**Interim Head of School Goals**

**2023-2024**

**Standard IV Professional Culture**

**Goal #1:** By the end of the school year, ensure that 90% of staff members demonstrate a commitment to high standards of teaching and learning, as evidenced by consistent implementation of rigorous instructional practices and high expectations for achievement.

**Focus Indicators:**

**IV-A-1** Commitment to High Standards

**IV-A-2** Mission and Core values

**IV-E** Shared Vision

**IV-D** Continuous Learning

**IV-C** Communication

**1-A** Curriculum

**11-B** Instruction

**Key Actions:**

Provide professional development opportunities for teachers to enhance their understanding of high standards of teaching and learning.

Clearly communicate and define MCCPS’ mission statement and core values that emphasize the importance of high expectations for student achievement.

Establish a system of ongoing support and coaching to teachers to help them implement rigorous instructional practices in their classrooms.

Establish a system of monitoring and feedback to ensure that all staff members are consistently meeting high standards.

**Measures:**

* **Pre-Post Assessments:** Conduct pre and post assessments of staff members' knowledge of high standards of teaching and learning to measure growth and improvement over the course of the school year. This could be done through surveys or reflective essays.

* **Observations:** Ensure that classroom instruction is regularly observed using a standardized observation tool to assess the implementation of rigorous instructional practices. Set a benchmark for the percentage of lessons observed that meet high standards, and track progress throughout the year.

* **Feedback Surveys:** Administer feedback surveys to students to gather their perceptions of the expectations for achievement in the classroom. Analyze the feedback to determine if there is a consistent perception of high standards among students.
* **Professional Development:** Provide quality of professional development opportunities to staff members to assess their engagement in enhancing their understanding of high standards.

**Standard IV Professional Culture**

**Goal #2:** Utilize strong interpersonal, written and verbal communication skills that advance the work of the school and promote a positive, collegial and collaborative atmosphere.

**Focus Indicators:**

1V-C Communications

1V-A Commitment to High Standards

**Key Actions**

Foster a positive and respectful atmosphere during conflict resolution by using respectful language and focusing on the issues at hand.

Actively listen: Focus on what is being said and ask clarifying questions.

Actively engage with colleagues, students, and parents by showing genuine interest, offering support, and being responsive to their needs and concerns.

Recognize and appreciate the contributions of colleagues, students, and parents. Express gratitude for their efforts and accomplishments.

Participate in professional networks (MCPSA), collaborative projects, and team-building activities to expand relationships and foster a sense of teamwork.

Communicate openly and honestly with others, ensuring that information is shared clearly.

Establish regular opportunities to check-in with stakeholders to provide information on matters of importance to the school and address any potential misunderstandings.

**Measures:**

Seek feedback from staff, students, teachers and the Leadership team and other stakeholders relative to:

* the ability to effectively manage conflicts and disagreements in a constructive manner, fostering a positive and collegial atmosphere.
* the capability to find mutually beneficial resolutions and maintain open lines of communication.
* the ability to build and maintain positive relationships with colleagues, students, and parents to foster a collaborative atmosphere.
* the ability to engage in clear, articulate, and effective verbal communication during meetings, presentations, and interactions with various stakeholders.
* the clarity, coherence, and professionalism of written communications such as emails, reports, and documentation.

**Standard 1: Instructional Leadership**

**Goal #3: Implement an Effective System for Observation and Feedback to teachers**

Support and define our efforts to improve teaching and learning by providing teachers with a system for giving and receiving feedback on lesson planning and implementation.

**Focus Indicators:**

**1V-D** Continuous Learning

**1B**-Instruction

**1-C** Assessment

**Key Actions:**

**Establish clear goals:** Define the schoolwide goals of an observation and feedback system. Determine the specific aspects of lesson planning and implementation that will be focused on–ie, instructional strategies, project based learning, classroom management, and/or student engagement.

**Design a feedback framework:** Develop a structured framework for providing feedback to include observation forms or rubrics that outline the key criteria for effective teaching and learning and the stages of a coaching cycle. Use these tools to guide the observation process and facilitate objective feedback.

**Schedule regular observations:** Establish a schedule for observations that allows for consistent, ongoing feedback. Utilize a combination of formal and informal observations to get a comprehensive understanding of teachers' performance.

**Timely feedback:** Ensure teachers are provided with timely feedback so they can reflect on it and make necessary adjustments.

**Foster a culture of trust**: Create an environment where teachers feel comfortable receiving feedback. Emphasize that the purpose of observation and feedback is to support professional growth and improvement. Encourage open communication and dialogue between observers and teachers, so feedback is seen as a collaborative process rather than evaluative.

