthly monitoring by master teacher and administration</p> <p>Administrators will be able to observe the lesson structure by review of bi-weekly lesson planning and the delivery of instruction.</p> <p>Students track their reading progress through reading logs reflective of progress made in SRIs and included in the total number of books read per classroom (1,000 Book Challenge)</p> <p>Schedule and provide 100 minutes of ELA instructional time.</p>
<p>Effective ELA Teacher Teams Teacher Quality: Strengths and Weaknesses</p>	<p>Administrators will:</p> <ul style="list-style-type: none"> <li>Conduct partial period/ formal observations to provide tailored feedback and coaching on the proper ways to implement a balanced literacy approach</li> </ul>	<p>Ensure the balanced Literacy approach is integrated on a daily basis via rounds, walkthroughs and observations</p> <p>Create quarterly unit plans to ensure consistency and rigor</p>

	<ul style="list-style-type: none"> <li>· Continue with the implementation of research driven literacy programs: Grades 4-5 Great Books; Grades 6-8 Springboard</li> <li>· Schedule peer teacher observations of best ELA practices</li> <li>· Have ELA Teacher Coach model best practices based on teacher need</li> <li>· Provide professional development at grade level meetings, vertical meetings and staff development days in connection to LIFTT</li> </ul>	<p>within the school's ELA program and Balanced Literacy approach in relation to Yearlong Instructional Plans</p> <p>A minimum of one peer observation will occur on a vertical and horizontal basis for all ELA teachers.</p> <p>Agendas for Professional Development will evidence school needs and alignment to ELA, CCSS, and the district's initiatives.</p>
<p>Interim Assessments, Observational Survey Data, SRI Lexile Levels</p>	<p>Teachers will administer interim assessments that are aligned to the YIPs and CCSS and are formatted to PARCC as set forth by the District (Interim I week of October 26<sup>th</sup>, Interim II week of January 25<sup>th</sup>, Interim III week of April 18<sup>th</sup>)</p> <p>Monthly FOSW; teachers will send writing prompt to administration and Teacher Coach for approval, in order to increase in the amount of meaningful and rigorous writing that takes place in class</p> <p>Analyze the results and re-teach according to the students' needs</p>	<p>Increase in student performance as measured by interim results, DRA data, and SRI Lexile levels</p> <p>Administrative monitoring of Progressive Writing Walls</p> <p>Continue to provide detailed feedback on FOSW with close monitoring for compliance</p>
<p>Unit Planning</p>	<p>Administrators and ELA Teacher Coach will provide guidance and direction for Unit Planning.</p> <p>Suggest Professional Development via Bloomboard on effective unit</p>	<p>Quarterly submission 9/14/2015, 11/16/2015, 2/8/2016, 4/18/2016.</p> <p>Agendas/Minutes serving as</p>

	<p>planning to drive students toward mastery.</p> <p>Introduce and encourage use of IRC during Grade Level Meetings to insure alignment of instruction to ELA NPS Units, Scope and Sequence, and YIPs</p>	documentation.
<p>Monthly Focus on Student Work (FOSW)</p>	Disseminate annual memorandum on Focus on Student Work (FOSW)	<p>Document agenda with Sign-in sheet from presentation indicating percentage of attainment, short term goals and administrative comments all on cover sheet of FOSW</p>

