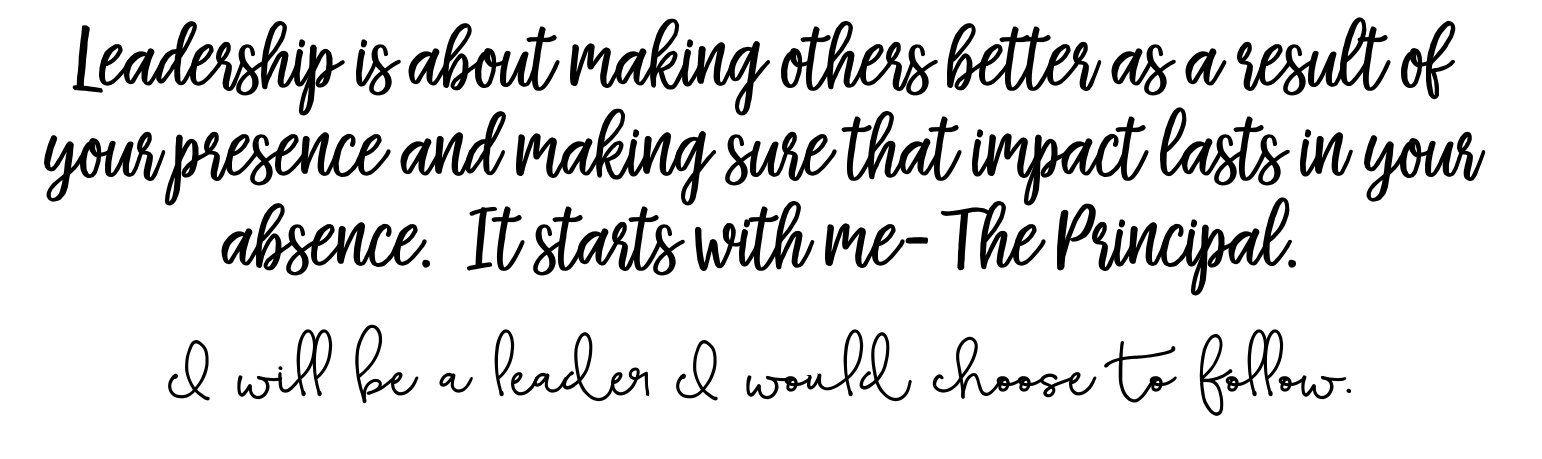


N. Kristina Leyva, Ed. S.



Are You Ready to Wake-Up????

Hello Spratley Seahawks!

It is an extreme honor and pleasure to have been appointed as the new principal here at the Gifted Center. I am very excited for the upcoming year! Spratley is known for its commitment toward gifted academic and artistic talent excellence, and together we shall continue that tradition as we come together as a staff and create new, fresh, innovative ways to keep our students engaged, healthy, and safe.

Robert Frost once said, “I am not a teacher, I am an awakener.” That is our theme for this coming year. I want us ALL to become awakeners for our students. We are here to awaken minds, to awaken the imagination, to awaken the fire and thirst for knowledge, to awaken the explorers within our students, and that can only be done if we have awaken the explorers within ourselves. Ask yourself, when's the last time you were excited about a planned lesson? Or particular group of students? Or, even coming to work? It’s time to shake things up and awaken our minds to new possibilities and explore new options!

As we begin the new school year together, know that our awakening will be a collaborative journey. I will seek your input on ideas, structures, programs, and policies that affect our building, our students, and the staff. There is much planned for the school year and it is only through your eager participation that our school awakening can happen.  With that being said, I want to present to you a list of goals I wish for us to accomplish this year, much of which will be explored within the first 90 days.

The purpose of this 90 day plan is to help me learn the community in which I am serving and address the needs of our school in the least disruptive manner, while taking notes of the culture, climate, and practices within the building.  These notes will lead to many conversations in which I hope we can establish positive, open, honest, and respectful dialogue that will guide us on our awakening.

