Lowrie Primary School Work Plan 2022-2023

"We do well, when we all do well"

Data Summary Statements: Below are key data points which helped to determine our focus for the year:

Staff Data:
31 Certified Staff whose primary jobsite is Lowrie
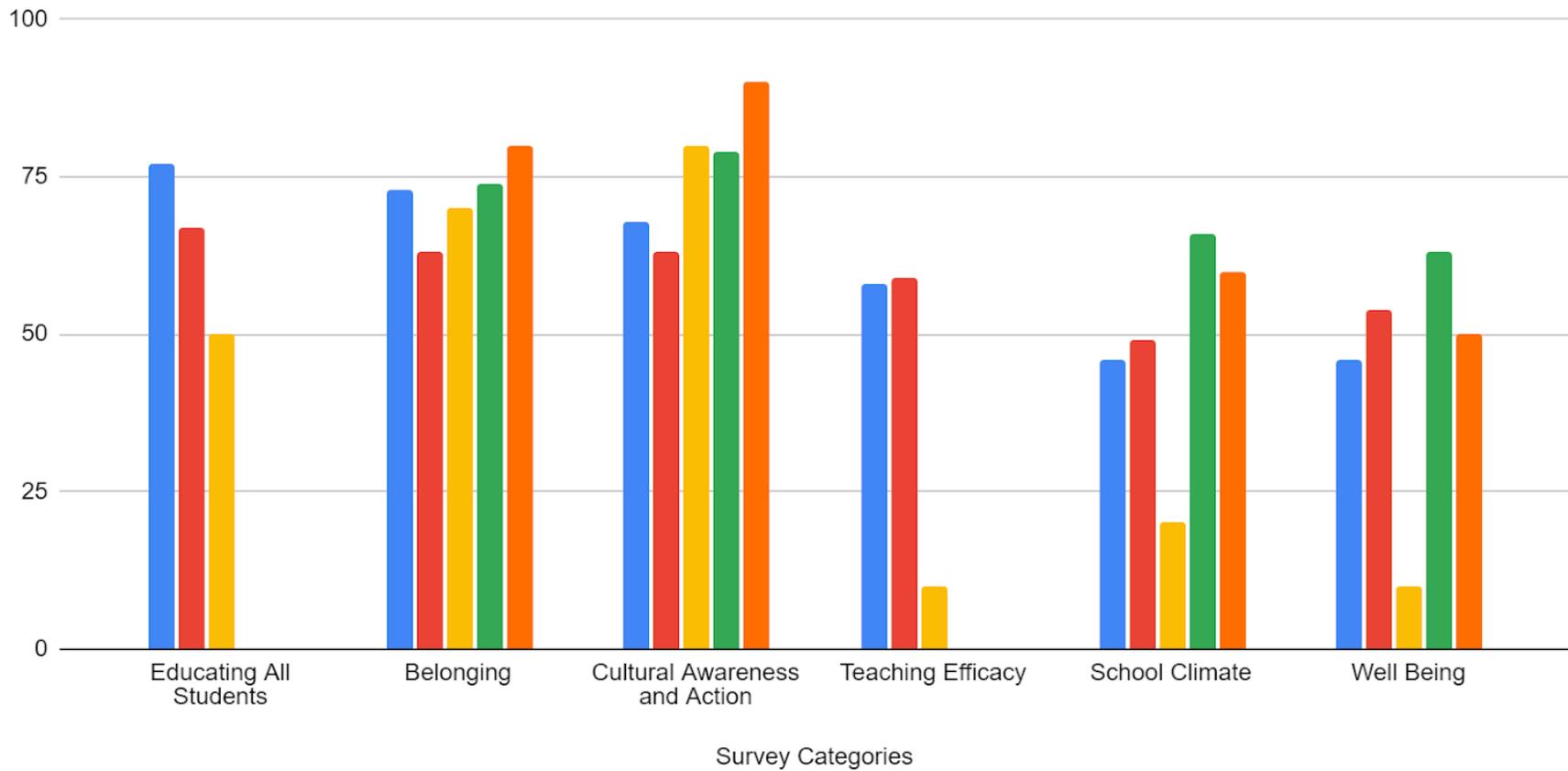11 Certified