

Strategic Plan, 2015-2016.

Please complete first draft by August 21st, 2015.

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Oliver Street School

August 5, 2015

Principal Practice Goal #1		
Competency:	Management & Coaching of Instructional Staff	
SMART Goal:	By June 25, 2016 , Concentrated and ongoing coaching and development of teachers, increasing the implementation of high impact instructional strategies that yield higher rates of attainment of skills and meets the demands of the Common Core and PARCC- measured through a variety of assessments and ongoing checks.	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it): Actionable feedback is key to teacher effectiveness and student academic achievement.		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Common language that precisely defines teacher practices and expectations results in predictable outcomes that can be improved and perfected.	<ol style="list-style-type: none"> 1. Conduct check in observations of the core instructional faculty and schedule a (within a day) feedback meeting and a follow up check in. 2. Conduct leadership team norming observations. 3. Utilization of the School Improvement Panel (consisting of administrators and teachers) that will model precise behaviors that constitutes proper execution of effective 	<ol style="list-style-type: none"> 1. Utilization of Bloom Board 2. Post observation conferences. 3. Administrative norming conferences. 4. Highly Effective/Effective ratings in Competencies 1-4

	and highly effective actions, according to the Teachers Evaluation Framework.	5. SIP Meetings-Agendas/Sign In
Utilization of evaluative evidence and LIFTT trainings to showcase strengths and to focus PD on weak competencies and indicators.	<ol style="list-style-type: none"> 1. Utilize Newark's Instructional Resource Center and Bloom Board's resources to improve instructional practices. 2. Utilize SIP to model effective and highly effective practices 3. Scheduling of teachers who will visit teachers, observe and discuss practices. 	<ol style="list-style-type: none"> 1. SIP Meetings-Agendas/Sign In 2. Teacher visitation schedule/ feedback notes 3. SIP implemented PD days
IPDP/CAP	<ol style="list-style-type: none"> 1. Create opportunities for ongoing IPDP and CAP check-ins to ensure targets are being met. 2. IPDP/CAP revisit/revisions as needed. 	<ol style="list-style-type: none"> 1. 90% of teachers will meet IPDP targets 2. Agendas/Sign-in Sheets
Teacher observations/evaluations	<ol style="list-style-type: none"> 1. Create schedule 2. Pre/Post evaluation conferences 3. Follow up's on indicators identified as in need of improvement. 	<ol style="list-style-type: none"> 1. 100% of teacher's required evaluations completed. 2. BloomBoard
Midyear/Annual Conferences	<ol style="list-style-type: none"> 1. Create schedule 2. Provide resources and/or PD opportunities to improve upon identified indicators and IPDP goals. 	<ol style="list-style-type: none"> 1. 90% of teachers will meet their IPDP goals/targets 2. Bloomboard
Consistent implementation of high-leverage strategies	<ol style="list-style-type: none"> 1. Turnkey and model LIFTT practices and strategies to increase familiarity and competence in utilizing high-leverage 	<ol style="list-style-type: none"> 1. 90% of classroom observations will

	instructional strategies 2. Scheduling of teachers who will visit teachers, observe and discuss practices.	evidence the use of high-leverage instructional strategies that facilitate higher levels of student engagement and proficiency. 2. Monthly PD/Faculty Meetings

Principal Practice Goal #2		
Competency:	Curriculum, Assessment and Instruction Academic Interventions: Designs and implements differentiated academic interventions.	
SMART Goal:	By June 2016, student achievement will increase as a result of effective planning, pedagogical practices, analysis of student data, and various academic interventions.	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Interim Assessments via The Achievement Network (ANET)	1. Development of Leadership Team	1. ANET Data

