

CCSU Administrative Team Work Plan

2018- 19
As of 8/21/18

Literacy					Math				Global Citizenship		Transferable Skills	
L1	L2	L3	L4	L5	M1	M2	M3	M4	GC1	GC2	TS1	TS2

Month	SU Admin Team Action Plan Focus At Admin Team Meetings	District Management Action Plan Focus Admin Team Follow Through	Outcome	Comments
August	<p>SU PLC's will be defined and presented to the admin team for consideration. August 10. L1, M1</p> <p>A system will be developed to gather feedback from faculty and staff on the newly implemented instructional programs. L2, M2 (PK)</p> <p>Literacy coordinator will secure PD for Wit and Wisdom, for teachers</p>	<p>Building principals and/or literacy committee, and administrators share proficient Literacy instructor definition with Faculty and staff, gather feedback on definition.</p> <p>Individual Teacher goal setting sessions begin.</p>	<p>Outcome: Admin and faculty gain a universal understanding of what a proficient literacy instructor looks like.</p> <p>Outcome: Individual teacher goals are aligned with CCSU goals.</p> <p>Outcome:To develop an instructional rounds model that</p>	<p>There are no action steps for GS yet that reflect our benchmarks.</p>

	<p>continued training throughout the year. L2,</p> <p>A survey will be created and administered to faculty to assist in identifying math/science program needs. M1</p> <p>The math instructional coordinator will begin developing PD for core math instruction for the year arranged by September 2018. M1-M2</p> <p>Teachers will explore and gain an understanding of the C-3 Standards through implementation of the current CCSU Global Citizenship Units. Pre-K GC1</p> <p>Share the CCSU goals and work plan with SU Staff.</p>	<p>Principals introduce the concept of teacher instructional rounds to faculty, gather feedback.</p> <p>Administrators begin developing an operational budget.(Management Work plan)</p> <p>A design team will be, developed and organized by August 30. The charge of the design team will be to analyze SU and district level data make recommendations for professional development. The team will meet throughout the academic year.(move to SU focus)</p> <p>The admin team in collaboration with the current literacy team will determine next steps for the committees work and possible expansion of the committee to incorporate teachers in grades four through eight.</p>	<p>teachers value and use to perfect their practice.</p> <p>Outcome:Develop budgets that are truly reflective of the students, faculty and staffs needs.</p> <p>Outcome: To create a forum where teachers are driving the professional development throughout the SU based on data and reflective of Student and faculty needs. To ensure that the faculty receive continued support and training in recognized content areas..</p> <p>Outcome: To develop and Gain a clear understanding of what a proficient reader is</p>	<p>Preliminary budget discussion. Determine ALICE Roll out (management work plan).</p>
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September	<p>Administrative team agrees on definition and use of instructional rounds. L2, M1</p> <p>Administrators report out on the feedback their faculty provided regarding the implementation of instructional rounds. L1, M1, M2</p> <p>Determine next steps for implementation of instructional rounds. L2, M2</p> <p>Debrief on teacher goal setting process. L1, M1</p> <p>Create a preliminary definition of what a building-based PLC looks like. L1, M1</p> <p>SU PLC's will be established by September 30. L1, M1</p>	<p>Administrators follow-through with agreed upon next steps for implementing instructional rounds.</p> <p>Teacher goal; setting will be completed by Sept 30, 2018</p> <p>A global citizenship committee established by September 15.</p> <p>Admin team and Literacy committee meet and define what a proficient literacy instructor looks like. (Mat and Billy Jo)</p> <p>Principals will begin to have discussions with faculty to introduce the concept of instructional rounds (all Pre-k-3 teachers will participate in rounds by June 6th) L2, M1</p> <p>Administrators will facilitate conversations at the building level to determine current status of GC curriculum GC1</p>	<p>Outcome:The faculty constantly has a voice to assist in system development.</p> <p>Outcome: to provide clarity throughout the SU on how PLC's will be used.</p> <p>Outcome: Develop a system were Faculty and staff PD needs are constantly reviewed and addressed.</p>	

	<p>Preliminary discussion on professional development needs SU and districtwide. L2, L4, M1-M4</p> <p>Math/Science instructional Coordinator will report out to the team on the Math PD schedule for the year. M1</p> <p>PD is secured for F&P classroom and using the literacy continuum August 21; Pre-k F&P Shared Reading September 20; Pre-k F&P Interactive Read Aloud September 21. L2, L3</p> <p>Administrators will begin gathering information to guide changes to the 2019-2020 master schedule that recognizes time needed for core instruction. L1, L2, M1, M2</p> <p>Create surveys (Differentiated Instruction Self-Assessment) been administered to gather information around differentiation by September 21. L3, M3</p> <p>Administrators will report out to the team the selected Math Leaders for PLC's M1</p> <p>The math instructional coordinator will develop PD for core math</p>	<p>Math leaders will be selected by administrators to lead PLCs M1, M2</p> <p>Teacher goal setting will be completed by September 30. L1, M1</p> <p>Administrators will work with staff to create building based action plans reflective of CCSU Goals and Workplan.</p>	<p>Objective: To provide leadership opportunities for faculty to assist in moving the SU forward in improving student learning.</p>	
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	<p>instruction for the year arranged by September 2018. M1</p> <p>Check in -Progress on creating building level Math PLC M1</p> <p>Establish a committee with a focus on Global Citizenship to analyze current status including familiarity with the CCSU Global Citizenship Units. GC1</p>			
October	<p>Principals and administrators will share data from their faculty, staff and students that will assist us in making further decisions regarding professional development in literacy district and SU wide. L4</p> <p>Admin team & Design Team will analyze the faculty PD and differentiated instruction survey data to determine next steps in PD. L3-L4, M3-M4</p> <p>Administrators will report out to the admin team on how data teams are functioning in their building. L4, M4</p>	<p>Math instructional coordinator will create a survey for the faculty to identify math program needs.</p> <p>Administrators will begin to facilitate monthly discussions around progress of implementation of Global Citizenships. GC1</p> <p>Administrators will share out the progress of their building based action plans.</p>		<p>A Lit PD needs survey needs to be created.</p>

