



# FOCUS 2016

Direction for School and District Leaders





## Effective Leadership for the Next Generation

### *From the Superintendent*

Our global economy is placing increasing demands on educational institutions and workforce development. Technology is connecting the world more and more each day. The rise of knowledge economies, public desire for cures to illnesses, rapid emergence of new markets, and unprecedented global competition highlight the need for a change in how we prepare students. Competition for colleges and employment is no longer regional, but global. The demands placed on our students are significant, but the opportunities and possibilities for success are endless. The challenges of preparing the next generation for college, career, & citizenship will require bold and innovative leadership. The PK-12 education system must be transformed from a 19<sup>th</sup> century model into a system that can adapt to meet the diverse needs of an educated 22<sup>nd</sup> century workforce. We must adapt frequently and decisively as we guide our students to success. Your leadership is pivotal to the success of our transformation.

We began our journey of reinvention by outlining the seven disciplines that would guide our work as instructional leaders. All instructional staff participated in the development of our Hallmarks of Effective Teaching and the implementation of the next generation of our strategic plan – NPS 2025. This plan provides the five key areas of focus for which all of our work should connect. This guide is meant to provide guidance, identify district priorities, and clearly outline expectations for our school and district leaders based on our five primary areas of focus.

1. *Student Growth & Performance*
2. *Organizational Efficiency, Adaptability, & Effectiveness*
3. *Safe, Supportive & Healthy Culture*
4. *Infrastructure and Facilities that Support Learning*
5. *Family and Community Engagement*

It's hard to believe we are five years into NPS 2025. We have accomplished a great deal over the past five years. I look forward to the exciting opportunities ahead over the next five as we participate in building the next generation of American public education. Thanks for all you do for our students!

*Bill*

Dr. William C. Collins  
Superintendent of Schools

# Student Growth & Performance



## Effective Leadership for the Next Generation

### ***Expectations of district leaders***

- *Provide assistance to schools to improve student growth and performance. Implement a process to monitor student progress and provide regular progress reports by school and district.*
- *All adult meetings are focused on instruction.*
- *There are well-defined standards and performance assessments for student work at all grade levels. Regular reviews are held to ensure consistency throughout the district.*
- *Ensure that Data Teams are in place and used diagnostically at frequent intervals by teams of teachers, schools, and at the district level to assess each student's learning and to identify the most effective teaching practices.*
- *Support the planning, creation, and implementation of a K-12 World Language program with emphasis on oral proficiency.*
- *Encourage innovation through the creation of programs and academies to educate all students to be college, career, and citizenship ready.*

### ***Expectations of school leaders***

- *Ensure that every adult shares a sense of urgency about improving individual student growth and performance and develops plans to ensure every student is progressing.*
- *The hallmarks of our shared vision of effective instruction are understood by all and used to make decisions about instruction.*
- *All adult meetings are focused on instruction.*
- *There are well-defined standards and performance assessments for student work at all grade levels. Both teachers and students understand rigor and relevance and know what quality work looks like, and there is consistency in standards of assessment.*
- *Data are used diagnostically at frequent intervals by teams of teachers to assess each student's learning and to identify the most effective teaching practices.*
- *Increase the use of technology and ensure students can use technology every day.*



## Effective Leadership for the Next Generation

### ***Expectations of district leaders***

- *All adult meetings are focused on instruction.*
- *Supervision is frequent, rigorous, and entirely focused on the improvement of instruction.*
- *Data are used diagnostically at frequent intervals by district leaders to assess the professional growth of every school leader and inform professional goal setting.*
- *Develop and implement an annual district improvement plan.*
- *Implement Connecticut State Standards.*
- *Implement instructional coaching.*
- *Develop annual district professional development plan.*
- *Develop district scorecard with annual targets.*

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- *Develop and implement an annual school improvement plan.*
- *Implement Connecticut State Standards.*
- *Conduct regular instructional rounds with staff to improve understanding of effective instruction.*
- *Design and implement schedules that maximize literacy and STEM.*



