2018-2019 Strategic Plan
Blytheville Primary School

Superintendent: Bobby Ashley
Principal: Jana Wilson
Performance Coach: Jerry Vaughn

Leadership Team: Jana Wilson, Eileen Garris, Melissa Moriarty, Jennifer Bennett, Diane Jenkins, Michelle Hepler, John Whitaker, Cassie Quearry, Lesha Foster, Susanne McDowell, Sally Cooke
- Attendance: Melissa Moriarty, Cassie Quearry, John Whitaker, Tabitha Hartgen, Radonna Fox, Bridget Jones, Tabitha Sawyer
- Instruction: Jennifer Bennett, Susanne McDowell, Lesha Foster
- Social/Emotional Learning: Eileen Garris, Paula Pitts, Holly Jo Engle, Lou Riggs, Diane Jenkins, Mallory Pugh, Dettris Poole, Lavanda Newsom, Jessica Shepard
- Community Engagement: Michelle Hepler, Abbie Watson, Tracy Plunkett, Sally Cooke, Brooke Aldridge

Leadership Team
- *Vision*: Developing relationships with our staff in order to create a team atmosphere to reach common goals
- *Mission*: We will build personal relationships to develop and support distributed leadership in our school.
- *Core Beliefs*: We will...
    - use data from a variety of sources to support our goals and drive decision making.
    - strive for a growth mindset.
    - meet the needs of all learners.
    - have high expectations for all.
    - confront challenges to improve.
    - be unified in decisions made as a team.

School
- *Vision*: BPS is shaping the future one child at a time.

- *Mission*: BPS fosters a safe and positive learning community. We educate students to be innovative thinkers today and productive leaders of tomorrow.
- *Core Beliefs:* We believe all students can learn...
    - Learning must have a clear purpose.
    - All learners deserve a safe, respectful, and structured environment.
    - Learners grow with mutual support, responsibility, and compassion.
    - All learners have the ability to grow.

FOCUS AREA: Building Leadership Capacity - The building leadership team will develop and distribute leadership to sustain a high performing organization as measured by our self-assessment scores using the ALA Leadership Performance Strands and Skills rubric (PSSR).

- **By July 2021, there will be an increase in the overall score of at least 1.5 as measured by the PSSR because the building leadership team extended the capacity of teacher leaders in our building to be agents of change and lead our initiatives to scale.**
    - Objectives
        - The ALA leadership team will develop the skill set within our building leadership team to be agents of change (measuring by moving from a 2 to 3 on Skills 3.5 of the PSSR).
        - Develop the leadership of internal stakeholders to participate in shared decision-making based on our shared core beliefs, vision and mission.

VISION: All staff share a set common core beliefs and established a vision and mission based on those beliefs. The shared beliefs will be ingrained in everything that we do and visible through our actions inside and outside the classroom. The vision and mission is more than just words on the wall. The staff takes ownership of our school because they will have a purpose. We have collaborative relationships and structures for work that support adult and student learning. Teams have a team charter that has a specific purpose tied to our shared core beliefs, vision, and mission. Each team has a scheduled time to meet and works from agendas and minutes. Every staff member has a place in the team structure based on their strengths and interests. The team structure provides staff voice and buy-in and provides opportunities for building leadership capacity.

PERSON/TEAM who will MONITOR this part of the plan: Jana Wilson

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
3.1 - Develop and distribute leadership to sustain a high performing organization 3.5 - Lead change efforts to scale	Building leadership team and other teacher leaders participate in a two-day leadership retreat for strategic planning	July 18-19	Jana Wilson, Jerry Vaughn, Eileen Garris	Our team learned about scale and Kotter's model of successful change. Smaller teams were created to develop this strategic plan.	Involve other stakeholders (internal and external) in the smaller teams to complete actions, monitor the plan, and develop next steps.
3.1 - Develop and distribute leadership to sustain a high performing organization	Building leadership team participates in coaching sessions with ALA performance coach at least once a month	monthly	Jerry Vaughn		

