

**SCHOOL NAME: THE ACADEMY FOR LEADERSHIP AT
MILLCREEK ELEMENTARY SCHOOL**

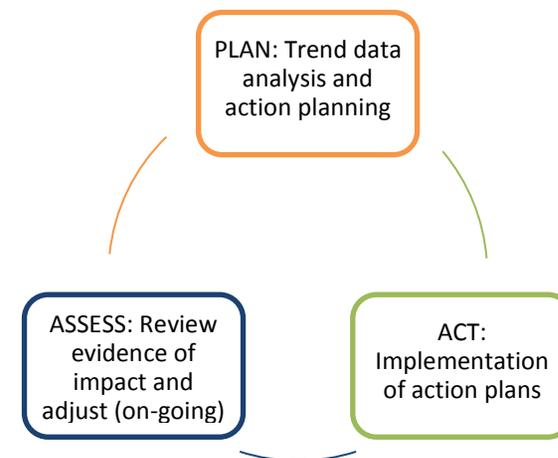
PRINCIPAL: DR. GREG ROSS

**DATE: FEBRUARY 27-28,
2019**

School Turnaround Plan: CE Focused Improvement Planning Process

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

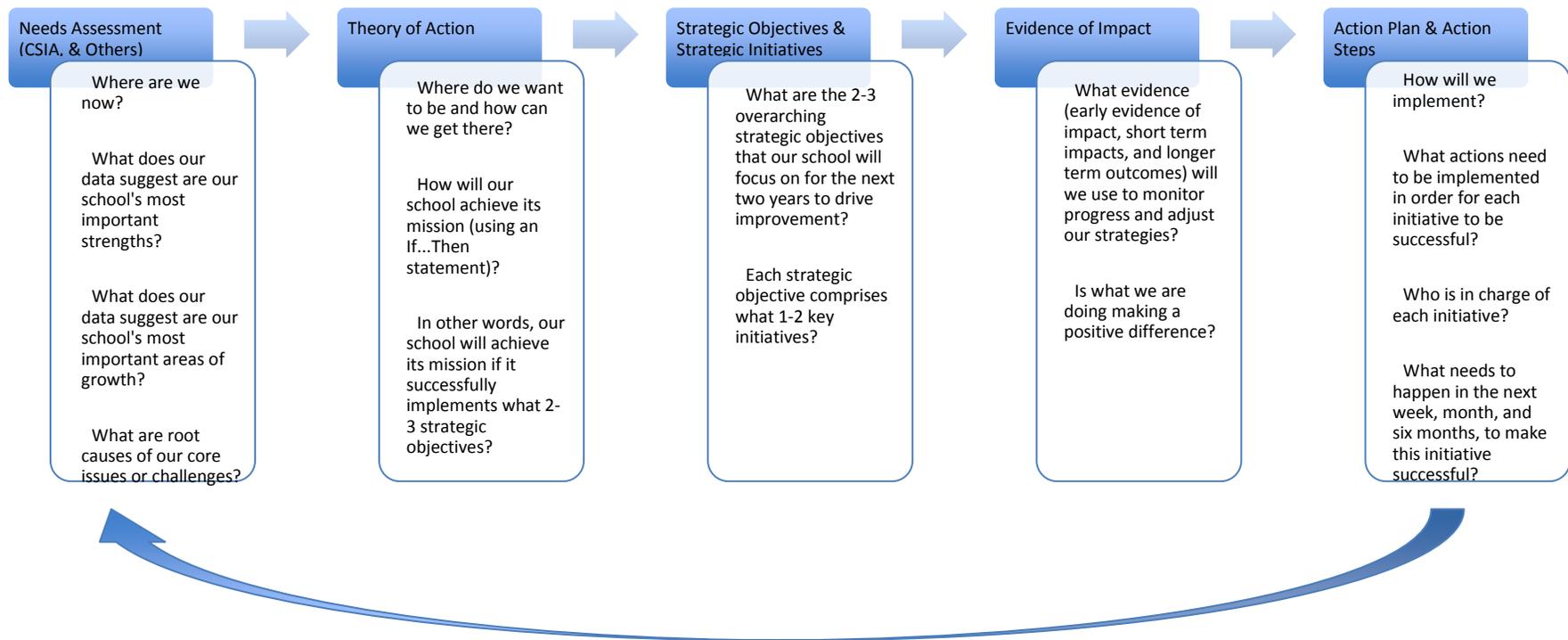
- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to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



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

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.