Sincerely,

N. Kristina Leyva, Ed. S.

N. Kristina Leyva, Ed. S.

Goals & Objectives

1. Establish, develop, and grow nurturing relationships with staff members, students, and parents in order to obtain an understanding of the established cultural norms within the community.
2. Establish harmonious working relationships with senior leadership, grade chairs, department heads, and staff committees in order to work towards collaboratively developed goals towards the improvement of office/business protocols, student outcomes, school safety, and instructional delivery.
3. Identify areas of strength and areas of needed growth within the curriculum and instruction for continuous academic achievement.
4. Conduct a needs assessment of the staff to determine areas of needed growth and providing the professional development, instructional assistant, and other areas identified.
5. Create a student led Principal’s Advisory Committee to establish a student led advocacy group to work towards the improvement of the school.
6. Work collaboratively with the school’s counselors and Director of Gifted Services to create two ongoing professional developments that address the social and emotional needs of the gifted learner and how to reach and teach the urban gifted learner.

1. Increase community presence by reaching out community stakeholders and leaders, working collaboratively to foster positive partnerships and creative programs and events that positively impact the community and SGC.
2. Establish a Staff Participation Committee which will focus on two items: addressing staff concerns and helping enhance and refine the school culture through a professional development process known as the Cultural Coalition.

The First 30 Days

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| Goal 1: Establish, develop, and grow nurturing relationships with staff members, students, and parents in order to obtain an understanding of the established cultural norms within the community. | |
| Action | Timeline |
| Mail out hard copy of letter of introduction to staff and parents. Post letter to school website; ask PTSA to poste to their FaceBook; submit copy to Kate Winslow to post on district Twitter feed. | July |
| Invite staff to meet and greet BBQ. Provide hot dogs, burgers, chips, and sodas. Encourage RSVP and bring their families. | July |
| Send out Open House letters to parents inviting them to have Pizza with the Principal, establishing first contact with parents and students. | August |
| Meet with President of PTSA to discuss our vision for SGC and how to achieve our goals. | August |

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| Goal 2: Establish harmonious working relationships with senior leadership, grade chairs, department heads, and staff committees in order to work towards collaboratively developed goals towards the improvement of office/business protocols, student outcomes, school safety, and school goals. | |
| Action | Timeline |
| Meet with AP to discuss master schedule, personnel changes or needs, room placements, student schedules, and other pre-return date needs. | July |
| Meet with AP to discuss the assignment of appropriate mentors for new teachers and discuss assignments with perspective teacher mentors. | August |
| Meet with CFO to review school budget, financial needs or concerns. Review established financial protocols and makes any adjustment as needed. Create financial review calendar for monthly audit meetings with CFO. | July |
| Meet with the Director of Gifted Services to discuss their goal in context to the goals of SGC. Discuss ways to work collaboratively towards melding the goals and empowering our students. | July |
| Meet with PBIS Team to discuss school safety and discipline protocols; take note of areas of need/concern. | August |
| Meet with grade level team leaders and department leaders to discuss classroom and instructional needs; take notes on areas of concern. | August |

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| Goal 3: Work collaboratively with School Leadership Team and staff to identify areas of strength and areas of needed growth within the curriculum and instruction for continuous academic achievement. | |
| Action | Timeline |
| Meet with outgoing principal to discuss previous years SIP, learn about past instructional needs, and obtain an idea of upcoming year needs. | July |
| Review previous year’s climate surveys; take notes to discuss with SLT committee concerning data. | July |
| Review previous years CSA and SOL data for all grade levels. Identify strengths and weaknesses within the content areas. Identify two areas of growth for each grade level. Create SIP outline with possible action steps, benchmarks, and timeline. | July |
| Meet with SLT committee to review school data and determine areas of growth within both the curriculum and instruction, and use outline map plan to create solutions that will reinforce and increase student success. | August |
| Create assessment calendar in alignment with school predetermined open-window dates. | July |

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| Goal 4: Conduct needs assessment of the staff to determine areas of needed growth and providing professional development, instructional assistant, and other areas identified. | |
| Action | Timeline |
| Create survey and email to staff. Ask staff to complete within the week. | July |
| Email reminders about survey. | July |
| Review survey data; note areas of need. | August |
| Meet with Director of Gifted Services and discuss needs of staff. Seek assistance in creating and delivering professional development based on identified needs by the staff in areas of gifted instruction. Collaboratively develop a timeline for PD implementation. | August |
| Meet with district professional development department to assist with facilitating the need of other identified areas by staff. | August |
| Create a professional development agenda and calendar with dates and times of mandatory PD; distribute to staff members. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |

