

## ATWATER Elementary School, Shorewood School District - Work Plan – 2015-16

**Student Achievement #1:** *Crew (Culture / Character:* The Atwater staff will use the Crew structure as an anchor to establish a strong school culture that takes responsibility for supporting each other and all students, so that student achievement improves.

**Rationale:** Every member of our school community has value. Building a culture based on the shared values described by our district’s mission and core beliefs is fundamental to the success of our school. The structure of Crew ensures that every person is cared for, that leadership is nourished, and all members are supported to do better work and be better people.

**Alignment with EL Core Practices:** IR pages 20/ 21/ 22 for CREW

Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>1. I can begin each day with a focused Crew meeting, so that character traits are reinforced and student engagement and attendance improve.</p> <p>2. We can establish a documented and visible set of character traits (code of character) throughout the school that students and staff are held accountable to upholding.</p> <p>3. I can intentionally focus on character throughout the day, embedding all aspects of our character traits into school culture, including academic achievement.</p> <p>4. We can articulate the purpose of Crew to our whole learning community (students, colleagues, parents and the community at large) so each stakeholder can play an effective role in supporting our community’s children.</p>	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>- Engage the staff in developing an established set of character traits for use within the Crew structure. (DP 2,3,5,6)</li> <li>- Provide materials, guidance, norms and feedback to teachers about Crew structures and established character traits. (DP 4,5,6)</li> <li>- Incorporate and model EL Crew principles into student, staff and parent gatherings and communications. (DP 5,6)</li> <li>- Engage staff in developing talking points and protocols for communicating purpose of</li> </ul>	<p>Fostering Character through Crew April 11-13, 2015- Baltimore National Institute</p> <p>PD with EL school designer</p> <p>Site visit to Kenosha EL Schools to see Crew</p> <p>EL Commons website Crew Activities</p>	<p>PBIS: The number of Atwater students with 15 or more absences will decrease from 13.7% to 11.7% for the 2015-16 school year (a 2% decrease).</p> <p>Administrator will be given a weekly update on absences each Friday.</p>

	<p>Crew and our character traits to all stakeholders including students, parents and others. (DP 2,5,6)</p> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- Work collaboratively to develop Crew character traits. (DP 2,3,6)</li> <li>- Generate ideas for implementing these traits within the Crew structure. (DP 2,3,6)</li> <li>- Implement daily Crew meetings with classes using the Crew character traits. (DP 3,4,7)</li> <li>- Apply the principles of the Coherence Governance Structure adopted by the school board when reaching out to the Shorewood community to create linkages with stakeholders. (DP 3,6)</li> </ul>		

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**Student Achievement #2: *Student-Engaged Assessment:*** Atwater students will be leaders of their own learning utilizing student-engaged assessment to create high-quality work.

**Rationale:** Students need to be vested in their learning. In order to care about the quality and see the meaning of what they are trying to learn, the targets need to be clear. All learning is supported by the purposeful use of learning targets. Everyone is capable of high achievement and learning comes as a result of effort.