	<p>consisting of the following:</p> <ul style="list-style-type: none"> · Team Lead (Principal) · ELA Lead · Mathematics Lead · Data and Assessment Coordinator (VP) <p>2. Schedule of Test Administration dates as outlined by ANET Assessment Windows</p> <p>3. Schedule sessions for data meeting upon completion of each ANET assessment</p>	<p>2. Agendas/Sign-In Sheets</p> <p>3. 100% of teachers will plan according to the Data Cycle</p> <p>4. Reflection/ Reassessment Data</p>
Peer Visitations/Observations	<p>1. Staff to observe, debrief and discuss best practices to increase student achievement</p> <p>2. Allot time during GLMs/Verticals to share best practices and to reflect on instruction</p>	<p>1. Teacher Peer Visitation Log</p> <p>2. 100% of teachers will participate in Peer Visitation/Observation</p> <p>3. Agenda</p>

		<p>s/Sign-In Sheets</p> <p>4. Artifacts (Teacher and Student)</p>
Grade Level/ Content Planning Meetings	<ol style="list-style-type: none"> 1. Provide staff with breakdown of assessment data (NJ ASK, NJ PASS, EXPLORE, ANET) 2. Unpack standards aligned to assessments to prioritize standards 3. Align curriculum resources with the scope and sequence of Common Core 4. Teachers analyze student work/data for collaboration and implementation 5. Calculate Achievement Targets 	<ol style="list-style-type: none"> 1. Agendas/ Sign-In Sheets 2. Data Presentations 3. 90% of lessons will reflect alignment to assessed standards
Student Support Team	<ol style="list-style-type: none"> 1. Utilization of SST 2. Identification of at-risk students 3. Develop interventions/supports 4. Develop meeting schedule 	<ol style="list-style-type: none"> 1. Agendas/Sign-In Sheets 2. Data Dashboard 3. Reduction in

		CST Referrals
Academic Intervention	<ol style="list-style-type: none"> Utilization of Academic Interventionist Utilization of Reading Recovery Teacher 	<ol style="list-style-type: none"> DRA Scores SRI Scores CST Referrals

Principal Practice Goal #3		
Competency:	Student and Family Support.	
SMART Goal:	By June 25, 2016 , family engagement, together with school efforts, will continue to promote a school climate that endorses academic, social, and emotional achievement via interventions that connect students to a broader learning community as evidenced by high student attendance rates and high parental involvement rates, in order to promote high student achievement.	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Focus on students with intermittent, frequent, and chronic absences to improve the average daily attendance	<ol style="list-style-type: none"> Identify the cohorts of students with chronic and severely chronic absences. Notify parents of students' status and communicate the improvement goal (reduce absences by 50%). Prepare a targeted roster 	<ol style="list-style-type: none"> PS Daily Attendance Report at 97%, or higher. Monthly Attendance Average at 97%, or higher. PS Final Daily Average Attendance

	<p>containing the identified chronic and severely chronic students and the strategic staff responsible for the grade span.</p>	<p>Report at 97%, or higher.</p>
<p>Family/Community Functions</p>	<ol style="list-style-type: none"> 1. Family focused workshops (i.e. PARCC Assessments, Curricular Programs, family support programs) 2. Provide opportunities to encourage and incorporate parent volunteers 3. Work with Community Engagement Specialist to create schedule of events 4. Partnership with local community organizations 5. School Snapshot for Family Meetings/Family Budget Meetings, Back to School Night, and Open Houses 	<ol style="list-style-type: none"> 1. Attendance increases each time 2. Agendas 3. Minutes 4. Programs hosted
<p>Communication Processes</p>	<ol style="list-style-type: none"> 1. Utilize Blackboard Connect, letters, flyers, telephone calls, email, School Website, Social Media, progress reports, Remind101, and monthly calendars to share pertinent information 2. Collect updated contact information from all stakeholders 	<ol style="list-style-type: none"> 1. Attendance increases each time 2. Parent Contact Logs 3. Data Dashboard 4. Sign-In Sheets 5. Total

