

Strategic Plan, 2015-2016.

Please complete first draft by August 21st, 2015.

School Name: Speedway Academies

Principal Name: Atiba Buckman

Date: August 18, 2015

Principal Practice Goal #1:		
Competency:	1: Management and Coaching of Instructional Staff (1c: Coaching and Development)	
SMART Goal:	<p>Data Driven Instructional Practices: During FY2016, all teachers, staff and school based teams will move students toward mastery through consistent, timely, effective, and differentiated coaching strategies that leverage strengths and skills by placing them in roles that support student learning.</p> <ul style="list-style-type: none"> • 100% of faculty and staff will receive at least one personal coaching and feedback session per month. • ELA: On average, 100% of students will grow by at least 1 Running Record level each quarter. • Math: On average, 100% of students will gain fluency in at least 10% of targeted Common Core Standards, each quarter. 	
<p>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</p> <ul style="list-style-type: none"> • Professional Development Protocol: Experts in selected areas will support teachers and staff on best practices to ensure growth in individualized learning plans for each student. • Common Planning: Teachers and staff will have time designated to developing strategies to affect the holistic student, by grade level and content area. • Individualized Professional Development Plan: Teachers and staff will develop plans that will allow them to grow as educators. • Observation and Feedback: Teachers will receive observation and feedback in alignment with the NPS Framework for Teaching to ensure effective teaching. 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Professional Development	<ul style="list-style-type: none"> • Two intense focused one week team-based school 	Students will show

	<p>preparedness and readiness institutes highlighting:</p> <ul style="list-style-type: none"> ○ RP 2.0 (Restorative Practices) ○ Infusing technology into everyday practice ○ Utilizing protocols to analyze data and student artifacts. <ul style="list-style-type: none"> ● Maintain & establish schedules to promote ongoing learning with school support team members on a weekly basis. ● Ensure that all professional developments have practice embedded and specific guidelines to provide feedback for all participants. (e.g. script roles, model practice, feedback, do over, and cheat sheet). 	<p>quarterly measurable growth on ILP.</p>
<p>Common Planning</p>	<ul style="list-style-type: none"> ● Common planning provides the time for teams to discuss the strengths and weaknesses of individual students using protocols to analyze data and student artifacts. ● Teachers will use this time to develop their Phoenix Nest team with common norms, scope and sequence, and expectations for all students in their classes. ● Phoenix Nests will develop lesson plans, IEPs, ILPs, & FBAs etc. These documents will be vetted on bi-weekly basis. ● Phoenix Nests will examine student academic and behavior data regularly. 	<p>Increased time on task evidenced by a reduction in student disciplinary referrals</p> <p>ELA: On average, 100% of students will grow by at least 1 Running Record level each quarter.</p> <p>Math: On average, 100% of students will gain fluency in at least 10% of targeted Common Core Standards, each quarter.</p>
<p>Individualized Professional Development Plan</p>	<ul style="list-style-type: none"> ● Administration will schedule one to one meetings. ● Bi-weekly feedback sessions will be offered to Phoenix Nests. ● Phoenix Nests will use data to adjust to ensure that target areas of growth are met. 	<p>Improved pedagogical practice to show improvement on quarterly measurable growth on ILP.</p>

Observation and Feedback	<ul style="list-style-type: none"> • All observations and feedback sessions will be scheduled on a monthly and weekly calendar. • Administration will maintain an observation tracker that will help norm and facilitate specific and targeted observation sessions. • Observations will lead to targeted professional development. (group and individual). 	<p>All teachers will receive observations and feedback as prescribed in the framework for effective teaching to ensure that student learning goals are achieved.</p> <p>100% of faculty and staff will receive at least one personal coaching and feedback session per month.</p>
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Principal Practice Goal #2:	
Competency:	3: Student and Family Support (3a. Safe and Strengths-Based Culture)
SMART Goal:	Restorative Practices 2.0 (RP2.0): During FY2016, students and families will be engaged in activities that promote Social Emotional Learning (SEL) resulting in increased academic success. These activities include SEL curriculum, character education curriculum, family meetings, Phoenix Chats, positive behavior supports, convocations, counseling, and external providers to build resiliency and competence in this area.
<p>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</p> <ul style="list-style-type: none"> • Time on Task: 8th grade lounge, Future lab, and Therapeutic spaces will be used to increase student time on task. • School Support Team Interventions: SST team meetings to be held weekly to review and respond to student data trends. • Child Study Team Supports: CST will work with instructional teachers to develop strategies to provide interventions to reduce the teacher referrals. 	

Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Time on Task	<ul style="list-style-type: none"> ● Students will actively participate in bulletin boards that explore safe and healthy habits. ● School support staff (e.g. social worker, community engagement specialist, and guidance counselor) will engage students in appropriate targeted activities, Move This World, Rutgers Law Project, and Newark PD Explorers that will emphasize safety and build SEL skills. ● Schedules and protocols will be developed to utilize the spaces to promote student health. ● Staff will be trained on the criteria and usage of each space to determine utilization, recording, and effectiveness. ● This will be accomplished through targeted group conversations, specific trainings for peer leaders, and growth of the peer mediation and ambassadors program. 	Reduction of serious incidents from 12 to 8. Serious incidents are defined as student actions which lead to injury to staff or peers.
School Support Team Interventions	<ul style="list-style-type: none"> ● School wide tracker will be used to record and track school wide data. ● SST will utilize specific protocols to execute plans with grade level leaders and administrative team. 	Data collected will be used to forecast and inform decisions that will lead to overall improved educational experience as displayed in student and parent survey.
Child Study Team Supports	<ul style="list-style-type: none"> ● Students will build positive social emotional skills through the use of targeted activities that are aligned with our core values. ● Task and activities will proactively identify, engage, and 	Reduction of increased pathway use of general education students from 45 to 15 with a focus on providing

	respond to student needs utilizing therapeutic spaces, teaching essential skills to build resiliency (e.g. Phoenix Chats, peer mediation, peer leadership, and peer ambassadors).	academic and behavioral supports within an inclusive classroom construct.
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Principal Practice Goal #3		
Competency:	5: Organizational Leadership (5d. Data Transparency: Uses and shares data to support students)	
SMART Goal:	Time on Task: During the FY2016 school year, the administration and school support team will increase staff and student attendance by at least 5% to drive the amount of rigorous time on task for students. We will end the year with an average of 90% staff and student attendance.	
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"> ● Short and Long-Term Data Checks: Operations Team will use short (daily) and long-term (weekly and quarterly) data checks to identify students who are not achieving maximum time on task. ● Intervention Plan Implementation: SST and Operations will meet on a weekly basis to plan interventions for students and review the effect of interventions on students. ● Positive Attendance Rewards: Students who are achieving maximum time on task (based on individual metrics and school baseline) will be celebrated monthly. Staff who have perfect attendance will be celebrated monthly. ● Legal Route: Interventions as dictated by NPS Human Relations Policy and the Family Court system will be strictly adhered to. 		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Short and Long-Term Data Checks	<ul style="list-style-type: none"> ● Short-Term <ul style="list-style-type: none"> ○ A list of students who are tardy or absent will be generated each day by 10 AM. 	Key data points are collected to inform Phoenix Nest leaders and other key data analysts.

	<ul style="list-style-type: none"> ○ Students who are pulled early will be generated by COB. ○ Absences, tardies, and early pulls (with times) will be input to a Google Sheet. ○ Reports will be distributed to Phoenix Nest Leaders ● Long-Term Tracker Report <ul style="list-style-type: none"> ○ Each day, Operations Team will run a report which calculates students who have been absent/tardy/pulled early any of the last three days (e.g. on Monday, run WThF of the previous week). ○ The report will also note any students who have had 3 consecutive days of tardy/absent/pulled early (Time on Task infraction). 	
<p>Intervention Plan Implementation</p>	<ul style="list-style-type: none"> ● First Time on Task infraction: Put student on tracker. CES has family conference (e.g. phone, impromptu meeting, formal conference, home visit) which stresses the importance of arriving on time, not missing days, and not leaving early. ● Second infraction: Have family conference #2 (e.g. phone, formal conference, home visit). SST and Operations creates individual Time on Task plan with family. This plan will use multiple interventions to address student Time on Task. <ul style="list-style-type: none"> ○ Using this plan, SST and Operations will measure each intervention and how the student's behavior changes week-to-week. As needed, the plan will continue to be iterated 	<p>Average student attendance of 90%.</p>

	upon.	
Positive Attendance Rewards	<ul style="list-style-type: none"> ● Monthly student celebration by Phoenix Nest <ul style="list-style-type: none"> ○ List of names of students who have met their plan or have perfect attendance will be given by COB Month. ● Monthly faculty recognition during Faculty Conference 	See above
Legal Route	<ul style="list-style-type: none"> ● Speedway Academies and Family Court partnership will be continued. Intervention plans as dictated by the Court will be implemented. ● Interventions as dictated by NPS Human Relations Policy will be implemented. 	Average staff attendance of 90%