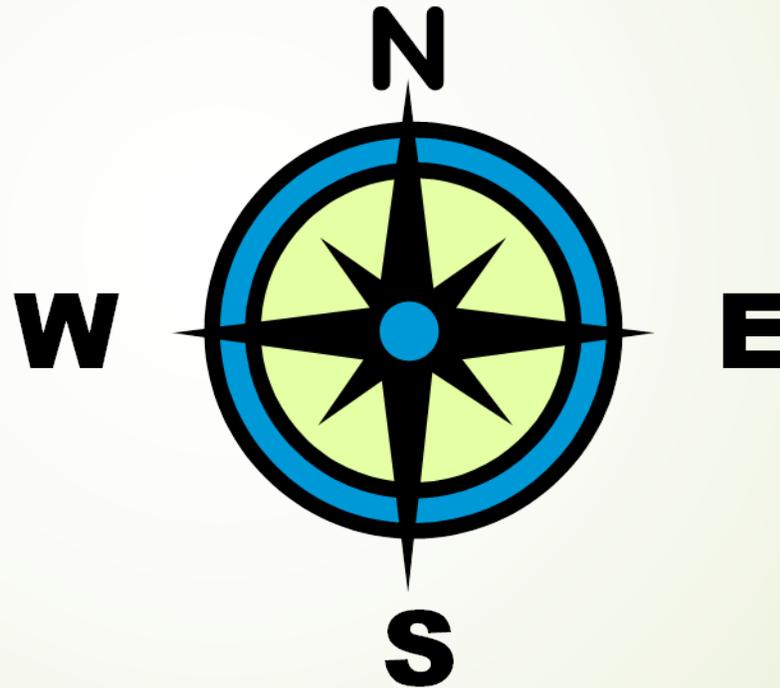


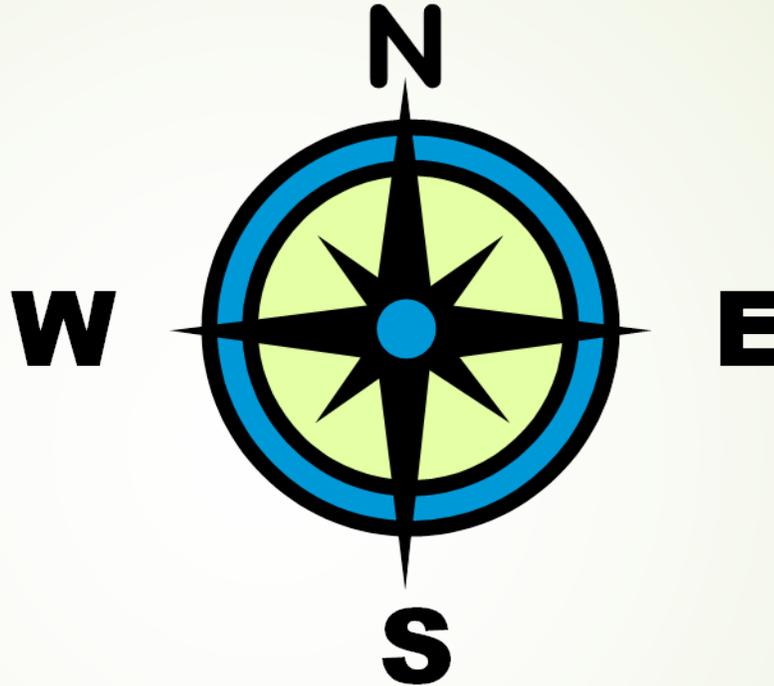
General Beadle Leadership Team: Cary Davis, Principal; Candi Foltz-Hall, IST; Bobbi Schillinger, Kindergarten Teacher; Martha Anderson, IST; Christa Crawford, IST;

