

## Strategic Plan for SY 2015 - 2016

| <b>Principal Practice Goal #1:</b>  |   |   |
|---|---|---|
| <b>Competency:</b>  | Management & Coaching of Instructional Staff: Effectively develops & manages talent to improve instruction.   |   |
| <b>Indicator:</b>   | 1a Evaluation Aligned to the Framework for Effective Teaching. Synthesizes evidence to provide an accurate assessment of teacher performance towards student mastery.   |   |
| <b>SMART Goal:</b>  | Accurately assesses all teachers' performance over time in concise, evidence-based narrative tied to student mastery throughout the 15 - 16 sy using BloomBoard.  |   |
| <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> |   |   |
| <b>Drivers (FOCUS AREAS)</b>  | <b>Tasks to be completed (TO DO)</b>  | <b>Metric/Outcome (WHAT'S DONE)</b>   |
| Observations/Evaluations<br><br>Specific IPDP Goals<br>14 – 15 Teacher Outcomes<br>15 – 16 Teacher Goals<br><br>Peer concurrent feedback<br>Performance Rubrics<br><br>- Administration/teacher Conf.<br>- Teacher Practice Modeling<br>- Instructional Supports via<br>- Teacher Partnering<br>- Positive Behavior Support<br>Plan Training                                  | Develop Annual Observation/ Evaluation Continuum<br>Implement Framework for Effective Teaching<br>Evidence based observations with quality feedback and coaching<br><br>Individualized professional development plans for every teacher with specific goals and supports<br>Co-establish student targets for all students (Grade Kevel & Admistration)<br>Explicit, rigorous learning goals for each grade, subject, classroom, student<br>Ensure instructional strategies are aligned to standards & curriculum<br>Ensure student level data drives instructional strategies<br>Implement student intervention timelines and interventions<br><br>Create Teacher Support Teams<br>Create Staff Teams<br>Implement Critical Friends Process<br><br>Identify school & individual professional development needs<br>Targeted, goal oriented professional development based on staff needs<br>Targeted, goal oriented professional development based on individual needs | Observation/Evaluation Schedule<br><br>Instructional IPDPs<br>Documented Observations<br>Intervention Plans<br>Data Tracking Templates<br><br>Established Meeting Schedules<br>Revised Master Schedule<br><br>Teacher Survey<br>School & individual Professional Development Plan |

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| <b>Principal Practice Goal #2:</b>  |   |   |
|---|---|---|
| <b>Competency:</b>  | Curriculum, Assessment & Instruction: Effectively uses curriculum & assessment tools to advance Common Core – aligned instruction.  |   |
| <b>Indicator:</b>   | 2b High Quality, Grade – Level Materials Ensures rigorous curricular materials, text and instructional strategies are aligned with the Common Core and with each other.   |   |
| <b>SMART Goal:</b>  | Ensure effective use of texts, supplemental resources and curricular adaptations to support Common Core by the first week of school. Align instruction by reviewing continuity of lessons, instructional strategies, and UDL provisions in YIPs, Unit, Weekly lesson plans. Facilitate collaboration with other school teams to ensure rigor and alignment via visitation schedule/log. |   |
| <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)  |
| Align Instruction, assessment, and strategies<br>Ensure rigor   | Execute materials based on Needs Assessment<br>Distribute texts/materials<br>Ensure alignment among materials, assessments and instructional strategies<br>Develop Assessment templates by Grade Level  | Materials secured<br>Templates for rigorous assessments are standardized  |
| Instructional Supports through Teacher Partnering<br>Structure academic conversations/collaboration   | Develop/coordinate teacher teams & collaboration opportunities<br>Gather, analyze and respond to multiple forms of student data as a team both vertically & horizontally<br>Establish text sets by grade level  | Peer/grade level partners provided<br>Leadership Teams provided<br>Teacher/student Small Learning Communities established |
| Literacy driven instruction   | Implement Literacy based centers in all classrooms with focus on word knowledge (vocabulary development), world knowledge and growth or fixed mind set  | Literacy driven instruction is standardized by rigor  |
| Paradigm shift to Key levers  | Close Read, Volume Reading, and scaffolding/supports<br>Secure data sources: Standardized tests, Report Cards, Attendance records, cumulative cards to establish student growth targets<br><br>Design and implement differentiated academic interventions   | Design and implement templates of differentiated lessons/instruction  |



