

## Strategic Plan for SY 2015-2016

Principal Practice Goal #1:		
<b>Competency:</b>	Teacher Management and Coaching: Effective development and management of talent to improve Instruction.	
<b>Indicator:</b>	1a. Evaluation Aligned to the Framework for Effective Teaching and Evidence of Student Mastery 1c. Coaching and Development. Invests in the on-going growth and development of adults to improve student learning	
<b>SMART Goal:</b>	<p>-Teachers performance will be observed formally 3 times during the course of the year with conferences focused on alignment to the Teacher Framework as demonstrated by evidence.</p> <p>-By June, 2016, 90% of the staff will learn how to implement the six step feedback model rubric (Praise, Probe, Action Step, Plan Ahead, Practice and Follow-up) in in order to plan, adjust and modify instruction to meet the needs of all subgroups.</p>	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):-</b>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Administrative Team Meetings	<ul style="list-style-type: none"> <li>• Schedule yearly observations, weekly partial observations and midyear review</li> <li>• Outline Grade Level /Vertical Meeting topics for the year</li> <li>• Schedule meetings with Administration to analyze competency results and action plan</li> <li>• Implement professional development to address data from formal and informal observations.</li> <li>• Conduct monthly team walk through looking for trends, competency effectiveness and patterns in teachers and grade levels</li> <li>• Set Protocols for Observations</li> <li>• Review Six Step Feedback Rubric</li> <li>• Review Observation Tracker</li> <li>• Set weekly Administrative Meeting Time to discuss Teacher Feedback and Coaching</li> <li>• Identify Trends in observations</li> <li>• Internalize how PARCC defines Common Core mastery and how the NPS Framework can accelerate teacher practices to prepare students</li> <li>• Strategically organize small learning communities</li> <li>• Charter and support teacher teams to skillfully reflect on student work and radically improve long term, unit, and lesson planning for individual teachers and teams</li> <li>• Continue supporting and making use of effective school-based teams (LIFTT) in order to achieve breakthrough results. Build off of the NPS <a href="#">Teacher Framework</a> (TF), <a href="#">Leadership Framework</a> (LF), and CST Framework (CSTF).</li> </ul>	<p>Observation Schedules with Calendars</p> <p>Observation Practices for Administrative Team will be Normed. There will be an increase in uniformity of feedback protocols during post conferences (Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo)</p>
Timely/Effective feedback sessions	<ul style="list-style-type: none"> <li>• Provide effective feedback sessions with a minimum of 1 to 2 day turnaround time</li> <li>• Create a master calendar with pre-observations, observations and post conferences for the year</li> </ul>	<p>Observation Tracker with Calendars</p> <p>Schedule of Grade level/vertical meetings with sign in sheets and</p>

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	<ul style="list-style-type: none"> <li>• Create weekly schedule for teacher conferences, administrative conference , and follow up implementation plan</li> <li>• Create schedule for grade level and vertical meeting dates to discuss grade level and across grade level priority needs.</li> </ul>	minutes of all meetings
Midyear Check in Meetings	<ul style="list-style-type: none"> <li>• Schedule mid- year reviews with all staff using their evidence file, artifacts , observations , student work, &amp; Attendance to monitor SGO progress.</li> <li>• Create an action plan for staff who are identified as partially effective or borderline ineffective</li> </ul>	Midyear review tracker with evidence file Action plans as needed Baseline Data Form
Monitoring and development Of IPDP's	<ul style="list-style-type: none"> <li>• Schedule three meetings with teachers beginning in September- April to review their IPDP's, data results, implementation of strategies, progress towards meeting SGOs, and progress on personal growth goals.</li> <li>• Schedule meeting in May to revise IPDPs for the coming year based on yearly goals met.</li> </ul>	Observation Tracker IPDP Tracker
Monthly Analysis of on- going Data and Peer Coaching  <b>SIP PANEL</b> <b>New Category</b>	<ul style="list-style-type: none"> <li>• Meet with Data Leadership Team monthly quarterly to review students' progress on Interim Assessment data (school and teams) as well as student work analysis to create a plan to revisit standards in subsequent lessons and units</li> <li>• Schedule grade /vertical meetings monthly to review the data, strategies to be implemented and follow-up peer coaching.</li> <li>• Employ effective and differentiated strategies in individual teacher conferences and group professional development that are meaningful and translate to raising the accountability of student investment in learning and are responsive to instructional trends across grade levels.</li> <li>• Implement protocols and demonstrate strategies from "Teach Like a Champion" and The "Skillful Teacher"</li> <li>• Include opportunities for lesson videotaping and feedback aligned to individual professional development goals as well as school trends.</li> </ul> <p><b>SIP Panel Additions New Category</b></p> <ul style="list-style-type: none"> <li>• Implement SIP Protocol</li> <li>• Meet Bi-Weekly with Panel to discuss school observation trends</li> <li>• Create Action Plans based on observed trends of areas of strengths and weaknesses.</li> <li>• Continue to breakdown New Teacher Observation Framework to better develop an understanding of all competencies and indicators through group study.</li> <li>• Ensure that new teachers are working in partnerships with their assigned mentors.</li> </ul>	Baseline DATA Tracker Data Walls Grade Level/Vertical Agendas/Minutes Lesson Plans Teacher Portfolios will serve as "real time" and "over time" data resource WAS Video Library  <b>SIP Panel Additions New Category</b> Teachers & mentors will use the Teacher Framework Rubric to influence Highly Effective and Effective Teacher practices

