



**Pershing Title I Schoolwide (Strategic) Plan
2023-2024 SY**

VISION:

We envision a school that is the heart and soul of the community where we cultivate students who impact not only University City but also the world: *Exuding excellence in every endeavor.*

MISSION:

At Pershing ES, we are ***unapologetically committed*** to celebrating and empowering each student's unique identity and brilliance. We will ***lead and learn for liberation*** with a primary focus on social justice, so that every student leaves Pershing with the knowledge and skills to make a significant impact in their communities. Every day, students will engage in ***meaningful and joyful learning*** experiences that build their capacity as eco-conscious citizens and build their understanding of the arts as a means of advocacy.

STRATEGIC PRIORITIES & 2023-2024 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.

- **2023-2024 Initiative 1.3:** Implement a new a rigorous and relevant Reading Foundation, with specific focus on writing instruction. (K-2)
- **2023-2024 Initiative 1.4:** Implement a new a rigorous and relevant Social Studies curriculum, with specific focus on writing instruction. (3-5)
- **2023-2024 Initiative 1.5:** Improve instructional practices by focusing teacher development and instructional feedback on meeting students' needs through differentiation with small group instruction.

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.

- **2023-24 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.
- **2023-24 Initiative 2.2:** Effectively implement the policies, procedures, practices and supports needed to address racial and other biases to drive educational equity.

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.

- **2023-24 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.)
- **2023-24 Initiative 2.2:** Effectively implement the policies, procedures, practices and supports needed to address racial and other biases to drive educational equity.

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.

- **2023-24 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