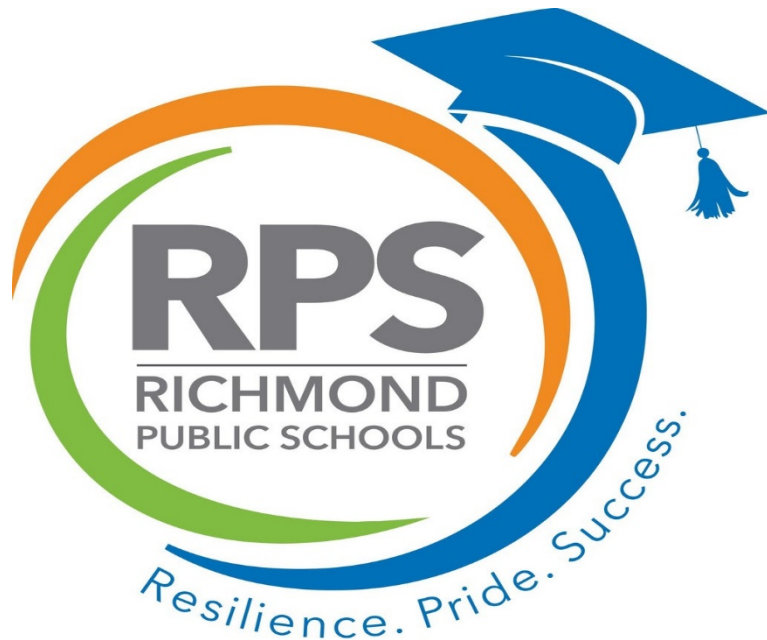


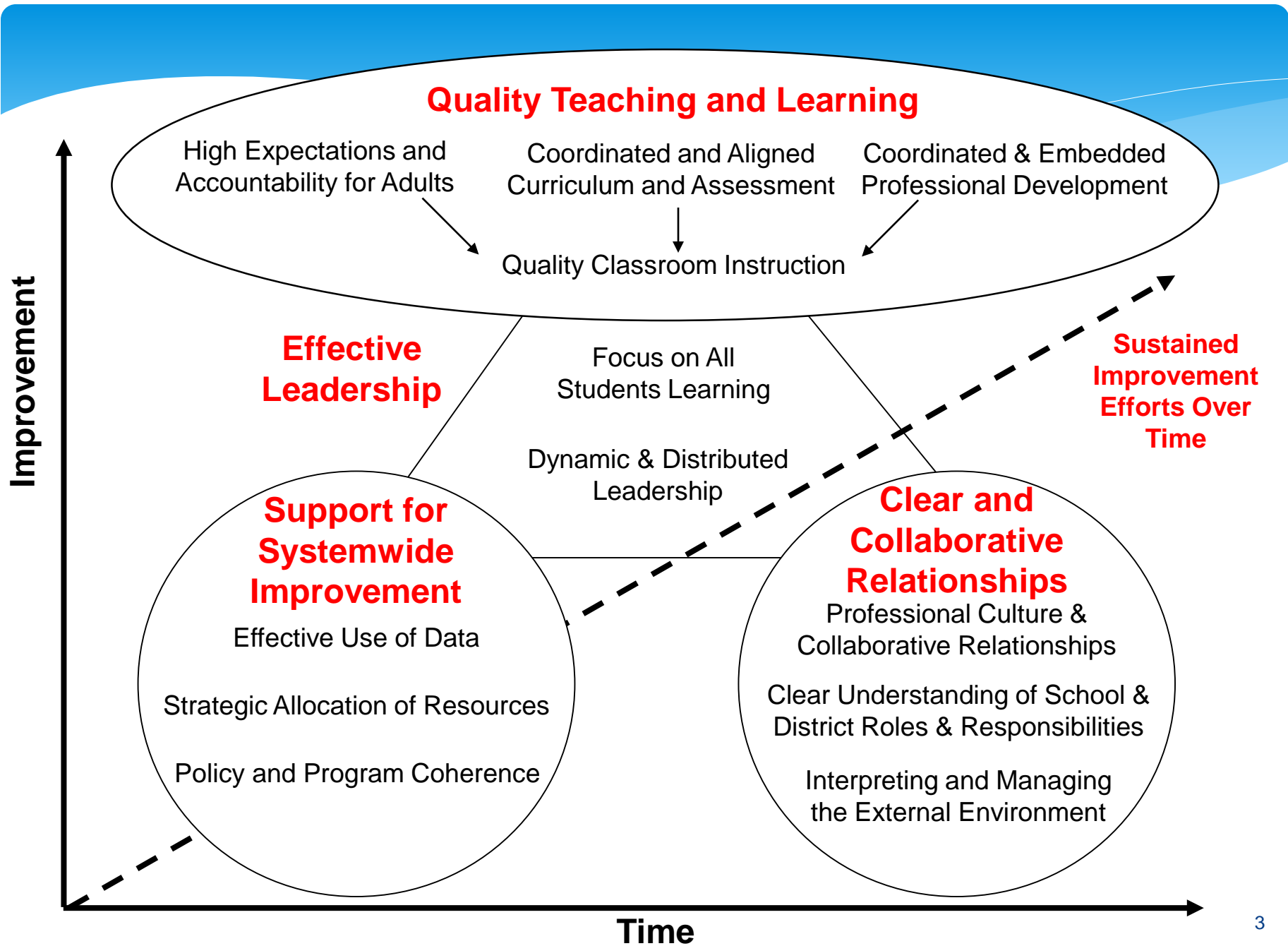
Aligning Leadership Work for Division/School Improvement



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Division Leadership
Meeting
Richmond Public Schools
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Do any of these situations describe our division or school?

