2015-2016 School Goals

**TRC K-5**

- All students who are below grade level will make at least 1.5 years of growth and move 1 proficiency level for the 2015-2016 School Year based on the TRC Assessment. All other students will make a minimum of one year’s worth of growth.

**MAP K-5**

- 85% of all scholars served will meet or exceed their RIT goal in both Reading and Mathematics, as measured by the NWEA MAP

<table>
<thead>
<tr>
<th></th>
<th>2014-2015</th>
<th>2015-2016</th>
<th>Percent Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>41.9%</td>
<td>56.8%</td>
<td>14.9%</td>
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<tr>
<td>Math</td>
<td>41.4%</td>
<td>59.3%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Science</td>
<td>43.6%</td>
<td>64.2%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Composite</td>
<td>42.3%</td>
<td>60.1%</td>
<td>17.8%</td>
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*We will meet, or exceed growth in all subgroups*

**Goal 1:**
Creating A Culture of Care & Bringing Out the Best in ALL Scholars

- **Dragon Discussions/Caring Plan**
  - Implementation of Caring School Community Program
  - Monthly School Meetings
  - School-Wide & Class Celebrations & Reflections
  - Goal Setting Focus-Individual, Class, Grade & School Focus

- **Engaging Students Interests**
  - Clubs-Every Other Friday
  - Bringing in Connects: Creativity Lab, Chess, Play Spanish, Cyber Kids

- **Hearing Student Experiences**
  - Intro to Paidel Seminars/Current Events
  - Morning Meetings
  - Reflection

- **Surveys**
  - Student Interest
  - Quarterly Feedback from Parents, Teachers, ILT, Administration

**Goal 2:**
Using Data Driven Instruction Framework

- **Creating a Vertically Aligned Curriculum**
  - Concept Based Units
  - Long Range Backward Planning

- **Creation of Assessment Platform**
  - Utilization of Mastery Connect
  - Assessment Calendar
  - Curriculum Maps
  - Performance Tasks

- **Measurable Objectives**
  - SIOP What/How

- **Small Group Emphasis/Intervention Strategies**
  - Guided Reading
  - Do the Math 3-5 Intensive Time
  - Leveled Literacy Intervention

School’s Five Year Plan

<table>
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<tbody>
<tr>
<td>Reading</td>
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<td>60.1%</td>
<td>65.1%</td>
<td>75%</td>
<td>85%</td>
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</table>
### Instructional Leadership Team Roles

#### Principal

**Measurable Outcomes**

**Creating a Culture of Care & Bringing Out the Best at School**

- The School Teacher Insight Survey will reveal the following:
  - At least 24% gains in "My school is a good place to teach and learn" (Minimum 67)
  - At least 34% gain in "A leader at my school recognizes my accomplishments publicly" (Minimum 54%)
- For the 2015-2016 Academic Year the school will have no more than 7.5% teacher turnover, meaning no more than two highly qualified teachers will leave the school, with the exception of promotions, or moving out of state.
- Ensures that all staff members at the school receive ongoing feedback to enhance the learning community by administering quarterly student, parent, and stakeholder surveys school wide.

#### Using Data Driven Instruction Framework

- All students that are below grade level on the TRC Assessment will make at least 1.5 years of growth and move 1 proficiency level for the 2015-2016 School Year.
- 85% of all scholars will meet or exceed their RIT goal in both Reading and Mathematics, as measured by the NWEA MAP Assessment for the 2015-2016 School Year.
- For the 2015-2016 School Year, the school will exceed growth in all sub-group areas, meeting the following proficiency goals (Levels IV and V) on the Reading, Math, and Science Assessments:
  - 3rd Grade Reading: 43.1%
  - 3rd Grade Math: 56.8%
  - 4th Grade Reading: 58.3%
  - 4th Grade Math: 57.3%
  - 5th Grade Reading: 60.7%
  - 5th Grade Math: 67%
  - 5th Grade Science: 64.2%

#### Strategic Leadership

Designs and implements collaborative processes to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, improvement plan, and strategic goals.