**Alignment with EL Core Practices:** Core Practice 20: Using Student Engaged Assessment IR pages 15/16 for SEA

Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>1. I can craft quality academic learning targets with common characteristics.</p> <ul style="list-style-type: none"> <li>a. derived from standards, district benchmarks or curriculum</li> <li>b. written in student-friendly language (I can...)</li> <li>c. measurable</li> <li>d. specific and contextualized</li> <li>e. descriptive of the intended learning</li> </ul> <p>2. I can use learning targets to frame instruction, assessment, and communication about student progress in academics.</p> <p>3. I can consistently provide quality oral and written descriptive feedback during learning as formative assessment. Feedback directs attention to intended learning targets and does not act as an evaluative score or grade.</p>	<p>Leadership will...</p> <ul style="list-style-type: none"> <li>1. Provide PD about crafting quality learning targets (DP 1,9)</li> <li>2. Create time for teachers to share and reflect upon learning targets (DP 1,9)</li> <li>3. Provide PD regarding connecting learning targets to instruction and formative assessment (DP 1,9)</li> </ul>	<p><u>Site Seminars</u> November 18-19 Student Engaged Assessment in Denver, CO, Odyssey School (2 slots)</p> <p><u>Regional Institute</u> November 12-13 Planning and Building Effective Lessons Kenosha (2 slots)</p>	<p>READING: 82% of all Atwater students in grades three through six will achieve average or above in Reading on the Spring 2016 MAP test (an increase of 4.2 %).</p> <p>MATHEMATICS: 90% of all Atwater students in grades one through six will achieve average or above in Math on the Spring 2016 MAP test (an increase of 3.5%).</p>

	<p>Staff will...</p> <ol style="list-style-type: none"> <li>1. Work actively to cultivate intentional practice and discourage the fear of “doing it wrong” (DP 1,2,3)</li> <li>2. Engage in regular reflections during PD to ensure maximum learning for all staff. (DP 4)</li> </ol>	<p><u>3 day institutes</u>  September 17-19  Student Engaged Assessment Denver, CO (2 slots)</p> <p>February 1-3 Student Engaged Assessment Long Island, NY ( 2 slots)</p> <p>Professional Development &amp; Support by EL School Designer: September 17</p> <p>Site Visit to Vernon School (Kenosha, WI)</p>	<p>Shared collaboration of Learning Targets &amp; Assessments in all grade levels and content areas.</p> <p>High quality work will be evidenced through visual exemplars of high quality work, as well as student led presentations. Some examples include: student led conferences, Science Fair, ELL Night, Winter Sing, Special Americans and Atwater Art Night, Community Displays that informs the community of our work-Public Library.</p>

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**School Conditions Goal #3: Leadership Team and Structures:** The Atwater staff will create a shared leadership team of teachers and administrators to cultivate a positive school culture and lead professional learning.

**Rationale:** As a beginning EL school, we need a strong team to establish and promote an EL culture and foundation.

**Alignment with EL Core Practices:** IR pages 25 - 29 for Leadership Teams

Faculty Learning Targets (Long Term and Supporting)	Structures and Leadership Actions	EL Support and Services	Data Points / Evidence for Monitoring Progress
<p>1. We can create a leadership team that is representative of the school and meets regularly.</p> <p>2. The leadership team will create PD that aligns with the work plan and create a high level of staff participation in on site and off site PD</p> <p>3. The leadership team will reinforce and institutionalize the implementation of EL practices through observation, coaching, and the evaluation process</p> <p>4. School leaders model and promote EL and character education traditions to build and sustain both staff culture and whole-school culture</p>	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>● Establish a leadership team of 7 members that represent the school staff. (DP2, 3,6)</li> <li>● 3 of the 7 members will have a 1 year term(Joleen Barry, Cindy Brown,and Meg Malloy) and 3 of the 7 members will have a 2 year term( Tony Schiro, Lisa Bellford, Angela Hayes). The principal will have a permanent membership. (DP 2, 3,6)</li> <li>● Will meet bi-monthly after school for one hour. (DP 2,3,6)</li> <li>● Establish norms for their meetings.(DP 2,3,6)</li> <li>● Create a PD schedule for the school year. (DP 2,3,6)</li> </ul>	<p>September 28-30 Leadership Teams Institute Detroit</p> <p>National Conference October 27-30 San Diego</p>	<p>*Team members: Cindy Brown Lisa Bellford Joleen Barry Tony Schiro Angela Hayes Meg Malloy Kayla Russick</p> <p>*Leadership meetings to be held from 3:45-4:45 p.m on the following meeting dates:</p> <p>September 8 ,22 October 13, 20 November 3, 17 December 1, 15 January 12, 26 February 9, 23 March 8, 22 April 12, 26</p>

