

Florida Principal Leadership Standards

**Capstone Presentation
Florida Charter School Conference
October 2022**

**Presented by
School Leadership Program Fellows
Cohort 1/Class of 2022**





Purpose of Capstone Project:

- Considered to be the most important of an entire construction project.
- School Leaders Fellowship:
 - Develop the professional capacity
 - 10 Florida Principal Leadership Standards, grouped into categories which can be considered domains of effective leadership.
 - Form the foundation for school leader preparation
 - Set forth as Florida's core expectations for effective school administrators

Why:

- Inadequately trained administrators can have a huge impact on students and staff.
- Growth and development in the development of skills required to perform administrative duties
- Increase capacity for leading a charter school.

School Leaders Fellowship - Cohort 1:

- What was learned about the Florida Principal Leadership Standards through the School Leaders Fellowship Project?
- How will knowledge be applied to daily role as administrators?

Domain 1: Student Achievement

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Domain 1: Student Achievement

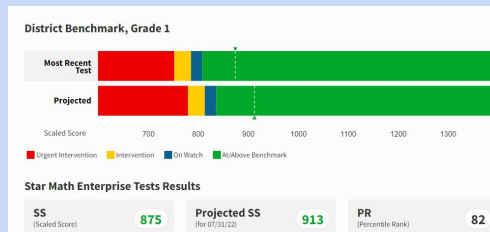
Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.

Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Ensuring that Students Meet Achievement Goals (Kelly)

Understand your starting point,
and then map your plan for
success

- SchoolPace
- Progress Monitoring
- MTSS
- IEP/EP Goals
- Performance Goals
- Communication with Team
- Accountability for Current Data



2021-22 Revised Performance Goals:

MEM's Year 1 goal will be based on students' Renaissance STAR 360® Student Growth Percentile (SGP) growth. For SGP, a student is compared to his/her *academic peers*, students in the same grade and assessment subject that had statistically similar scores in previous years. A student's growth percentile represents how much a student grew in comparison to these academic peers. Students generally fall within one of 4 categories: high proficiency/high growth, high proficiency/low growth, low proficiency/high growth, low proficiency/low growth. SGP is reported on a 1-99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth, and typical grade level growth falls between 35-60 percentile points, with more potential growth possible for students falling in the low proficiency quadrants.

Students in grades K-4 took the STAR 360® diagnostic in ELA and Math in September to establish a real-time baseline assessment score.

Baseline Data

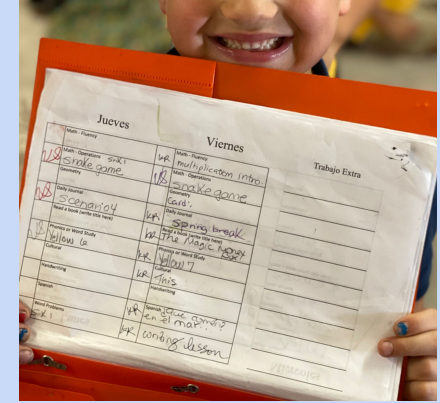
Reading

Percentile	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Below 25%	11	7	8	4	6
25%-49%	6	9	3	6	4
50%-74%	13	7	5	1	5
75% & above	26	5	10	6	6
Percent Proficient	70%	41%	58%	41%	50%

IRLA	ENIL
BK 4.00 On May 27 the target will be Or 5.00	Ne 4.00 On May 27 the target will be An 5.00
BK 4.00 Ltd. ✓ Growth: 1.00 Year Open the IRLA	1Az 1.50 Ltd. ⚠ Growth: 0.90 Years Open the ENIL
Or 5.00 Ltd. ✓ Growth: 1.00 Year Open the IRLA	1R 2.00 Ltd. ⚠ Growth: 1.00 Year Open the ENIL
1Br 7.00 Ltd. ✓ Growth: 1.00 Year Open the IRLA	1R 2.00 Ltd. ⚠ Growth: 0.70 Years Open the ENIL
2R 2.50 Ltd. ⚠ Growth: 0.00 Years Open the IRLA	3A 0.25 Ltd. ⚠ Growth: 0.00 Years Open the ENIL
Or 5.00 Ltd. ✓ Growth: 1.00 Year Open the IRLA	V 0.60 Ltd. ⚠ Growth: 0.59 Years Open the ENIL
Wt 3.00 Ltd. ⚠ Growth: 0.00 Years Open the IRLA	3A 0.25 Ltd. ⚠ Growth: 0.25 Years Open the ENIL
2R 2.50 Ltd. ⚠ Growth: 0.50 Years Open the IRLA	1A 0.01 Ltd. ⚠ Growth: 0.00 Years Open the ENIL

Student Learning as a Priority (Kelly)

- Effective use of time
- Planned Transitions
- Effective Work Plans
- Prepared Environment for student success
- Avoid wasted time



Student Learning Results

- Support Teachers and value their Teacher Input
- Build a culture of Constant Collaboration
- Develop Effective Data Meetings/Chats
- Relevant Professional Learning Communities (PLCs)



Domain 2: Instructional Leadership

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Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Standard 4: Faculty Development

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Domain 2 - Instructional Leadership

Standard 3 - Instructional Plan Implementation

The why...