3.1 - Develop and distribute leadership to sustain a high performing organization	Building leadership team participates in coaching sessions with Solution Tree three times a year	Oct 9-10, Jan 15-16, Mar 13-14	Cassie Erkens (leadership - Solution Tree)		
3.1 - Develop and distribute leadership to sustain a high performing organization 3.5 - Lead change efforts to scale	Participate in year 3 of Team Institute	Sept 20-21, Jan 17-18, May 14-15	Jana Wilson, Jennifer Bennett, Melissa Moriarty, Diane Jenkins, Michelle Hepler, Sally Cooke		
3.1 - Develop and distribute leadership to sustain a high performing organization	Participate in Facilitation of Adult Learning institutes	**Waiting on ANC dates Dec 11-12 or Mar 11-12	Paula Pitts, Abbie Watson, Tabitha Hartgen, Susanne McDowell, Lesha Foster		
3.1 - Develop and distribute leadership to sustain a high performing organization	Participate in year 3 of Master Principal program	Sept 11-14, Dec 4-6, Mar 26-28	Jana Wilson		
3.1 - Develop and distribute leadership to sustain a high performing organization	Participate in Teacher Institute	Sept 30-Oct 3, Nov 14-16, Feb 10-12, June 19-21	Holly Jo Engle, Brooke Aldridge		

FOCUS AREA: Teaching and Learning - Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.

- **By the end of the 2021 school year, 70% of second grade students will score in the Tier 1 range on the ISIP Reading assessment (Istation).**
  - Objectives
    - All teachers develop knowledge of the research-based components of high-quality literacy instruction and assessment.
    - All teachers implement high-quality literacy instruction in their classrooms.
- **By the end of the 2018-2019 school year, there will be a 20% decrease of office referrals as measured by e-school data.**
  - Objectives
    - All teachers implement school-wide behavior expectations with fidelity.
    - All teachers will support social emotional needs of all students.
- **By the end of the 2018-2019 school year, our attendance rate will be 97% or higher as measured by attendance reports.**

VISION: Our school community embraces a vision of academic success for every student and works toward clear goals focused on student learning. We use reflection, inquiry, and assessment practices for continuous learning and improvement and to make equitable decisions about the allocation of resources. Our professional learning community is a supportive environment that includes collaborative structures for learning and work. We have an alignment of standards, curriculum, teaching, assessment, and professional learning. Teachers use the aligned curriculum/assessments and their common understanding of quality teaching to develop student learning experiences, which result in students showing growth in academically. Teachers use our positive behavior intervention and support (PBIS) system, which includes social emotional learning, to promote positive student behavior which results in increased time in class and an increase in student growth and achievement. Parents, students, and teachers understand the importance of attendance and work together to have each student at school on time in order to ensure high quality learning can occur.

PERSON/TEAM who will MONITOR this part of the plan:
- Curriculum and Teaching - Jennifer Bennett, Susanne McDowell, Lesha Foster and the Academic Team
- Social/Emotional Learning - Diane Jenkins and the Tier 1 team; Eileen Garris and the Tier 2/3 Team
- Attendance - Melissa Moriarty, Cassie Quearry, John Whitaker and the Attendance Team

CURRICULUM AND TEACHING

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning	Develop a resource document in Google Drive for the literacy and math units.	May 2019	Instructional Teams, Diane Jenkins, Michelle Hepler		