- Ensures the alignment of instructional and cultural initiatives to the school’s mission, vision, and School Improvement Plan.
- Analyzes school wide data and initiatives to determine necessary modifications and adjustments to maximize student and teacher success.
- Actively supports PLCs in analyzing data and creating action plans to improve student learning.
- Actively supports Social Emotional Learning team, analyzing data and adjusting curriculum and school wide support when necessary.
- Supports teachers in Opportunity Culture Positions to improve leadership skills, assisting in the implementation of systems and structures to facilitate teacher growth and student growth.
- Advocates for the magnet schools within the district through the school “LI/TD” framework of character education and concept based.

#### Instructional Leadership

- Encourages and challenges staff to reflect deeply on, and define, what knowledge, skills and concepts are essential to student learning and support students through differentiated instruction.
- Promotes a culture of Data Driven Instruction and supports PLCs to analyze and act upon student performance data.
- Attend weekly planning sessions and provide instructional support and feedback to PLCs.
- Conduct biweekly walkthroughs for all staff to ensure that all teachers receive instructional feedback every two weeks.
- Leads all building walkthroughs and observations and ensures that all feedback that staff receive is aligned to the vision and mission of the school and will lead to positive student results.
- Provides live coaching, modeling of lessons, and co-teaching approaches, as necessary, to support teacher growth and improvement.
- Initiates and supports engaging, relevant, and differentiated professional development tailored to the school’s needs based on the 2014-2015 data of the students and ongoing quantitative and qualitative data from teachers.
- Leads weekly Instructional Leadership Team meetings.
- Creates a master schedule that ensures all district guidelines and school improvement plan initiatives can be.
successfully executed

- Ensures all scholars below grade level in reading receive a minimum of two small group instruction sessions a day (1 for guided reading, 1 for LLI) and 8 small group sessions a week for math (1 guided math, 1 Do the Math)

- Advocate to ensure all subgroup populations are adequately served and are making expected growth, or higher

Cultural Leadership

- Recognizes staff accomplishments and supports the development of a collaborative and supportive staff culture through weekly, monthly, and annual celebrations and team building exercises
- Communicates with parents and other relevant stakeholders to plan and support initiatives that promote a positive culture and climate within the school community
- Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes
- Analyzes the results of all surveys and utilizes the results to create an action plan to better support the needs of all scholars, staff, and stakeholders

Human Resource Leadership

- Leads all candidate interviews at the school
- Conducts conferences and finalize all Professional Development Plans, observations, and summatives for all the school staff
- Holds individual “check in” meetings with every member of the school staff a minimum of three times per year
- Manages the renewal, hiring, and budgeting process for all human capital at the school
- Analyses the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school

Managerial Leadership

- Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs
- Publishes the weekly school newsletter and updates school website to ensure staff are informed on upcoming events, goals, deadlines, etc...
- Manages the building property to ensure the school is in proper order and promotes a health and safe educational learning environment
- Ensures that the school has 100% compliance for the following audits
  - Lockdowns
  - Fire Safety Inspections
  - Financial
  - Title I
  - EC Head Count
  - Testing
  - 504’s
  - Intervention Team

External Development Leadership

- Proactively develops relationships with parents/guardians and the community so as to develop goodwill and garner fiscal, intellectual and human resources that support specific aspects of the school’s learning agenda
- Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school
- Actively participates in the development of district goals and initiatives directed at improving student achievement

Micro Political Leadership

- Engages school board members and local/state government officials in educational initiatives going on in both the district and within the school
- Works with community stakeholders to actively engage and invest them in the school continuing to be the school of choice for the surrounding neighborhoods
- Hosting monthly “Coffee with the Principal” forums where stakeholders can feel free to voice the questions, comments, and concerns about the school and the district
- Attending quarterly neighborhood association meetings to share district and school updates
**Measurable Outcomes**

