

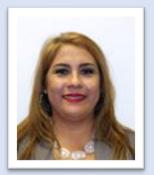


Effective Schools Framework Institute: Day 3-Lever 1

Workshop # 243881 Remote Check-In Available at 8:45am Remote Check-In Code: **ESF2023**

> Wi-Fi: Region One Guest Password: willacy1912





Tammie Garcia Administrator tgarcia@esc1.net 956-984-6173

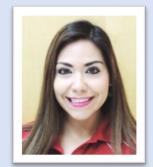


Ruben Degollado Director rdegollado@esc1.net 956-984-6185



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Meet Our Team!



Rocio Ausucua Effective Schools Lead rausucua@esc1.net 956-984-6147



Arlene Longoria ESF/TIL Lead alongoria@esc1.net 956-984-6199



Benjamin Macias Assessment & Evaluation <u>bmacias@esc1.net</u> 956-984-6324



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Day 3 Participant Effective Schools Framework Institute Resources Day 3 Participant Notes Catcher 1. Implementation Showcase 2. Artifact Review Folders PLCs Tactical and Strategic Planning Artifact Review 3. Principal Plan, Protect and Attend Files e Schools Framework Acaden (Retive Schoels Framework Institut **ESF Essential Actions Success Criteria** Ony 3 Participant Jun, 27, 2023 Notes Catshor January 27th, 2023 ever ITL Strong School Leadership and Plannin hat is Your Leadership Stor https://drive.google.com/drive/folders/1MwFn6QxH W Download _ESF participant da... PDF EA Success Criteria.pdf ESF Day3 2023 What is Your L... 2EhEynARh8sfgeLzV-OrxIgi?usp=share link *Make a copy if you want a digital note catcher.



NORMS

Be an engaged participant

Be an active listener

Be BOLD and specific

Be open to new ideas and new implementation

Practice two-way confidentiality





ESF Institute Day 3 Agenda



Welcome/Leadership Story

Implementation Showcase

- High Expectations
- Classroom Management Framework
- Adult Learning

II. Lever 1-Strong Leadership and Planning

- Lever 1 Reflection
- Artifact Review Protocol
- Sharing

III. Key Practice #1

- Principal Strategic and Tactical Planning
- Workshop Time

IV. Key Practice #4

• Strengthening Professional Learning Communities

V. Closing/Exit Ticket





https://docs.google.com/presentation/d/1UfM5froCpKXN5NxK1oKfH0FP7_C3HSTG3rG0MF8AK8I/edit#slide=id.g9aeb2ea248_2_12



What is Your Leadership Story?



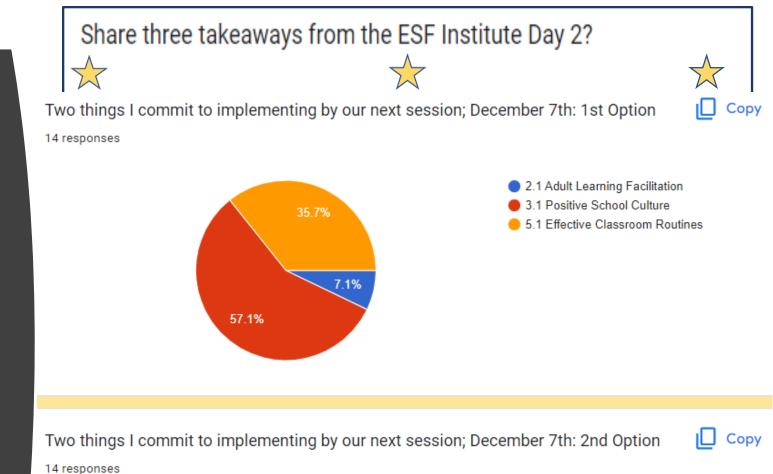
What is Your Leadership Story? - Google Slides

| Name: | | Name: Francene Phoenix | | |
|-----------------------------|------------------------------------|---|--|--|
| Years as a Leader: | Current Position: | Years as a Leader: 21 years as an Educator 4 yrs Active Duty/6 yrs Active Reserves 6 0 | | |
| Greatest Success (One Word) | Picture describing your motivation | Greatest Success (One Word) Family EVERYTHING | | |



| Share three takeaways from the ESF Insti | itute Day 2? |
|--|---|
| Culture/ClimateTailoring Classroom Management Issuesas well as PLC Agendas | |
| Culture vs climate. Effectiveness. Professional learning | |
| Loved the Teacher Peer Observation Checklist, PLC ideas, and all activities during the day. | |
| Difference between school culture and climate Patience - talk from the field PLC Agendas - more focused agenda | |
| I learned how to be more intentional in my PLC agendas, how to teach adult learners, and l better leader. | how to better a |
| 1. PLC Agenda revision | Patience, Trust, and Consitency |
| 2. Adult Learning Facilitation 3. Have patience | Making it relevant to teachers, PLC agendas, and culture v. Climate |
| | Classroom Management, High Expectations, Team Dynamics |
| Having a purposeful PLC Agenda, Cognizant of Adult Learning, Culture & Climate specific | Asset-based Language |
| | Commitment, planning, positive school culture |
| ION ONE OF | Adult learning, plc agendas and high expectations for all |
| | |

Feedback from Day 2 Survey



21.4% 21.4% 21.4% 5.1 Effective Classroom Routines



Our Day 2-Recap

- 20 Observable Behaviors to promote positive classroom climate
- Create a shared framework for classroom management
- 6 Critical Principles of Adult Learning



Implementation Showcase

Small Group (2-3) : Participants will share 1 implementation practice related to the Effective Schools Key Practices covered on Day two that enable improvement efforts.

- Which Key Practice(s) you implemented?
- How did you introduce the practice or refine the practice back on campus/district?
- How well (or not well) did it go?
- Lessons Learned from the implementation or Tip(s) you would suggest someone wanting to implement.

Whole Group: One person per group will share out with the whole group.

