

Strategic Plan for SY 2015-2016

Practice Goal #1:		
Competency:	Management and Coaching: Effectively develops and manages talent to improve instruction	
SMART Goal:	By December 2015, the instructional staff will have received a minimum of one long formal observation, one short formal observation, and two informal observations, with evidence of coaching and growth in the instructional areas of challenge for individual teachers. These timely observation will bring about data on instructional trends that will inform planning for teaching PD.	
Indicator:	Tailored Feedback and Coaching	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
<ul style="list-style-type: none"> - 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)
Formal and Informal Observations of Instructional Staff (via the Framework for Effective Teaching and Learning, <i>Lesson Snapshot</i> and <i>Directed Rounds</i>)	<ul style="list-style-type: none"> -Revise and review with the informal walk-through documents that administrators will use to give individual and school-wide feedback to staff -Create a formal observation timeline for administrators to ensure that all observations are submitted into Bloomboard prior to the deadlines. -Execute the consistent use of the informal walk-through documents with timely feedback -Conduct timely formal observations with post-conferences that include action plans where applicable (based on teacher ineffectiveness) -Maintain evidence folders for all staff to use for mid-year and annual evaluation conferences 	<ul style="list-style-type: none"> -Collection of evidence and support documents ongoing and overall feedback throughout the year, and for mid-year/annual ratings -Framework for Effective Teaching -Directed Rounds
School-wide Data Trend Sharing & Class Assessment Data Analyzing	<ul style="list-style-type: none"> -Calculate percentages on observed teaching practices in the focus areas each week and share with staff for school-wide snapshot of instructional focus areas at staff and grade-level meetings (via Directed Rounds) -Meet with individual teachers (and in data meetings) on what their formative assessment data says, how they will improve on mastery of standards already taught, and plan collaboratively future instruction? -Additional PD around disaggregation of data (item analysis, sub group, growth, levels of proficiency) 	<ul style="list-style-type: none"> -Achievement Network -Directed Rounds -Informal and Formal Observation Documents -Framework for Effective Teaching
Refining School and Classroom Culture and Staff Procedural Expectations	<ul style="list-style-type: none"> -Revise/refine H.A.S. Frameworks and distribute to staff -Review H.A.S. Frameworks with general staff on a minimal quarterly basis. -Reference Frameworks in administrative feedback where applicable 	<ul style="list-style-type: none"> -H.A.S. Classroom Culture and Environment Framework -H.A.S. Procedural Framework -H.A.S. Documentation of staff actions

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Practice Goal #2:		
Competency:	Curriculum, Assessment and Instructional Models: Effectively uses curriculum and assessment tools to advance CCSS-aligned instruction.	
SMART Goal:	By March 2016, all instructional staff will PD around analyzing data, including but not limited to Measured Progress, PARCC, and unit and formative assessments that will assist them in tracking mastery of CCSS, planning units around future standards, and how to move students towards mastery of standards not mastered; acquire an assessment to use to gather data on students in K-2.	
Indicator:	Measures for CCSS Mastery	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
<ul style="list-style-type: none"> - 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)
Quarterly Identification of Priority Instructional Standards; Item Analysis of Assessments	Administration will provide PD in house and through Cambridge Education to: -Identify standards to be mastered in units of study (ELA and math). -Internalize the meaning of standards and develop formative assessments aligned to the standards -Distinguish between what the standard demands of students one grade above and below teacher's specific grade-level -Analyze assessments by levels of proficiency, item/standard, and student growth on a particular standard.	-Lesson Plans -Lesson Plan Review -Data Meeting Strength/Challenges Worksheets -Data Meeting (to analyze data, chart student progress, and plan forward collaboratively).
-Implementation of Core Knowledge, Expeditionary Learning and Math in Focus with Fidelity -Assessment Analysis of Student Mastery of Standards	-Establish school-wide levels of mastery (90%-100%) -Facilitate discussions around "What is Mastery" and student use of rubrics as a gauging tool towards mastery (by unit/lesson). -Utilize the ANET technology to analyze student strengths and challenges by standard -Use grade-level and data meetings to analyze and discuss classroom and school-wide data; identify areas of strength and challenge, and establish next steps and recommendations -Administrative <i>Directed Rounds</i> to observe implementation of programs.	-Directed Rounds -ANET Assessment Data
Teacher-Student Conferencing	- Administrators must monitor that teacher-feedback is given and that the type of feedback is standards-based and prescriptive, and that feedback is given on student work (journals, writing samples, performance tasks, etc.).	-Directed Rounds focus on notebooks, folders, and bulletin boards.