2.1 - Establish desired culture through norms, rituals, traditions, common language and cultural competencies. 4.1 - Expect high-quality teaching and learning.	All K-2 classroom teachers will attend RISE Academy.	July 31 to Aug 2	Instructional Teams, Coop trainers		
2.1 - Establish desired culture through norms, rituals, traditions, common language and cultural competencies. 4.1 - Expect high-quality teaching and learning.	Teachers will have three full day sessions covering high-quality literacy instruction embedded within the school year.	Oct 5, Jan 7, Feb 15	Instructional Teams, Coop trainers		
2.1 - Establish desired culture through norms, rituals, traditions, common language and cultural competencies. 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning	Complete Curriculum Guidebook: Assessment plan - add section on formative assessment	August 2018	Jana Wilson, Michelle Hepler, Diane Jenkins, Eileen Garris	Updated on 7/24/18 Curriculum Guidebook	Introduction in collaboration
2.1 - Establish desired culture through norms, rituals, traditions, common language and cultural competencies. 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning	Introduce Curriculum Guidebook to teachers, focusing on the assessment: ● Create a outline of chart in each collaboration room differentiating formative, interim, and summative	August 2018	Michelle Hepler, Diane Jenkins, Sally Cooke		

	assessments ● Use collaboration to have teachers sort assessments using chart				
2.1 - Establish desired culture through <u>norms</u>, rituals, traditions, <u>common language</u> and cultural competencies. 2.3 - Build and sustain collaborative relationships and structures for learning and work.	Participate in a Professional Learning Community (PLC) Overview (professional development)	Aug 9	Matt Devan (Solution Tree)		
4.1 - Expect high-quality teaching and learning. 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning 5.1 - Use student performance-based accountability systems for decision-making	Have an Istation Orientation on major reports ● be able to explain data to parents ● be able to use data to plan instruction	September 2018	Michelle Hepler		
4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning 5.1 - Use student performance-based accountability systems for decision-making	Set goals with students (individual, class, and grade level) Monitor goals after each ISIP assessment	Sept 2018, January 2019, May 2019	Instructional Teams	Goal Notebook	

2.1 - Establish desired culture through <u>norms</u>, rituals, traditions, <u>common language</u> and cultural competencies. 2.3 - Build and sustain collaborative relationships and structures for learning and work.	Utilize coaching provided by Solution Tree to implement the PLC process	Sept 17-18, Oct 11-12, Nov 12-13, Dec 10-12, Jan 25, Feb 21-22, Mar 11-12, May 6-7	Diane Kerr (PLC coach - Solution Tree), Instructional Teams, Diane Jenkins, Michelle Hepler		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning 5.1 - Use student performance-based accountability systems for decision-making	Utilize external resources and coaching provided by Solution Tree for literacy and assessment	Literacy: Sept 25, Nov 26-27, Feb 11, May 1-2 Assessment: Oct 18-19, Mar 25-26	Kathy Perez (literacy - Solution Tree), Angie Freese (assessment - Solution Tree), Instructional Teams, Diane Jenkins, Michelle Hepler		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning	Identify resources to be used consistently when teaching vocabulary ● connect with community readers	May 2019	Instructional Teams		

4.2 - Observe teaching practice and provide actionable feedback for professional learning	Peer to peer observation during the literacy block	ongoing	Instructional Teams		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning	Provide professional learning on reading comprehension strategies		Kathy Perez (literacy - Solution Tree), Instructional Teams, Diane Jenkins, Michelle Hepler		
4.1 - Expect high-quality teaching and learning 5.4 - Embrace implications from emerging knowledge to improve student and adult learning performance	Provide teachers with professional learning on trauma-informed teaching and teaching students in poverty	Aug 10	Melissa Moriarty, Paula Pitts		Add additional opportunities throughout the year
4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning	Provide 2nd grade teachers with professional learning on the ACT Aspire reading assessment.		2nd grade Instructional Team		

