

Understanding and Prioritizing School Needs

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How do I identify my school's highest priorities for improvement and effectively plan to achieve those goals?



Session Objectives



1. Understand importance of a representative Leadership Team and a defined a theory of change
2. Identify change priorities via a self reflection rating tool and identify resources, barriers, further information/data needed.
3. Exchange change ideas with colleagues.

Session Agenda

10-10:10 Greetings and share the focus of your charter school

10:10- 10:30 Presentation: Leadership Teams and Theory of Change

10:30-11:00 School Reflection to identify 3 primary areas for growth

11:00- 11:30 Explore those priorities areas using worksheet

11:30-11:40 Share change priorities and next steps with colleagues.

11:40-11:45 Close

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Leadership Team Charge



The Leadership Team (LT) is a representative body that engages in critical deliberation and decision-making for all stakeholder groups at the a school.

Representation includes:

- a. building administration
- b. a small group of representative teachers
- c. a student as appropriate
- d. a social emotional expert such as guidance or nurse
- e. a parent or caregiver as appropriate
- f. a board member as appropriate

Role of Leadership Team



The Leadership Team designs, implements, and maintains structures and practices that support the school's Mission, Vision, Guiding Principles, and Strategic Plan for continuous improvement.

The Leadership Team may also advise the school administration on safety, budget, and personnel issues as requested by the administration. LT members may voice concerns or ideas on these matters as appropriate.

Decision-Making Processes



Most of the decisions that the Leadership Team makes fall into two categories:

- a. Decisions that inform the maintenance and improvement of practices that are already in place.

- b. Decisions that seek to establish new practices that align with our Mission, Vision, Guiding Principles, and Strategic Plan.

All decisions are determined through a Consensus Model or an Advisory Model.

It must be clear to all LT Members what decision-making model is being used for each issue addressed.

Advisory Model



Safety

Budget

Personnel

The School Leader should identify agenda items related to these areas as “Advisory Items.”

In an Advisory Model, the school leader gathers as many perspectives as the LT can provide to inform next steps.



Curriculum Instruction Scheduling
Professional Development

The School Leader should identify agenda items related to these areas as “Consensus Items.”

By *consensus*, we mean a decision-making protocol in which decisions are not put into action until ALL members of the LT can support them.

Leadership Team Charter



Have a Charter that includes:

- membership
- member roles
- stated mission of leadership team
- responsibilities of team
- meeting schedule
- working agreements
- decision making protocols
 - when Advisory model and when Consensus model

[Sample Charter](#)

Some Questions To Answer



Will our team focus on instructional leadership only?

Will our team also deal with logistics and management issues?

How often will we meet? When and for how long?

Where will we house our artifacts for accessibility?

When and how will we share agendas

What are our community agreements for how we will work together?

How would we describe a GREAT meeting?

What do we need as we begin this work?

Theory of Action



Identify Needs

Better support for learners with diverse needs

Define
Success

All learners will receive instruction they need

Articulate
Actions

Peer observations; professional development; Goal Setting; Student Feedback

Expected
Outcomes

Teachers will differentiate classroom instruction to meet learners needs

Long
Term
Results

All students will learn better and achieve



Action Plan 2023-2024

Priority Change Area 1:	
Why is this a priority?: What do you hope to accomplish?:	
To Leverage	
To Leverage	
To Leverage	
To Leverage	
Barrier	
Barrier	
Barrier	
SMART Goal	
SMART Goal Definition (Specific, Measurable, Attainable, Results- Oriented, Time- Bound)	



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Learning Centered Schools Self Reflection Tool

0= Not enough evidence

1= Not in Place

2= Partially in Place 3=Fully in Place

School Culture

Component	Rating <input type="checkbox"/>	Notes/Evidence/Needs
Most staff embrace the philosophy that all students are the responsibility of all school adults		
Most staff have internalized a growth mindset for themselves, colleagues and students		
Building leadership actions and words support growth mindset		
Staff reports high levels of trust and sense of belonging		
Students report high levels of trust and belonging		
Productive collaboration is valued amongst most staff		
Teacher evaluation system fosters experimentation, self-assessment/reflection and accountability		





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Top 3 Areas of Focus for School Growth		
Priority Area 1	Priority Area 2	Priority Area 3
Current Reality:	Current Reality:	Current Reality:
What do we hope to accomplish?	What do we hope to accomplish?	What do we hope to accomplish?
What will the evidence be that we have accomplished it?	What will the evidence be that we have accomplished it?	What will the evidence be that we have accomplished it?



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What are your 3 improvement priorities and a sentence for each, describing “success” in each of these areas?



October 23: “You Can Have it All” in Manchester NH



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- 📍 TBD, New Hampshire, 03030, United States

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