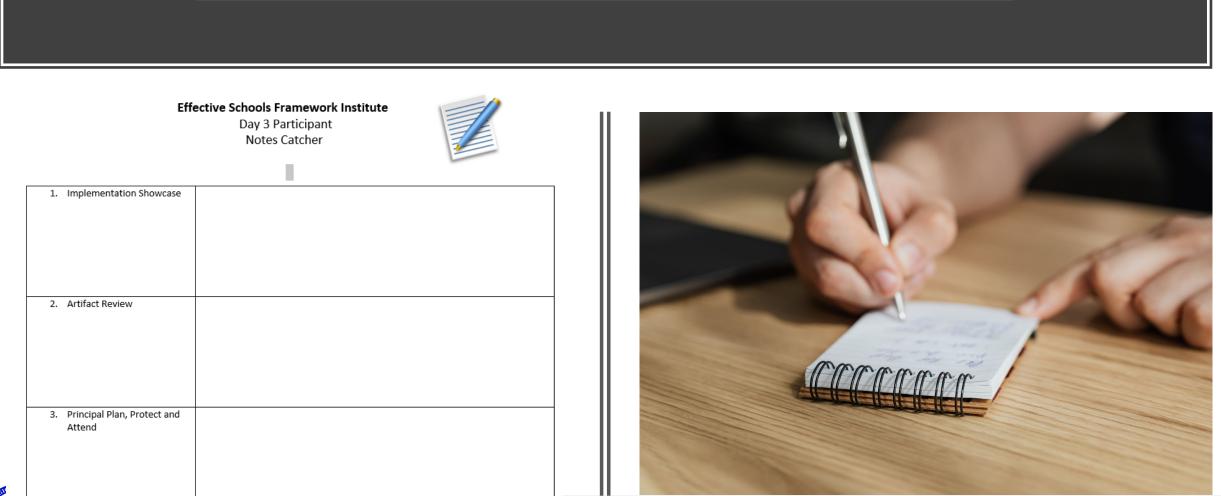
5-8 mins

8-10 mins

Participants will engage in active listening , ask questions around the Key practice implemented and reflect on the practices.



Make Note





Focus on Lever 1: Strong Leadership and Planning in Action

1.1 In Action

Essential Action 1.1 is focused on ensuring clear roles and responsibilities for school leadership. Our video and resources highlight this action by showing how effective schools create clear protocols and processes for leadership team meetings.





Connection before Content: Reflection Challenge



Lever 1:Strong Leadership and Planning SELF-REFLECTION







 Develop campus\district instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities



O Not yet started

O Somewhat started

O Fully Implemented

Lever 1:Strong Leadership and Planning SELF-REFLECTION

Directions:

You have 5-7 minutes to work silent solo to reflect on Lever 1 Key Practices(5)

- 1. Click on the link here for the Google form.
- 2. Let's see our responses.
- 3. Review reflection data, look for trends and make connections.





Artifact Review Group Activity



Artifact Review Protocol-Group Activity



- Number off and divide into 4 Groups
- Delve into Google Folder Resources Artifact Review.
- Group # is the number of artifacts to review.
- Assign a Scribe and Presenter(s).
- Each group will have 15-20 minutes to elaborate using the sentence starters and guiding questions on chart paper.
- Each presenter(s) will have 5-7 minutes to share about their artifact.

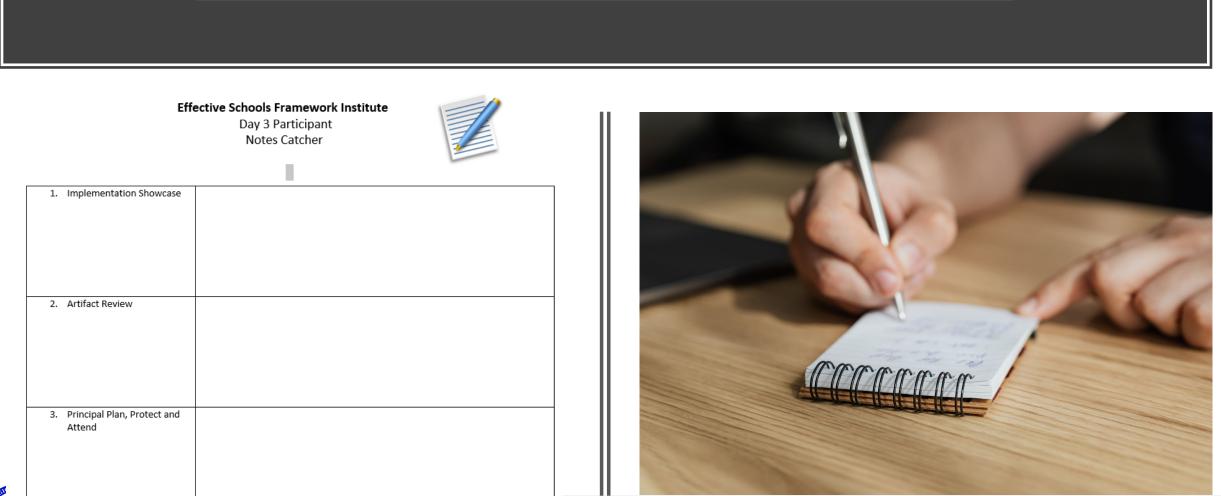
| Team # | |
|-------------------|--|
| Name of Artifact: | |

- 1. Attributes that make this artifact strong are...
- 2. This artifact can support a campus leader to become more effective because...
- 3. This artifact may be impactful if utilized because...
- 4. Explain how this artifact may be refined?
- 5. Other connections we made are...