	<ol style="list-style-type: none"> 3. Share information in 3 languages (English, Spanish, Portuguese) 	Followers/Tweets/likes
Celebrations of Achievement	<ol style="list-style-type: none"> 1. Create Schedule of Events 2. Bulletin boards showcasing student success 3. Announcing successes 4. Awards Assembly/Principal's Breakfast 	<ol style="list-style-type: none"> 1. Increased participation at each event will reflect improvement in attendance and academic success
Incentive Programs	<ol style="list-style-type: none"> 1. Provide various incentives for attendance and achievement HOOT Awards/Golden Apple Tree 2. Awards Assembly/Principal's Breakfast 3. #OliverPride 	<ol style="list-style-type: none"> 1. Number of students receiving incentives increases 2. Decrease in inappropriate/off task behavior
Attendance Campaign (EVERYDAY COUNTS)	<ol style="list-style-type: none"> 1. Generate the PS Power Teacher Attendance Report daily to ensure that all teachers have taken attendance. 2. Verify that proper attendance has been taken in classrooms with substitute teachers. 3. Reconcile the tardy record with master attendance record to ensure that all tardy students have been marked tardy and not absent. 4. Generate Daily Attendance Report for daily attendance percentile. 	<ol style="list-style-type: none"> 1. PS Power Teacher Attendance Report. 2. OSS Teacher Absence Report. 3. Student Tardy Report. 4. Reconciled PS Absence Report. 5. Parent Contact Logs 6. Absence list with documented comments that are

	<p>5. Generate PS Absentee Report and capture the status of intermittent, frequent, and chronic offenders according to the 2013-2014 end-of-year attendance analysis.</p> <p>6. Contact parents to inquire about absence. If parent fails to respond after three attempts, schedule a home visit.</p> <p>7. Refer cases of 10+ absences to the Office of Attendance for Judicial Hearing.</p> <p>8. Utilize BB Connect, letters, flyers, telephone calls, email, School Website, progress reports, and social media outlets to share pertinent information.</p> <p>9. Assign students in K-2 to Social Worker, 3-5 to Parent Liaison, and 6-8 to Guidance Counselor.</p> <p>10. Create an attendance incentive system (Attendance tree, awarding classrooms with perfect weekly attendance with recognition. Additionally, monthly attendance achievements will also be recognized.</p>	<p>followed up on and tracked.]</p> <p>7. Weekly summary sheet of student absences.</p> <p>8. Increase in attendance and number of students receiving recognition.</p>

Principal Practice Goal #4

Competency:	Transformational Leadership
SMART Goal:	By June 2016, students, staff, and parents will continue to be part of a focused and respectful learning environment that promotes mastery and achievement for all students as evidenced by high student attendance rates, high staff attendance rates, and high parental involvement rates in order to increase high student achievement.

Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):
 The school must be grounded by the principles rooted in customer service satisfaction. .

Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
The Coordination of supplemental intervention program services to maximize student time in core instruction and teacher collaboration.	<ol style="list-style-type: none"> 1. Create systems and structures to identify research-based strategies and provide supplemental supports or acceleration to students 2. Align PD efforts between ESL, SPED, Intervention, and Academic personnel. 3. Foster school based 	<ol style="list-style-type: none"> 1. Grade/Vertical/School-wide Meetings. 2. Meeting Agendas 3. Staff Surveys 4. SST 5. Data Dashboard

	<p>collaboration between, ESL, SPED, Intervention (SST), and Academic teams to inform decisions about intervention strategies.</p>	
<p>The utilization of leadership teams/Individuals to assist in the alignment, management and modification of school wide goals and resources with a focus on annual targets.</p>	<ol style="list-style-type: none"> 1. Creation and appointment of key personnel into a Student Support Team who will consistently monitor and follow up on student attendance. In addition, case manage and follow up with students, staff, and families on student intervention, referral service, and HIB issues in order to ensure students' overall well-being and academic success. 2. Utilization of content area experts to model and turnkey curriculum elements and model practices, and pedagogy to other staff members. 3. Utilization of LIFTT participants to turnkey and model high-leverage strategies 	<ol style="list-style-type: none"> 1. Increase student attendance. 2. Additional supports provided to students who require them. 3. School-wide mantra understanding the importance of attending school regularly and the academic impact. 4. Implementation of

		shared best practices dialogue with colleagues 5. Peer observation and feedback opportunities.
: A focus on Operational Processes	<ol style="list-style-type: none"> 1. Focus on community engagement and multi-lingual communications 2. Staff trainings in Customer service mindset 3. Progressive discipline and restorative practices to reduce out of class time 	<ol style="list-style-type: none"> 1. Blackboard connect 2. PD/Agendas 3. Restorative Practices Handbook

Principal Practice Goal #5	
Competency:	Organizational Leadership
SMART Goal:	By June 2016, systems and processes are in place to ensure that cabinet members and stakeholders are empowered and interacting collaboratively, utilizing qualitative and quantitative data to support self and

student academic and social emotional growth that's in line with the overarching school wide goals.

