

GOAL/ACTION PLAN- Provide a Respectful Learning Environment		SCHOOL: William O. Schaefer DATE: September 2015
<p>✓ <i>To develop the existing sense of community at WOS in order to strengthen the sense of belonging, respect and acceptance of others.</i></p>		<p>THEORY OF ACTION</p> <p>IF WE (WOS Community)...</p> <ul style="list-style-type: none"> <i>work together to create a climate of warmth, inclusion and safety by modeling and providing explicit instruction and expectations...</i> <p>THEN...</p> <ul style="list-style-type: none"> <i>we will sustain a school culture that fosters acceptance, respect and empathy;</i> <i>students will develop skills to avoid, manage and resolve conflict.</i>
Approach	Implementation	Outcome
<ul style="list-style-type: none"> There is a need to define clear expectations, communicate them with all staff and explicitly teach and practice it throughout all parts of a child's school day. Character education cannot be developed by isolated lessons but must be incorporated into the student's content learning. (communication and collaboration) As part of the school community, parents must be informed and communication should be ongoing. Collaboration among colleagues will allow teachers to share ideas and expertise. 	<ul style="list-style-type: none"> Revisit and revise our shared vision with the staff, specifically focusing on clearly defining what a respectful learning environment looks like and sounds like. Incorporate <i>The Morning Meeting</i> into our daily schedule to develop the expectation that students will take care of themselves, each other, and their classroom and school. We will continue to teach word of the month through read alouds, monthly assemblies and bulletin boards. Increase the training on Mindset and incorporate team building into this work. Mindset will be a part of every Faculty meeting so learning is ongoing. Foster student leadership and give them a voice in decision making by continuing with our Student Government. Student handbook with visuals and DASA information will be continually revised and referenced. This will be posted online and shared with both students and parents. Continue staff development and parent education around Character Education & DASA. Class/blogs will be used to share and celebrate this work with the community. Professional norms will be used at all meetings to provide opportunities for focused discussions in a risk free environment. 	<ul style="list-style-type: none"> ✓ <i>Student will demonstrate ownership of their behaviors as evidenced by an increase in the number of students resolving problems independently</i> ✓ <i>There will be a reduction in the number of incident referrals, especially during recess and busing.</i> ✓ <i>The WOS community (staff, students and parents) will have a shared understanding about what a respectful learning environment looks like and sounds like.</i> ✓ <i>Children will not only be able to communicate expectations but live them in their daily activities.</i> ✓ <i>School Spirit and Pride will not just be an isolated event as evidenced by the way students treat others.</i> ✓ <i>There will be an increase in the number of teachers participating at meetings.</i>

GOAL/ACTION PLAN Meeting the Diverse Needs of Learners		SCHOOL: William O. Schaefer Date: September 2015
<p>✓ To provide students with a differentiated curriculum based on their ability, learning style and interest in order to meet the needs of all learners.</p>		<p>THEORY OF ACTION</p> <p>If we...</p> <p><i>“Inspire optimism in the face of learning challenges. Discover and treasure unique learning profiles. Eliminate humiliation, blaming and labeling of students. Empower students to find success and leverage strengths and affinities” (All Kinds of Minds, 2009)...</i></p> <p>Then...</p> <p><i>We will develop a deeper understanding of how to meet the diverse needs of students and will be better prepared to align our instruction, resulting in student growth.</i></p>
Approach	Implementation	Outcome
<ul style="list-style-type: none"> We will continue to grow in our understanding about RTI so we could effectively meet in cohort teams to discuss students’ strengths, as well as next steps. Professional Learning Communities will focus on student centered needs, and will explore the cycle of inquiry, thus resulting in student achievement. Continue to measure progress through formative and summative assessments. Continue to use the IDE model and problem based projects to support differentiation. 	<ul style="list-style-type: none"> Teachers will take more ownership of RTI cohort meetings by using protocols to share ideas, and review student work. Teachers will take turns facilitating the meeting and documenting an intervention plan. We will schedule time for PLC’s to meet. We will also schedule time to reflect on this work and share successes. Schedule collection and analysis of F&P levels two to three times a year. Continue to use the writing rubrics to assess students and plan next steps. Instructional Rounds will also support data collection as well as next steps. Review and possibly revise expectations for the implementation of PBL units. Utilize the IDE consultant to support us in strengthening this work. 	<ul style="list-style-type: none"> ✓ We will develop a “shared belief” of how to meet the diverse learners and create a school culture that values and celebrates diversity. We will see mindset work infused into the classroom. ✓ Teachers will understand that “one size does not fit all” and children need a variety of experiences to come to the same understanding. As a result, tudents will be able to explain what their working on as learners. ✓ All students will be provided with instruction that matches individual learning needs and maximizes potential. Teachers will develop a variety of resources and units that provide opportunities for differentiation. ✓ There will be a reduction in the number of students referred for increased support services. ✓ We will see an increase in the number of students cycling out of RTI support.