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Practice Goal #3:		
Competency:	Operational and Organizational Leadership: Implements systems and processes to effectively manage operations.	
SMART Goal:	By December, 2015 (through June 2016) administration will conduct at least two directed rounds pre week (as a team). informal observation and directed rounds data will show documented and visible evidence of instructional and procedural implementation of the Hawthorne Avenue School Core Values, Classroom Culture Framework, and Procedural Framework (which address the administrative expectation for daily instructional protocols, collection and displaying of student work, and procedures). Directed round observations of inconsistent classroom practices, classroom/hallway incidents, and inconsistent expectations and criteria for posted work gave rise to the need for a standardized school-wide approach to culture and procedures.	
Indicator:	Organizational Systems	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
<ul style="list-style-type: none"> - 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)
Standard Operating Instructional Procedures	<ul style="list-style-type: none"> -Revise/refine the Procedural Framework based on observations in the 2014-2015 SY -Facilitate PD in opening day staff meeting, grade-level and vertical meetings around the procedural and instructional daily expectation -Use directed rounds walk-through to monitor and capture school-wide implementation data of the Framework. School-wide implementation data will be shared weekly. This document will show what specific teachers are/are not implementing the expectation as well as how school-wide the level of implementation is. -Use the H.A.S. Informal Observation Snapshot to monitor individual teacher implementation; give prescriptive, action-oriented feedback to teachers to move them into the level of expectation that reflects the administrative vision (i.e. fidelity to the district-recommended instructional program, differentiated instruction superior to the district's program, and all; students progressing towards mastery of grade-level standards). This document will show what specific teachers are/are not implementing the expectation as well as how school-wide the level of implementation is. It will also serve as evidence to support subsequent ratings in competency three (Culture of Achievement). 	<ul style="list-style-type: none"> -H.A.S. Informal Observation Form -Framework for Effective Teaching

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Practice Goal #4:		
Competency:	Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.	
SMART Goal:	By November 2015, the school community will have within it, teams of teachers aligned to build and advance school goals and values. During grade-level, staff and convocation meetings, teachers and staff who demonstrate core values, implementation of school <i>frameworks</i> , and teamwork/collaboration will be recognized. Recognition includes, open acknowledgement of staff, name posted on the Hawk Pride board, and incentives (lunch, an additional prep period within the month, etc.). The observed behaviors include but are not limited to evidence of a focus on high achievement, an attitude for success, working towards mastery of standards, support colleagues/administrators, and infusing daily technology into lessons to assist students with navigating in a technological environment.	
Indicator:	Adult Alignment	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
<ul style="list-style-type: none"> - 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)
Instructional Leadership Team Instructional Staff Triads School Leadership Council (SLC) Student Support Team (SST) Child Study Team (CST) PTSA	-Define instruction leadership team (principal, vice principals, ELA and Math leads) to collaborate on driving the vision/mission of the school through PD, teacher-team triads to provide transparent peer coaching/observation/coaching/planning, SLC to monitor the non-instructional facets of the school, SST, CST and PTSA. -Create meeting dates and times (monthly) for each teacher/staff-team. -Define goals and focus areas for each teacher/staff-team group. -Create and collect minutes documents for monthly meetings.	-Improvement in instructional practices and outcomes (as captured in the Framework for Effective Teaching). -Improvement in student achievement (seen through ANET quarterly assessments, end-of-unit assessments and teacher-made assessments).

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Non-Testing Goal #5:		
Competency:	Student and Family Support: Engages families to support students' academic, social and emotional growth.	
SMART Goal:	By November 2015 (through June 2016), administration and staff will create and infuse school-wide core values and norms into daily work. PD work will be done around the goals, core values, and school-wide norms. Administrators will look for, document and celebrate these evidences in formal observations(where applicable), informal observations, directed rounds, classes transitioning in hallways, and in grade-level/staff meetings.	
Indicator:	Clear Values and Norms	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
<ul style="list-style-type: none"> - 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)
<p>Excellence in Attendance (monthly and quarterly)</p> <p>Demonstration of Core Values and Norms</p> <p>Demonstration of Academic Excellence Through Positive Mindset and Good Work Ethic</p>	<ul style="list-style-type: none"> -Create an Achievement Assembly calendar -Communicate to parents through Blackboard Connect and letters our attendance progress. Reward students and parents with incentives for excellent attendance. -Acknowledge students in achievement assemblies and on bulletin boards who have perfect attendance (monthly and quarterly) -Reward students who achieve perfect attendance (monthly and quarterly), who demonstrate a self-belief to achieve through hard work, and who embody the core values and norms (allowing them choice of reward). Administration will meet with Student Council to define incentives for honorees (i.e. dress down days, additional PE period, student-choice of School Spirit Day theme, etc.). Last year's incentives were chosen by adults and perhaps not as inspiring as the aforementioned. -Daily report by 10 am on school-wide attendance average. -School Attendance Team will reach out to parents of chronically absent students and document their attendance. Team will follow district protocol for chronically tardy/absent students. 	<ul style="list-style-type: none"> -Powerschool Daily Attendance -Teachers' daily records on student work ethic and behavior -Meetings with administration and students

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Sub-Group Goal #6:		
Competency:	Student and Family Support: Engages families to support students' academic, social and emotional growth.	
SMART Goal:	By June, 2016, the middle-school student population of H.A.S. will show a minimal 10% decrease in the number of students who are suspended and/or are involved in anti-social behaviors that rise to the level of suspension.	
Indicator:	Student Efficacy	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
<ul style="list-style-type: none"> - 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)
Student Social Development Component through the Hawthorne Avenue School Young Men's/Women's Academy Restorative Practices	-Set 2015-16 academic goals (PARCC, Principal's List, and Perfect Attendance) for the members of the middle-school males -Allow student voice with regards to incentives for middle-school academic achievement -Weekly meetings to refine and refocus study habits, conflict resolution, and provide tutoring and academic interventions for areas of challenge. -Assign students to an adult "advocate" to do weekly check-ups on students' academic and behavioral progress.	-Powerschool -Weekly Academic and Behavioral Form