

**Millis Public Schools - SY2017-18 Middle School Improvement Plan - Goals for Middle School Principal
SY2017 - 2018 School Year**

**Personalizing Learning
to Promote Maximum Student Growth and Well-being**

Goals for the 2017-2018 school year focus on our mission of developing independent life-long learners and leaders who are prepared for college and careers in the 21st century complex global economy and to contribute to society in positive ways. Our goal is that all schools, families, students, and community leaders work together to meet the needs of every child to ensure that each child is healthy, safe, engaged, supported, and challenged.

***These goals are aligned to the new Massachusetts Model System for Educator Evaluation for Principals.**

Our Vision

The Millis Public Schools are respected for high academic standards, committed to social responsibility, and dedicated to educating and inspiring every student to achieve personal excellence.

Our Mission

The Millis Public Schools Community is firmly committed to developing students as *independent, lifelong learners and leaders* who will contribute to a changing and complex society.

Overarching Personalized Learning Goal

In Millis we honor each student as an individual learner, recognizing that each student has his or her own learning style, interests, passions, challenges to learning, strengths, and skill levels. We engage, support, and challenge all students through varied instructional approaches that help students take ownership of their learning. Students are afforded voice, choice and flexibility in how they learn and are allowed to demonstrate their understanding in various ways to improve student well-being and ensure that they are “future-ready.”
(from the Personalized Learning Foundation)

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Standard I. Instructional Leadership: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes teaching and learning the central focus of schooling.

Middle School Goal 1: Academic achievement and student growth will increase for all students as a result of Action Steps and continued focus on Personalized Learning through Design for Learning (UDL) and refinement of our Tiered System of Support and Challenge (TSSC), as evidenced by data collected from STAR Assessments, MCAS Assessments,, benchmark assessments, and curriculum based measurement.

A and B Curriculum and Instruction Indicators:

- Ensure that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Curriculum outcomes will focus on high-level (“21st Century”) skills aligned to the Mass. Curriculum Frameworks that provide future readiness for all students.
- Ensure that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all learners, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. All educators develop and strengthen a culture focused on learner well-being and growth and help learners develop a “growth mindset.”

District Key areas:

- Development of curriculum units that are more personalized in order to meet student needs, provide students with more “voice and choice” and increase student agency so that students become more engaged in and responsible for their own learning.*
- Development of proficiency levels for standards based assessment of learning*
- Review Social Emotional Learning Curriculum*
- Review and revise Digital Citizenship and Technology standards*

Curriculum & Instruction Action Steps - Personalized Learning (Goal 1)

| Curriculum & Instruction Action Steps - Personalized Learning (Goal 1) | Point Person(s) | Evidence of Effectiveness |
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| 1. Roll out standards-based report cards for grade 6. Continue process of identifying standards and defining proficiency levels for standards-based report cards for grade 7 and for NG Science Standards at all grade levels. | Principal Dir of Curriculum | Delivery of Standards Based Report Cards |
| 2. Provide professional learning opportunities and guidance for teachers to design/redesign units, with a focus on UDL and Personalized Learning - including voice and choice, goal setting, personalized learning pathways | Principal, Dir of Curriculum | Units submitted by teachers |
| 3. Provide professional learning opportunities and guidance for teachers to develop enrichment/challenge opportunities for students at all levels in all subject areas, through project-based learning, Genius Hour, online learning, and deeper learning activities. | Principal, Dir of Curriculum, | Evidence from walk-through observations |
| 4. Encourage and increase ownership of learning/Student Agency through development of ePortfolios, learner participation, goal setting, self-reflection and creation of Personal Learning Profiles representing students’ strengths, challenges, passions and interests. | Principal, Teachers | Student goals and learning profiles |
| 5. Analyze student and teacher LEAP survey results to assess perception of Personalized Learning and make adjustments to practice based on data | Principal Teachers | Evidence from observation and teacher self-report |
| 6. Continue to grow Blended Learning practice through addition of Chromebooks in grades 5 and 6 and 1:1 iPads in grade 7. Research best outcomes for using technology and evaluate present practice. | Principal Teachers | Increased use of Blended Learning in grades 5-7 |
| 7. Provide teacher training and pilot co-teaching model with general educators and special educators.. | Principal Dir of Student Services | Data collected from student and teacher surveys |

