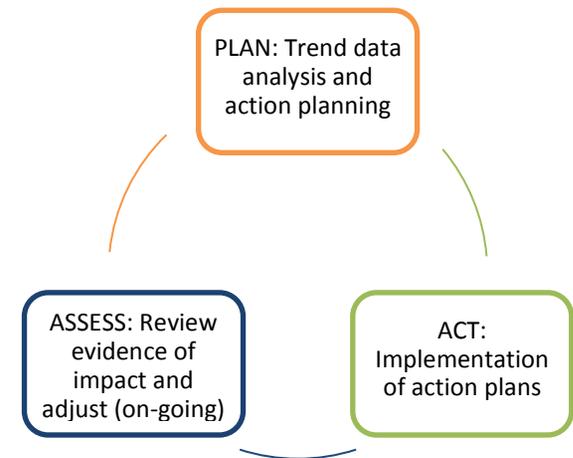


School Turnaround Plan: CE Focused Improvement Planning Process

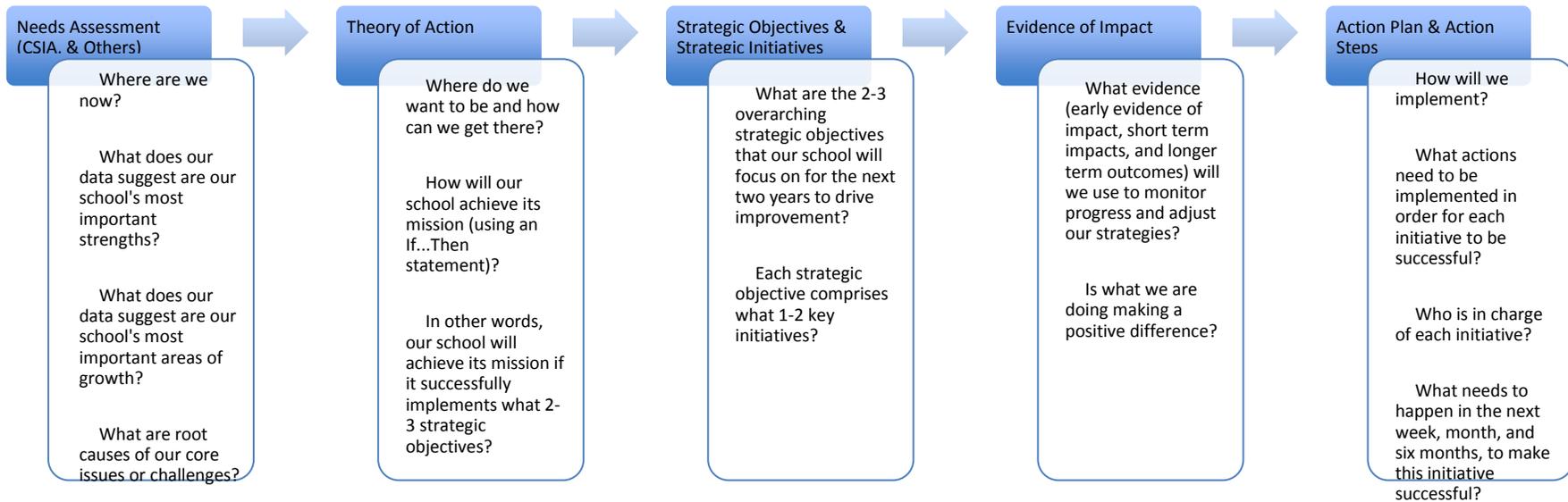
The purpose of the Strategic Plan is to support schools in:

- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
- 4) Developing a set of actions for achieving the strategic initiatives, and
- 5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.



We will revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, and plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

OVERVIEW OF THE STRATEGIC PLANNING PROCESS



The recommended steps to be taken during the development and implementation of a strategic plan mirror the steps of a cycle of continuous improvement. The goal is that the strategic plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:

VISION STATEMENT

Where are we going? Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.

Yates Wildcat are 21st Century learners who are equipped with the skills needed to succeed at next levels.

CORE VALUES

How do we travel? The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our vision

To be filled in by Planning Team

THEORY OF ACTION

What is our path? The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an "if...then" statement.

If school leaders create a culture of effective teaching and learning that provides protected time for effective planning, support professional learning to improve pedagogy and facilitate student mastery of standards, then our students will be 21st century learners prepared for success at next levels.

INTENDED STRATEGIC OBJECTIVES

The coherent group of overarching goals and key levers for improvement that will achieve the vision.

1. *Develop a school-wide system that provides protected time, and utilizes the Plan-Do-Study- Act Model to ensure that teachers' planning is productive and effective to ensure that time is used efficiently.*
2. *Develop, implement, and institutionalize a system to determine and address professional learning needs, with a method of delivery and strict monitoring for effectiveness to determine impact on professional practice and student learning.*
3. *Cultivate a collegially collaborative environment that encourages risk-taking, reflective practice, accountability, and pedagogical improvement to develop evidence based best practices across the school.*

SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS

Guidelines

Each team will complete an Action Plan Template below for one of the 2-3 strategic objectives.

- The strategic objectives may be decided based on your school's unique needs and your analysis of data.
- The strategic initiatives should lead to substantial gains in student learning.
- Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
- Please feel free to add a page for additional details or definitions of terms/acronyms.

Step #1: In collaboration with your group members, identify the 2-3 strategic objectives that your school will focus on in the next three years to drive improvement.

Step #2: Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

Step #3: Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

Step #4: Determine a set of action steps.

- Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, and materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

Element	Definition
Strategic Objectives	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
Strategic Initiatives	The projects and programs that support and will achieve the strategic objectives, and lead to substantial gains in student learning.
Long Term Outcomes	The expected results at the end of three years: what they will be, how they will be measured, and when they will occur. For example, in Year 2, reduce the math achievement gap for English Language Learners by 25% as measured by the end of year proficiency exam.
Evidence of Impact	Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of the ESL teachers' classrooms between October and May.

Strategic Objective #1

Develop a school-wide system that provides protected time, and utilizes the Plan-Do-Study- Act Model to ensure that teachers' planning is productive and effective to ensure that time is used efficiently. (Implement the PDSA Continuous Improvement model school wide and protect planning (design) time and monitor the delivery of instruction to ensure that the plan and delivery are aligned).

Section Five: Knowledge of Content - A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Provides protected time, and utilizes the Plan-Do-Study- Act Model:

A - Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

B - Teacher maintains ongoing knowledge and awareness of current content developments.

C- Monitor the delivery of instruction - Teacher designs and implements standards-based courses/lessons/units using state and national standards.

F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

Which district goal(s) does this strategic objective align to?

Proficiency Goal 1: Increase the proficiency rating in elementary schools from 71.5 to 79.5 (2.65 annually), the proficiency rating in middle schools from 73.9 to 81.7 (2.61 annually) and the proficiency rating in high schools from 63.0 to 71.1 (3.7 annually), by 2021.

Initiative #1

- *Review master schedule and academic calendar to identify opportunities for allocating time for teachers' (classroom and support staff) protected planning including time for planning for extended day learning support.*

A - Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

B - Teacher maintains ongoing knowledge and awareness of current content developments.

Long Term Outcomes (after Year 3)

A completed master schedule that provides protected planning time that facilitates productive and effective planning.

Early Evidence of Impact (monthly): End of March	Short Term Evidence of Impact (quarterly): EOY	Annual Outcomes (after Year 1): 2019-2020	
<ul style="list-style-type: none"> School leaders are making concerted efforts to protect planning time both for PLC and teachers' individual planning. 	<ul style="list-style-type: none"> Teachers are meeting regularly during PLC time that is minimally interrupted Teachers are utilizing their individual planning times for its intended purpose 	<ul style="list-style-type: none"> All planning time is streamlined and utilized for its intended purpose 	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
<ul style="list-style-type: none"> Appoint a committee to review the calendar and schedule to identify opportunities for protected planning time <ul style="list-style-type: none"> Allie Green, Marlene Johnson, Heather Benton, Angela Riddell, Lamar Allen, Jennifer Cooper, and Tamaka Harris 	T. Jones		2.12.19
<ul style="list-style-type: none"> Committee presents a report to the principal that highlights opportunities for planning time and makes recommendations for changes to the master schedule. 	Marlene Johnson	School's master schedule, academic calendar	3.07.19 2.27.19
<ul style="list-style-type: none"> Present the final master schedule to the staff 	The committee	Master schedule with protected time for planning (2018-2019)	3.11.19
<ul style="list-style-type: none"> Include planning time for extended day learning (Accelerated Learning Lab - ALL) for teachers providing extended learning support. 	ALL lead	Accelerated Learning Lab Successmaker Imagine Learning	August 2019

Strategic Objective #1

Develop a school-wide system that provides protected time, and utilizes the Plan-Do-Study- Act Model to ensure that teachers' planning is productive and effective to ensure that time is used efficiently. (Implement the school wide Continuous Improvement model of PDSA and protect time to ensure efficient and effective planning /design and delivery of instruction.

Initiative #2

- *Provide professional learning on the PDSA Model, and document its use through the PLC rolling agenda/minutes, and impromptu visits to PLC meetings.*

F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

Long Term Outcomes (after Year 3)

The PDSA model is incorporated as a part of the teaching and learning culture through ongoing professional learning.

Early Evidence of Impact (monthly):

Faculty and staff are familiar with the PDSA Model and are beginning to use it in PLCs

Short Term Evidence of Impact (quarterly):

- Teachers use protocols and the PDSA Model to guide their PLC.

Annual Outcomes (after Year 1):

- Teachers are leading PLCs using Data Wise rolling agenda and minutes as well as protocols.
- PLC time is streamlined, effective, and focused on the instructional core.

Year 1 Action Steps**Lead****Resource Requirements****Completion Date**

1. Appoint a committee to lead the identification and selection of protocols to guide PLCs

T. Jones

The protocols,
www.schoolreforminitiative.com

2.12.19

2. Committee identifies protocols and present to Mrs. Jones and SBIS

Committee
(Selected by T. Jones)

The protocols,
www.schoolreforminitiative.com

3.08.19

3. Acquaint the staff with the PDSA Model and protocols

Admin and
SBIS

PDSA Model, Presentation

3.19.19

4. SBIS and PGES coach will model the PDSA in PLC meeting

PGES and SBIS

PDSA Model, Selected Protocol

3.29.19

5. SBIS and PGES coach will transition ownership of execution of protocols in the PDSA Model to faculty and staff during PLCs	PGES and SBIS	PDSA Model, Selected Protocols	By the end of 2018-2019 April 15th
6. SBIS and PGES coach refresh faculty and staff on the PDSA Model and selected protocols.	PGES and SBIS	PDSA Model, Selected Protocols	8.30.19
7. SBIS and PGES coach meet with grade level leads to provide an overview, set expectations, and establish a tentative PDSA timeline.	Team Lead, SBIS and PGES Coach	PDSA Model, Selected Protocols, Instructional Calendar, District Pacing Guides	8.30.19
8. Grade Level Lead will assume facilitation of PLC meeting using protocols within the PDSA Model	Team Lead	PDSA Model, Selected Protocols, Instructional Calendar, District Pacing Guides, Plus/Delta	9.03.19

