

Strategic Plan for SY 2015-2016

Principal Practice Goal #1:		
Competency:	Management and Coaching: Effectively develops and manages talent to improve instruction.	
SMART Goal:	<ul style="list-style-type: none"> • By October 1st of 2015, 100% of the teachers will have completed a Student Growth Objective (SGO) that will be aligned to Competency 4 of the Teacher Framework • By June 1st of 2016, 85% of teachers will rate three (3) or higher on at least two pre-determined Competency 2 and 4 Indicators as measured by the bi-weekly Partial Period Observation and/or Informal Observation. • By March 1st of 2016, at least 85% of the teachers will have a Mid-Year Evaluation Rating of Effective in at least two (2) Competency Areas as pre-determined by the IPDP • By June 1st of 2016, at least 85% of the teachers will have an Annual Evaluation Rating of Effective in at least two (2) Competency Areas as pre-determined by the IPDP 	
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"> <li style="width: 50%;">- Tools that are needed <li style="width: 50%;">- Management conversations that need to occur <li style="width: 50%;">- Tasks/events that need to occur <li style="width: 50%;">- High-quality meetings that need to occur <li style="width: 50%;">- Processes/rituals that need to be established/monitored/improved <li style="width: 50%;">- Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Leadership & Lead Teacher Walkthroughs	<ul style="list-style-type: none"> • Develop a Calendar for bi-weekly cohort walkthroughs • Create an electronic teacher feedback form for teachers to complete after cohort meetings • Develop a Calendar for Bi-Weekly Cohort Meetings so that Exemplary Units and Lessons can be examined collectively by the teachers • Provide teachers with bi-weekly summary of findings 	<p>100% of the teachers will develop plans that are aligned to Common Core Standards</p> <p>At least 85% of the Staff will rate 3 or higher on the pre-determined Informal Observation Competency</p>
Tailored/Differentiated Bi-Weekly or Monthly Coaching Session	<ul style="list-style-type: none"> • Rigorous Instruction Workbook • Provide Teachers with a visual aids and charts on the Six Elements of Mastery Learning • Planning Form for Teacher's Coaching and Evaluation • Coaching Session with Administrative Team Member on how to create a learning environment that focuses on standards and mastery teaching & learning 	<p>100% of the teachers will complete feedback & reflection summary statements monthly</p>

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Student Growth Objectives Form	<ul style="list-style-type: none"> Professional Development Session on Creating Effective SGO Student Growth Objective Monthly Check-In Sessions Bi-Monthly Review of IPDP Goals 	85% of the students will have SGO Rating of 3 or 4 on the SGO Rubric
Monthly SIP Team Meeting	<ul style="list-style-type: none"> Create Calendar for SIP Team Meetings Bi-Monthly Communication of School-Wide Ratings on Instruction Focus on Competency Indicators that having a negative impact on student growth Coaching Rubric and Feedback form so that coaching sessions can be normed 	100% of Teachers will receive a minimum of 20 PD hours of Common Core Coaching Monthly Scorecard Rating of 3 or 4
Monthly Peer Coaching Team	<ul style="list-style-type: none"> Planning Meetings with Data Specialist and Lead Teacher Each Teacher must have a data binder on the students Ensure NWEA, Blended Learning and other data tools are funded and used on a regular basis Data Specialist Must Provide Monthly Support to Cohorts on how to use and manage data reports Team member will coach on How to Effectively Managing & Monitoring Multiple Student Data Points Coaching Session with Colleague from the Leadership Team or Lead Teacher 	100% of teachers will have Coaching Rubric & Feedback Data after each coaching session
Reflection of Video-Taped Lessons	<ul style="list-style-type: none"> Teacher must video-tape at least 3 classroom lessons Professional Development on how to self-assess video-taped lesson Lesson reflection summaries must be completed after each video-taped lesson 	100% of teachers will rate 3 or 4 in use of reflective practice based on a pre-determined rubric
Observe and Evaluate High Performing Lessons	<ul style="list-style-type: none"> Monthly Visits for Teams of Teachers to Visit High Performing Classrooms Bi-Monthly Reflection Review Summary Statements Bi-Monthly Group Team Meetings 	100% of Teachers will demonstrate effective instructional practices
Bi-Weekly Cohort Staff Meeting	<ul style="list-style-type: none"> Create Calendar for Collaboration Sessions Action-Plan of Content-Specific Levers that Address Instructional Strategies At Least 5 – hours of Training with a Consultant and/or Content Specialist in the area of Literacy, STEM, and Math 	At least 85 % of Teachers will demonstrate effective instructional practices
Develop Teacher Scorecard	<ul style="list-style-type: none"> Teachers will be required to complete monthly scorecard of professional development growth points, strengths, and effective implementation 	100% of instructional staff will complete the monthly scorecard