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Principal Practice Goal #2:		
<b>Competency:</b>	Curriculum, Assessment and Instructional Models: Effective use of curriculum and assessment tools to advance CCSS-aligned instruction.	
<b>Indicator:</b>	2a. School-wide Focus on CCCS Mastery. 2f. Literacy Centered	
<b>SMART Goal:</b>	Throughout the 2015-2016 school year, 100% of teachers will effectively write and implement action plans to address re-teaching of priority standards not met as evidenced by our quarterly assessments via ANET, informal and formal assessments. Student growth in grades K-8 will be evident as a result of rigorously aligned standards to the LAL & Math Curriculums.	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Tools that are needed</li> <li>- Tasks/events that need to occur</li> <li>- Processes/rituals that need to be established/monitored/improved</li> <li>- Management conversations that need to occur</li> <li>- High-quality meetings that need to occur</li> <li>- Stakeholders who need to be coached/empowered/inspired</li> </ul>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Interim Assessments School/District PBAs SRI/DRA Summative	<ul style="list-style-type: none"> <li>• Students in grades 3-8 will be tested quarterly for mastery of standards using district interim assessments.</li> <li>• Assessments will be analyzed by grade levels and Administrative team to create action plans and priority standards to be addressed</li> <li>• Student's proficiency will increase by 50% each quarter as a result of standards based instruction</li> </ul>	90% of students will demonstrate growth from A1-A4
Core Knowledge (LAL) K-2 CLI Guided Reading	<ul style="list-style-type: none"> <li>• Follow the district's yearlong instructional plan to ensure strategic instructional planning and use of assessments for depth of learning.</li> <li>• Develop and monitor dynamic unit plans that change over the course of the unit in accordance with students' needs.</li> <li>• Ensure all lesson plans and analysis of student work aligns to unit and yearlong plans.</li> <li>• Schedule weekly grade level meetings to address curriculum priority focus &amp; alignment with Common Core / PLI opportunities</li> <li>• Administer DRA assessments/running records to develop reading levels for small group instruction and demonstrate growth each quarter</li> <li>• Implement a balanced literacy classroom to include guided reading, readers workshop, writer's workshop, independent reading etc. to enrich Literacy block</li> <li>• ELA Coach, LIFTT Teacher/Administrator will lead weekly meetings</li> <li>• Implement <b>Core Knowledge Curriculum</b> with fidelity utilizing CLI practices to enrich students learning using scope/sequence &amp; pacing guide.</li> </ul>	90% of students will demonstrate growth using DRA assessments and running records quarterly.

