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strategic plan visual.docx

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The diagram consists of four blue rounded rectangular boxes arranged horizontally from left to right, connected by a large, light blue arrow pointing to the right. Below the arrow is the text 'Ultimate Goal- Improving Student Learning'.

Strategic Plan Goals
(i.e. By June 2016, 75% of teachers meet SGOs, Tier students increase by 15% while Tier III students decrease by 15%, 80% of teachers are E or HE, the school meets 90% of its strategic plan goals, admin spend 90% of their time on instruction, and 90% of parents have engaged with the school X amount of time).

Drivers Selected from BRICK Quality Review Rubric - drivers will drive the school meeting the Strategic Plan Goals.

Each driver has a **metric/ outcome** that schools will receive data on monthly (at first content meeting each month).

Schools assess their own completion of **tasks**. The tasks outlined are designed to meet the driver and therefore move towards the strategic plan goals.

Ultimate Goal- Improving Student Learning

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Principal Practice Goal #1

Competency **High Quality Instruction (BRICK- use Comp 1 data and curriculum sections)**

SMART Goal **By June 2016, 75% of teachers meet their Student Growth Objectives (SGOs).**

Survey Data from June 2015 Teacher Survey	Drivers	Tasks to be Completed (To Do)	Back Office Support	Metrics/Outcomes	Person Responsible	Anticipated Date
62% of teachers said they always use data to drive their instruction. Q23	1A. Classroom Level Unit Data (4d)	Conduct analysis meetings at the end of each data cycle - STEP, EL assessments, math chapters/units, math interims, ELA interim open ended and writing prompts.	Help create needed scorecards in Kickboard	100% of unit assessments/interims, etc. are inserted into Kickboard.	Richardson/Jones	
		Data from math assessments, ELA interims, EL end of unit assessments inserted into Kickboard in a timely fashion.	Monitor and share completion rates		Admin	
		Provide time for teachers to enter data into Kickboard			Meah	
62% of teachers said they used BRICKs blended learning model to enhance their instruction Q21 54% said I use online adaptive technology (DreamBox, Lexia, TTM, READ 180)	1B. Blended Learning	Share monthly computer use of blended learning programs with teachers	Monitor and share online usage in BRICK monthly report	Use online learning with fidelity in all classrooms/all subjects. Students will meet the recommended usage monthly for TTM, Dreambox, Read180, Lexia, and/or any online program being used.	Barnes	
		Develop structured DTM agendas to include analyzing data from online learning and how to plan accordingly (forming groups, how to select target skills)			Richardson/Jones	
		Create visible schoolwide data dashboard of online learning usage and mastery (include leaderboard)			Richardson/Jones	
Q40- Teacher self-selection of % of students met their SGOs: 20.83% said HE (90%+), 54.17% said E (80%), 16.67% said PE (70%), and 0% said I (less than 70%). Additionally, 8.33% said they did NOT create	1C. SGOs	Schedule time during summer institute and 1st scheduled PD for teachers to write SGOs'	BRICK, in conjunction with Peshine leadership, will set days during summer institute for writing SGOs'	100% of teachers have an SGO with students grouped into three preparedness groups. SGOs are uploaded to Bloomboard with all accompanying information.	Meah	
		Allot time during the first month of school to write, review and revise SGOs for feedback and throughout the year as data is collected	Teachers provided up to date data on student performance in order to write SGOs		Admin	