Make Note





Key Practice #1

Campus instructional leaders:

- Have clear, written and transparent roles/responsibilities
- Core tasks that are scheduled on weekly calendars

CALENDAR

| | | | | 1 | 2 | 3 |
|----|----|----|----|----|----|----|
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | |

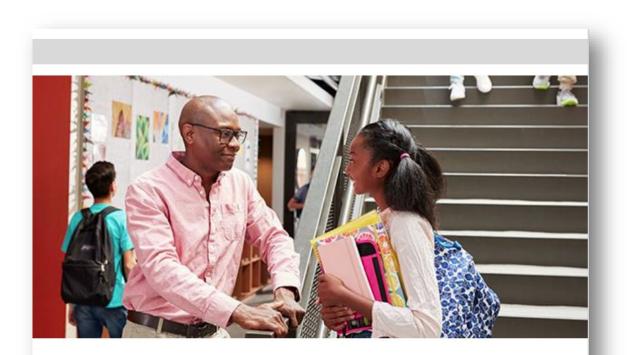
Influence and Impact of a **Compus Principal** on a School System

What does the research say?



Report: How Principals Affect Students & Schools

- Report commissioned by the Wallace Foundation & released February 2021
- Synthesized studies involving over 22,000 principals



RESEARCH REPORT

How Principals Affect Students and Schools

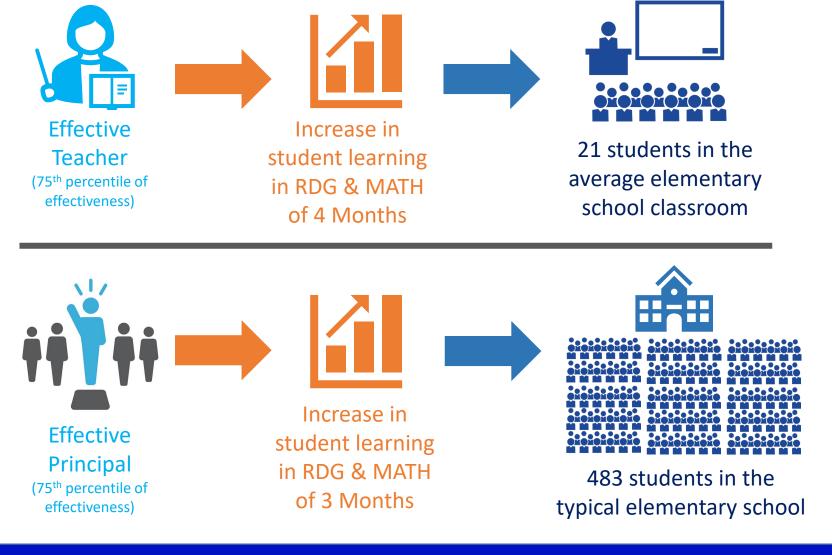
Jason A. Grissom vanderbilt university Anna J. Egalite Constant NORTH CAROLINA STATE UNIVERSITY CAROLINA

Constance A. Lindsay UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

February 2021

How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research | The Wallace Foundation

Comparing Teacher & Principal Impact on Student Learning





How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research | The Wallace Foundation

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"An effective principal's impact is stronger and **broader** than previously thought, making it 'difficult to envision' a higher return on investment in K-12 education than the cultivation of **high-quality** school leadership."

How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research | The Wallace Foundation



Setting the Foundation: Creating Instructional Leadership Roles and Responsibilities for Campus Optimal Performance

Effective Schools Framework

Lever #1: Strong School Leadership and Planning

 Key Practice: Campus instructional leaders have clear, written, and transparent roles and responsibilities and core instructional leadership tasks

