

O.L. SMITH MIDDLE SCHOOL



Vikings Transition Plan: Phase I

August 16, 2015 – October 9, 2015

Primary Goals include:

- *establishing a physically safe school and a mutual-respect based learning environment*
- *establishing a culture of success for all students: Gifted and Talented, English Language Learners, Students with Disabilities and Economically Disadvantaged*
- *establish a culturally responsive learning environment*
- *establishing a positive trust-based relationship with Mariam Kobeissi*
- *establishing a collaborative, supportive and positive relationships with key stakeholders in the Smith Middle School community and the region*
- *learning about the vision and goals of the Dearborn Public Schools Board of Education and Dr. Maleyko to effectively align entry actions, long-term goals and strategic plans*
- *employing district/ school improvement plans and other essential resources to expand my knowledge base about the various building communities and programs specifically with regards to Nowlin, Duvall, River Oaks and Whitmore-Bolles Elementary Schools, and Edsel Ford and Dearborn High Schools, as my feeders*
- *examining curriculum resources, teacher evaluation and growth tools, student achievement data to guide entry actions, identify strengths and critical areas for improvement*
- *exploring support resources that assist in promoting student success*
- *building in-roads into the English Language Learner Community*
- *examining the specific effects of poverty on Smith Middle School education*
- *shared accountability and professional growth development*
- *set curricular, assessment and instructional tone for classroom*
- *establishing parents involvement in the daily experience of their students*
- *educate parents on current curricular developments and trends*
- *build and develop an organic peer-to-peer capacity for teachers to self-reflect on their classroom impact*
- *establish school spirit to support PBIS*

Primary Entry Action Steps include:

- *during morning arrival: O.L. Smith staff, parents and students can count on one administrator being outside greeting students and one administrator will be inside the school greeting and reinforcing positive student behavior*
- *conducting monthly parent communications via podcast, Google Hangout Air, Principal Coffees or Small Group Conferences*

- *Friday or last day of the week is “School Spirit” Day*
- *devote a portion of each month (usually staff meetings) to examining the impact of poverty on student learning (principal led)*
- *expand my knowledge and further develop my role as a school visionary*
- *spending 50% of my time in classrooms supporting teachers*
- *celebrate students without behavior infractions, acknowledging students “Caught Being Good”*
- *establish an peer to peer review instructional leadership committee (w/ professional development support)*
- *hire a culturally responsive responsibility room technician*
- *hire 2 ELA Teacher (one w/ ELL certification)*
- *hire a Title 1 Interventionist (Math/ ELA)*
- *using messenger to encourage parents to check their students planners daily for teacher messages*
- *meet with central office leadership to examine the possible of late starts or early release for staff collaboration time*
- *teachers will be in their doorways during passing time reinforcing positive behavior*
- *placing posters in classrooms and hallways that honor the cultural richness of Smith Middle School*
- *administrators will have group and individual dialogue with teachers regarding lesson planning for all students using differentiated instruction*
- *attempts will be made to send teachers to professional development with the expectation that teachers will share the learning experience with others during staff meetings*
- *every staff meeting will feature one staff-member read segment*
- *conducting weekly team meetings with Mariam Kobeissi to refine our best practices for living into the districts vision statement.*
- *examining and refining existing safety drills, RTI protocols and PBIS Strategies*
- *contact Smith teachers and staff over the summer just to introduce myself via letter or podcast*
- *meeting board members, district, building level and program leaders and community members*
- *participating in a series of discussions and meetings with the Associate Superintendent of Secondary Education: Dr. Gail Shenkman to gain insight regarding the alignment of enacted curriculum to the district curriculum plan and mission and vision on curriculum*
- *learning about the current teacher evaluation process and seek insight and feedback*
- *analyzing a variety of standardized, district, building, program and classroom data to determine patterns of achievement and identify achievement gaps*
- *brainstorming with staff and generating preliminary plans of action to enhance learning, instruction and address achievement gaps based on improvement plans and student data resources*
- *establishing multiple modes of frequent communication with the Dearborn Public Schools stakeholders via email, website and key information in district newsletter*

- *dedicating every Monday from 8-10 to visiting classrooms ensuring students are adhering to the code of conduct and effective instruction is taking place*
- *participate in Michigan Association for Supervisor, Curriculum Development's Curriculum Leader's Institute Phase*

Vikings Transition Plan: Phase II

October 12, 2015 – November 13, 2015

Primary Goals include:

- *gaining a deeper understanding of the district's organizational structure, vision, mission, culture, goals and strategic plan*
- *continue brainstorming comprehensive school improvement strategies with Mariam Kobeissi*
- *establishing collaborative and supportive relationships with other building administrators, teachers, students, parents and community partners*
- *working collaboratively with district, building and program leadership to develop plans for curriculum development, enhancements and alignment based on student data, recommendations and feedback*
- *examining the professional development framework and teacher support resources for instructional effectiveness*
- *deepening relationships and connections to provide expanded learning opportunities for students*
- *create college going culture*