Year 2 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
<i>Review master schedule and academic calendar to identify opportunities for allocating time for teachers' (classroom and support staff) protected planning.</i>	<ul style="list-style-type: none"> • Master schedule and academic calendar is used to allocate time for teachers' protected planning. • Master schedule and academic calendar will also be used to look for creative ways to have extended planning time and staff development release time.
<i>Provide professional learning on the PDSA Model, and document its use through the PLC rolling agenda/minutes, and impromptu visits to PLC meetings.</i>	<ul style="list-style-type: none"> • Continue refining the PDSA model for professional learning communities. • Grade level leads will lead all PLCs with a common PDSA formatted agenda.

Year 3 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
<i>Review master schedule and academic calendar to identify opportunities for allocating time for teachers' (classroom and support staff) protected planning.</i>	<ul style="list-style-type: none"> • Master schedule and academic calendar is used to allocate time for teachers' protected planning. • Master schedule and academic calendar will be used to look for creative ways to extended planning time and staff development release time.

<p><i>Provide professional learning on the PDSA Model, and document its use through the PLC rolling agenda/minutes, and impromptu visits to PLC meetings.</i></p>	<ul style="list-style-type: none"> ● Continue refining the PDSA model for professional learning communities. ● Grade level leads will lead all PLCs with a common PDSA formatted agenda; refine as needed..
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<p>Strategic Objective #2</p>
<p><i>Develop, implement, and institutionalize a system to determine and address professional learning needs, with a method of delivery and strict monitoring for effectiveness to determine impact on professional practice and student learning.</i></p> <p>Section Five: Knowledge of Content - <i>A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</i></p> <p><i>Teacher Characteristics</i></p> <p><i>F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</i></p> <p><i>J. Reflects on instruction and makes adjustments as student learning occurs.</i></p> <p>Section Two: Classroom Assessment and Reflection - <i>The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction</i></p> <p><i>Teacher Characteristics</i></p> <p><i>A. Uses multiple methods to systematically gather data about student understanding and ability</i></p> <p><i>B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice</i></p> <p><i>C. Revises instructional strategies based upon student achievement data</i></p>
<p>Which district goal(s) does this strategic objective align to?</p>
<p>Goal 1: Increase the proficiency rating in elementary schools from 71.5 to 79.5 (2.65 annually), the proficiency rating in middle schools from 73.9 to 81.7 (2.61 annually) and the proficiency rating in high schools from 63.0 to 71.1 (3.7 annually), by 2021.</p>

Initiative #1

- *Compile, analyze, and synthesize a variety of data (e.g., ELEOT, PGES, Cambridge Audit, Student Data, Teacher Learning Needs Assessment Data)*

Section Two: Classroom Assessment and Reflection - The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics

A. Uses multiple methods to systematically gather data about student understanding and ability

B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice

C. Revises instructional strategies based upon student achievement data

Long Term Outcomes (after Year 3)

Yates Elementary School will have a system for compiling, analyzing, and synthesizing a variety of data to identify learning needs of teachers and staff to inform action plans for professional learning.

Early Evidence of Impact (monthly): End of March

Teachers will be sensitive to their learning needs.

Short Term Evidence of Impact (quarterly): End of Year

Teachers will have a professional growth plan that aligns with their personal learning needs, CSIP and Audit findings.

Annual Outcomes (after Year 1):

Yates will have a school wide professional learning plan that aligns to teacher learning needs, improvements in student academic performance. Winter MAP is the baseline and students will meet their Spring MAP growth goal.

Year 1 Action Steps**Lead****Resource Requirements****Completion Date**

1. Identify a professional learning committee.

T. Jones

None

2.15.19

2. Professional Learning Committee develops professional learning needs assessment instrument.

T. Jones
L. Allen
J. Cooper
PL Committee

Sample professional learning needs assessment instruments, CSIP, Audit Findings

3.08.19

3. Professional Learning Committee presents needs assessment instrument to the staff.

Professional Learning Committee

Needs Assessment Instrument

3.11.19

4. Teachers reflect on practice and complete needs assessment.	Teachers and staff	Needs Assessment Instrument	3.15.19
5. Professional Learning Committee compiles data from needs assessment instrument, audit findings, CSIP, ELEOT and present to school leadership.	Professional Learning Committee	Needs Assessment Instrument, CSIP, Audit Findings, ELEOT	3.29.19 3.19.19
6. Teacher will adopt a professional growth indicator from the Danielson Framework.	Professional Learning Committee	Frontline	3.29.19 3.25.19
7. Teachers will create a professional learning growth plan.	Professional Learning Committee	Frontline	4.12.19 3.25.19
8. Admin and SBIS monitor completion dates outlined in individual growth plans	Admin and SBIS	Frontline Trimester Fidelity Check link https://docs.google.com/document/d/1Or3A5f0Hv1yCz1sXbtPAVE2PelAAqd9SufFX8l0pzc6ndi/edit?usp=sharing	Ongoing Fidelity check instrument created on 3.20.19