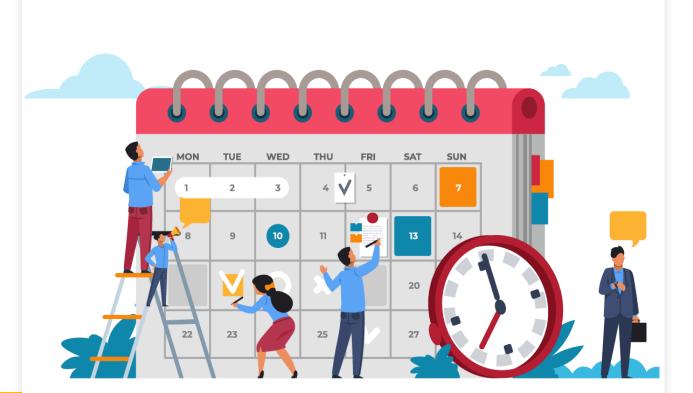
| Texas Elementary School | Instruction | | ria: actively monitor by | | |
|--|--|---|---|---|----------------|
| Assistant Principal | | greeting students | Gymnasium: actively m | onitor by circulating th | he gym and |
| Job Requirements | Assistant Principals (APs) are required to maintain a calendar that reflects core | greeting students Transitions: activ | ly monitor assigned con | mon areas assess noi | ise level |
| | leadership tasks as outlined below. APs and Principal will utilize Outlook and will share calendars with each other | reinforce campus | ely monitor assigned con transition procedures for | students, ensure that s | students are |
| Assistant Principals at Texas Elementary School are instructional leaders who build | clashdars with sach other. | moving to class of | aickly and foster a positi | ve culture in the hallwa | rays |
| relationships with students, staff, parents and the community. | Instructional Coaching: Observation/Feedback and T-TESS | Lunch: actively address students | nonitor all tables, help w | ith lunch lines, assess 1 | noise level, |
| | | Diamissal: active | ly monitor students loadi | ng buses actively mor | nitor students |
| Teacher Supervision | Feachers Conduct all observation and feedback for your designated teachers | the cafeteria/gym | after all zones are called | | |
| Kindergarten teachers (4) First grade teachers (5) | Observation/Feedback cycles should occur weekly utilizing the Campus | Know bus numbers, creating the second second | e bus arrival/departure s | chedule, create car-ride | ler system |
| First grade teachers (5) Second grade teachers (6) | Coaching Framework | Coordinate student assert | blies for your designated | grade level by comm | nunicating the |
| Third grade teachers (5) | APs will use the campus Action Step tracker to track teacher growth week | plan to grade level teach supervising throughout t | rs, establishing a transiti- a sceenbly | on plan to the designat | ited area, and |
| Fourth grade teachers (5) | over week and to document progress related to implementation • T-TESS Formal observations | Phone Calls and E-mails | return all phone calls ar | d e-mails within 1 bus | siness dav |
| Fifth grade teachers (4) Math Interventionist (1) | T-TESS Formal observations T-TESS Walkthrough observations (formal and informal) | Late Duty: Cover late dr | ty on weeks assigned ma | king sure all kids are p | picked up an |
| Math Interventionist (1) Reading Specialist (1) | T-TESS conferences (formative and summative) | all tutorials/clubs studen | s get on 5:15 bus | | |
| ESL Specialist (1) | T-TESS conferences (formative and summative) T-TESS: Goal Setting/Goal Approval/Monitor Progress/Evaluation of Goals at | Fire Drills/Fire Marshall 1 Disaster (drop or shelte | conduct monthly drills | | |
| SPED Co-Teachers/Case Managers (4) | end of year | I Disaster (drop or shelter) Assist principal with tab | r in place) Drill in Septer | noer n intrader drill | |
| Life Skills (2) | Oversee the development and implementation for teacher improvement plans Maintain documentation as needed | Appraisal: The AP is ex | ected to know the conter | ats of the appraisal giv | ven by the |
| See the last man of this is housingtion for which to obser such (without Britained in | Maintain documentation as needed | principal and strive towa | d the exemplary ratings | | |
| See the last page of this job description for which teachers each Assistant Principal is assigned to for supervision for the 2019-2020 School Year. | Paraprofessional Evaluations | APs are expected to keep | a calendar of events for | grade level | |
| usigned to for supervision for the 1017-2010 benefit rear. | Conduct summative evaluations for paraprofessionals assigned to you | AP offices are to be pres Personal business days a | ntable at all times d leaving the building as | why late must have pric | or Principal |
| | Maintain documentation as needed | approval | to reaving the outloing ea | ary late must have priv | ioi i inicipai |
| Paraprofessional Supervision (10) | Professional Growth | All other duties as assign | ed by the principal | | |
| Kindergarten aides (2) | APs will choose 1 area of interest for professional growth | | | | |
| Computer lab aide (1) ESL aides (3) | During BOY goal setting. APs will work with Principal to: | Thank you in advance for your su | perior commitment to j nurturing environment | providing academic | |
| ESL aides (3) SPED aides (3) | Identify reading material related to topic | excellence in a | uu curing environment | | |
| o Library aide (1) | Determine how learnings from this area for growth can be implemented into the AP's current work | Please note that some roles and respon | sibilities may be subject | to change given campi | 245 |
| | mto the AP's current work Select one to two professional learning experiences (i.e. conferences, | needs. Should an Assistant Principal hold a face-to-face conference with the | s job responsibilities cha | inge, the principal will | u |
| See last page of job description for which paraprofessionals each Assistant Principal is | professional development sessions, webinars, etc.) related to the topic | hold a face-to-face conference with the | Assistant Principal and writing. | document the change i | in |
| assigned to for supervision for the 2019-2020 School Year. | | | wrung. | | |
| | New Teacher Academy | Principal Signature: | | | |
| | Plan and conduct in-service and new teacher orientation, including campus PBIS procedures on New Teacher Institute Day | | | | |
| | Assign teacher mentors to teachers with 0-3 years of experience. | Assistant Principal Signature: | | | |
| | Assign teacher mentors to teachers with 0-5 years of experience Hold monthly meetings with new teachers and their mentors with specified topics | Date: | | | |
| | | Date. | | | |
| | ARDS, 504, and LPAC | | | | |
| | Work with case managers and department chairs in order to: Complete teacher input forms | (Teachers assign | d for supervision can be | found on the next pag | ge.) |
| | Participate in the respective meeting | | | | |
| | Implement accommodations | | | | |
| | | | | | |
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| Landanshin Mantinen | | [| | | |
| Leadership Meetings | Student Management | | | | |
| Attend all scheduled leadership meetings (these meetings will occur weekly on Fridays from 1-3 for the 2019-2020 SY) | | | | | |
| Attend all scheduled leadership meetings (these meetings will occur weekly on Fridays from 1-3 for the 2019-2020 SY) Prepare data reports (including assessment data, teacher data points, | Meet with individual teams of teachers to convey expectations for meaningful | | | | _ |
| Attend all scheduled isadership meetings (<i>blass meetings will occur weekly on</i> <i>Fridays from</i> 1-3 for <i>the</i> 2019-2020 ST) Prepare data reports (including assessment data, teacher data points, discipline, attendance, and student progress) for all meetings for those | Meet with individual teams of teachers to convey expectations for meaningful instruction to enhance student participation and | | for Supervision (2019-202 | 2.2 | - |
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| Attend all scheduled leadership meetings (<i>vill occur weekly</i>) on <i>Priors front 1.3 for the 2015-2020 ST</i>. Prepare data reports (including assessment data, teacher data point, teacher and grade level to which you as assigned Prepare idata reports (including assessment data, teacher data point, teacher and grade level to which you as assigned assessment data, teacher data point, and the second state of th | Mest with individual teams of teachers to coarvey expectations for meaningful instruction to enhance student participation and Communicatorithm if on the conditions an office referal and the disciplinary actions related to the constraints and the constraints and the disciplinary actions related to the constraints and the disciplinary actions related to the constraints and the disciplinary actions and the disciplinary actions related to the constraint and the disciplinary actions related to the constraints and the disciplinary actions related to the constraint and the disciplinary actions related to the constraint action the activation and the disciplinary actions relat | Grade Teacher Na Kinder Kinder Kinder Kinder Lindensk 1 11 Kinder Kinder 13 Kinde 1 14 Kinder 1 15 Grade 1 14 Grade 1 2 Na Grade 2 3 Ki Grade 2 4 Kh Grade 4 4 Kh Grade 4 4 Kh Grade 5 5 Kh Grade 5 <td>Supervisor Supervisor - - -</td> <td>No. No. No. No. No.</td> <td></td> | Supervisor Supervisor - - - | No. No. No. | |
| Attend all scheduled leadership meetings (<i>vill occur weekly</i>) on <i>Priors front 1.3 for the 2015-2020 ST</i>. Prepare data reports (including assessment data, teacher data point, teacher and grade level to which you as assigned Prepare idata reports (including assessment data, teacher data point, teacher and grade level to which you as assigned assessment data, teacher data point, and the second state of th | <list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item> | Grade Teacher Na Ender Ender Ender Ender Ist Grade En | Supervisor Supervisor Image: Supervisor Image: Supervisor | No. No. No. No. No. No. No. No. No. No. No. No. Yei No. No. No. Yes No. Yes No. Yes No. No. No. No. | |
| Attend all scheduled leadership meetings (<i>vill occur weekly</i>) on <i>Priors front 1.3 for the 2015-2020 ST</i>. Prepare data reports (including assessment data, teacher data point, teacher and grade level to which you as assigned Prepare idata reports (including assessment data, teacher data point, teacher and grade level to which you as assigned assessment data, teacher data point, and the second state of th | <list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item> | Grade Teacher Na Kinder Kinder Kinder Kinder Lindensk 1 11 Kinder Kinder 13 Kinde 1 14 Kinder 1 15 Grade 1 14 Grade 1 2 Na Grade 2 3 Ki Grade 2 4 Kh Grade 4 4 Kh Grade 4 4 Kh Grade 5 5 Kh Grade 5 <td>Supervisor Supervisor Image: Supervisor Image: Supervisor</td> <td>No. No. No. No. No.</td> <td></td> | Supervisor Supervisor Image: Supervisor Image: Supervisor | No. No. No. | |
| Attend all scheduled leadership meetings (<i>vill occur weekly</i>) on <i>Priors front 1.3 for the 2015-2020 ST</i>. Prepare data reports (including assessment data, teacher data point, teacher and grade level to which you as assigned Prepare idata reports (including assessment data, teacher data point, teacher and grade level to which you as assigned assessment data, teacher data point, and the second state of th | <list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item> | Grade Teacher Na Ender Ender Ender Ender Ist Grade En | Supervisor Supervisor Image: Supervisor Image: Supervisor | No. No. No. No. No. No. No. No. No. No. No. No. Yei No. No. No. Yes No. Yes No. Yes No. No. No. No. | |

