

Strategic Plan for SY 2015-2016

Principal Practice Goal #1:

Competency:	Management and Coaching of Instructional Staff: Effectively develops and manages talent to improve instruction.
Indicator:	1b: Tailored Feedback and Coaching Aligned to the Framework for Effective Teaching.
SMART Goal:	By June 2016, 100% of the teachers will be provided with feedback and coaching on tailoring instruction, teachers will demonstrate by utilizing the UDL template when developing unit/lesson plans, incorporating work stations into their lessons, and incorporating close reading strategies across content areas to move all students toward 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):

- 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)
Goal Setting Meeting	Meet with the teachers to assess beginning of school year goals utilizing IDPD.	IDPD Form
Schedule Observations	Track teacher observation and focus areas by creating a schedule of frequent observations of teachers.	Observation Tracker/ Log
Professional Development	Provide struggling teachers with mentor teachers, support from other schools and district assistance. Ensure best practices are modeled and practiced to ensure proper implementation within the classroom. Provide specific professional development sessions around tailoring instruction. Provide professional development to the teachers on UDL.	Best Practices
Feedback	Consistently provide timely feedback of classroom visits that will promote teacher growth, and determine timelines by which the actions will be accomplished.	Accountability
Walkthroughs & Directed Rounds	Revisit teachers to ensure that the feedback translates to practice within the same week of the feedback meeting.	Accountability and Support
Data Management	Ensure that feedback is aligned to interim assessment data and students classroom results.	Alignment
Observations	Write Partial Period observation feedback and narrative for the observation post-meeting prior to the meeting.	Economy of Language Clear Focus Area
Mid-year conferences	Review the teacher's IDPD to ensure that they have clarity of the action steps they are developing to improve professional practices. Write Individual Action Plans to set bite sized specific teaching and learning goals.	Alignment/ Teacher Ownership
Lesson plan development	Ensure that the teachers are utilizing the Universal Design for Learning to develop their lessons to ensure student accessibility.	Best Practices/Accountability
Lesson plan review	Review the lesson plans that teachers readjust based on the feedback that is provided	Accountability and Support
Goal-setting meeting & annual	Work with teachers in preparing their IPDP's for the upcoming school year.	Alignment/ Teacher Ownership

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Principal Practice Goal #2:

Competency:	Curriculum, Assessment and Instruction: Effectively uses curriculum and assessment tools to advance Common Core-aligned instruction.
Indicator:	2a: Promote Common Core Mastery. Demonstrates a high-level knowledge of the Common Core Standards, and ensure school-wide focus on the standards.
SMART Goal:	By June 2016, 100 % of instructional staff will tailor instructional strategies, specifically focusing on developing work stations, and utilizing Universal Design for Learning when developing lesson/unit plans to increase mastery of common core standards, improving Grades 3-8 quarterly assessment and SRI results; and Grades K-2 –Spring DRA2 and Observation Survey Assessment results.

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

- 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)
1. Teachers will assess their needs as per the Teacher Framework ensuring the development and implementation of literacy centered classrooms.	Pre and Post Conferences	Formal Observation Informal Observation
2. Teacher will implement Core Knowledge Foundational Skills daily (K-2).	<p><u>CORE KNOWLEDGE LANGUAGE ARTS(K-2) (FOUNDATIONAL LITERACY SKILLS)</u></p> <p>Focused on developing students' understanding and working - knowledge of:</p> <ul style="list-style-type: none"> ❖ Print Concept ❖ Phonological Awareness ❖ Phonics and Word Recognition, and ❖ Reading Fluency ❖ Comprehension 	Core Knowledge Assessments

