**Instructional Focus**

There is a schoolwide effort to have all Whetstone Elementary School students show growth in their ability to solve academic and social problems and to demonstrate perseverance through the problem-solving process. During the 2013-14 school year, students will effectively use analysis and flexible thinking as measured by their proficiency in challenge based learning tasks across the curriculum and in their ability to effectively navigate challenging social/emotional situations.

The principals, staff, and community hold each other mutually accountable and expect every student to show growth in the areas of analysis, flexible thinking, and perseverance and to ensure that all students are successful regardless of race, gender, ethnicity, language, or socioeconomic status.

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| **School Focus****Students need to be able to analyze, think flexibly, and be persistent.** |
| * **Critical Thinking – Analyze**
	+ Notice what is alike and what is different
	+ Describe what parts make up a whole
	+ See how things fit together
	+ Sort objects
 | * **Creative Thinking Skill – Flexible Thinking**
	+ Consider others’ ideas and thoughts
	+ Question answers given
	+ Often ask “why” questions
	+ Able to change thinking based on evidence or new ideas
	+ Use what is already known to learn something new
 | * **Academic Success Skill – Persistence**
	+ Challenge self to accomplish difficult tasks
	+ Know how to accomplish goals
	+ When things get difficult, think of additional ways to reach goals
	+ Never give up! Ask for help when learning is difficult.
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| **Students** |
| **Literacy** | **Math** | **STEM** | **Social/Emotional** |
| **What do students need to know and be able to do**?* Be proficient readers by the end of 3rd Grade – able to independently read and analyze complex texts
* Persist in reading and writing over extended periods of time
* Be flexible thinkers and proficient writers as they persist through the research and writing demands of grade level inquiry projects
 | **What do students need to know and be able to do?*** Be proficient mathematicians- able to correctly analyze information, think flexibly about strategies for solving, and persist through math performance tasks
 | **What do students need to know and be able to do?*** Design and employ systematic approaches to conduct investigations of real world problems
 | **What do students need to know and be able to do?*** Demonstrate self-awareness by navigating their emotions daily in all settings
* Manage stress by analyzing their thoughts and actions to make responsible decisions.
* Develop social awareness by showing empathy and collaborating with peers
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| **How will we know they have learned it?*** Students:
	+ Meet or exceed grade level benchmarks as measured by common formative assessments, MClass, MAP-R, and running records.
	+ Meet proficiency or exceed standards on targeted indicators as appropriate on quarterly grade level inquiry projects.
	+ TASS Check for Understanding Rubrics
 | **How will we know they have learned it?*** Students will meet or exceed grade level proficiency on common formative assessments as they:
	+ Use a variety of strategies
	+ Demonstrate the use of the 8 Mathematical Practices (8MPs)
	+ Demonstrate deep understanding as measured by UCARE
	+ TASS Check for Understanding Rubrics
 | **How will we know they have learned it?*** Students will demonstrate proficiency on common formative assessments as they:
	+ Work collaboratively with peers and persist in the problem-solving process of Inquiry and STEM projects
	+ Communicate their thinking of multiple strategies and ideas for solving problems and provide rationales for their conclusions and results.
	+ TASS Check for Understanding Rubrics
 | **How will we know they have learned it?*** Students will:
	+ Actively participate in class meetings.
	+ Collaborate with peers as they persist through academic tasks and social situations.
* Reduction in Minor Incident Reports and Office Referrals
* Gallup measure of Student Wellbeing
* PLC generated survey
* TASS Check for Understanding Rubrics
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| **What will we do when they haven’t learned it?*** Scaffold analysis of complex texts
* Implement research based interventions
* Using a variety of strategies, scaffold support for analysis and flexible thinking and for writing skills
* Refer to Interventions Network Team
 | **What will we do when they haven’t learned it?*** Using a variety of strategies, reteach and scaffold support for analysis and flexible thinking in small group and one-on-one settings
* Implement research based interventions
* Refer to Interventions Network Team
 | **What will we do when they haven’t learned it?*** Using a variety of strategies, reteach and scaffold support for analysis and flexible thinking in small group and one-on-one settings
* Provide multiple and varied opportunities to conduct investigations around similar topics
 | **What will we do when they haven’t learned it?*** Reteach using a variety of strategies
* Implement tiered support
* Refer to Interventions Network Team
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| **What will we do when they already know it?*** Provide opportunities with texts at a higher complexity
* Provide opportunities for independent inquiry projects
 | **What will we do when they already know it?*** Enrich/accelerate instruction with real world problems in open-ended tasks
* Encourage independent investigation of real world problems
 | **What will we do when they already know it?*** Provide opportunities for independent investigation into real world problems
* Create new and varied avenues for the presentation of information
 | **What will we do when they already know it?*** Provide opportunities to be Class Ambassadors, peer mentors, or class team leaders
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| **Teachers/Staff** |
| **Literacy** | **Math** | **STEM** | **Social/Emotional** |
| **What do teachers/staff need to know and be able to do**?* Understand/implement effective instruction of analysis and flexible thinking in close reading and inquiry projects
* Understand/implement with fidelity Writer’s Workshop
* Understand and implement tiered levels of support to struggling readers and writers
* Develop and use common formative assessments
 | **What do teachers/staff need to know and be able to do**?* Understand/model the 8MPs, emphasizing analysis and flexible thinking, in math instruction
* Understand and use UCARE to design rigorous instruction and to evaluate student performance
* Understand and implement tiered levels of support to struggling mathematicians
* Develop and use common formative assessments
 | **What do teachers/staff need to know and be able to do**?* Understand/implement inquiry and STEM projects
* Implement and effectively manage small collaborative groups of students
* Allow students to struggle/ fail as they work through projects and know when and how to provide effective feedback
* Develop and use common formative assessments
 | **What do teachers/staff need to know and be able to do**?* Understand/implement effective class meetings to promote self-awareness, self-management and social awareness.