Principal Practice Goal #3

<b>Competency:</b>	<b>Student and Family Support: Supports students' academic, social and emotional growth.</b>													
<b>SMART Goal:</b>	By June 23, 2016, students will have access to activities that appeal to diverse, individual student interests via the continued practice of Advisories and Lunch Bunch as well as electives in Cultural Music Studies, Dance Troupe and Chorus. Insures programming is comprehensive, balanced, and aligned to both academic and non-academic interests. Students take an active role in identifying and supporting activities.													
<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>														
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Restorative Practices</td> <td style="width: 50%;">Monthly Parent Workshops</td> </tr> <tr> <td>Continued Implementation of Advisories and Lunch Bunch</td> <td>Parental Access to PowerSchool</td> </tr> <tr> <td>Social and Emotional Learning (SEL)</td> <td>Parent/Student/School Contracts</td> </tr> <tr> <td>NPS Discipline Policy</td> <td>Holiday Performance</td> </tr> <tr> <td>NPS Student/Parent Guide</td> <td>Annual Art Exhibition</td> </tr> <tr> <td>Parent Compacts</td> <td>Annual Dance Performance by Dance Troupe</td> </tr> </table>			Restorative Practices	Monthly Parent Workshops	Continued Implementation of Advisories and Lunch Bunch	Parental Access to PowerSchool	Social and Emotional Learning (SEL)	Parent/Student/School Contracts	NPS Discipline Policy	Holiday Performance	NPS Student/Parent Guide	Annual Art Exhibition	Parent Compacts	Annual Dance Performance by Dance Troupe
Restorative Practices	Monthly Parent Workshops													
Continued Implementation of Advisories and Lunch Bunch	Parental Access to PowerSchool													
Social and Emotional Learning (SEL)	Parent/Student/School Contracts													
NPS Discipline Policy	Holiday Performance													
NPS Student/Parent Guide	Annual Art Exhibition													
Parent Compacts	Annual Dance Performance by Dance Troupe													
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>												
Social and Emotional Learning  Restorative Practices	<p>Present SEL to staff on September 2, 2015; Ensure that teachers set aside time in the classroom for evidence-based SEL instruction. With this type of program, students will be involved in creating the school environment, writing rules, and deciding on consequences. This will take place from day one where the SEL is an integral part of the school day.</p> <p>Guidance Counselor and Social Worker will schedule time for grade level Advisories and Lunch Bunch</p> <p>Present restorative practices to staff on September 2, 2015. The aim is to manage conflict and behavior via restorative</p>	<p>Primary grades – students reflect on their emotions and practice managing emotions through role play.</p> <p>Upper grades - Analyze literature and history using an SEL focus, case studies and role-plays.</p> <p>Student court to settle disputes and behavior issues</p>												

	<p>practices: peer mediation, circle time, Rainbow of Gratitude Wall in the hallway and in the classrooms</p> <p>Implementation of Student Court as a restorative practice that will be carried out by Student Council representatives.</p> <p>Ramapo consultants will provide professional development to the staff</p>	
NPS Discipline Policy	Review, present and disseminate new NPS Discipline Policy to all stakeholders.	Policy implementation.
NPS Student/Parent Guide	Introduce, explain, review and disseminate Student/Parent Guide to students and parents.	Collect the signed Memorandum of Understanding from Student/Parent Guide documenting receipt of one.
Parent Compacts	Introduce, explain, review and disseminate Parent/Student/School Contracts to students and parents.	Copy of signed Contracts on file.
Monthly Parent Workshops	Schedule monthly Parent workshops with Home and School President and Community Engagement Specialist, which will address CCSS in Math and ELA, HIB, attendance, technology and other topics on an as needed basis.	Attendance at meetings will rise as documented by sign in sheets.
Parental Access to PowerSchool	Insure access to activities that appeal to diverse, individual student interests. Insures programming is comprehensive and balanced and aligned to both academic and non-academic interests. Students take an active role in identifying and supporting activities.	Track parent usage via Power School report "Web Usage"
Parent/Student/School	Explain, review and disseminate Student/Parent Guide to	Open House parent participation;

Contracts	students and parents	agendas and sign-in sheets serving as documentation
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## Principal Practice Goal #4

**Competency:** **TRANSFORMATIONAL LEADERSHIP: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.**

**SMART Goal:** By June 23, 2016, 100% of the staff will demonstrate flexibility as they improve their understanding of SEL/restorative practices, CCSS, Math In Focus, NPS Interim Assessments, SRI, and Digital Learning Initiative by breaking up annual goals into manageable chunks by listing them in action plan (IPDP), CAP's to track areas of focus with measurable targets. In so doing, we will sustain our high academic standards even though there are ubiquitous changes.