A community where children develop the scholarship for academic achievement and the character to change the world.

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

- Habit 1: Be Proactive
- Habit 2: Begin with the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win/Win
- Habit 5: Seek First to Understand, Then to Be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

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 set clear goals based on student data and provide strategic professional learning to teachers based on those goals and continuous support and feedback, then we will see improvements in teaching and learning and growth in student performance.

INTENDED STRATEGIC OBJECTIVES

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

1. The school will develop a system for professional learning that ensures teachers provide effective instruction daily.
2. The school will develop a system to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging to ensure that students perform at high levels and do not fall into Tier 2 and Tier 3 status.

3. The school will develop a system to ensure that families and community stakeholders are meaningfully engaged as partners with the school. Families and community stakeholders will become actively engaged in student learning during and beyond the instructional day.

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			
The school will develop a system for professional learning that ensures teachers provide effective instruction daily.			
Which district goal(s) does this strategic objective align to?			
Pillar 2- Student Success: Educational Excellence and Equity			
Initiative #1			
Build common understanding across the school of effective instruction such as differentiation, engagement, rigor, and effective questioning.(CHETL- 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)			
Long Term Outcomes (after Year 3)			
By 2022, the proficiency goal for combined reading and math is to grow from 32.6 to 66.3, a growth of 11.2 each year for the next 3 years.			
Early Evidence of Impact (monthly): End of March	Short Term Evidence of Impact (quarterly): May 2019	Annual Outcomes (after Year 1): May 2020	
Teachers will have informed discussions in their PLC teams about the components of effective instruction.	Teachers' lesson plans and implementation of lessons will reflect components of effective instruction as monitored by classroom walkthroughs.	Students will show measurable growth of 11.2 percent proficiency in reading and math each year (and science/social studies based on district goals).	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1.Engage teachers in the consensus building tool to elicit their understanding of effective instruction such as differentiation, engagement, rigor, and effective questioning during PLCs. Teachers will build a bank of evidence-based strategies to implement as they	PGE Coach/Assistant Principal	Consensus Building Tool	March 13, 2019

become more effective facilitators of learning. (EBP-CHETL)			
2. Leadership Team will develop a rubric for the components of effective instruction, aligned with the ELEOT, based upon teachers' elicited understanding, and evidence-based strategies. (EBP-CHETL/HATTIE)	Leadership Team	Danielson Framework Research-based articles on effective teaching CHETL	April 19, 2019
3. Acquaint the staff with the rubric, a detailed explanation of the ELEOT walkthrough instrument, for the components of effective instruction and its use.	PGE Coach/Asst. Principal	Components of Effective Teaching Rubric ELEOT	May 2019

Strategic Objective #1			
The school will develop a system for professional learning that ensures teachers provide effective instruction daily.			
Initiative #2			
Engage teachers in self-reflection to consolidate their understanding and implementation of effective instruction. (CHETL-Teacher works with other teachers to make connections between and among disciplines;Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance; Hattie-Reciprocal Teaching)			
Long Term Outcomes (after Year 3)			
By 2022, the proficiency goal for combined reading and math is to grow from 32.6 to 66.3, a growth of 11.2 each year for the next 3 years.			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Language of effective instruction is embedded into professional dialogue and planning for instruction.	More detailed language of effective instruction is embedded into professional dialogue and planning for instruction.	Students will show measurable growth of 11.2 percent proficiency in reading and math each year (and science/social studies based on district goals).	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1.Teachers will view an instructional video of themselves and utilize the rubric to rate components of effective instruction.	Administratio n and Leadership Team	Videos and Rubrics	August 2019
2. Teachers will apply the rubric to their own instructional video to rate themselves in the components of effective instruction to identify professional learning needs.	Assistant Principal/ PGE Coach	Rubric and Teacher Videos	August 2019

