White Bear Lake
Willow Lane Elementary

March 22, 2019

The Big Why

Do the best you can
until you know better.
Then when you know better,
do better.

(Maya Angelou)

Strategic Planning Team

Mission Statement

The mission of Willow Lane Elementary school, a dynamic community of uniquely diverse learners, is to ensure high academic achievement and social- emotional growth resulting in everyone reaching their full potential through a vital system distinguished by:

- innovative, relevant and need-based instruction
- collaboration honoring perspectives of students, staff, families and community
- a nurturing and compassionate environment
- high integrity

Objectives

- **100% of students will meet high growth individual academic goals in reading and math through innovative and diverse curriculum.**

- **100% of community members (students, families, staff and volunteers) feel safe, welcomed and valued.**

- **100% of Willow Lane students and staff will exhibit and uphold strong WBLSD core values.**

- **100% of staff will deliver need-based instruction through collaboration with colleagues, family and community members.**

- **100% of students will receive culturally relevant educational learning opportunities which incorporate individual student perspectives.**

Tactics

1. We will provide innovative instructional approaches to achieve high academic growth for all students.
2. Provide learning opportunities that honor and embrace cultural diversity.
3. We will teach and provide opportunities to exhibit and uphold our core values.
4. We will create an environment that is inclusive of all our Willow community members.
5. We will provide opportunities for students, staff, families and community members to collaborate and share their perspectives.

Tactics

Tactic #1:

We will provide innovative instructional approaches to achieve high academic growth for all students.

Tactic #3:

We will teach and provide opportunities to exhibit and uphold our core values.

Tactic 1

We will provide innovative instructional approaches to achieve high academic growth for all students.

What it's about and what it's not about

This tactic **IS** about	This tactic **IS NOT** about
- Setting up students up for success by collaborating with their peers - Resilience - Innovation in students AND teachers - Growth and measuring the growth - Opportunities for students to self evaluate - Innovative approaches (that may or may not relate to current curriculum)	Not a plan to change the standards

Tactic 1: Plan 1

We will provide innovative instructional approaches to achieve high academic growth for all students.

➢ <mark>Implement methods of providing effective differentiated instruction within the grade levels.</mark>

1. Inventory programs, strategies or methods already being utilized in the building to meet this goal.
2. Research other approaches for differentiation in local academic settings.
3. Analyze academic performance of schools utilizing the approaches identified in Step 2.
4. Use the results of the inventory and research to prioritize effective differentiation instructional strategies and share this information with staff.
5. **Create and utilize a common instructional system for differentiation within and across grade levels**
6. **Review and analyze success of the system each spring.** Make revisions as needed.

Tactic 1: Plan 2

We will provide innovative instructional approaches to achieve high academic growth for all students.

➢ Utilize instructional methods to increase academic language and inquiry.

1. Identify strategies or instructional methods already being utilized to promote academic language in the building to meet this goal.
2. Research and document additional strategies and instructional methods proven to promote academic language development across curriculums.
3. Use the results of the survey and research to prioritize instructional strategies and share this information with staff.
4. Create and utilize a common instructional system for academic language and inquiry within and across grade levels.
5. Review and analyze success of the plan, make revisions as needed.

Tactic 1: Plan 3

We will provide innovative instructional approaches to achieve high academic growth for all students.

➢ Establish procedures to assess and support students to promote learning readiness.

1. Develop a holistic definition of readiness at each grade level.
2. Identify what we are doing currently with assessments and procedures.
3. Research available assessments for social-emotional development.
4. Develop a student intake form appropriate for each grade level.
5. Determine the next steps/options for students demonstrating low readiness on the intake form
6. Investigate the cost and benefit of flexible homeroom placement in a grade level at beginning of school year, and a system of peer-shadowing for mid-year additions.
7. Research options for promoting learning readiness at each grade level.
8. Analyze research results and prioritize next steps.
9. Create and implement a common system for learner readiness within and across grade levels.
10. Review and analyze success of the plan, make revisions as needed.

Tactic 1: Plan 4

We will provide innovative instructional approaches to achieve high academic growth for all students.

➢ Review and streamline the academic focus for schoolwide application.

1. Identify current academically based initiatives used in the building.
2. Clarify the purpose and related content area(s) of each initiative.
3. Evaluate each initiative and its implementation to determine fidelity and relevance to standards.
4. Use the results of the survey to prioritize initiatives, determine which ones will be embedded into the schoolwide academic plan, and share this information with staff.
5. Create and implement a system for academic focus and vertical alignment.
6. Review and analyze success of the system. Make revisions as needed.

