



Head of School Goals Morgen Flowers-Washington 2023-2024

School Mission: Spokane International Academy empowers its students with the *academic skills, habits of mind* and *global competence* necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform our communities.

I. Supervision and Evaluation (COO/CFO)

By the end of the next quarter (November 2023) I will develop and implement an evaluation tool and accompanying process that both aligns to an established job description and provides opportunities for individual reflection and goal setting. The tool and process will highlight growth, and be administered at least once yearly.

II. Fundraising and Development

By October I will have created a structured and actionable plan to maximize fundraising efforts and successfully secure grants, ultimately benefiting the school, its students, and the overall learning environment. By the end of the academic year, I aim to have secured funding through successful grant applications and fundraising activities. I will collaborate with the school's stakeholders to identify potential grant opportunities and create a comprehensive fundraising plan by allocating sufficient time and resources to research, draft, and submit compelling grant proposals. Increasing funding through grants and fundraising is crucial for enhancing the school's resources, improving educational programs, and providing students with robust learning opportunities. This work will occur throughout the academic year, starting from the beginning of the fall semester and concluding before the end of the spring semester, to secure the targeted additional funding.

III. Academic School Goals- Accountability

Highlight and Improve opportunities for Equity-driven instructional practices

By September 15th, the Head of School (in consultation with grade level and subject level teams, coaching staff and Administrative teams) will have defined measurable outcomes for ELA and Math for students at every grade level (aligned to MAP and Benchmark Assessments). These goals will include clear action steps, opportunities for built-in progress monitoring, as well as opportunities to align resources to close opportunity gaps.

Refining and Updating Observation, Feedback and Evaluation Process

Every teacher will receive real-time feedback at least every 10 days. This feedback will originate from daily walk throughs, and will be tracked in Schoolmint Growth. In addition, staff will have

monthly coaching meetings, data meetings, planning meetings and access to required coaching clinics based on high leverage instructional practices.

IV. Global Competence

SIA uses the Asia Society Center for Global Education's definition to evaluate whether students are moving along the continuum toward achieving global competence. The domains are as follows: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. Our program should provide clear benchmarks at every grade level with associated activities and outcomes for ensuring that our students meet those metrics. We will use the Global Leadership Performance outcomes to evaluate each of our student's movement along the continuum, and collect evidence through the use of a physical or electronic portfolio (depending on the grade level) to establish that students are meeting these outcomes.

<https://asiasociety.org/education/leadership-global-competence> Every student at each grade level will have evidence of their portfolio by June 2024, and can display their portfolio as part of our annual International Night Celebration displays.

Professional development for Global Competence

Additionally, SIA will create opportunities to provide staff with on-going professional development courses related to this topic to assist them in building their capacity to implement. The goal is to have at least one teacher per grade level at Primary, and 5 middle and high school teachers participate in a book study or guided course by May 2024. Those teachers will act as conduits for providing on-going training and support for the rest of the staff.

V. Habits of Mind

Enhance Collaborative Problem-Solving Among Staff

Build a Collaborative Culture: Foster an environment where open communication, idea-sharing, and collaboration are encouraged among staff members. Organize team-building activities, joint planning sessions, and opportunities for interdisciplinary collaboration.

Provide on-going capacity building for Professional Learning Communities (PLCs): Enhance PLCs within the school, where teachers can come together regularly to discuss teaching strategies, challenges, and innovative solutions. These PLCs should focus on applying the Habits of Mind in addressing educational issues.

Problem-Solving Workshops: Conduct problem-solving workshops for staff members, using real-life scenarios and case studies relevant to K-12 education. Encourage staff to apply the Habits of Mind to identify creative solutions to these challenges.

Provide Resources: Ensure that the staff has access to resources, technology, and professional development opportunities that support collaborative problem-solving. This could include subscriptions to educational journals, memberships to professional organizations, and funding for relevant conferences.

Measure Progress: Regularly assess the effectiveness of the collaborative problem-solving initiatives by observing changes in staff interactions, the quality of solutions generated, and student outcomes. Adjust the strategies as needed based on the feedback received.

Re-Visit Goals

November 2023

February 2024

May 2024