

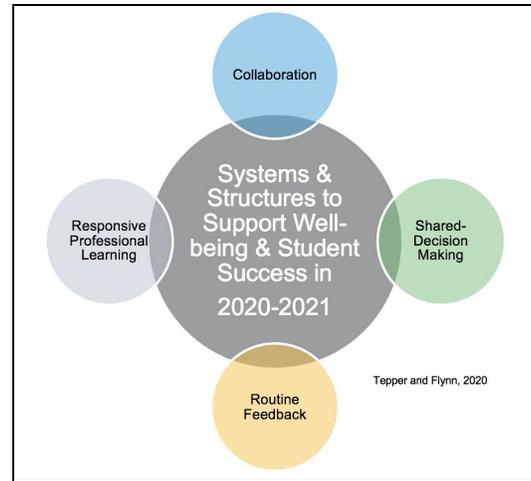


Structures and Systems: 2020-2021

As district and school leadership reflect on and plan for their role this year in ensuring student, family and staff well-being, four (4) key outcomes of the systems and structures they maintain or put in place are rising above all else. These outcomes include:

- Assured collaboration (to ensure extra layers of support and to avoid feelings of isolation)
- Shared-decision making (to ensure those in the work have input in the work)
- Routine feedback (to ensure there is accurate understanding of impact)
- Responsive professional learning (to ensure support in implementation—especially of new practice)

These systems and structures, and the leadership practice required to design and implement, become not only a framework for support but the vehicle for monitoring overall effectiveness and impact.



At North Branford Intermediate School, the systems and structures being put in place this year are in many ways a continuation of existing approaches. They were, however, reviewed and adapted to support where we really are in this challenging year. As a result of that work, the following practice is in place to ensure each of the core outcomes of quality systems and structures:

<p style="text-align: center;"><u>Collaboration</u></p> <p>Schedule Highlights Use of FLEX time to engage in:</p> <ul style="list-style-type: none"> • Inquiry Cycle-two week cycle to understand impacts on learning • PLC-Curriculum impact focus • Team-based PLC-SEL focus • SRBI Meeting-building connections to support T2-T3 students <p>Every other day, every core staff meets in one of these meetings in addition to daily teacher planning time.</p>	<p style="text-align: center;"><u>Shared Decision Making</u></p> <p>Faculty Forum/School Climate Team Continued opportunity for issues/problems to be heard (and solved for) to support organizational and student learning. These committees and teams feed a shared-decision making body in the school, the Instructional Leadership Team. This team meets monthly to review input and develop strategies and support.</p>
<p style="text-align: center;"><u>Routine Feedback</u></p> <p>Development of a feedback cycle directly connected to teacher and administrator (whole school) goal setting to support non-evaluative feedback cycles that inform professional learning needs and ongoing collaborative discussions.</p>	<p style="text-align: center;"><u>Responsive Professional Learning</u></p> <p>Wednesday Half Days</p> <ul style="list-style-type: none"> • 1 hour PL/ 1-2 hour planning • 4 of the 5 Wed for Dept Leaders • 1 of the 5 Wed are for the building-wide PLC (School Climate/SEL/PBIS)