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| 8. Collect data from Universal Screening and research strategies to address Social Emotional Learning through a Tiered System Support to improve student well-being. | Principal Counseling PLC Leader | Draft of SEL curriculum strategies |
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| Curriculum & Instruction Action Steps - Mathematics (Goal 1 - school avg = 10% above state avg) | Point Person(s) | Evidence of Effectiveness |
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| District Data: MCAS 2.0 data - Grades 5-8 55% Meet or Exceed Expectations = 7% above the state average | | |
| School Data: MCAS 2.0 data Grade 5 - 48% Meet or Exceed Expectations = 2% above the state average Grade 6 - 53% Meet or Exceed Expectations = 4% above the state average Grade 7 - 56% Meet or Exceed Expectations = 9% above the state average Grade 8 - 63% Meet or Exceed Expectations = 15% above the state average | | |
| 1. Conduct data analysis meetings during PLC each trimester to analyze data from MCAS, STAR, Benchmark, and formative assessments to set goals, monitor progress, and drive decision making. | Principal, Math Data Coordinator Math PLC | Instructional decisions based on data |
| 2. Use protocols to examine student work during PLC meetings to evaluate student performance, determine learning needs make adjustments to practice. | Principal, Math Data Coordinator Math PLC | Goals based on evidence |
| 3. Conduct PLC and Vertical Teaming discussions to align curriculum standards, identify gaps, overlaps and common areas weakness to inform Student Learning Goals and action plans. | Principal Math PLC | Adjustments to practice |
| 4. Identify learners for math intervention based on MCAS, STAR, teacher observation and classroom performance. Pilot sec daily math class for a target group of 6th and 7th graders. Identify and utilize evidence-based strategies for math intervent Tiered intervention groups and special education. | Principal Math PLC Team Tiers Tutor Special Educators | Progress monitoring result for students receiving intervention |
| 5. Develop interdisciplinary math connections to support standards identified as areas of weakness | Math teacher w/ grade level teams | Teacher /student feedback |
| 6. Utilize Blended Learning and Flipped Classroom strategies with Connect Ed, MathXL, Assistments, IXL, JogNog, Khan Acad EdPuzzle, and TEC Connections courses to support and enrich math instruction. | Math PLC Team | Observation & progress monitoring |

| Curriculum & Instruction Action Steps - English Language Arts (Goal 1 school avg = 4% above state average) | Point Person(s) | Evidence of Effectiveness |
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| District Data: MCAS 2.0 data Grades 5-8 48% Meet or Exceed Expectations = 1% below the state average | | |
| School Data: MCAS 2.0 data: Grade 5 - 37% Meet or Exceed Expectations = 12% below the state average Grade 6 - 56% Meet or Exceed Expectations = 6% above the state average Grade 7 - 53% Meet or Exceed Expectations = 3% above the state average Grade 8 - 47% Meet or Exceed Expectations = 2% below the state average | | |
| 1. Conduct data analysis meetings each trimester to analyze data from MCAS, STAR, and formative assessments to drive decision making. | Principal / ELA Data Coord./ELA Teachers | Decisions based on data |

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| 2. Use protocols to examine student work during PLC meetings to evaluate student performance and determine learning needs. | Principal ELA Teachers | Construction of Goals based on evidence |
| 3. Participate in Vertical Teaming discussions to align curriculum standards, identify gaps, overlaps and common areas of weakness. | Principal District ELA teachers | Adjustments to practice |
| 4. Identify learners for reading support based on MCAS, STAR, Teacher Recommendation/Grades - utilize Reading Tutor for small group intervention in grades 5-8. Identify and utilize evidence-based strategies for ELA intervention in Tiered intervention groups and special education. | Principal ELA PLC/Data Coord ELA Tiers Tutor | Progress monitoring results |
| 5. Continue double blocks (90 minutes) of ELA in grade 6; Meet regularly to increase collaboration and continue to align instructional practices based on standards. Examine Balanced Literacy framework and audit effective practices | Principal ELA teachers | Evidence from observation and results of assessments |
| 6. Increase use of literacy across the curriculum. Involve all staff in providing frequent opportunities for writing and reading fiction and nonfiction text to deepen comprehension and transfer skills across curriculum. | Principal All teachers | Literacy strategies across the curriculum |

