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| **DESIRED RESULTS** | |
| **School/District Library Mission** | **Alignment to Improvement Goals** |
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| **Vision Statement — Components of Learning Commons** | |
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| **EVIDENCE OF SUCCESS** | | |
| **Indicators used to document accomplishment of goal(s) for each vision component** | | |
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| **DEVELOPMENT PLAN** | | |
| **YEAR 1** | **Timeline and Key Resources** | **Summary of Status** |
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| **YEAR 2** | **Timeline and Key Resources** | **Summary of Status** |
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| **YEAR 3** | **Timeline and Key Resources** | **Summary of Status** |
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**Strategic Plan of Action**

Use the outline below to help develop your coalition’s or organization’s Strategic Plan of Action for conducting syphilis elimination activities in your community.

## Mission Statement: What is the purpose of the learning organization? State it from the perspective of the learner.

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# Vision Statement: Your detailed vision is your dream; it’s the way you think things ought to be.

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**Objectives:** **Specific measurable results of your work. A plan may have several objectives.**

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**Target Audiences: Who in the community do you need to reach? Do you have more than one target audience? What do you want these target audiences to do?**

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**Strategies: Broadly describe the paths that you are going to take to achieve your objectives. There may be more than one strategy identified to help reach the plan’s objectives.**

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**Actions – Actions incorporate the specifics of what will be done, by whom, by when, and with what resources. They will ultimately result in the achievement of the objectives that you have created.**

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| **Actions**  **(what will be done)** | **Person(s)/**  **organization(s) responsible** | **Date completed**  **(by when)** | **Resources required**  **(at what cost)** | **Collaborators or partners that are needed** |
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Iowa Strategic Plan

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| DESIRED RESULTS | |
| Goal: FLEXIBLE SYSTEM  **IF** we establish multiple opportunities (both on-line, blended, and school-based coursework; within school and outside of school internships, work experience) to engage the passion of students  **THEN** students will have increased ownership of when and how they learn leading to greater intrinsic motivation which will result in increased learning. | Essential Questions  How do we create quality opportunities to engage students and demonstrate their learning in classrooms, communities and virtual settings?  How do we facilitate meaningful opportunities for students to show mastery and purpose in their learning? |
| Vision Statement: What it looks like in practice   * There is a change in Iowa code to reflect that learning is demonstrated through acquisition of Iowa Core competencies rather than seat time * Students will havechoices in demonstrating their competencies in the Iowa Core * Every student explores how they learn best and what they are passionate about and use that self-knowledge to take ownership of their learning. * Teachers facilitate learning to make the Iowa Core relevant to each and every student. * Each and every student and teacher will have access to technological tools, knowledge and skills to enhance learning * Community, business, and post-secondary partnerships provide authentic experiences * Teachers and students utilize multiple formats and time schedules for learning including: online, blended, and school-based course work. * Support the vision of education in Iowa by creating seamless relationships among the PK-16 educational partners. * A system of licensure, accreditation, and transition that reflects K-12 education to post secondary in a flexible, fluid, dynamic educational system. * Admissions process for college/university entry that are in alignment with a competency-based system * The Department of Education develops new guidelines for “graduation” and “course definitions” in alignment with the competency based system | |
| EVIDENCE OF SUCCESS | |
| * Students select and communicate from multiple summative performance tasks to demonstrate their competencies. * Increased number of students take advantage of opportunities to learn through online, blended and virtual formats * Each and every student has equitable access to hardware and software to support their learning within and outside the school. * Students participate in authentic experiences and tasks through an extensive network of partnerships (i.e. post secondary, non-profit, social services, business) * All high school students experience some form of online, blended, virtual learning * Teachers demonstrate increased progress on a technology IC Map to show how they are infusing it into their assessment and lesson design and communication. * Students show improvement on a variety of learning progressions (i.e. complex communications, productivity and accountability) to demonstrate their ability to learn in virtual environments. | |
| ACTION PLAN | |

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| Actions  (what will be done) | Whose Responsible | Date completed  (by when) |
| Identify at a statewide level technology standards (PK-16)to determine an annual process review for updating standards for teachers that we are expecting them to demonstrate and develop an IC Map. |  |  |
| Use IC Maps to gauge progress at a local, regional and state level and design staff development accordingly. | BOEE, Board of Regents, Dept. Ed, State Board of Ed | short |
| Align the accreditation standards for teacher preparation programs to reflect statewide level technology standards for teachers |  |  |
| Identify alternate routes to certify teachers and establish networks of community experts |  | long |
| Equitable access to software programs and/or virtual schools/online courses to create more opportunities to pursue personal passions |  |  |
| Increase networks of community partners to give credit for field-based experiences |  |  |
| Provide options for earning credit beyond Carnegie units and engage in a statewide dialogue around this issue |  | short |
| Engage in dialogue with teacher unions about how to revise master agreements/contracts to provide flexible learning environment |  | long |
| Create and disseminate a communication plan about Iowa’s shift to a competency-based system and how it relates to colleges and employers |  |  |
| Create state-wide repository of online assessments and instructional materials and communicate where it is housed |  | short |
| *Explore a state-wide 1:1 mobile computing initiative* |  | medium |
| Research and create additional opportunities for students when they show competency of Iowa Core but aren’t age ready for college/work or for students that are beyond 18 but they haven’t yet mastered the Iowa Core |  | long |