Compass Point: North

Acting – Let's do it
Likes to act, try things, plunge in



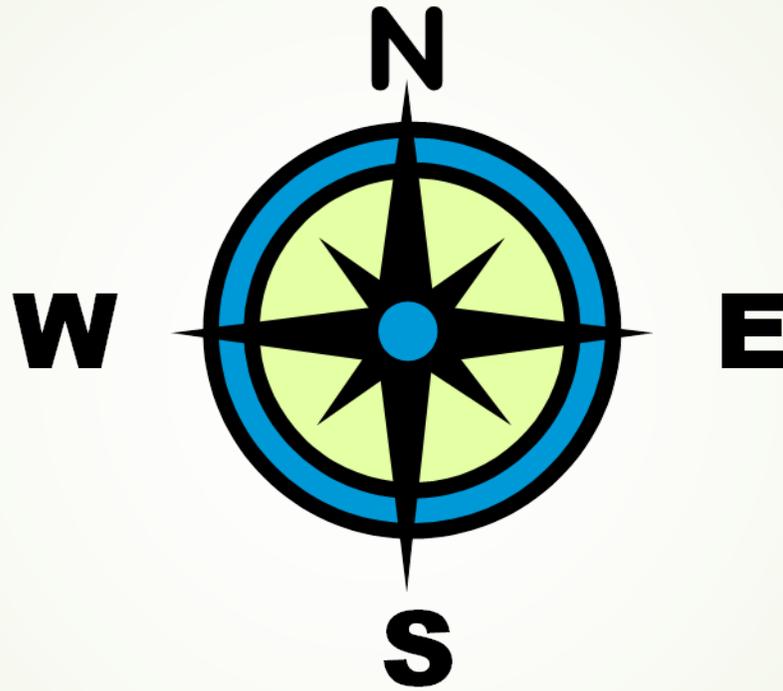
Compass Point: South



Caring

Likes to know that everyone's feelings have been taken into consideration, that their voices have been heard, before acting

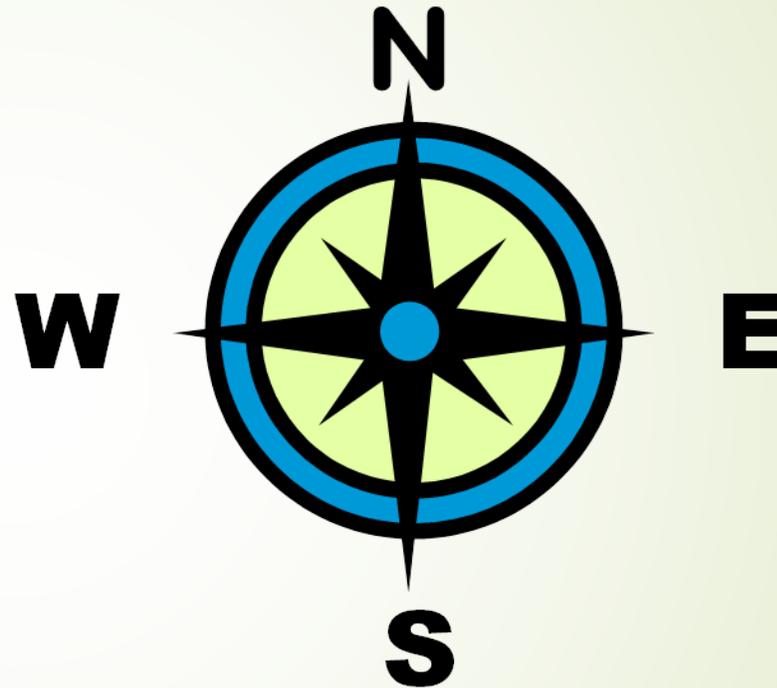
Compass Point: East



Speculating –
Likes to look at
the big picture,
the possibilities,
before acting

Compass Point: West

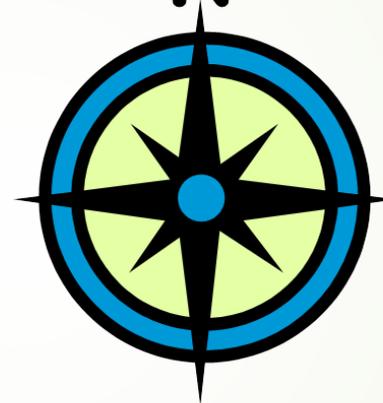
Paying attention
to detail – likes to
know the who,
what, when, why,
where, before
acting