3. Collect professional learning needs identified by teachers, align them to observation data, and create a plan to support teachers in those areas of need (EBP)	Leadership Team	Rubric Document to compile data	September 2019
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Strategic Objective #1				
The school will develop a system for professional learning that ensures teachers provide effective instruction daily.				
Initiative #3 (Optional)				
To develop a system of professional learning that is targeted, differentiated, and monitored to improve teacher practice (CHETL-Teacher maintains on-going knowledge and awareness of current content developments.)				
Long Term Outcomes (after Year 3)				
By 2022, the proficiency goal for combined reading and math is to grow from 32.6 to 66.3, a growth of 11.2 each year for the next 3 years.				
Early Evidence of Impact (monthly):		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Language of effective instruction is embedded into professional dialogue and planning for instruction.		More detailed language of effective instruction is embedded into professional dialogue and planning for instruction.	Students will show measurable growth of 11.2 percent proficiency in reading and math each year (and science/social studies based on district goals).	
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. To develop and share the annual professional learning plan, based on identified needs and is responsive to emerging needs, that identifies presenters (EBP-CHETL/Hattie)		Leadership Team	Peer observations Lab Classrooms Teacher experts External Presenters Turnaround Team Funding	September 2019
2. Monitor the impact of professional learning on teacher practice and student performance by reviewing lesson plans, and providing meaningful feedback to teachers after walk throughs and evaluations		Instructional Coaches	Lesson plans Evaluation Student performance data	June 2020

<p>3. Develop a cycle of coaching and support that includes professional learning, monitoring and feedback, and intensified supports that is tied to teacher evaluations (EBP-CHETL/Hattie)</p>	<p>Instructional Coaches Administration</p>	<p>Professional Learning Plan Peer observations Staff Meeting Lab Classrooms Teacher experts External Presenters Turnaround Team Funding</p>	<p>June 2020</p>
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Year 2 Anticipated Action Steps Strategic Objective # 1	
The school will develop a system for professional learning that ensures teachers provide effective instruction daily.	
Strategic Initiative	Anticipated Action Steps
Initiative 1: Build common understanding across the school of effective instruction such as differentiation, engagement, rigor, and effective questioning	Rubric will be used to support the ELEOT in formal and informal walkthroughs as evidence of impact. Rubric will be used to support the Framework for Teaching in evaluative observations. Evidence of impact will be seen in measurable growth data in reading and math.
Initiative 2: Engage teachers in self-reflection to consolidate their understanding and implementation of effective instruction	Embed a self-reflection section within the school-wide lesson plan template to allow teachers to reflect on areas within the rubric for effective instruction based on their current lesson. Teachers will also utilize self-reflection during their team planning time together.
Initiative 3: To develop a system of professional learning that is targeted, differentiated, and monitored to improve teacher practice	Leadership team clusters the professional learning needs for the school to provide differentiated and targeted professional learning opportunities to meet the current identified needs for the staff. Leadership Team will collect monitoring data on the professional learning implementation from teachers.

Year 3 Anticipated Action Steps
Strategic Objective # 1

The school will develop a system for professional learning that ensures teachers provide effective instruction daily.

