

2019 Strategic Plan



Westlake
CHARTER SCHOOL

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Mission

We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as global citizens.

Vision

As an organization, Westlake Charter School is committed to the growth of our students, our staff, and our partners within the community. To fulfill our mission and demonstrate what is possible, Westlake Charter School will expand our program to serve students through 12th grade.

Westlake Charter School values the leadership principles of transparency and shared decision-making necessary to cultivate a collaborative school culture. Our students learn in collaborative models; our teachers plan in grade-level professional-learning teams; our parents provide immeasurable support through volunteerism; and we share our leadership across all community stakeholders. Collaboration is at the center of everything we do.

We demonstrate readiness through continual growth: every student grows both academically and social-emotionally; every staff member grows professionally; and every stakeholder grows in connectedness within our community. We believe that students are inspired to continually grow when staff are continually growing as well. At Westlake Charter School, growth is both purposeful and organic.

Guided by our four academic educational pillars, we *Expand Opportunities* by offering a broad course of study purposefully designed to help students explore *Our Place in a Global World*. *Our Teachers as Designers* craft opportunities that ensure academic growth. We approach the inclusion of all students through our commitment to *Personalization*, by using a multi-tiered system of supports to ensure that each student is provided the support they need for as long as it is needed.

It is our belief that the Social-Emotional Readiness of our students is as important as Academic Readiness, and that one cannot be fully developed without the other. Our Core Values offer a roadmap to the social-emotional competencies necessary for our students to lead as global citizens. We demonstrate each of our Core Values through positive decision making, self-awareness, social awareness, and as digital citizens.

We believe that the problems of the twenty-first century can only be solved by global citizens who embrace inclusion, diversity, equity and cultural competency. Our Explorers will graduate as truly engaged community members with the academic and social-emotional readiness to lead as global citizens.

Strategic Goal Areas

Goal Area One: We Demonstrate What is Possible.

Westlake Charter School will demonstrate what is possible by remaining nimble, responsive and innovative by modeling an Explorer's Mindset.

Objectives

1. Westlake Charter School (WCS) will use creative methods to recruit, retain and continuously develop the highest quality board members, committee members, faculty and staff.
2. WCS will continually improve and support our shared-leadership model.
3. WCS will stay financially nimble, flexible, and continuously seek innovative ways to leverage resources.
4. WCS will be receptive to new ideas, innovations, and opportunities to continuously improve our programs.
5. WCS will demonstrate what is possible through stewardship within our local, greater-educational and global community.
6. WCS will expand our program through 12th grade and consider K-8 replication.

Goal Area Two: School and Community Collaboration

Westlake Charter School demonstrates that students are more successful when school and community collaborate. WCS will place collaboration at the center of the work that guides the organization. The WCS community will recognize that every voice is valued.

Objectives

School Collaboration

WCS staff will develop high-functioning collaborative teams at each grade level and subject area to ensure the success of all students.

1. WCS staff will collaborate across all departments to integrate services that support student academic, social-emotional, and behavioral growth through the use of the Multi Tiered System of Support (MTSS) Framework.

2. WCS staff will use the Professional Learning Communities (PLC) model of collaboration to ensure the academic and social-emotional readiness of all students.
3. WCS staff will design and implement vertically aligned academic and social-emotional assessments that are used to measure on-grade-level performance for all students.

Community Collaboration

WCS will expand opportunities for our students by demonstrating what is possible when school and community collaborate.

1. WCS will partner with the Westlake Association of Volunteer Explorers (WAVE) to connect parents to volunteer opportunities.
2. The WCS Board of Directors will seek to recruit directors and committee members who better reflect the diversity of the community in an effort to prioritize equity and access.
3. The WCS Development Committee will spearhead efforts to connect WCS programs with local and global community partners.
4. WCS will include student, staff and parent voices as key elements in strategic decision making.
5. WCS will bring together several stakeholder groups to create a broad scope of high-quality after-school expanded opportunities for all students.