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<p>Expeditionary Learning (LAL) 3-5 Guided Reading</p>	<ul style="list-style-type: none"> <li>• Follow the district’s yearlong instructional plan to ensure strategic instructional planning and use of assessments for depth of learning.</li> <li>• Develop and monitor dynamic unit plans that change over the course of the unit in accordance with students’ needs.</li> <li>• Ensure all lesson plans and analysis of student work aligns to unit and yearlong plans.</li> <li>• Schedule weekly grade level meetings to address new curriculum priority focus &amp; alignment with Common Core /PLI opportunities.</li> <li>• Administer DRA assessments to develop reading levels for small group instruction/independent reading (Grade 3)</li> <li>• Administer and track quarterly SRI assessments for the purpose of providing immediate, actionable data on students' reading levels and growth over time. <i>SRI</i> results serve to influence differentiated instruction, interventions, and forecast growth toward grade-level standards.</li> <li>• Implement with fidelity the <b>Expeditionary Learning</b> Modules utilizing Guided Reading to enrich student’s learning, scope /sequence &amp; pacing guide.</li> <li>• Reinforce the 40 minute activity centers</li> </ul>	<p>90% of students will demonstrate growth from September through June as per pre, interim and post assessments.</p>
<p>Code –X (LAL) 6-8</p>	<ul style="list-style-type: none"> <li>• Revise and follow the WAS Code-X yearlong instructional plan to ensure strategic instructional planning and use of assessments for depth of learning.</li> <li>• Develop and monitor dynamic unit plans that change over the course of the unit in accordance with students’ needs. Develop and monitor dynamic unit plans that change over the course of the unit in accordance with students’ needs.</li> <li>• Ensure all lesson plans and analysis of student work aligns to unit and yearlong plans.</li> <li>• Schedule weekly grade level /vertical meetings to address new curriculum priority focus &amp; alignment with Common Core /PLI opportunities.</li> <li>• Implement with Fidelity the new <b>Code –X</b> Literacy program utilizing all components to enrich student’s learning, scope/sequence &amp; pacing guide.</li> <li>• Administer and track quarterly SRI assessments for the purpose of providing immediate, actionable data on students' reading levels and growth over time. <i>SRI</i> results serve to influence differentiated instruction, interventions, and forecast growth toward grade-level standards</li> <li>• Administer assessments both formative &amp; summative to track student’s growth.</li> </ul>	<p>90% of students will demonstrate growth from September through June as per pre, interim and post assessments.</p>
<p>Math In Focus (K-8)</p>	<ul style="list-style-type: none"> <li>• Follow the district’s yearlong instructional plan to ensure strategic instructional planning and use of assessments for depth of learning.</li> <li>• Develop and monitor dynamic unit plans that change over the course of the unit in accordance with students’ needs.</li> </ul>	<p>90% of students will demonstrate growth from September through June as per pre, interim and post</p>

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	<ul style="list-style-type: none"> <li>• Develop and monitor dynamic unit plans that change over the course of the unit in accordance with students' needs.</li> <li>• Ensure all lesson plans and analysis of student work align to unit and yearlong plans</li> <li>• Schedule weekly grade level meetings to address curriculum priorities, focus &amp; alignment with Math Common Core Standards progression, Standards for Mathematical Practices and PLI opportunities.</li> <li>• Implement the <b>Math in Focus program with fidelity</b> using NPS recommended yearlong and unit plan structure. Reference Singapore's mathematical framework, problem solving skills, attitudes, metacognition, processes, concepts, and skills.</li> <li>• Implement all Technology resources (Think Central) available to enhance the learning experience and home school connection.</li> <li>• Utilize all resources including re-teach</li> </ul>	assessments.
NPS Teacher Framework/Common Core Alignment	<ul style="list-style-type: none"> <li>• Provide ongoing goal-setting guidance to teachers as the set and monitor student learning goals through IPDPs and/or CAPs.</li> <li>• Continue to provide opportunities for all staff to improve through specific and ongoing feedback as per NPS Teacher Framework</li> <li>• Provide training on the alignment of the Common Core and the NPS Teacher Framework, noting expectations of student's growth and mastery throughout the year.</li> <li>• Provide training for all new staff members on the NPS Teacher Framework, Title 18A Law, &amp; accountability of student's growth and teacher rating.</li> </ul>	100% of staff will understand the NPS Teacher Framework and changes to the evaluation this year. Staff will implement best practices that lead to mastery and a rating of at least a 3 in overall rating.
Just Words Intervention Grades 4-12	<ul style="list-style-type: none"> <li>• Support Just Words Interventionist with on-going professional learning and support to ensure targeted intervention for students with word-level deficit</li> </ul>	Ensure fidelity to the Just Word Wilson program in terms of: <ul style="list-style-type: none"> <li>• Daily Lessons</li> <li>• Group Size</li> <li>• Settings</li> </ul>
Digital Learning to Advance Common Core Aligned Instruction and Assessment	<ul style="list-style-type: none"> <li>• Leverage digital teaching and learning tools to help teachers <b>Check for Understanding</b></li> <li>• Infuse meaningful and significant <b>Digital Learning Experiences</b> into existing curricula that deepen students' learning and understanding</li> <li>• Develop <b>Digital Fluency</b> in students to successfully navigate and respond to <b>PARCC-like Assessments</b></li> <li>• Use of Moby Max Educational Learning Site to address Common Core deficit skills through individualized learning path. Teachers make use of data to drive small group and whole group instruction. (Grades 3-8)</li> <li>• Use of Edmodo to administer standards based assessments. Data is used to assess</li> </ul>	Digital Learning Practices will align to students' individual growth goals, allowing for students, families, and teachers to track progress.