Cost Benefit Analysis

Cost	Benefit
Tangible ● Time for creating, filling out, and analyzing surveys ● Cost of possible program, staff training, and supplies	**Tangible** ● Common foundation for discussion between teachers, students, and parents ● Removal of plans that aren't working ● Improved, focused learning environment ● Deeper understanding of focus areas will lead to expedited fixes for problems
Intangible ● Frustration during launch phase ● Frustration during tweaking phase	**Intangible** ● The discovery path to discern a focus may lead to further insights ● Reduced stress for teachers

Question/Clarifications

Any questions or areas I can clarify?

Tactic 3

We will teach and provide opportunities to exhibit and uphold our core values.

What it's about and what it's not about

This tactic **IS** about	This tactic **IS NOT** about
- Increasing character - Embedding into everyday experiences - All inclusive, all-stakeholders (staff and students) - Encompasses the whole child and lifelong success - Explicit instruction in the core values(respect, responsibility, compassion, service, integrity) - Action	- Not about academics - It is not an isolated curriculum - A specific population

Tactic 3: Plan 1

We will teach and provide opportunities to exhibit and uphold our core values.

➢ Implement a schoolwide social emotional framework creating a common identity among students, staff and families.

1. Ask the district curriculum leaders what direction they are headed in Social Emotional Learning.
2. Staff dialogue about Willow. What are the programs/activities that are not helping us meet our goals? What are the non-negotiables Identify, research, and summarize three current or new programs, that are CASEL supported, that we want to explore school-wide.
3. Present finding to all staff (including support staff). Allow time for all staff to dialogue and make a decision.

Tactic 3: Plan 2

We will teach and provide opportunities to exhibit and uphold our core values.

➢ ==*All staff will utilize consistent language reinforcing the core values across the entire school in communication, both verbal and in visuals.*==

1. Identify key vocabulary from SEL framework.
2. Find tools to make school wide language (videos, posters, processing/ fix it plan). Ensure PBIS language (PAWS) aligns with SEL framework and core values.
3. Create Posters, Videos or Visuals to promote consistent language around the school.
4. Meet with Summit team to design Summits around common language
5. Communicate with teachers, community, support staff, targeted services, and extended day language that is discussed at summits and provide activities for teachers to further discuss in classroom
6. Annually look at visuals around school and update as needed.

Tactic 3: Plan 3

We will teach and provide opportunities to exhibit and uphold our core values.

➢ All building staff will have PD in teaching and upholding Willow's social-emotional framework.

1. Identify and research year-long SEL professional development, its cost and funding source, for all staff and community.
2. Create PD Schedule
3. Conduct professional development sessions
4. Identify a plan for training staff for the following school year

Tactic 3: Plan 4

We will teach and provide opportunities to exhibit and uphold our core values.

➢ All staff will implement the decided upon social emotional framework with fidelity.

1. Develop a plan for formally evaluating the effectiveness of SEL that incorporates staff and student feedback as well as behavior data
2. Develop and implement a plan for SEL framework discussions and feedback loop for non teacher staff and community members.
3. Collect feedback from staff on PD
4. SEL framework discussions take place in CIT meetings at least once per month.
5. Include discussion points for SEL framework in CIT agendas and check that notes are being taken in CIT agendas on SEL framework discussions.
6. Ongoing evaluation of program through informal discussions at PBIS meetings as well as formal evaluations as planned in step 1.

Cost Benefit Analysis

Cost	Benefit
Tangible:: Cost of Training Staff (Summer Professional Development, along with subs) Use of CIT time to evaluate/improve program as a team Time or cost of subs to implement Intangible: Resistance to change Negativity Excuses Giving up other PD opportunities.	Tangible: More time teaching School wide visuals, posters, videos Decreased behavior referrals Intangible: Organized school Healthier work environment Consistency among staff, students, families Proactive approach to behavior Providing opportunities to learn Increased sense of community in the building Boosted school morale Parents appreciate the school, they value the work the school puts in. Healthier, happier, more successful kids. Climate Shifts in a positive direction Reaching the whole child.

Question/Clarifications

Any questions or areas I can clarify?

Thank You!

I DON'T UNDERSTAND YOUR SPECIFIC KIND OF CRAZY BUT I DO ADMIRE YOUR TOTAL COMMITMENT TO IT.

"THINK **LEFT** AND THINK **RIGHT** AND THINK **LOW** AND THINK **HIGH** OH! THE THINKS YOU CAN THINK UP IF ONLY YOU TRY!" DR. SEUSS