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| <b>Principal Practice Goal #4:</b>  |  |  |
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| <b>Competency:</b>  | Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.  |  |
| <b>Indicator:</b>   | 4c. Adult Alignment. Ensures all adults are aligned to build & advance school goals & values.  |  |
| <b>SMART Goal:</b>  | Build the leadership capacity of teacher leaders through communication, collaboration (sharing leadership by partnering with others in order to get things done) and facilitating change. The instructional support teams will demonstrate they are leaders at the school with a clear vision of the school's priorities with improved student achievement. All teams will be in place by the first week of school.  |  |
| <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)   |
| <p>Ambitious Student targets</p> <p>Establish protocols for Coaches to:</p> <ul style="list-style-type: none"> <li>- reflect on evidence,</li> <li>- recognize success</li> <li>- identify and follow-up on solutions/next steps</li> </ul> <p>Team building skills</p>   | <p>Assess current performance using framework rubric</p> <p>Define expectations of rigor for adult and student efficacy. Use PARCC as the model.</p> <p>Clear communication based on audience and need</p> <p>Co-establish IPDPs with</p> <p>Identify priorities for growth based on current results and impact on student learning and share with all stakeholders</p> <p>Design action plan with explicit, rigorous learning goals for each grade, subject, classroom, and student aligned with priorities for improvement</p> <p>Reflect on Evidence - Use data and evidence on student outcomes and student actions that correlate to teachers' actions and teachers' underlying knowledge, skills and mindsets.</p> <p>Recognize Successes - Teachers benefit from recognizing their own successes, and having others recognize them to gain confidence and build upon their areas of strength.</p> <p>Teachers and coaches must execute strategic, specific next steps that will contribute to teachers' increased effectiveness and hence to their students' achievement.</p> <p>Establish off site visitation schedule for staff to successful schools</p> <p>Identify, develop, and support leadership cabinets</p> <p>Restate vision of high achievement and determine resources available to accomplish tasks</p> <p>Create protocols/templates needed to track strategic priorities that demonstrate initiative, follow through, and persistence</p> | <p>Strategic Planning</p> <p>Proactive and creative problem solving for improved results</p> <p>Shifted the paradigm to CC depth</p> <p>Observation opportunities of best practices</p> <p>Rekindle staff &amp; community urgency for dramatic gains</p> |

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| Principal Practice Goal #5:   |   |   |
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| <b>Competency:</b>  | Organizational Leadership: Implements systems and processes to effectively manage operations  |   |
| <b>Indicator:</b>   | 5b. Organizational Systems Employs organizational systems to implement plans towards achievement goals  |   |
| <b>SMART Goal:</b>  | Develop calendar by August 30, 2015 to effectively monitor goals and manage staff, time and operational priorities through weekly/monthly small group sessions and individual conferences.  |   |
| <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)  |
| Vision  | Clear & shared vision and mission toward achievement and college and career readiness   | Safe environment established<br>Maximizes staff collaboration   |
| Organization  | Establish rituals, modeling and communication processes to promote high expectations and achievement for all students and staff<br>Develop systems to effectively monitor goals and manage staff, time and operational priorities | Improved/increased staff/parental/community participation at day and evening events   |
| Leadership Cabinet  | Ensure the right individuals are in leadership roles and empowered  | Student surveys reflect that they feel valued by teacher(s)<br>Staff survey reflect they support their children and care for them |
| Communication   | Build rapport with all stakeholders/staff carving all messages personally for a positive outcome  |   |
| Data  | Identify all data sources & relevance<br>Translate/share/coach the benefits of qualitative and quantitative data to inform instruction<br>Create vehicles to ensure teacher, student and family access and understanding          | Support for student academic and social emotional growth  |