said they did NOT create an SGO for the 2014-15 school year		Set PD days for teachers to update progress of meeting their SGOs'			Meah	
	1D. Student Efficacy	Identify focus areas for student reflection and articulation of goals (K-3 STEP, 4-8 SRI, K-8 Math Chapter Assessments, 3-8 ELA Module Assessment)		Up-to-date student reflection/graphing sheets are posted in assessment folders as evidenced during monthly norming walks.	Richardson/Jones	
Create graphing sheet for math assessment folders (unit/chapter tests, MPT, Fact master) for students in Grades 3-8th		Richardson				
Create lesson(s) for teachers to deliver to students around growth mindset during first week of school, schedule lessons into LP template and/or advisory		Barnes/Snead				
Create goal phrases for students in grades 3-8 to refer to when articulating growth goals.		Barnes/Snead				
Identify stopping points for reflection/goal setting on pacing calendar and incorporate into lesson plans for		Richardson/Jones				
Teacher conducts conferences with students after key assessments (guided questions for teachers to use during the conferences)		Barnes/Snead				
During observations, admin spot checks students for ability to articulate goals		Administration				
	1E. Feedback and Revisions (Cycle 2)	Outline expectations around feedback, organize examples of feedback by teachers, make expectations clear about what it means to "review student work"		Rubric score on Quarterly Strategic Plan Driver Walk.	Richardson	
Develop age-appropriate rubric for K and 1 for teachers to use to provide feedback.		Rutherford				
Develop sentence frames and prompts for teachers to use with students to give feedback to one another. Provide PD on use		Jones				
Develop strategies for teachers to teach students how to provide feedback to one another		Jones				
During DTM, teachers bring work and practice writing/giving feedback		Jones				
During norming walks, check student materials for evidence of teacher feedback.		Administration				

Principal Practice Goal #2

Competency **School Culture of Excellence (BRICK- use sections of Comp 1 on BRTS and Culture)**

SMART Goal **By June 2016, increase Tier 1 student population to 15% and reduce Tier III student population to below 15% (tiers based on academics, social emotional, and attendance).**

Survey Data from June 2015 Teacher Survey	Drivers	Tasks to be Completed (To Do)	Back Office Support	Metrics/ Outcomes	Person Responsible	Anticipated Date
	2A. Advisory/ Morning meeting/ Convocation/ Town Hall Meetings	Build in weekly advisory and daily convocation time-slot in middle school schedule	Assistance around advisory/morning meeting curriculum selection	Results of student and staff surveys	Jackson	
		Determine curriculum for advisory and morning meeting.			Meah	
		Provide PD around new curriculum during summer institute; support teachers in implementation of new curriculum			SEL Team	
		Determine groupings for advisory implementation			Jackson	
		Build in monthly town hall meetings for grades K-8 (on calendar) with set agenda to highlight grade level issues/successes, attendance, and provide student recognition		Spot checks during monthly walks.	Administration	
		Monitor implementation of programs during walkthrough			SEL Team	
		Determine messaging/agenda for weekly convocation schedule, highlighting student leadership.			Administration	
To the teachers surveyed, the top three greatest student behavior problems were: physical conflicts among students, profanity, and student disrespect towards teachers and staff. Staff was least concerned with gang activity or teacher absenteeism. Q20	2B. School Culture Plan	Procedures and norms are developed by Pre-K to 2, 3-5, 6-8 grade spans (classroom culture plan, morning meeting, hallways, lunch, recess, dismissal, uniforms, attendance, etc.)		Rubric score on Quarterly Strategic Plan Driver Walk	Meah	
		Provide feedback to teachers and students (weekly for 1st of month, monthly thereafter)			Administration	
		Develop implementation plan for 1st month of school			GL Leaders	
		Select and train student leaders to assist with hallway		Results of student and staff surveys	SEL Team	
		Monthly brick buck celebrations planned and posted by 6-8, 3-5, PreK-2 spans by VPs			SEL Team	

	2C. BRICK Bucks/Student Celebrations	Weekly or biweekly student reports on brick buck totals posted for students by grade level		Rubric score on Monthly Strategic Plan Driver Walk	SEL Team	
		Monitor the implementation of kickboard and brick buck celebrations at quarterly strategic plan meetings			Administration	
		Establish appropriate funding to support monthly awards			Barnes	
		Monthly attendance recognition organized by grade level spans (town hall meetings for K-5 and convocations for 6-8)			SEL Team/Bowman sends reports	

Principal Practice Goal #3

Competency **Teacher Quality (BRICK- Teacher Empowerment)**

SMART Goal **By June 2016, 80% of teachers will be effective or higher on competency 4.**

