



2019-2020 Strategic Plan

Blytheville Elementary School / Blytheville School District

Superintendent: Bobby Ashley

Principal: Chanda Walker

Core Leadership Team: Lauren Starks, Cynthia McCustion, Shayla Adelowo

School Support: Sally Cooke

Mission: BES will educate the whole child through an engaging curriculum preparing them for the next level in their journey.

Vision: E3: Engage, Everyone, Everyday

In an effort to sustain a culture of high expectations, Blytheville Elementary staff will build and sustain a collaborative culture, transform teaching and learning through the PLC process, and focus on results to improve student growth and achievement.

Goal for Focus Area 1:

Build a positive collaborative culture by building and sustaining collaborative relationships and structures for learning and work

By May of 2020, adults and students at Blytheville Elementary School will consistently demonstrate behaviors that reflect a collaborative culture as assessed by a variety of measurement tools such as climate surveys, attendance and behavior data, reflection, meeting agendas and minutes.

Focus Area 1: Build a positive collaborative culture by building and sustaining collaborative relationships and structures for learning and work					
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies.	Revisit norms, common language, vision, mission and core beliefs in order to create collaborative commitments Clear Expectations	August 2019 - May 2020	Core Leadership Team Action Team Members Instructional Facilitators All Staff	Agendas/minutes Observation of meetings Posters of mission, vision, norms, and collaborative commitments Staff Handbook, Literacy/Math Curriculum Guidebook	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.2 Promote a safe, positive, interactive and supportive climate.	Provide professional learning experiences for building relationships and poverty awareness	August 2019 - May 2020		PD agendas and observation of implementation of the learning, pictures of activities/training, professional text/articles, McKinney Vento PD	

	<p>Celebrate staff, students, and stakeholders for their commitment</p> <p>Promote a positive teacher voice on loose elements to seek solutions within a safe and supportive structure</p> <p>RTI-B/ABA Team Behavior Support Plans</p> <p>Implement new behavior charts and revised flow chart</p> <p>Conduct PBIS Roll Out</p>			<p>Media, Newsletters, Facebook Post, Positive Notes, Staff Spotlight, Going the extra mile - monthly (shoe pendant)</p> <p>Communication log (with possible solutions column), identify in meetings negotiables and non-negotiable</p> <p>Behavior support plans and functional behavior analysis assessment CICO log, RTI-B/ABA Agenda</p> <p>Flow charts and color coded Behavior Charts posted in every classroom and utilized</p> <p>Roll out schedule PBIS Lessons</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.3 Build and sustain collaborative relationships and structures for learning and work.	Establish team structures for learning and work	August 2019 - May 2020		<p>Group member roles/tasks</p> <p>Norms for collaborative work</p> <p>Collaboration vs cooperation</p> <p>7 Norms of collaboration</p> <p>Strengths/growth areas assessments</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.4 Infuse diversity of people, perspectives, ideas and experiences into the work.	Identify and build capacity of teacher-leaders, leaders of action teams, and stakeholders	August 2019 - May 2020		Survey for stakeholder to assess areas of strength	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps

<p>2.5 Use skills of influence, persuasion and advocacy to engage with multiple community sectors as a public leader.</p>	<p>Involve values/institutions into the school to serve as mentors to students and adults, speakers Involve BES Staff in upcoming community events/projects</p>	<p>August 2019 - May 2020</p>		<p>BES community resource book</p> <p>Quarterly grade level hosted community service events/projects</p> <p>Staff actively accepts leadership roles in community activities and organizations. Develop interest survey/connection with civic organizations</p> <p>Invite community members from all sectors to support learning through involvement as tutors, mentors, speakers, supplying resources and embracing student learning projects within businesses and the community. (Healing in the Hood, The Villagers, Daddy's Diamonds, local fraternities and sororities)</p> <p>Nucor Yamato Steel- Strong as steel health and nutrition program (see if program is available)</p> <p>Partnership with Tenaris in School for Parents and After School Program</p>	
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Goal for Focus Area 2:

Expect high-quality teaching and learning by ensuring all learners are engaged in rigorous, relevant, and student-centered learning experiences through the alignment of standards, curriculum, teaching, assessment, and professional learning by improvement in student growth and achievement.