* Understand/implement with fidelity PBIS
* Understand/implement with fidelity tiered support for students struggling with managing their own behavior and emotions
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| **How will we know they have learned it?*** All students meet or exceed proficiency
* Peer observation of practices and student work
* Staff reflection on implementation
* PLC designed survey tools
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* Peer observation of practices and student work
* Staff reflection on implementation
* PLC designed survey tools
 | **How will we know they have learned it?*** All classes hold class meetings
* Effectively employ tiered support
* Number of coupons used in class stores
* Peer observation of practices
* Staff reflection on implementation
* PLC designed survey tools
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| **What will we do when we haven’t learned it?*** Training on close reading, inquiry projects, and Writer’s Workshop
* Analysis of plan, delivery, and execution of inquiry projects with team with revisions put in place as needed
* Provide targeted support and resources from reading specialist and Literacy PLC member
* Refer to Interventions Network Team
 | **What will we do when we haven’t learned it?*** Training on 8 MPs and UCARE
* Analysis of plan, delivery, and execution of math instruction with team with revisions put in place as needed
* Provide targeted support and resources from staff development teacher and Math PLC member
* Refer to Interventions Network Team
 | **What will we do when we haven’t learned it?*** Training on STEM-centric instruction
* Analysis of plan, delivery, and execution of project based learning with team with revisions put in place as needed
* Provide targeted support and resources from staff development teacher and STEM PLC member
 | **What will we do when we haven’t learned it?*** Video-taped class meetings
* Analysis of plan, delivery, and execution of social/emotional instruction with team with revisions put in place as needed
* Provide targeted support and resources from counselor and Social/Emotional PLC member
* Refer to Interventions Network Team
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| **What will we do when we already know it?*** Increase knowledge of close reading through action research
* Transfer knowledge of inquiry projects to other subjects
* Share with Intervention Network
 | **What will we do when we already know it?*** Increase knowledge through action research
* Create and foster an environment of independent investigation
* Share with Intervention Network
 | **What will we do when we already know it?*** Increase knowledge through action research
* Create and foster an environment of independent investigation
* Share practice with peers
 | **What will we do when we already know it?*** Modelbest practices for peers
* Turn around training
* Share with Intervention Network
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| **Parents/Community** |
| **Literacy** | **Math** | **STEM** | **Social/Emotional** |
| **What do parents and the community need to know and be able to do**?* Understand the connection between TASS and academic success.
* Understand shifts in reading and writing with Curriculum 2.0
* Understand the connection between reading and writing at home and success in school
 | **What do parents and the community need to know and be able to do**?* Understand the connection between TASS and academic success.
* Understand shifts in math instruction with Curriculum 2.0
* Understand the 8MPs and UCARE and the connections they have to student success in math
* Understand how to support math instruction at home
 | **What do parents and the community need to know and be able to do**?* Understand the connection between TASS and academic success.
* Understand STEM and the connection it has to student academic and career success
* Understand how STEM can be supported outside of the school environment
 | **What do parents and the community need to know and be able to do**?* Understand the connection between TASS and social/emotional success.
* Understand PBIS and the importance and process of class meetings
* Communicate with school staff concerns and successes surrounding social/emotional issues
* How to reinforce social/emotional skills at home
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| **How will we know they have learned it?*** Increase in number of Read 25 shirts being awarded
* Increase in positive comments about student reading and writing at home
* PLC designed parent surveys
* Parent Survey – increase “Strongly Agree on “School welcomes my input on how my child’s educational experience can be improved.” and “…informs me of resources that are available so I can help my child with homework, tests, and projects.”
 | **How will we know they have learned it?*** Increase in comments about rigor in math instruction
* Increase in questions about how parents can support math instruction at home
* PLC designed parent surveys
* Parent Survey – increase “Strongly Agree on “School welcomes my input on how my child’s educational experience can be improved.” and “…informs me of resources that are available so I can help my child with homework, tests, and projects.”
 | **How will we know they have learned it?*** Increase in comments about student use of STEM strategies at home
* PLC designed parent surveys
* Parent Survey – increase “Strongly Agree on “School welcomes my input on how my child’s educational experience can be improved.” and “…informs me of resources that are available so I can help my child with homework, tests, and projects.”
 | **How will we know they have learned it?*** Positive input/feedback about social/emotional learning
* Increase in positive comments about student behavior and discipline
* Reduction in Minor Incident Reports and Office Referrals
* PLC designed parent surveys
* Parent Survey – increase “Strongly Agree on “I would recommend this school to others.” and increase the number of parents giving Whetstone a grade of an“A or B.”
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| **What will we do when they haven’t learned it?*** Literacy Night
* Personal meetings with teachers and/or administrators
* Invitations to observe instruction
 | **What will we do when they haven’t learned it?*** Math Night
* Personal meetings with teachers and/or administrators
* Invitations to observe instruction
 | **What will we do when they haven’t learned it?*** Imbed STEM in Curriculum Nights
* Personal meetings with teachers and/or administrators
* Invitations to observe instruction
 | **What will we do when they haven’t learned it?*** Training and informational meetings
* Personal meetings with teachers, counselor, and/or administrators
* Invitations to class meetings
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| **What will we do when they already know it?*** Act as parent instructional liaison
* Enlist for presentations for parents
* Recruit as volunteers in classrooms
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* Enlist for presentations for parents
* Recruit as volunteers in classrooms
 | **What will we do when they already know it?*** Positive phone calls/compliments
* Act as parent instructional liaison
* Enlist for presentations for parents
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