

School Strategic Plan: CE Focused Improvement Planning Process

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

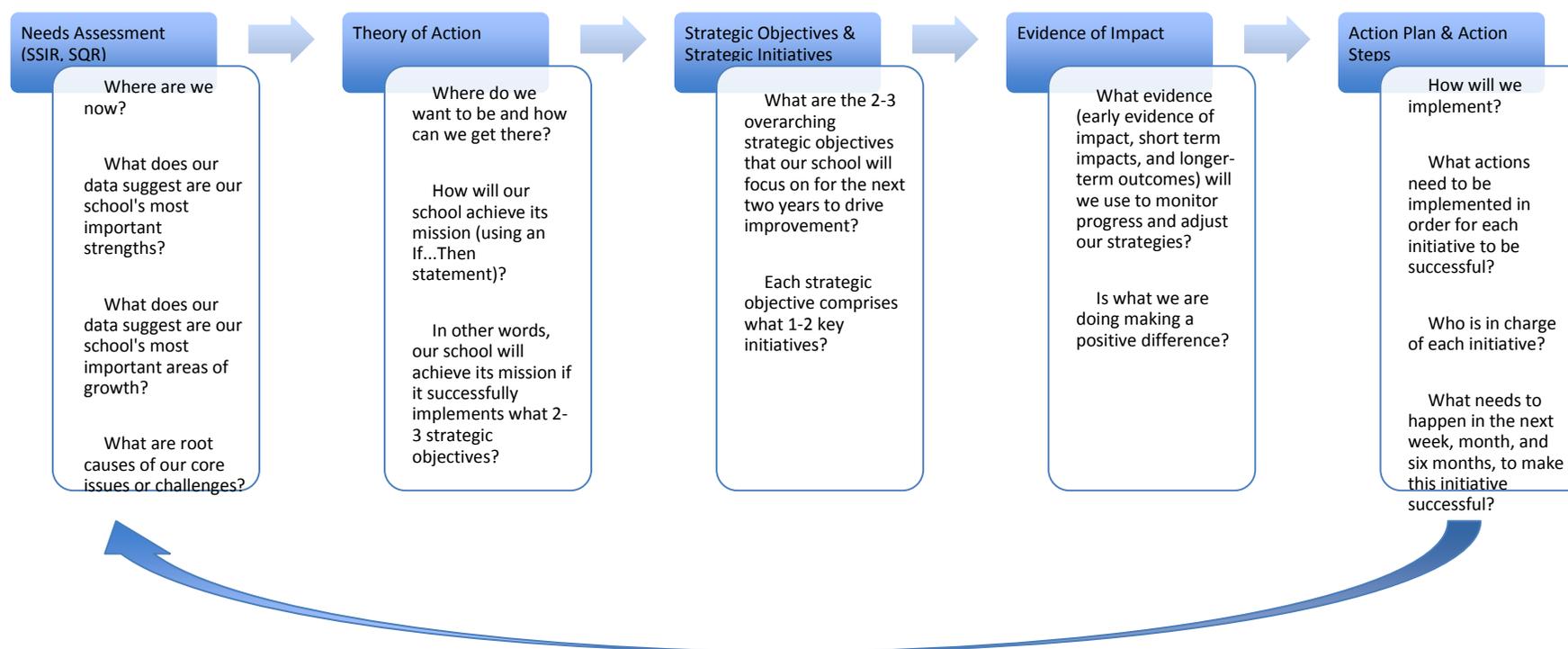
- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to 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:



SECTION 2: SCHOOL VISION, CORE VALUES AND THEORY OF ACTION

MISSION 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.*

Our Mission at WWB Elementary school is to educate every student to academic proficiency while developing responsibility, perseverance and their ability to think critically.

CORE VALUES

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

Our Guidelines for Success: Respectful, Responsible and Safe.

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 we increase the rigor in instruction, elevate leadership and staff accountability, and improve school culture and mindset, then we can expect an increase in student achievement in all areas.

