New Orleans Alternative High School Professional Map: Principal

2020-2021

_____

Name

_____ _____

Manager

NOAH Professional Map: Principal

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Professional Performance & Growth at NOAH

NOAH's Professional Maps set out our Goals, Responsibilities, and Values as professionals at NOAH. We use the Maps to document our performance in each of these areas and to develop a plan for our professional work and growth each year.

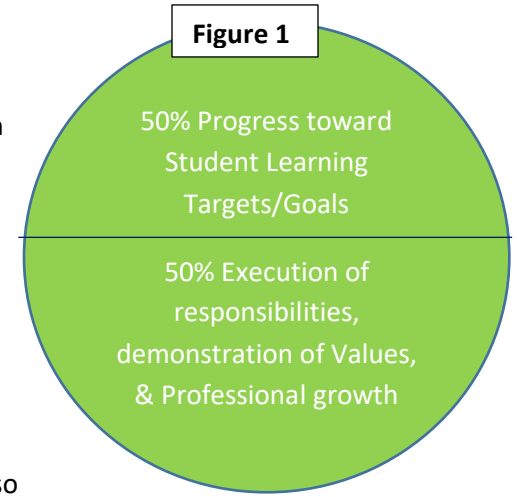
The Premise

At NOAH we hold high expectations for our students' growth and achievement. We believe that all our students can stay in school, develop their academic and behavioral skills, pass their classes & exams, graduate and continue their education and participate productively in the workforce and community.

We know that the key to our students' success is the dedication of our staff, the quality of our work, and our commitment to growing professionally. Because of this we hold high expectations for our own and each other's professional conduct and performance. Further, we believe that an essential component of high quality performance is a drive for constant growth and development. Thus we not only expect each other to work hard and perform well, we expect each of us to grow and improve our skillfulness and achievement every year.

In accordance with Louisiana Act 54, each staff member at NOAH is evaluated based on the formula in Figure 1.
For all teachers, principals and counselors, progress on both components is entered into the state Compass evaluation program as required by law.

Figure 1



The Process

Each year the Board and school leaders set the school goals for student and school achievement and growth. Using these goals, we then set Student Learning Targets/Goals for each position at the school.

Each individual at NOAH has a direct manager who meets with you regularly (usually weekly or biweekly) to provide direction, feedback and support as you work toward achieving the targets and goals for your position. In order to do so effectively, the manager conducts observations (usually biweekly or monthly), reviews plans and products, and analyzes student and other data. Using all this evidence, you and your manager are able to identify areas of strength and weakness, progress toward goals and set in place steps to meet your goals and develop your skillfulness.

Once per semester, you, your direct manager, and the principal meet to review the Professional Map and evaluate your professional performance and growth. These meetings may happen more frequently if you have an Area of Concern (something which must change in order to stay in your position) or if your goals, position and/or responsibilities change.

Performance is rated using the LA DOE Compass scale of effectiveness in Figure 2.

PERFORMANCE INDICATORS

4= Highly Effective
3= Effective: Proficient
2= Effective: Emergent
1= Ineffective
NA= Not assessed/observed at this time

Figure 2

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The Parts

Student Learning Targets/Goals: WHAT we want to achieve

Individiualized versions of the school's annual goals for student & school achievement & growth

Responsibilities & Values: HOW we will achieve our targets/goals

Position based responsibilities

NET values for operating individualy and collectively

Self care plan

Growth Plan: WHICH responsibilities/values we select to improve on this year and HOW we will go about improving them

Analysis of: Strengths & Growth Areas

Designation of: Whether any Growth Areas is an Area of Concern. If an Area of Concern exists, the focus of the Growth Plan must be the Area of Concern as that area must be remedied.

Selection of: Specific responsibilities or values to focus on. These may be a growth area you want to improve, a new responsibility or project, and/or a strength you want to leverage even more and maybe share.

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Student Learning Targets/School Goals

	Goal	Meeting 1:	Meeting 2:	Meeting 3:	Meeting 4:
Enrollment					
Average Daily Attendance					
Stability Rate: % of students, enrolled for at least 45 days, who are still enrolled at the end of the year (or have graduated)					
Credit Accumulation: % of students, enrolled at least 6 months, who earn 6+ credits or graduate					
EOC: % of students passing each test					
ACT: % of students participating					
ACT: Average score					
Literacy Improvement					
Math Improvement					
Graduation Rate: % of seniors graduating					
Next Steps: % of graduates have a job or are in training/school within 2 months of graduation					

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Internship: % of students participating in internship program					
Internship: # of internship placements					
Internship: % of students successfully completing their internships					
Behavior: # of students recommended for expulsion					
Behavior: # of fights on campus (any time staff must separate students)					
Behavior: Suspensions					
Behavior: % of issues managed through non disciplinary means					
Behavior: % of mediations and other plans holding/showing progress					
Satisfaction: % of student satisfaction					
Staff Quality: % of staff receiving 3.0 or above					
Staff Retention: % of staff invited to return, electing to return					

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Additional Indicators & Notes	Goal	Meeting 1:	Meeting 2:	Meeting 3:	Meeting 4:
State Alternative Accountability Achievement					
Staff Surveys					
Student Surveys					
Parent Surveys					