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<p>3. Teachers will deliver effective lessons utilizing the Expeditionary Learning Format</p> <p>4. Principal and teacher will conference on Running Records with focus on the development of foundational skills, student comprehension and critical skills</p> <p>5. Teachers will implement Guided Reading Practice 3-4 times weekly.</p> <p>6. Teachers' will become Proficient in Read Aloud/Shared Reading.</p> <p>7. Literacy centers will be utilized to reinforce previously learned skills and current skills being worked on in the classroom.</p> <p>8. Data for Literacy goals will be reviewed</p>	<p><u>EXPEDITIONARY LEARNING (3-8)</u> <u>UTILIZING THE 5E FORMAT :</u></p> <ul style="list-style-type: none"> ❖ Student <u>Engagement</u> ❖ Student <u>Exploration</u> ❖ Student <u>Explanation</u> of their thinking ❖ Student <u>Extension</u> of their knowledge of the topic ❖ Teacher-Student <u>Evaluation</u> <p><u>BALANCED LITERACY</u></p> <ul style="list-style-type: none"> • <u>GUIDED READING PRACTICE:</u> 3-4 times weekly ❖ Small group instruction with students who are at the same reading level and who have similar needs. ❖ Teacher acts as a guide while student is reading ❖ Teacher provides a text and focuses the lesson on the instructional need ❖ Allows student to read with reasonable fluency. Builds independence. • <u>Read Aloud:</u> Daily • <u>Shared Reading:</u> Daily ❖ Knowledge of delivery of components of Balanced Literacy ❖ Focus on: <ul style="list-style-type: none"> ▪ academic vocabulary development ▪ strategies and skills for increasing comprehension <p><u>LESSONS PLANS & UNIT PLANS :</u></p> <ul style="list-style-type: none"> ❖ Utilize the Universal Design for Learning when developing lesson plans ❖ Literacy (Reading & Writing) across all content areas ❖ Utilize close reading strategies across all content areas ❖ Use of evidence for inferences and conclusions ❖ Infuse work stations to reinforce previous skills taught and current skills being worked on. ❖ Integrating differentiated instruction to meet the needs of students based upon ongoing assessment. <p><u>TECHNOLOGY:</u> Alignment of PARCC Assessment. Integration of literacy and technology K-8.</p>	<p style="text-align: center;">Expeditionary Learning Assessments</p> <p style="text-align: center;">Instructional Implementation of Balanced Literacy Components DRA2 Results Fall/Spring Observational Surveys Student Work Folders</p> <p style="text-align: center;">Quarterly Assessment DRA2/Observation Survey Instructional Rounds/Informal and Formal Evaluations</p>
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<p>9. Teacher Teams will provide evidence of student work & progress as per the New Teacher Framework while ensuring the development of literacy centered, print-rich classrooms. Teacher Leaders</p>	<p>PROFESSIONAL LEARNING COMMUNITY (PLC): (Teacher Teams)</p> <ul style="list-style-type: none"> • Teacher Teams come together to: <ul style="list-style-type: none"> ❖ Establish timeline of baseline data collection & future meetings at the beginning of the 2015 -2016 school year ❖ Review teachers' baseline assessment to collect baseline feedback for teachers ❖ Develop new instructional strategies ❖ Review student work samples to identify strategies that are working ❖ Review student work samples to identify areas in need of improvement ❖ Modify lesson plans to meet the needs identified through the analysis of student work samples ❖ Celebrate successes in student achievement 	<p>Teacher Teams review Student Work to Inform Instruction Quality Student Work Samples</p>
<p>10. Principal and teacher will conference on IPDP and/or CAP and review goals.</p> <p>11. All teachers' IPDPs will address the New Teacher Framework</p>	<p>Teachers will conference with Principals when final drafts will be submitted and signed by both parties.</p> <p>Revisions of IPDP, as needed</p>	<p>Individual Professional Development Plan (IPDP) Corrective Action Plan (CAP)</p>
<p>12. Data Leadership Team</p>	<p>The Administration, Data Leadership Team, and classroom teachers will collaboratively analyze student data during PLC and Common Planning meetings, utilizing multiple sources (i.e. Classroom Instruction, DRA2, Observational Surveys, NJASK, and interim assessment).The focus is to minimize the student achievement gap by developing grade level action plans that are aligned to the Common Core State Standards and focus on the needs of the students,</p>	<p>Quarterly Assessments Student Action Plans DRA2/Observation Survey PARCC</p>

Principal Practice Goal #3:

Competency:	Student and Family Support: Supports students' academic, social and emotional growth.
Indicator:	3b: Family Engagement Around Supporting Growth. Engages regularly with families about student growth and progress.
SMART Goal:	By June 2016, in grades K-8 there will be a minimum of 75% parent participation in school activities such as Back-to-School, quarterly report card parent

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	teacher conferences, and monthly parent meetings.	
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)
Materials	Communicate with families regularly about school mission & vision, school events and school calendar	Meeting
Parent-School-Community Involvement	<u>Parent-School-Community Involvement</u> <ul style="list-style-type: none"> ▪ Recruit parents to volunteer at least 3 hours per month. ▪ Volunteer Program ▪ Classroom Captain's Program <u>Parent Liaison</u> <ul style="list-style-type: none"> ▪ PTO president ▪ Survey parents on PD interest ▪ Parent Luncheons ▪ Parent Workshops: (Ongoing and with Different Topics of Interest) <ul style="list-style-type: none"> ▪ "Helping My Child Become a Successful Reader" ▪ PARCC ▪ Core Knowledge Language Arts ▪ Expeditionary Learning ▪ Math In Focus 	Dates of Meeting, Agenda, Attendance Sheet Back to School Night Parent Conferences PTO Meetings Surveys Workshops
Parent Workshops	Teachers will conduct grade-level workshops for the parents on The Common Core Standards and the new curriculum for their child's grade level. (MIF, CKLA, EL)	Parent participation and knowledge of the Common Core and new curriculum
Community & Parent Nights	Incorporate family events focused on the instruction of students and parents through Family Math, Literacy, Science, and Multi-Cultural Nights.	Knowledge of curriculum at child's grade level and participation in events
Parent Survey	Implement School Wide Rules after conducting student grade level meetings to review the new school rules. Students and parents complete surveys about the school mission and vision, and quarterly regarding school culture.	Feedback

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Administrative Team Meeting	Assess parent and student feedback about school mission, vision, culture, etc. Review of Indicators and SMART goals progress to ensure that the school is making progress. Refine strengths and improve areas in need of growth utilizing parent feedback.	Feedback
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Principal Practice Goal #4:

Competency:	Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.
Indicator:	4a. Personal Responsibility and Relentless Drive for Achievement. Demonstrates resilience in the face of obstacles and results – orientation in improving student outcomes
SMART Goal:	Throughout the 2015 - 2016 SY teacher teams and school leaders will meet to analyze student work samples and assessment results using the Three Stack Protocol and LASW to develop corrective action plans, unit plans, and work stations for priority standards. Leadership will provide feedback for development of action plans, revisions and implementation of small group instruction.