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students' current progress and will be further utilized to provide baseline data to subsequent teachers. (Grades 5-8)

- Use of the student Google Software Suite, NewsELA, Edulastic, Study Island, Reading Eggs, Typing Club, and PARCC related online digital manipulative tools to further develop NPS digital learning objectives and standards.

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### Principal Practice Goal #3:

<b>Competency:</b>	Student and Family Support: Implements systems to engage families in student social and emotional support.
<b>Indicator:</b>	3b. Family Engagement Around Supporting Growth. 3c. Student Efficacy
<b>SMART Goal:</b>	By June 2015, all students in grades K-8 will be given opportunities to demonstrate high levels of school engagement via school wide projects, collaborative learning, student lead discussions and school wide participation of clubs , performing arts and academic debates . Students will demonstrate evidence of excellence through character education. Students, staff & community will demonstrate pride and excellence in our school via improved parent involvement, attendance and respect for their peers ,evidenced by monthly school reports

**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)
School Culture of Excellence	<ul style="list-style-type: none"> <li>● Revisit School Mission &amp; Vision Statement and revise as needed to reflect our goals</li> <li>● Create a living creed</li> <li>● Determine school wide needs/goals to reflect school culture of excellence</li> <li>● Review Data( attendance, surveys, SST referrals, discipline/incident reports)</li> <li>● Engage in School wide planning to incorporate restorative practices: progressive discipline, SST, School Teams, SLC</li> <li>● Formulate a formal action plan to include school surveys</li> <li>● Ensure Interim assessments (non-academic data is analyzed )</li> <li>● Create school culture rubric to support school-wide systems.</li> <li>● Re-visit Restorative Practices and provide professional development to staff</li> </ul>	Use rubric to measure school culture, high, Medium and low levels of engagement through the year for Parent meetings, student clubs and infusion of Character Education.
School-wide Clubs and Events	<ul style="list-style-type: none"> <li>● Schedule before/after clubs to include Anti Bullying programs, winter/spring concerts, Art Clubs, Annual Art Exhibition, Chorus Periods, Band Practice, Soccer League, Tennis, Cheerleading, High Impact Instructional Academic After school programs, Debate, The League, Student Council, and National Junior Honor Society.</li> <li>● Monitor attendance , participation and growth of programs.</li> <li>● Schedule Community events to show case our student's talent through the year.</li> <li>● Assign captains and co captains to be ambassadors for their grade levels and club activities.</li> <li>● Post student's Honor Roll status quarterly noting our" Stars" in the wall of fame.</li> <li>● Set short and long term goals for each of the activities , noting growth in each of the</li> </ul>	Increase in student participation of school wide clubs and events will lead to 90% of students developing social, emotional and academic growth. Reduction in referrals to office and incidents of bullying. Career & College Readiness focus.