Strategic Initiative	Anticipated Action Steps
<p>Initiative 1: Build common understanding across the school of effective instruction such as differentiation, engagement, rigor, and effective questioning</p>	<p>Established lab classrooms (model for teaching a particular skill) in specific areas of effective instruction for Novice teachers to get professional development. Lab classroom teachers will provide peer coaching in areas of effective instruction for Novice teachers. Evidence of learning and implementation will appear in lesson plans and instruction which will lead to student growth.</p>
<p>Initiative 2: Engage teachers in self-reflection to consolidate their understanding and implementation of effective instruction</p>	<p>Teachers will independently engage in an active cycle of self-reflection in daily lesson plans as well as during team planning.</p>
<p>Initiative 3: To develop a system of professional learning that is targeted, differentiated, and monitored to improve teacher practice</p>	<p>Leadership team clusters the professional learning needs for the school to provide differentiated and targeted professional learning opportunities to meet the current identified needs for the staff. Leadership Team will collect monitoring data on the professional learning implementation from teachers.</p>

Strategic Objective #2			
The school will develop a system to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging to decrease the number of students who fall into Tier 2 and Tier 3 status.			
Which district goal(s) does this strategic objective align to?			
Pillar 2- Student Success: Educational Excellence and Equity			
Initiative #1			
School leaders support teachers to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging. (Hattie: Metacognitive strategies, CHETL: Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.)			
Long Term Outcomes (after Year 3)			
By 2022, the proficiency goal for combined reading and math is to grow from 32.6 to 66.3, a growth of 11.2 each year for the next 3 years.			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Increase in ELEOT score ratings and Components of Effective Instruction rubric	Increase in MAP scores for reading and math across K-5 and increase in evaluative observation data results of teachers	A combined increase to 43.8 in reading in math as reflected in proficiency scores on KPREP	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Monitor the implementation of effective Tier 1 instructional practices during Learning Walks utilizing the Components of Effective Teaching rubric to provide teachers with actionable feedback. (EBP-CHETL)	Leadership Team Turnaround Team	Components of Effective Teaching Rubric	May 2020

<p>2. With provision of technology, provide teachers training in engaging activities through the use of technology that allow for both data collection and instant re-teaching of instruction, along with students ability to monitor their own data and growth as collected through student data notebooks (EBP-CHETL/Hattie)</p>	<p>Coaching Team/ Admin</p>	<p>Technology (Surface Pro) and google add-ons Training to use resources and programs Instructional programs (Scholastic Lit League, Success Maker, etc.)</p>	<p>September 2019</p>
<p>2. Provide support for push-in/co-teaching staff, utilizing the district specified co-teaching model of instruction, to ensure Tier I instruction is differentiated, rigorous and cognitively engaging. (EBP-CHETL/Hattie)</p>	<p>Special Ed Team Lead</p>	<p>Co-teaching model classroom Co-teaching handbook/resources</p>	<p>May 2020</p>
<p>3. Provide differentiated intensified support to teachers based on data from Learning Walks (EBP-CHETL/Hattie)</p>	<p>Leadership Team Turnaround Team</p>	<p>Modeling Co-teaching Lab Classrooms</p>	<p>May 2020</p>

Strategic Objective #2			
The school will develop a system to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging, to ensure that students perform at high levels and do not fall into Tier 2 and Tier 3 status.			
Initiative #2			
Ensure that teachers' plans reflect formative assessment strategies for the daily lessons as well as identify anticipated student misconceptions. (Hattie: Effective Feedback Strategies CHETL:Teacher works with other teachers to make connections between and among disciplines; Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.)			
Long Term Outcomes (after Year 3)			
By 2022, the proficiency goal for combined reading and math is to grow from 32.6 to 66.3, a growth of 11.2 each year for the next 3 years.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Teachers will regularly utilize the lesson plan template including formative assessment strategies and identifying misconceptions.	Increased number of students meeting their projected growth goal on MAP in reading and math.	Reading and math proficiency scores will reach 43.8 as measured by the KPREP.	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Develop a lesson plan template that includes formative assessment, misconception components, an opportunity for reflection that will lead to plans for re-teaching students to be completed by teachers (EBP-CHETL/Hattie)	Leadership Team	Lesson plan template	August 2019
2. Lesson plans will be reviewed weekly for the formative assessment, misconceptions, and reflections completed by teachers.	Leadership Team	Grade Level standards Lesson plan template Formative assessments	May 2020