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| C. Assessment Indicator: Ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when learners are not learning. Use multiple sources of evidence related to learner learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. | | |
| <i>District Key Areas: Develop measures of student engagement and other aspects of Personalized Learning not captured in standardized tests, especially social/emotional/behavioral health and growth mindset.</i> | | |
| Assessment Action Steps - Personalized Learning, Math, ELA, SEL (Goal 1) | Point Person(s) | Evidence of Effectiveness |
| 1. Continue to administer STAR Math and Reading screening 3x per year in September, January, and June and use PLC time to analyze data, monitor learner progress, and inform instruction. | Math/ELA teachers | Timely identification of students at-risk and decisions based on data |
| 2. Utilize PLC meetings for collaboration, development and redesign of assessments using UDL in all content areas. | Principal | Observed changes in instructional practice |
| 3. Analyze student and teacher LEAP Personalized Learning survey data to capture perception of engagement and personal learning. Develop action steps and readminister in the spring 2018 | Principal, Teachers | Comparison shows report of increased engagement |
| 4. Pilot Universal Screening tool for Social Emotional Learning | Principal Counseling PLC Leader | Identification of students at risk and plan |
| 5. Develop common Learner Expectations for grades 6-8 for Standards Based Report Cards. Pilot reporting student performance | Principal, Teachers Dir of Curriculum | Standards Based Report card issuance |
| 6. Collaborate with technology department and teachers to administer computer-based MCAS 2.0 assessment in all grades | Principal Dir. of Technology | Implementation of MCAS 2.0 w/devices |

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| D. Evaluation Indicator: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. | | |
| <i>District Key Area: Deepen and strengthen the evaluation process.</i> | | |
| Evaluation Action Steps - Personalized Learning, Math, ELA (Goal 1) | Point Person(s) | Evidence of Effectiveness |
| 1. Conduct formal observation of non-PTS teachers, including pre and post conference, and conduct formative and summative evaluation meetings according to district teacher contract. | Principal | Evidence recorded Completed observ. reports |
| 2. Through the lens of personalized learning, conduct regular walk-throughs of all teachers and provide timely feedback according to district teacher contract. | Principal | Evidence recorded, Positive change observed |
| 3. Utilize Learning Walk protocols to gather information on personalized learning. | Principal | Evidence recorded; |

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| E. Data-Informed Decision Making Indicator: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. | | |
| <i>District Key Area: Refine district, school, and Student Wellness Report Cards to include measures of student engagement and other aspects of Personalized Learning not captured in standardized tests, especially social/emotional/behavioral health and growth mindset. Develop ways to assess these areas.</i> | | |
| Data-Informed Decision Making Action Steps - Personalized Learning, Math, ELA, SEL (Goal 1) | Point Person(s) | Evidence of Effectiveness |
| 1. Continue to strengthen Tiered System of Support and Challenge model by using data to identify target standards, set goals, monitor progress and for intervention, evidence-based strategies, and enrichment options to support student growth in math, reading and social-emotional-learning. | Principal Data Coordinators PLC members | Increase in evidence based decision making |
| 2. Continue to refine schedule, process, and protocol for Instructional Support Team meetings. Collect data for decision making. | Principal IST Team | Appropriate, timely support for students |
| 4. Create School Report Card and Student Wellness Report Card to include measures of student engagement and other aspects of Personalized Learning not captured in standardized tests - especially social/emotional/ behavioral health. | Principal | Revised School Report Card that gives a complete picture |

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| Standard II: Management & Operations: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional social needs. |
| Middle School Goal 2: To support the district goal of providing a safe, healthy learning environment, the middle school will demonstrate an increasingly healthy, emotionally supportive and safe school culture that allows for student achievement, growth, and well-being, based on a comparison of student survey reports. |

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| <p>A. Environment Indicator: Develop and execute effective plans, procedures, routines, and operational systems to address a range of safety, health, and emotional and social needs.</p> | | |
| <p><i>District Key Areas: Continue safety improvements; Improve cleanliness of the building</i></p> | | |
| <p>Environment Action Steps (Goal 2)</p> | <p>Point Person(s)</p> | <p>Evidence of Effectiveness</p> |
| <p>1. Review emergency procedures with School Safety Team and staff members; conduct necessary drills and review communication chain to ensure all staff members and students are familiar with the plan.</p> | <p>Principal</p> | <p>Safety plan and procedures</p> |
| <p>2. Utilize services of the new, full-time School Resource Officer to reinforce behavior expectations and support a safe school culture.</p> | <p>Principal, Dir of Student Affairs, SRO</p> | |
| <p>2. Weave topics from five social emotional learning components into curriculum areas, while continuing to address MARC anti-bullying objectives.</p> | <p>Principal Teachers</p> | <p>Improved school culture</p> |
| <p>3. Collect data on office referrals and IST referrals for social/emotional reasons. Utilize resources of School Adjustment Cou and school behavioral staff to consult with teachers and develop consistent response to social/emotional/ behavioral chall experienced by students.</p> | <p>Principal/Adj Couns BCBA/Psychologist Special Educators</p> | <p>Reduced number of referrals</p> |
| <p>4. Continue to develop and expand the impact of the Student Leadership Team on school culture through training, bi-weekl meetings, school-wide activities and projects to enhance the school community, building, and grounds. Provide training for students as peer leaders.</p> | <p>Principal Leadership Advisor</p> | <p>Improved school culture</p> |
| <p>5. Strengthen culture of respect, responsibility and pride by promoting middle school logo through public service announc and recognizing exemplary students</p> | <p>Principal Teachers</p> | <p>Stronger sense of connectedness and pride</p> |
| <p>6. Extend the DARE program impact by integrating awareness of the impact of substance use on the teen brain through Hea science classes. Analyze Metrowest Survey results for school-wide areas of concern and develop action plan.</p> | <p>Principal Teachers Counselor</p> | <p>Student self-report data on Metrowest Health Survey.</p> |
| <p>B. Human Resources Management & Development Indicator: Implement a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice</p> | | |
| <p><i>District Key Area: Professional development for providing safe, supportive learning environments and integrating social-emotional learning into instruction.</i></p> | | |
| <p>Human Resources Action Steps (Goal 2)</p> | <p>Point Person(s)</p> | <p>Evidence of Effectiveness</p> |
| <p>2. Hire, train, and support new teachers to meet the needs of all learners. Analyze staff resources and level of need for social-emotional-behavioral support based on universal screening and IST referrals.</p> | <p>Principal, Admin, Mentors</p> | <p>Induction program Staff Retention</p> |
| <p>3. Encourage and support peer recognition and collaboration by teachers at staff meetings and celebrate success.</p> | <p>Principal</p> | <p>Positive staff culture</p> |

