

Henry County Schools 2017-2018 Expectations for Schools

TIGHT

LOOSE

Planning and Organization

Systematic use of continuous improvement with semester action plans and monitoring activities aligned with appropriate needs assessment	Structure of feedback data collected, flexibility in evidence collected, goals set, PD provided
Systematic review of school-based budget Including SIEP funds, Athletic funds, and overall school operations	Frequency of monitoring at the discretion of school administration and XO, no less than 2x/yr
Systematic review of instructional programs (including EIP, SIEP, IF, MTSS) for effectiveness.	Frequency of monitoring at the discretion of school administration and XO, no less than 3x/yr
One to One Learning Device Effectiveness implementation Plan (CPUD)	Structure of continued supports in house, coaching days utilized, PD options, expectations for teacher and student use

Effective Leadership

Effective Distributed Leadership Team Structure in place, with appropriate additional Focus Teams	Size of team, focus areas for additional Focus teams, meeting schedule, agendas, etc.
23-4 Transition Teams (MS/HS)	Organization, leadership, and work of the team
Sustained focus on effective instructional practices for Exceptional Students	Delivery models in the school, school based expectations on teacher practices

Effective Teachers and Leaders

TKES/LKES/CKES Implementation with focus on Professional Learning Goals -All Non SGP teachers will use school wide mean as growth measure	School level decisions on timing of discussions, conferencing, goal setting, observations, etc.
Effective planning and use of Professional Learning days with measures of implementation expectations embedded in CSIP	Organization, leadership, and work of the faculty

Effective Assessment Practice

NWEA MAP Administration three times throughout the year	Administration timelines within windows, practices for utilizing data to drive instructional decisions
Assessment Practices reflective of high level of rigor, competency based learning and supporting varied opportunities that enable students to show evidence of mastery in skills/knowledge	Redelivery model in the school, school based expectations on teacher practices
Use of Illuminate Platform	School determines PD times and needs, level of reporting and implementation timeline for 17-18 school year

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Positive Climate and Communications

Systematic and regular use of website, social media and external communication tools to inform parents and students about academic progress, school events, and emergency communications	Content, parent communication tools, parent newsletter timing, social media presence
Cultural Proficiency Professional Development	Model of discussion groups, additional training opportunities, extension activities
Engage Families and Communities in Success of Students through Curriculum/Conference Nights, State of the School Communication, and	Means of engagement, community partnership expectations

Personalized Learning Schools

Use of the Learner Profile for student Goal Setting and tracking	Model for implementation and monitoring, additional use of LP for student conferencing notes and electronic portfolio
Competency Based Learning Training and PD	Timing, intensity, and expectations of implementation in classrooms.
Student Agency as a predominant aspect of implementation (Voice and Choice) SRC and CSIP Alignment	Implementation timelines and metrics Review and revise periodically to ensure CSIP and action steps are in sync with school redesign and tenets are being implemented according to the plans
Adherence to provisions in signed MOU	

17-18 Monitoring Dates

Due	Action	Person(s) Responsible:
July 15	First Semester 90 Day Plan	Principal/Leadership Team
Oct 15	First Round of Instructional Impact Audits (Sept break-Oct)	Executive Officer and selected district staff
Dec 15	Second Semester 90 Day Plan	Principal/Leadership Team
March 15	Second Round of Instructional Impact Audits (Feb break-March)	Executive Officer and selected district staff
June 15	Annual Report/Reflection on Plan Implementation	Principal/Leadership Team