Strategic Objective #2
<p><i>Develop, implement, and institutionalize a system to determine and address professional learning needs, and a method of delivery with strict monitoring for effectiveness to determine impact on professional practice and student learning.</i></p> <p>Section Five: Knowledge of Content - <i>A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</i></p> <p><i>Teacher Characteristics</i></p> <p><i>A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.</i></p> <p><i>C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.</i></p> <p><i>F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</i></p> <p>Section Three: Instructional Rigor and Student Engagement</p> <p><i>A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical</i></p>

thinking with attention to problem solving

Teacher Characteristics

- C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.*
- D -Teacher provides meaningful learning opportunities for students.*
- E -Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.*

Student Characteristics

- A -Student articulates and understands learning intentions/targets and criteria for success.*
- C -Student applies and refines inquiry skills.*

Section Two: Classroom Assessment and Reflection

The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics

- J. Reflects on instruction and makes adjustments as student learning occurs*

Student Characteristics

- A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work*
- B. Monitors progress toward reaching learning targets*
- D. Uses teacher and peer feedback to improve his/her work*
- E. Reflects on work and makes adjustments as learning occurs*

- *Provide targeted professional learning for individuals, small groups, and all faculty.*
 - *Learning targets and success criteria*
 - *Questioning strategies (Ask better questions, Asking questions better.)*
 - *Promoting student discourse (Engaging students in reflection)*
 - *Engaging students in collaborative work*
 - *Engaging students in cognitively demanding work - projects and complex tasks based on other emergent learning needs*

Section Three: Instructional Rigor and Student Engagement

A - Teacher supports and encourages a student’s commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

Teacher Characteristics

C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.

D -Teacher provides meaningful learning opportunities for students.

E -Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.

Section Two: Classroom Assessment and Reflection

The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Student Characteristics

A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work

B. Monitors progress toward reaching learning targets

D. Uses teacher and peer feedback to improve his/her work

E. Reflects on work and makes adjustments as learning occurs

Long Term Outcomes (after Year 3)

An established system of ongoing professional learning that is targeted to individual, small group, and all faculty needs.

Early Evidence of Impact (monthly)

Short Term Evidence of Impact (quarterly):

Annual Outcomes (after Year 1):

<ul style="list-style-type: none"> ● Improvement in aligning the learning objective, success criteria and learning task to the rigor of the standard. 	<ul style="list-style-type: none"> ● Improvement in teacher practices targeted by professional learning. 	<ul style="list-style-type: none"> ● Improvement in student success and mastery of standards as measured by common formative assessments and MAP, KPREP, etc.
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Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Professional learning, as determined by the teacher learning needs assessment, will be provided by individuals at Yates who have exhibited mastery of the area of need	Professional Learning Committee	Teacher learning needs assessment results, Yates professional learning facilitators	April -June 2019
2. Professional learning that cannot be provided by Yates staff will be provided by outside resources	Professional Learning Committee	Teacher learning needs assessment results, Outside professional learning facilitators, Frontline professional learning opportunity menu	Summer 2019
3. Establish lab sites within Yates as crucibles to cultivate and disseminate best practices across the school	EZ Team, Audit Team, Admin and SBIS	Yates classroom lab sites,	April-June 2019
4. Establish opportunities for peer observations that will cultivate a collegial collaborative culture that leads to best practices across the school	EZ Team, Audit Team, Admin and SBIS	Peer observer and feedback document	April -June 2019
5. Establish opportunities for teachers to video lessons to reflect on their teaching practices and to serve as a springboard for professional discussions with school leaders to improve teaching and learning.	Professional Learning Committee	Video device, reflection document	April -June 2019

Strategic Objective #2

Develop, implement, and institutionalize a system to determine and address professional learning needs, with a method of delivery and strict monitoring for effectiveness to determine impact on professional practice and student learning.

Section Two: Classroom Assessment and Reflection

Section Three: Instructional Rigor and Student Engagement

Section Five: Knowledge of Content

Initiative #3

- *Monitor the efficacy of the professional learning system and its impact on teacher instructional practice through sign in sheets, agendas, plus/delta feedback, walkthrough observation of teaching and learning.*

Section Five: Knowledge of Content

A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Teacher Characteristics

A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.

F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

Long Term Outcomes (after Year 3)

A developed monitoring system to ensure ongoing Professional Learning is impacting teacher instructional practice and student achievement.

Early Evidence of Impact End of March

PL Committee will be aware of monitoring criteria for professional learning.

Short Term Evidence of Impact (quarterly):

Monitoring Plan is in place in preparation for the 2019-2020 school year.

Annual Outcomes (after Year 1):

Monitoring Plan is utilized to monitor effectiveness of professional learning in 2019-2020.

Year 1 Action Steps**Lead****Resource Requirements****Completion Date**

1. Committee will develop the monitoring criteria to monitor the Professional Learning Plan.	PL Committee Chair (Allen, Cooper)	None	3.31.19
2. Committee will develop and implement the monitoring plan for professional learning.	PL Committee Chairs	Monitoring Plan	5.31.19
3. Share professional learning monitoring plan with all staff.	PL Committee	Monitoring Plan	8.31.19
4. Committee will gather teacher feedback on the monitoring plan via plus/delta	PLC Team Leads	Monitoring Plan	9.30.19
5. Committee will meet monthly to monitor professional learning and provide feedback/guidance.	PL Committee	Monitoring Plan	ongoing