Survey Data from June 2015 Teacher Survey	Drivers	Tasks to be Completed (To Do)	Back Office Support	Metrics/ Outcomes	Person Responsible
58% of teachers meet with their admin for coaching weekly or bi-weekly, while 10% never meet with their administrator for coaching. Q39	3A. Tailored teacher Coaching	Identify frequency of coaching based on teacher performance (weekly, bi-weekly)		Survey response on teacher survey	Barnes
		Create a year long coaching cycle that is aligned to SGO/IPDP and CAP, Mid-Year, Annual, and is differentiated based on overall rating, tenure status and CAP		Teacher Framework data on BloomBoard shows measured growth by indicator for each teacher.	Barnes
		Create schedule of official observations as "how you're doing" and schedule mid-year and annual (actual dates) -- by August 31 admin will have schedule and informed teachers of mid year and annual dates			Barnes
	3B. BRICK Coaching Cycle	Create 30-60 minute PD about coaching for instruction to deliver during institute - teacher and admin roles clearly outlined; empowering teachers to drive the coaching		Survey response on teacher survey	Meah
		PD admin on coaching cycle (identify coaching template that can be uploaded to Bloomboard; including resources in bloomboard)			Barnes
		Admin will set goals for coaching frequency that will be tracked for mid-year and annual		Coaching templates uploaded to bloomboard (percent completion to goal of desired sessions by teacher status)	Barnes
		Admin team reflects on meeting expectations during SIP meetings			Admin

		Admin team shares coaching calendar with principal via outlook			Barnes
30% said they did NOT have enough time with their DT and 26% said NOT enough time with GL team. 36% said their individual preps are taken for meetings and other items (Q27)	3C. Department Team Meeting	Coaches create year long S&S aligned with data cycle for department meetings including agendas and materials needed		Survey response on teacher survey	Richardson/Jones
		Coaches create system for meeting feedback and request for support form		Data cycle completion (as measured by unit assessments in Kickboard and docs on google docs)	Richardson/Jones
		Coaches create google form for sign-in with timestamp - teachers bring laptop and sign into meeting with this form in order to encourage timeliness			Richardson/Jones

Principal Practice Goal #4

Competency **Transformational Leadership (BRICK- Team Leadership)**

SMART Goal **By June 2016, school has met strategic plan goals to 90%**

Survey Data from June	Drivers	Tasks to be Completed (To Do)	Back Office Support	Metrics/ Outcomes	Person	Anticipated
97% of staff felt the administration makes clear to the staff his or her expectations for meeting instructional goals. Q38	4A. Communication of Expectations and Holding Staff Accountable	Share best practices for ELA & Math BRICK Peshine Staff Handbook		Rubric score on Monthly Strategic Plan Driver Walk	Richardson/Jones	
		Create weekly and monthly tracker for Leadership team to monitor common expectations and implementation of best practices			Perpich	
		Feedback/Next steps from accountability tracker to be shared in coaching meetings		Results of weekly and monthly tracker	Admin	
		Determine model classrooms for maximizing curriculum, instructional resources, small group instruction, and use of data			Admin	
	4B. Data Driven School Management	Create classroom data dashboards		Kickboard unit assessments entered into kickboard - within timeframe given	Perpich	
		Students have data folders and are responsible for tracking unit assessment, diagnostic, and reading level data			Perpich/Jones/Richardson	
		Department meetings focused on data entry/analysis and teachers are aware of data entry timeline		Kid watching sheets visible in monthly strategic plan walks 90% of the time	Richardson/Jones	
		Create specific kid-watching sheets with standards addressed in lesson			Perpich	
		Summer PD on how to effectively use kid-watching sheets (include artifacts of best practice/ role play)		Up-to-date student reflection/graphing	Meah (with Avon Support)	

Create visible schoolwide data dashboard of online learning usage and mastery (include leaderboard)	
Monthly classroom competition of online learning	

sheets are posted in assessment folders as evidenced during monthly norming walks.