Domain 2 - Instructional Leadership

Standard 3 - Instructional Plan Implementation

Why...

- *Best Outcomes*
- *High Expectations*
- *High Achievement*



Standard 3

Instructional Plan Implementation

Effective School Leaders...

work collaboratively

to develop and implement

an instructional framework

that aligns curriculum with

state standards

effective instructional practices

student learning needs and

assessments





Standard 3

Instructional Plan Implementation

Effective School Leaders...

Work collaboratively

To develop and implement

An instructional framework

That aligns curriculum with

- State standards
- Effective instructional practices
- Student learning needs
- Assessments



Work collaboratively toward our goal of best outcomes and high student achievement....

Organizational Learning &
Data Driven Decision Making

- ➔ Formative Assessments
- ➔ Focuses efforts
- ➔ Accountability

Standard 3 - Instructional Plan Implementation

Waldorf Curriculum & B.E.S.T Standards





*Learning
Communities*

*Coaching
Modeling
Mentoring*

Designing Master Schedules



Consider...

- ★ Stakeholder Input
- ★ Designed Outcomes
- ★ Dynamism and Flexibility
- ★ Timeline that unfolds the design process

Domain 2: Instructional Leadership

Standard 4: Faculty Development

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

- **Recruit-** Implement “**out-of-the-box**” recruiting strategies such as offering candidates a base salary with incentive pay opportunities. Tap into colleagues that you have worked with in the past and who share your vision and educational ideals to come on board. Allow your current teachers/staff to participate in the interview process.
- **Retain-** Create conditions that allow for teachers to feel appreciated and respected as professionals. Take a “**person-first**” approach. Consider teacher needs when developing the master schedule. Allow teachers to have a “voice” in decision-making and the development of operational systems.
- **Develop-** Design structures that allow for professional development to be relevant, sustained, and tiered to the specific needs of the teachers on your campus. Take measures to build trust and create feelings of safety so that teachers are willing to be transparent and vulnerable as they reflect on their practice with independently and with others. A willingness to be **VULNERABLE** can change the entire dynamics of your school.

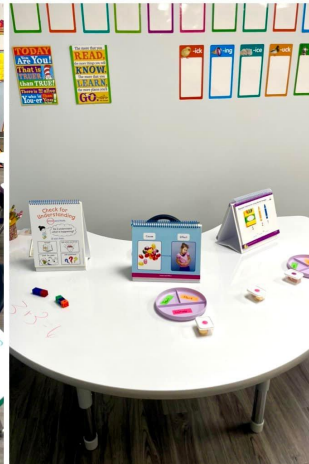
Domain 2: Instructional Leadership

Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

- Student Centric: Provide multiple tools in the building to make the learning process as effective as possible.(Picture)
- Educational Programs: Schedules has to be set to run the functions smooth and effectively.
- Events: Organizing extracurricular activities impact student learning in multiple ways.
Student of the month breakfast (Character Traits),
Award Ceremony
Fundraising Activities

Classroom Design



Schedules

Period		6A	6B	6C	6D	6E	6F	Early Release
	7:30-8:00	Arrival/Breakfast/ Homeroom	Arrival/Breakfast/ Homeroom	Arrival/Breakfast/ Homeroom	Arrival/Breakfast/ Homeroom	Arrival/Breakfast/ Homeroom	Arrival/Breakfast/ Homeroom	
1	8:00-8:45	PE	Adv.SS	Adv. Science	Adv.Math	Adv.ELA	Int.Reading	7:50-8:25
2	8:49-9:39	SS	PE	Reading	Comp. Sci	Adv.Science	Int.Math	8:29-9:04
3	9:43-10:33	Reading	Comp. Sci	ELA	SS	PE	Science	9:08-9:43
4	10:37-11:27	Comp. Sci	Science	Adv.SS	PE	Adv.Math	Adv.ELA	9:47-10:22
5	11:31-12:21	Science	Math	Comp. Sci	Adv.ELA	Reading	PE	10:26-11:01
	12:25-12:55	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	11:05-11:40
6	12:59-13:49	Adv. Math	ELA	PE	Reading	Comp. Sci	SS	11:44-12:19
7	13:53-14:45	ELA	Reading	Math	Adv. Science	Adv. SS	Comp Sci	12:23-12:53 Lunch
								13:10 Dismissal