Focus Area 2: Expect high-quality teaching and learning by ensuring all learners are engaged in rigorous, relevant, and student-centered learning experiences through the alignment of standards, curriculum, teaching, assessment, and professional learning.					
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.1 Expect high-quality teaching and learning	Provide professional development around Growth Mindset for adults and students More frequent feedback to teachers - classroom visits index cards (Shayla) Peer observations across grade levels and content teams Professional Development of DOK Professional Development on Domain 1: Planning and Preparation Teacher created checklist for peer observation Record and debrief videos of teachers at BES	August 2019 - May 2020	Core Leadership Team Action Team Members Instructional Facilitators All Staff	Growth mindset math pledge - With Math I Can Teacher and student growth mindset pledge - create grade level rituals Agendas/minutes/ list documenting expectations of high quality teaching and learning, including vertical alignment	

Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.2 Observe teaching practice and provide actionable feedback for professional learning	Observe teaching and learning practices Schedule peer observations Promote reflection process Seeking solutions Provide teacher support: Give, receive, and respond to actionable feedback regarding student learning and professional practice <ul style="list-style-type: none"> ● Summarizing student assessment data by grade/content level ● Presenting findings at collaborative meetings ● Inviting staff to share effective strategies based on specific strengths and needs of students Create observation rotation schedule that identifies the focus for the specified time frame	August 2019 - May 2020		EdReflect - PGP's Observation and Feedback Tracker Sheets Reflection Questions/Solutions Provide professional development on TESS for new teachers Coaching, book studies	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences	Educate the Whole Child and the Whole Adult Create an environment where students and adults feel safe to learn.	August 2019 - May 2020		Social and emotional standards shared at collaborative meetings and implementation in curriculum and lesson plans for PBIS, counseling ASCA Standards for Counselors	

	<p>Provide adult skill development in the areas of collaboration, communication, etc., and ongoing support to develop working relationships that are mentally and emotionally safe.</p> <p>Professional Development on the DOK/Social and and emotional learning</p>			<p>Counseling schedule- social emotional learning</p> <p>PBL Opportunities</p> <p>Emotional Learning - ASCD briefs webinar and article</p> <p>Provide teachers with a list of resources to engage students in instruction</p> <p>Agenda/minutes</p> <p>Rubric for authentic student engagement and rigor</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.4 Become literate as a leader of digital learning environments	<p>Issue technology needs assessment</p> <p>PD on Google classrooms Smartboard ,SMART exchange, Class Hub</p> <p>Provide more training to families on the use of digital resources and tools to support student learning</p> <p>IXL training - real time center for intervention</p> <p>Evaluate the ISTE-NETS</p>	August 2019 - May 2020		<p>Technology needs assessment</p> <p>Agendas/Minutes</p> <p>Inform parents of contract with local internet provider through newsletters and facebook</p> <p>Technology teacher will attend literacy collaboration to identify ways to support literacy standards</p>	

	standards amongst the leadership team for use with the full staff				
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning	<p>Create a deeper knowledge of standards and alignment</p> <p>Utilize 4 Critical Questions to guide professional learning process</p> <p>Provide professional learning related to instructional strategies</p> <p>Analyze data to assess adult and student performance for decision-making related to student growth, achievement, and professional learning.</p> <p>Utilize change process so learning can grow</p> <p>Family Nights teaching parents strategies to help master standards</p> <p>Professional Development- RISE and Connections</p> <p>Identify essential standards and</p>	August 2019 - May 2020		<p>Collaborative meeting schedule/minutes/reflections with next steps (PLC, Solution Tree)</p> <p>4 Critical Questions:</p> <ol style="list-style-type: none"> 1. What is it that we want students to learn? 2. How will we know if students are learning? 3. How will we respond when students don't learn? 4. How will we extend learning for students who already know it? <p>Data Wall/Common Assessment Walls</p> <p>Teacher growth reports (STAR Reports)</p> <p>IXL growth reports</p> <p>Unpacking standards</p> <p>Establish essential skills</p> <p>Identifying a guaranteed, viable, curriculum,</p>	

	<p>unpack the standards to identify the learning targets for each.</p> <p>Vertical Alignment opportunities of curriculum both down and up.</p> <p>Build capacity for teachers to design and deploy job-embedded professional development so learning can grow</p>		<p>PLC at Works process; webinars, training during collaboration</p> <p>Schedule quarterly content teams collaboration for vertical alignment</p> <p>Sign-In Sheets, Media, Facebook, Newsletters, etc</p> <p>Grade level teachers Agendas/minutes for change research tools/processes</p> <p>Teacher-led professional development</p>	
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Goal for Focus Area 3:

Focus on results by having student and adult accountability and management systems in place.