<p>3. Provide teachers with professional learning on anticipating student misconceptions, engaging in reflection after lesson implementation, and formative assessments including performing effective checks for understanding for students. This will also include release days to see exemplar instructional practices and instructional rounds (EBP-CHETL/Hattie)</p>	<p>Leadership Team Turnaround Team</p>	<p>Presenters Book Study Instructional Rounds/Release Days Stipends</p>	<p>May 2020</p>
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Strategic Objective #2			
The school will develop a system to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging to ensure that all students perform at high levels and do not fall into Tier 2 and Tier 3 status.			
Initiative #3 (Optional)			
Teachers will reflect on daily lessons, design plans for reteaching when students do not meet lesson objectives, make adjustments for small group instruction and differentiated activities, and reassess for student mastery. (Hattie: Effective Feedback Strategies; CHETL:Reflects on instruction and makes adjustments as student learning occurs)			
Long Term Outcomes (after Year 3)			
By 2022, the proficiency goal for combined reading and math is to grow from 32.6 to 66.3, a growth of 11.2 each year for the next 3 years.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Teachers will regularly utilize the lesson plan template to reflect on daily plans and design plans for reteaching and reassessing for student mastery.	Increased number of students meeting their projected growth goal on MAP in reading and math	A combined increase to 43.8 in reading in math as reflected in proficiency scores on KPREP	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Establish expectations for teachers to complete the re-teaching component of the lesson plan template based on their reflection of the lesson (EBP-CHETL/Hattie)	Leadership Team	Lesson plan template	August 2019
2. Monitor teachers' execution of the re-teaching plans and reassessment for student mastery (EBP-CHETL/Hattie)	Leadership Team	Lesson plan template Reteaching plans	May 2020

3. Assure training of classified staff around CHETL/Hattie Instructional Strategies and Best Practices	Leadership Team	stipends for classified training	May 2020
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Year 2 Anticipated Action Steps Strategic Objective # 2	
The school will develop a system to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging to decrease the number of students who fall into Tier 2 and Tier 3 status.	
Strategic Initiative	Anticipated Action Steps
Initiative 1: School leaders support teachers to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging.	School leadership will use ELEOT, Components of Effective Teaching rubric and/or observation data to provide teachers with actionable feedback to ensure instruction is effectively meeting students' needs. The co-teaching leadership team will continue to provide support for other co-teaching teacher teams to ensure success in Tier 1.
Initiative 2: Ensure that teachers' plans reflect formative assessment strategies for the daily lessons as well as identify anticipated student misconceptions.	Teachers will use professional learning on differentiation to plan for common misconceptions and teach through small group instruction. School leadership will regularly check lesson plans to ensure the strategies aligned to common misconceptions are noted for both reading and math.
Initiative 3: Teachers will reflect on daily lessons, design plans for reteaching when students do not meet lesson objectives, make adjustments for small group instruction and differentiated activities, and reassess for student mastery.	Instructional coaches guide teachers in grade-level discussions around the impact of classroom practice based on teacher reflections on relevant student data. Teachers and Instructional coaches will research best practices in content areas for differentiation and reteaching strategies and apply to daily lessons which build on strengths and address weaknesses in instruction and student learning. Instructional coaches will schedule session with specific teachers to analyze the impact of differentiation and monitor student mastery through Mastery Learning digital document (will provide) and make continual adjustments, if necessary.