Club Days	Available teachers
M	K-2 All teachers / Kent,Friedlin,Zellner, Downs and Gold,and Brown
T	K-2 All teachers /C.Brown,Peiffer,Cella, Farmer, Varner
W	Meetings
Th	3rd-5th All teachers
F	Parent Conferences/Planning
Tutoring Days	Grade Band
M	C.Brown,Peiffer,Cella, Farmer, Varner
T	Friedlin,Zellner,Downs,Kent,Gold, and Brown
W	Meetings
Th	K-2 All teachers
F	Parent Conferences/Planning

Progress Report and Report Card Dates Intracoastal 2021-22

Q1	Date	Q2	Date	Q3	Date	Q4	Date
Progress Report	9/13/21	Progress Report	11/16/21	Progress Report	2/8/22	Progress Report	4/26/22
Report Card	10/14/21	Report Card	1/6/22	Report Card	3/24/22	Report Card	6/9/22

Programs/Events



Domain 3: Organizational Leadership

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Domain 3: Organizational Leadership

Standard 6: Decision Making

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

Standard 7: Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Standard 8: School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Standard 6: Decision Making

1. How does a leader balance following the rules without compromising personal morals and beliefs?
- Collaborative conversations and readings taught me there is often no perfect answer to tough decisions, but considering all factors with purpose and effort will lead to more wins than losses. As Baruti Kafele puts it:

you up to making these tough decisions? Will you be able to sacrifice your values and beliefs in order to make the best possible decisions for your school? Making tough, hard, and even unpopular decisions is a part of the work. If you are going to thrive as a principal, you must be prepared to make those kinds of decisions throughout your career.

Standard 6: Decision Making in Application

Have a “North Star”

It is impossible to make decisions that will make everyone happy; the same way it is not possible to make strictly perfect decisions with all ideal outcomes.



Standard 7: Leadership Development

Participating in this fellowship is a perfect example of how to develop leaders - place them in programs to become familiar with other school leaders.



Standard 7: Leadership Development Application

Within my school I am now evaluating teachers and staff members not only based on their current position but as potential future leaders as well.

Additionally, I have been sharing best practices and key points with my admin team, primarily the assistant principal who is newer to the role.

Standard 8: School Management

School management for Florida school leaders consists of not only management strategies for the physical organization as such, but also for everyone involved in their functioning. As school leaders, we need to maximize the use of the resources in order to safeguard our school climate. We are in charge of managing schedules, allocating resources, organize time and effectively delegate tasks. I do not consider managing school affairs to be an easy task however I understand its importance in the educational system. As school managers we become one of the most important influences on the working lives of the staff who report directly or indirectly to us (Everat, K. B., Morris, G., & Wilson, I. 2004)

Standard 8: School Management

Being a member of this fellowship gave me a new perspective as well as a front row into activities dedicated to school management that led me towards mastering this standard. I was able to Identify the basic elements of effective school communication, including strategies that promote effective collaboration between school administrators, teachers, students, parents, and community members. In addition, I defined key elements of a professional code of ethics and values, and connected budgeting and other aspects of resource management to student achievement and school effectiveness.

Standard 9: Communication

Communication is recognized as a key standard when it comes to quality leadership. An effective leader is visible throughout the building at all times and practices and implements an open-door policy.

Why?



The Florida Leaders Fellowship sessions dedicated to communication have stressed the importance of a positive and effective communication in order to retain teachers in the future and promote a school culture that value all stakeholders.

This was a subject which I considered myself to have mastered a long time ago. However, after reviewing and implementing new strategies learned I was able to identify and improve some of my communication skills. For example, I can now say that I'm a professional at actively listening to students, staff, parents, and community stakeholders. Mastering my active listening skills has also led me to expand other skills like recognizing individuals for their compelling performances, communicating my expectations to my students, parents, and community; while ensuring that the faculty receives timely information. I feel confident that the implementation of these strategies and procedures influenced student achievement and my performance in the organization, ensuring that as a professional I have achieved my goal of being part of student success at MCCC.



Domain 4: Professional and Ethical Behavior

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Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.



Professional and Ethical Behavior

Effective educational leaders add value to an organization by **inspiring** students and their families, teachers and staff, and those within their community.