ESF Model Resource: Assistant Principal Job Requirements

Instructional Leadership Roles & Responsibilities

Stude

| ent A | chievement | | | | | |
|-------|---|--|--|--|--|--|
| 0 | Lead weekly data meetings for assigned content area/grade level (Note: | | | | | |
| | Principal Smith will facilitate all Interim Assessment Data Meetings. | | | | | |
| | Assistant Principals will facilitate Weekly Data Meetings for the content area | | | | | |
| | within the grade levels that they are assigned.) | | | | | |
| | • Ensure data is turned around in 48 hours or less | | | | | |
| | • Utilize the Weekly Data Meeting Protocol and campus agenda when | | | | | |
| | facilitating weekly data meetings | | | | | |
| | • Input action items and the follow-up plan into the Campus WDM | | | | | |
| | Action Step Tracker | | | | | |
| | Upload meeting minutes to the common drive within 48 hours of the | | | | | |
| | WDM | | | | | |
| X | Attend any other PLCs, ILT, & Staff Meetings as scheduled for assigned | | | | | |
| | content area/grade level | | | | | |
| 0 | Work with team leads to vet assessment items | | | | | |
| 0 | | | | | | |
| | tracking systems and student goal-setting systems | | | | | |
| | Classroom tracking systems | | | | | |
| | Hallway/Grade Level | | | | | |
| 0 | Establish communication plan to inform parents of: | | | | | |
| | Student progress every three weeks | | | | | |
| | When students are off track with regard to goal progress | | | | | |
| | When students make marked improvement | | | | | |
| 0 | Set up parent conferences, as needed, to discuss academic | | | | | |
| | concerns/celebrations | | | | | |
| 0 | Monitor teacher gradebooks | | | | | |
| | 3 grades per week | | | | | |
| 0 | Review all student data making recommendations for interventions as | | | | | |
| | applicable (district assessments, STAAR, etc.) | | | | | |
| 0 | Know how to use DMAC | | | | | |
| 0 | Set up Honor Roll assemblies every marking period | | | | | |
| | | | | | | |



How might leaders PLAN and PROTECT their time in order to be consistently PRESENT at the PLC?



Effective Schools Framework

- Key Practice: Core leadership tasks are scheduled on weekly calendars
 - Success Criteria: Weekly calendars show scheduled time for observations/ feedback of classroom instruction, PLCs, and key data meetings



4 Leadership Behaviors of an Effective Principal

- 1) Building a productive school climate
- 2) Managing personnel and resources strategically
- 3) Engaging in instructionally focused interactions with teachers
- 4) Facilitating productive collaboration and professional learning communities

What systems of support need to be present to ensure our principals can engage in Leadership Behaviors of Effective Principals?

(#4 - Facilitating PLCs)

BEING A PRINCIPAL IS EASY.

IT'S LIKE RIDING A BIKE

EXCEPT THE BIKE IS ON FIRE. YOU'RE ON FIRE. EVERYTHING IS ON FIRE.

Principal's Strategic & Tactical Weekly Plan

PRINCIPAL's Weekly Worksheet - November 12-16, 2018

By the end of this week.