new to Lowrie and our District. 5 certified have new roles/assignments
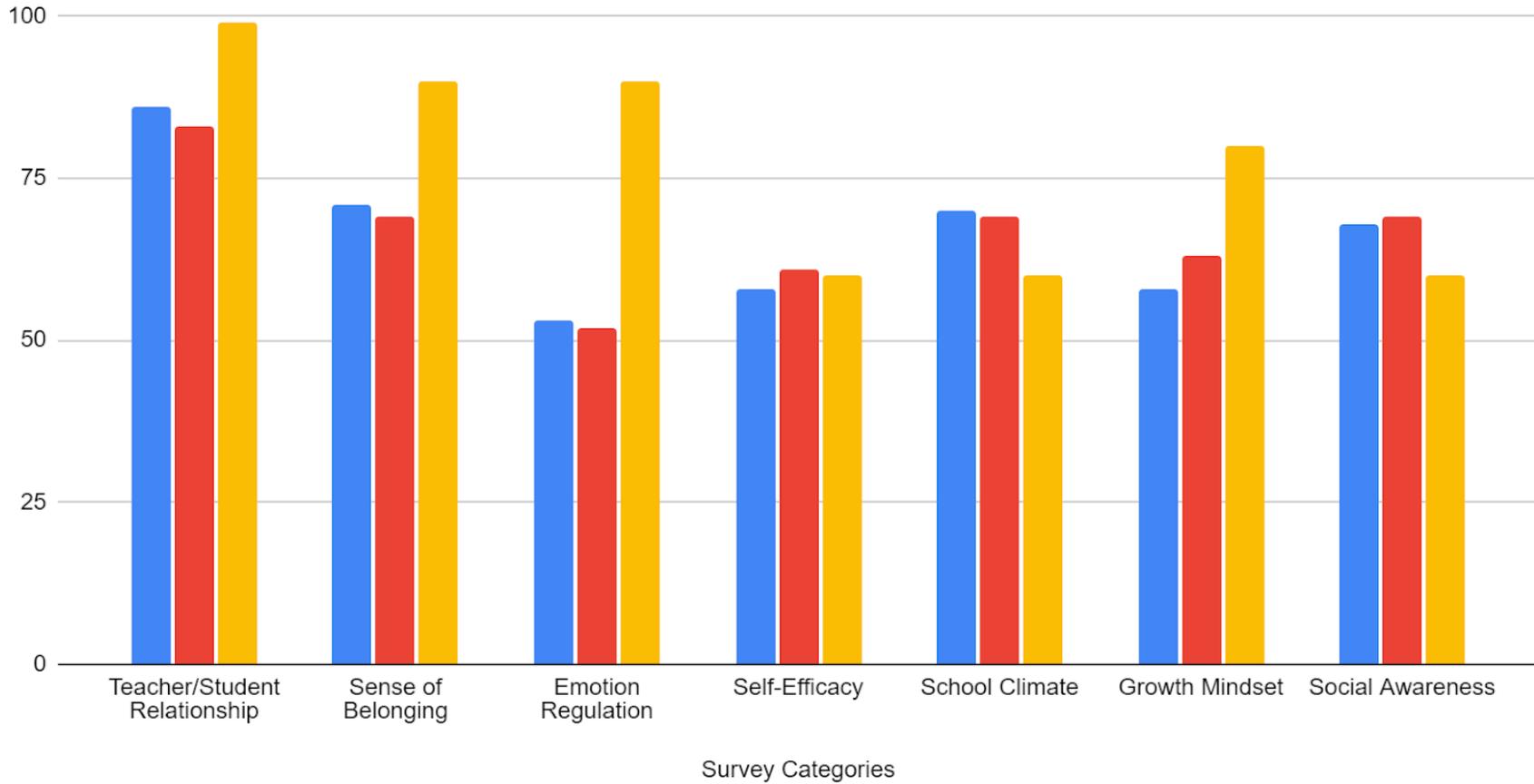
21 Para-educators