**Unpacking the Mission Statement in Our Subject Area**

*The Tamalpais Union High School District is dedicated to the development of creative, passionate, and self-motivated learners.  Upon graduation, students will be prepared for engaged citizenship, able to contribute individually and collaboratively to address the challenges of a dynamic and diverse world.  To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.*

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| **Mission Statement Language** | **What it looks like in our subject area** | **Cornerstone tasks that provide evidence of student achievement of mission goal** |
| Creative, passionate, self-motivated learners |  |  |
| Engaged citizenship |  |  |
| Mastery of core competencies |  |  |
| Access and critically analyze information |  |  |
| Pose substantive questions |  |  |
| Communicate effectively |  |  |

**MISSION STATEMENT**

*Westside Secondary School students are committed to excellence as demonstrated by the goals they set, their willingness to take risks to achieve them, their resilience in the face of failure, and the celebration of accomplishments. This commitment inspires them to grow their capacity by thinking critically and creatively; developing essential skills, rising to the challenge of complex tasks; communicating information and ideas; and reflecting on how choices impact wellness, aspirations and community.*

**LEARNING PRINCIPLES**

**Goals of learning**

* The goal of all learning is fluent and flexible transfer: powerful use of knowledge, skill and understanding in any context.
* Learning goals must be meaningful: there must be regular opportunities to see the value of what we are asked to learn and how it relates to past and future learning.

**Improving over time**

* All learners are capable of producing excellent work.
* A collaborative learning community requires learning from every member of its community since continual learning is vital for success.
* Learners need multiple opportunities to practice, to receive regular and specific feedback related to progress against standards, and timely opportunities to use the feedback to reflect, re-do and improve.

**Building knowledge and understanding**

* Learners use what they already know to construct new understandings.
* Learners engage in discourse to present ideas and solutions and analyze the validity of those claims to explore existing understandings in new ways, reveal misconceptions and transfer their learning.

**Personalizing learning**

* Learning is designed to capitalize on the uniqueness of every learner (i.e. strengths, background, confidence, prior knowledge, experience, and interests).
* Learning is designed and redesigned to provide the right blend of challenge and comfort—knowing that excellence is attainable and realizing that persistent effort will pay off.

**MISSION STATEMENT AND LEARNING PRINCIPLES**

**South Tama, Iowa**

All students at South Tama draw upon their passion, motivation, creativity, and life experience to pose substantive questions, tackle complex problems, and effectively communicate information and ideas so they can successfully complete post-secondary education programs. To do this important work, they are expected to deepen their knowledge, improve the quality of their work through feedback and reflection, and experience the confidence and accomplishment that comes through the production of meaningful, challenging work.

* Learning is not given – it is an active process that requires the learner to ask questions, make connections, and apply learning to existing knowledge and new situations.
* Learners need clarity about what the learning goals are and the criteria for success to inform the development of their work.
* Engaged and sustained learning requires that learners constantly see the value of their work and how it contributes to personal success.
* Learning requires the right blend of challenge and comfort where learners know that success is attainable but must persist in order for it to happen.
* Learners require regular, timely, and meaningful feedback with opportunities for revision and improvement to produce quality work.
* Learners periodically question assumptions and habits based on new evidence and experiences, which often leads to change.

**Philosophy for Differentiation**

The driving force of successful schools is the staff’s commitment to ensuring the success of each student. Therefore, staff are expected to provide all students with learning experiences and environments that honor who they are, where they came from and what they can already do, and move them to achieve at increasingly more sophisticated and rigorous levels of learning.

**Core beliefs**

* Teachers are the architects for learning.
* Clear learning goals are a prerequisite before meaningful differentiation can happen.
* Teachers must establish high expectations for all learners with a focus on achievement.
* All students can learn but they will not all start at the same place, learn at the same rate, or ascend to the same ultimate level of achievement.
* Cultural frame of reference, background knowledge and thinking patterns have a significant affect on a student’s ability to learn.
* Assessment is a necessary component of the learning process that occurs throughout not just at the end.
* Feedback is given not to score or rank students but to provide useful information so they can improve future work.
* When students are given a choice in the when, what, and how of learning, they are more likely to embrace learning goals and increase their commitment to learning tasks.
* Students must be entrusted to assess their own learning and communicate the results to staff and parents.

**Expected actions**

* Create a caring classroom in which differences are seen as assets
* Create a safe learning environment that incorporates incentives for success.
* Encourage students to engage in dialogue with one another to search for answers and connections, pose new questions and problems, challenge existing assumptions and ways of working, and draw conclusions
* Create structures that showcase each student’s strengths so that individual capacity supports the learning of others
* Provide time necessary for students to develop and articulate a response
* Operate mindful of research based best-practice and program suggestions, but entrust teachers to continue to think and work in innovate ways in order to effectively support each learner’s achievement
* Allow student responses to drive lessons, shift instructional strategies, and alter content
* Use flexible means to reach defined ends
* Adopt a problem-solving mindset to address learning problems
* Use multiple forms of assessment
* Use feedback to provide information about current performance and ownerships of actions to take to improve future performance
* Analyze student work with other staff to evaluate the effectiveness of the learning design in order to inform future instruction.