- All Reading/Language Arts teachers are executing Quarter 2 data plan and meet student goals on weekly assessment
- Support plan for 6th grade is built and in place
- · Leader calendars and planned actions for the next two weeks reflect a focus on driving data on priority courses

Priorities – Arc O and 1

| Achievement: Audit weekly actions and time on calendars in Leadership Team Strategic meeting Complete preparation for aggressive monitoring PD | Culture: • Number of students in 6 th grade lunch detention each day: M: Tu: W: Th: F: • Build support and coaching plan for 6 th grade |
|---|--|
| Observe Ms. Y one time for culture Observe 2 / 4 RLA teachers with Assistant Principal 1 (RLA) Ms. H One-on-One: review Ms. Y's intellectual prep plan and progress | and assign times and responsibilities (11/26) Finalize Mr. F joining discipline committee Work with D.D. to prep facilitation/timing of discipline committee |
| Special Education: Ensure Ms. R has at least two people in mind for long-term sub while on leave Watch teacher coaching video and debrief/next steps with Ms. C Support plan for Student | Hiring and Retention: Construct three different scenarios for next year's assistant principal structure Determine process for successor interviews Email/follow up with J.Z. on candidates for December processing |
| Leave Coverage: Send 11/5 and 11/12 Strategic to manager Playlists: Discipline data, withdrawal, suspension/warning, time off Build Q2 PD plan Delegate other duties to leadership team in One-on-Ones/Logistics meeting Create draft of Ms. C coverage plan | Personal: • Doctor's appt • S.P's birthday! • Dinner for A.R. |

| Day | Focus | |
|-----------|--|--|
| Monday | Strategic | |
| | One-on-One w manager | |
| | Priority Work Time | |
| Tuesday | Student ARD meeting | |
| | Assistant Principal One-on-Ones | |
| Wednesday | Ms. C (RLA Assistant Principal) One-On-One | |
| | Budget Meeting | |
| Thursday | Logistics meeting | |
| | Ms. R (Special Education coordinator) One-on-One | |
| Friday | Meeting w/J.H. | |

Parent-Teacher Conferences

Tactical (Logistics) Prep

Logistics To-Dos from Task List, Annual Plan Project Plan, To-Doist, Etc... that MUST GET DONE THIS WEEK

- Create Quarter 2 adult joy tracker
- Write down thoughts from incident with Student
- Complete birthdays
- Finish all prep for budget meeting
- Prep staff holiday celebrations
- Review MAP Testing and Interim Assessment schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|-------------------|---------------------|--------------------|--------|
| Strategic Meeting | - One-On-One with | - Budget Meeting | - One-One-One with | |
| w/ Leadership Team | Ms. H (Assistant | - One-on-One with - | Ms. K (Counselor) | |
| - One-on-One w/ | Principal – Math) | Ms. C (Special | - Leadership Team | |
| manager | - One-on-One with | Education | Update | |
| - Budget Meeting | Ms. C (Assistant | Coordinator) | - Meeting w/ D.P. | |
| | Principal – RLA) | - Aggressive | - Meeting w/ J.Z. | |
| | - Meeting w/ | Monitoring PD | - Tactical Meeting | |
| | Student's mom | - | (Logistics) | |

Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | Mr. K | | |
| | | | | |
| | | | | |

People Out

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---------------------|-----------------|----------|--------|
| Ms. N | - Ms. H at district | Ms. M in @ 9 am | | |
| Ms. J | math meeting | | | |
| Ms. R @ 2 | | | | |
| Ms. P | | | | |

Important Events Monday Tuesday Wednesday Thursday Friday 8th grade Art Field Dinner w/S.P. Meeting w/O.R. Austin Public Dr. J Book Fair! Student ARD Lesson Library field lesson Meeting w/J.M. Book Fair! Book Fair! Lockdown Drill Picture Day Student parent Meeting Dinner for A.R.

March 2021 April 2021 SMTWTFS SMTWTFS November 12 - November 16 28 1 2 3 4 5 6 1 2 3 7 8 9 10 11 12 13 4 5 6 7 8 9 10 14 15 16 17 18 19 20 11 12 13 14 15 16 17 21 22 23 24 25 26 27 18 19 20 21 22 23 24 28 29 30 31 25 26 27 28 29 30 12 Monday 13 Tuesday 14 Wednesday 15 Thursday 16 Friday Iorning Arrival Dut forning Arrival Duty rning Arrival Duty rning Arrival Duty rning Arrival Dut eet with AT's mon eview AP's Weekly Data leeting prep heck on ML's o-observe Ms. G with KH debrief servations o Observations of MSGB Meeting 10 AM One-On-One with PS Complete next week's PP ne-On-One with AT (SpEd One-On-One with LR (A ork Time for Data Plan eting w/ JH re: 11 AM e-on-One Coaching Call BR's dad uick observation of Ms. 0 12 PM e-on-One with KH (AP) inch Duty unch Dut unch Duty 1 DM bserve RLA Weekly Data Prep Staff Apprec trict Budget Meeting mplete MSGB meeting One-on-One with DD eting Teaching candidate follo up emails and calls 2 PN One-On-One with HC Leadership team tactical AP hiring structure work meeting 3 PM missal Duty missal Duty ismissal Duty smissal Duty issal Duty M ARD nails, return phone calls, ails, return phone call ails, return phone calls, ails, return phone call 4 PM

ESF In Action | texasesf.org

Outcomes for the Week Strategic Prep

Strategic Prep

By the end of this week,

- All Reading/Language Arts teachers are executing Quarter 2 data plan and meet student goals on weekly assessment
- Support plan for 6th grade is built and in place
- Leader calendars and planned actions for the next two weeks reflect a focus on driving data on priority courses



Priorities for the Week *Strategic Prep*



| Priorities | |
|---|---|
| Priority #1: Achievement Audit weekly actions and time on calendars in Leadership Team Strategic meeting Complete preparation for aggressive monitoring PD Observe Ms. Y one time for culture Observe 2 / 4 RLA teachers with Assistant Principal 1 (RLA) Ms. H One-on-One: review Ms. Y's intellectual prep plan and progress | Priority #2: Culture Number of students in 6th grade lunch detention each day: M: Tu: W: Th: F: Build support and coaching plan for 6th grade and assign times and responsibilities (11/26) Finalize Mr. F joining discipline committee Work with D.D. to prep facilitation/timing of discipline committee |
| Priority #3: Special Education Ensure Ms. R has at least two people in mind for long-term sub while on leave Watch teacher coaching video and debrief/next steps with Ms. C Support plan for Student | Priority #4: Hiring and Retention Construct three different scenarios for next year's assistant principal structure Determine process for successor interviews Email/follow up with J.Z. on candidates for December processing |
| Priority #5: Leave Coverage Send 11/5 and 11/12 Strategic to manager Playlists: Discipline data, withdrawal, suspension/warning, time off Build Q2 PD plan Delegate other duties to leadership team in One-on-Ones/Logistics meeting Create draft of Ms. C coverage plan | Priority #6: Personal Doctor's appt S.P's birthday! Dinner for A.R. |