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| 4. Create and meet monthly with advisory team of grade level Team Leaders, separate and distinct from PLC Leaders, to support building school community and culture, behavior expectations, and social emotional learning | Principal | Focused improvements and action plan |
| 6. Provide relevant professional learning activities during staff meetings, utilizing the expertise of staff members and teachers in pursuit of district mission, vision, and goals to provide safe, supportive and academically challenging learning environment. Recognize teacher voice and choice. | Principal and PD committee | More staff taking leadership roles and modeling for peers |

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| C. Scheduling & Management Information Systems Indicator: Uses systems to ensure optimal use of data and time for teaching and learning, and collaboration, minimizing disruptions and distractions for school-level staff. | | |
| <i>District Key Area: Evaluate and revise school schedules to improve student learning.</i> | | |
| Scheduling & Management Action Steps (Goal 2) | Point Person(s) | Evidence of Effectiveness |
| 1. Investigate and analyze alternative middle school schedules based on vision, school goals, and needs. Collaborate with HS Principal to align schedules to maximize time on learning. | Principal, HS Principal Teacher Teams | Development of new schedule for SY18-19 |
| 2. Utilize Team time and PLC time for staff collaboration, cross-curricular activities, and lesson redesign using Universal Design Learning and personalized learning. Support opportunities for peer observation. | Principal PLC Leaders | Evidence of UDL principles observed in lessons |
| 3. Pilot daily small group math intervention in grades 6 & 7 for a target group of students identified by need. | Principal Math PLC | Evidence from assessments and surveys |

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| D. Law, Ethics & Policies Indicator: Understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines | | |
| <i>District Key Area: Implement changes required by Coordinated Program Review</i> | | |
| Law, Ethics & Policies Action Steps (Goal 2) | Point Person(s) | Evidence of Effectiveness |
| 1. Develop timeline and revise school policies and Student Handbook as required by Coordinated Program Review | Principal Dir of St. Services | Updated policies and handbook |

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| Standard III: Family and Community Engagement Promote the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district. |
| Middle School Goal 3: To support the district goal of more effectively engaging and communicating with parents and guardians, the middle school will continue to increase the amount of communication with middle school families that supports a shared vision of learning, with a particular focus on connecting with families of ELL students, as evidenced by translatable documents and posting. |

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| A, B, C Engagement, Sharing Responsibility, and Communication Indicator: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Engages in regular two-way culturally proficient communication with families and community stakeholders about student learning and performance. | | |
| <i>District Key Areas</i> <i>Develop ways to more effectively engage and dialogue with parents and guardians throughout the year, particularly those of English Language Learners.</i> | | |
| Engagement & Communication Action Steps (Goal 3) | Point Person(s) | Evidence of Effectiveness |
| 1. Continue the process of building partnerships with parents through Open House, afternoon & evening conferences. | Principal Teachers | Attendance and Parent feedback |
| 2. Provide timely information, increase communication and promote school branding/vision through frequently updated website, Listserve, Social Media, and school and teacher newsletters | Principal | Feedback; Fewer office calls for information |
| 3. Provide ELL translations for essential information and outreach to parents for full compliance with Coordinated Program Review requirements. | Principal | Translated documents |