5 are new to Lowrie and our district
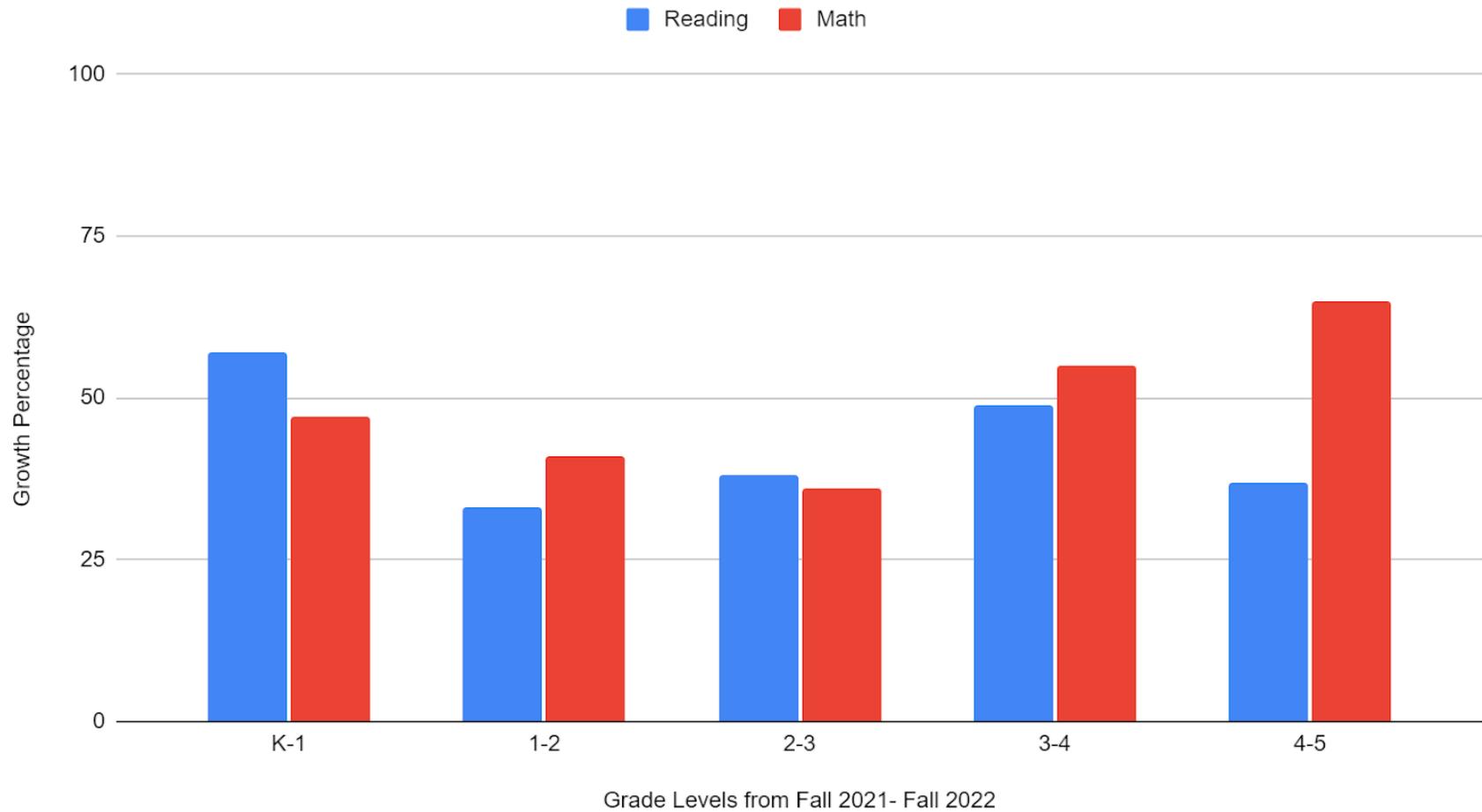
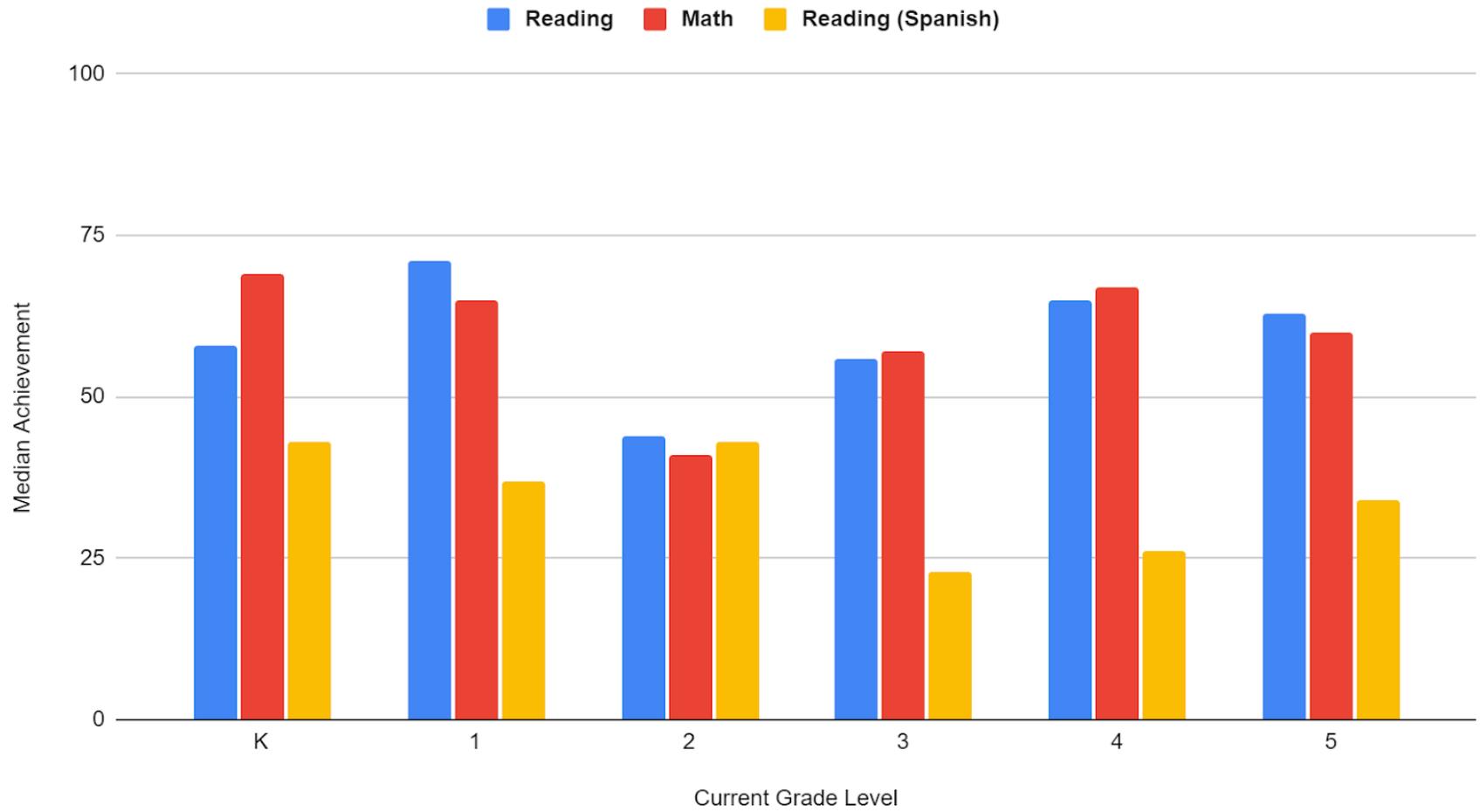Panorama Staff Survey Data (Spring 2022)

