



Academic Strategic Plan

Core Beliefs:

- The single largest factor in improving the educational outcome of a student is the effectiveness of that student's teacher (Wong, H. & R., 2012).
- Successful schools stress effective practices. They wisely invest in their teachers and the effectiveness of their teachers. They don't teach programs; they teach basic, traditional academic content, prioritizing the instructional practices of their teachers because that is the major factor in improving student achievement (Wong, H. & R., 2012).

Effective Teaching:

The 3 characteristics that form the framework for effective teaching has been repeatedly researched, defined, and are known (Wong, H. & R., 2012, p. 10).

- **Classroom Management**---consists of the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur (Robert Pianta calls this ORGANIZATIONAL SUPPORT).
- **Lesson Mastery**---refers to how well a teacher provides instruction so students will comprehend and master a concept or skill to a level of proficiency as determined by the lesson objective and assessment (Robert Pianta calls this INSTRUCTIONAL SUPPORT).
- **Positive Expectations**---for student success or Bruce Torff of Hofstra University calls this the ability to establish rapport with students (Robert Pianta calls this EMOTIONAL SUPPORT).

Guiding Questions for all Students:

- What is it we expect students to learn?
- How will we know when we they have learned it?
- How will we respond when students don't learn?
- How will we respond when they already know it?

PHASE I: 2013-2014

1. Focus on PLC work
 - a. Develop Teams, Norms, Expectations, The Right Work
2. Identify our viable curriculum
 - a. Unpack the common core standards/state standards
 - b. Develop a Scope and Sequence by Quarter
 - i. Develop essential skills necessary for each unit
3. In teams work on common formative assessments articulated with scope and sequence
4. In teams do a better job at tracking student data and collaborate how to improve as a team
5. Professional Development goals:
 - a. Identify what is the Queen Creek Way
 - b. How can we support teachers through instructional strategies
 - c. What training can we develop?

PHASE II: 2014-2015

1. Transition to common core
2. Revise Scope and Sequence from quarter to week to week (pacing calendar)
3. Revise and drill down essential skills necessary for each unit
4. Revise common formative assessments that are articulated to scope and sequence
5. Identify interventions and strategies to answer the guiding question
 - a. How will we respond when students don't learn?
 - b. What school policies may be impacting students in a negative manner?
 - c. What is our SST process, is it working?
6. In teams have data talks about formative/summative data and what they mean
7. Professional Development goals:
 - a. Put together a PD schedule that is centered on instructional strategies that reinforce research best practices and the Queen Creek Way (Flowing Wells/VAIL Districts)
 - i. Year 1 classroom management (Harry Wong)
 - ii. Year 2 instructional strategies that work (Robert Marzano)

PHASE III: 2015-2016

1. Transition to common core
2. How do we respond to students who don't learn, check on interventions
 - a. Look at possible school barriers that may need to be modified
3. How do we respond to students who already know the material
4. Professional Development goals:
 - a. Continue to revise/edit the PD experience to support teachers based on instructional strategies that work and the common core shift
 - b. Assess what has worked well and what needs to be modified
5. Evaluate and revise as needed scope/sequence and formative assessments
6. Establish another Strategic Plan for 2016-2017, 2017-2018, and 2018-2019