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| Goal 6: Work collaboratively with the school’s counselors and Director of Gifted Services to create two ongoing professional developments that address the social and emotional needs of the gifted learner and how to reach and teach the urban gifted learner. | |
| Action | Timeline |
| Meet with school counselors to discuss the creation of professional development on how to address the social and emotional needs of the gifted learner. | July |
| Meet with Director of Gifted Services to discuss the shifting demographics of the school, the grievances listed by the staff, and the creation of a professional development on how to reach and teach the urban gifted learner. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |

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| Goal 7: Increase community presence by reaching out community stakeholders and leaders, working collaboratively to foster positive partnerships and creative programs and events that positively impact the community and SGC. | |
| Action | Timeline |
| Send out invitations to key community leaders for breakfast meeting; take note on ideas of bolstering community presence in the school and ideas on how SGC can increase their presence in the community. | July |
| Send out notes of thank to individual attendees; highlight topic discussion concerning their business. Ask for private meetings; provide possible dates and times in each note. | July |

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| Goal 8: Establish a collaborative working relationship with Staff Participation Committee and the School Leadership Team, focusing on two items: addressing staff concerns and helping enhance and refine the school culture through a professional development process known as the Cultural Coalition. | |
| Action | Timeline |
| Review professional development with AP and discuss strengths, weaknesses, and how to improve upon it for SGC purposes. | July |
| Meet with SPC and SLT to present improvement idea and facility PD they will study and present during inservice. | August |
| Create implementation calendar for PD. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |

The First 60 Days

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| Goal 1: Establish, develop, and grow nurturing relationships with staff members, students, and parents in order to obtain an understanding of the established cultural norms within the community. | |
| Action | Timeline |
| Mail out hard copy of letter of introduction to staff and parents. Post letter to school website; ask PTSA to poste to their FaceBook; submit copy to Kate Winslow to post on district Twitter feed. | July |
| Invite staff to meet and greet BBQ. Provide hot dogs, burgers, chips, and sodas. Encourage RSVP and bring their families. | July |
| Send out Open House letters to parents inviting them to have Pizza with the Principal, establishing first contact with parents and students. | August |
| Meet with President of PTSA to discuss our vision for SGC and how to achieve our goals. | August |
| Meet with PTSA about upcoming open house and how they can participate in and assist. | August |
| Schedule Back to School Open House | August |
| Meet with staff to discuss Open House expectations and the duties that will need to be performed | August |
| Conduct open house. Be on visible to meet and greet parents in café with refreshments. | August |
| Creating meeting schedule to sit and meet with each teacher to get to know them and discuss personal and professional SMART goals | August | |
| Begin meeting with teachers separately, foster personal and professional relationships | September | |

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| Goal 2: Establish harmonious working relationships with senior leadership, grade chairs, department heads, and staff committees in order to work towards collaboratively developed goals towards the improvement of office/business protocols, student outcomes, school safety, and school goals. | |
| Action | Timeline |
| Meet with AP to discuss master schedule, personnel changes or needs, room placements, student schedules, and other pre-return date needs. | July |
| Meet with AP to discuss the assignment of appropriate mentors for new teachers and discuss assignments with perspective teacher mentors. | August |
| Meet with CFO to review school budget, financial needs or concerns. Review established financial protocols and makes any adjustment as needed. Create financial review calendar for monthly audit meetings with CFO. | July |
| Meet with the Director of Gifted Services to discuss their goal in context to the goals of SGC. Discuss ways to work collaboratively towards melding the goals and empowering our students. | July |
| Meet with AP to discuss and plan upcoming inservice. Review district wants for inservice and needs to address for building and staff. | July/August |
| Create inservice agenda with time, locations, and material to cover. | August |
| Write welcome back letter with agenda and electronically mail to staff. Begin inservice reviewing data, SIP, and established goals. | August |
| Welcome staff back with breakfast and coffee for first inservice. | August |
| Meet with grade level team leaders and department leaders to discuss classroom and instructional needs; take notes on areas of concern. | August |
| Meet with PBIS Team to discuss school safety and discipline protocols; take note of areas of need/concern. | August |
| Compile gathered data from meetings and create spreadsheets and analysis of concerns, needs, goals, and needs assessment in preparation for first faculty meetings. | September |