Daily Focus Strategic Prep

| Day | Focus | |
|-----------|--|--|
| Monday | Strategic | |
| | One-on-One w manager | |
| | Priority Work Time | |
| Tuesday | Student ARD meeting | |
| | Assistant Principal One-on-Ones | |
| Wednesday | Ms. C (RLA Assistant Principal) One-On-One | |
| | Budget Meeting | |
| Thursday | Logistics meeting | |
| | Ms. R (Special Education coordinator) One-on-One | |
| Friday | Meeting w/J.H. | |



Daily Activities by Category *Tactical Prep*

Book Fair!

Student ARD

Book Fair!

Picture Day

| Montings | | | | |
|---------------------|----------------------------|---------------------------------|--------------------|----------|
| Meetings | Turadau | | Thursday | Fut days |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| - Strategic Meeting | - One-On-One with | - Budget Meeting | - One-One-One with | |
| w/ Leadership Team | Ms. H (Assistant | - One-on-One with - | Ms. K (Counselor) | |
| - One-on-One w/ | Principal – Math) | Ms. C (Special | - Leadership Team | |
| manager | - One-on-One with | Education | Update | |
| - Budget Meeting | Ms. C (Assistant | Coordinator) | - Meeting w/ D.P. | |
| | Principal – RLA) | - Aggressive | - Meeting w/ J.Z. | |
| | - Meeting w/ | Monitoring PD | - Tactical Meeting | |
| | Student's mom | | (Logistics) | |
| | | | | |
| Birthdays | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| | | Mr. K | | |
| | | | | |
| | | | | |
| | | | | |
| People Out | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Ms. N | - Ms. <u>H at</u> district | Ms. M in @ 9 am | | |
| Ms. J | math meeting | | | |
| Ms. R @ 2 | | | | |
| Ms. P | | | | |
| | | | | |
| Important Events | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Dinner w/S.P. | Meeting w/O.R. | 8 th grade Art Field | Austin Public | Dr. J |

Lesson

Book Fair!

Library field lesson

Lockdown Drill

Student parent

Dinner for A.R.

Meeting

Meeting w/J.M.

* SUDENTS LUS

Principal's Strategic & Tactical Weekly Plan Template

PRINCIPAL's Weekly Worksheet – [Date Range]

Strategic Prep

By the end of this week,

Set bite-sized weekly goals

| • • | ·. · |
|------------|--------|
| Prin | rities |
| | |

| Priority 1 | Priority 2 |
|--|------------|
| Insert the over-arching "to-dos" for the week here. Weekly to-dos may be broader than smaller, daily tasks. (Logistical tasks go under "Tactical prep" in the next page) | • |
| Priority 3 | Priority 4 |
| • | • |
| Priority 5 | Priority 6 |
| • | • |

Daily Focus

| Day | Focus |
|-----------|--|
| Monday | Write a "daily focus" for each day here. This may include the most important |
| | events or meetings of the day, or an overall goal to accomplish. |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

Tactical Prep

Tactical To-Dos from Task List, Annual Plan Project Plan, etc.... that MUST GET DONE THIS WEEK

• Write down all tactical/logistical items that must be completed during the week.

Meetings

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |

Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday | |
|--------|---------|-----------|----------|--------|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Staff Members Out

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Important Events

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

What systems of support need to be present to ensure our principals can engage in Leadership Behaviora of Effective Principals?

(#4 - Facilitating PLCs)

ESF 1.1

Are core leadership tasks scheduled on weekly calendars? Are leaders engaged in strategic and tactical weekly planning?

1 - Not Yet Started
 2- Somewhat Started
 3- Fully Implemented



Clear, written, and transparent roles and responsibilities and core instructional leadership tasks

Core leadership tasks scheduled on weekly calendars; Strategic and tactical weekly action plans

Turn

and

How can these ESF Key Practices help our leaders PLAN and PROTECT their time in order to be consistently PRESENT at PLCs?

PRINCIPAL's Weekly Worksheet – [Date Range]

Strategic Prep



By the end of this week, • Set bite-sized weekly goals

| Priorities Priority 1 Insert the over-arching "to-dos" for the week here. Weekly to-dos may be broader than smaller, daily tasks. (Logistical tasks go under "Tactical prep" in the next page) | Priority 2 |
|---|-----------------|
| Priority 3 • | Priority 4 |
| Priority 5 ● | Priority 6 • |

Daily Focus

| Day | Focus |
|-----------|--|
| Monday | Write a "daily focus" for each day here. This may include the most important events or meetings of the day, or an overall goal to accomplish. |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

Tactical Prep

Tactical To-Dos from Task List, Annual Plan Project Plan, To-Doist, Etc... that MUST GET DONE THIS WEEK

• Write down all tactical/logistical items that must be completed during the week.

Meetinas

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |

Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |

Staff Members Out

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Important Events

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |





Time Considerations

STRATEGIC PREP

- Look at your calendar to the upcoming weeks.
- 1. What are some goals to accomplish by the end of the week?
- 2. How will they be prioritized?
- 3. What will the daily focus be?