- We struggle with widespread student learning, performance and achievement results in one or more subjects and grade levels.
- We struggle with pockets or large numbers of special needs or low-achieving students not meeting student learning, performance and achievement standards.
- We struggle with student learning, performance and achievement in certain subgroups, such as special education, gender or low SES.
- We struggle to find enough highly qualified (and/or **effective**) teachers & staff to meet our students' needs.



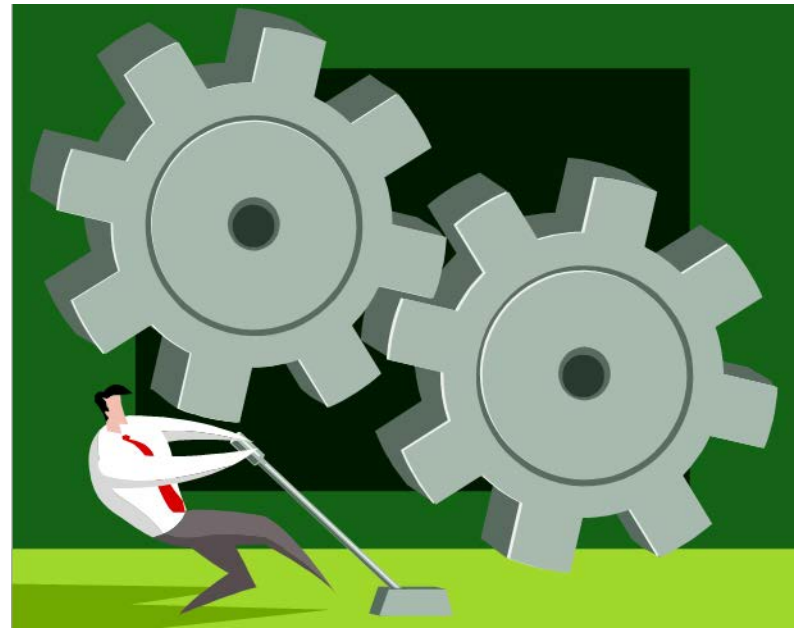


Core Priorities

- ✓ **Highly Effective Leadership results in.....**
- ✓ **High Levels of Student Performance & Achievement by All Students**
- ✓ **Reducing the Gaps in Student Performance and Achievement**
- ✓ **Increased Public Confidence in Our Schools (Our Brand Improves)**

Why Leadership Matters?

Leadership is the lever we will use to support large scale system improvement to enhance student learning, performance and achievement for our almost 24,000 students.



Quality Leadership – Impacts!

After teaching, the second most influential factor on student learning is leadership (shared; formal and informal).



Key Leadership Functions

- * **Building Culture** - Establishing networks (PLC s) of collaborative inquiry and planning where teachers, principals, and supervisory officers think, work, and learn together
- * **Leading Change** - Promoting and supporting professional practices that enable Division, school based leaders, teachers, and staff to lead implementation in their schools
- * **Managing Complexity** – Guiding systems and schools in developing, implementing and monitoring focused plans for student performance, learning, achievement, professional/staff learning, and division/school improvement (vertical/horizontal alignment)

School Improvement Planning for Student Performance/Achievement

- * **Purpose includes to:**
- * Develop specific student performance/achievement goals on an annual basis through the analysis of division, school and classroom level data/evidence.
- * Improve learning, performance, achievement for each student in the school
- * Provide a tracking and monitoring plan for improving student learning, performance, achievement
- * Provide an evaluation of the division, department, school and classroom progress in meeting their SMART goals.
- * Resulting Goal – division, school, department performance transformed and/or turnaround

Leadership of Human Capital

Ensuring that RPS staff are effective and able to improve instruction by:

- (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in their work;
- (2) preventing ineffective staff from transferring to other departments, schools, etc.; and
- (3) providing job-embedded, ongoing professional development informed by observation, evaluation and support systems and tied to division, department, school, and classroom needs to improve learning, performance, achievement.

Key Goals for School Leaders

- * Review and possibly redesign the school day, week, or year (being realistic) to include additional time for student learning and authentic teacher collaboration;
- * Strengthen the school's instructional program **based on student needs** and ensuring that the instructional program is research-based, rigorous, and aligned with state standards;
- * Use **data to inform** instruction and for continuous improvement, including providing time for collaboration on the use of data;
- * Non-School Leaders – **focus work on supporting the schools** based upon the above (along with Division and School Improvement Plans), not what you want or think
- * **Lead by Example**

Key Goals for All Schools

- * Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as **students' social, emotional, and health needs**; and
- * Provide ongoing mechanisms for family and community engagement.
- * Lead collaborative school-based improvement
- * Develop leadership within your school
- * Communicate regularly

Richmond Public Schools

**You're On the Winning
Team**

We Are RPS!

We Are Family!





Questions?