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| Goal 3: Work collaboratively with School Leadership Team and staff to identify areas of strength and areas of needed growth within the curriculum and instruction for continuous academic achievement. | |
| Action | Timeline |
| Meet with outgoing principal to discuss previous years SIP, learn about past instructional needs, and obtain an idea of upcoming year needs. | July |
| Review previous year’s climate surveys; take notes to discuss with SLT committee concerning data. | July |
| Review previous years CSA and SOL data for all grade levels. Identify strengths and weaknesses within the content areas. Identify two areas of growth for each grade level. Create SIP outline with possible action steps, benchmarks, and timeline. | July |
| Create assessment calendar in alignment with school predetermined open-window dates. | August |
| Meet with SLT committee to review school data and determine areas of growth within both the curriculum and instruction, and use outline map plan to create solutions that will reinforce and increase student success. | August |
| Create calendar for yearlong SIP meetings; share with team. | August |
| Meet with departments to share data. Give all teachers copies of all taught students results from last year. Discuss strengths found within the grouping and areas of focus for the upcoming year. | August |
| Have teachers review their own student data and have them design a year long plan of attack on maintaining identified strengths and how to improve identified weaknesses. Due in September meeting. | August |
| Create calendar for yearlong content meetings and share with departments. | August |
| Meet with departments to analyze and discuss yearlong plans. | September |

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| Goal 4: Conduct needs assessment of the staff to determine areas of needed growth and providing professional development, instructional assistant, and other areas identified. | |
| Action | Timeline |
| Create survey and email to staff. Ask staff to complete within the week. | July |
| Email reminders about survey. | July |
| Review survey data; note areas of need. | August |
| Meet with Director of Gifted Services and discuss needs of staff. Seek assistance in creating and delivering professional development based on identified needs by the staff in areas of gifted instruction. Collaboratively develop a timeline for PD implementation. | August |
| Meet with district professional development department to assist with facilitating the need of other identified areas by staff. | August |
| Create a professional development agenda and calendar with dates and times of mandatory PD; distribute to staff members. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |
| Delivery of first PD from Gifted Services during B2S inservice. | August |
| Delivery of first PD from division at Staff Meeting. | September |

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| Goal 5: Create a student led Principal’s Advisory Committee to establish a student led advocacy group to work towards the improvement of the scho0l. | |
| Action | Timeline |
| Review policies from other districts on advisory board. | August |
| Create vision, mission, and policy of student led Principal’s Advisory Board. | August |
| Share policy with teachers during inservice. Ask them to review their student roll and identify possible candidates for board and submit names to me (3 max/2 min per grade level). Candidates should be outstanding members of the school community in terms of grades and behaviors | August |
| Review records of students submitted for advisory board. Make final selection (15 members max/12 minimum). Draft letters of interest and disseminate to students. | August  September |
| Create calendar of advisory board meetings. | August |
| Email students reminder to turn in letters of interest and announce first meeting date. | September |
| Create agenda for first meeting. | September |
| Hold first meeting; disseminate calendar dates to members. | September |

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| Goal 6: Work collaboratively with the school’s counselors and Director of Gifted Services to create two ongoing professional developments that address the social and emotional needs of the gifted learner and how to reach and teach the urban gifted learner. | |
| Action | Timeline |
| Meet with school counselors to discuss the creation of professional development on how to address the social and emotional needs of the gifted learner. | July |
| Meet with Director of Gifted Services to discuss the shifting demographics of the school, the grievances listed by the staff, and the creation of a professional development on how to reach and teach the urban gifted learner. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |
| Add PD to professional development calendar. | August |
| Delivery of Meeting Social & Emotional Needs during B2S inservice. | August |

