

Weaver Lake Elementary 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>	
Reading	<ul style="list-style-type: none"> • IAs and administration take part in LTRS training (SD 2, 4, 5) • Start to integrate teaching of reading strategies into new Amplify science curriculum for grades 1, 2, 4, and 5 (SD 2) • Develop ELLevators cohort (SD 2, 3, 4, 5) 	<ul style="list-style-type: none"> • Implement a PLT cycle for minimum of three priority reading standards using created CFAs (SD 2, 4, 5) • Use the revised reading CFAs in grades 1, 2, 4, and 5 (SD 2, 4) • Revise reading CFAs for K and 3 prioritized standards (SD 2, 4) • Kindergarten and grade 3 integrate teaching of reading strategies with new Amplify science curriculum (SD 2) 	<ul style="list-style-type: none"> • IAs and TAG teacher provide differentiation in reading instruction (SD 2, 3, 5) • Collect data on all prioritized reading standards (SD 2, 4) • Utilize the QFT (question formulation technique) (SD 1, 2, 5) 	
All Scholars				
Basic Goal				Trans. Goal
76.8				81.8
*See attached addendum for more detailed information				
Math	<ul style="list-style-type: none"> • Integrate at least one math standard for each grade level (K-5) into garden curriculum (SD 2) • Start to integrate teaching of math strategies into new Amplify science curriculum for grades 1, 2, 4, and 5 (SD 2) 	<ul style="list-style-type: none"> • Write K-5 CFAs for prioritized math standards (SD 2, 4) • Kindergarten and grade 3 integrate teaching of math strategies with new Amplify science curriculum (SD 2) 	<ul style="list-style-type: none"> • Integrate at least one math standard into each value-added project K-5 (SD 2) • Use Concept Quests in grades 2-5 (SD 2, 5) • IAs and TAG teacher provide differentiation in math instruction (SD 2, 3, 5) 	
All Scholars				
Basic Goal				Trans. Goal
79.6				84.6
*See attached addendum for more detailed information				
Student Management	<ul style="list-style-type: none"> • Include at least one additional student voice and choice experience in value-added projects per grade level (SD 1, 2, 4) • Implement Restorative Circles with an ESP for fifth grade 	<ul style="list-style-type: none"> • Integrate Harmony lessons and STEM identities (especially problem solving) (SD 1, 4, 5) • Implement class-wide STEM Identities program (SD 1, 2, 3, 4, 5) • Circle Keepers host circles with scholars and/or staff (SD 1, 4, 5) 	<ul style="list-style-type: none"> • Celebrate STEM Identities with assemblies and MVP program (SD 1, 2, 3, 4, 5) • Finish <u>Culturally Responsive Teaching and the Brain</u> book study (SD 1, 2, 3, 4, 5) • Use common language of Zones of Regulation (SD 1, 3) 	
Evidence of Need Continue to build student voice and choice, problem solving skills Student Behavior: Incidents for physical contact, aggression, disruption and language from Playground and Classroom				

<p>Baseline Data by Target Group: Incidents for physical contact, aggression, disruption and language from Playground and Classroom</p>	<p>playground incidents (SD 1, 4, 5)</p> <ul style="list-style-type: none"> Implement strategies related to <u>Culturally Responsive Teaching and the Brain</u> book study (SD 1, 2, 3, 4,5) Train cohort of Circle Keepers (SD 1, 4, 5) 		<ul style="list-style-type: none"> Focus on first six weeks of routines and expectations (SD 1, 3, 5)
<p>Goal: Relationship and Community building. Address and acknowledge harm done in the community and give scholars a tool to repair harm</p>			
<p><i>Family Engagement</i></p>	<ul style="list-style-type: none"> Provide interest-based classes during recess for scholars (SD 1, 2, 3, 4, 5) Develop a self-assessment for scholars for at least one value-added project for K and 3 (SD 1, 2, 3) Include at least one additional student voice and choice experience in value-added projects per grade level (SD 1, 2) 	<ul style="list-style-type: none"> Use reading CFAs to update parents on reading progress (SD 3) 	<ul style="list-style-type: none"> Scholars and families help set, review, and evaluate goals during conferences (SD 3)
<p>Evidence of Need: Staff knowing scholar interests and having opportunities for scholars to influence their learning experiences; provide regular updates on scholar progress; scholars set goals</p>			
<p>Goal: Scholar interest-based classes; regular progress updating and goal-setting</p>			

Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2023-24 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>		
<p>Reading</p> <p>All Scholars</p> <table border="1" data-bbox="69 399 464 467"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>*No data available at this time</p>	Basic Goal	Trans. Goal	<ul style="list-style-type: none"> K-5 integrate teaching of reading strategies with new Amplify science curriculum (SD 2) Unwrap and align new state reading standards K-5 (SD 2, 4) 	<ul style="list-style-type: none"> Receive district professional development on new reading curriculum (SD 2) Integrate with new VAPs 	<ul style="list-style-type: none"> Collect data on all prioritized reading standards (SD 2, 4, 5) IAs and TAG teacher provide differentiation in reading instruction (SD 2, 3, 5) Implement a PLT cycle for three priority reading standards using created CFAs (SD 2, 4, 5)
Basic Goal	Trans. Goal				
<p>Math</p> <p>All Scholars</p> <table border="1" data-bbox="69 695 464 763"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal	<ul style="list-style-type: none"> Integrate math standards into K-5 garden curriculum to include more data science instruction (SD 2, 4) 	<ul style="list-style-type: none"> Implement use of math CFAs for all prioritized standards (SD 2, 4) Collect data on all prioritized math standards (SD 2, 4, 5) 	<ul style="list-style-type: none"> Integrate at least one math standard into each value-added project K-5 (SD 2) IAs and TAG teacher provide differentiation in math instruction (SD 2, 3, 5)
Basic Goal	Trans. Goal				
<p>Student Management</p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>	<ul style="list-style-type: none"> Train second cohort of Circle Keepers (SD 1, 4, 5) Develop STEM Identities continuum to recognize individual student accomplishments (SD 1, 2, 3, 4, 5) 	<ul style="list-style-type: none"> Implement Restorative Circles with an ESP (SD 1, 4, 5) Hold classroom restorative circles at least once per week (SD 1, 4, 5) Infuse STEM identities work into new value-added projects to increase student voice and choice (SD 1, 2, 3, 4, 5) 	<ul style="list-style-type: none"> Implement class-wide STEM Identities program (SD 1, 2, 3, 4, 5) Integrate Harmony lessons and STEM identities (especially problem solving) (SD 1, 3, 4, 5) Include at least one additional student voice and choice project per value-added project for grades K-5 (SD 1, 2, 4) 		
<p>Family Engagement</p> <p>Evidence of Need:</p> <p>Goal:</p>	<ul style="list-style-type: none"> Develop a self-assessment for scholars to use for at least one value-added project for grades 1, 2, 4, and 5 (SD 1, 2, 3) Complete pilot student interest survey (SD 1, 2) 	<ul style="list-style-type: none"> Provide interest-based classes during recess for K-5 scholars (SD 1, 2, 5) 	<ul style="list-style-type: none"> Include at least one additional student voice and choice project per value-added project for grades K-5 (SD 1, 2, 4) Use reading CFAs to update parents on reading progress (SD 3) 		

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| | <ul style="list-style-type: none"> • Implement a self-assessment for two value-added projects for grades K and 3 (SD 2, 3) | | |
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2024-25 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>		
<p>Reading</p> <p>All Scholars</p> <table border="1" data-bbox="63 397 478 462"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal	<ul style="list-style-type: none"> Reprioritize reading standards based on past CFA data (SD 2) Infuse new reading standards into current value-added projects (SD 2) 	<ul style="list-style-type: none"> Implement new state reading standards (SD 2) Write CFAs for new priority reading standards (SD 2) 	<ul style="list-style-type: none"> Collect data on all prioritized reading standards (SD 2, 4, 5) Implement a PLT cycle for three priority reading standards using created CFAs (SD 2, 4, 5) IAs and TAG teacher provide differentiation in reading instruction (SD 2, 3, 5)
Basic Goal	Trans. Goal				
<p>Math</p> <p>All Scholars</p> <table border="1" data-bbox="63 771 478 836"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal	<ul style="list-style-type: none"> Integrate data science-related math standards into new value-added projects (SD 2, 4) 	<ul style="list-style-type: none"> Provide professional development on data science (SD 2, 4) 	<ul style="list-style-type: none"> Integrate at least one math standard into each value-added project K-5 (SD 2) Implement and revise CFAs for all math priority standards (SD 2) Collect data on all prioritized math standards (SD 2, 4, 5) IAs and TAG teacher provide differentiation in math instruction (SD 2, 3, 5)
Basic Goal	Trans. Goal				
<p>Student Management</p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>	<ul style="list-style-type: none"> Continue development of STEM Identities continuum to recognize individual student accomplishments (SD 1, 2, 3, 4, 5) Train cohort of scholars as Circle Keepers (SD 1, 4, 5) 	<ul style="list-style-type: none"> Train remaining staff as Circle Keepers (SD 1, 4, 5) Implement Restorative Circles with an ESP for playground issues K-5 (SD 1, 4, 5) 	<ul style="list-style-type: none"> Hold classroom Restorative Circles at least once per week (SD 1, 4, 5) Provide interest survey-based classes during recess for K-5 scholars (SD 2, 3, 5) 		
<p>Family Engagement</p> <p>Evidence of Need:</p>					

Goal:	<ul style="list-style-type: none"> • Develop a second self-assessment for scholars to use for value-added projects for grades 1, 2, 4, and 5 (SD 2, 3) 	<ul style="list-style-type: none"> • Revise pilot of scholar interest survey (SD 2, 3) 	<ul style="list-style-type: none"> • Give student interest surveys K-5 (SD 2, 3) • Provide interest survey-based classes during recess for K-5 scholars (SD 2, 3, 5) • Include at least one student voice and choice project per value-added project K-5 (SD 1, 2) • Utilize self-assessments for all value-added projects for grades K and 3 (SD 2, 3)
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