Richardson/Jones	
Richardson/Jones	

Principal Practice Goal #5

Competency **Organizational Leadership (BRICK- Integrated Family and Community, and Operational Excellence)**

SMART Goal **By June 2016, administrators spend 90% of their time focusing on instruction. By June 2016, 75% of Peshine parents are involved in the school (open house, report card nights), 50% attend educational workshops (parent education or student curriculum education) and 10% of parents are parent leaders.**

Survey Data from June 2015 Parent Survey	Drivers	Tasks to be Completed (To Do)	Back Office Support	Metrics/ Outcomes	Person Responsible	Anticipated Date
Q18- 13% of parents never heard of workshops, another 24% never attended (note this is of the parents that were coming to the school and took the survey). Same seen for volunteering 13% never heard and 26% never volunteered.	5A. Family and Community Engagement Plan	Create a family engagement calendar by the end of August (include key dates)		Data captured on meeting goals outlined in Family and Community Engagement Plan (how many parents participated, how many likes on facebook, how many in attendance at events, etc.)	Barnes/Gordon	
		Create structured opportunities for volunteers (create task cards that volunteers can come in and select)			Barnes/Gordon	
		Teachers identify events where support is needed and communicates with CES			Barnes/Gordon	
		CES has scheduled time to report out to admin team on events			Barnes	
		Teachers communicate with CES about events and CES documents			Barnes	
		Create google doc for teachers that include goals, metrics for goals, date, location, time, etc.			Barnes	
	5B. Community and Parent Newsletters	Calendarize due dates for quarterly newsletter	BRICK office creates a template (in google docs) that individuals can complete providing updates on grade bands (different colors for	# sign up for newsletter email	Meah	
		Distribute newsletter with report cards			Bowman	

	Parent newsletters	K-2, 3-5, and 6-8 will cover common areas, from school and principal	NOTE- all parent emails are located in Salesforce		Admin	
		Create Welcome Back newsletter			Coleman/Meah	
Q15- How often do you invite parents to participate in parent engagement opportunities? 32% of teachers said NONE or A LITTLE 95% of parents SURVEYED are satisfied with the opportunity to be involved in their child's education (Q12)	5C. Engage Families to Support Student Learning	Embed parent communication into opening of unit, chapter, domain, module, etc.		Results of Parent Survey	GL leaders	
		Plan day and evening parent workshops focused on current skills and strategies			Richardson/Jones	
		Phone calls home for achievements in reading level growth			Jones	
		Include current unit topics in parent newsletter			Jones/Richardson	
15% of staff said technology never runs smoothly, another 35% said only a little Q28 73% of staff read This Week or Daily News but only 49% are using the BRICK operations website. Q29	5D. Technology	Identify computer needs for each individual classroom		Data from operations website - both how many requests are made and how quickly they are closed	Mullens	
		Ensure 4-8 grade classrooms have chromebook carts and 12 desktops; K-3 grade classrooms have 10-12 laptops.			Mullens	
		Provide PD for staff on how to use Operations Website			Mullens	
		Create technology troubleshooting cheat sheet for staff (add to Daily News)		Results of Teacher Survey	Mullens	
		Establish student technology group to help with tech issues			Mullens	
		Provide PD on maintaining smartboards, laptops, document cameras, desktops			Mullens	
		Create schoolwide technology rules and procedures			Mullens	
		Update website monthly			Mullens	
		Monthly tech inventory through google form			Mullens	
See teacher survey- In regards to systems at the		Job descriptions outlined for each office staff member		Data from operations website - both how many requests are	Weidman	
		Operations website requests are followed up with on a daily basis			Bowman	

<p>school, staff felt that the nurse, cafeteria, main office, and community engagement specialist are most effective.</p> <p>Staff scored custodians, security, and CST referrals as least effective.</p>	<p>5E. Leadership Focus on Academic</p>	<p>Custodial issues will be streamlined to Operations Manager and tracked via operations website</p>		<p>made and how quickly they are closed</p>	<p>Bowman</p>	
		<p>Establish Student Support Team members for grade level spans (PK-2, 3-5, 6-8) to address</p>		<p>Number of discipline referrals to Student Support Team members</p>	<p>Barnes</p>	
		<p>Outline Tiered 2-3 behaviors that warrant support of SST member - included in Culture Handbook</p>			<p>SEL/Meah</p>	