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| Goal 7: Increase community presence by reaching out community stakeholders and leaders, working collaboratively to foster positive partnerships and creative programs and events that positively impact the community and SGC. | |
| Action | Timeline |
| Send out invitations to key community leaders for breakfast meeting; take note on ideas of bolstering community presence in the school and ideas on how SGC can increase their presence in the community. | July |
| Send out notes of thank to individual attendees; highlight topic discussion concerning their business. Ask for private meetings; provide possible dates and times in each note. | July |
| Begin private meetings with members of community; drafting plans of possible contributes to school, content, and community. | August |
| Share discussion with staff during inservice, explaining opportunities for classrooms and school functions. Have teachers sign up for at least one in school opportunities or after school opportunity. | August |
| Designate teacher leads/contacts on opportunities; meet and discuss opportunities with teacher leads and begin putting steps into action. | September |

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| Goal 8: Establish a collaborative working relationship with Staff Participation Committee and the School Leadership Team, focusing on two items: addressing staff concerns and helping enhance and refine the school culture through a professional development process known as the Cultural Coalition. | |
| Action | Timeline |
| Review professional development with AP and discuss strengths, weaknesses, and how to improve upon it for SGC purposes. | July |
| Meet with SPC and SLT to present improvement idea and facility PD they will study and present during inservice. | August |
| Create implementation calendar for PD. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |
| Explain to staff the purpose and policy of the Staff Participation committee. Place emphasis on how submissions are anonymous. Introduce members to staff. Have committee chair share Google Form with staff. | August |
| Respond to any SPC submissions within five working days of receipt. | Ongoing |
| Explain Culture Coalition PD, it’s purpose, and how it will be assessed. | August |

The First 90 Days

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| Goal 1: Establish, develop, and grow nurturing relationships with staff members, students, and parents in order to obtain an understanding of the established cultural norms within the community. | |
| Action | Timeline |
| Mail out hard copy of letter of introduction to staff and parents. Post letter to school website; ask PTSA to poste to their FaceBook; submit copy to Kate Winslow to post on district Twitter feed. | July |
| Invite staff to meet and greet BBQ. Provide hot dogs, burgers, chips, and sodas. Encourage RSVP and bring their families. | July |
| Send out Open House letters to parents inviting them to have Pizza with the Principal, establishing first contact with parents and students. | August |
| Meet with President of PTSA to discuss our vision for SGC and how to achieve our goals. | August |
| Meet with PTSA about upcoming open house and how they can participate in and assist. | August |
| Schedule Back to School Open House | August |
| Meet with staff to discuss Open House expectations and the duties that will need to be performed | August |
| Conduct open house. Be on visible to meet and greet parents in café with refreshments. | August |
| Creating meeting schedule to sit and meet with each teacher to get to know them and discuss personal and professional SMART goals | August | |
| Begin meeting with teachers separately, foster personal and professional relationships. | September | |
| Continue meeting with teachers individually, taking notes of personal and professional concerns. | October | |
| Review collected data from teacher conversation, create spreadsheet and prepare for discussion in next staff meeting. | October | |

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| Goal 2: Establish harmonious working relationships with senior leadership, grade chairs, department heads, and staff committees in order to work towards collaboratively developed goals towards the improvement of office/business protocols, student outcomes, school safety, and school goals. | |
| Action | Timeline |
| Meet with AP to discuss master schedule, personnel changes or needs, room placements, student schedules, and other pre-return date needs. | July |
| Meet with AP to discuss the assignment of appropriate mentors for new teachers and discuss assignments with perspective teacher mentors. | August |
| Meet with CFO to review school budget, financial needs or concerns. Review established financial protocols and makes any adjustment as needed. Create financial review calendar for monthly audit meetings with CFO. | July |
| Meet with the Director of Gifted Services to discuss their goal in context to the goals of SGC. Discuss ways to work collaboratively towards melding the goals and empowering our students. | July |
| Meet with AP to discuss and plan upcoming inservice. Review district wants for inservice and needs to address for building and staff. | July/August |
| Create inservice agenda with time, locations, and material to cover. | August |
| Write welcome back letter with agenda and electronically mail to staff. Begin inservice reviewing data, SIP, and established goals. | August |
| Welcome staff back with breakfast and coffee for first inservice. | August |
| Meet with grade level team leaders and department leaders to discuss classroom and instructional needs; take notes on areas of concern. | August |
| Meet with PBIS Team to discuss school safety and discipline protocols; take note of areas of need/concern. | August |
| Create monthly PBIS calendar and share with team. | August |
| Compile gathered data from meetings and create spreadsheets and analysis of concerns, needs, goals, and needs assessment in preparation for first faculty meetings. | September |
| Present information to faculty and brainstorm ideas on how to achieve goals, attack concerns, and meet the needs of students. Create plan, establish benchmarks, and implement timeline. | October |
| Monitor plan with established benchmarks and timeline. | Ongoing |
| Facilitate monthly PBIS meetings, sharing collected data, monitoring progress, and updating plan as needed. | Ongoing |

