

Executive Director Goals 2019 -2020

Driving Academic Excellence

- Exploris School will meet or exceed growth during the academic year and achieve at least 85% overall proficiency on state testing.
- At least 90% of students will demonstrate growth during the academic year as measured by mClass, MAP, portfolio, and/ or teacher assessments.

Leading the Educational Program

- Collaborate with staff to create a K-8 Curriculum Plan for ELA, Math, and Expedition by June 1, 2019
- Analyze all student sub group data with leadership team and staff by November, 2019 to identify gaps and needed instructional supports for all students
- Identify and create new workspaces to support the needs of exceptional children so that the learning environment is conducive to supporting their educational program during the 2019-2020 school year

Building and Maintaining Family Satisfaction

- Plan and host at least 4 Parent University Events by June 1, 2019 to build connections with families.
- At least 90% of parents will be satisfied with The Exploris School as measured by climate survey administered in the spring of 2019
- Establish a student council for each building and meet monthly with student leaders throughout the 2019-2020 school year to build connections and gather student input to improve school
- Retain at least 95% of students throughout the academic school year

Actively promoting Organization and Resources

- Identify 2 strategic partnership opportunities that could support Exploris students and our mission, vision, and values by June 1, 2019
- Partner with the School Board and PTO to raise at least \$100K to support the school operating budget by May 1, 2019
- Partner with the Foundation Board to launch at least one initiative that supports The Exploris School mission, vision, and values by June 1, 2019
- Manage the overall financials of the school and ensure that we meet or exceed the Board approved 2019-2020 Budget and projected surplus of \$ 12,137.53.

Building Staff Relationships – Building Community, Capacity, and Connections

- Hold an off-site leadership retreat to further develop relationships, build team morale, and define roles and norms by August, 2019. Implement norms and utilize weekly leadership team meetings for collaborative decision making processes for the academic year.

- Hold an off-site all staff retreat in August, 2019 to set the focus and direction for the school year on building community and connections and achievement of school-wide goals
- Partner with staff and Peaceful Schools to create a student led mentoring program to support students that are new to Exploris
- Encourage and support teacher interests in leadership by offering opportunities to participate in school leadership and will include: Kaizen grade level leaders, Board committee representatives, testing coordinator, staff led professional development, peer observations, Instructional Rounds grade level leaders, EDEX and Design For Change leadership, and opportunities to partner with other teacher leaders in NC.
- Two whole staff professional development workshops will be held in partnership with Peaceful Schools to Build Community and improve discipline strategies that support growth and responsibility by November, 2019.
- Provide opportunities for all staff to participate in whole group, team, and individual learning opportunities during the 19-20 school year to build capacity and community.
- Conduct daily walkthroughs and classroom visits 3 times per week
- Attend at least one field experience with each grade level during the academic year.
- Participate in at least one grade level lunch to bond with team during the academic year
- Create at least 6 opportunities for staff to connect informally to build community throughout the academic year. Examples include: a staff potluck, staff book club, hiking together, meet ups for Raleigh festivals, museum visits, 1st Fridays, etc.)
- Ensure transparency with all finances by sharing monthly financial report with all staff

Executive Director Professional Development Plan

Culturally-Relevant Recruitment, Retention, and Responsibility Webinar

Dates: 09/24/2019 - 10/22/2019

webinar,

SRI and Dr. Liza Talusan (LT Coaching and Consulting, LLC) for a 3-part series on culturally relevant attitudes, behaviors, and actions that support recruitment, retention, and responsibility towards employees from institutionally underrepresented backgrounds.

- Part 1 will focus on why diversity, equity, and inclusion matters in the hiring process. We will go over the big questions that you and your institution should be asking itself about why you would engage in a culturally relevant process.
- Part 2 will focus on creating a more inclusive process that pays attention to the foundation of *why* we do this work together.
- Finally, Part 3 will explore the big questions around whether the culture, climate and behaviors of your institution are prepared to support and authentically engage with communities from institutionally underrepresented backgrounds.

Leading Reflective Learning Communities Institute

Dates: 04/22/2020 - 04/24/2020

Location: Chicago, IL

This three-day institute is designed for educators who are often called upon to facilitate meetings or deliver professional development and need support in designing, implementing and supporting adult learning. Using research-based tools and strategies, participants learn how to nurture ongoing conversations designed to improve teaching and learning. The Institute provides in-depth study of protocols; introduces adult learning theory; builds explicit connections between adult learning and student success; supports participants to ask for and receive feedback critical to their success; and enables participants to design action plans that facilitate the improvement of teaching and learning through the lens of educational equity and excellence.

By the conclusion of the 3-day institute, participants will:

- Gain an understanding of adult learning theory;
- Understand the connection between adult learning and school transformation;
- Understand core considerations when leading with SRI reflective tools and processes;
- Explore themselves as leaders; and
- Begin to develop and/or deepen the facilitative skills needed to lead educators' learning