Professional and Ethical Behavior

Professional and ethical school leaders are:

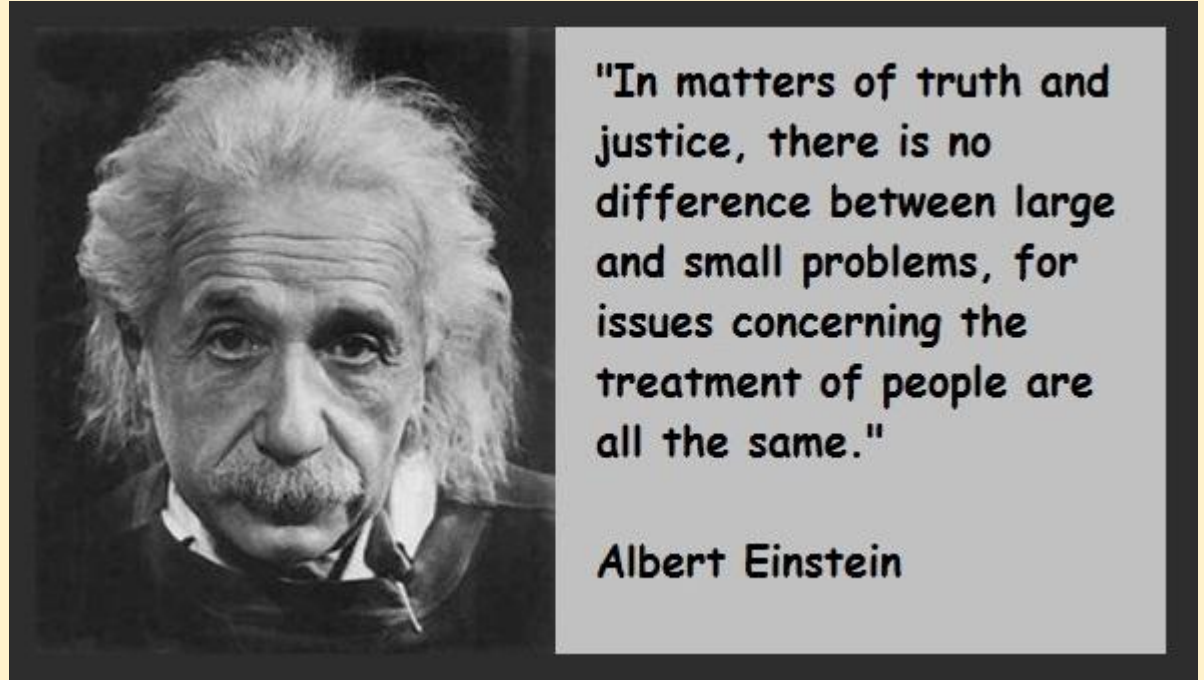
- Honest
- Open
- Reliable



Professional and Ethical Behavior

Professional and
ethical leaders
value:

- **Justice**
- **Respect**



Professional and Ethical Behavior

Successful school leaders are:

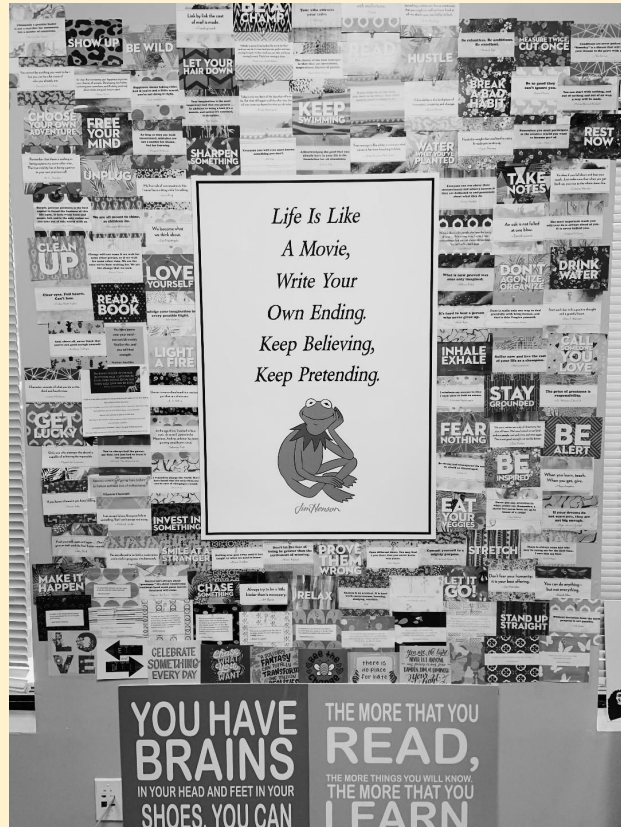
→ **dedicated to serving others.**



Real education should educate us
out of self into something far finer;
into a selflessness which links us
with all humanity.

— Nancy Astor —





A professional and ethical school leader keeps students' needs at the forefront, while establishing a positive and hopeful environment.

**Questions from the audience
about the
School Leaders Fellowship Project ?**