Compass Points

Acting – Let's do it
Likes to act, try things, plunge

in
N



E

Speculating –
Likes to look at
the big picture,
the possibilities,
before acting

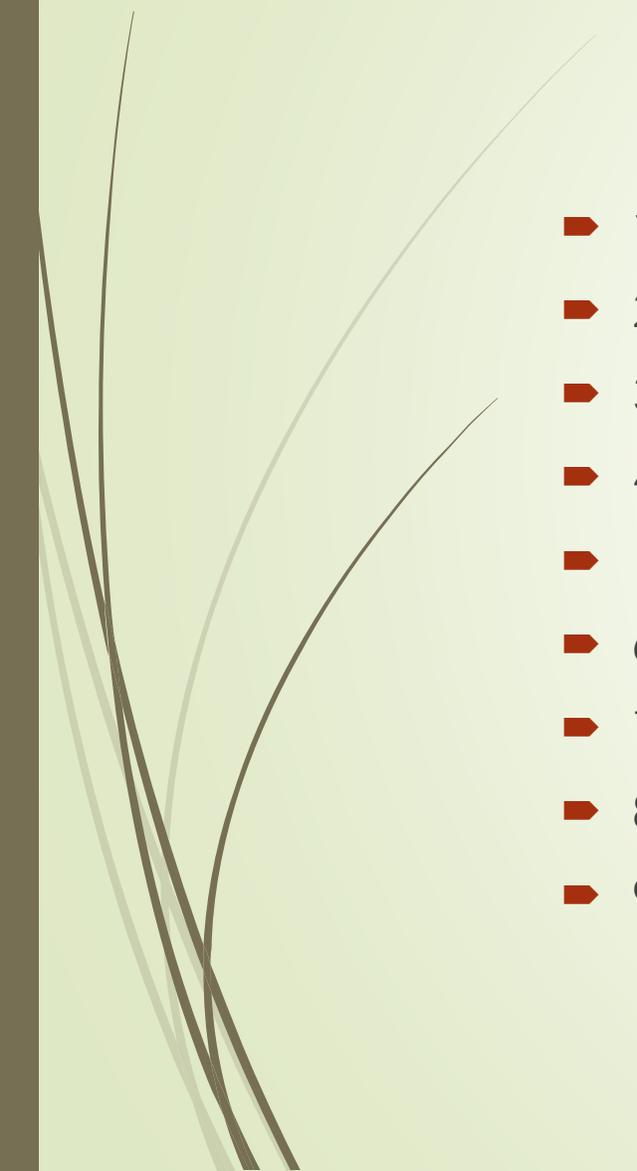
Paying attention
to detail – likes to
know the who, **W**
what, when, why,
where, before
acting

S

Caring
Likes to know that everyone's feelings
have been taken into consideration,
that their voices have been heard,
before acting

