

## Organizational Coherence Effectiveness Framework

### District Leadership Team Members School Assignments

Administrator(s)	Red	Yellow	Green
Superintendent of School	PHS/PMS	PMS	Clinton
Deputy Superintendent for Operations	Clinton	Warring	PHS
Assistant Superintendent for Curriculum, Instruction, and Grants Management	PHS/PMS	Krieger	Morse
Director of Data Analysis and Accountability	PHS	ELC	COC
Executive Director of Special Education	Krieger	COC	ELC
Director of Special Education	COC	Clinton	Warring
Interim Curriculum Coordinator/Teacher Evaluation	Warring	Morse	PMS
Interim Coordinator for 21 <sup>st</sup> Century Grants	Morse	ELC	Krieger

#### Red: Level 1 Support to Principals

- District administrators are scheduled to visit their assigned school 5 days a week;
- Act as the sole support for principals, building capacity at the school level; and throughout the organization to focus on teaching and learning (75% shift of time spent in classrooms);
- Help principals by removing obstacles and impediments on the academic and operational sides/improve use of instructional time (time on task);
- Cultivate excellence in leadership and instructional practices;
- Perform three FILWs (engagement/students “opt-in”) with the principal to improve the instructional core, with immediate high-yield feedback to teachers/principal- “*Mission Literacy*,” Scholastic, Imagine Learning;
- Monitoring attendance, discipline, and academic data and providing targeted recommendations for improvement (draw on *Leverage Leadership* by Paul Bambrick-Santoyo, see Chapter 1);
- Focus on supporting the principal in the school’s areas of growth “grows.” (Draw on *Leverage Leadership* by Paul Bambrick-Santoyo, see Chapter 8); and
- “Adopt” one or two children to tutor (*How are the Children* initiative).

#### Yellow: Level 2 Support to AIC and Support Services (i.e., Title I, ESL, Guidance, SW, IST)

- District Administrators are scheduled to visit their assigned school 2 days a week;
- Focus on supporting Academic Instructional Coach (AIC) (coaching cycles, differentiated support for teachers, PD)- (draw on *Teach like a Champion* by Doug Reeves)
- Support with Imagine Learning, strategic tutoring initiative (AIC providing targeted instructional support to students-grades 3, 6, 7, 8; high school strategic and peer-to-peer tutoring), Data Walls- attendance, discipline, and academics; and
- Monitoring the implementation of assessments to improve instruction (draw on *Driven by Data* by Paul Bambrick-Santoyo).

#### Green: Level 3 Support, Culture and Climate of the School

- District Administrators are scheduled to visit their assigned school 1 day a week;
- Perform building “learning walkthroughs,” assessing the environment and tone of the school for students, staff, parents, and the community;
- How are students, staff, parents, and the community greeted? Is there a college-going culture? Is there a level of excitement and engagement in the school? Use of technology? Is there joy? When you “walk the walls,” what do you “notice/wonder” about the learning in the school community?
- Check on and provide support for the school’s current events/initiatives, data walls, “glows.”