Goal Area Three: Create Inspiring Adults with Academic Readiness

Westlake Charter School students will demonstrate academic readiness by showing continual growth toward personalized learning targets based on grade-level frameworks. WCS will commit to developing the most innovative and inclusive approaches to personalization in the areas of curriculum, instruction, and assessment that will lead to personalized academic growth for every student.

1. WCS will blueprint its curriculum, instruction, and assessment practices to ensure the most successful methodologies and pedagogies are shared across the organization.
2. WCS Staff will develop vertically aligned common assessments, a shared grading philosophy, and standards based report cards.

3. WCS Staff will use multiple measures to demonstrate each student's personalized academic readiness.
4. WCS will use the MTSS Framework to structure, support, and staff our programs. All students will receive tiered support to ensure academic readiness.

Goal Area Four: Create Inspiring Adults with Social-Emotional Readiness

Westlake Charter School students will demonstrate social-emotional readiness by showing continual growth toward personalized social-emotional learning (SEL) targets. WCS will commit to developing the most innovative and inclusive approaches to SEL.

1. WCS will align SEL outcomes with our Core Values to develop the self-awareness, social awareness, positive decision making, and digital citizenship competencies of all students.
2. WCS will develop a metric, to be included on the WCS report card, to measure and demonstrate the social-emotional readiness of each student.
3. WCS will use a cycle of continuous improvement to monitor, reflect upon, and improve our unique approach to social-emotional learning.
4. WCS will use the MTSS Framework to structure, support, and staff its programs. All students will receive tiered support to ensure social-emotional readiness.

Goal Area Five: Lead as Inspiring Global Citizens.

Westlake Charter School students will demonstrate social-emotional and academic readiness as global citizens by embracing inclusion, diversity, equity, and cultural competency.

1. WCS will create a definition of what it means to lead as a global citizen and will apply this definition to the practices of the school.
2. WCS will be recognized for our Full-Inclusion Model of learning.
3. WCS will create opportunities for students and staff to build relationships in an effort to learn from others around the globe.

Multi-Year Projected Outcomes

By 2025

From Goal Area One

- Continued reputation for the highest-quality staff, who are leaders in innovative practices.
- Less than a 10% annual attrition rate, not including staff who leave to be promoted or retire.
- 20,000 hours a year of parent engagement.
- \$4.4+ million reserve, and at least two sources of revenue, generating an annual \$150,000+ in combined net revenue.
- Host at least one annual conference per year at our facility, demonstrating what is possible in the field of education.
- At least 250 students enrolled in our 9-12 program.

From Goal Area Two

- All practices visibly aligned to the MTSS Framework.
- PLC work recognizably at the center of all grade-level decision-making.
- Vertically aligned benchmarks used and data evaluated regularly by collaborative teams.
- Parent conferences have vertically aligned expectations for student participation.
- WCS Development Committee has over 500 partners and generates over \$50,000 annually.
- Collaborative learning with developed partners locally, regionally, nationally, and internationally.

From Goal Areas Three and Four

- Demonstrate all student groups can perform above the 75th percentile when compared to statewide student-group measurements.
- 85% of student academic and social-emotional needs met utilizing Tier One practices.
- Annually updated WCS guiding-blueprint documents developed and utilized to onboard new team members; documents include, but are not limited to, onboarding blueprint, grading philosophy, vertically aligned common assessments and vertically aligned report cards.
- Methodology developed to personalize the academic and social-emotional readiness of each student.
- WCS ranked as an outstanding academic and social-emotional program by multiple measures aligned with the California Department of Education.
- Begin to see, due to SEL practices, a reduced number of risk assessments for self-harm.

From Goal Area Five

- Fully-developed set of global citizenship competencies. These competencies are aligned to our practices and are incorporated into our essential learning outcomes.

By 2030

- At least 400 students enrolled in, and a permanent campus for, our 9-12 program.
- National reputation for outstanding teaching and known for demonstrating Tier One academic and social-emotional practices.
- The Board of Directors has achieved a diversity more closely reflective of the community which it serves.
- WCS is direct-funded.