**Creating a Culture of Care & Bringing Out the Best at School**

- The School Insight Survey will reveal the following:
  - At least 24% gains in "My school is a good place to teach and learn" (Minimum 67
  - At least 34% gain in "A leader at my school recognizes my accomplishments publicly" (Minimum 54%)
- For the 2015-2016 Academic Year the school will have no more than 7.5% teacher turn-over, meaning no more than two highly qualified teachers will leave the school, with the exception of promotions, or moving out of state.
- 100% of teachers will implement the Social/Emotional Curriculum weekly

**Using Data Driven Instruction Framework**

- All students that are below grade level on the TRC Assessment will make at least 1.5 years of growth and move 1 proficiency level for the 2015-2016 School Year
- 85% of all scholars will meet or exceed their RIT goal in both Reading and Mathematics, as measured by the NWEA MAP Assessment for the 2015-2016 School Year
- For the 2015-2016 School Year, the school will exceed growth in all sub-group areas, meeting the following proficiency goals (Levels IV and V) on the Reading, Math, and Science Assessments:
  - 3rd Grade Reading: 43.1%
  - 3rd Grade Math: 56.8%
  - 4th Grade Reading: 58.3%
  - 4th Grade Math: 57.3%
  - 5th Grade Reading: 60.7%
  - 5th Grade Math: 67%
  - 5th Grade Science: 64.2%

**Strategic Leadership**

- Supports the principal in designing and implementing collaborative processes to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, improvement plan, and strategic goals
- Supports the principal in ensuring the alignment of instructional and cultural initiatives to the school’s mission, vision, and School Improvement Plan
- Analyzes school wide data and initiatives to determine necessary modifications and adjustments to maximize student and teacher success
- Actively supports PLCs in analyzing data and creating action plans to improve student learning
- Actively supports Social Emotional Learning team, analyzing data and adjusting curriculum and school wide support when necessary
- Supports teachers in Opportunity Culture Positions to improve leadership skills, assisting in the implementation of systems and structures to facilitate teacher growth and student growth
- Supports principal in advocating for the magnet schools within the district through the school "LI/TD" framework of character education and concept based learning

**Instructional Leadership**

- Encourages and challenges staff to apply on, and define, what knowledge, skills and concepts are essential to student learning and support students through differentiated instruction
- Promotes a culture of Data Driven Instruction and supports PLCs to analyze and act upon student performance data
- Attend weekly planning sessions and provide instructional support and feedback to PLCs
- Conducts weekly walkthroughs to ensure that all teachers receive instructional feedback every two weeks
- Supports the principal in leading building walkthroughs and observations and ensures that all feedback that staff receive is aligned to the vision and mission of the school and will lead to positive student results
- Provides live coaching, modeling of lessons, and co-teaching approaches, as necessary, to support teacher growth and improvement
- Initiates and supports engaging, relevant, and differentiated professional development tailored to the school’s needs based on the 2014-2015 data of the students and ongoing quantitative and qualitative data from teachers
- Actively participates in Instructional Leadership Team weekly meetings
- Supports principal in developing the Master Schedule to ensure that all district guidelines and school improvement plan initiatives can be successfully executed
- Ensures all scholars below grade level in reading receive a minimum of two small group instructional sessions a day
(1 for guided reading, 1 for LLI) and 8 small group sessions a week for math (1 guided math, 1 Do the Math)

- Advocates to ensure all subgroup populations are adequately served and are making expected growth, or higher

**Cultural Leadership**
- Recognizes staff accomplishments and supports the development of a collaborative and supportive staff culture through weekly, monthly, and annual celebrations and team-building exercises
- Communicates with parents and other relevant stakeholders to plan and support initiatives that promote a positive culture and climate within the school community
- Supports principal in building a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes
- Supports Reach Teacher in planning and executing Staff Discussions (monthly all school meetings)
- Analyzes the results of all surveys and utilizes the results to create an action plan to better support the needs of all scholars, staff, and stakeholders

