***Erica Shoulders-Royster***

***10.18.11***

***DLP Assignment #1***

***Long Mill Elementary School Mission Statement***

*Long Mill strives to provide a culture of learning that empowers and prepares all students to be life-long learners. Working collaboratively with parents and community members, all Long Mill students will learn in a technologically enhanced environment that is inviting, respectful, and supportive.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not demonstrated** - no evidence of a written statement(s) | **Developing** - early stages or draft of a written statement(s) | **Proficient** - a written statement(s) is in place and used on a periodic basis by the school to lead school improvement | **Accomplished** - a written statement(s) is in place and used on a regular basis by the school to lead school improvement | **Distinguished** - a written statement(s) is in place and used as a central factor in leading school improvement - pervasively known and used throughout the school community |
|  |  |  | **X** |  |

***Long Mill Elementary School Vision Statement***

At Long Mill Elementary the faculty, parents, students, and community work collaboratively to ensure a culture of life-long learning that prepares students to be 21st century professionals in a globally competitive society.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not demonstrated** - no evidence of a written statement(s) | **Developing** - early stages or draft of a written statement(s) | **Proficient** - a written statement(s) is in place and used on a periodic basis by the school to lead school improvement | **Accomplished** - a written statement(s) is in place and used on a regular basis by the school to lead school improvement | **Distinguished** - a written statement(s) is in place and used as a central factor in leading school improvement - pervasively known and used throughout the school community |
|  |  |  | **X** |  |

***Core Values or Belief Statements***

The Long Mill community believes that all students will be successful in our globally competitive society by utilizing instructional excellence, technology, and parent and community engagement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not demonstrated** – no evidence of a written statement(s) | **Developing** – early stages or draft of a written statement(s) | **Proficient** – a written statement(s) is in place and used on a periodic basis by the school to lead school improvement | **Accomplished** – a written statement(s) is in place and used on a regular basis by the school to lead school improvement | **Distinguished** – a written statement(s) is in place and used as a central factor in leading school improvement – pervasively known and used throughout the school community |
|  |  |  | **X** |  |

**Part Two**  
Referencing the resource monograph, [“Developing Your School’s Organizational  Identity: the Foundation of Collaborative Learning Communities”](http://www.triangleleadershipacademy.org/files/plc/oi/oi-develorg-1206.pdf) and the NCSSE Standards 1.a,1.b, and 1.c, provide a narrative (No more than 100 words or in bullet format) justifying your assessment for each of these three components of your school’s identity.

|  |
| --- |
| * We continue to make sure that Long Mill’s mission, vision, goals & beliefs are embodied in the school community. We do this by making sure that the mission drives the decision that informs the culture of the school. * We also reviewed the data and reflected on our school & professional goals for the school year. In addition to discussing the goals of the school, we discussed the principal evaluation and her professional goals for the year. I reviewed the rankings she gave herself on the rubric. We also discussed my professional growth plan & my rankings for the principal evaluation. |

**Part Three**  
Using a bullet format, describe in sequential order from first to last, the 3-5 most important next steps you as a school leader would take to improve or enhance your school’s current status of its identity.

|  |
| --- |
| * First, we will begin by revisiting our school improvement plan because our current plan ends this year. During this time we will review our school’s mission, vision, and beliefs to determine if it aligns with our school needs and goals. * Next, continue our professional education to increase our 21st century skills in content and technology is a high priority for the staff. * We will also reassess the culture – survey to determine what is the focus & current culture of the school. * we will interview teachers to learn and assess how they are doing. We have new staff members and want to ensure everyone is on the same page. * Lastly, we will inquire with outsiders to determine how they view the school. * Lastly, we will make the necessary changes and assess along the way. |
|  |

**Assignment 1.2: Applying the PDCA Cycle**   
**for Continuous Improvement**  
  
Referencing the NC DPI resource, “[NC School Improvement Planning Implementation Guide” (Section Four pages 19-24),](http://www.dpi.state.nc.us/docs/councils/lea/previous/templates/sip-guide.pdf) select your choice of one of the following data points:

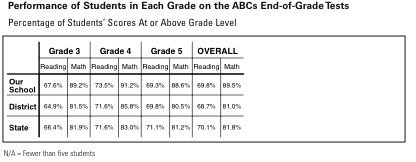
1. data from your school’s profile from public data (NELA assignment due on 8/23/2011), or
2. your school’s three-year trend data on student attendance as reported by the NC DPI (NCPAPA facilitators will provide this information to you)

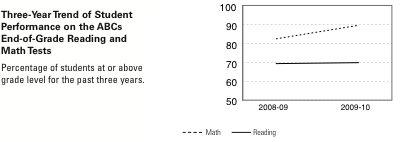
Based on your data choice, apply the PDCA Cycle to this data and provide a written summary (narrative, bullets, and/or charts/graphics) to describe your findings in each of the four phases of the PDCA cycle.



Data:

2009 – 2010 Long Mill Elementary School Report Card.





|  |
| --- |
| **Data:**   **The “Plan” Phase:**   Long Mill Elementary school overall made high growth in areas of reading and math. There is, however a concentrated group of students that the school team is focusing on because of the met 14 out of 17 targets missed for Annual Yearly Progress (disadvantage group 5th grade reading & math). Our goal for this year is to continue making growth (85 school) and to ensure academic success from our targeted population.   The “Do” Phase:   We have succeeded in providing all of our students at Long Mill Elementary School with the same quality education. However, our disadvantaged population of students is failing to make similar gains as their white peers. As a result, we are focusing more this year on   * having “crucial conversations” about the disadvantage group with all teachers * providing targeted professional development for teachers geared to help develop strategies in working with our targeted group of students * making the necessary home visits to reach parents and guardians to provide resources to the home * discussing weekly as an administrative team – are we on track to meeting our goals * reviewing test data i.e. EOG Tests, Benchmarks, Class Assessments, Dibels, and EVAAS to continue to measure where we are against our school of 85 goal for this 2011-2012 school year * maintaining a culture that promotes collaborative work and cohesion among staff and the community (we know this goal is a Long Mill community effort)   We believe that if we provide our teachers with the necessary strategies to teach our targeted group of students we will become more focused as a staff thus forcing our efforts to reach all of our students.  **The “Check” Phase:** Throughout the course of the school year we will monitor student academic results. We will ask teachers specifically how this population of students is performing during evaluations. We will have the necessary conversations to ensure that everyone is on the same page. We will observe classrooms to determine if the strategies learned during the monthly professional development for teachers are working.  **The “Act” Phase:**  Currently, we believe that if we remain focused on our goals that our disadvantaged group of students will have a better opportunity to succeed. We know our students and are determining the specific interventions needed for each child. As an administrative team, we are conducting classroom observations and focused professional development to help our teachers. We realize that throughout the course of the year we will have a better gage of how we are performing based off of the additional data we collect. |
|  |

**Assignment 1.3: Personal Reflection on**   
**Strategic Leadership**  
  
Submit a written (No more than 250 words) personal reflection, or other creative product to your choice, on why the NCPAPA High Performance Model Identifies Strategic Leadership as the “driver” of the seven NCSSE and what you as a school leader will do to advance your current leadership knowledge, skills, or dispositions in this standard to the “Distinguished” level of performance.

|  |
| --- |
| I am a constant learner in every sense. I am always seeking out ways to improve my practice. My principal mentor is also open and receptive to feedback. As a strategic leader you do not now all of the answers and you have to be willing to seek out ways to improve. We are committed to seeing ALL students learn. The principal is determined to do things differently to meet our goals and to ensure that our disadvantaged targeted population obtain the resources they need to be successful. |