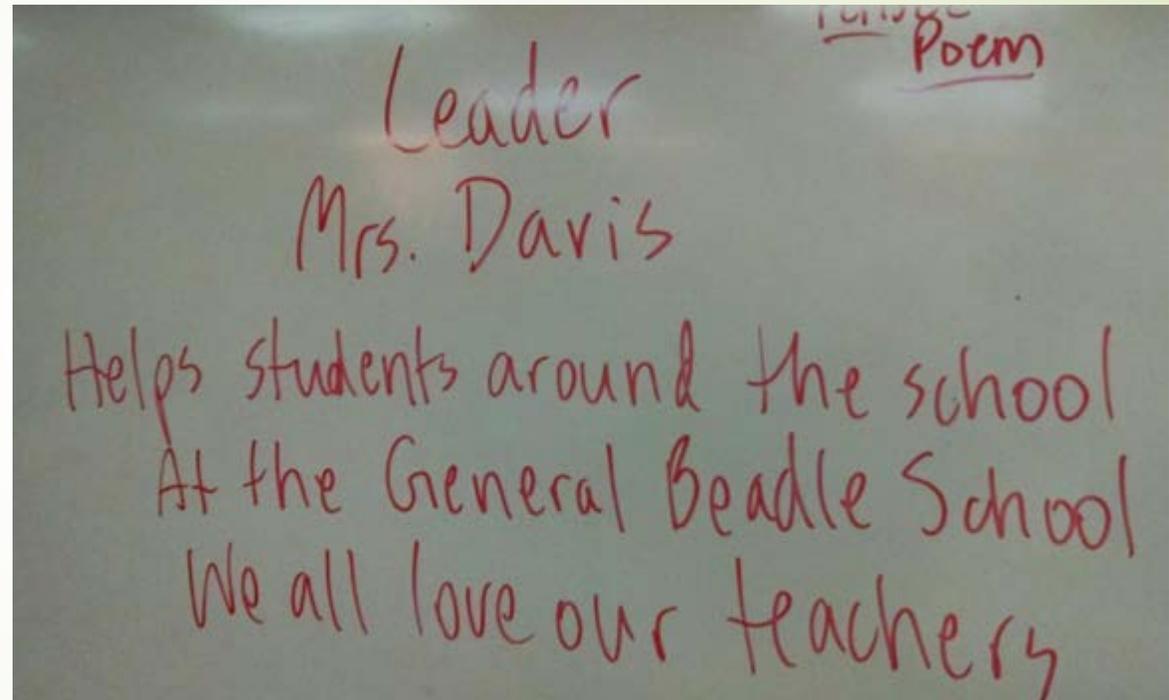


Agree or Disagree

- 1. Improving teaching is the most powerful strategy for improving school.
 - 2. It takes a strong principal to have a successful leadership team.
 - 3. Principal leadership has little to do with student achievement.
 - 4. Every twenty-five seconds a student drops out of high school.
 - 5. NCLB encouraged states to lie about test scores.
 - 6. A collaborative team in a PLC is a group of people working together.
 - 7. Smart goals are not vital to a guaranteed and viable curriculum.
 - 8. Formative assessment does not improve learning.
 - 9. Effective Instruction is explicit.
- 

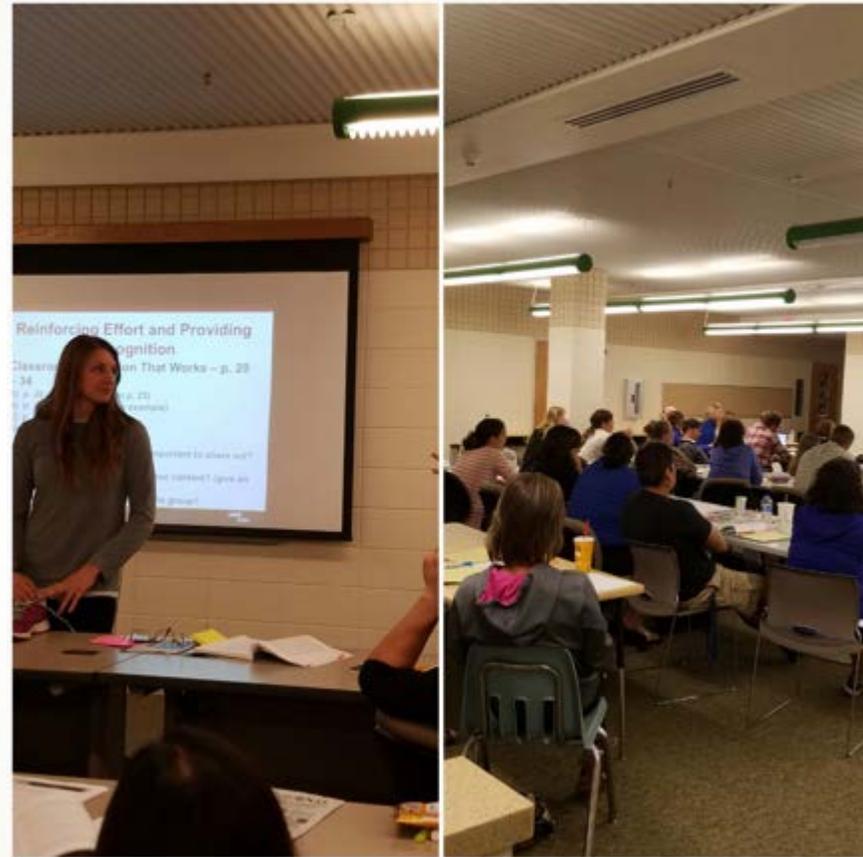
Who is the leader?

- Principal
- Teacher
- IST
- Superintendent
- Custodian
- Student



Teacher vs Principal

- Teacher Leader Qualities
- Principal Leader Qualities



School Improvement

- What does it mean?
- What is the most important variable?



