

Head of School Goals

2020-2021

Goal 1: Leadership & Administrative Team Development*

Throughout FY21 (July 2020-June 2021) the Leadership and Admin Teams will work collaboratively to ensure that all leadership and administrative tasks are executed effectively and efficiently.

Key Actions:

1. By September 1, establish systems for effective teamwork. This will include: (a) Regular meeting schedule for both teams, (b) Meeting protocols that include advanced agenda input and sharing, (c) Established norms for meetings
2. By September 1, roles and responsibilities will be more clearly defined, including job descriptions that will be drafted and revised throughout the school year.
3. Develop systems for internal communications including a flow chart for the faculty & staff to know the first point of contact for any issue.

***Definitions:**

Leadership Team = Head of School, Principal, Director of Student Services

Administrative (Admin) Team = Leadership Team + Business Manager, Office Manager, Development Director, and Food Services Director.

Goal 2: Define Criteria for Excellence & Measures of Learning

By early fall, the Criteria for Excellence document will be drafted with input from each department. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School.

Key Actions:

1. Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school
2. Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document.
3. Throughout the late summer we will train faculty, staff, parents, and students on the utilization of new technology platforms that will strengthen our remote learning instruction and lead to effective student portfolios, and student-led conferences.
4. By January 1, we will have an updated design plan for Exhibitions of student learning.

Goal 3: Communications & Marketing

During FY21 the school website will be redesigned and a new logo/branding will be completed. Additionally, as part of the recruitment process, mailings will go out to families across the sending districts in the area in advance of events such as open houses and the enrollment lottery. A robust social media presence will be in place.

Key Actions:

1. During the month of August, our internal communications team will work with a consultant to both rebrand (new logo) and upgrade our website that will become the hub of information it is intended to be for parents and interested community members.
2. By January 1 we will work with other marketing consultants to create and distribute marketing materials including postcards and flyers to potential families in an effort to strengthen our recruitment efforts.
3. By the end of May 2021 we will have a strategic plan for the use of social media in our school as a medium to promote and celebrate what we do at MCCPS

Goal 4: Effective Instructional Professional Development for Teachers - a multi-year goal

The Head of School and the Principal will work with consultants with experience in the Dutch system of “Leerkracht” (Teaching Force). This work will ground our efforts to improve teaching and learning by providing teachers with a system for giving and receiving feedback on lesson planning and implementation.

Key Actions:

1. Year One: Introduce, train, and initiate the Teaching Force protocols with a select group of teachers and teacher-leaders. This work will include the development of a schedule that prioritizes time for teachers to work collaboratively in support of one another for lesson design and eventually peer observations.
2. Year One: During the time of COVID-19 we will focus our attention on developing and training every teacher on effective delivery of instruction in a remote setting so that we can be fully prepared for effective teaching & learning in either a remote or in-person learning environment.
3. Year Two: Once we are fully back to in-person learning for all, we will develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations.
4. Year Three: The integration of the peer feedback system (Teaching Force) and the more formal, evaluative feedback will be meshed together to create our fully realized system for providing educators with the information they need to continuously improve.