

Julia Goldstein Early Childhood Education Center: Strategic Plan for SY 2019-20							
Compelling Purpose:							
The compelling purpose for JGECEC is to create and sustain an environment that students, families and staff feel safe, cared for and engaged at high levels academically, emotionally, socially and physically.							
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.	We want to strengthen our practices that support the belief that all means all when meeting the needs of students.						
2.	We want to continue to foster innovative thinking and doing in our classrooms as we engage in project based learning.						
3.	We want to ensure that our students leave JGECEC kindergarten ready in literacy and math.						
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.	In order to demonstrate our belief that all children deserve a high quality education, we want to engage in critical thinking and conversation with our children, families, and staff around discrimination in the areas of race, gender and sexual-orientation.						
2.	We want to challenge our current level of work to even higher levels by examining aspects of quality.						
3.	We will grow our students as writers and mathematical thinkers.						
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 Problematicize	Sharonica Hardin-Bartley	1.1.1 Communicate with all school community members via print and technology 1.1.2 Provide opportunities for parental engagement that meet the diverse needs of our families 1.1.3 Utilize building and programmatic supports with fidelity such as Positive Behavior Intervention Supports, Professional Learning Communities and Trauma Team	Principal & Teachers	May-20	Anecdotal and survey information from families indicate that they want to be engaged and informed in the school and its practices
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 Problematicize	Ian Buchanan	1.2.1 Collaborate and engage in study that will improve Project Based Learning experiences 1.2.2 Engage in literacy and math learning as a staff that will inspire and challenge current instructional practices 1.2.3 Students will engage in Science, Technology, Engineering, Art and Math (STEAM) opportunities facilitated by the studio and classroom teachers. The teachers are designing learning 1.2.4 Collaboration with teachers and support staff on the topic of nurturing young writers. Staff will engage in the process of developing as writers themselves.	Principal, Lead Teachers District, Principal and Math Team Leaders Studio Teacher and Math Team Leaders Principal, Consultant	May-20 Ongoing Ongoing Ongoing	Walk-through Data shows that we have excellence in pockets. We want to see high quality literacy and math instruction in all classrooms. Most of our children make gains of at least one developmental level on building assessments by the end of the school year. We want to push them to the next level in "thinking and doing." Walk-through data that indicates high engagement and students thinking at high-levels will increase with intentional planning Walk-through data that indicates high engagement and students thinking at high-levels will increase with intentional planning
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 Training in Culturally Responsive Teaching, Social Justice and Equity 2.1.2 Support of school-based teams that support trauma response and social-emotional learning	Facilitators who are leaders in this work Principal and Team Members	May-20	These areas have been identified anecdotally by teachers and parents
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 Team mentoring approach for teachers 3.1.2 Team meetings for Early Childhood Special Education Teachers (ECSE) 3.1.3 Collaboration and professional learning in Reggio-Inspired Practices	Mentor Teachers ECSE Teachers Principal & Consultant	May-20	Teacher feedback indicates need for continued collaboration and dialog with peers and teacher leaders.
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 Problematicize	Gary Spiller	4.1.1 Monthly Parents Pride Meetings that inform and engage 4.1.2 Partnerships with Wyman, Alive and Well, and LUME that strengthen emotional relationships with children	Principal & Wyman Wrap-Around Services Director Principal & Partners	May-20 May-20	Building survey and anecdotal data of families and teachers indicates need. Our ARCTIC data shows a strong foundation in SEL; however, continued support will ensure continued growth

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	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.	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			
				5.1.2			
				5.1.3			
				5.1.4			
				5.1.5			
				5.1.6			
	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 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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				6.1.2			
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