By 2040

- Helped to launch the next wave of educational reform by demonstrating what is possible and helping to change the conversation regarding education reform in California.
- Parent, local, regional, state, national, and international partnerships are firmly established.
- Academic and social-emotional readiness are integrated in all facets of the organization and we are recognized as a lab/demonstration school for these practices.
- Students have options to attend WCS, not only in classrooms, but also online and internationally.

ASSUMPTIONS

All strategic plans should be built upon a grounded, validated, and accepted set of strategic assumptions. Assumptions are beliefs held by decision-makers about different types of factors and drivers of change that have influenced their thinking, decision-making, and planning. These assumptions may be about events that happened in the past, what is currently happening, or what may happen in the future.

Global Assumptions

1. WCS is choosing to explore inclusivity in its broadest, deepest sense, considering the widest range of human experience. The investments into inclusion, diversity, equity and cultural competency will continuously develop.
2. There will be many opportunities to learn valuable lessons from actions/events of other societies/cultures to obtain greater social competency.
3. WCS is choosing to engage in tangible, possibly transformative, practices within our campus, our city and the global educational community.

Educational Assumptions

1. WCS is purposefully aligning our programs, resources and practices with our Mission Statement and Core Values to meet the evolving needs of our students with the supporting every student in reaching their potential. Curriculum, assessment, and instructional practices must be flexible to remain relevant, and there must be a willingness and ability within the learning community to adapt to change.
2. WCS will model affirmative, inclusive, and responsible leadership for our community.
3. Ensuring that our students graduate academically and social-emotionally ready to lead as global citizens will demand a wide variety of resources.
4. The manner in which students learn must be reexamined in response to the rapid increase of students' access to information, including discernment of what is factually true.
5. Student-to-adult ratios impact student learning. These adults include teaching staff, support staff, administrative staff, and parent volunteer staff.

6. We assume that to lead as a global citizen students will need education beyond 12th grade and, therefore, we use “readiness to lead as global citizens” synonymously with “college- and career-readiness.”

Technology Assumptions

1. WCS will continue to lead in the implementation of new technologies in order to expand educational opportunities and ensure student learning.
2. Technology platforms will continue to develop. Students must be able to adapt by using a broad range of skills when utilizing technology and to learn varied digital-citizenship competencies in order to lead as global citizens.
3. Technology tools that are utilized for productivity are an asset to learning.
4. Students must develop digital-citizenship competencies in order to function as college- and career-ready in the twenty-first century.

Student Assumptions

1. WCS will continue to see increasing diversity in our student population, with a broad spectrum of differences.
2. WCS will remain a school of choice and continue to be seen as an option for parents seeking our unique educational philosophy.
3. Students will have varied amounts of parental support which depend on many factors outside the control of WCS.
4. Students have access to more mature content than did previous generations.

Economic Assumptions

1. Internally-controlled factors: school budgets are dependent on a number of local factors including enrollment, average daily attendance (ADA), and class size.
2. Externally-controlled factors: school budgets are also dependent on a number of external factors including economic cycles, state/federal funding sources, and statutory (EdCode, pension, wage, etc.) requirements.

3. There is a continued need to efficiently manage resources and to look for additional sources of revenue to ensure fiscal stability and accountability.
4. Recruiting, retaining, and rewarding high-quality teachers/staff is of great importance to school culture.
5. Economic pressures, such as changing interest rates and housing availability, will affect both the recruitment and retention of high-quality staff.

Societal Assumptions

1. Most individuals will have multiple careers and live in multiple locations in their lifetimes.
2. The political climate can greatly affect charter school accountability and their ability to replicate and/or expand.
3. The many factors that are polarizing current political discussions are influencing the way we think about those in our community and are making it more challenging to find a safe common ground for compromise and consensus.

Implications

If these assumptions hold to be true, several implications could be drawn for WCS, including:

- Fully embracing equity, diversity, inclusion, and cultural competencies will be required for individuals to participate effectively in the future. With this in mind, the WCS Board must continue to diversify its composition to better reflect the population which it serves.
- The allowance of a great deal of creativity will be needed to facilitate effective future educational experiences.
- Educational programs must ensure that students master: critical academic skills, how to work effectively with diverse types of individuals, how to think, how to communicate, and how to learn throughout their lives.

