## Barbara C. Jordan Elementary School: Strategic Plan for SY 2019-20

**Compelling Purpose:** For elementary schools, please capture below your compelling purpose. For middle and high schools, please skip this section.

Barbara C. Jordan Elementary School is the place where we transform lives by serving each as our own.

**Looking across all data (outcomes data, perception data, school culture data), what 3 strengths do you most want to build on in 2019-2020?**

1. Increasing parental involvement
2. Increasing communication between all stakeholders
3. Creating opportunities for collaboration

**Looking across all data (outcomes data, perception data, school culture data), what 3 opportunities for improvement do you most want to address in 2019-2020?**

1. Improving the school culture and climate to cultivate an environment of excellence and well-being.
2. Improving systems and communication
3. Meeting the needs of students academically, socially, and emotionally.

| | 2019-20 District-Wide Priorities and Initiatives | Alignment to Learning Reimagined | District Leader | School-level Initiatives and Actions: What actions do you most need to take at the school level to support the district's work in this area? | Owner: Who will drive the work at the school? | Due Date | How does this action respond to your school's data? |
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| **SP #1:** | Rigorous, relevant, modern learning experiences: We will make learning reimagined a reality for all students: An education that engages them as human beings. Tailors learning to their individual needs. And presents relevant, real-world problems to solve—with clear connections to their future education and work. | Alignment to Learning Reimagined | District Leader | School-level Initiatives and Actions: What actions do you most need to take at the school level to support the district's work in this area? | Owner: Who will drive the work at the school? | Due Date | How does this action respond to your school's data? |
| 1.1 | Adopt and communicate a vision of excellence for all University City schools and community that incorporates the principles of Learning Reimagined and that includes a transparent and consistent accountability and support framework. | Humanize Personalize Problematize | Sharonica Hardin-Bartley | 1.1.1 Publish weekly memos providing information about upcoming events, reminders, shout-outs, and other important | Principal | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.1.2 Establish weekly PLCs structured around student data and educational decision making. | Principal, TILs, and Teachers | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.1.3 Establish daily intervention time for targeted and focused support around reading instruction | Principal, TILs, and Teachers | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.1.4 Establish monthly parental/community involvement events. | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.1.5 Embed Social Emotional Learning (SEL) through all aspects of the school environment. | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.1.6 Increase collaboration among all stakeholders | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| 1.2 | Increase the rigor, relevance and personalization of teaching and learning through high-quality instruction, data, curriculum adoption and staff training, with a focus on problem-based authentic, project-based learning. | Personalize Problematize | Ian Buchanan | 1.2.1 Reevaluate current curriculum and instructional practices. | Principal, TILs, and Teachers | Ongoing | Determines what is working and areas of growth |
| | | | | 1.2.2 Calibrate instructional and assessment practices | Principal, TILs, and Teachers | Ongoing | Ensures educational practices are effective and efficient. |
| | | | | 1.2.3 Establish regular coaching cycles around instruction. | Principal, TILs, and Teachers | Ongoing | Ensures educational practices are effective and efficient. |
| | | | | 1.2.4 Curriculum-focused parent/student events | Principal, TILs, Teachers, PTO, Parents, and | Quarterly | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.2.5 Establish systemic intervention systems | Principal, TILs, and Teachers | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 1.2.6 Establish committees that support and evaluate academic practices and school culture and climate. | Principal, TILs, and Teachers | Ongoing | Creates a transparent structure supporting teaching and learning. |
| **SP #2:** | Well-being and joy: Our students — and our staff — are whole people who require an environment of safety, love and support to thrive. They will find that in our schools. | Alignment to Learning Reimagined | District Leader | School-level Initiatives and Actions: What actions do you most need to take at the school level to support the district's work in this area? | Owner: Who will drive the work at the school? | Due Date | How does this action respond to your school's data? |
| 2.1 | Design and implement a comprehensive set of trauma-sensitive and restorative supports to better meet students' social, emotional and wellness needs and to better humanize and personalize students' learning experiences. | Humanize | Gary Spiller | 2.1.1 Providing high-quality professional development around social-emotional learning | Principal, TILs, and Community Partners | Ongoing | Ensures educational practices are effective and efficient. |
| | | | | 2.1.2 Create an functioning calming room for students | Principal and Community Partners | Ongoing | Creates a calming environment for students to regulate emotions and behavior. |
| | | | | 2.1.3 Provide high-quality professional development around restorative practices, and de escalation strategies. | Principal, TILs, Teachers, and Community Partners. | Ongoing | Ensures educational practices are effective and efficient. |
| | | | | 2.1.4 Create and maintain incentive programs for students and staff. | Principal, TILs, Teachers, and Community Partners. | Ongoing | Supports the well-being and joy of students and staff. |
| | | | | 2.1.5 Reevaluate and reestablish appropriate and effective school-wide universals. | Principal, TILs, Teachers, and Community Partners. | Ongoing | Ensures educational practices are effective and efficient. |