Primary Entry Action Steps include:

- *conducting monthly parent communications via podcast, Google Hangout Air, Principal Coffees or Small Group Conferences*
- *spending 50% of my time in classrooms supporting teachers*
- *create a school leadership council to include one parent and three student representatives from each grade level*
- *conducting celebrations for students without behavior infractions, acknowledging students "Caught Being Good!"*
- *visiting feeder schools and meeting with those administrators and other key stakeholders*
- *participating fully in all appropriate meetings and discussions pertaining to position in the form of principal coffee night*
- *conducting a detailed review of the curriculum, instruction and assessment work previously performed*
- *clearly identifying, sharing and discussing student achievement data and gaps*
- *initiating action plans to enhance learning, instruction and address achievement gaps based on meetings, feedback, improvement plans and student data resources*
- *implementing and communicating a comprehensive professional development plan aligned with needs for teaching and learning*
- *completing and submitting any necessary required reports, grant paperwork and district and school improvement plans*

- *beginning to develop marketing plan and strategies to promote Smith Middle School's after school programming and student learning opportunities*
- *each teacher will have a college door placard placed next to their classroom entrance encouraging students to ask questions about college*
- *institute "College Thursdays" where teachers are encouraged to wear their college alma-mater shirts (no jeans or jogging pants)*

Vikings Transition Plan: Phase III

November 16, 2015 – December 18, 2015

Primary Goals include:

- *continuing to establish and expand collaborative and supportive relationships with assistant principal, teachers, students, parents and community partners*
- *focusing efforts on maintaining and improving academic progress (RTI)*
- *establishing action plans to address achievement gap needs and needs of gifted talented students*
- *continuing to deepen relationships and connections to provide expanded learning opportunities for students and staff*

Primary Entry Action Steps include

- *conducting monthly parent communications via podcast, Google Hangout Air, Principal Coffees or Small Group Conferences*
- *spending 50% of my time in classrooms supporting teachers*
- *attending and actively participating in Smith Middle School community, events and celebrations*
- *conducting celebrations for students without behavior infractions, acknowledging students "Caught Being Good!"*
- *developing and communicating a school improvement plan focused on curriculum, instruction and assessment*
- *beginning to collaborate with key stakeholders to develop a long termed laser focused action plan to address achievement gap challenges and concerns while keeping high achieving students engaged*
- *establishing relationships with teacher leaders and other staff*
- *meeting frequently with district, building, program leadership, principals and instructional staff to modify the dynamic professional development plan, if needed*
- *continuing to review and collaborate with key stakeholders regarding school culture: success for all students (Gifted and Talented, SWD, ED, and ELL)*
- *networking and partnering with other school districts and resources to promote and support dynamic learning opportunities for students*
- *boldly and creatively "Thinking outside the box" to expand dynamic learning opportunities to students*

Beyond 90 Days

If chosen, at the conclusion of my first 90 days as Middle School Principal of O.L. Smith Middle School. I shall create, communicate and share a reflective report with all stakeholders highlighting progress, accomplishments, priority areas of concern and next steps.

As I continue along the path as a leader and member of Dearborn Public Schools. I hold this phrase very sacred “Students, Teachers and Parents are my primary focus & responsibility; to neglect one group is to neglect all groups”.

Middle School Principal: Sean A. Fisher Sr., ED.S.

My role

Principals run a school's daily operations, set its educational goals, and hold teachers accountable for student performance. Middle school principals work full-time during the day and attend school events in the evenings. A principal's most important function is to supervise teachers, staff and students. By observing classrooms in session, principals ensure that teachers are qualified to maintain a safe, orderly environment and to help students learn. They chair meetings to monitor curriculum. They delegate administrative responsibilities to non-faculty staff who must comply with district guidelines for reporting attendance, keeping school facilities safe for students, and working within the school's budget. As supervisors of students, principals implement behavior policies by observing students in class and on school property. When discipline issues arise, principals meet with parents to provide guidance on managing student conduct. Much more than school administrators, principals are influential role models who participate in the extracurricular aspects of students' lives. Middle school principals deal with the special challenges confronting students during the critical preteen years. Principal Les Potter of Port Orange, Florida, said in an article for Scholastic that he considers it his job to help parents provide the emotional and academic guidance that reinforce student achievement. Potter does this by advising parents how to monitor homework, meet with counselors to discuss student progress, ensure that students maintain proper attendance and encourage them to respect teachers, classmates and school property.