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Principal Practice Goal #2:		
Competency:	Curriculum, Assessment and Instructional Models: Effectively uses curriculum and assessment tools to advance CCSS-aligned instruction.	
SMART Goal:	<ul style="list-style-type: none"> • By June 1st of 2016, at least 80% of the students in Grades Pre-K – 1st will demonstrate mastery of grade level mastery of LAL Reading Foundational Skills • By June 1st of 2016, at least 60% of the students in Grade 2 will meet the Lexile Level of at least 575 • By June 1st of 2016, at least 75% of the students in grades 3 -5 will demonstrate LAL RIT Growth of at least two (2) as measured by the NWEA MAPS assessment. • By June 1st of 2016, at least 50% of the students in grades 6 - 8 will demonstrate LAL RIT Growth of at least two (2) as measured by the NWEA MAPS assessment 	
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)
Bi-Weekly Review Of Student Data	<ul style="list-style-type: none"> • Refresher on use of MAPS & Skills Pointer • Staff in Grades 1-8 will attend at least two (2) training sessions on data-driven instruction • Students in Grades K - 8 will complete the MAPS Benchmark Assessments • Tier 2 & 3 students will have Individual Learning Plans • Teacher will develop Chart or System for Monitoring Student Growth • Teachers will be provided with SGO for their students or grade-level • Data review from MAPS, Student Work, PBL Task, & Other School-Based Data Tools (i.e. iReady, Study Island, FasttMath, etc.) • Student Learning Centers must be a primary aspect of the learning environment in all Grade-Levels • Blended Learning Instructional Practices will be implemented in Grades 2 - 8 	At least 60% of the students will be reading at or above grade-level as measured by the Lexile Level Rubric
Implementation of Blended Learning	<ul style="list-style-type: none"> • Individual Student Learning Plans will be developed for all Students in grades 2 - 8 • Review of Literature from text “Driven By Data” • Monthly Coaching Sessions • Teacher’s Provided with Feedback & Reflection Summaries on Growth Points for Homeroom, Grade-Level, & School 	At least 60% of the students will be reading at or above grade-level as measured by the Lexile Level Rubric

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Formative, Interim, and Summative Assessment Reflection Meetings	<ul style="list-style-type: none"> Standardized Assessment Data results will be reviewed on monthly basis, and all teachers will have data binders that chart student growth Monthly Calendar of Coaching Sessions Bi-Weekly Planning Periods for Teachers Refresher PD Sessions will take place on how to use the SAS resources to plan lessons Facilitator will coach teachers on how to use protocols for examining student data and then develop instructional strategies 	At least 60% of the students will be reading at or above grade-level as measured by the Lexile Level Rubric
Weekly Planning Meetings with Grade Level Administrator	<ul style="list-style-type: none"> Develop weekly Cohort Collaboration Planning Calendar 	100% of teachers will participate in weekly planning meetings
Implementation of RTI Tier 1 & 2 Services for 3 rd – 5 th Grade	<ul style="list-style-type: none"> Generate the list of Tier 1 & 2 students who need RTI plans Align resources with targeted needs of the students 	100% of students who need a RTI plan will have one in place
Establish Inclusive Learning Protocols/Norms for Special Needs Students	<ul style="list-style-type: none"> Bi-Weekly Collaboration Team Meetings with CST and SST In-Class Observations by the CST – LDTC, Social Worker, and the SST Social Worker. Professional Development and Coaching from Central Office OSE Specialist 	By June 1 st , 2016, at least 25% of the students from BD, MD, and Autistic Program will work in an inclusive Literacy setting for at least 300 hours
Parent-Lead Walkthroughs of Instructional Environment	<ul style="list-style-type: none"> Train parents on protocols and norms to assess classroom instruction Develop a Calendar for Monthly Walkthroughs Provide Feedback summary to school-base stakeholders (staff & parents) 	Parents will provide feedback to teachers and community about instructional strengths and areas of improvement
Integration of Multimedia Technology via Blended Learning	<ul style="list-style-type: none"> Update list of developmentally appropriate technology resources that will support content curriculum Monthly PD sessions led by the Academic Interventionist for Technology Develop rubric to assess technology integration in classroom 	100% of teachers will utilize at least 2 technology tools within their instructional strategies & practices
Monthly Grade Level Achievement Celebration Ceremony	<ul style="list-style-type: none"> Students will receive recognition awards for academic gains and accomplishments Teachers will visibly display student success in a central location of the classroom 	
Family Literacy Events	<ul style="list-style-type: none"> MVOL Family Literacy Night Parent Workshop on “How to Support Literacy at Home” Students will be required to complete quarterly interdisciplinary Project-Based Learning 	At least ten (10) Family Literacy events will take place by June 15 th , 2016