INTENDED STRATEGIC OBJECTIVES

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

1. Rigorous Instruction
2. Leadership Accountability
3. School Culture and Mindset

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			
Rigorous Instruction- Questions: Increase the multi-level thinking questions utilized during classroom instruction			
<i>CHETL Section 3: 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</i>			
Which district goal(s) does this strategic objective align to?			
Pillar 2- Student Success: Educational Excellence and Equity			
Initiative #1			
Increase the multi-level thinking questions utilized during classroom instruction. This initiative will enhance students' critical thinking and promote greater discussion during classroom instruction.			
<i>CHETL 3C- Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills</i>			
Short/Long Term Outcomes (May 2019)			
Teachers will include multi-level thinking questions, including 2-3 higher order questions, in all lesson plans and utilize them in instruction each day. (in all tier 1 lesson plans for all subjects, including Special Areas)			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Lesson plans monitored by administration will display the inclusion of 2-3 multi-level thinking questions.	Classroom observations will note the questioning taking place during classroom observations.	Increased Instructional Rigor in classroom instruction.	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Put this in writing, making this a non-negotiable for teachers across the building.	Administrative Team	ELEOT, observation notes, teacher lesson plans, the walk-through team	Feb. 25
Message this initiative to staff. During PLCs, administration will review DOK levels and the Blooms Taxonomy. Each teacher will receive a copy of each document for use in the development of lesson plans.	Administrative Team	Staff meeting and in PLCs	Mar. 5

Monitoring this initiative through classroom walk-throughs.	Administrative Team	ELEOT, observation notes, teacher lesson plans, the walk-through team	Ongoing
EBP Professional Development on Higher Order Thinking Questions- PD will occur during a staff meeting with all certified staff, and also include follow-up sessions during grade level PLCs. PD will focus on the use of higher levels of both DOK questioning and the Blooms Taxonomy. Questioning: John Hattie effect size of .48	Administrative Team District Support Staff	Staff meeting and in PLCs	Ongoing

Strategic Objective #1		
Rigorous Instruction- Project Based Learning		
<i>CHETL Section 3: 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</i>		
Initiative #2		
Increase the assignment and completion of group projects across grade levels. This initiative will support students in increasing their critical-thinking and problem-solving skills.		
<i>CHETL 3H- Teacher integrates the application of inquiry skills into learning experiences.</i>		
Short/Long Term Outcomes (after Year 3)		
Teachers will create and assign a project/culminating activity each quarter.		
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):
The planning of these projects/culminating activities will be determined by the committee headed by Ms. Mitchell.	The committee met and determined that the projects would be a collaborative effort between classroom teachers and special area teachers. These projects will be assessed using a standardized, grade-appropriate school-wide rubric.	Increased Instructional Rigor, as evidenced by the presentation of these projects during already scheduled school events.

Year 1 Action Steps	Lead	Resource Requirements	Completion Date
<p>EBP Develop the guidelines/expectations for the project/culminating activity- a collaborative team of Primary and Intermediate Classroom Teachers, Special Area Teachers, and School Administration will create project guidelines that represent planning across disciplines and extension activities of the common core standards.</p> <p>Inquiry Based Learning/Project Based Learning: John Hattie effect size of .4</p>	Mitchell Sword-Science Lab Chapman- Intermediate Sergent- Primary	Time to meet Rubric	Mar. 11
Disseminate guidelines to staff- guidelines will be shared with staff during a staff meeting and expectation of at least one project per 9-week grading period.	Admin Team	Email, Google Drive, Staff Meeting/PLCs	Mar. 12
Observation and assessment of completed projects using the grade appropriate school-wide rubric.	Admin Team, Teachers	Allocated time for sharing of projects	Ongoing

Strategic Objective #1		
Rigorous Instruction – Differentiation of Instruction		
<p>CHETL Section 3: 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</p>		
Initiative #3 (Optional)		
Increase the differentiation of instruction across the school. This initiative will support students by challenging them at their independent instructional level to support their academic growth.		
<p>CHETL 3A- Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p>		
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):