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	<p>report card cycles</p> <ul style="list-style-type: none"> <li>• Career Day Assembly</li> </ul>	
Monthly Community Events	<ul style="list-style-type: none"> <li>• Schedule monthly parent meetings on specific topics</li> <li>• Schedule content specific meetings to assist parents with homework and New Curriculum Implementation</li> <li>• Encourage and tap into teacher resources to present to parents</li> <li>• Schedule student performances monthly to show case their talent</li> <li>• Schedule monthly school/ community events via The League to include: Breast Cancer Awareness Parade, Food Drive, Toy Drive, Halloween Parade, and Nutrition/ Health Kick</li> </ul>	<p>95% increase in parental participation leads to increase in student attendance, and student academic growth. Agendas, minutes, sign in sheets</p>
Student Voice	<ul style="list-style-type: none"> <li>• Schedule Student Council Election and active student government with monthly meetings</li> <li>• National Junior Honor Society selection and Induction</li> <li>• Character Counts-Student/Class of the Month</li> <li>• Elect Anti Bullying Club captains &amp; Co Captains and implementation of the HIB policy</li> <li>• Select Debate League members and prepare for school and district tournaments</li> </ul>	<p>95% Increase in student responsibility and leadership roles Increase in Honor Role Students per cycle Decrease of incident reports 75% increase in student's academic grades via report cards.</p>
WASCA Meetings	<ul style="list-style-type: none"> <li>• Select Home and school community partners with an election of new members</li> <li>• Schedule quarterly meetings with WASCA(Wilson Ave School Community Ass)</li> <li>• Invite community members to address current issues and trends in education</li> <li>• Create a calendar of monthly events for fund raising</li> </ul>	<p>Buy in from all state holders will 95% Increase parent in participation . 95% increase in homework assistance Increase in school funds to support school wide events</p>

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### Principal Practice Goal #4:

<b>Competency:</b>	Culture of Achievement and Transformational Leadership: Relentless focus on improving student outcomes through planning, Relationship building and personal responsibility.
<b>Indicator:</b>	4a. Personal Responsibility and Relentless drive for Achievement. 4b. Strategic Thinking
<b>SMART Goal:</b>	Beginning September 1, 2015 all staff will adhere to Attendance Policy By October, 2015, 100% of staff will align their IPDPs with the Common Core Standards and the LAL & Math curriculum units. By February, 2016, 100% of staff/Administration will complete a minimum of 4 hours of professional training through staff development opportunities, webinars and district/staff approved workshops. By June 15, 2016, 100% of staff /Administration will have completed at least 15 hours of professional training evident by end of year growth data 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):**

- 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)
Implement School Strategic Plan	<ul style="list-style-type: none"> <li>• Share strategic plan with all stake holders</li> <li>• Provide Quarterly growth data towards meeting our target goals</li> <li>• Align PD plan with grade/vertical meetings</li> <li>• Develop a rubric to self- assess progress of goals established</li> </ul>	100% of staff will be knowledgeable of Strategic Plan and the targeted goals
Implement SIP team meetings	<ul style="list-style-type: none"> <li>• Schedule monthly meeting to discuss and analyze staff observations</li> <li>• Provide a monthly report summarizing staff ratings and next steps</li> <li>• Implement peer coaching and CAP to assist staff with partial effective ratings</li> </ul>	SIP Team will review a minimum of 4 observations a month a provide recommendations for improvement
Common Core Training	<ul style="list-style-type: none"> <li>• Select Lead teachers from each grade to attend Common Core Training</li> <li>• Lead and LIFTT Teachers will lead grade/vertical meetings and turn key information</li> <li>• Teachers will implement strategies learned with new LAL/Math curriculum</li> <li>• Science Teachers will attend Common Core training to implement new Standards</li> </ul>	Teachers will demonstrate quarterly growth via ANET assessments
Implement Attendance Plan	<ul style="list-style-type: none"> <li>• Schedule monthly meetings with Student Staff Support Team</li> <li>• Analyze attendance trends using PowerSchool Field Inquiry</li> <li>• Create Action plan to address absences beyond 3 days</li> <li>• Designate key staff members to assist with daily visits and follow up phone calls</li> <li>• Use Blackboard connect to facilitate communication with school and student</li> </ul>	100% of Teachers and staff will be knowledgeable of new attendance plan. 100% of staff will implement strategies to reach parents and assist administration with target