SOCIAL AND EMOTIONAL LEARNING

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
2.2 Promote a safe, positive, interactive and supportive climate 5.1 Use student performance-based accountability systems for decision-making	Tier 1 team designs kickoff plan and implements.	August 2018 January 2019	**Tier 1 team** Jenkins, Newsom, Pugh, Poole, Evans, +1	PBIS Matrix PBIS Rollout	
2.2 Promote a safe, positive, interactive and supportive climate 5.1 Use student performance-based accountability systems for decision-making	Tier 1 team meets monthly to discuss progress of PBIS implementation and analyze discipline data.	August 20 Sept. 17 October 22 January 14 February 20 April 1 May 16	**Tier 1 Team** Jenkins, Newsom, Pugh, Poole, Evans, +1)	Tier 1 Meeting Notes	
2.2 Promote a safe, positive, interactive and supportive climate 5.1 Use student performance-based accountability systems for decision-making	Tier 1 team will create "cool tools" and roll them out to the staff	August 20 Sept. 17 October 22 January 14 February 20 April 1 May 16	**Tier 1 Team** Jenkins, Newsom, Pugh, Poole, Evans, +1)	Cool Tools	
2.2 Promote a safe, positive, interactive and supportive climate 5.1 Use student performance-based accountability systems for decision-making	Tier 2/3 team meets to create behavior support plans for students who need additional support behaviorally	Monthly	**Tier ⅔ Team** Eileen Garris Paula Pitts Holley Jo Engle Tracy Plunkett Lou Riggs	Tier ⅔ Meeting Notes	

2.2 Promote a safe, positive, interactive and supportive climate 5.1 Use student performance-based accountability systems for decision-making	Tier ⅔ team will analyze behavior data to determine student needs	Monthly	**Tier ⅔ Team** Eileen Garris Paula Pitts Holley Jo Engle Tracy Plunkett Lou Riggs	Tier ⅔ Meeting Notes	
2.2 Promote a safe, positive, interactive and supportive climate 5.1 Use student performance-based accountability systems for decision-making	Tier ⅔ team will track tier 3 students and assign mentors for students who need them	Monthly	**Tier ⅔ Team** Eileen Garris Paula Pitts Holley Jo Engle Tracy Plunkett Lou Riggs	Tier ⅔ Meeting Notes	
2.2 Promote a safe, positive, interactive and supportive climate 4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences	Social-emotional lessons taught in Jumpstart (ISS).	Daily	Athalene Billups	Decrease of Tier ⅔ students	
5.1 Use student performance-based accountability systems for decision-making 5.4 Embrace implications from emerging knowledge to improve student and adult learning and performance	ABA team will conduct functional behavior assessments on identified students to create behavior support plans. Tier ⅔ team will assist with the creation of behavior support plans.	ongoing	Eileen Garris, Melissa Moriarty, Paula Pitts, Diane Jenkins **Tier ⅔ Team** Eileen Garris Paula Pitts Holley Jo Engle Tracy Plunkett Lou Riggs	Behavior Support Plans	

2.2 Promote a safe, positive, interactive, and supportive climate 4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences	Tier ⅔ behavior students will participate in behavior interventions. Parent letters will be sent to inform the parents of what their student will be learning. Parents will be updated with their student's behavior progress.	Weekly interventions Parent letter will be sent when the student starts interventions	Paula Pitts	Schedule for behavior interventions Parent letter	
2.2 Promote a safe, positive, interactive, and supportive environment 2.3 Build and sustain collaborative relationships and structures for learning and work 2.4 Infuse diversity of people, perspectives, ideas, and experiences into the work	Use mentors to support positive student behavior ● Use student ambassadors to mentor other students who are not responding to behavior supports ● Help teach those students the behavior expectations (matrix) ● Partner with community organizations to mentor students	As needed	John Whitaker, Melissa Moriarty Healing in the Hood, Villagers, Fatherhood Initiative (Project Launch)	Behavior data Matrix	

ATTENDANCE

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	Contact Radio Station: ask them to provide daily updates/countdowns about school start times	August 2018	John Whitaker Melissa Moriarty Tracy Plunkett		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	Contact Attendance Works for materials to share with stakeholders	August 2018	Melissa Moriarty		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	Withdrawal Form for parents who are moving to a different district.	September 2018	Melissa Moriarty		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	Set up attendance booth at open house, parental involvement nights, and parent teacher conferences to explain the importance of attendance in all grades.	Ongoing	Attendance Team		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	Provide incentives for students with Good Attendance and Perfect Attendance	Ongoing	Attendance Team		
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.	Use technology resources to share attendance information to stakeholders	Ongoing	Melissa Moriarty John Whitaker		