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| D. Family Concerns Indicator: Addresses family and community concerns in an equitable, effective, and efficient manner. | | |
| Family Concerns Action Steps (Goal 3) | Point Person(s) | Evidence of Effectiveness |
| 1. Build and maintain relationships through frequent and timely communication with parents through email and phone calls. Address most concerns within 24 hours. | Principal Teachers | Parent feedback |

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| Standard IV: Professional Culture Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff. |
| Middle School Goal 4: To support a district commitment to build a culture of respect, high standards, and community, the middle school will develop leadership capacity among staff and support a continuous professional growth-mindset and a positive staff culture of open collaboration and sharing to benefit student learning, as evidenced through stakeholder survey reports and feedback. |

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| A. Commitment to High Standards Indicator: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all. | | |
| <i>District Key Area:</i> <i>Promote a culture of high expectations, continuous improvement and effort through personalized learning.</i> | | |

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| High Standards Action Steps (Goal 4) | Point Person(s) | Evidence of Effectiveness |
|---|---------------------|---------------------------|
| 1. Promote high expectations, best outcomes, and effective effort through communication with staff at meetings, and through weekly memo | Principal | Staff feedback |
| 2. Provide opportunities for self-directed, content-based professional development. Organize peer observations | Principal, Teachers | Improved instruction |
| 3. Meet individually with teachers to reflect on practice and set goals. Provide relevant feedback | Principal | Meetings held |

| B. Cultural Proficiency Indicator: Ensure that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. | | |
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| <i>District Key Area: Strengthen a culture of respect for all, bullying prevention and celebration of diversity</i> | | |
| Cultural Proficiency Action Steps (Goal 4) | Point Person(s) | Evidence of Effectiveness |
| 1. Work with stakeholders to develop ways to improve student culture and climate - focus on equity and diversity and reinforce ideas of acceptance and respect and sense of belonging for all students. | Principal/Staff Dir of St. Affairs | Fewer social/behavioral referrals |
| 2. Insure adequate support for new ELL students, including translation of notices and material. | Principal ELL Coordinator | Successful integration of ELL students |

| C. Communications Indicator: Demonstrate strong interpersonal, written and verbal communication skills | | |
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| <i>District Key Area: Continued improvement of district and school websites & communication with the public</i> | | |
| Communications Action Steps (Goal 4) | Point Person(s) | Evidence of Effectiveness |
| 1. Update website and social media on a daily basis; send weekly listserves and monthly grade level newsletters; and submit articles to local newspapers and publications | Principal /Secretary | Parent Feedback |
| 2. Increase opportunities for parent/community outreach and visitation at school events. Create and post informational videos and tutorials on relevant topics (standards-based report cards, technology and blended learning, personalized learning) | Principal | Parent Feedback |

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| D. Continuous Learning Indicator: Develop and nurture a culture in which staff members are reflective about their practice use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. these behaviors in the administrator's own practice. | | |
| <i>District Key Area: Promote teacher leadership and build internal capacity in personalized learning, UDL, instructional best practices, and social-emotional wellness</i> | | |

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| Continuous Learning Action Steps (Goal 4) | Point Person(s) | Evidence of Effectiveness |
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| 1. Provide opportunities for self-reflection and sharing during staff meetings and PD days. Promote professional learning opportunities for growth in areas related to school and district goals. | Principal | Feedback |
| 2. Engage in professional learning activities to stay current on educational research and trends; attend conferences related district and school goals. | Principal | Attendance at conferences, PD |
| E. Shared Vision Indicator: Continuously engage all stakeholders in the creation of a shared educational vision in which every learner is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. | | |
| <i>District Key Areas: Increase community partnerships</i> | | |
| Shared Vision Action Steps (Goal 4) | Point Person(s) | Evidence of Effectiveness |
| 1. Engage staff in shared decision making for the benefit of student learning | Principal | Staff support of vision |
| 2. Survey parents to inform school improvement / create shared vision | Principal | Parent support |
| 3. Share Personalized Learning vision, behavior expectations, social emotional learning focus with parents at Open House and students via assemblies, announcements. | Principal | All stakeholders understand the goal |
| F. Managing Conflict Indicator: Employ strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. | | |
| <i>District Key Areas Culture of respect among district staff</i> | | |
| Managing Conflict Action Steps (Goal 4) | Point Person(s) | Evidence of Effectiveness |
| 1. Use transparent decision making strategies and ask for input whenever possible to build consensus; listen to staff concerns | Principal | Positive staff culture |
| 2. Meet with MTA building representative to discuss concerns as needed. | Principal | Positive relationship To support teachers |