Developing a common definition of differentiation across grade levels.	Providing staff with professional learning on differentiating instruction to meet individual student need.	Increased instructional rigor	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Defining differentiation for our school in collaboration with Nicole Mitchell.	Nicole Mitchell Leadership Team	Professional Learning Time	March 26 (Has not occurred)
EBP Professional Learning on differentiation in collaboration with Nicole Mitchell. PD will cover the various ways to differentiate instruction (content, process, product, etc). Instructional Scaffolding/Differentiation: John Hattie effect size of .82	Nicole Mitchell Stewart	Professional Learning Time, Resources about Differentiation	March 26 (Has not occurred)
Monitoring of lesson plans to ensure that differentiation is being planned for by the general education teacher in collaboration with the SPED teacher and ELL teacher.	Admin Team SPED Teachers	Lesson plan monitoring	Ongoing
Classroom observations to ensure that differentiation is taking place during classroom instruction.	Admin Team SPED Teachers	Leadership team observations, ELEOT, Walk-Through forms	Ongoing
Promise Academy- increased exposure to the Arts, STEM, Equine studies, etc. and time for Project Based Learning to showcase learning	WWB Staff	District support	Ongoing

Year 2 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
Learning Targets & Success Criteria	Teacher Clarity Playbook (for targets and success criteria). This initiative will serve as a handbook for the way that WWB creates success criteria for students. We will plan to pilot this initiative in grades 3-5. Staff Meeting/Professional Development/PLC
Gradual Release of Responsibility (GRR)	Out staff needs Additional PD in this area. This initiative is designed to decrease the teacher-cantered instruction in the building. We want to decrease teacher talk, so that students have the opportunity to take ownership of their learning.

Strategic Objective #2				
Leadership Accountability				
<i>CHETL Section Five: Knowledge of Content- A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</i>				
Which district goal(s) does this strategic objective align to?				
Pillar 3- School Management, Improvement, and Innovation				
Initiative #1				
Consistent observations of learning and actionable instructional feedback				
<i>CHETL 5F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</i>				
<i>CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.</i>				
Early Evidence of Impact (monthly):		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Schedule for observations and feedback that is adhered to with fidelity. Teachers will consistently receive meaningful and actionable feedback to improve their instructional practice.		Collected observation notes with actionable feedback provided to teachers	Improved instruction across the building that will lead to increased	
Year 1 Action Steps				
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
Creation of the admin team observation schedule- the team will rotate grade levels, special areas, and subjects to allow observation and feedback from all leadership team members.		Mitchell	Admin team schedules	Draft by March 1
Work the schedule with fidelity		Leadership Team	The observation schedule, lesson plans	Ongoing
Consistently share meaningful feedback- the leadership team will utilize a feedback form that includes our class non-negotiables- target posted and aligned, use of CHAMPs, use of higher order questions, positive		Leadership Team	Feedback forms, time to conference with teachers	Ongoing

classroom environment, formative assessment, use of anchor charts and word walls, cooperative learning, etc.			

Strategic Objective #2			
Leadership Accountability			
<i>CHETL Section Five: Knowledge of Content- A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</i>			
Initiative #2			
Consistent monitoring and feedback on lesson plans			
<i>CHETL 5A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.</i>			
<i>CHETL 5C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.</i>			
Short/Long Term Outcomes (after Year 1)			
After lesson plan feedback is provided, adjustments are made, and instruction improves			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Feedback in lesson plans Improved instruction	Adjustments made in lesson plans based on feedback Improved Instruction	Improved instruction across the building	
Year 1 Action Steps			
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Develop a common lesson plan template for the grade level classrooms. (required components of lesson plans- vocabulary, higher order questions, differentiation, learning target, etc).	Leadership	Lesson Plan Template Shared	March 8
Develop an updated lesson template for Special Areas. (required components of lesson plans- vocabulary, higher order questions, differentiation, learning target, etc).	Special Areas Teachers Leadership Team	Lesson Plan Template Shared	March 15