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Principal Practice Goal #3:		
Competency:	Student and Family Support: Engages families to support students' academic, social and emotional growth.	
SMART Goal:	<ul style="list-style-type: none"> • By October 1st, 2015, 100% of the classrooms will display the school-wide norms for academic, social, and emotional support • By January 31st, 2016, Students attention and behaviors will demonstrate respect, empathy, and atonement for antisocial behaviors as measured by a decrease in referrals & suspensions and increased participation in collaborative, student-organized extra-curricular activities. • By June 1st, 2016, student referrals for level 2 and 3 offenses will decrease by 50% as measured by SWIS data system 	
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):		
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Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Implementation of PBSIS	<ul style="list-style-type: none"> • Training of School Staff • Calendar of Events to Celebrate Student Success • Create Incentive Guidelines for Students & Teachers • Display School-Wide PBIS Goals and Expectations • Develop School-Wide Expectations & Norms Rubric • Hire a PBSIS Coordinator to Facilitate the Positive Implementation of the Program 	100% of the staff and student body will use PBSIS strategies
Classroom Walkthrough	<ul style="list-style-type: none"> • Administration and Lead Teachers will conduct weekly walkthroughs of classrooms and provide written feedback 	100% of classrooms will establish chart for norms
Implement a Pre-High School Advisory Program	<ul style="list-style-type: none"> • Develop Advisory Period for all Pre-High School Students • Establish Clear Rubric-Based Assessments to measure the effectiveness of Advisory Activity • Monthly Reflection Meetings on the effectiveness of Advisory Content and Student Engagement 	100% of the students in Pre-HS (5 th -8 th Gr.) will be a part of an advisory period
Professional Development Seminars for Pre-High School Teachers	<ul style="list-style-type: none"> • 10 hours of Coaching on effective practices to address “Middle School Behaviors” 	100% of Pre-HS staff will complete 10 hours or more of Coaching on Middle School

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		Behaviors
Partnership with Community-Based Organizations	<ul style="list-style-type: none"> • Partner with Ramapo for Children to support teachers on how to address disruptive behaviors • Partner with Montclair State University to create pro-social programs for students in identified as Tier II & III students • Partner with Rutgers University Behavioral Health Care to provide support to parents and teachers for students with intensive Tier III socio-emotional behaviors 	School Administration will contract with Community-Based Organizations
Student Advisory & Clubs Established School-Wide	<ul style="list-style-type: none"> • Partnership with Performing Arts Community Organization • Implementation of Young Producers Cinematography Group • Create Academic Advisors to Facilitate Advisory Activities • Enhance Healthy You Partnership with YMCA 	100% of the students will be a part of a school base advisory
Grade Level Community Meetings	<ul style="list-style-type: none"> • Ensure teachers conduct weekly grade-level meetings • Create Grade-Level Ambassadors to Facilitate Community Meetings • Share information to stakeholders 	100% of the classrooms will conduct a weekly community meeting
Whole School Community Meetings	<ul style="list-style-type: none"> • Create Teacher-Leaders to facilitate morning convocation • Video Stream or Broadcast Morning Convocation for Entire School • Weekly Celebration Events 	100% of the students will participate in the daily morning convocation.
Parent Meetings/Forums that focus on Supportive Parent Practices at Home	<ul style="list-style-type: none"> • Monthly Parent Meetings • Parent Access to Student Data via Parent Portal • Parental Brochure To Local Community-Based Resources • Establishment of Social Media Site Communication Board for Parents • Staff Development For Parents From Local PD Providers • Plan a Spring Weekend Parent Fair • Establish Parent Walkthrough Teams 	70% Completion of School Quarterly Parent Survey
Implement Restorative Practices	<ul style="list-style-type: none"> • Establish a cohort of teacher-leaders who can facilitate restorative practices training 	100% of staff will participate in at least one (1) Restorative Practice Training Session