Year 2 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
<i>Compile, analyze, and synthesize a variety of data (e.g., ELEOT, PGES, Cambridge Audit, Student Data, Teacher Learning Needs Assessment Data)</i>	Onboard new staff with the process for determining professional learning needs. Train staff on using their PGP and needs assessment to drive professional learning needs.
<i>Provide targeted professional learning for individuals small groups, and all faculty.</i>	Utilize the expertise of Cambridge/CIA to provide targeted professional learning for small group and all faculty on collective needs. Address individual professional learning needs with usage of their PGP, needs assessment, and observation data to drive professional learning needs

<i>Monitor through sign in sheets, agendas, plus/delta feedback, walkthrough observation of professional learning</i>	Implement the trimester PGP document as a monitoring system to ensure teachers' growth in targeted areas. Use feedback to adjust provided professional learning. Support teaching and learning through regular feedback from walkthrough observations.
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Year 3 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
<i>Compile, analyze, and synthesize a variety of data (e.g., ELEOT, PGES, Cambridge Audit, Student Data, Teacher Learning Needs Assessment Data)</i>	Onboard new staff with the process for determining professional learning needs. Train staff on using their PGP , needs assessment and observation feedback to drive professional learning needs.
<i>Provide targeted professional learning for individuals small groups, and all faculty.</i>	Establish a thorough school-wide professional learning plan that is implemented throughout the school year. As individual needs arise leadership will support teachers in finding professional development that meets their individual needs.
<i>Monitor through sign in sheets, agendas, plus/delta feedback, walkthrough observation of professional learning</i>	Use feedback to adjust provided professional learning. Support teaching and learning through regular feedback from walkthrough observations.

Strategic Objective #3
<i>Cultivate a collegially collaborative environment that encourages risk-taking, reflective practice, accountability, and pedagogical improvement to develop evidence based best practices across the school.</i>

Section Two: Classroom Assessment and Reflection

The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics

- B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice
- C. Revises instructional strategies based upon student achievement data
- J. Reflects on instruction and makes adjustments as student learning occurs

Section Four: Instructional Relevance

A teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics

- F-Teacher works with other teachers to make connections between and among disciplines.
- G-Teacher makes lesson connections to community, society, and current events.

Which district goal(s) does this strategic objective align to?

Goal 1: Increase the proficiency rating in elementary schools from 71.5 to 79.5 (2.65 annually), the proficiency rating in middle schools from 73.9 to 81.7 (2.61 annually) and the proficiency rating in high schools from 63.0 to 71.1 (3.7 annually), by 2021.

Initiative #1

- *School leaders will provide opportunities for collaborative engagement through PLCS, committees, and clubs with clear expectations and outcomes, identified leaders, and monitoring protocols.*

Section Four: Instructional Relevance

A teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics

F-Teacher works with other teachers to make connections between and among disciplines.

G-Teacher makes lesson connections to community, society, and current events.

Long Term Outcomes (after Year 3)

Established opportunities for collaborative engagement through committees, PLCs and clubs with clear expectation, outcomes, identified leaders, and monitoring protocols.

Early Evidence of Impact (monthly):

Teacher and school leaders will be aware of committee and club offerings.

Short Term Evidence of Impact (quarterly):

By the end of the year, school leaders and teachers will be aware of school committees and clubs, their expectations, and intended outcomes.

Annual Outcomes (after Year 1):

Teachers will engage in PLC's, committees, and clubs as a means to develop collegial collaborative relationships to build instructional practices and increase student outcomes.

Year 1 Action Steps

Lead

Resource Requirements

Completion Date

1. School principal consults with the leadership team to develop school committees for the 2019-2020.

Standing committees were formed based on strategic objectives with established chairs/leads.

Principal - T. Jones

None

3.31.19

3.04.19

2. Leadership Team will develop committee expectations, outcomes, timelines, monitoring protocol, and norms.

Leadership Team

List of School Committees

5.01.19

3. Leadership Team will share committee expectations, outcomes, timelines, monitoring protocol, and norms.	Leadership Team	Committee expectations, outcomes, timelines, monitoring protocols, and norms.	5.15.19
4. School Committees will be established with identified members, chairs, and start dates.	Leadership Team	Committee expectations, outcomes, timelines, monitoring protocols, and norms.	9.1.19
5. Leadership Team will determine clubs, club expectations, club outcomes, timelines, monitoring protocol, and norms.	Leadership Team	Club expectations, outcomes, timelines, monitoring protocols, and norms.	8.31.19
5. Leadership Team will share club information with school teachers, students, families, and staff	Leadership Team	Club expectations, outcomes, timelines, monitoring protocols, and norms.	9.15.19
6. School clubs will be established with identified sponsors, members, parent/community volunteers, and start dates.	Leadership Team	Club expectations, outcomes, timelines, monitoring protocols, and norms.	10.1.19

Strategic Objective #3

Cultivate a collegially collaborative environment that encourages risk-taking, reflective practice, accountability, and pedagogical improvement to develop evidence based best practices across the school.

Initiative #2

- School leaders will create opportunities for teachers and support staff to be creative and innovative in their practice (Action Research) that allows them to utilize various strategies and supplemental resources to meet the needs of their students. The various strategies and supplemental resources must be grounded in evidence based practices, data driven, and with high levels of accountability.

Section Four: Instructional Relevance

A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics

F-Teacher works with other teachers to make connections between and among disciplines.

G-Teacher makes lesson connections to community, society, and current events.

Long Term Outcomes (after Year 3)

The establishment of a school culture that encourages and engages teachers in data-driven, evidence based practices with high levels of accountability. Teachers actively research and use best practices and supplemental resources beyond those provided by the school, to impact student learning.