Schedule of who will be monitoring which lesson plans- the leadership team will rotate who reviews which grade levels and subject areas throughout the area to allow all leadership members to support all teams	Leadership	Google drive	April 8
Common Lesson Plans are in use at all grade levels	Teachers	Lesson Plan Template	April 8
Updated Lesson Plans for Special Areas are in use.	Special Areas Team	Lesson Plan Template	April 15

Strategic Objective #2			
Leadership Accountability			
<i>CHETL Section Five: Knowledge of Content- A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</i>			
Initiative #3			
Build teacher capacity			
<i>CHETL 5F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</i>			
Short/Long Term Outcomes (after Year 1)			
Teacher leaders at each grade level and special area			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Teacher facilitation of PLCs	Teachers come with resources and background work completed prior to PLCs	Improved instruction across the building	
Year 1 Action Steps			
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Teachers attend PD and formally share with other staff (during PLCs or staff meetings)	Teachers, Admin	Agendas, Plus Deltas, Documents from PD shared with staff	Ongoing
Cambridge Education will continue to support WWB by providing teacher and leadership team coaching- class observation, PLC observations, training for the leadership team, assistance with data analysis and planning for next steps.	Cambridge Education, School leadership and teaching staff	Lesson plans, PLC agendas, Turn-Around Plan and evidence based procedures	Ongoing
Identify grade level subject facilitators (leaders)	Teachers, Admin	Data, Observations of PLCs, Feedback given to facilitators	March 25

Identify special area team facilitators (leaders)	Special area teachers, Admin	Data, Observations of PLCs, Feedback given to facilitators	April 12
Identify special education team facilitators (leaders)	Special education teachers, Admin	Data, Observations of PLCs, Feedback given to facilitators	April 12
Promise Academy- increased instructional time to move students to mastery of standards	WWB Staff	District support	Ongoing

Year 2 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
Focus Groups with students	Leadership will periodically pull together student focus groups to ascertain what initiatives are working and why. This initiative will increase student voice in school-wide decision-making.

Strategic Objective #3			
School Culture and Mindset Development			
<i>CHETL Section One: Learning Climate- A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted</i>			
Initiative #1			
Streamline and enhance PLCs			
<i>CHETL 1H- designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning</i>			
Short/Long Term Outcomes (after Year)			
Shared vision and buy in of the professional learning community. This initiative will streamline the PLC process for all staff and ensure that school leaders and teachers are collaborating to plan effectively.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Active participants (preparation, set agendas, any prior readings, etc.). Tracking student growth in classrooms.	Agenda items are met and teachers are effectively using data to inform future instruction.	Improved School Culture and Mindset around PLC work which will lead to increased academic outcomes for all students.	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Professional Development around PLCs (common definition). PD will focus on the DuFour work and the implementation of effective PLCs- The Professional Learning Community assumes the core mission of formal education is not simply to ensure that	District support Leadership Team Teachers	Presenting data Agenda	April 30

students are taught but to ensure that they learn, through a collaborative approach to student success.			
Develop a data analysis protocol for PLCs – the protocol will require analysis by standard, question number, student, class, and grade level to look for trends in instructional effectiveness. This will be used after common unit assessments. (WWB Summative Assessment Reflection Form)	District support Leadership Team Teachers	Data (universal screeners, formative/summative data, map data, etc.)	April 12
Leadership team will continue to monitor PLCs and make adjustments when deemed necessary to increase effectiveness.	District support Leadership Team Teachers	Review of PLC agenda Improved instructional plans from teachers	Ongoing
Implementation of the WWB Summative Assessment Reflection document	Leadership Team Teachers	Planning time during PLC meetings	Implemented March 2018 Ongoing

Strategic Objective #3

School Culture and Mindset Development

CHETL Section 5: Knowledge of Content- A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Initiative #2

Standards-driven instruction
(Culture of Common Core Standards Mastery using Programs and Supplemental Material)

CHETL 5A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.

Short/Long Term Outcomes (after Year 1)

Lessons/targets are in alignment to standard. This initiative will ensure that teacher lessons are directly aligned to Common Cores Standards and push students to achieve mastery on each standard.