Year 3 Anticipated Action Steps Strategic Objective # 2	
<p>The school will develop a system to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging to decrease the number of students who fall into Tier 2 and Tier 3 status.</p>	
Strategic Initiative	Anticipated Action Steps
<p>Initiative 1: School leaders support teachers to ensure that Tier 1 instruction is differentiated, rigorous, and cognitively engaging.</p>	<p>School Leadership, including the Instructional Leadership Team, will monitor the effectiveness of Tier 1 instruction through the use of peer observations using the ELEOT and Components of Effective Teaching rubric.</p> <p>Multiple, trained teachers in the co-teaching model of instruction will continue to train and coach teaching teams on the co-teaching model.</p> <p>Through the use of Lab Classroom teachers, instructional coaches, and school leadership, teachers will continue to receive differentiated support based on needs identified from the ELEOT, Components of Effective Teaching rubric or observational data.</p>
<p>Initiative 2: Ensure that teachers' plans reflect formative assessment strategies for the daily lessons as well as identify anticipated student misconceptions.</p>	<p>Teams will plan for differentiated flexible groups as they are planning all content areas to include formative assessment strategies and anticipated student misconceptions.</p>
<p>Initiative 3: Teachers will reflect on daily lessons, design plans for reteaching when students do not meet lesson objectives, make adjustments for small group instruction and differentiated activities, and reassess for student mastery.</p>	<p>Teachers initiate grade-level collaboration rooted in reflection upon the impact of their classroom practice in ways that will lead to better results for their students, for their team, and for their school.</p> <p>Teachers will engage in collective inquiry into both best practices in teaching and best practices in learning. They will gather evidence of current levels of student learning and develop and implement strategies and ideas to build on strengths and address weaknesses in student learning. In collaboration, teachers will analyze the impact of the changes to discover what was effective and what was not, adjust instruction based on relevant student data, and apply new knowledge to future student learning to assure student mastery.</p>

Strategic Objective #3				
The school will develop a system to ensure that families and community stakeholders are meaningfully engaged as partners with the school. Families and community stakeholders will become actively engaged in student learning during and beyond the instructional day.				
Which district goal(s) does this strategic objective align to?				
Pillar 7- Student, Family, Community Engagement and Strategic Partnerships				
Initiative #1				
School will hold quarterly meetings with families to engage and give feedback for community building and to develop volunteer opportunities to increase parent and stakeholder support in school and at home.				
Long Term Outcomes (after Year 3)				
The school will show an increase in family and community stakeholder participation at after school events, community meetings, and volunteerism by 25%.				
Early Evidence of Impact (monthly):		Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Language of meaningful engagement is embedded into dialogue between school and home.		School leaders and support staff will meet with families and community stakeholders to identify needs and address misconceptions.	Improve turnout at family events by 20% (taken from attendance counts) and family survey responses (annual).	
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. Identify and compile a list of direct needs of families based on survey data (Advanc-Ed, FRC, Title I)		Designated committee formed by admin	Survey results	Summer 2019
2. Have a committee plan for quarterly events each based on academic and social/emotional needs that		Parent and Community	Survey results	August 2019

include a direct focus on one community building activity at each event	Involvement Committee		
3. Create a feedback loop addressing plus/deltas based on parental input to guide next steps in planning	Parent and Community Involvement Committee	Plus/delta form	Spring 2020

Strategic Objective #3			
The school will develop a system to ensure that families and community stakeholders are meaningfully engaged as partners with the school. Families and community stakeholders will become actively engaged in student learning during and beyond the instructional day.			
Initiative #2			
Develop learning opportunities for parents which may include building home school learning connections such as financial literacy and other session topics that to extend learning beyond the school and connect parents to community support partners.			
Long Term Outcomes (after Year 3)			
The school will show an increase in family and community stakeholder participation at after school events, community meetings, and volunteerism by 25%.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Monthly schedule of planned events and contacts for family connections to support home school learning connections	Increase in family involvement in family learning opportunities	Improve attendance at family learning events by 25% (taken from attendance counts).	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. The Title I Planning Committee will intentionally plan to meet the suggested needs communicated by family input.	Title I Committee/ Advisory Committee	Notes from community meetings (i.e.: Night with the Principal, Reimagine Night, Advisory Committee Meetings)	September 2019
2. The committee will engage with community partners to assure comprehensive opportunities for application of 21st century skills.	The Title I Committee/ Advisory Committee	Contact with community stakeholders	September 2019