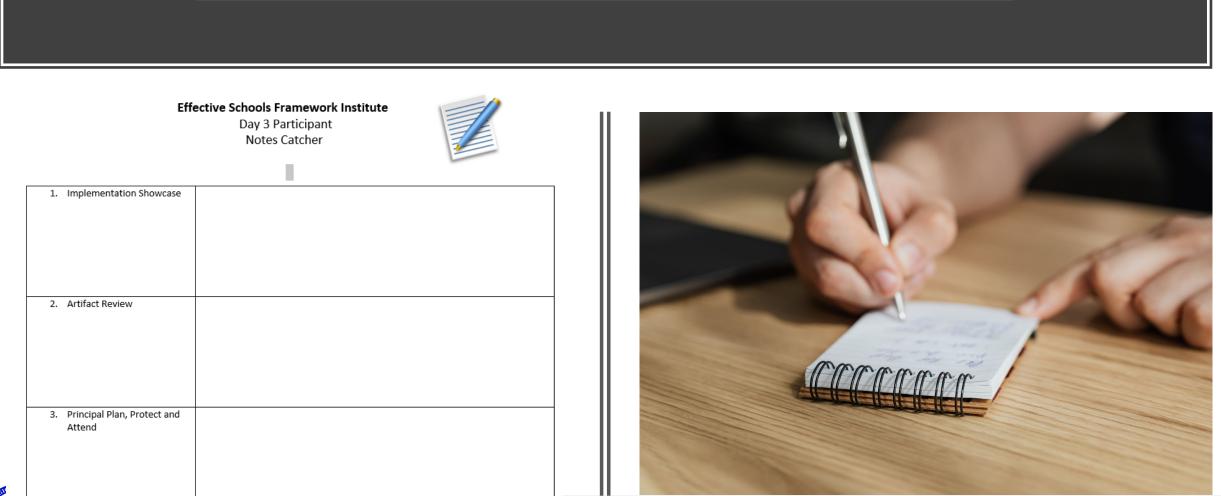
TACTICAL PREP

- Write down all tactical/logistical items that must be completed
- 1. Fill in meetings, birthdays, staff members that will be out and important events
- 2. Refer to sample prep if needed
- 3. Add other items tailored to you.

**15-20 minutes of workshop time



Make Note



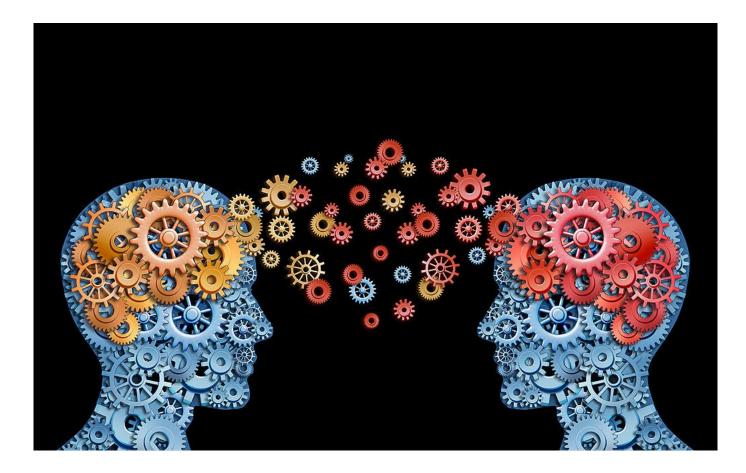


Strengthening Professional Learning Communities

Presented by: Patrica Gomez, CIA

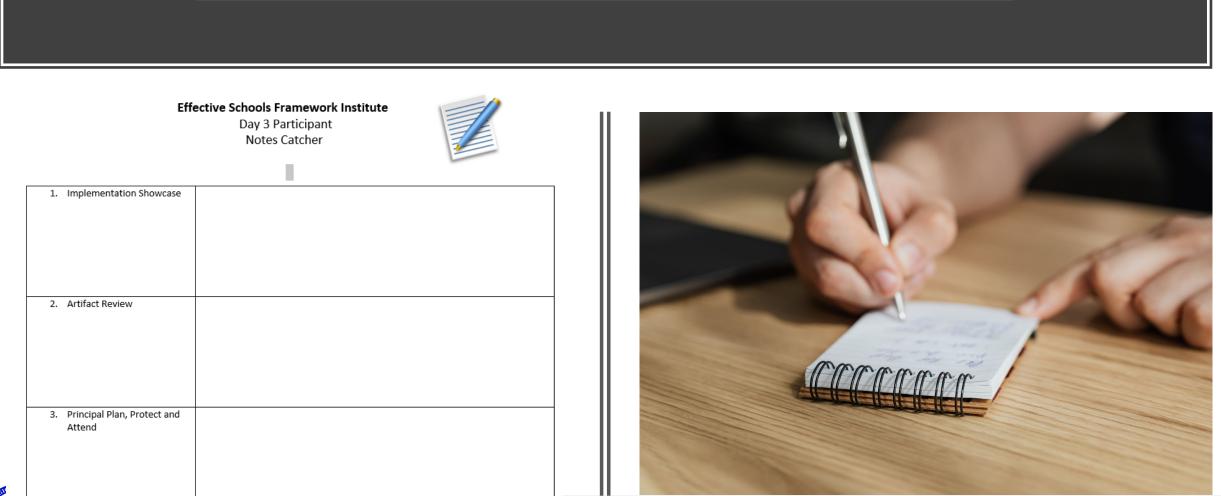
Key Practice #3: Campus instructional leaders use consistent written protocols to lead their department, grade level teams, or other areas of responsibilities.

Let's share out





Make Note





Closing Survey



https://forms.gle/nRAMHfnaGQjEGTv28



ESF Day3 Exit Ticket

January 27th, 2023

As we conclude our 3 Day ESF Institute, please reflect on which of the following Key Practices you able to leverage that created the biggest impact in your District/Campus? 4.1 Lesson Internalization 5.1 Productive Struggle

5.3 Corrective Instruction Action Plan

2.1 Adult Learning Facilitation

3.1 Positive School Culture

5.1 Effective Classroom Routines

1.1 Strong School Leadership and Planning

Please provide a summary based on your reflection.

Short answer text

What are some overall glows from our ESF Academy? What did you like the most?

Long answer text

What are some glows from today's session? What did you like? Glow can be about today's presenters, content, activities, networks, snacks, etc.

Long answer text

What are some overall growths from our ESF Academy? What did you like the least?

Long answer text



DIVISION OF INSTRUCTIONAL LEADERSHIP, SCHOOL IMPROVEMENT, & COLLEGE READINESS SUPPORT

Upcoming sessions







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