Early Evidence of Impact (monthly)

Short Term Evidence of Impact (quarterly):

Annual Outcomes (after Year 1):

Learning target alignment to standard. Success criteria aligned to standard.	Improved data based on standards, teachers knowledge of unpacking standards is increased and rich discussions about standards in PLC are taking place consistently.	Improved School Culture and Mindset around Standards Based Instruction which will lead to increased academic outcomes for all students.
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Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Develop a common definition of standards-driven instruction- During PLCs, teachers will deconstruct standards: identify key vocabulary for students, develop learning targets aligned to the standards, determine what students must know and be able to do based on the standard, define power verbs used in the standard.	Leadership Team	Staff meeting time	Ongoing
Deeper dive into the programs to determine standards alignment (using the programs provided by the district, staff will assess alignment with standards, determine if supplemental materials/resources are needed, and then develop lessons closely aligned to the standards). Programs will not guide instruction, but standards mastery.	Leadership team and Grade level teams	Team planning	Ongoing
Standards Based Quick Checks (formative/summative assessments)	Grade level teams	Team planning	Ongoing
Promise Academy- additional time for instruction, moving students to standards mastery, and enrichment activities that align to the standards covered during instructional units	WWB staff	District support	Ongoing

Strategic Objective #3
School Culture and Mindset Development
<i>CHETL Section One: Learning Climate- A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted</i>

Initiative #3			
The evolution of our school-wide behavior plan: This initiative is designed to increase teacher understanding of our vision for discipline and the way students are treated in our building. The overall purpose is to provide students with an incentive program to improve and maintain behavioural expectations.			
<p><i>CHETL 1B- motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect</i></p> <p><i>CHETL 1E- displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors</i></p>			
Short/Long Term Outcomes (after Year 1)			
Reduced number of level 2 and 3 referrals and an increase in positive student recognition.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
The number of tier 2 & 3 referrals will decrease as evidenced by data in the Employability Operating System (EOS), aligned with the “Run For the Roses” tier 1 behavior program.	PBIS School Culture Survey Results will improve as it pertains to our students with the most referrals.	Improved School Culture and Mindset around behaviour We will also experience decreases in student referrals and out of school suspensions.	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
Principal Jones shares vision of discipline at William Wells Brown with staff.	Jones	Staff Meeting Time	August 2019 – during staff orientation
PD around suspension/prison pipeline/trauma/CRTL- The PD will cover the importance of culturally responsive behaviour supports for use in high needs student populations (alternatives to suspension, restorative justice, restitution, and trauma sensitive adult responses to student behaviour)	Jones, District Leadership	Staff Meeting Time	Dec. 2018

PD around de-escalation in the classroom- PD will cover planned ignoring, use of non-verbal interventions, identifying student triggers, etc.	District PBIS staff	Staff Meeting Time	Jan. 2019 Feb. 2019 Mar. 2019 Ongoing
KY Center for School Safety Assessment- a comprehensive assessment will occur that assesses behaviour management, arrival and dismissal procedures, visitor protocol, use of door alarms, common area safety, etc.	KY Center for School Safety staff	Surveys- students, staff, parents 2 day on-site visit	March 30
Increase fidelity of tier 2 and 3 behaviour supports- increased monitoring of services for students receiving tier 2 and 3 services such as Check In/Check Out, Zones of Regulation, Play Therapy, one on one counselling, etc.)	Admin, PBIS Coach, Guidance and Social Work staff	Regularly scheduled Tier 2 and 3 meetings, Release Day	Ongoing
School-wide behaviour plan training (sessions on trauma-informed care, mindfulness, tier 1 class and common area supports, etc.)	Staff	Teacher Orientation	Aug. 2019
Promise Academy- additional time for tier 2/3 social emotional supports	WWB Staff, Wrap around service providers	District support	Ongoing

Year 2 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
Evolution of our school-wide behaviour plan	Monitoring, building of consistency