Panorama Student Survey Data (Spring 2022)

■ Lowrie % of students with favorable response ■ District % of students with favorable response ■ Lowrie National Percentile
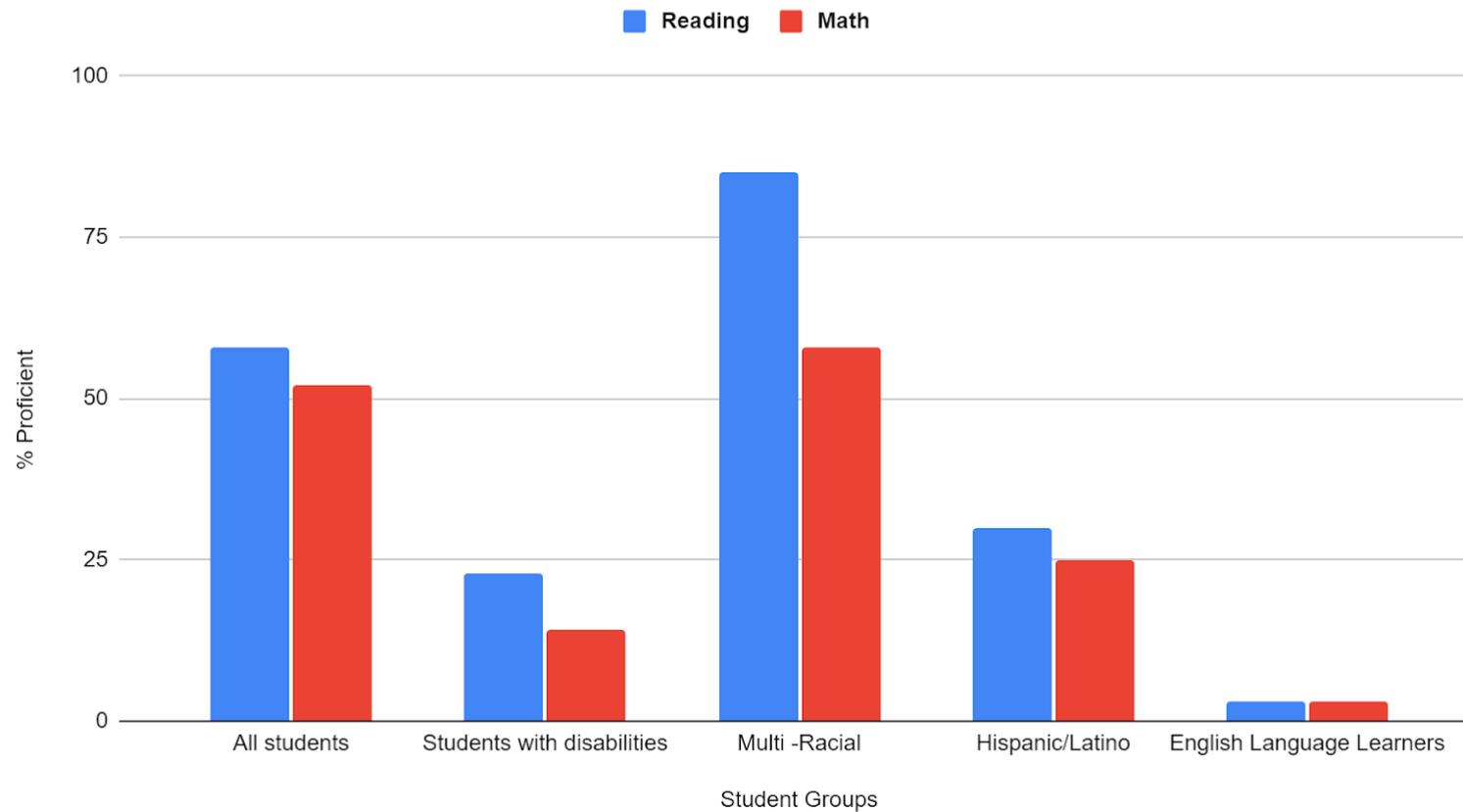
Survey Categories