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

(Common Core State Standards (CCSS), Math In Focus (MIF), NPS Interim Assessments, SRI and Digital Learning Initiatives  
Professional Development for PARCC Testing  
Understanding and practice of Restorative Justice, Restorative Conferencing, and Restorative Practices  
Evidence of Digital Learning in Student Artifacts

<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
PD for PARCC	Plan and develop school based PD run by administration, teacher coaches, and support staff that are involved in test administration	Agendas Sign-in sheets Handouts Follow up
Restorative Justice,	Present restorative practices to staff on September 2, 2015.	Time allotted for peer mediation and

<p>Restorative Conferencing, and Restorative Practices</p>	<p>The aim is to manage conflict and behavior via restorative practices.</p> <p>Present SEL to staff on September 2, 2015; Insure that teachers set aside time in the classroom for evidence-based SEL instruction</p> <p>Introduce and implement Rainbow of Gratitude as a Restorative Practice to build the school and classroom climate</p> <p>Ramapo consultants will provide professional development to the staff</p>	<p>circle time</p> <p>Rainbow of Gratitude Wall in the hallway and in the classrooms is ongoing</p>
<p>Common Core State Standards</p>	<p>Ensure alignment of ELA and Math to CCSS throughout the school year at GLMs, Faculty Meetings, Data Meetings and Vertical Content Area meetings.</p>	<p>Lesson plans will evidence alignment to CCSS which are integrated and are rigorous enough to put students on their way to 21<sup>st</sup> Century Skills and College Readiness as measured by their performance on PARCC</p>
<p>Math In Focus Program</p>	<p>The Math in Focus program will be addressed, implemented and continuously followed up during the school year at GLMs, Staff Development days, and Vertical meetings.</p>	<p>Teachers' content knowledge and pedagogy will increase and scoring on Competency 2 of the NTF will evidence in an effective or highly effective rating.</p>
<p>NPS Interim Assessments</p>	<p>Reintroduce teachers to the NPS Interim Assessments providing them with a good understanding on its alignment to MIF, CCSS, and the NTF, as well as the data it will provide. Insure teachers understand that this is an online assessment</p>	<p>Data Team formation listing tasks and meeting dates. Data NPS Interim Assessment agendas</p>

	requiring refinement in their usage and their students' facility of Digital Learning	Interim assessments 3x per year
Digital Learning	Technology Coach/Lead will facilitate in house training and presentations to staff based upon techniques obtained at DLIs, which include but are not limited to Google Apps, Edulastic, Chromebooks, etc...	Agendas Sign-in Sheets Computer Lab schedule Monitor usage of Google Docs Results of NJ-TAPIN
SRI	Administer SRI Assessments at designated time to establish baseline Lexile levels and track growth over time.	SRI Assessment results (Lexile Levels).

## Principal Practice Goal #5

<b>Competency:</b>	<b>Attendance</b>	
<b>SMART Goal:</b>	By June 23, 2016, 100% of the staff, students and parents will have a clear understanding of KRONOS, PowerSchool, AIP, NPS Framework for Effective Teaching, NPS Attendance Handbook, and duties, functions and roles of SST members, in order to increase their rate of attendance and punctuality as measured by daily and monthly Kronos and Power School attendance 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>		
<p>KRONOS            PowerSchool            AIP            NPS Framework for Effective Teaching            NSP Attendance Handbook            SST</p>		
<b>Drivers (FOCUS AREAS)</b>	<b>Tasks to be completed (TO DO)</b>	<b>Metric/Outcome (WHAT'S DONE)</b>
KRONOS	Daily verification of Kronos	Daily average rate of staff attendance.
PowerSchool	Daily check on student attendance  Phone Calls to the home by Attendance Liaisons, Guidance Counselor, Social Worker, Nurses, and administration.	Increase in daily student attendance rates.

AIP	Confer with staff to meet and issue letters/memos in regards to their absences and/or punctuality as they accumulate.	Decrease in the number of AIP Letters and improvement in attendance rates or elimination of undesirable patterns of attendance or punctuality.
NPS Framework for Effective Teaching	Collect and review Kronos reports to determine attendance rates and/or patterns of questionable or poor attendance.	Loss of 2-6 points on Competency 5 NPS Framework for Effective Teaching resulting in a different overall performance rating.
NPS Attendance Handbook	Distribute NPS Attendance Handbook to staff and review contents of same.  Implement guidelines and procedures with fidelity, as delineated in the Handbook.	Monthly meetings of SST members. Refer cases for PAP and follow up with cases going to the Office of College and Career Readiness and to Court Officer
SST	Identify members and introduce them to all constituents.  Schedule weekly meetings.  Assign roles and responsibilities for all SST Committee members	Decrease in weekly rate of absenteeism for students. Documented minutes of SST meetings and sign-in sheets.