<ul style="list-style-type: none"> • Develop our understanding of how students learn and how leveraging their strengths and affinities will support them in their learning. (All Kinds of Minds) • Technology can be used to differentiate instruction. • Having a better understanding of how second language learners acquire English will support teachers in developing curriculum and clear expectations for this growing population. • Parent support is essential for student success. Parents need to be educated on how we instruct, differentiate and assess student learning. 	<ul style="list-style-type: none"> • We will continue to support our learning of a “Growth Mindset.” This work will be infused into each faculty Meeting. • With the support of the Technology Teacher and the GT teacher we will continue to provide opportunities for the integration of technology into the curriculum. • ESL teachers will provide staff with professional development and will be a part of the RTI process to share strategies that can be used in working with these children. • We will continue to provide information to parents through classroom and school blogs as well as educate parents about our instructional program. This will be done through FRC workshops and classroom teacher support. 	
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GOAL/ACTION PLAN: Enhancing Student Literacy		SCHOOL: William O. Schaefer DATE: September 2015
<p>✓ To increase the reading and writing achievement of all students at WOS by ensuring that all students have the skills needed to be independent readers, writers and thinkers. Our ultimate goal is to have students develop a love of reading.</p>		<p><i>If we...</i></p> <ul style="list-style-type: none"> <i>continue to refine our ELA expertise regarding all components of Balanced Literacy and ensure that our instruction is continually based on student need</i> <p><i>Then...</i></p> <ul style="list-style-type: none"> <i>all students will demonstrate growth in their reading and writing</i>
Approach	Implementation	Outcome
<ul style="list-style-type: none"> - We will ensure that Curriculum maps are aligned with Common Core Standards and supported with resources. - We will continue to use formative and summative assessments to guide instruction - We will continue to use all components of balanced literacy to develop critical thinking skills. - We will continue to keep parents informed about the instructional program - We will continue to support students in self-assessment and self-reflection 	<ul style="list-style-type: none"> - Team meetings will be used to continually reflect and revise our units of study, as well as to look at student work. - Continue to provide professional development opportunities that support teachers in continued growth (PLC's, Instructional coach, Teacher's College, All Kinds of Minds). - We will use instructional rounds as a way to collect data and plan next steps as a school community. - We will have ongoing review of struggling students at CST and RTI meetings. We will provide academic intervention support through RTI. - We will continue to work on student partnerships to support comprehension and accountable talk. - Student rubrics and checklists will be used to move students toward independence and help them to reflect on their work and to create goals for themselves as readers and writers. 	<ul style="list-style-type: none"> ✓ Students reading and writing ability will improve, as evidenced <ul style="list-style-type: none"> • by Fountas & Pinnell Assessments • benchmark writing pieces that are supported by rubrics • STAR assessment • Foundations assessments ✓ Teachers will demonstrate an increased understanding of the workshop model through their ongoing conversations at team meetings, PLC's, faculty meetings, etc... ✓ Students will demonstrate an enthusiasm for reading and writing as evidenced by an increase in their stamina, both in school and at home.

<ul style="list-style-type: none">- We will continue to build our classroom libraries to support the units of study and the needs of the class.- We will provide additional interventions for struggling readers and writers with a focus on their strengths and individual needs.	<ul style="list-style-type: none">- Continue to use Foundations to provide phonics instruction to all students and a Double Dose to struggling students.- Communication with parents will be ongoing through the use of class blogs, newsletters and workshops that provide them with ways in which they could support their children at home.	
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GOAL/ACTION PLAN: Provide Student with Skills for 21 st Century Learning		SCHOOL: William O. Schaefer DATE: September 2015
<ul style="list-style-type: none"> ✓ To provide students with the skills necessary to become independent learners and critical thinkers ✓ To build an understanding of how technology can be a tool to support students learning. ✓ To embrace a growth mindset for ourselves and our students. One that values failure as a means to grow. 		<p><u>THEORY OF ACTION:</u> <u>IF WE...</u></p> <ul style="list-style-type: none"> • <i>Develop and support “a belief system that suggest that one’s intelligence can be grown or developed with persistence, effort and a focus on learning.” (Mary Cay Ricci, 2013)</i> <p><u>THEN...</u></p> <ul style="list-style-type: none"> • <i>We will build our level of understanding and we will be better able to implement the changes needed to our practice.</i> • <i>We will be able to hold ourselves accountable for seeing it in our classrooms and in our student work.</i> • <i>Students’ will have the knowledge and skills to succeed as effective citizens, workers and leaders in the 21st Century.</i>
Approach	Implementation	Outcome
<ul style="list-style-type: none"> • We need to continue to build a common understanding of what 21st Century Learning looks and sounds like in our classrooms. • We need to provide students with opportunities for collaboration with group and partnership work. • We need to provide students with access and training on how to use technology to support and enhance their learning. • We need to support teachers in developing Instructional 	<ul style="list-style-type: none"> • Continue to use text based protocols to review text that address best practices around creative and critical thinking, collaboration, communication. • Continue to train teachers in the IDE model. • Continue to develop PBL’s in Science with grade level expectations. • Support the work of our PLC’s. • Continue to review and revise curriculum to address Common Core standards • Use the technology teacher and the GT teacher to support technology integration. And provide time for this work to be shared among staff. • Continue to support teachers in their use of classroom blogs to communicate with families. • With the help of the Technology teacher, support teachers in developing interactive blogs 	<ul style="list-style-type: none"> ✓ We will have a common understanding of the needs of the 21st Century Learner and what 21st Century classrooms should look and sound like. ✓ We will see an increased use of technology in classrooms as a tool to enhance instruction. ✓ Teachers will provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. ✓ Students will begin to take ownership of their learning and know how to use technology to support their learning. ✓ Students and staff will develop a belief that “we can grow our brains” through hard work and persistence. ✓ Students and staff will welcome challenges and look as failure as a means to grow and learn.

<p>strategies that nurture/promote higher level thinking imbedded in everyday instruction.” (p.144)</p> <ul style="list-style-type: none"> • We need to support teachers in how to use technology to support an enhance student learning. 	<ul style="list-style-type: none"> • To schedule classes for Computer lab time in an effort to give them more time to practice skills taught during Library/Computer periods. • FRC workshops will support parents in understanding grade level expectations, philosophy and especially “Mindset” work. 	
<ul style="list-style-type: none"> • We need to continue to educate parents and provide opportunities for them to develop an understanding of what 21st century skills looks like at this level. 		