Early Evidence of Impact (monthly)

Teachers begin to discuss the efficacy of strategies and supplemental resources that are best aligned to their students' needs.

Short Term Evidence of Impact (quarterly):

Teachers utilize various strategies and supplemental resources to engage in creative and innovative practices that lead to increased student success.

Annual Outcomes (after Year 1):

Teachers routinely utilize various strategies and supplemental resources to engage in creative and innovative practices that lead to increased student success.

Year 1 Action Steps

1. Create a vetting committee for assessing the quality of supplemental resources and strategies (department heads, SBIS, PGES) Green, Benton, Pyle, Horton, Gentry and Sauls

Lead

Jones, PGES, and SBIS

Resource Requirements

May include district personnel

Completion Date

3.1.19

2. School leaders encourage teachers to actively research strategies and supplementary resources for use in their classrooms with justification for their use.	Vetting Committee	None	3.4.19
3. The vetting committee ensures that supplementary resources and strategies are fit for use	Vetting Committee	Data showing need, the supplementary resources or strategies that will be used	Ongoing
4. The vetting committee creates an instrument to periodically monitor the impact of supplementary resources and strategies on teacher practices and student learning experiences.	Vetting committee	Monitoring document (supplementary resources and strategies, student learning experiences) data	Ongoing
5. School leaders create opportunities for teachers to reflect on and discuss the impact of their innovation and creativity with faculty and staff.	Teacher, Vetting Committee	PLC opportunities, staff meetings	Ongoing

Strategic Objective #3

Cultivate a collegially collaborative environment that encourages risk-taking, reflective practice, accountability, and pedagogical improvement to develop evidence based best practices across the school.

Which district goal(s) does this strategic objective align to?

Goal 1: Increase the proficiency rating in elementary schools from 71.5 to 79.5 (2.65 annually), the proficiency rating in middle schools from 73.9 to 81.7 (2.61 annually) and the proficiency rating in high schools from 63.0 to 71.1 (3.7 annually), by 2021.

Initiative #3

- School leaders will create systems that encourage self-reflection including reflection on lesson plans, reflections embedded in the PLCs, videotaping of teachers, established lab classrooms, and peer visitation.

Section Two: Classroom Assessment and Reflection

The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics

B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice

C. Revises instructional strategies based upon student achievement data

J. Reflects on instruction and makes adjustments as student learning occurs

Long Term Outcomes (after Year 3)

All staff will participate in a variety of reflection opportunities to inform their instructional practice and increase student academic performance.

Early Evidence of Impact (monthly)

Teachers will be aware of the reflective component on the lesson plan.

Short Term Evidence of Impact (quarterly):

Teachers and staff will be aware of the reflective opportunities available

Annual Outcomes (after Year 1):

Teachers and staff will consistently use at least one reflective opportunity offered by Yates Elementary School.

Year 1 Action Steps

1. Administrative team will add a reflective component to the weekly lesson plan template

Lead

Principal
PGES Coach,
SBIS

Resource Requirements

Lesson Plan template

Completion Date

3.28.19

3.04.19

<p>2. During PLC's SBIS and PGES Coach will share the reflective component of the weekly lesson plan template, and expectations for reflection within lesson planning.</p>	<p>Principal PGES Coach, SBIS</p>	<p>Updated Lesson Plan with reflective piece, Expectations for lesson plan reflection</p> <p>Yates Teacher Reflection Questions https://goo.gl/forms/4CipYxQM4eQCAqRB3</p>	<p>3.28.19 3.25.19</p>
<p>3. Leadership Team will provide professional learning to teachers and staff on reflective practice, to develop a common language and expectations for professional reflection to improve pedagogy and student academic performance.</p>	<p>Principal PGES Coach SBIS</p>	<p>Presentation will be a Powerpoint with 5 domains of reflective questioning</p> <p>https://www.edunators.com/becoming-the-edunator/step-6-self-care-reflection-for-learning/30-questions-for-teacher-reflection</p> <p>https://goo.gl/forms/4CipYxQM4eQCAqRB3 Yates Teacher Reflection Questions</p>	<p>3.28.19 3.25.19</p>
<p>4. PLC's will utilize the PDSA process to support reflection during data analysis and planning.</p>	<p>PLC Leads</p>	<p>PDSA Process, Rolling Agenda/Minutes</p>	<p>4.30.19</p>
<p>5. Leadership Team will identify additional reflective practice opportunities (peer observations, videotaping, Lab Classrooms, etc.) Alsuud, allen, benton, cooper</p>	<p>Leadership Team</p>	<p>Presentation</p>	<p>5.07.19</p>
<p>6. Leadership Team develops protocols, timelines and expectations for videotaping to support the Yates Professional Learning Plan.</p>	<p>Leadership Team</p>	<p>None</p>	<p>5.16.19</p>
<p>7. Leadership Team will share protocols, timelines, and expectations for videotaping with staff.</p>	<p>Leadership Team</p>	<p>Videotaping protocols, timelines, and expectations</p>	<p>8.31.19</p>
<p>8. Leadership Team will develop protocols, timelines, and expectations for peer observations to support the Yates Professional Learning Plan.</p>	<p>Leadership Team</p>	<p>None</p>	<p>To be filled in by Planning Team</p>
<p>9. Leadership Team will share protocols, timelines, and expectations for peer observations with staff.</p>	<p>Leadership Team</p>	<p>Peer observation protocols, timelines, and expectations</p>	<p>To be filled in by Planning Team</p>