Appendices

A-1 Educational Pillars

SCHOOL DESIGN PILLARS

Westlake Charter School identifies four Pillars of a Successful School Community. These values play an important part in building and supporting the school's culture. By focusing our school on these principles, our school creates a learning community in which students can develop the skills necessary for future success in any endeavor.

1. Our Place in a Global World

Westlake Charter School focuses on *Our Place in a Global World* by providing our students with the skills necessary to embrace cultural diversity. We use the strength of our families and their cultures to enrich the learning that happens in class. Students are involved in a spirit of mutual respect on and off campus. Students also attend Spanish class starting in kindergarten and they study diverse cultures and religions in a collaborative manner throughout our program. All community members are actively involved in discussing and understanding current events and global topics. We also participate in global, regional, and local community and philanthropic events. Students at Westlake Charter School are citizens of the world and are empowered to embrace the mindset that they can make a difference in the world.

2. Enriched Educational Opportunities

Westlake Charter School focuses on *Enriched Educational Opportunities* by recognizing that all students benefit from experiences that go beyond the core subject areas. We provide art, physical education, and Spanish instruction through specialized teachers. Classroom teachers also implement lessons that integrate character traits and social development. We offer quality after-school enrichment programs and provide activities that are hands-on, technology-infused, and student-centered. Our families are also key partners by enhancing the experiences offered with their time, talents, and fundraising efforts. These enhanced educational opportunities cultivate globally minded, reflective students.

3. Personalization

Westlake Charter School focuses on *Personalization* by providing a rigorous and challenging program for all students based on their individual academic and social needs. Our teachers have a vested interest in the development of each student and strive to incorporate a wide array of teaching techniques to support individual learning. Student assessment data is used to guide instruction, and teachers incorporate small and collaborative grouping to modify activities for individual students. We utilize the skills and talents of our parent volunteers to support differentiation within our classrooms. Our program is student-centered, thematic, and project-based.

4. Teachers as Designers

Westlake Charter School focuses on *Teachers as Designers* by empowering shared leadership among its staff in order to build a culture of high expectations. Within a collaborative work environment teachers strive to ensure the success of each student. Teachers are expected to be reflective practitioners and work in Professional Learning Communities to develop an innovative, authentic, and rigorous learning environment. Through thoughtful instructional design, teachers create curriculum and learning opportunities that support Common Core Standards while incorporating a thematic and project-based approach.

A-2 Core Values

Core Value Month	Positive Decision Making	Self Awareness	Social Awareness	Digital Citizenship
Respect: September	Allowing teachers to teach & students to learn.	Keeping quiet lines, walking feet, and listening to all adults.	Having safe bodies and safe words.	Showing positive online communication.
Excellence: October	Trying my best.	Working well with others.	Leading by example.	Using devices correctly.
Responsibility: November	Completing all my work.	Thinking ahead.	Cleaning it up.	Keeping personal information secure.
Gratitude: December	Participating during lessons.	Thanking those who help you.	Helping others.	Recognizing privacy policies.
Inquisitive: January	Digging deeper into your studies, wondering what you'll learn next.	Wondering how you can improve in all aspects of life.	Learning more about your surroundings.	Searching digital resources well.
Joyful Learning: February	Having a growth mindset towards learning.	Showing excitement for new things.	Showing pride for our school.	Knowing how to search and give credit in the proper ways.
Global Perspective: March	Discovering knowledge from every corner of the globe.	Being proud to tell the story of your culture.	Appreciating the diversity of your neighborhood.	Collaborating with others worldwide in a safe manner.
Stewardship: April	Doing your best to represent your school.	Making healthy choices for your body and mind.	Solving problems by lending a helping hand.	Creating a positive online identity.
Perseverance: May	Trying your best, no matter what .	Realizing you can do anything when you try.	Being accepting of change.	Staying true to yourself online.
Reflective: June	Learning from past challenges and successes.	Understanding your strengths.	Putting yourself in someone else's shoes.	Understanding your rights and responsibilities.