MAP% of students meeting growth target in reading and math (Fall 2021-2022)

MAP median percentile in achievement (Fall 2022)

OSAS % Proficient (Spring 2022)

Goal:
Create a school climate of trust and collective efficacy which cultivates and nurtures creative and ambitious teaching, empowers students to build on their strengths and results in an inclusive, safe, and healthy learning environment.

Our effectiveness will be measured through staff and student feedback through surveys, focusing specifically on school climate, sense of belonging, well- being, and emotion regulation sub categories. MAP, BAS, and OSAS data will reflect academic growth and achievement Other schoolwide data to inform our progress will be reflected in family participation in school events, attendance improvement, and school wide office referrals

Specific benchmarks to be aware of:

- At or above 73% favorable responses to school climate survey by staff
- Increase by 5% of favorable responses by students to question, "How does the behavior of other students help or hinder your learning?"
- At or above average of 95% attendance
- Average of less than 1 office referral per day.
- 100% of students above the 50th percentile in growth in reading and math as measured by MAP assessments in Spring 2023
- Increases by 10% in overall OSAS achievement scores, 20% for all student sub-groups below the overall mean
- 100% family participation in school conferences, both Fall and Spring

When we create this school climate, we believe that student learning and growth in academic and social skills will increase along with teacher effectiveness and satisfaction.

Staff Learning Setting	Leadership Moves and Practices to Implement	Outcomes: Teacher/Counselor/Specialist Practices and Student Learning Behaviors to Work Towards and Observe

Learning Communities
● Whole Staff Learning
● Grade Level / Subject Area PLCs
● School Teams (Grade Level, Equity, Child Study, etc.)
	Professional Collaboration Focuses
	● Literacy and Learning Handbook
	  ○ Benchmark Assessment System, Data team meetings
	● 7 Components of Inclusive and Equitable Classrooms
	  ○ Positive student behavior, inclusive classrooms, student and staff support
	● 5 Dimensions of Teaching and Learning
	  ○ Coherence and building capacity
	● Equity, Diversity, and Inclusion
	  ○ Belonging, Circles of support process, cultural competency
		All children are confident and competent mathematicians who make over a year's growth:
		
		● Students take ownership of their learning to develop, test, and refine their thinking
		● Student talk embodies substantive and intellectual thinking and is connected to the learning objective
		
		All children are inspired readers, writers and thinkers who make over a year's growth.
		
		● Students have multiple assessment opportunities and are supported and expected to make progress on their individual learning goals
		● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs
		
		Every day meets students' social, emotional and academic needs and provide access to the highest levels of learning with consistency across school

		● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant ● Students have opportunities to generalize skills across settings and with different peer groups ● Teacher is a "warm demander," holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum ● Classroom culture fosters the exchange of constructive feedback and celebrations of growth ● Classroom discourse and interactions reflect high expectations and beliefs about all students intellectual capabilities and create a culture of belonging, equity, and accountability for learning

Learning Observations & Walkthroughs
● Based on identified practices teachers are working on from frameworks: 5Ds, 7 Components
● Follow up with PLCs and School Teams
● COI and Walk-Throughs
● Organized around inclusive practices and goals
	● 7 Components of Inclusive and Equitable Classrooms
	  ○ Positive student behavior, inclusive classrooms, student and staff support
	● 5 Dimensions of Teaching and Learning
	  ○ Coherence and building capacity
		● Students take ownership of their learning to develop, test, and refine their thinking
		● Students have regular opportunities to independently complete demanding, multi-step challenges
		● Student talk embodies substantive and intellectual thinking
		● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs
		● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant
		● Teacher is a "warm demander," holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum.