10. Professional Learning Committee Identifies lab classrooms by observing teacher instruction videos, reviewing ELEOT walkthrough data, and administrative recommendations to organize coaching and support.	Professional Learning Team	Instructional videos, ELEOTS,	To be filled in by Planning Team
11. Professional Learning Committee develops and maintains a professional learning video library.	Professional Learning Team	Google Drive (Team Drive), Video Uploads	To be filled in by Planning Team

**Year 2 Anticipated Action Steps
Strategic Objective # 3**

Strategic Initiative	Anticipated Action Steps
<p><i>School leaders will provide opportunities for collaborative engagement through PLCs, committees, and clubs with clear expectations and outcomes, identified leaders, and monitoring protocols.</i></p>	<p>Selection of committees by stakeholders will take place prior to September. Review established norms, expectations, and procedures for each committee. Use an universal template for all PLCs that utilizes all components of PDSA. Monitor PLCs using an established PLC protocol. Align committees directly with strategic turnaround objectives. Establish club expectations, club outcomes, timelines, monitoring protocol, and norms. Review process at the end of the school year and determine any changes that need to be made to the process based on new school dynamics and/or realities (using the “5 Why’s” protocol).</p>
<p><i>School leaders will create opportunities for teachers and support staff to be creative and innovative in their practice (Action Research) that allows them to utilize various strategies and supplemental resources to meet the needs of their students. The various strategies and supplemental resources must be grounded in evidence based practices, data driven, and with high levels of accountability.</i></p>	<p>Create monthly calendars to highlight specific evidence-based high yield (HY) strategies. Implement HY strategies during lessons as identified in lesson plans. Train teachers on how to use the vetting committee instrument to periodically monitor the impact of supplementary resources and strategies on teacher practices and student learning experiences. Continue to create opportunities for teachers to reflect on and discuss the impact of their innovation and creativity with faculty and staff. Review process at the end of the school year and determine any changes that need to be made to the process based on new school dynamics and/or realities (using the “5 Why’s” protocol).</p>
<p><i>School leaders will create systems that encourage self-reflection including reflection on lesson plans, reflections embedded in the PLCs, videotaping of teachers, established lab classrooms, and peer visitation.</i></p>	<p>Utilize the monthly evidence-based high yield strategies calendar to identify teachers exemplifying best practices. Chosen teachers will be videotaped, identified as lab classrooms and/or peer observation stations. Maintain a professional learning video library for teacher access to best practices. Review process at the end of the school year and determine any changes that need to be made to the process based on new school dynamics and/or realities (using the “5 Why’s” protocol).</p>

**Year 3 Anticipated Action Steps
Strategic Objective # 3**

Strategic Initiative	Anticipated Action Steps
<p><i>School leaders will provide opportunities for collaborative engagement through PLCs, committees, and clubs with clear expectations and outcomes, identified leaders, and monitoring protocols.</i></p>	<p>Selection of committees by stakeholders will take place prior to September. Review established norms, expectations, and procedures for each committee. Review club expectations, club outcomes, timelines, monitoring protocol, and norms. Continue use of a universal template for all PLCs that utilizes all components of PDSA. Monitor PLCs using an established PLC protocol.</p>
<p><i>School leaders will create opportunities for teachers and support staff to be creative and innovative in their practice (Action Research) that allows them to utilize various strategies and supplemental resources to meet the needs of their students. The various strategies and supplemental resources must be grounded in evidence based practices, data driven, and with high levels of accountability.</i></p>	<p>Create monthly calendars to highlight specific evidence-based high yield (HY) strategies. Implement HY strategies during lessons as identified in lesson plans. Train any new teachers on how to use the vetting committee instrument to periodically monitor the impact of supplementary resources and strategies on teacher practices and student learning experiences. Continue to create opportunities for teachers to reflect on and discuss the impact of their innovation and creativity with faculty and staff.</p>
<p><i>School leaders will create systems that encourage self-reflection including reflection on lesson plans, reflections embedded in the PLCs, videotaping of teachers, established lab classrooms, and peer visitation.</i></p>	<p>Continue to utilize the monthly evidence-based high yield strategies calendar to identify teachers exemplifying best practices. Continue to identify teachers to be videotaped, identified as lab classrooms and/or peer observation stations. Continue to maintain a professional learning video library for teacher access to best practices and evidence-based instructional strategies.</p>

Strategic Objective #4

The school will develop a system to meaningfully engage families in its operations and improvement initiatives.

Programs such as the Incredible Years (Webster-Stratton & Reid, 2009), the EcoFit Model (Stormshak, Dishion, & Falkenstein, 2009), and Conjoint Behavioral Consultation (Sheridan & Kratochwill, 2007) are evidence based and focus on the importance of collaboration and congruence across home and school for addressing students' difficulties.

Which district goal(s) does this strategic objective align to?

Goal 3: Increase the Combined Reading and Math Proficient/Distinguished scoring percentage of students qualifying for free/reduced meals from 37.2% to 68.6% for elementary, 36.8% to 68.4% for middle school, 25% to 62.5% for high school; students with disabilities from 18.9% to 59.5% for elementary, 9.4% to 54.7% for middle school, 7.5% to 53.7% for high school; African American students from 30.5% to 65.3% for elementary, 30.3% to 65.2% for middle school, 19.5% to 59.8% for high school; and EL students from 35.9% to 68% for elementary, 18.6% to 59.3% for middle school, 7.8% to 53.9% for high school; as measured by stated-required academic assessments by 2022-23.

Long Term Outcomes (after Year 3)**Initiative #1**

- School leaders will develop a family engagement committee comprised of FRYSC, Title I Coordinator, PTA, faculty, family members, school leaders.

