



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

Barbara Jordan Title I Schoolwide (Strategic) Plan 2021-2022 SY

VISION:

The administration and staff at Barbara C. Jordan Elementary School believe that through focused, data-driven instruction, high expectations, and parent/community involvement, students will be motivated and expected to reach high academic success in a positive and safe learning environment. This environment fosters self-worth, pride in school and community and the ability to compete globally.

MISSION:

The mission of Barbara C. Jordan is to become a well-rounded learning community with high expectations for all students and staff to ensure success for all.

COMPELLING PURPOSE:

Barbara C. Jordan is the place where students, teachers, and stakeholders are transformed through the lens of Learning Re-imagined. As supported by the pillars of Humanize, Personalize, and Problematize we focus on shifting the culture of learning. We build capacity through authentic connective relationships

STRATEGIC PRIORITIES & 2021-2022 INITIATIVES

SP1: Rigorous, relevant, modern learning experiences: Deepen and improve the instructional core, in part by ensuring alignment between Learning Reimagined and all district curriculum, assessment and instructional practices.

- **2021-2022 Initiative 1.1** Adopt and communicate a vision of excellence for all University City schools and community that incorporates the principles of Learning Reimagined and that includes a transparent and consistent accountability and support framework.
 - 1.1.1 Provide specific professional development around math, ELA (English Language Arts) and SEL (Social Emotional Learning) to increase and strengthen instructional practices, student engagement, and collaboration
 - 1.1.2 Analyze and create opportunities to engage students using student data to inform our educational decisions
 - 1.1.3 Stimulate, build, and develop classroom opportunities to collaborate and engage in small group, projects, and inquiry based learning
- **2021-2022 Initiative 1.2:** Support math teachers in planning, teaching, and reflection of mathematical lessons that builds conceptual understanding of essential learning objectives. (PK-2 Number System, 3-5 Fractions, 6-8 Expressions and Equations, 9-12 Algebraic Reasoning); through Math Immersion.
 - 1.2.1 Collaborative conversations inclusive PLC (Professional Learning Community), data teams, and grade levels to adapt, change and shift teaching and learning through the lens of Learning Reimagined

- 1.2.2 Calibrate and monitor instructional and assessment practices. Ensures educational practices are effective and efficient by utilizing the assessments, rubrics, and instructional tools to support teaching and learning as provided by the district
 - 1.2.3 Build a culture of instructional trust and risk taking to create opportunities to build the capacity for teaching and learning, and provide teachers with adequate time in order to make reflective and data driven decisions
 - 1.2.4 Leveraging authentic relationships has been identified as the instructional tool to best engage our students to increase their overall well-being
- **2021-22 Initiative 1.3:** Adopt and implement with consistency a rigorous and relevant K-2 foundational literacy curriculum.

SP2: Well-being and joy: Nurture a safe, caring, diverse, and equitable learning environment in which students are engaged, grow academically, socially and emotionally and see themselves as capable learners, citizens, and leaders. Our students — and our staff — are whole people who require an environment of safety, love and support to thrive. They will find that in our schools.

- **2021-22 Initiative 2.1:** Intentionally integrate SEL throughout the Pk-12 curriculum. Design and implement a comprehensive set of trauma-sensitive and restorative supports to better meet students' social, emotional and wellness needs and to better humanize and personalize students' learning experiences.
 - 2.1.1 Providing high-quality professional development around social-emotional learning
 - 2.1.2 Continue to provide physical spaces for behavioral regulation and SEL focused strategies for student and adult well being
 - 2.1.3 Provide high-quality professional development around restorative practices, and de escalation strategies
 - 2.1.5 Reevaluate and reestablish appropriate and effective school-wide universals
 - 2.1.6 Continue to collaborate and partner with community partners , including SSD (Special School District), ABC Today, Wyman, CLR (Culturally and Linguistically Responsive), and Alive and Well
- **2021-22 Initiative:** Effectively implement the policies, procedures, practices and supports needed to address racial and other biases to drive educational equity.
 - 2.2.1 Strengthen CLR team and create an authentic cultural learning environment
 - 2.2.2 Partner, collaborate, and build capacity of teachers, with an opportunity with NCCJ (National Conference for Community and Justice), focused on culture, climate, and instructional practices, through book study and CLR lens, supporting Learning-Reimagined

SP3: Excellent staff: Recruit, develop and retain a highly-effective and diverse team of educators who fulfill a shared vision of academic and social, emotional excellence grounded in “Learning Reimagined” by building and utilizing exceptional talent practices. We will recruit, develop and retain excellent teachers, principals and specialists ready to commit to our shared vision of academic excellence through Learning Reimagined.

- **2021-22 Initiative 3.1:** Design and launch high-quality adult learning structures and support, grounded in a scope and sequence that integrates learning related to all initiatives, as well as a focus on collaborative learning, curriculum and content internalization (including developing teachers and school leaders to meet the social, emotional and wellness needs of their students,

including through high-quality professional learning focused on humanizing and personalizing classrooms and schools.)

- 3.1.1 Maintain authentic and collaborative professional relationships
- 3.1.2 Maintain partnerships with neighboring colleges/universities
- 3.1.3 Involve stakeholders in the interviewing process
- 3.1.4 Strengthen collaborative opportunities with community partners
- 3.1.5 Clearly communicate roles and responsibilities with all stakeholders
- 3.1.6 Strengthen effective coaching strategies to improve instructional practices

SP4: All hands: Deepen partnerships with parents/guardians, alumni, and community so they can enhance the work of the district on behalf of our students, families and educators.

Our plan is ambitious. It will happen only with support and partnership both inside and outside the hallways of University City schools. We need the University City community and the greater community to help us succeed.

- **2021-22 Initiative 4.1:** Continue to strengthen and expand communications and opportunities for parent/guardians to engage both in district and school-level decision making and better equip them to support their students' academic and social emotional learning at home
 - 4.1.1 School-wide and community communication at the building level
 - 4.1.2 Accommodate families with virtual supports
 - 4.1.3 Resurrect PTO (Parent Teacher Organization), their events, and initiatives
 - 4.1.4 Establish authentic school and community traditions to build collaboration, student engagement, and support instructional practices. (Six Word Memoir, Incandescent Person and School Song)

School level initiatives for 2021-2022 SY that DO NOT align with the district-wide priorities named above:

- 5.1.1 Begin Learning Walks to promote collaboration and improve instructional practices among colleagues
- 5.1.2 Support learning walks with targeted professional development
- 6.1.1 Collectively close read and analyze the ELA MVVG (Mission Vision Values Goals) for K-12 - draw conclusions around the direction of district