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	attendance	goals.
Data Leadership Team  Assessment Calendar	<ul style="list-style-type: none"> <li>• Schedule monthly data team meetings</li> <li>• Define roles and responsibility of all Data Team Members</li> <li>• Create a rubric to measure growth and implementation</li> <li>• Use interim data tools to disseminate monthly data growth charts for re-teaching and intervention</li> </ul> <p><b><u>Assessment Calendar</u></b></p> <ul style="list-style-type: none"> <li>• Create assessment calendar that incorporates assessment descriptions and due dates</li> <li>• Create a schedule for assessment cycle, (development of assessment, creation of assessment results analysis form, administration of assessment, analysis of results, develop action plan and re-teaching )</li> </ul>	<p>Agendas, Minutes, and Next steps Quarterly Reports will demonstrate progress towards target goals Assessment Calendar Identify timelines for assessment cycles</p>
Student Staff Support Team	<ul style="list-style-type: none"> <li>• Select key staff members to participate in SSST meetings</li> <li>• Provide Training to all staff using Ramapo Consultants to address student's needs and develop positive relationship</li> <li>• Schedule weekly meetings to address interventions</li> <li>• Inform staff of new process and documentation tools</li> <li>• Monitor implementation of intervention strategies and progress towards improved academic, social and emotional development</li> </ul>	<p>50% Decrease in CST referrals Intervention strategies lead to improved student performance 100% of staff will gain strategies in dealing with difficult behavior and decrease incident referral by 50%.</p>

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<b>Principal Practice Goal #5:</b>		
<b>Competency:</b>	Operational and Organizational Leadership: Implements systems and processes to effectively manage operations	
<b>Indicator:</b>	5a. Cabinet Quality and Management 5c. Communication and Interpersonal Skills 5d. Data Transparency	
<b>SMART Goal:</b>	During the school year 2015-16, I will ensure that all VP's are given assigned roles , observation schedules and organizational responsibilities that are aligned to their skill sets. All stakeholders will be informed of school wide communication daily , weekly and monthly to ensure proper protocol, follow up and resolution to situations that may arise. School Wide growth Data will be shared with all stakeholders monthly using ANET results, Parent involvement data, Bloomboard data, and SST data.	
<b>Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):</b>		
<ul style="list-style-type: none"> <li>- Tools that are needed</li> <li>- Tasks/events that need to occur</li> <li>- Processes/rituals that need to be established/monitored/improved</li> <li>- Management conversations that need to occur</li> <li>- High-quality meetings that need to occur</li> <li>- Stakeholders who need to be coached/empowered/inspired</li> </ul>		
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Metric/Outcome (WHAT'S DONE)
Principal manages cabinet via Weekly meetings/feedback	Weekly meetings with VP's, master teacher, and data team are scheduled to outline grade level/vertical agendas for the week, respond to mandates via Principal Points, manage observation schedules, review student data, PLI opportunities, attendance focus and track staff and student growth	Bloomboard data-IPDP's, observation data, sign in sheets, minutes, schedules, agendas, daily/weekly/monthly attendance reports, ANET data, SRI data and monthly writing results. Action plans are created based on results.
SLC Committee/monthly meetings and feedback	Address and get buy in for school wide concerns pertaining to curriculum, attendance, extra curriculum activities, social/emotional concerns, safety issues, technology updates and community voice.	Agendas, minutes, action plans as needed pertaining to each subcommittee.
SST/CST weekly meetings and feedback	Principal meets weekly with the SST to discuss interventions needed after reviewing student data that effects academic growth, social/emotional learning, and involvement with extra-curricular activities. Individual Student intervention plans are created and monitored via case managers to ensure student progress.	Incident report tracker, report card tracker, SST flow chart, and student/teacher action plans as needed.
Daily bulletin emailed to all staff for effective communication	Principal ensures that all stakeholders receive accurate and timely information daily via man emailed daily bulletin which informs all staff of daily , weekly and monthly events. Staff handbook is given at the beginning of the year with scheduled dates for Faculty meeting, data team meetings, SST meetings, schedule of submission lesson plans, curriculum guidelines/pacing, testing results and analysis by grade level.	
Data Walls/Binder	Implement data walls and binders to ensure that staff analyze students strengths ,weaknesses, track standards taught and mastered. Reflect on teaching practices that leads to mastery of skills and	Pre-post test results. Partial observations, Observations, Mid

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	objectives taught.	Year review, IPDP progress, and Annual evaluations that lead to student growth.