**Human Resource Leadership**
- Creates and maintains a formal observation schedule, ensuring that all staff are observed in accordance with district guidelines
- Coaches School Behavior Modification Technician, supporting the implementation of a Positive Behavior Intervention and Support System as well as tiered interventions to address student needs
- Screens and schedules potential candidates for vacancies, ensuring that candidates align with the mission, vision and goals of the school
- Actively participates in all candidate interviews at the school
- Conducts conferences and finalize all Professional Development Plans, observations, and summatives for all school Staff.
- Supports the principal in the renewal, hiring, and budgeting process for all human capital at the school
- Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the school

**Managerial Leadership**
- Supports the principal in the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs
- Supports the principal in publishing the weekly school newsletter and updating school website to ensure staff is informed on upcoming events, goals, deadlines, etc...
- Assists in managing the building property to ensure the school is in proper order and promotes a healthy and safe educational learning environment
- Ensures that the school has 100% compliance for the following audits
  - Lockdowns
  - Fire Safety Inspections
  - Testing
  - 504’s
  - Intervention Team
- Manages the school’s Safe Schools Plan, ensuring that all staff members are able to respond correctly in the case of an emergency
- Schedules and facilitates all fire, tornado, earthquake, and lockdown drills, analyzing performance to make necessary adjustments

**External Development Leadership**
- Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school’s learning agenda
- Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school
- Actively participates in the development of district goals and initiatives directed at improving student achievement

**Micro Political Leadership**
- Supports principal in engaging school board members and local/state government officials in educational initiatives going on in both the district and within the school
- Works with community stakeholders to actively engage and invest them in the school continuing to be the school of choice for the surrounding neighborhoods
Magnet Coordinator

Measurable Outcomes

• All students served who are below grade level will make at least 1.5 years of growth and move 1 proficiency level for the 2015-2016 School Year based on the TRC Assessment. All other students will make a minimum of one year’s worth of growth.
• 85% of all scholars will meet or exceed their RIT goal in both Reading and Mathematics, as measured by the NWEA MAP Assessment for the 2015-2016 School Year.
• The school will continue to fill all magnet seats in the upcoming 2016-2017 school year and develop a waitlist in K-2.
• The school will be recognized by The Magnet Schools of America.
• Meets and maintains a minimum of 80% positive response rate according to the quarterly School Instructional Culture Survey.
• By November, 100% of teachers will implement Paideia Seminars bi-weekly in their classrooms.

Strategic Leadership

• Supports K-5 teachers in how to differentiate lessons to ensure the needs of all scholars are met.
• Analyzes magnet data and initiatives to determine necessary modifications and adjustments to maximize student and teacher success.

Instructional Leadership

• Effectively schedules time to ensure that at least 65% of daily workload is spent strategically working with whole groups, individual students and/or small groups.
• Promotes the culture of Data Driven Instruction and leads their PLC and/or teams to analyze assessments and data.
• Actively participates and serves as content area support for all Parent-Teacher Conferences (as needed) for magnet scholars.
• Consistently tracks and monitors magnet data and shares with ILT and PLCs thus leading to discussions of interventions and additional resources/strategies that can be used in the classroom.

Cultural Leadership

• Supports teachers in addressing student actions and misbehaviors, creating solutions to maintain a positive teaching and learning environment amongst all supported grade levels.
• Models a growth mindset for supported teachers, consistently seeking feedback and creating action plans to ensure the school becomes a better place to teach and learn.

Human Resource Leadership

• Works with teacher to ensure that 95% of teachers remain at the school following the 2015-2016 school year.
• Effectively schedules time to ensure that at least 20% of weekly schedule is spent supporting teachers with portfolios, TD certification, TD strategies, and the utilizing of all TD resources in house.
• Develops and provides professional development opportunities for supported teachers that are aligned with the school improvement plan.