# Safe, Supportive & Healthy Culture



## Effective Leadership for the Next Generation

### ***Expectations of district leaders***

- *Ensure district wide understanding and consistency of SRBI implementation.*
- *Monitor and analyze district wide behavior and attendance data and provide personalized assistance to schools to improve student behavior and attendance.*
- *Provide professional development in Mindfulness and Yoga 4 the Classroom.*
- *Spend at a minimum the equivalent of one day per week working in schools.*
- *Maintain an effective employee assistance program.*
- *Implement School Climate policy.*
- *Commit to having “difficult” conversations.*
- *Provide professional development on cultural competence and diversity.*
- *Implement a Leadership Academy.*

### ***Expectations of school leaders***

- *Fully Implement SRBI including Positive Behavior Interventions & Support models.*
- *Monitor and analyze behavior and attendance data to plan for improvement.*
- *Conduct yearly climate surveys with students and staff.*
- *Provide wellness and mindfulness experiences for students and adults.*
- *Spend at a minimum the equivalent of one day per week in classrooms.*
- *Implement School Climate mandates.*
- *Provide professional growth opportunities for tutorial staff.*
- *Commit to having “difficult” conversations.*
- *Celebrate diversity.*
- *Celebrate student and staff success.*
- *Develop a supportive culture of high expectations and professionalism for all.*
- *Encourage collaboration and reflection in personal growth plans.*

# Infrastructure and Facilities Support Learning



## Effective Leadership for the Next Generation

### ***Expectations of district leaders***

- *Data are used diagnostically at frequent intervals to ensure that our infrastructure and facilities support the Next Generation learning.*
- *Provide appropriate network resources and security protocols to ensure secure “anywhere / anytime” access to files and information.*
- *Develop a plan to provide climate control systems in all buildings to support year round use.*
- *Fully implement technology plan.*
- *Provide contemporary learning environments at Anna Reynolds and John Paterson Schools to match Ruth Chaffee and Elizabeth Green Schools.*
- *Provide a robust wireless network infrastructure to support all general technology needs and academic 1:1 initiatives.*
- *Facilities and infrastructure are planned around instruction.*
- *All support services are “customer focused”.*
- *Provide support to schools in the recommendation of Capital Improvement Projects.*
- *Build a support system that will keep building “management” tasks away from building principals.*

### ***Expectations of school leaders***

- *Conduct regular assessments of infrastructure and facilities and provide data relating to the ability to support learning.*
- *Provide input for planning innovative programs.*
- *Ensure that technology is used every day to support learning.*
- *Provide input for facility planning.*
- *Support staff members in the use of emerging technology.*
- *Bring attention to infrastructure or facilities that impede learning and follow up until resolution.*
- *Recommend programs to extend and enhance learning.*
- *Recommend Capital Improvement Projects that will improve learning.*

# Family and Community Engagement



## Effective Leadership for the Next Generation

### ***Expectations of district leaders***

- *Provide assistance for school leaders to inform and educate parents on our direction and progress.*
- *Increase use of the district website and social media tools to improve communication with parents and the community.*
- *Participate on local, regional or state committees to represent NPS.*
- *Provide support for implementation of family resource centers.*
- *Develop district-wide communication protocols to assist school leaders.*
- *Collect and track public perception data.*
- *Develop mobility survey for students leaving the district.*
- *Publish Parent Guide to NPS.*
- *Provide translation and interpretation services.*
- *Expand regional partnerships.*
- *Conduct Early Childhood survey.*
- *Provide training for teachers and school leaders focused on family engagement.*
- *The school website is updated frequently and is used to communicate with the community.*

### ***Expectations of school leaders***

- *Parents have a shared understanding of how to best support their child at home.*
- *Parents understand and share the vision and definition of effective instruction.*
- *Parents understand standards and performance assessments for student work at all grade levels.*
- *Student performance data is shared regularly with parents.*
- *Involve community leaders to help bridge education & the workplace for students.*
- *Begin planning for a school-based family resource center.*
- *Provide multiple opportunities for parents to provide input.*
- *Support parents by providing information about available resources.*



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