



2025-2026 Hall Fletcher Elementary School Workplan

ACS Mission Statement: Asheville City Schools will create learning environments that ensure excellence with equity for all students.

ACS Vision Statement: Empower and Engage every child to learn, discover and thrive.

HFES Vision Statement: Our vision is to empower students to be successful, lifelong learners through problem solving, community building, and rigorous instruction.

Multi-Year Impact Goals 3-5 yrs	Mastery of Knowledge and Skills	Character	High Quality Work
	HF Elementary School will become a school where students emerge as leaders of their journey through high-quality instructional practices that foster a sense of belonging and produce quality work. We will achieve this by engaging in culturally relevant curriculum and instructional practices that make every instructional second count.	The HF Elementary School Cougar Crew is the heartbeat of our community. As leaders and learners, we cultivate a deep sense of belonging so we can accomplish more than we think possible. We are Crew and celebrate diversity as the cornerstone of our culture, where each person is seen, heard, and loved for who they are and the gifts and talents they bring. As Crew, we collaborate and share responsibility to positively impact our well-being and reach our achievement goals.	HF Elementary School students will produce high-quality work that matters to students and the greater community.
	The HFE 3rd grade will begin the work of developing learning targets around Math, Science, SS, and ELA. This work will be used to set the foundation of LT at HFE. The timeline will be August to February, and at that point, the third-grade team will present the how and why to the HFE staff, giving the HFE staff the remainder of the year to develop their LT for the 2026-27 school year.	District: By May of 2028, all students will be able to model and define Habits of Character (Scholarship). District: By May of 2028, all students will be able to articulate what "crew" is and its purpose to support them as students. District: There will be an increase in student survey data aligned with belonging in each school.	100% of teachers will participate in a Quality Work Protocol (QWP). 3 pieces of student work will be archived based on the QWP.
	If we as leaders: <ul style="list-style-type: none">• Articulate and model a cohesive school vision of the work• Develop PDSA cycles around learning targets and/or MAC (e.g., 3rd grade)	If we as leaders: <ul style="list-style-type: none">• Continue Adult Crew with deeper implementation• Use the CI4E process (Continuous Improvement for Equity)• Ensure staff understand and can also	When we, as leaders, consistently model the GRID protocol, we create a shared understanding that enables teachers to lead student CREW with purpose and confidence.

	<ul style="list-style-type: none"> • Progress monitor with descriptive feedback at least once per month • Calendar with the EL Coach to facilitate leadership support, progress monitor the implementation of the workplan, and professional learning • Celebrate successes in the work! • Communicate expectations and model practices lifted in the workplan • Cultivate and model a positive professional culture • Create a PLC structure that supports teachers in implementing learning targets • Support teachers to use the HOS to support grading procedures <p>Then teachers can:</p> <ul style="list-style-type: none"> • Understand learning targets as the foundation of student- engaged assessment • Implement, model, and unpack daily learning targets so students become leaders of their own learning • Use student engagement protocols to engage all learners • Participate in PLCs <p>So students will:</p> <ul style="list-style-type: none"> • Identify Habits of a STEAM Scholar • Use learning targets to determine their level of proficiency • Collaborate and use academic vocabulary with their peers to support student ownership 	<p>model the expectations we set for students</p> <ul style="list-style-type: none"> • Create a structure and calendar for high quality professional development with EL coach • Define roles and responsibilities for implementation of the character component of the work plan • Develop systems and structures for leaders to provide descriptive feedback to be successful • Progress monitor the implementation of the structure of crew (Adult and Student) • Create and make visible the HOS throughout the building • Create structures and opportunities to model and celebrate HOS • Support all adults to model and use the language of HOS with students • Establish clear policies, procedures, and expectations, and communicate HOS early, clearly, and often <p>Then teachers can:</p> <ul style="list-style-type: none"> • Demonstrate they understand, can explicitly teach, and model the HOC/S throughout the school day (CP22A1a,b) • Verbalize the meaning of Crew and why it matters <p>So students will:</p> <ul style="list-style-type: none"> • Define and model the Habits of Character and Scholarship • Define and model the Habits of Character (Scholarship) 	<p>Then teachers can: Gain understanding of what the expectations are for student CREW</p> <p>So students will: Clearly know and understand HOC/HOS</p>
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	<ul style="list-style-type: none"> Use data from checks for understanding to analyze root cause of successes and challenges in meeting learning targets Engage in a no “opt out” culture Be successful in demonstrating mastery of learning through multiple pathways of assessment Working towards students assessing their own growth through organizing and reflecting on evidence in their learning 	<ul style="list-style-type: none"> Define crew and why it matters Increase their sense of belonging Participate and experience the structure of crew to foster a culture of crew (Purpose, belonging and Agency) Understand the relationship between HOS and academic success Feel a connection to all of their community 	
2025-2026 Implementation Priorities	Core Practice 28: Crafting and Using Learning Targets	Core Practice 22: Fostering Habits of Character (Section A) Core Practice 23: Building the Culture and Structure of Crew	Core Practice 12: Planning for and Supporting High Quality Work
2025-2026 Leadership Goal	<ul style="list-style-type: none"> Reflecting on CP 32 and 37  CP 32-37 Instruc. Leadership Overview.pdf Create and sustain a clear vision on goals for HF Maintain evidence-based strategic improvement to guide progress monitoring and professional learning Provide differentiated PL 		