Managerial Leadership

• Inventories all materials and resources for TD Department.
• Collects and tracks the data and magnet status of all the school’s scholars enrolled in the magnet program.

External Development Leadership

• Provides well-planned professional development opportunities to improve the instructional practices of teachers on best practices for TD scholars.
• Provides weekly opportunities for teachers to look at new resources we have available in house to support our high-flyers in the classroom.
### Measurable Outcomes
All students served who are below grade level will make at least 1.5 years of growth and move 1 proficiency level for the 2015-2016 School Year based on the TRC Assessment. All other students will make a minimum of one year’s worth of growth.
85% of all scholars will meet or exceed their RIT goal in both Reading and Mathematics, as measured by the NWEA MAP Assessment for the 2015-2016 School Year.
All scholars who are struggling to make academic growth will be referred to the Intervention Team and successfully receive necessary interventions.
100% of all students in supported grade levels will have a minimum of 3 Parent-Teacher Conferences and at least 6 phone check-ins throughout the school year.
100% of teachers in supported grade levels will implement the school wide Social Emotional Learning curriculum on a weekly basis.
Provides effective coaching support plan(s), ensuring that 100% of teachers on coaching caseload meet or exceed their Professional Development Plan goals for the 2015-2016 school year (approximately 3-4 teachers).
Meets and maintains a minimum of 80% positive response rate according to the quarterly School Instructional Culture Survey.

### Strategic Leadership
Supports Reach Teachers in leading PLCs to collaborate constructively, designing and executing initiatives to meet the goals of the School Improvement Plan.
- Analyzes supported grade level data and initiatives to determine necessary modifications and adjustments to maximize student and teacher success.

### Instructional Leadership
- Effectively schedules time to ensure that at least 40% of daily workload is spent strategically working individual students and/or small groups.
- Promotes the culture of Data Driven Instruction and leads their PLC and/or teams to analyze assessments and data.
- Completes weekly walkthroughs for supported grade levels, providing feedback and best practices that align with school wide goals.
- Provides live coaching to teachers to support teacher growth and improvement (approximately 3-4 teachers).
- Actively participates and serves as content area support for all IEP, 504, Intervention Team and Parent-Teacher Conferences (as needed) for supported grade level.
- Consistently tracks and monitors subgroup data, meeting with grade level PLCs to discuss interventions and the needs of students.

### Cultural Leadership
Supports teachers in addressing student actions and misbehaviors, creating solutions to maintain a positive teaching and learning environment amongst all supported grade levels.
- Models a growth mindset for supported teachers, consistently seeking feedback and creating action plans to ensure the school becomes a better place to teach and learn.

### Human Resource Leadership
Coaches and/or support teachers on supported grade levels, ensuring that 95% of teachers remain at the school following the 2015-2016 school year.
- Effectively schedules time to ensure that at least 25% of weekly schedule is spent working through the 6 Step Instructional Coaching Model, which includes providing feedback, debriefing with teachers, modeling instructional practices, live coaching during teacher instruction, or providing teacher support in creating action plans to address growth areas.
- Develops and provides professional development opportunities for supported teachers that are aligned with the school improvement plan.
- Creates systematic coaching plans for teachers on coaching caseload, ensuring that impacted teachers show an increase in ratings on the teacher evaluation tool (approximately 3-4 teachers).

### Managerial Leadership
- Inventories all materials and resources for supported grade levels.
- Collects and tracks progress report and report card grades for all supported grade levels.
- Maintains all student logins for educational technology programs for supported grade levels.