	Task force to explain to the courts the varying levels of IEP and how it relates to FINS	December 2018	Melissa Moriarty John Whitaker Jean Cole		

FOCUS AREA: Community Engagement - Engage our external stakeholders in various projects to develop trust and build relationships.
- **By May 2023, there will be 100% growth in our schools community engagement as measured by the number of participants who sign in to specifically engage our students.**
  - **2018-2019 will be used as baseline year to gather data.**

VISION: Trust built between the school and the community drives systemic change. Because we regularly communicate our strategic plan and progress with our internal and external stakeholders, we have advocates for community projects that support student and adult learning. External stakeholders are actively engaged with student learning; giving students real life experiences and setting academic and real world goals on the way to becoming future graduates.

PERSON/TEAM who will MONITOR this part of the plan: Michelle Hepler and the Community Engagement Team

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
1.2 - Develop, implement and communicate a results-based action plan 2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Meet with external stakeholders quarterly to discuss our school's plan, our progress toward meeting goals, and provide opportunity for questions and feedback. ● Coffee and Conversations ● Pizza with the Principal ● Lunch with Leadership ● Ice Cream Social	Oct 4, Dec 3, Mar 29, May 13	Jana Wilson, Eileen Garris		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Assistant principal participates in Blytheville Leadership Institute and connects with the Chamber of Commerce.	Sept 5,6,19; Oct 3,17,31; Nov 14; Jan 9,23; Feb 6,20,28; Mar 1	Eileen Garris		

2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Continue Friday Greeters ● Student Ambassadors create thank you notes for greeters ● Have staff sign up ● List upcoming greeters in weekly leadership minutes as a reminder ● Assign responsibility of overseeing "Greeter" days to one individual with a backup	Every Friday	Teachers (contacting, communicating, and follow up with greeters) - whomever contacts greeter is responsible for ensuring they receive expectations/ thank you/reminder sheet BEFORE greeting date John Whitaker (ambassador thank you cards)	Calendar - teachers contacting greeters Greeter introduction	
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Partnering with the community members to organize readers for each classroom ● Update the list with new contacts from summer	Community Dates: Sept 14, Nov 1, Dec 19, Feb 1, Mar 1, Apr 11 Tenaris Dates	Jana Wilson Tracey Ritchey Tracy Plunkett Melissa Moriarty		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	School-wide adoption of a community organization ● **Quarter 1 -** ● **Quarter 2 -** ● **Quarter 3 -** ● **Quarter 4 -** Have each grade level choose their community organization.	ongoing	Quarter 1 - 1st grade Quarter 2 - Kindergarten Quarter 3 - Special Area/Special Education/Interv entionists		

			Quarter 4 - 2nd grade		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Organize the Angel Tree Program for our students in need.	November and December 2018	Abbie Watson		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Partner with community members to organize and implement: ● PBIS Celebrations ● Literacy/Math Nights ● Mentoring on the Playground ● Lunch Monitoring	ongoing	Community Engagement Team		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Provide training for volunteers on schoolwide expectations and nuts and bolts of community engagement events.	First week of October	Community Engagement Team		

2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Staff and students will participate in community events: ● Chili Cookoff ● Trunk or Treat on Main Street ● Christmas Parade	Cook-off - Oct. 20 Main Street - Oct. 31 Parade - Dec. 6	Community Engagement Team Paula Pitts - Chili Cookoff Michelle Hepler - Main Street		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Students will participate in events in our community: ● Sing to Rotary and Kiwanis ● Christmas Craft for Nursing Homes (student ambassador) ● Ronald McDonald House (tabs)	ongoing	Yolanda Taylor - singing Whitaker - nursing home Moriarty - tabs		
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	BPS will partner with the Chamber of Commerce to have a "Thank-You" event for the volunteer Readers and Greeters for the year.	May 2019	Michelle Hepler Eileen Garris		