	<ul style="list-style-type: none"> <li>● Create a schedule for grade level PD with substitutes provided. (DP 1,7,9)</li> <li>● Develop a learning walk protocol to use for learning walks.(DP 4,5,9)</li> <li>● Develop the Habits of Learning and Being for staff approval. (DP 1,5,7)</li> <li>● Highlight activities in the school that promote EL character. (DP 2,9)</li> </ul>		<p>May 10, 24 June 7, 21</p> <p>*List of meeting norms</p> <ul style="list-style-type: none"> <li>★ Be Respectful <ul style="list-style-type: none"> <li>-Share the Air</li> <li>-Listen with an open mind</li> </ul> </li> <li>★ Be Responsible <ul style="list-style-type: none"> <li>-Be present</li> <li>-Be prepared</li> </ul> </li> <li>★ Be Kind <ul style="list-style-type: none"> <li>-Assume good intentions</li> <li>-Follow up</li> </ul> </li> <li>★ Be Safe <ul style="list-style-type: none"> <li>-Risk Honesty</li> <li>-What is learned here leaves here</li> <li>-What is said here stays here</li> </ul> </li> </ul> <p>*Schedule of PD and completed registration for PD</p> <p>*Communication to all about PD and site visits after the visit/PD</p>
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			* Staff share out during staff meeting about buddy activities, character ed. activities in the classroom, EL crew activities/class meeting

<b>ATWATER - EL Professional Development Plan - 2015-2016</b>	
<i>The long-term goal is to build the internal capacity of every school staff. In order to maximize your relationship with EL, we suggest that instructional leaders work alongside school designers whenever possible. Think strategically about how work with teachers or teams can impact school-wide implementation.</i>	
<p><b>Most direct service days will be scheduled in advance and may include the following:</b></p> <ul style="list-style-type: none"> <li>● Leadership coaching</li> <li>● Leadership team meetings the second and fourth Tuesday of each month from 3:45-4:45</li> <li>● Collecting and/or analyzing data related to the work plan goals</li> <li>● Curricular planning sessions</li> <li>● PD planning and/or facilitation</li> <li>● Classroom observations/debrief sessions</li> <li>● Supporting coaching cycles</li> <li>● Support with National Conference preparation, Fund for Teachers applications, and other national activities</li> <li>● Participation at institutes with staff members to provide targeted support</li> <li>● Supporting the implementation of institute content in classrooms/schools</li> </ul> <p><b>EL Institutes (Include date, location, and # of participants):</b></p> <ul style="list-style-type: none"> <li>– National Conference October 27-30, 2015:San Diego, Carrie Zuithoff, Noelle Shanks, John Stanco, Kayla Russick</li> <li>– Leadership Cohort September 27-30, 2015:Detroit Cindy Brown, Angela Hayes, Kayla Russick</li> <li>– Midwest Institute- November,2015 Kenosha : Bridey Richards and Sandy Barnett</li> </ul>	<p><b>Direct service days:</b>  <b>NOTE:</b> See <i>PD and Collaboration Calendar</i> for details about dates below.</p> <p><b>September: 16, 17, 23</b>  <b>October: 7, 13</b>  <b>November: 4,10,16,24</b>  <b>December: 2,3</b>  <b>January:</b>  <b>February:</b>  <b>March:</b>  <b>April:</b>  <b>May:</b>  <b>June:</b>  <b>July:</b>  <b>August:</b></p>

- Midwest Leadership Conference -Milwaukee, February 2016 Kayla Russick
- Site Seminars -Denver -November, 2015Kris Cryns, Lauri Sies, Meg Malloy, Roxanne Tibbits
- Crew -Baltimore- April ,2016 Joleen Barry, Amber Serath

**Number of direct service days (as designated by MOU): 25**

**Specific check-in dates/structures during the school year to monitor the work plan goals:**

- MYR
- HQW Protocol
- IR
- Work Plan Retreat