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

- Tools that are needed
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- Management conversations that need to occur
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Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Department Meetings	<p>Effectuating change among all stakeholders by heightening their awareness regarding student academic achievement and developing their capability to increase student performance by utilizing structured protocols to review student work in math and language arts.</p> <p>Math- (Three Stack Protocol)</p> <ul style="list-style-type: none"> ❖ Review math performance based assessments using the Three-Stack Protocol ❖ Identify instructional practices that are evident based on student work ❖ Indicate specific areas that students are struggling ❖ Based on the information about teaching strategies and student understanding of the mathematics, identify Topics to Revisit in the unit plan currently being taught as well as future unit plans ❖ Develop work stations around the findings from the Three-Stack Protocol 	<p>PLC</p> <p>Structured protocol</p> <p>Unit plans</p> <p>Work stations</p>

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	<p>Language Arts- (LASW Protocol)</p> <ul style="list-style-type: none"> ❖ Review student writing samples using the LASW Protocol. ❖ Identify strengths that are apparent regarding the focus standards ❖ Identify needs regarding the focus standard and student response ❖ Connect instructional strategies to each area of need that's identified ❖ Create workstations to address the needs of the students 	
Teacher Teams Common Planning Meetings	<p>Collaborative Teacher Team Meetings with a focus in increasing teacher capacity on:</p> <ul style="list-style-type: none"> ❖ Core Language ❖ Expeditionary Learning ❖ Math In Focus ❖ Components of Balanced Literacy ❖ Lesson Planning/Unit Planning ❖ High impact instructional strategies ❖ Work stations ❖ Data: Informing Instruction 	<p>Meeting Protocol</p> <p>Students not meeting standards</p> <p>Guided/Differentiated Practice Timeline</p>
Assessments	<p>Administration of standards aligned assessments by all teachers at set intervals throughout the academic year. Its purpose is to attain real-time student data about student performance with the intent of informing instruction.</p>	Data <u>Informed</u> Instruction
Corrective Action Plans	<p>Analyzing data results and identifying gaps in student learning will assist teachers to create tiered interventions to improve student academic performance and academically move students who are on grade-level.</p>	Data <u>Informed</u> Instruction
IPDPs	<p>Ongoing principal–teacher conferences to identify, organize, and plan instructional goals to improve student outcomes.</p>	Data <u>Informed</u> Instruction

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Principal Practice Goal #5:		
Competency:	Organizational Leadership: Implements systems and processes to effectively manage operations	
Indicator:	5c. Communication and Interpersonal Skills. Listens and communicates effectively and strategically based on situation, audience and needs	
SMART Goal:	By January 2016, 100% of instructional staff will implement restorative circles, affective questioning, and small impromptu conferences with students to improve the rigor, climate, and culture of the building.	
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)
Participatory School Management	Encouraging, empowering, and involving all stakeholders in the school's operation and decision-making process by: <ul style="list-style-type: none"> ❖ Developing SST Role to support the restorative practices model ❖ Establishing a school climate of trust and respect ❖ Being genuinely approachable and highly visible ❖ Being an empathetic listener demonstrating a true understanding of how people feel and what they are trying to convey ❖ Monitoring the quality of communication throughout the school building by setting the tone of the school by modeling restorative practices ❖ Actively seeking feedback and input from others ❖ Developing cooperative relationships, demonstrating equity and respect for all points of view. 	-Social Emotional Learning imbedded in lessons -SST
Managing and Resolving Conflicts	To ensure that the process of managing and resolving conflicts is positive by adhering to the following guidelines <ul style="list-style-type: none"> ❖ Listening to what is felt as well as what is said ❖ Making conflict resolutions the priority ❖ Focusing on the present, rather than looking in the past and assigning blame, focus on the here-and-now to solve the problem 	-Parent meetings -Staff meetings -Surveys
Professional Development	<ul style="list-style-type: none"> ❖ Provide the staff with professional development on restorative practices ❖ Allow staff members time to reflect on restorative practices during staff meetings and grade level meetings 	-Summer professional development -Faculty meetings

Principal Name: Armando Cepero

School Name: Miller Street School

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Restorative Practices	❖ practices ❖ ❖ ❖ ❖ ❖	Build time into instructional schedules to train students on restorative Begin implementing restorative circles during the first week on school Conduct restorative circles as conflicts arise in the classroom Model the use of restorative circles during meetings Use affective questioning when dealing with student issues Engage in small impromptu conferences with students	-Accountability -Reflections -Conferences -Circles
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