Mentoring & Coaching ● Intentional connections between practices school is	● Equity, Diversity, and Inclusion ○ Belonging, Circles of support process	

working towards and individuals' goals conference ● Possibility of studying coaching moves as leaders ● Making feedback process a regular part of leadership and school learning ● Targeted feedback for staff in areas of focus for school, PLCs, teams	● Literacy and Learning Handbook 　○ Benchmark Assessment System, Data team meetings ● Studio Teacher/Instructional Coordinator/District Mentor	● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs ● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant ● Teacher is a "warm demander," holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum
External Expertise ● Connecting district-wide professional learning to school professional learning ● Informing and influencing district learning based on school learning needs ● Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise	● Equity Team 　○ Building capacity and comprised of school leaders ● Lowrie Positive Behavior Task Force 　○ Examining data, forming concrete steps and plans to support positive school behavior and increase self-regulation ● Cultural Competence talks 　○ Learning from staff and community through series of presentations and Q/A from community members of various cultures ● Greg Bell, Speaker: *"What's going well?"*	All children learn in a school climate of trust and collective efficacy ● Creative and ambitious teaching is encouraged ● Empowering students to build on their strengths to create a safe, inclusive, and healthy learning environment
Workshops & Courses ● Fostering individuals' capacity building that supports school learning ● Forming cohorts for shared workshop and course learning ● Connecting workshops and outside learning to school learning	Instructional Leadership Academy ● Year-long, job-embedded, research-based program for principal professional learning that supports the development of equity-driven instructional leaders. Dual Language Professional Development ● Dual Language cohort across TCPS, LPS, BPS to focus on 3 pillars of Dual Language Primary Literacy Team ● Workshops focused on assessment, conferring, and literacy guidelines throughout school year	● Develop school leaders' ability to calibrate and create a shared understanding of the current state of student experience and learning in relation to a vision. ● Deepen school leaders' skills in observation, analysis and collaborative conversation. ● Develop school leaders' skills in providing professional learning and targeted feedback for teacher growth. ● Develop shared understanding of 3 pillars of Dual Language and build instructional skills in the areas of student talk, academic language, reading complex text, and formative assessment ● Teachers use different instructional strategies, based on planned and/or in the moment decisions to address individual learning needs

		● Instructional materials and tasks are appropriately challenging and supportive for all students and are culturally and academically relevant

Materials and Artifacts related to School Work Plan:

- **Lowrie Professional Development and Teacher Meeting slideshow**
- **Lowrie Weekly Update**
- **Lowrie School Newsletter**
- **Lowrie Positive Office Referral Form**

Table Data

Panorama Staff Survey (Spring 2022)

46% of certified and 66% of classified staff responded favorably in regards to school climate (20th and 60th percentile)
68% of certified and 79% of classified staff responded favorably in regards to cultural awareness and action (80th and 90th percentile)
46% of certified and 63% of classified staff staff responded favorably in regards to well being (10th and 50th percentile)
58% of certified staff responded favorably in regards to teaching efficacy (10th percentile)
73% of certified and 74% of classified staff responded favorably in regards to belonging (80th percentile)

Panorama Student Survey (Spring 2022)

86% of students responded favorably in regards to teacher/student relationships (99th percentile)
71% of students responded favorably to their senses of belonging (90th percentile)
53% of students responded favorably in regards to emotion regulation (90th percentile)
58% of students responded favorably in regards to self-efficacy (60th percentile)
70% of students responded favorably to school climate (60th percentile)

MAP % of students meeting growth target (Fall 2021- Fall 2022)

Grade	Reading	Math
K	NA	NA
1	57%	47%
2	33%	41%
3	38%	36%
4	49%	55%
5	37%	65%

MAP median percentile in achievement (Fall 2022)

Grade	Reading	Reading (Spanish)	Math
K	58	43	69
1	71	37	65
2	44	43	41
3	56	23	57
4	65	26	67
5	63	34	60

OSAS % proficient (Spring 2022)

Student Group	ELA	Math
All students	58%	52%
Students with disabilities	23%	14%
Multi-racial	85%	58%
Hispanic/Latino	30%	25%

English Language Learners	<5%	<5%