

Jackson Park Elementary School: Strategic Plan for SY 2019-20							
Compelling Purpose: For elementary schools, please capture below your compelling purpose. For middle and high							
At Jackson Park we put our heart into all we do because we have the skill and will to building genuine relationships, engage in impactful teamwork, and support our Jackson Park community of learners and families.							
Looking across all data (outcomes data, perception data, school culture data), what 3 strengths do you most want to							
1.	Making strategic instructional decisions around student data outcomes aligned to MO Standards.						
2.	Creating a sense of belonging for all students by building community.						
3.	Implementing effective communication with parents and students around academic and social emotional						
Looking across all data (outcomes data, perception data, school culture data), what 3 opportunities for improvement							
1.	Align all curriculum and instructional decisions to MO Standards.						
2.	Leverage all hands : JP Solutions, Student Support, Student Centered, and Student Celebrations						
3.	Providing planning, modeling, team teaching, and student support to the classrooms whose proficiency data						
4.	Systematically design and implement Multi-Tiered Systems of Support for our student						
2019-2020 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? Allows teachers to differentiate based on the needs of the students, and create instructional responses to their data in order to grow students.
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? Allows for strategic support and equitable resources for classrooms that need it the most in an effort to grow towards proficiency.
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 Problematicize	Sharonica Hardin-Bartley	1.1.1 Teacher Instructional Leaders provide Tiered support to classrooms identified with the lowest student proficiency levels quarterly. 1.1.2 Analyze grade level data and take action based on the level of proficiency of each student. 1.1.3 Planning, modeling, team teaching, student support, and assessment 1.1.4 Align curriculum, collaboration, and planning for instruction to align to MO Learning Standards 1.1.5 Create and implement actionable SEL supports for all students	R.O'Connell + Teacher Instructional Leader (TIL) + grade level teachers R.O'Connell + TIL + grade level teachers TIL + grade level teachers TIL + grade level teachers All JP Staff		Provides additional human support to students' academic needs Actionable data driven decision to meet students' academic needs Provides in classroom support to teachers to meet all of their students' needs Triangulates written, taught and tested curriculum to gain alignment. Provides K-5 consistency of SEL supports throughout each school day.
1.2	Increase the rigor, relevance and personalization of teaching and learning through high-quality instruction, DDI, curriculum adoption and staff training, with a focus on problem-based authentic, project-based learning.	Personalize Problematicize	Ian Buchanan	1.2.1 Systematically design Multi Tiered Systems of Support (MTSS) for all students 1.2.2 Systematically implement MTSS for all students daily 1.2.3 Systematically progress monitor MTSS data and make student centered decisions based on progress data 1.2.4 Analyze student work using Assessment for Learning protocols and Transformational Leadership protocols	R. O'Connell + TIL R.O'Connell + Teacher Instructional Leader (TIL) + R.O'Connell + Teacher Instructional Leader (TIL) + R. O'Connell + TIL + grade level teachers		Provides the structural system needed to implement a new academic intervention Provides students with a consistent intervention based on their individual data. Allows for progression and movement to systematically support students' needs and track their growth. Provides protocols for engaging in analysis of student work and supports grade level rigor aligned to the MO Learning Standards.
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? Decrease office referrals for self-regulation behaviors, breaks, and celebrates and honors in ways students have identified as important.
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 Jackson Park staff professional learning through distributive leadership among committees 2.1.2 Daily Community Circles in every classroom aligned to our Panorama data 2.1.3 Peace Corners in every classroom 2.1.4 Implementation of JP Shared Expectations for All Students 2.1.5 Buddy/Refocus room system 2.1.6 Monthly recognition of academic & behavior achievement	All JP Committees (JP Solutions, JP Student JP Classroom teachers + students All JP teachers All JP staff and students All JP teachers JP Student Celebrations Committee	Monthly Aug. 2019 Aug. 2019 Oct. 2019 Sept. 2019 Monthly	Focuses on the leadership strengths of the staff and increases our shared understanding of staff leadership, supports for students: SEL, Builds genuine relationships in all classrooms and focus classroom SEL supports. Provides students a safe space to refocus and regulate their emotions. Creates a shared understanding and shared expectations among all staff and students K-5. Provides teachers and students an alternate space for students to refocus and/or regulate their emotions and reflect on their current Celebrates what we expect and value at JP.

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? Creates a strong staff community, increases teacher attendance, increases teacher attendance at student events, and provides job-embedded professional development for new staff immediately.
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 Providing new staff with TIL support the full first quarter.	Teacher Instructional Leader + new teachers	Aug.-Oct. 2019	Provides an academic support system.
				3.1.2 Mentorship within the staff for new staff.	New teacher + mentor	2019-2020 SY	Provides a non-evaluative moral, academic, and peer support system.
				3.1.3 The Self-Care Committee focuses on staff well-being and community building.	Self-Care Committee staff	Monthly	Provides strategies and supports for all staff that support their own health and well-being.
				3.1.4 The Jackson Park calendar of events for the school year has been redesigned to have staff	R. O'Connell + all staff	Aug. 2019	Allows for staff to fully plan, implement and engage with the JP community, and allows for balance in their home lives.
				3.1.5 Align Teacher Growth Plans and Student Learning Outcomes to weekly collaboration goals.	R. O'Connell + TILe all teaching staff	Sept. 2019	Provides support in attaining Student Learning Outcome goals tied to the Teacher Evaluation.
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? Increases attendance, and decreases repeat disciplinary actions
	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 Equipping parents with a guide of questions to ask during parent conferences regarding work	R. O'Connell	Sept. 2019 + Feb. 2020	Supporting parents in engaging with teachers around their students academic and social emotional needs.
				4.1.1 Providing a protocol for parent communication for awareness, repeated behaviors and actions, and parent meetings.	R. O'Connell	Aug. 2019	Gives parents a structure and understanding of how teachers are expected to communicate as well as keep parents informed from all staff.
				4.1.1 Bi-monthly JP Parent Community Meetings with a focus on input and parent feedback	R. O'Connell + JP PTO	Sept. 2019, Nov. 2019, Jan. 2019, Mar 2019	Creates an environment and forum for parents to have their voices heard and actions to be taken based on the input received.
				4.1.1 Provide parents with students' attendance and discipline records when progress reports and report cards are sent home.	R. O'Connell + JP Secretary	Every 5 weeks	Provides transparency and a current reminder of the students academics, attendance, and behaviors at JP in a timely manner.
				4.1.1 Restricting JP's Care Team to assure students' needs are addressed in a timely manner	R.O'Connell + JP Counselor	Aug. 2019	Provides students and teachers support in a timely manner to best address students academic and social emotional needs with research-based strategies.
				4.1.6 Collaborate with partners, including SSD, Wyman, Sharroky Hollie, and Alive and Well.	All Staff	Monthly	Deepen our understanding and implementation of support structures for students.
	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. As an example: Improve ELA instruction by deepening teachers' pedagogical content knowledge and	Alignment to Learning Reimagined	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 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?
	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 Create the Learning Walk Through Tool look fors to directly align to Jackson Park's implementation goals to the Humanize Pillar	R. O'Connell + JP Committees	Oct-19	JP will be using the Learning Walk data to track our progress on our Committee goals.
				5.1.2 Analyze the JP specific look fors monthly to determine next steps for professional learning and to document implementation	JP Solutions Committee	Monthly	JP will be using the Learning Walk data to track our progress on our Committee goals.
	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.	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.			6.1.1			
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