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| Goal 3: Work collaboratively with School Leadership Team and staff to identify areas of strength and areas of needed growth within the curriculum and instruction for continuous academic achievement. | |
| Action | Timeline |
| Meet with outgoing principal to discuss previous years SIP, learn about past instructional needs, and obtain an idea of upcoming year needs. | July |
| Review previous year’s climate surveys; take notes to discuss with SLT committee concerning data. | July |
| Review previous years CSA and SOL data for all grade levels. Identify strengths and weaknesses within the content areas. Identify two areas of growth for each grade level. Create SIP outline with possible action steps, benchmarks, and timeline. | July |
| Create assessment calendar in alignment with school predetermined open-window dates. | August |
| Meet with SLT committee to review school data and determine areas of growth within both the curriculum and instruction, and use outline map plan to create solutions that will reinforce and increase student success. | August |
| Create calendar for yearlong SIP meetings; share with team. | August |
| Meet with departments to share data. Give all teachers copies of all taught students results from last year. Discuss strengths found within the grouping and areas of focus for the upcoming year. | August |
| Have teachers review their own student data and have them design a year long plan of attack on maintaining identified strengths and how to improve identified weaknesses. Plan should include timeline and established benchmarks. Due in September meeting. | August |
| Create calendar for yearlong content meetings and share with departments. | August |
| Meet with departments to analyze and discuss yearlong plans. | September |
| Monitor progress of departmental plans and review established benchmarks as they progress. | Ongoing |
| Facilitate monthly SLT meetings, updating SLT plan, reviewing collected data, matching progress against benchmarks, making revisions as needed. | Ongoing |

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| Goal 4: Conduct needs assessment of the staff to determine areas of needed growth and providing professional development, instructional assistant, and other areas identified. | |
| Action | Timeline |
| Create survey and email to staff. Ask staff to complete within the week. | July |
| Email reminders about survey. | July |
| Review survey data; note areas of need. | August |
| Meet with Director of Gifted Services and discuss needs of staff. Seek assistance in creating and delivering professional development based on identified needs by the staff in areas of gifted instruction. Collaboratively develop a timeline for PD implementation. | August |
| Meet with district professional development department to assist with facilitating the need of other identified areas by staff. | August |
| Create a professional development agenda and calendar with dates and times of mandatory PD; distribute to staff members. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |
| Delivery of first PD from Gifted Services during B2S inservice. | August |
| Delivery of first PD from division at Staff Meeting. | September |
| Continue the delivery of PD from Gifted Services and Division. Collect feedback and assess PD for effectiveness. | Ongoing |
| Audit lesson plans and observe classrooms for implementation of techniques presented in PDs | October  Ongoing |

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| Goal 5: Create a student led Principal’s Advisory Committee to establish a student led advocacy group to work towards the improvement of the scho0l. | |
| Action | Timeline |
| Review policies from other districts on advisory board. | August |
| Create vision, mission, and policy of student led Principal’s Advisory Board. | August |
| Share policy with teachers during inservice. Ask them to review their student roll and identify possible candidates for board and submit names to me (3 max/2 min per grade level). Candidates should be outstanding members of the school community in terms of grades and behaviors | August |
| Review records of students submitted for advisory board. Make final selection (15 members max/12 minimum). Draft letters of interest and disseminate to students. | August  September |
| Create calendar of advisory board meetings. | August |
| Email students reminder to turn in letters of interest and announce first meeting date. | September |
| Create agenda for first meeting. | September |
| Hold first meeting; disseminate calendar dates to members. | September |
| Share notes from first meeting with teachers and discuss perspective. | October |
| Continue holding monthly meeting, brainstorm solutions with students, and engage teachers in the process of understanding student perspectives. | Ongoing |

