

# Stafford Primary School

## 2022-2023 Work Plan

### WLWV Shared Mission

How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?

### Stafford Mission Statement

Ensuring high levels of individual learning for all students.

### Vision

Stafford Primary School is a place of excellence where students gain the knowledge, skills, and dispositions essential to pursuing their goals and dreams. We encourage our students to be curious and engaged lifelong learners with an awareness that learning extends beyond our school. This is a relationship-centered learning community where staff, students and families build strong connections, create a safe and supportive culture, and learn to have compassion and empathy for others. Every student knows their strengths and has a sense of belonging. Stafford establishes a positive, inclusive, and culturally responsive learning community that ensures rigorous expectations and **equitable** outcomes for all. Every person is known, valued, and celebrated as an individual and as a contributing member of the school community.

### [Stafford Primary Vision Statements and Collective Commitments](#)

#### Data Summaries

2022-202

To inform our school-wide goals, we used the following data points:

Spring DRA (converted to BAS) reading scores

MAP

% of students meeting growth target in reading and math from

Fall 21-22  
MAP  
achievement  
%ile for Fall 2022  
Spring OSAS Proficiency  
%ile in Language Arts  
and Math  
Panorama Spring 2022  
Student Survey  
Panorama Spring 2022  
Adult Survey  
Comprehensive Data Summary  
[Document](#)

### Stafford Goals

Grow student achievement in **literacy** and **mathematics** through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.

School-wide SMART goal for student outcomes: By the end of the 2022-2023 school year, all students will demonstrate a year's worth of growth or more in the areas of literacy and mathematics as measured by the BAS, NWEA MAP, and OSAS assessments.

Create a school community where every child is known and celebrated and *feels a sense of belonging* through purposeful, effective use of the seven components of inclusive learning communities, regular use of circles/class meetings, implementation of SecondStep curriculum in every classroom, the use of our school-wide behavior expectations The Tiger Traits, through school-wide community meetings and events, and the integration of culturally responsive, justice-oriented curriculum and instruction.

School-wide SMART goal for student outcomes: By the end of the 2022-2023, all students will increase their favorable feedback in the area of Sense of Belonging by at least 5% as measured by the Panorama survey or K-2 classroom survey. The survey was given in October and will be given again in April.

Align, evaluate, and update integrated systems of professional growth, assessment, inclusive practices, and accountability that build competence, confidence, and self-efficacy for every student, with particular emphasis on building *collective efficacy* through intentional implementation of professional learning communities/impact teams.

**Social-Emotional Learning: *Sense of Belonging***

Staff Learning Setting	Leadership Moves and Practices to Implement	Outcomes: Teacher/Counselor/Specialist Practices and Student Learning Behaviors to Work Towards and Observe
<p><b>Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Whole Staff Learning</li> <li>• PLC/Grade Level Meetings</li> <li>• Circles of Support</li> <li>• Student Support Meetings</li> </ul>	<p>Teacher Workshops - Focus on Street Data around specific student experience (For example: empathy interviews to inform work around increased sense of belonging for students)</p> <p>Digital Second Step Curriculum roll-out during November PD-recommit to integrating</p> <p>School-wide community meetings will be held monthly and centered around one relevant SEL topic.</p> <p>Resources and activities for Class/Morning Meetings will be developed and provided to teachers that connect to the monthly school-wide community meetings.</p> <p>Implementation of consistent routines and structures for calming corners in classrooms as facilitated by learning specialists and Megan Prior</p> <p>Whole staff learning about equitable teaching practices with a focus anti-racist, justice-oriented, culturally responsive instructional practices -Zarretta Hammond-distrinctions of equity, Street Data, Ruthless Equity (professional reading)</p>	<p>By the end of the 2022-2023, all students will increase their favorable feedback in the area of Sense of Belonging by at least 5% as measured by the Panorama survey or K-2 classroom survey. The survey was given in October and will be given again in April.</p> <p>Teachers and school leaders will deepen their understanding of specific students' experiences in order to support their sense of belonging.</p> <p>Teachers will have a deeper understanding of how their classroom culture and instructional moves impact student belonging.</p> <p>Teachers will show growth in their sense of self efficacy around creating inclusive, equitable environments that support students' sense of belonging.</p>
<p><b>Learning Observations &amp; Walkthroughs</b></p> <ul style="list-style-type: none"> <li>• Based on identified practices teachers are working on from</li> </ul>	<p>Our SEL and equity goals connect closely to these components of the 5Ds:</p> <ul style="list-style-type: none"> <li>• Student Engagement</li> <li>• Curriculum and Pedagogy</li> </ul>	<p>Teachers will receive feedback from Melissa, Tiara, and Megan that are connected to the Five Dimensions and our SEL goals. Through equitable access, curricular cohesion, and strong and supportive conversation, Stafford teachers and students will</p>

