

Together *we are* SoWashCo

SOUTH WASHINGTON COUNTY SCHOOLS STRATEGIC PLAN 2016-2022



2016-2022 Strategic Plan

We will engage, motivate, and empower each student through personal instruction creating shared ownership of learning.

YEAR FOUR (2019-2020)

2019-20 Priority Statement 1 – Empower student voice through organizing, planning and initiating the first student led conference focusing on student problem-solving and decision making around personalized education and current issues of concern.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	<p>Student advisory will plan for a Student Voice Summit to be held in October 2019. The Summit will focus on topics selected by students and vetted by their peers and the strategic planning review committees.</p> <p>Topics selected include; school safety, mental health, career and college readiness, cultural awareness, and vaping and e-cigarettes.</p> <p>Recommendations generated from the conference will be brought to district and school administration as well as the strategic planning review committee.</p>	<p>Successfully convening the conference.</p> <p>Attendance of approximately 100 students with a minimum attendance of 50 students from grades 6-12.</p> <p>At least three to five ideas for improvement coming from the students that realistically could be implemented by the fall of 2020.</p>	Superintendent	June 2020	\$500

2019-20 Priority Statement 2 – Empower a group of stakeholders, including students, to design and implement personalized instruction at the organizational level, the school level, the classroom level and the individual student level.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Transform personalized learning into an actionable design to be implemented into practice.	Create a District Personalized Learning Team that will participate in the Leadership Design Academy for Personalized Learning.	Director of Teaching & Learning	Spring 2021	\$0
2	Implement Standards Based Instruction and Reporting into the middle and high school.	6th grade ELA (English Language Arts), Math, Science and Social Studies teachers will report progress using the identified priority standards, success criteria rubric and Schoology grade book. Create a committee of stakeholders to design a plan for the impact of standards based progress reporting on traditional secondary grading structures.	Director of Continuous Improvement & Assessment	Trimester 1 and 2 of SY 2019-20 Fall 2019 - Spring 2020	\$0 \$0
3	Increase the student engagement in learning through access to technology.	Students in grades 9-12 will have access to a personal device.	Director of Technology	Fall 2019	Levy Funded
4	Increase shared ownership of learning for students, staff and families through the continued use of the Secondary (Schoology) and Elementary (Seesaw) Learning Management Systems.	Teachers in grades 6-12 will use Schoology in accordance with the District Schoology Expectations document. Teachers in grades K-3 will use Seesaw in accordance with the District Seesaw Expectations document.	Director of Continuous Improvement & Assessment	Spring 2020	\$0
5	Implement an Instructional Coaching Model to impact Student Achievement.	Each Student Achievement Specialists will provide at least six classroom teachers (6x15=90 teachers) with the opportunity to participate in an instructional coaching cycle.	Director of Teaching & Learning	Spring 2020	ATPPS Budget

6	Enhance the K-12 EL (English Learner) Learning Experience.	Examine EL (English Learner) practices K-12.	Director of Teaching & Learning; Coordinator of EL	January 2020	\$0
		100% of high school EL and World Language students will be provided the opportunity to earn college credit through language assessments.	Director of Continuous Improvement & Assessment	Spring 2020	\$0
7	Explore non-traditional and personalized learning opportunities for students.	Offer all students in grades 9-12 the opportunity to take Online Courses through the District beginning in the 2020-21 school year.	Director of Teaching & Learning	Fall 2020	\$0
8	Connect Extended Learning/Out of School Time and SoWashCo Early Learning to K-12 programming.	Staff from Community Education will meet monthly with TLS staff to connect PreK-12 and Extended Learning/Out of School Time.	Director of Community Education; Director of Teaching & Learning	Spring 2020	\$0

2019-20 Priority Statement 3 – Engage staff to self-reflect on their own cultural identity and the impact culture has on personalization.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
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1	Engage teaching staff in professional development to help them evaluate their own racial autobiography and the impact of their culture learning and teaching.	100% of staff participating in the Content Curriculum Review Teams (CCRT) will take the Intercultural Development Inventory (IDI) and participate in the group debrief of the results to help them understand how the cultural lens used impacts the evaluation of standards and curriculum.	Department of Teaching & Learning Services	February 2020	\$0
2	Implement Year 1 of the curriculum review cycle with a focus on student voice and looking at curriculum through a cultural lens.	100% of staff participating in the Content Curriculum Review Teams (CCRT) will hear from a diverse group of students about their perspective and lived experience as it relates to classroom content. Continue to examine and evaluate curriculum to intentionally include the lens of cultures who have shaped American History.	Department of Teaching & Learning Services	Spring 2020	\$0

Functional Support Required (explanation of needs in other areas to achieve the priority statements, ie., real costs for completion):

Finance	No additional funding needed.
Communications	
Technology	Personal devices for students.
Professional Development/TLS	