The Beginning

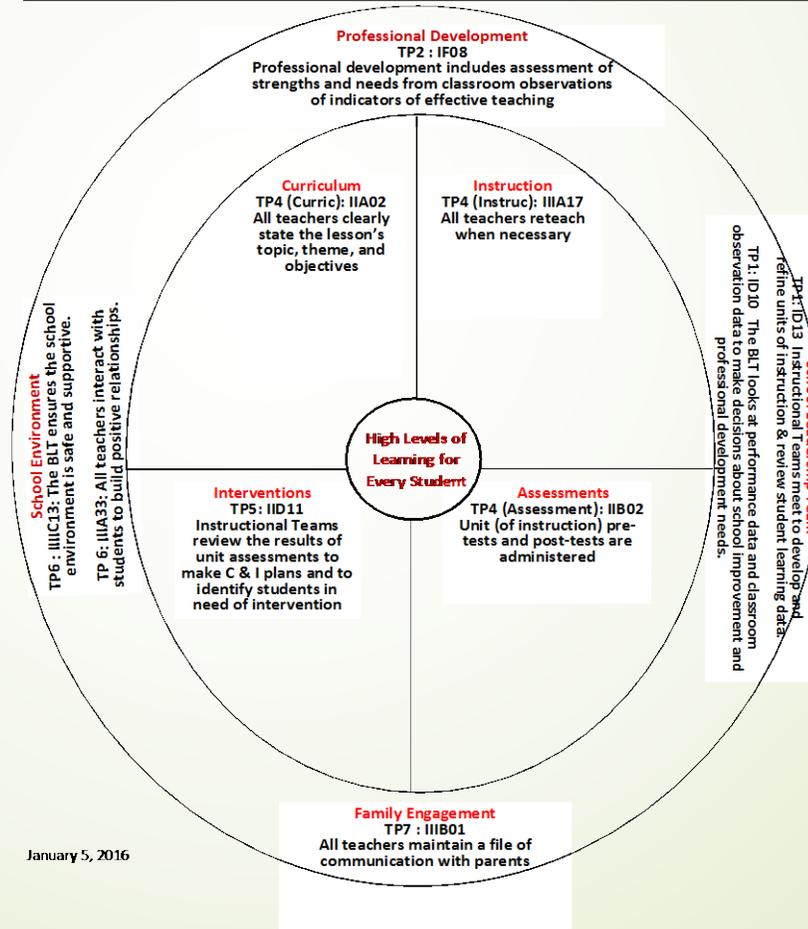
- ▶ Starts with Us



Protocols

Turnaround Plan Framework General Beadle Elementary School

- Five critical questions drive our work in order to ensure high levels of learning for every student:
1. What do we want students to learn?
 2. How will we ensure high-quality instruction for students (effective classroom questions, strategies, and learning tasks)?
 3. How will we know if our students are learning?
 4. How will we respond when students do not learn?
 5. How will we enrich and extend the learning for students who are proficient?



January 5, 2016



Protocols



Here's What!	So What?	Now What?
<ul style="list-style-type: none">• What feedback stands out?• What stands out?• What do we see?	<ul style="list-style-type: none">• Conclusions• Why do we think this happened?• Interpretations, perspectives	<ul style="list-style-type: none">• Implications• So what are we going to do about it?•

IID11 – Instructional teams review the results of unit pre-/post tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both extra help and enrichment).

Here's What!	So What?	No What?
<ul style="list-style-type: none"> • What feedback stands out? • What do we see? <p>How do we meet the needs of students with District curriculum?</p>	<ul style="list-style-type: none"> • Conclusion • Interpretations, perspectives <p>Clarity and Direction Structure and Accountability Road mapping each unit using pre-/post assessments. Weekly team planning time.</p>	<ul style="list-style-type: none"> • Implications • So, what are we going to do about it? <p>Every grade level team will administer pre-/post assessments. Each team will use assessment for road mapping. Instructional lesson will be included and mapped out on the calendar. CFA's and quick checks are included. Wednesday PLC's Additional time/pay or subs to work with teams. Protocol/reflection sheet Discuss students weekly beyond spelling inventory. Be able to answer questions -Where are their strengths? -What is their weak area? -Have proof for both questions.</p>
Data drives classroom instruction and improvements	Data is for goals written in plan.	Need consistent data points in all areas. Every day data should be collected.
Goals are not written with Smarter Balance assessments and results.	Need an extra person in the area of Smarter Balance.	Re-write goals with vertical alignment in mind.
Strong Collaborative leadership team	Meeting regularly but is it enough.	Increasing meetings to every other week to discuss progress of meeting expectations and data.
Professional development is provided and meeting gap students needs.	Waiting on needs assessment data	Pd of formative assessments Intervention strategies Reflection

Now What?

- ▶ Leadership Team
- ▶ PLC Team
- ▶ Grade Level Team
- ▶ Vertical Teams





Leaders of Learning

- ▶ *Empowering others
- ▶ *Attitude is contagious
- ▶ *Plan and steps are outlined
- ▶ *Shared vision – purpose – achievement
- ▶ *Be able to work within boundaries
- ▶ *Set specific goals
- ▶ *Show data efficiently
- ▶ *If you show the passion and have the heart you'll show success