MKS Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
<p>I can translate required standards and HoS into 3rd-grade learning targets for lessons, projects, units, and courses.</p> <p>I can use learning targets purposefully to ensure that students take ownership of their own learning.</p>	<ul style="list-style-type: none"> Create and implement a professional learning calendar aligned to the Faculty learning targets Model the use of HoS and Academic learning targets in teams and/or professional learning Align the SIT agenda to support the implementation of the Workplan 	<ul style="list-style-type: none"> PL Packs for Student Engaged Assessment and Management in the active classroom Leadership support and learning to create a strong vision of implementation Professional learning and/or direct work with the coaches leading the work Models, exemplars and resources to

I can use protocols that model and encourage all students to participate respectfully in classroom discourse, take responsibility for their own learning and contribute to the collective understanding of the class.	<ul style="list-style-type: none"> Support team leaders, administrators and coaches to lead the work strategically through planning, modeling, coaching and providing feedback Progress monitor with feedback to teachers using the indicators aligned to the learning cycles Celebrate the classrooms and identify model classrooms of practice 	<p>support Student Engaged Assessment and Management in the Active Classroom</p> <ul style="list-style-type: none"> Facilitate benchmark data at the Beginning of year (BOY), Middle of Year (MYR) and End of Year (EOY) process Workplan check ins with leadership throughout the year
MKS Progress Monitoring -  SY25-26 ACS Walkthrough Indicator Bank DNL3 DCR1 LTU3 LSI1 MCR6		

Character Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
I can engage with Staff Crew in a way that supports and models a culture of crew.	<ul style="list-style-type: none"> Attended Intro to Student Crew, 6/2025: Shambray Watkins, Shauntey Jives SEL/PBIS committees Create a structure and calendar for Staff Crew opportunities Model and lead through the lens of a culture of crew Support SIT Staff Crew committee in a common vision and understanding of the purpose, process and products of this team Create a schedule that supports student crew 	<ul style="list-style-type: none"> Progress monitoring Access to models and documents to support the work Coach leaders and SIT team Provide feedback on resources and tools created by the teams that support the work Professional learning Leadership development Core Practices Videos that support Crew and HOS Examples of student reflection tools for HOS
I can facilitate Crew experiences that foster healthy relationships, Habits of Scholarship, and school priorities.		
I can refer to Habits of Scholarship and provide opportunities for students to reflect and be assessed on them in my classroom.		

	<ul style="list-style-type: none"> • Progress monitor student crew and HOS • Provide coaching and feedback to individuals and school about Student Crew Implementation and use of HOS • Provide opportunities of professional learning that supports Staff and Student Crew • Make Habits of Scholarship visible (Signage) • Set a common vision of how HOS will be used to support students in the classrooms • Communicate with parents and other stakeholders about student crew and HOS • Align current structures and traditions to support student crew and HOS 	<ul style="list-style-type: none"> • Fostering Character in Collaborative Space Self Guided
Progress Monitoring Tools for Faculty Learning Target		
<ul style="list-style-type: none"> - Crew walkthroughs - SY25-26 ACS Walkthrough Indicator Bank - CWC2 - CWC4 - CWC5 - MCR1 - "norms" = "agreements" at HFE 		



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HQW: Faculty Learning Target	Structures and Leadership Actions	EL Support and Services to build capacity
I can describe the attributes of high-quality work.	<ul style="list-style-type: none">• Learn and create expectations about HQW• Calendar dates for Professional learning and QWP• Progress monitor• Provide opportunities for EL Coach to work with leaders in this work	<ul style="list-style-type: none">• Facilitate and/or co-facilitate at least one QWP (Quality Work Protocol) with all staff• Lead PD in the Attributes of High Quality Work• Support coaches in the Attributes of High Quality Work and using components of CP12 to support teams• Progress monitor• Provide models and resources• Cultivating HQW Institute
I can engage in a Quality Work Protocol in a way that promotes my own and my colleagues' thinking.		
Progress Monitoring Tools for Faculty Learning Target		