

Pershing 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.							
As innovators, we aim for excellence, bringing our whole hearts and minds to our learning work. As collaborators, we know that together we can create something bigger and better than any of us could do alone. As classroom activators, we will create an atmosphere for purposeful learning where students become critical thinkers and transfer the learning to all realms and aspects of their life.							
Looking across all data (outcome,data,perception data,school culture),what 3 strengths do you most want to build on in 2019-2020							
1.	Commitment to excellence for all students						
2.	Strong sense of pride and community						
3.	Community partnerships						
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.	Student-Teacher Relationships (Humanizing)						
2.	K-2 Early literacy achievement focused on phonological awareness, phonemic awareness, and phonics						
3.	Building school systems and communication						
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?
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 Update the school's mission and vision to better align with Learning Reimagined 1.1.2 Revise the compelling purpose to reflect current staff and include students' and parents' voice 1.1.3 Utilize human-centered transformation as a framework to increase academic, social and emotional outcomes for all students 1.1.4. Increase the level of professionalism in written and verbal communication with all stakeholders.	PER Leadership Team	May 2020	Engages all stakeholders to create a focus for all aspects of the organization
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. Utilize the <i>Practical Handbook of Multi-Tiered Systems of Support: Building Academic &amp; Behavioral Success in School</i> to build research based supports for all students 1.2.2 Participate in <i>Assessment for Learning</i> training with a building focus on clear learning targets 1.2.3 Create a monthly PLC schedule which connects the two major areas of MTSS - High Quality Instruction & Data 1.2.4 Develop grade level lead learners to facilitate Assessment for Learning training goals 1.2.5 Provide culturally responsive teaching/learning coaching for a cohort of 5-7 teachers	Building Instructional Team Grade Level Representatives & PER Leadership Team Teacher Instructional Leaders Teacher Instructional Leaders CLR Partners & Teacher Instructional Leaders	Ongoing Ongoing Ongoing	Provides research based structures and strategies to address the overrepresentation of students needing Tier 2 and Tier 3 supports. Utilizes a high leverage teaching practice to address the academic needs of students Creates a systematic plan to address all Tiers of instruction Creates a systematic plan to address Tier 1 instruction
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 Create a professional development plan with monthly staff meetings facilitated by Wyman, Alive & Well and SSD partners 2.1.2 Utilize Growth Mindset & Fostering Resilient Learners as staff book studies 2.1.3 Conduct learning walks focused on the humanizing pillar	Resiliency Leadership Team (principal, counselor,social worker, trauma informed specialist, SSD area coordinator, TILs) Resiliency Leadership Team (principal, counselor,social worker, trauma informed specialist, SSD area coordinator, TILs) Instructional & Behavior Leadership Teams	August 2019 Ongoing Ongoing	Increases our Tier 1 supports and strategies for teachers and students Increases our Tier 1 supports and strategies for teachers and students Data Source: District Learning Walkthrough Form

Pershing Elementary School: Strategic Plan for SY 2019-20							
				2.1.4 Use Panorama data to create support groups for students during LION time	Resiliency Leadership Team (principal, counselor, social worker, trauma informed specialist, SSD area coordinator, TILs)	January 2020	Increases our Tier 2/3 support for students
				2.1.5 Update policies and practices to align with trauma sensitive and restorative practices	Roxanne Isaguirre	January 2020	
				2.1.6 Ensure all members of behavior support subcommittees have appropriate training (PBIS, Crisis Team, Resiliency Team)	Resiliency Leadership Team (principal, counselor, social worker, trauma informed specialist, SSD area coordinator, TILs)	May 2020	Provides common language, consistency and research based models best sustain SEL.
<b>SP #3:</b>	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.	<b>Alignment to Learning Reimagined</b>	<b>District Leader</b>	<b>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?</b>	<b>Owner: Who will drive the work at the school?</b>	<b>Due Date</b>	<b>How does this action respond to your school's data?</b>
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 Utilize community partnerships to identify highly effective teachers and support staff	Wyman & PER Leadership Team	Ongoing	
				3.1.2 Build community through staff outings and team building events	Staff Activities Committee	Monthly	
				3.1.3 Showcase excellence in staff and students to draw highly effective teachers to Pershing's school community	PER Leadership Team, PTO, Teachers and Community Members	Ongoing	
				3.1.4 Provide high quality professional development for all teachers	Teacher Instructional Leaders	Ongoing	
				3.1.5 Providing first and second year teachers with a mentor and continued coaching	PDC Rep	Ongoing	
<b>SP #4</b>	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.	<b>Alignment to Learning Reimagined</b>	<b>District Leader</b>	<b>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?</b>	<b>Owner: Who will drive the work at the school?</b>	<b>Due Date</b>	<b>How does this action respond to your school's data?</b>
	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 Engage parents in revising our compelling purpose	PER Leadership Team	May 2020	Engages all stakeholders to create a focus for all aspects of the organization
				4.1.2 Align the work of PTO to reflect the needs of our school community by creating parent focus groups and/or survey distribution	PTO & PER Leadership Team	Ongoing	Engages all stakeholders to create a focus for all aspects of the organization
				4.1.3 Establish a volunteer network that incorporates training and access to available opportunities: Parent University	PTO & PER Leadership Team	January 2020	Increase parent connections to better support the needs of all students
				4.1.4 Increase opportunities for parents and community to be involved: Pershing Scholar Showcase and Pershing Spread the Love Day	PER Leadership Team	Ongoing	
	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 improving the curriculum and assessment resources available to them.	<b>Alignment to Learning Reimagined</b>	<b>What support do you need from the district?</b>	<b>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?</b>	<b>Owner: Who will drive the work at the school?</b>	<b>Due Date</b>	<b>How does this action respond to your school's data?</b>
	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.	Humanize Personalize		5.1.4 Partner with St. Louis Black Authors to offer a community literacy event during Spring Break to promote a love of literacy			
				5.1.5 offer training to staff to support health and wellness: CPR, First Aid, and Mental Health First Aid			
	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.	<b>Alignment to Learning</b>	<b>What support do you need from the district?</b>	<b>School-level Initiatives and Actions: What actions do you most need to take at the school level to support the district's</b>	<b>Owner: Who will drive the work at the school?</b>	<b>Due Date</b>	<b>How does this action respond to your school's data?</b>
	Use this space to identify any school-level initiatives you plan to focus on that DO NOT align with the						