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Principal Practice Goal #4:		
Competency:	Transformational Leadership: Maintains relentless focus on improving student outcomes through planning, relationships and personal responsibility.	
SMART Goal:	<ul style="list-style-type: none"> • By September 30th of 2015, 100% of the Teachers & Staff will have aligned their Professional Leadership Growth Goals Plan to either the Teacher Mastery Learning Academy (TLMA) or Academic Leadership Academy (ALA) School-Based Framework for Professional Development. • By March 1st of 2016, 100% of the Teachers will have completed at least 10 hours of TLMA or ALA Professional Growth & Leadership training as measured by their mid-year reflection summary. • By June 15th of 2016, 100% of the teachers and staff will have completed at least 20 hours of TLMA or ALA Professional Growth and Leadership trainings as measured by their end-of-year reflection summary. 	
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)
Operationalize School Strategic Plan	<ul style="list-style-type: none"> • Share Strategic Plan Goals with Staff • Provide Quarterly Snapshots of Progress in Meeting the Goal • Align PD trainings Goals of the Strategic Plan • Establish a Rubric to Self-Assess Completion of Strategic Plan Goals 	100% of staff knows the primary goals of the Strategic Plan.
Implementation of Bi-Monthly SIP Team Meetings	<ul style="list-style-type: none"> • Establish a monthly calendar for review of teacher observations • Provide a summary of month observation ratings • Outline Specific PD based on the themes that are noticed from observation data 	SIP Team members review at least five (5) teacher observations per month and outline priority goals to support areas of improvement in instructional practice
STEM Teaching Seminars	<ul style="list-style-type: none"> • Lead STEM Teachers must facilitate bi-weekly PD sessions with grade-level cohort • Teachers must create 3 – 4 Project –Based Learning activities • Establish an on-line database of STEM projects that are aligned to our instructional expectations 	100% of the teachers complete the STEM Training
Development of Academic Leadership Academy	<ul style="list-style-type: none"> • Provide teachers with guidelines for the Academic Leadership Academy • Establish the monthly calendar for the team meetings • Define roles and responsibilities for conducting teacher trainings 	100% of the Lead Teachers/Coaches will submit a quarterly synopsis of

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		Professional Growth Related to NJ Standards for Teachers
Development of Teacher Mastery Learning Academy	<ul style="list-style-type: none"> • Provide teachers with guidelines for the Teacher Mastery Learning Academy • Establish the monthly calendar for the team meetings • Define roles and responsibilities for conducting teacher coaching session 	100% of the Teachers will submit a quarterly synopsis of Professional Growth Related to NJ Standards for Teachers
Develop a Data Management & Assessment Team	<ul style="list-style-type: none"> • Provide teachers with guidelines for the Data & Assessment Team • Establish the monthly calendar for the team meetings • Define roles and responsibilities for monthly staff meetings • Create a rubric to measure our growth against the benchmark • Create a reporting tool so that timely information can be communicated to the stakeholders 	Quarterly (4) School-Based Assessment Scorecards will be Distributed to Staff & Parents

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Principal Practice Goal #5:		
Competency:	Operational and Organizational Leadership: Implements systems and processes to effectively manage operations.	
SMART Goal:	<ul style="list-style-type: none"> • 100% of The School Stakeholders Will Receive Quarterly Updates About Student Performance Growth In LAL & Math 	
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"> <li style="width: 50%;">- Tools that are needed <li style="width: 50%;">- Management conversations that need to occur <li style="width: 50%;">- Tasks/events that need to occur <li style="width: 50%;">- High-quality meetings that need to occur <li style="width: 50%;">- Processes/rituals that need to be established/monitored/improved <li style="width: 50%;">- Stakeholders who need to be coached/empowered/inspired 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Establishment of School-Based Instructional Teams/Cohorts	<ul style="list-style-type: none"> • Development of Teacher Cohorts • Schedule Monthly Meeting Dates • Monthly Summary Statements Will Be Provided to Staff • Lead Teachers will Manage Teams and Provide Updates to Administrative Team 	100% of Staff Will Participate in Monthly Cohort Meetings
Create a Social Media Forum to Communicate Academic Areas of Interest	<ul style="list-style-type: none"> • Establish a Web-Based Account for Teachers • Outline Priority Areas of Strength & Needs • Push-Out Electronic Communication to Staff & Stakeholders 	100% of School Stakeholders will have Access to School Media Forum
Monthly Administrative Leadership Team Meetings	<ul style="list-style-type: none"> • Establish a monthly calendar for review of school-wide data • Analyze summaries of monthly cohort data • Partner with Marketing Firm to Support School Communication of Key School Variables 	At Least 90% of Admin Team Members will Attend 90% of the Meetings
Semi-Annual School Report Forum for Stakeholders	<ul style="list-style-type: none"> • Plan Semi-Annual School Report Card for Stakeholders • Create Reports for Publication for Stakeholders • Host two (2) Evening Forums for Stakeholders to Assess School-Wide Growth Variables 	All Semi-Annual School Report Card Forum will take place