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School Mission & Vision	M1	M2	M3	M4	Notes
Set ambitious, data-driven goals for achievement & invest stakeholders					
Develop, maintain and share knowledge base of NET's cultural, pedagogical, and operational practices					
Train and support staff to understand and work with students in alignment with NET expectations					
Monitor systems and support staff to effectively produce the results expected by the Board, the Charter Authorizor, students and families					
Maintain high quality internal and external communication					
Manage structured and informal feedback and data loops to ensure continuous improvement					
Provide consultation for long term strategic planning					
Stay current on national and international trends and best practices in both alternative and traditional education					
Curriculum & Instruction					
Research, select, design and implement high quality, State & common-core aligned curricula, assessments, and systems for the school's varied instructional settings/approaches including but not limited to:					
• Advisory Seminars					
• Core Classes					
• Personalized Learning Lab					
• Enrichment & Electives					
• CTE Classes					
• Internship/Next Steps Classes					
• RtI Interventions (academic, behavioral, homebound, ELL, etc.)					
Develop, implement, monitor and adjust school wide and individual student plans and interventions					
Manage, analyze, and communicate academic and RtI data for individual student and school-wide improvement					
School Culture & Behavior					
Model use of and actively promote restorative practices with students, staff, and families					
Research, select, design, and implement high quality curricula, programs, and systems for school's restorative, inclusive, and joyful culture					
Maintain a safe, secure, and prepared facility and faculty					
Research, select, design, and implement high quality supports for each student to develop their behavioral skillfulness					
Develop and maintain productive relationships with families and community supports					
Staff Development & Accountability					
Recruit and select an effective and diverse team					
Manage and develop staff using NOAH's professional growth system: observations, data/evidence analysis, feedback, targeted professional development, Professional Maps					

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Design and provide both group and indvidiualized professional development which is responsive and tailored to school-wide and position/individual-specific needs					
Observe, give feedback, and meet with direct reports on a weekly basis to provide both strategic direction and responsive support					
Observe, give feedback and meet with indirect reports on a rotating basis to accurately provide direction and support to them and their managers					
Design and provide high quality interventions and support to struggling staff					
Systems/Program Design, Management & Compliance					
Design and manage high quality, compliant, and empowering school systems and programs including, but not limited to:					
• Enrollment					
• Special Education					
• RtI					
• Pupil Progression					
• State Testing					
• Discipline					
• Internship program					
• Next Steps program					
• Counseling, social work & mental health					
Proactively comply with all organizational, local, State, Federal, and funding requirements					
Operations and Finance					
Design and manage high quality , compliant, and progressive school systems and programs including, but not limited to:					
• Facilities					
• Finance					
• IT					
• Food Service					
• Data management and analysis					
• Branding and marketing					
• Emergency planning					
Proactively comply with all organizational, local, State, Federal, and funding requirements					
Insure building and grounds are clean, organized, safe and promote learning					

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Operating Values

NOAH is a mission driven organization with a strong set of values of how to work as individuals and as a team. Thus professional habits and belief systems are considered as important as the execution of professional responsibilities:

Professionalism - We model integrity and accountability when doing so is most difficult.	**M1**	**M2**	**M3**	**M4**	**Notes**
Attendance					
Timeliness to school, duty, meetings					
General conduct and appearance					
Empowerment -We define our own success, and turn obstacles into opportunities.					
Believes in and demonstrates responsibility for the success of all a students					
Proactively and productively takes initiative to solve problems and have conversations that lead to improvements					
Resilience - We succeed because we grew from our greatest challenges, not in spite of them.					
Seeks, implements, and gives feedback for growth					
Fellowship - We sustain mutual growth and development, while showing kindness and love.					
Supportive and collaborative team member					
Represents school to students, families and the community					
Maintains productive communication with stakeholders					
Accomplishment - We redefine what is possible by consistently exceeding goals and expectations.					
Preparation and Organization					
Continually drives for meaningful results with each student and each responsibility					

As professionals, we must take care of ourselves in order to effectively support each other and our students in the face of the trauma and violence that frequently visit upon our students and their communities.

Self-Care Plan	**Reflection/Notes**
Meeting 1	
Meeting 2	
Meeting 3	
Meeting 4	

Growth Plan

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Date	Meeting 1:	Meeting 2:	Meeting 3:	Meeting 4:
Strengths				
Growth Areas & Projects/ Opportunities	**Area of Concern?: No**	**Area of Concern?: Y/N**	**Area of Concern?: Y/N**	**Area of Concern?: Y/N**
Growth Areas & Projects/ Opportunities	**Area of Concern?: No**	**Area of Concern?: Y/N**	**Area of Concern?: Y/N**	**Area of Concern?: Y/N**

***Areas of Concerns are growth areas which MUST improve in order to continue in the position.**

Additional Notes:

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Additional Notes in General:

Notes on long term professional interests/plans (1-2 years, 3-5 years, 5-10 years)

Signatures

Dates	_____	_____	_____	_____
Staff's signature	_____	_____	_____	_____
ED's signature	_____	_____	_____	_____