<p>frameworks: 5Ds, 7 Components</p> <ul style="list-style-type: none"> <li>● Follow up with PLCs and School Teams</li> <li>● Organized around inclusive practices and goals</li> </ul>	<p>Our SEL and Equity goals connect closely to these components of the 7 Components:</p> <ul style="list-style-type: none"> <li>Routines and Rituals</li> <li>Student Recognition</li> <li>Physical</li> </ul> <p>Teachers will have the opportunity to visit the Studio Teacher’s classroom to observe</p>	<p>increase their understanding and awareness of cultural diversity, individuality, and respect for others.</p>
<p><b>Mentoring &amp; Coaching</b></p> <ul style="list-style-type: none"> <li>● Intentional connections between practices school is working towards and individuals’ goals conference</li> <li>● Possibility of studying coaching moves as leaders</li> <li>● Making feedback process a regular part of leadership and school learning</li> <li>● Targeted feedback for staff in areas of focus for school, PLCs, teams</li> </ul>	<p>The leadership team will support teachers and/or students who fall into the <i>some</i> and <i>few</i> categories as indicated in the Panorama Survey or classroom observations. Support can come in the form of coaching, positive behavior interventions, or Circles of Support.</p> <p>As we have done in previous years, we will ask teachers to select goals directly connected to our school-wide efforts in SEL, Equity, and Instruction</p> <p>Conferring</p> <ul style="list-style-type: none"> <li><a href="#">goal setting</a> (october)</li> <li>Mid year check ins (February)</li> <li>End of the year reflection (May)</li> </ul>	<p>Teachers will feel supported by the leadership team as they reinvent calming spaces and strategies, implement our school-wide behavior expectations and procedures and use circles/class meetings and engage in Street Data practices. Teachers and staff will share their own learning and progress implementing some of the new strategies in staff meetings.</p>
<p><b>External Expertise</b></p> <ul style="list-style-type: none"> <li>● Connecting district-wide professional learning to school professional learning</li> <li>● Informing and influencing district learning based on school learning needs</li> <li>● Identifying what we don’t have the internal capacity to learn and practice, using it to seek out external expertise</li> </ul>	<p>We will utilize the expertise of our current staff as well as resources we trust (Second Step, Zones of Regulation, 7 Components) Equity Team</p> <p>Greg Bell, Speaker: “What’s going well?” We will lean on the Teaching Tolerance website and resources. These include educator professional development modules as well as student lessons.</p> <p>Bryant Marks, Speaker: “The Hidden Biases of Good People” implicit bias awareness training</p>	<p>Teachers will feel empowered by having scaffolded learning about ways to skillfully bring anti-racist teaching and learning into the classroom.</p> <p>Teachers will have access to a resource that can be shared with families about race and racism.</p> <p>Teachers will deepen their understanding around inclusive practices and their impact on students’ sense of belonging</p>
<p><b>Workshops &amp; Courses</b></p>	<p>During PLC meetings our focus will be on</p>	<p>As a result of professional development provided during team</p>

<ul style="list-style-type: none"> <li>● Fostering individuals' capacity building that supports school learning</li> <li>● Forming cohorts for shared workshop and course learning</li> <li>● Connecting workshops and outside learning to school learning</li> </ul>	<p>weaving SEL strategies into the day with intention and consistency.  Melissa will continue to share PD opportunities in the Monday Memo that relate to anti-bias, anti-racist teaching and learning.  Book Study</p> <ul style="list-style-type: none"> <li>○ <i>Ruthless Equity</i></li> <li>○ <i>Street Data</i></li> </ul>	<p>meetings, teachers will be more equipped to creatively bring SEL lessons into their classroom community.  Our team will have knowledge of opportunities they can take advantage of to deepen their own learning.</p>
---	--	---

