

GEVSD Strategic Planning Document

Final Plan

Date 6/30/17

**Board of Education
Georgetown Exempted Village Schools**

Modified June 30th by DLT

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COMPONENTS AND BENEFITS OF THE PLAN

- Vision
- Mission
- Values
- Goals
- Objectives
- Strategies

Benefits of Continuous Improvement Planning Process Include:

- Alignment to a common vision and mission to improve student learning for all.
- Increased credibility and sense of partnership with the community.
- Guided process of moving from stage one to implementation.

Continuous Improvement Plan will lead to better results in the following priority areas through organizational work plans that build communication with school community and partners:

1. Increase student learning.
2. Create intimate personalized learning experiences for all staff and students.
3. Ensure financial stability and effective use of resources.
4. Create a safe learning environment for students and adults.

Georgetown Exempted Village Schools

GMEN VISION

We encourage you to dream with us about the future of Georgetown Exempted Village Schools, while we envision a future that is filled with academic growth, long-lasting relationships, teamwork, and extended learning opportunities for all. A future that places the care and support of the whole child at the core of everything we do. It is this belief and encouragement that will provide the child with the academic, social, and emotional skills necessary to be successful in the academic and/or career environment.

First and foremost, it is vital that every Georgetown Child be cared for and supported. On every school bus, in every hallway, every cafeteria, every playground, every classroom, every field of competition, there are and always will be adults that love, nurture, support and challenge our children. Every child has an adult mentor with whom they can connect with, on a personal and academic level. Who will help them develop the characteristics needed to be productive members of society and future leaders. Building relationships with our students is the cornerstone to everything we do. We want to truly push our students, both academically and personally, while providing them with the supports needed to catch them when they fall, and the tools to get them back on their feet quickly. We know that building these skills is critical for their personal development and their academic success.

All of our classrooms foster a growth-mindset. Our teachers are constantly giving students opportunities to tackle real-world problems that apply to their learning, and provide our children the time needed, on a daily basis, to practice refining their skills, in a collaborative setting, with teacher and peer support. We meet students where they are, and assist them in reaching their fullest potential. Our staff consistently places high expectations for learning on our students, but also provides the supports necessary to ensure success, and our teachers embody those same expectations and standards for themselves, by staying current on their training, and constantly looking for different ways to incorporate proven strategies in their lessons, that will assist our learners in achieving at a world-class level.

Our elementary school operates “without walls.” The competency-based environment allows students to move on to new learning when they are ready. Teachers are experts in differentiated learning and personalization. This allows them to facilitate relevant learning for EVERY CHILD, EVERY DAY!

All teachers encompass the philosophy that “every child is an active learner,” by establishing a classroom climate that encourages students to give and receive feedback, create thoughtful questions and clearly articulate the rationale for their learning. Our students are always encouraged to take risks, and are aware that the some of the biggest opportunities for growth may come through failures. Students take personal ownership for their behaviors and their school work, and when mistakes are made or deadlines are missed, they own them, learn from them, accept the consequences, and move forward.

Our buildings never sleep! 100% of our students have the opportunity to participate in before school, after school, and/or summer school extracurricular activities. Our staff and our community are constantly collaborating and sharing resources, to ensure ALL students have a group, activity, club or organization in which they can belong. A wide variety of extended learning opportunities provide our children with the skills needed to lead and serve within their school and their community.

Our schools have strong relationships with regional universities and industry, and our students and faculty have multiple opportunities to visit these places of study and employment often. Our students have the opportunity to complete service hours and internships that lead to scholarships and employment, and are able to graduate with a diploma, plus an Associate's Degree equivalency, a Career-Tech Certificate or an In-Demand job certificate. They have a growth mindset, and thrive in environments that demand teamwork, collaboration and leadership, and because of these qualities and skills, they are ready for the real-world once they graduate from Georgetown High School.

Thoughtful, long-range planning, with a focus on educational excellence drives our expenditures, and our administrators pledge to communicate openly with all stakeholders to engage them in conversations about continued excellence at Georgetown. We always operate in a fiscally conservative manner, with an understanding and a deep appreciation for the tax-dollars we receive from our community. Our entire community is aware of, understands, and supports our vision. They truly believe that Georgetown Schools are doing everything within their power to provide a world-class education to our 1,070 students. By fully implementing this vision, our students will embody the rigor and discipline to not only be successful as a student, but also as a member of society, and will enjoy learning and growing throughout their journey at Georgetown Schools. Go GMEN!