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| Goal 6: Work collaboratively with the school’s counselors and Director of Gifted Services to create two ongoing professional developments that address the social and emotional needs of the gifted learner and how to reach and teach the urban gifted learner. | |
| Action | Timeline |
| Meet with school counselors to discuss the creation of professional development on how to address the social and emotional needs of the gifted learner. | July |
| Meet with Director of Gifted Services to discuss the shifting demographics of the school, the grievances listed by the staff, and the creation of a professional development on how to reach and teach the urban gifted learner. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |
| Add PD to professional development calendar. | August |
| Delivery of Meeting Social & Emotional Needs during B2S inservice. | August |
| Delivery of Techniques to Reach the Urban Gifted Learner PD in B2S inservice. | August |
| Continue delivery of Social & Emotional Needs PD; collect feedback and assess effectiveness; observe teachers and classrooms for implementation of strategies. | September  Ongoing |
| Continue delivery of Technique to Reach the Urban Gifted Learner; collect feedback and analyze data. | October  Ongoing |
| Observe classrooms and audit lesson plans for implementations of strategies for teaching the urban gifted learner. | Ongoing |
| Share classroom observations with staff on what is happening and where improvement is needed. | Ongoing |

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| Goal 7: Increase community presence by reaching out community stakeholders and leaders, working collaboratively to foster positive partnerships and creative programs and events that positively impact the community and SGC. | |
| Action | Timeline |
| Send out invitations to key community leaders for breakfast meeting; take note on ideas of bolstering community presence in the school and ideas on how SGC can increase their presence in the community. | July |
| Send out notes of thank to individual attendees; highlight topic discussion concerning their business. Ask for private meetings; provide possible dates and times in each note. | July |
| Begin private meetings with members of community; drafting plans of possible contributes to school, content, and community. | August |
| Share discussion with staff during inservice, explaining opportunities for classrooms and school functions. Have teachers sign up for at least one in school opportunities or after school opportunity. | August |
| Designate teacher leads/contacts on opportunities; meet and discuss opportunities with teacher leads and begin putting steps into action. | September  Ongoing |
| Meet with lead teachers/contacts on progress of community initiatives. | October  Ongoing |
| Implement community initiatives; create Google form to share with staff, students, and parents assess general thoughts and impact on events/programs. | October  Ongoing |
| Assess collected data from forms; share with staff and community leaders. Discuss ways to improve on events/programs based on feedback. | November  Ongoing |

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| Goal 8: Establish a collaborative working relationship with Staff Participation Committee and the School Leadership Team, focusing on two items: addressing staff concerns and helping enhance and refine the school culture through a professional development process known as the Cultural Coalition. | |
| Action | Timeline |
| Review professional development with AP and discuss strengths, weaknesses, and how to improve upon it for SGC purposes. | July |
| Meet with SPC and SLT to present improvement idea and facility PD they will study and present during inservice. | August |
| Create implementation calendar for PD. | August |
| Determine how to gather viable feedback from staff regarding quality and usefulness of professional development. | August |
| Explain to staff the purpose and policy of the Staff Participation committee. Place emphasis on how submissions are anonymous. Introduce members to staff. Have committee chair share Google Form with staff. | August |
| Respond to any SPC submissions within five working days of receipt. | Ongoing |
| Explain Culture Coalition PD, it’s purpose, and how it will be assessed. Create three separate assessment forms: staff, students, and parents. | August |
| Hold training on with SPC and SLT on implementing PD and activities to use to emphasize points. | September |
| Determine how PD will be assessed and data collected and analyzed. | September |
| Implement Culture Coalition PD. | October  November |
| Continue implementation of Culture Coalition PD. | Ongoing |
| Share and collect assessments; analyze data and share with staff. | Ongoing |

Action steps

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| The following steps are not necessarily attached to the stated goals, but will either support or drive the goals and support the school’s mission and vision. | |
| Action | Timeline |
| Review, audit, and update school operational procedures. | July |
| Review, update, and finalize master schedule. | July |
| Meet with AP and finalize any staffing need. | July |
| Meet with IT personal: audit technology available in the building; see about meeting any technology needs within the building. | July |
| Review staff records, evaluations, and improvement plans. | July/August |
| Disseminate teacher rosters. | August |
| Meet with office staff to establish office protocols and procedures. | August |