	<p>SU and district level professional development plans will start to be developed. L1-L4, M1-M4</p> <p>Building level/ SU PLC's will be established by October 18. L1, L3, M1-M4</p> <p>Principals report out who the designated math leaders are in each building. M1</p> <p>Building level/ SU level PD plan will be developed on October 18. L2-4, M1-M4</p> <p>Building level data teams are established and in place October 2018. L3-L4, M3-M4</p> <p>Admin team and PLC leaders will debrief. (How are we assessing student learning?) L1,L3, M2, M4</p>			
<p>November</p>	<p>Administrators will begin implementation of instructional rounds. gathering teacher feedback. (Teachers perceptions, teacher to teacher feedback, administrative involvement etc.) L1, M1</p> <p>Report out on completion of first instructional rounds (could be a</p>	<p>Math survey will be reviewed and approved by the administrative team, distributed to faculty in November.</p> <p>Global citizenship committee will begin work. A crosswalk analysis between the C-3 standards , essential arts and current programs</p>		

	<p>limited number of participants) by November 1.</p> <p>Review and debrief the results from the faculty math survey. M4</p> <p>A needs assessment for best use of PD funds for FY 19 will be proposed by November 15. L2-L4, M2-M4</p> <p>Administrators will report at the admin team meeting their data team protocols and instructional needs on November 1, February 7, and July 11. L4, M4</p> <p>Admin team check in regarding global citizenship with faculty and staff.</p> <p>Begin a crosswalk between C-3 Standards, essential arts teachers and current programs in relation to the Global Citizenship curricula. (Global Citizenship, PBIS, RC, RJ , SEL / Second Step). GC1</p>	<p>in relation to global citizenship will occur.</p>		<p>Give differentiated instruction survey Oct., Jan., April</p>
<p>December</p>	<p>Administrators will share the Information gathered at each building level to assist in making changes to the 2019-2020 master schedule that recognizes time needed for core instruction. Data will be collected by December 20 2018. L2, M2</p>	<p>Administrators will collect teacher products reflective of their current practices in Global Citizenship.GC 1</p>	<p>Objective: to have a schedule that allows for core instruction needs as well as an MTSS model to meet all students needs.</p>	

	<p>Administrators will report out on teacher products reflective of their current practices in Global Citizenship. GC 1</p> <p>Analysis of Pre K-3 literacy instruction and how the Proficient Reader document is being used to drive instruction. L1</p>			
January	<p>The admin team will debrief on the implementation of instructional rounds. How are rounds assisting in Core instruction? L1, M1</p> <p>Review district level action plans. Administrators will report out progress, challenges, areas that need more attention. L1-L4, M1-M4</p> <p>Administrators will share their data team protocols and how they are gathering faculty feedback. How are we assessing student learning? L3-L4, M3-M4</p>		<p>Objective: To develop a system where colleague feedback is used to assist teachers in perfecting their practice.</p>	
February	<p>Administrators will report at the admin team meeting their data team protocols and instructional needs on November 1 February 7 and July 11. L4, M4</p>			

	Administrators will report out on progress of implementation of Global Citizenship curricula			
March	<p>Debrief on Literacy committees work with defining a proficient reader 4-8. . L1-L5</p> <p>Begin to create a new master schedule based on student needs and faculty feedback. Incorporating the Core instructional needs and the MTSS. L2, M2, M4</p> <p>Review PD needs from Design team, faculty and staff. L1-L4, M1-M4</p> <p>Needs assessment for science needs in the SU.</p>			
April	<p>Administrators will share the progress teachers have made on individual teacher goals, evidence will be shared on how these goals have assisted in meeting the CCSU goals. What changes in core instruction have occurred? L1, M1, M2</p> <p>Administrators will report the progress being made in reading and math. L4</p>			

<p>May</p>	<p>Administrators will report out on progress of implementation of Global Citizenship curricula G1</p> <p>Begin development of G.C. plan for next school year G1-2</p> <p>PD plan is presented by Design Team M1, G1, L1</p>			
<p>June</p>	<p>Literacy Committee presents final product for proficient reader for grades 4-8. L5</p> <p>Begin development of science plan for next school year based on needs assessment.</p> <p>The admin team will debrief on how instructional rounds were used, gathering feedback from all pre-K through three teachers on what their experience was like. Discuss implications for future rounds in the upcoming academic year. L1</p> <p>All PreK-3 teacher will have participated in an instructional round by June 6, 2019. L1</p>	<p>The literacy committee will have defined indicators of a proficient reader grades four through eight by June 2019. L5</p>		
<p>July</p>	<p>Administrators will report at the admin team meeting their data team protocols and instructional needs on</p>			

	November 1 February 7 and July 11. L4			
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