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

Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
<p>Ensure inter rater reliability within administration team and teachers of the teacher evaluation framework.</p>	<ol style="list-style-type: none"> 1. Conduct leadership team norming observations. 2. Conduct SIP observations and feedback conferences. 3. Peer observations of model practices of specific competencies/indicators. 4. Utilization of online NPS resources and guides. 5. Utilization of Bloom Board's video resources 	<ol style="list-style-type: none"> 1. Administration norming conferences. 2. SIP Observations/Conferences. 3. Staff presentations of model teacher actions linked to highly effective and effective framework ratings.
<p>Utilization of multiple qualitative and quantitative data to support student academic and social emotional growth</p>	<ol style="list-style-type: none"> 1. Creation and utilization of "targeted student rosters" where impactful student data (NJASK, Absences, Prior School-Year Grades, Suspensions, and monthly benchmark assessments are recorded, monitored, and discussed in both vertical and grade level meetings 2. NJASK/ACCESS Data review meetings. 3. Biweekly check-ins with CST and SST teams 	<ol style="list-style-type: none"> 1. Targeted Student Rosters 2. TSR analysis agendas/reflection plans. 3. NJASK DATA 4. CST/SST Agendas 5. Growth

	<p>4. Creation and utilization of “Student Growth Plans” which explains a student’s NJASK score from previous year, allowing them to set current year growth/achievement goals.</p> <p>5. ANET Data review meetings</p>	<p>Plans</p> <p>6. ANET Data</p>
<p>Ensure that messages are tailored to the needs of the recipient, ensuring that conversations remain productive and focus on opportunities for growth.</p>	<p>1. Implement Uncommon Schools Six Steps for Effective feedback (prepare, praise, probe, action step, plan ahead, practice, and follow-up) to establish a predictable protocol that reinforces a culture of practice and continuous improvement.</p>	<p>1. Highly effective/Effective ratings in partially effective/Ineffective competencies/ Indicators.</p>
<p>Implementation of a progressive discipline/restorative practices protocol.</p>	<p>1. Provide a structured corrective action process to improve and prevent the recurrence of undesirable behavior and/or performance issues.</p> <p>2. Allow for administrators to intervene and correct faculty inefficiencies at their first sign</p> <p>3. Enhance communication between administrators and teachers.</p> <p>4. Enable administrators to achieve higher performance and productivity from teachers.</p> <p>5. Improve employee morale and retention of irreplaceable personnel by demonstrating that there are rewards for good performance and</p>	<p>1. Improved faculty/staff moral</p> <p>2. Higher retention and satisfaction of irreplaceable personnel</p> <p>3. Increased disciplinary action when needed.</p> <p>4. Teacher/Faculty improvement plans.</p>

	<p>consequences for poor performance.</p> <p>6. Ensure consistency and fairness in dealing with staff issues, and laying the groundwork for disciplinary action for employees who cannot or will not improve.</p>	
Social Emotional Learning (SEL)	<ol style="list-style-type: none"> 1. Incorporate a Motivation Program that promotes positive social, academic, and emotional student behavior (HOOTS) 2. Consistently highlight achievement via a variety of methods. (Awards Assemblies, announcements, school website, bulletin boards, and social media) 3. Adherence to new NPS Discipline Policy (developed for SY14-15) 4. Restorative practices and progressive discipline 	<ol style="list-style-type: none"> 1. PowerSchool Reports 2. Announcement Documents 3. Data Dashboard 4. HOOT award winners

Principal Practice	
Competency:	
SMART Goal:	

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

Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
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