Yates will have a variety of systems and protocols in place to support meaningful parent involvement at the classroom, grade level, and school level.

Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
Teachers and staff will be aware of the family engagement committee..	Teachers, families, and stakeholders will be aware of the Family Engagement Committee norms, protocols, and procedures.	Family Engagement Committee will exist with established members, outcomes, and norms.

Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Principal will develop a family engagement committee	Principal	None	3.8.19
2. The Family Engagement committee will establish norms, protocols and procedures to facilitate family engagement PLCs.	Family Engagement Committee		3.22.19 3.04.19

. 3. The Family Engagement committee will use a protocol to identify what quality family engagement looks and feels like.

Family
Engagement
Committee

4.15.19

Strategic Objective #4

The school will develop a system to meaningfully engage families in its operations and improvement initiatives.

Initiative #2

The family engagement committee will build consensus around meaningful family engagement opportunities for all stakeholders.

Long Term Outcomes (after Year 3)

Meaningful family engagement opportunities will occur frequently and with focused intentionality offering families a variety of opportunities for them to engage with the school to support student achievement.

Early Evidence of Impact (monthly)

Stakeholders will be aware of the Family Engagement Committee.

Short Term Evidence of Impact (quarterly):

Stakeholders will understand meaningful engagement, and how to implement meaningful engagement opportunities for families

Annual Outcomes (after Year 1):

Stakeholders will have consensus on meaningful family engagement, and how to create those opportunities at Yates.

Year 1 Action Steps**Lead****Resource Requirements****Completion Date**

The Family Engagement Committee will participate in a article/book study to find a research based consensus on Meaningful Family Engagement.

Committee Chair

Articles, Book: Beyond the Bake Sale, CRIOP Parent Involvement Book, Who Cares...?, etc.

4.15.19

The Family Engagement Committee will provide professional learning opportunities to Yates stakeholders on research based meaningful family engagement strategies and opportunities.

Committee Chair

Articles, Book

4.30.19

The Family Engagement Committee will visit schools with similar demographics that have mastered engaging parents in the culture of Yates Elementary.

Family Engagement Committee

Schools with success engaging families

June 2019

Committee will host a volunteer job fair at Back to School Night	Committee Chair	None	August 2019
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Strategic Objective #4			
The school will develop a system to meaningfully engage families in its operations and improvement initiatives.			
Initiative #3			
The school will provide a variety of meaningful engagement opportunities for families.			
Long Term Outcomes (after Year 3)			
Meaningful family engagement opportunities will occur frequently and with focused intentionality offering families a variety of opportunities for them to engage with the school to support student achievement.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Stakeholders will be aware of the Family Engagement Committee.	Stakeholders will understand meaningful family engagement, and how to create opportunities.	During the 2019-2020 school year, there will have been a variety of meaningful family involvement opportunities offered.	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Family Engagement Committee will create a family volunteer plan to provide daily opportunities for Yates' teachers and students	Committee Chair	None	4.30.19
Family Engagement Committee will develop and implement a Volunteer Opportunity Survey for all stakeholders to complete to determine school needs.	Committee Chair	None	4.15.19
Committee will share family volunteer plan with Yates teachers and staff	Committee Chair	None	5.28.19

Committee will share family volunteer plan with Yates family and community members	Committee Chair	None	5.28.19
A Family Learning Center will be established to support parent learning to aide in the academic and social success of their children	Leadership FRC Community Liaison	Latino Literacy Library Lending Library	Fall 2019
Home visits to students will be completed by each teacher prior to the school year. A follow-up visit will also take place during the 2nd semester for targeted students.	Leadership FRC Community Liaison	Stipends for school visits prior to the beginning of the school year	August 2019
Committee will host a volunteer job fair at Back to School Night	Committee Chair	None	August 2019

Year 2 Anticipated Action Steps Strategic Objective # 4	
Strategic Initiative	Anticipated Action Steps
School leaders will develop a family engagement committee comprised of FRYSC, Title I Coordinator, PTA, faculty, family members, school leaders.	Recruit for all stakeholder representation for the family engagement committee during the Summer. Review the results from the Volunteer Opportunity Survey and use results to determine what volunteer opportunities are desired by stakeholders. Implement the family volunteer plan.
The family engagement committee will build consensus around meaningful family engagement opportunities for all stakeholders.	Develop a plan for ways to allow new families to provide input on volunteer opportunities they would like to see at the school; revisit consensus and determine whether any changes are needed to the family volunteer plan based on feedback and input from new families.
The school will provide a variety of meaningful engagement opportunities for families.	Create a family center for parents to develop skills to support their children in educational pursuits. Utilize results from the Volunteer Opportunity Survey to provide the volunteer opportunities identified by families.

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Year 3 Anticipated Action Steps Strategic Objective # 4	
Strategic Initiative	Anticipated Action Steps
School leaders will develop a family engagement committee comprised of FRYSC, Title I Coordinator, PTA, faculty, family members, school leaders.	Review the family volunteer plan to determine any changes that may be needed or possible revisions.
The family engagement committee will build consensus around meaningful family engagement opportunities for all stakeholders.	Continue plan to allow new families to provide input on volunteer opportunities they would like to see at the school; revisit consensus and determine whether any changes are needed to the family volunteer plan based on feedback and input from new families.
The school will provide a variety of meaningful engagement opportunities for families.	Maintain the family center. Develop a plan for gathering feedback from families about the impact of the family center and any changes or additional services needed by families.