Assignment 1.1: Assessing and Enhancing Your School’s Identity

**Part I & II**

Standard 1: Strategic Leadership

***Mission: All stakeholders plan, share, and implement (PSI) our best practices that result in academic achievement and a safe, caring, and orderly environment.***

Accomplished: The school’s identity (vision, mission, values, beliefs, and goals) drives all decisions and informs the culture of the school. All stakeholders have taken ownership of this mission statement and it is evident in the instructional practices and processes throughout the school. This statement captures peoples’ attention and imagination. Collaborative processes are used to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals. The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

***Vision: All students will learn. All teachers will teach. Parents and community will be supportive. Everyone will be accountable.***

Accomplished: The vision statement is communicated daily to students and staff. The vision statement is a declaration of our objectives and is used to promote our culture and drive decision-making processes. Data is used to monitor our progress towards fulfilling this vision. While the statement is simplistic in nature, it creates an image, appeals to shared values, and sets high expectations for everyone. I consider our vision statement to be unique because it also includes community involvement. It incorporates all of our core values. This statement captures peoples’ attention and imagination. Collaborative processes are used to collect and analyze data about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals. The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

***Core Values: Community, Continuous Improvement, Relationships, Rigorous Curriculum & Instruction, Safe Schools***

Accomplished: Our core values articulate what we do at SouthWest Edgecombe. The culture of our school community reflects our commitment to each of these values. They ensure consistent and aligned action with our school’s mission and vision. These values are clear in all systems, processes, and procedures at SWE. The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

**Part III**

1. Use of PDCA Cycle and Multiple Measures of Data to evaluate progress and collaboratively make necessary revisions to vision and goals as needed.
2. Grade level meetings to revisit the mission, vision, and goals for all students and staff and discuss the progress that is being made.
3. Create more opportunities for community involvement. Three reasons: To share our values/vision/mission. To build credibility so the community can see that we are who we say we are. To provide stakeholders with the opportunity to provide input on how we can better serve the entire school community.

Assignment 1.3: Personal Reflection on Strategic Leadership

The NCPAPA High Performance Model identifies Strategic Leadership as the “driver” of the seven North Carolina Standards for School Executives because this standard addresses the school executive’s ability to lead the school. This one standard speaks to the leader’s ability to work with all stakeholders to implement necessary systems, processes, and procedures (including teacher empowerment) that will result in academic growth and increased student achievement. This standard addresses the principal’s ability to collaboratively define the core values of the school community and generate a mission and vision that addresses the needs of the school. These guiding principles should be built upon a data driven continuous improvement plan that is reliant upon multiple measures of data analysis. This one standard identifies who we are, what we plan to do, and how we plan to do it.

As an emerging school leader, I have a lot of room for growth to advance my current leadership knowledge, skills, and dispositions in this standard to the “Distinguished” level of performance. Specifically, I must seek experience in the area of using multiple measures of data to identify the needs of the school, drive necessary change, and collaboratively develop the strategic goals, vision, and mission of the school. I will make sure that I am more involved in the school improvement process during this internship and more intentional with the use of data analysis with input from students, staff, and parents. The idea of using multiple measures of data (including demographics, perceptions, student learning, and school processes) rather than a one-dimensional use of multiple data indicators of student learning is new to me.