Focus Area 3: Focus on results by having student and adult accountability and management systems in place.					
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
3.1 Develop and distribute leadership to sustain a high-performing organization.	<p>Build leadership capacity</p> <p>Issue strength profile assessment/self-assessment of strengths and group assessment to compare- provide more opportunities for teacher leadership</p> <p>Provide more opportunities to include teachers in leadership team meetings, including other leadership opportunities as we incorporate the PLC process</p>	August 2019 - May 2020	<p>Core Leadership Team</p> <p>Action Team Members</p> <p>Instructional Facilitators</p> <p>All Staff</p>	<p>Professional development on facilitating adult learning - determine if ANC will host ALA for training</p> <p>Strengths assessment by individuals and input from team members</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
<p>3.2 Deploy an integrated management system for systemic results.</p> <p>5.1 Use student performance-based accountability systems for decision-making</p> <p>5.2 Use adult performance-based</p>	<p>Develop and utilize management systems in order to hold adults and students accountable</p> <p>Define loose vs tight elements, share list and offer teacher voice for appropriate loose elements</p> <p>Provide more opportunities for staff to become involved in the strategic action planning by</p>	August 2019 - May 2020	Peer assessments and feedback	<p>Systems to be developed and implemented:</p> <ul style="list-style-type: none"> • Attendance (Teacher and Student including homebound codes) • Staff Roles and Responsibilities (Follow through with expectations and hard conversations) • Surveys (Follow-up) 	

<p>accountability systems for decision making</p>	<p>incorporating the PLC process</p> <p>Involve all stakeholders as partners in a shared accountability processes for teaching and learning</p>			<ul style="list-style-type: none"> ● RTI ● Retention ● Data Analysis ● Grades (ELL, Sped, Transfer Students, Connections, Take Flight, Bartons ● Positive Contacts ● Placement Forms ● Schedule <ul style="list-style-type: none"> ○ rotation of duty placement ○ identify specific need for special area “open preps” <p>Sign in sheets, agenda, minutes, recommendations, communication logs</p> <p>Opportunities for grade level collaboration</p> <p>Provide more opportunities for collaboration and vertical alignment</p> <p>Student data sheets, i.e. “my growing brain”</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
3.3 Use individual, group,	Provide professional	August 2019 - May 2020		Climate Surveys	

<p>and organizational change research, processes and tools.</p>	<p>development opportunities centered on action research and vocabulary on transformational change and systems thinking</p> <p>Professional Development and application of change research processes and tools - beginning of the year</p> <p>Increase transparency through the use of two way communication with all stakeholders. -Leadership minutes -</p> <p>Provide monthly informational newsletters to stakeholders-online and print</p> <p>Recruit and organize parent help and support</p> <p>Establish a database of stakeholder involvement and opportunities for contribution.</p>			<p>Professional Development Opportunities- ALA, CGI, Connections Frameworks</p> <p>Common Assessment Data Wall</p> <p>Integration of technology into instructional practices</p> <p>Observation and evidence of use of change research tools and processes</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
<p>3.4 Use reflection, inquiry and assessment practices for continuous learning and improvement.</p>	<p>Establish a sense of urgency for continuous learning and improvement.</p> <p>Examine data to guide teaching and learning practices using data driven dialogue</p>	<p>August 2019 - May 2020</p>		<p>Interventions, lesson plans, agendas/</p> <p>Process to review student work</p> <p>Collaboration and PLC meetings, Professional growth</p>	

	<p>Develop high performing teacher leaders for more depth in modeling practices for continuous learning and improvement.</p> <p>Shape a shared vision amongst all staff and stakeholders.</p> <p>DOK Professional Development and Implementation</p> <p>Require teacher reflections about their instruction, including preparation, delivery and assessment</p> <p>Require student reflection- daily on behavior and achievement</p> <p>Implement project based learning activities (science fair, character day, real world application)Minimum one per quarter</p>			<p>conferences with teachers, Response to Intervention Teams.- minutes, agendas, and progress monitoring with quick checks and common assessments.</p> <p>Behavior clip board chart</p> <p>PBL Presentations</p> <p>Teacher reflection templates</p> <p>Student reflection templates</p>	
Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
3.5 Lead change efforts to scale.	Educating staff /stakeholders on the terminology of depth, spread, sustainability, and ownership.	August 2019 - May 2020	Core leadership	Review of academic data in collaborative math/literacy groups to identify practices/strategies to be taken	

	Utilize the dimensions of scale to evaluate initiatives			to scale 4 quadrants (dimensions of scale) to evaluate implementation of programs	
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