**Provide support and resources**: Offer resources and professional development opportunities to support teachers in implementing feedback. Provide access to research-based best practices and instructional materials. Encourage teachers to reflect on feedback received and set goals for their ongoing development.

**Monitor and refine the system:** Continuously evaluate the effectiveness of the observation and feedback system. Collect feedback from both teachers and observers to understand their experiences and make necessary improvements. Utilize anonymous surveys to gather honest feedback and identify areas for refinement.

**Measures:**

* Review the observation forms or rubrics that outline the key criteria for effective teaching and learning. Determine if they are comprehensive and provide clear guidance.
* Track the implementation of an established observation schedule. Evaluate if observations occur consistently and if a variety of formal and informal observations are conducted to provide a comprehensive picture of teachers' performance.
* Monitor the duration between observations and the delivery of feedback to teachers. Determine if feedback is provided promptly after observations, allowing teachers to reflect on it and make necessary adjustments in a timely manner.
* Conduct surveys or interviews with teachers to gauge their comfort level in receiving feedback. Assess if open communication and dialogue are taking place between observers and teachers, ensuring that feedback is seen as a collaborative process aimed at professional growth.
* Collect feedback from teachers through anonymous surveys or interviews. Use this feedback to identify areas for improvement and make necessary adjustments to enhance the observation and feedback system's effectiveness.
* Every teacher will have established goals and a plan to achieve them by November 7.
* Formative evaluations will be completed by evaluators for every teacher by Feb 15, 2024 for educators in their first 3 years or teaching.
* Summative evaluations will be completed for all teachers by the primary evaluator by June 10, 2024.

**Standard 1- Instructional Leadership**

**Goal #4: Implement an effective system for evaluation of teachers**

**Focus Indicators:**

1-D Evaluation

1-E Data-Informed decision making

**Key Actions:**

 **Establish a shared vision**: Clearly articulate the goals and objectives of the evaluation system, emphasizing the importance of powerful teaching and learning as the central focus of teaching and ties to student achievement. This shared vision will guide the implementation of the evaluation process.

**Design a comprehensive evaluation criteria**: Develop a set of comprehensive evaluation criteria that covers effective teaching, lesson planning, instructional strategies, classroom management, student growth, and professional development.

**Provide training:** Conduct training sessions to help teachers understand the evaluation criteria and process.

**Establish regular evaluation cycles:** Implement regular evaluation cycles throughout the academic year to provide ongoing feedback and support to teachers. This includes formal observations, peer observations, self-assessment, and feedback sessions to identify areas of strength and areas for improvement.

**Foster a collaborative culture:** Encourage collaboration and open dialogue among teachers, members of the Leadership team, and evaluators. Create opportunities for teachers to share best practices, exchange feedback, and engage in professional learning communities. This collaborative culture will contribute to continuous improvement and the sharing of effective teaching techniques.

**Measures:**

* Evaluate the clarity and comprehensiveness of the evaluation criteria by seeking feedback from teachers and stakeholders.
* Assess teacher satisfaction with the feedback and support
* Monitor the level of collaboration and open dialogue among teachers, school leaders, and evaluators through surveys or observational data.
* Evaluate the frequency and consistency of evaluations conducted throughout the academic year.

**Standard II: Management and Operations**

**Goal**: Create an inviting and secure building environment that promotes a safe and supportive atmosphere for learning, aligning with contemporary standards.

II-A Environment

**Key Actions**

Modernize interior and exterior of building by prioritizing maintenance concerns and needed repairs, with the aim of cultivating an inviting, and secure environment that fosters a safe and supportive learning atmosphere.

Develop a security plan that outlines the necessary actions to address vulnerabilities related to the school’s emergency response protocols such as a mass evacuation, reunification plan and an active shooter protocol.

Assess and enhance physical security of the building.

Strengthen our visitor management system creating a system that requires all visitors to check in and obtain a visitor pass before entering the building and create policies for visits by former students and alumni.

Establish a strong communication channel to implement a reliable communication system within the building to quickly disseminate critical information during emergencies.

Improve and refine protocols for students and staff entering and exiting the building during arrival and dismissal times, incorporating suggestions from Safe Routes to School whenever feasible to ensure the utmost safety and efficiency.

**Measures**

* Conduct regular inspections to track maintenance concerns and needed repairs, keeping a record of completed tasks.
* Conduct drills to test the effectiveness of emergency response protocols, such as mass evacuation or active shooter procedures.
* Develop policies related to visitor access, including former students and alumni.
* Monitor the implementation and effectiveness of the communication system during emergency drills, evaluating how quickly critical information is disseminated.
* Monitor and document improvements in the safety and efficiency of student and staff movements during arrival and dismissal times.