Growth

- Every child will obtain personal academic growth

WE WILL.....

- ensure our children have the opportunity daily to practice refining their skills in a collaborative setting with teachers and peers. Our teachers are constantly giving students opportunities to tackle real-world problems that apply to their learning. We meet students where they are academically and assist them in reaching their fullest potential. Students are given super high expectations for learning but resources and supports are available for them to ensure success.
- ensure all of our classrooms foster a growth-mindset. Our teachers have the most up to date training to properly incorporate proven strategies that assist our learners in achieving at a world-class level.
- ensure our children are encouraged to take risk. They know that the biggest opportunities for growth is through failures. Students take personal ownership for their behaviors and their school work.

Opportunities

- Every child has access to extended learning opportunities

WE WILL.....

- ensure 100% of our students have the opportunity to participate in extracurricular activities. Before school, after school and summer school opportunities are available for our learners. Our staff and our community are constantly collaborating and sharing resources to ensure ALL students have a group, activity, club or organization in which they can belong. All of our children have the opportunity to develop their leadership skill set. They are able to lead and serve others because of the wide variety of extended learning opportunities provided for them.

Teamwork

- Every child has multiple opportunities to collaborate with peers both in and out of the classroom.

WE WILL.....

- ensure our staff and our community are constantly collaborating and sharing resources to ensure ALL students have a group, activity, club or organization in which they can belong.
- ensure our students have the opportunity daily to practice refining their skills in a collaborative setting with teachers and peers.

Communication

WE WILL.....

- communicate openly with all stakeholders to engage them in conversations about continued excellence at Georgetown.

Relationships (Sense of Belonging)

WE WILL.....

- ensure that every Georgetown Student is cared for. On every school bus, in every hallway, every cafeteria, every playground, every classroom, every field of competition there are adults that love, nurture, support and challenge our children.
- ensure that every child has an adult mentor with whom they can connect with on a regular basis to continually develop themselves as a leader. Building relationships with our students is the cornerstone to everything we do. We know that to truly push students to become the best version of themselves we must have supports around them to catch them when they fall and the tools to get them back on their feet quickly. This is a critical skill for their personal development and their academic success.

Fiscal Health

WE WILL.....

- always act in a fiscally conservative manner with an understanding and a deep appreciation for the tax-dollars we receive from our community. Thoughtful, long range planning with a focus on educational excellence drives our expenditures.

We Value.....Teams, Ownership and Growth!! Go GMen.

GMEN MISSION

A PLACE WHERE ALL STUDENTS WANT TO LEARN, ALL PEOPLE WANT TO WORK AND ALL PARENTS WANT TO SEND THEIR CHILDREN!

GMEN VALUES

#GMENTEAMS: EVERY STUDENT AND STAFF HAS AN OPPORTUNITY TO BE ON A HIGHLY EFFECTIVE TEAM.

#GMENOWNERSHIP: STUDENTS AND STAFF ARE PROUD OF THEIR WORK.

#GMENGROWTH: EVERY CHILD AND ADULT EXPERIENCE ACADEMIC AND PROFESSIONAL GROWTH EVERY DAY.

Continuous Improvement Document 2017-2018

Academic Goal 1: Increase academic achievement and growth through rigorous curriculum design, quality instructional practices accompanied with tightly aligned assessments.

Objective 1.1: Teachers will design and implement literacy rich units aligned to the academic content standards.

| Action Steps & Strategies Planned | Evidence of Strategies Implemented | Person(s) Responsible | Implementation Timeline & Target Completion Date | Evidence of Impact/Progress |
|---|--|--------------------------------------|--|--|
| <p>1) Teachers will continue to revise/update units to ensure the following (quarterly):</p> <ul style="list-style-type: none"> • Embedded pacing guides outline specific texts used in the units • Incorporates reading, writing, and speaking grounded in evidence from texts, both literary and informational; • Regular practice with complex text and its academic language | Revised unit plans submitted quarterly | Teachers Carrie Kratzer | <p>Revised units with embedded pacing guides outlining specific texts will be submitted quarterly.</p> <p><u>Due Dates:</u> 1st Qtr: September 22 2nd Qtr: October 18 3rd Qtr: December 20 4th Qtr: March 14</p> | Completion Rate - Percent of teachers that have submitted revised unit plans with embedded pacing guides outlining specific texts. |
| 2) Provide release time for teachers to design/revise curricular units collaboratively with vertical teams (quarterly). | Schedule of vertical team meetings each quarter. | Vertical Teams Administrators | Schedule for vertical team meetings will be in place by August 10, 2017. | Completion Rate - Percent of teachers that have submitted revised unit plans with embedded pacing guides outlining specific texts. |

Academic Goal 1: Increase academic achievement and growth through rigorous curriculum design, quality instructional practices accompanied with tightly aligned assessments.

