



## Athey Creek Middle School Work Plan 2022-2023

### Data Summary Statements

End of year administration of the teacher Panorama survey indicated a low level of Teacher Efficacy, Teacher Well Being, and Teacher perception of the school climate. Student data indicated school climate and a sense of belonging as areas of focus.

During the spring of 2022, a representative sampling of students was assembled for the purpose of hearing their experiences with the implementation of equitable grading practices. A common theme shared by students was the benefit of consistent practices throughout their six classes. Students shared the benefits of all teachers using a common rubric of 1-5 with common language, having a similar structure with formative and summative assessments, among other consistent practices.

Following the implementation of a “pilot” program with equitable grading practices during the 2021/2022 school year, feedback from teaching staff included the need to improve instructional practices that support some of the equitable grading practices that were implemented.

Fall 2022 MAP Data indicates a range of 50% to 55% percent of students meet their growth goal in math and 38% to 54% of students met their growth goal in Math

Currently 17% of students have an attendance rate that is less than 90% of school days.

Over the last four years, Athey Creek work plans have been focused on building the collaborative and interdependent systems of teacher teams. This work continues to position the staff to approach new challenges and initiatives collectively using all the brain power and creativity of high functioning teacher teams.

### Goals

1. 60 percent of all students with growth goals will meet their target score in both language arts and mathematics assessments.
2. Student results will increase on the Self-Efficacy and Sense of Belonging measures of the Panorama Survey.
3. Develop a student leadership class/program to increase student voice and create more opportunities outside the classroom for students to be connected to the Athey Creek school community as a whole. This will be measured through the Panorama Survey for students, specifically in the areas relating to School Climate and Sense of Belonging.
4. Increase the amount of student academic talk during class; all teaching staff will learn about and implement two consistent student talk structures/protocols in their classes by the end of Quarter 2. This will be measured by examining classroom walkthrough data tracking the amount of academic talk time.
5. In an effort to improve Teacher Perception of School Climate, all staff will develop a common understanding of restorative justice practices in school and implement these practices with more consistency. The success of these actions will be measured through the Panorama Survey for staff.

**Staff Learning Setting**

**Leadership Moves and Practices to Implement**

**Teacher/Specialist Practices to Work Towards and Observe**

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| <p><b>Learning Communities - Setting</b></p> <ul style="list-style-type: none"> <li>● Whole Staff Learning</li> <li>● Grade Level / Subject Area PLCs</li> <li>● School Teams (Equity, Child Study, Leadership etc.)</li> </ul> <p><i>What will be addressed at whole staff learning sessions (staff meetings, whole staff at inservice and/or Professional Growth Wednesdays)?</i></p> | <p>Enhance Teacher leadership:</p> <ul style="list-style-type: none"> <li>● Leadership/Equity/CCC</li> <li>● Supporting Staff Connections</li> </ul> <p>Equitable Grading Practices</p> <p>Restorative Practices</p> <p>Instructional Improvement</p> <p>New Staff Support Network</p> <p>Develop Student Voice and Leadership</p> | <p>Teacher voice and leadership in shaping Work Plan, developing school Equity Plan and addressing climate and culture issues.</p> <p>Staff participate in various study/social groups to enhance work performance and work enjoyment/relationships between staff/admin/students.</p> <p>Connecting EGP with daily teacher practices including instructional considerations (see below) as well as tying success criteria to rubrics and codifying other aspects of EGP.</p> <p>Create common understanding of restorative practices, consistency amongst staff, micro/macro level. Connecting restorative practices back to the work of the CCC.</p> <p>Engagement, student talk structures, teacher questions, lesson and unit planning, PLC / Department specific foci.</p> <p>Grade level, department and PLC partnerships. Specific training/readings/listening sessions. Work with the 'New Teacher Mentor'. Combination of formal and informal systems.</p> |
| <p><b>Learning Observations &amp; Walkthroughs</b></p> <ul style="list-style-type: none"> <li>● Look for practices teachers are working on from frameworks to provide feedback</li> <li>● Use lens of equity and inclusive practices for classroom instruction</li> <li>● Use generalized walkthrough data in school PD (whole staff &amp; groups)</li> </ul>                           | <p>Admin engagement in CEL processes and training.</p> <p>Create capacity and Structures for Teachers to learn about walkthroughs/instructional focus/instructional rounds.</p> <p>Connect school and district equity plan tenets to identified look fors during admin/staff walkthroughs</p>                                      | <p>Admin creates a tracking tool related to observations - who, when, frequency, etc.</p> <p>Admin/Staff learning together about walkthroughs during staff meetings/Pro dev meetings. Completing rounds with written feedback. Develop a pool of volunteer staff for reciprocal walkthroughs.</p> <p>Create a new walkthrough form that includes equity lens tenets.</p> <p>Mid - level instructional walkthroughs.</p>  |

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|   | Calibrate Walkthrough outcomes with other building Mid Level admin / staff.   |  |
| <p><b>Mentoring &amp; Coaching - Observations</b></p> <ul style="list-style-type: none"> <li>● Intentional connections between practices school is working towards and individuals' goals conference</li> <li>● Leaders' instructional leadership learning and daily practices</li> <li>● Make the feedback process a regular part of leadership and school learning</li> </ul>   | <p>Suggest school level goals that address:</p> <ul style="list-style-type: none"> <li>● Equitable grading practices</li> <li>● Restorative Practices</li> <li>● Instructional Engagement practices/planning with Team/PLC.</li> </ul> <p>Admin regularly reviews observation tracking tool.</p> <p>Develop Demonstration Classroom Teacher (DCT) role.</p>   | <p>Collective efficacy training for grade level and POLC teams. Developing data driven systems that are achievable. Team agreements reflect Restorative Practices.</p> <p>Admin adjust/prioritize schedules in order to meet classroom observation commitment and debrief processes.</p> <p>Develop training topics to observe through the first quarter. Develop a method to provide feedback to DCT.</p> |
| <p><b>External Expertise: Book Studies, Guest Speakers, Workshops &amp; Courses</b></p> <ul style="list-style-type: none"> <li>● Inform and influence district learning based on school learning needs</li> <li>● Identify what we don't have the internal capacity to learn and practice, using it to seek external expertise</li> <li>● Foster individual capacity-building that aligns with school learning</li> <li>● Provide differentiated staff learning and options</li> <li>● Forming cohorts for workshops or courses</li> <li>● Connect workshops and outside learning to school learning</li> </ul> | <p>Contract with Resolutions Northwest for November inservice training days.</p> <p>Counselors create bridges between the outcomes of Resolutions NW training with building SEL goals.</p> <p>Book clubs with new/old staff:</p> <ul style="list-style-type: none"> <li>● CRT and the Brain</li> <li>● Grading for Equity</li> <li>● Instructional Rounds</li> <li>● Excellence through Equity</li> </ul> | <p>Staff utilization of steps and methods learned from Resolutions Northwest in lessons and units.</p>   |