**Investigating the Principles of**

**Teaching and Learning for Understanding**

Cognitive Learning Theory:

* No student is a blank slate. All human beings connect new learning to prior learning and experiences. *Therefore, we need to help students construct meaning by attaching new knowledge to existing schema.*
* We learn in non-linear, iterative, associational, and recursive ways, not in a neat, linear fashion. *Therefore, students need opportunities to revisit their evolving understandings and uncover misconceptions and misunderstandings.*
* Learning is highly situated: transfer does not necessarily occur naturally. *Therefore, students need multiple opportunities to shape and internalize what they are learning. Also, they need to be coached to transfer what they learn to new and unanticipated settings and contexts.*
* Effective learning is strategic. *Therefore, we need to learn when to use knowledge, how to adapt it, and how to self-assess and self-monitor.*

***Reflections and Recommendations:***

**Constructivist Teaching and Learning:**

* Students construct meaning as they learn. *Therefore, they should be at the heart of the learning process with the instructor and content facilitating their construction of meaning.*

* Effective teachers are great facilitators and coaches. *Therefore, they need to provide students with opportunities to model, shape, and internalize what they learn with growing levels of conceptual understanding and independent transfer.*
* Content should be presented conceptually and engagingly. *Therefore, instructors should teach whole to part, with emphasis upon big ideas and questions, rather than presenting information discretely in atomistic pieces.*

* Students should play an active and ongoing role in assessing, evaluating, and monitoring their own progress. *Therefore, assessment and instruction should be seamless.*
* The more active and engaged the learner is, the greater his or her level of understanding. *Therefore,*
* *experiential learning, inquiry, and exploration should supersede lecture and “transmission” of information.*

***Reflections and Recommendations:***

**Brain-Compatible Teaching and Learning:**

* As a survival organ, the brain continues to ask: “Why?” *Therefore, we need to provide students with a clear rationale and purpose for what they are to learn and why they are to learn it.*
* The brain searches for connections, associations, and patterns. *Therefore, we need to help students understand the big ideas, enduring understandings, and essential questions at the heart of the content they are studying.*
* The brain “downshifts” when it perceives threat in the environment. *Therefore, learning environments need to be safe, orderly, and inviting, with all learners supported to develop a sense of efficacy and engagement.*
* The memory system to which we most often teach (the declarative/semantic/linguistic) is inferior to the episodic and procedural memory systems in storing and retaining knowledge. *Therefore, we need to provide opportunities for students to process and retain information via emotional connections, story and narration, and hands-on, tactual-kinesthetic experiences.*

***Reflections and Recommendations:***

**Learning Style Preferences, Learning Modalities, and Multiple Intelligences:**

* We take in impressions and construct meaning about our world through multiple sensory channels and modalities. *Therefore, teaching and learning for understanding should involve all of the senses and should address students’ learning modality preferences.*
* There is no single way to learn: We construct meaning, perceive our world, and make judgments based upon a variety of learning styles. *Therefore, we need to take into account the ways in which individual students learn best.*
* According to Howard Gardner, intelligence is a potential, not an innate gift, and manifests through multiple forms such as the linguistic, logical/mathematical, visual/spatial, musical, bodily/ kinesthetic, interpersonal, intra-personal, and naturalist/ecological. *Therefore, culminating projects and related assessments should allow—when feasible—for student choice as to produce, process, and presentation format.*

***Reflections and Recommendations:***

**Emotional Intelligence:**

* According to Dan Goleman, e

motional intelligence is a more powerful determinant of life success (e.g., relationships, career, schooling) than cognitive/ intellectual intelligence. *Therefore, we need to coach and support students in acquiring self-knowledge and the ability to self-assess and self-evaluate as they interact with others.*

* Students need coaching and support to develop a sense of efficacy and social consciousness. *Therefore, we need to help learners believe in themselves and perceive their own responsibility for the learning process and the consequences of their actions as they learn.*

***Reflections and Recommendations:***

**Creativity and Flow:**

* According to Mihalyi Csikzentmihalyi: “Flow is a condition in which we experience a sense of timelessness, engagement, and stress-free challenge.” It is essential for creative self-expression and engagement in the learning process. *Therefore, we need to build into our curriculum and instructional programs experiences in which students are challenged yet not threatened by new learning opportunities.*
* Creativity requires the ability to free associate and brainstorm. *Therefore, students need active and sustained experiences in dealing with ambiguity and divergent thinking, including open-ended, interpretive questions.*
* We must help students to push the limits of their knowledge and ability. *Therefore, units and courses of study should assist all learners in moving from initial experiential learning activities toward growing levels of conceptual understanding, transfer, and independent application of content to authentic assessment tasks that mirror the “world beyond the classroom.”*

***Reflections and Recommendations:***