Objective 1.2: Provide quality instruction using Georgetown's Instructional Framework.

| Action Steps & Strategies Planned | Evidence of Strategies Implemented | Person(s) Responsible | Implementation Timeline & Target Completion Date | Evidence of Impact/Progress |
|--|--|---|--|---|
| 1) Develop Instructional Framework for effectively structured lessons. | Georgetown's framework for effectively structured lessons. | Apple Grant Team Admin Instructional Taskforce DLT | June 20, 2017 | Instructional Framework document |
| 2) Grow instructional leaders knowledge around effectively structured lessons and instructional practices. | Provide training on Instructional Framework. | Admin Team Instructional Taskforce | 2017-18 School Year August 15, 2017 - Rollout and Model Lessons | Evidence from Instructional Rounds Quarterly Student Achievement Data (Study Island, MAP and Local Unit Assessments) State Assessments (PI, Indicators and Value Added) |
| 3) Deepen staff knowledge of the elements of effectively structured lessons. Provide ongoing support and coaching. | Provide training on Instructional Framework. Admin team will roll out Instructional Framework. Instructional Taskforce will model lessons. | Admin Team Instructional Taskforce | 2017-18 School Year August 15, 2017 - Rollout and Model Lessons | |

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| | <p>Agendas from Collaboration and BLT</p> <p>Monthly staff share-outs on specific elements of Instructional Framework.</p> | | | |
| 4) Deepen staff knowledge of instructional strategies and differentiation through high quality PD. Provide support and coaching for implementation. | <p>APPLE grant work</p> <p>Professional Development on instructional strategies and differentiation will be offered in tiered courses.</p> | APPLE Team | <p>Development of PL options by August 1, 2017.</p> <p>By the end of September - Identify PL groups</p> <p>By the end of October - First face-to-face session</p> <p>TBA - Blended Learning opportunities</p> | <p>Evidence from Instructional Rounds</p> <p>Quarterly Student Achievement Data (Study Island, MAP and Local Unit Assessments)</p> <p>State Assessments (PI, Indicators and Value Added)</p> |
| 5) 100% of teachers will utilize IRIS Connect to record a lesson and complete the OTES self-reflection form based on the Instructional Framework. | Uploads to ETPES | Teachers | December 20, 2017 | <p>Instructional Round Data</p> <p>Collaboration Minutes</p> <p>Student Achievement Data</p> |

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| Academic Goal 1: Increase academic achievement and growth through rigorous curriculum design, quality instructional practices accompanied with tightly aligned assessments. Academic Objective 1.3: Design assessments that match the rigor of the academic content standards. | | | | |
|---|---|------------------------------|--|---|
| Action Steps & Strategies Planned | Evidence of Strategies Implemented | Person(s) Responsible | Implementation Timeline & Target Completion Date | Evidence of Impact/Progress |
| 1) Teachers will submit summative assessments quarterly. | Quarterly summative assessments. | Teachers Carrie Kratzer | Summative assessments will be submitted quarterly. <u>Due Dates:</u> 1st Qtr: September 22 2nd Qtr: October 18 3rd Qtr: December 20 | Completion rate -Percent of teachers that have submitted summative assessments. |

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|---|---|--|--|--|
| | | | 4th Qtr: March 14 | |
| 2) Schedule vertical team meetings to review, format, and align unit assessments to the rigor level of the academic content standards and AIR assessments . | Schedule of Vertical team meetings Agenda | Vertical Team Meetings w/facilitator Admin Team | Schedule for vertical team meetings will be in place by August 10, 2017. | Completion Rate - Percent of teachers that have submitted summative assessments. Assessments are aligned to rigor of standards and AIR Assessments. |
| 3) Provide support to teachers identified through district data to increase student growth. | Teachers have been identified Evidence of monthly support from ESC staff | Admin team DLT ESC staff | 2017-18 School Year | Student Achievement Data (Study Island, MAP and Local Unit Assessments) State Assessments (PI, Indicators and Value Added) |