3. Create a feedback loop addressing plus/deltas based on parental input to guide next steps in planning.	Title 1 /Advisory Committee	Plus/delta form	April 2020
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Strategic Objective #3			
The school will develop a system to ensure that families and community stakeholders are meaningfully engaged as partners with the school. Families and community stakeholders will become actively engaged in student learning during and beyond the instructional day.			
Initiative #3			
All social media communication systems will be strategically aligned to allow families and community stakeholders access to current communications about the school, grade level or school-wide events, and programs.			
Long Term Outcomes (after Year 3)			
The school will show an increase in family and community stakeholder participation at after school events, community meetings, and volunteerism by 25%.			
Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Staff will align their communications to regularly utilize all social media platforms available to families and community stakeholders.	There will be a 25% increase of usage of social media platforms to access school communications by families and community stakeholders.	Family and community stakeholders will report a 50% increase in their usage of social media platforms to access communications from and about the school, grade level or school-wide events, programs, and their student's learning.	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Create a school Facebook page with one owner and several contributors (team leads, special area, FRC, lion's den, social/emotional team) that is informational and celebratory	PGE Coach/Asst. Principal Team Leads, Special	Facebook Agreed upon contribution norms and expectations for staff	August 2019

	Area Leads as contributors		
2. Connect social media platforms to synchronize information shared	PGE Coach/Asst. Principal	Agreed upon social media platforms	August 2019
3. Create posting norms (for frequency and content) to support both school and district code of ethics and professionalism	PGE Coach/Asst. Principal	Norms and expectations for content and frequency of posting for staff	August 2019

Year 2 Anticipated Action Steps
Strategic Objective # 3

The school will develop a system to ensure that families and community stakeholders are meaningfully engaged as partners with the school. Families and community stakeholders will become actively engaged in student learning during and beyond the instructional day.

Strategic Initiative	Anticipated Action Steps
Initiative 1: School will hold quarterly meetings with families to engage and give feedback for community building and to develop volunteer opportunities to increase parent and stakeholder support at home and in school.	Established quarterly schedule of events based on academic and social/emotional needs of families with focus and feedback.
Initiative 2: Develop learning opportunities for parents which may include building home school learning connections such as financial literacy and other session topics that to extend learning beyond the school and connect parents to community support partners.	Establish quarterly schedule of learning opportunities for families and stakeholders based on survey feedback.
Initiative 3: strategically align social media communications	Re-evaluate current social media platforms for usage and applicability (re-align as needed). Share agreed upon norms and expectations for social media platforms with new staff. “Advertise” social media platforms to new families and stakeholders through communications and complete year 2 data capture to get usage information for continued growth comparison. Survey families/stakeholders on social media platform usage for feedback/suggestions.

Year 3 Anticipated Action Steps
Strategic Objective # 3

The school will develop a system to ensure that families and community stakeholders are meaningfully engaged as partners with the school. Families and community stakeholders will become actively engaged in student learning during and beyond the instructional day.

Strategic Initiative	Anticipated Action Steps
Initiative 1: School will hold quarterly meetings with families to engage and give feedback for community building and to develop volunteer opportunities to increase parent and stakeholder support at home and in school.	Using feedback from quarterly events, re-evaluate schedule of events based on academic and social/emotional needs of families with focus and feedback.
Initiative 2: Develop learning opportunities for parents which may include building home school learning connections such as financial literacy and other session topics that to extend learning beyond the school and connect parents to community support partners.	Using feedback from quarterly events, re-evaluate schedule of learning opportunities based on family needs.
Initiative 3: strategically align social media communications	Re-evaluate current social media platforms for usage and applicability (re-align as needed). Survey families and community stakeholders' usage and feedback.