| | | | | 2.1.6 Collaborate with partners, including SSD, Wyman, CLR, and Alive and Well. | Principal, TILs, Teachers, and Community Partners. | Ongoing | Creates a transparent structure supporting teaching and learning. |
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| SP #3: | Excellent staff: We will recruit, develop and retain excellent teachers, principals and specialists ready to commit to our shared vision of academic excellence through learning reimagined. | Alignment to Learning Reimagined | District Leader | School-level Initiatives and Actions: What actions do you most need to take at the school level to support the district's work in this area? | Owner: Who will drive the work at the school? | Due Date | How does this action respond to your school's data? |
| 3.1 | Strengthen teacher pipelines and recruitment with a focus on highly-effective teachers from diverse backgrounds and high-need content areas (e.g., bilingual, STEM). | Humanize Personalize | Kashina Bell | 3.1.1 Clear and consistent communication with HR to ensure the needs of BCJ are clearly stated. | Principal | Ongoing | Ensures potential candidates are attracted to positions/openings. |
| | | | | 3.1.2 Develop partnerships with neighboring colleges/universities. | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 3.1.3 Involve stakeholders in the interviewing process. | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 3.1.4 Strengthen collaborative opportunities with community partners | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 3.1.5 Clearly communicate roles and responsibilities with all stakeholders. | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 3.1.6 Increase public communication through social media and website. | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| SP #4 | All hands: Our plan is ambitious. It will happen only with support and partnership both inside and outside the hallways of University City schools. We need the University City community and the greater community to help us succeed. | Alignment to Learning Reimagined | District Leader | School-level Initiatives and Actions: What actions do you most need to take at the school level to support the district's work in this area? | Owner: Who will drive the work at the school? | Due Date | How does this action respond to your school's data? |
| | Strengthen and expand communications and opportunities for parent/guardians to engage both in district and school-level decision making and better equip them to support their students' academic and social emotional learning at home. | Humanize Problematize | Gary Spiller | 4.1.1 School-wide evening events at the building level | Principal, TILs, Teachers, and Community Partners. | Monthly | Creates a transparent structure supporting teaching and learning. |
| | | | | 4.1.2 Restructure events to accommodate family schedules | Principal, TILs, Teachers, and Community Partners. | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 4.1.3 Restructure PTO events and initiatives | Principal, TILs, Teachers, PTO, Parents, and Community Partners | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 4.1.4 Increase communication with all stakeholders | Principal, TILs, Teachers, PTO, and Community Members | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 4.1.5 Provide opportunities to learn more about resources. | Principal, TILs, Teachers, PTO, and Community Members | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | | | | 4.1.6 Collaborate with partners, including SSD, Wyman, CLR, and Alive and Well. | Principal, TILs, Teachers, and Community Partners. | Ongoing | Creates a transparent structure supporting teaching and learning. |
| | Use this space to identify any school-level priorities you plan to focus on that DO NOT align with the district-wide priorities named above.  Priorities are the big rocks you plan to focus on for multiple years. | Alignment to Learning | What support do you need from the district? | School-level Initiatives and Actions:  What actions do you most need to take at the school level to support the district's | Owner:  Who will drive the work at the school? | Due Date | How does this action respond to your school's data? |
| | Use this space to identify any school-level initiatives you plan to focus on that DO NOT align with the district-wide initiatives named above.  Initiatives are the work streams needed to fulfill a priority.  As an example: Adopt and implement a consistent lesson internalization process for all ELA teachers. | | | 5.1.1 | | | |
| | | | | 5.1.2 | | | |
| | | | | 5.1.3 | | | |
| | | | | 5.1.4 | | | |
| | | | | 5.1.5 | | | |
| | | | | 5.1.6 | | | |
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| | | | | 6.1.2 | | | |
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