### External Development Leadership
Provides well-planned professional development opportunities to improve the instructional practices of teachers on supported grade levels.
- Provides weekly opportunities for supported grade levels to analyze effective teaching practices and create student driven action plans to ensure implementation in their classrooms.
Multi Classroom Leader 4-5

Measurable Outcomes

- All students served who are below grade level will make at least 1.5 years of growth and move 1 proficiency level for the 2015-2016 School Year based on the TRC Assessment. All other students will make a minimum of one year's worth of growth.
- 85% of all scholars will meet or exceed their RIT goal in both Reading and Mathematics, as measured by the NWEA MAP Assessment for the 2015-2016 School Year.
- For the 2015-2016 School Year, will exceed growth in all sub-group areas, meeting the following proficiency goals (Levels IV and V) on the Reading, Math, and Science Assessments:
  - 4th Grade Reading: 58.3%
  - 4th Grade Math: 57.3%
  - 5th Grade Reading: 60.7%
  - 5th Grade Math: 67%
  - 5th Grade Science: 64.2%
- All scholars that are struggling to make academic growth will be referred to the Intervention Team and successfully receive necessary interventions.
- 100% of all students in supported grade levels will have a minimum of 3 Parent-Teacher Conferences and at least 6 phone check-ins throughout the school year.
- 100% of teachers in supported grade level will implement the school wide Social Emotional Learning curriculum on a weekly basis.
- Provides effective coaching support plan(s), ensuring that 100% of teachers on coaching caseload meet or exceed their Professional Development Plan goals for the 2015-2016 school year (approximately 1-2 teachers).
- Meets and maintains a minimum of 80% positive response rate according to the quarterly School Instructional Culture Survey.

Strategic Leadership

- Leads 5th Grade PLC and supports 4th Grade Master Reach Teacher in leading 4th Grade PLC to collaborate constructively, designing and executing initiatives to meet the goals of the School Improvement Plan.
- Analyzes supported grade level data and initiatives to determine necessary modifications and adjustments to maximize student and teacher success.

Instructional Leadership

- Effectively schedules time to ensure that at least 60% of daily workload is spent providing whole-group, small group, and/or individualized instruction.
- Promotes the culture of Data Driven Instruction and leads/supports their PLC and/or teams to analyze assessments and data.
- Completes weekly walkthroughs for supported grades, providing feedback and best practices that align with school wide goals.
- Provides live coaching to teachers to support teacher growth and improvement.
- Actively participates and serves as content area support for all JEP, 504, Intervention Team and Parent-Teacher Conferences (as needed) for supported grade level.
- Consistently tracks and monitors 5th grade subgroup data, meeting with grade level PLC to discuss interventions and the needs of students.

Cultural Leadership

- Supports teachers in addressing student actions and misbehaviors, creating solutions to maintain a positive teaching and learning environment amongst all supported grade levels.
- Models a growth mindset for supported teachers, consistently seeking feedback and creating action plans to ensure the school becomes a better place to teach and learn.

Human Resource Leadership

- Coaches and/or support teachers on supported grade levels, ensuring that 95% of teachers remain at the school following the 2015-2016 school year.
- Effectively schedules time to ensure that at least 20% of weekly schedule is spent working through the 6 Step Instructional Coaching Model, which includes planning, debriefing with teachers, modeling instructional practices, live coaching during teacher instruction, or providing teacher support in creating action plans to address growth areas.
- Develops and provides professional development opportunities for supported teachers that are aligned with the school improvement plan.
- Creates systematic coaching plans for teachers on coaching caseload, ensuring that impacted teachers show an increase ratings on the teacher evaluation tool (approximately 1-2 teachers).

Managerial Leadership

- Inventories all materials and resources for supported grade levels.
- Collects and track progress reports and report card grades for all supported grade levels.
- Maintains all student logins for educational technology programs for supported grade levels.

External Development Leadership

- Provides well-planned professional development opportunities to improve the instructional practices of teachers on supported grade levels.
- Provides weekly opportunities for supported grade levels to analyze effective teaching practices and create student driven action plans to ensure implementation in their classrooms.