### Instruction and Achievement

Staff Learning Setting	Leadership Moves and Practices to Implement	Outcomes: Teacher/Counselor/Specialist Practices and Student Learning Behaviors to Work Towards and Observe
<p><b>Learning Communities</b></p> <ul style="list-style-type: none"> <li>● Whole Staff Learning</li> <li>● PLC/Grade Level Meetings</li> <li>● Circles of Support</li> <li>● Student Support Meetings</li> </ul>	<p>Whole staff learning about high leverage teaching practices facilitated by the leadership team. Topics will include:</p> <ul style="list-style-type: none"> <li>LLI Intervention System</li> <li>Small group reading instruction with targeted skill building based on what students need to learn</li> <li>Ways to confer with students about their independent reading goals</li> <li>A student support block designed to provide additional support to students in the area of reading will be built into the master schedule</li> <li>Student Support Team meetings will be scheduled and attended in 6-8 week intervals to look at data, plan for instruction, goal setting and progress monitoring.</li> <li>● Using data from our Benchmark Assessment System to identify tangible next steps for instruction</li> <li>Implement math intervention program for small groups in building number sense and conceptual understanding around addition/subtraction or multiplication/division</li> <li>Re-envision PLC work through teacher workshop</li> </ul>	<p><b>Teacher outcomes:</b></p> <p>Through our work in school-wide PD and professional learning in our student support team meetings, teachers will develop a deeper sense of collective efficacy around working collaboratively to meet the needs of all students.  Small group strategic instruction has been a focus at Stafford for the last few years. Teachers will continue to deepen their practice around small group, data-driven instruction through the implementation of a systematic intervention for identified students using the Leveled Literacy Intervention program. As a result of our learning, teachers will feel confident differentiating support for small groups of students with efficient ways to plan for them. They will also build their tools for conferring with students based on their needed area of support.  By examining trends and sharing best practices, teachers will strengthen Tier I instructional strategies to support all students.  The school team will be able to use more granular street data to build support systems for each student's individual needs</p> <p><b>Student outcomes:</b></p> <p>As a result of our efforts, our students will gain a year's worth</p>

	<p>time in the areas of math and literacy</p> <p>Strengthen student support meetings with a focus on examining the impact of tier 1 instructional strategies and using the literacy handbook to identify instructional approaches to incorporate into reading workshop</p> <p>Implement learning walks, lesson studies, and classroom observations</p>	<p>or more growth in the area of reading and mathematics</p> <p>For our students who are below or significantly below grade level, they will gain at least two years' worth or more growth in the area of reading.</p> <p>Students will receive even more targeted instruction that is tailored to their needs, which will strengthen their sense of belonging and generate more equitable outcomes.</p>
<p><b>Learning Observations &amp; Walkthroughs</b></p> <ul style="list-style-type: none"> <li>Based on identified practices teachers are working on from frameworks: 5Ds, 7 Components</li> <li>Follow up with PLCs and School Teams</li> <li>Organized around inclusive practices and goals</li> </ul>	<p>Learning Observation and Walkthrough focus:</p> <ul style="list-style-type: none"> <li>7 Components of Inclusive and Equitable Classrooms</li> <li>5 Dimensions of Teaching and Learning</li> <li>Literacy and Learning Handbook</li> <li>NCTE Mathematical Standards and Practices</li> </ul> <p>Teachers will have the opportunity to visit other classrooms, including the studio teacher's classroom, to observe and collaborate around high leverage instructional strategies</p>	<p>Teachers will receive feedback in the areas of the 5 Dimensions and 7 Components of Inclusive and Equitable Classrooms and teacher-designed smart goals</p>
<p><b>Mentoring &amp; Coaching</b></p> <ul style="list-style-type: none"> <li>Intentional connections between practices school is working towards and individuals' goals conference</li> <li>Possibility of studying coaching moves as leaders</li> <li>Making feedback process a regular part of leadership and school learning</li> <li>Targeted feedback for staff in areas of focus for school, PLCs, teams</li> </ul>	<p>Melissa and Tiara will consistently visit classrooms during literacy and provide feedback to teachers based on what is observed. Tiara will offer coaching cycles to teachers in the area of small group planning and instruction.</p> <p>Melissa will strengthen connections between instructional practices and ensuring student academic growth and success through the use of frequent, targeted and specific feedback connected to our shared goals and teacher-specific instructional goals</p> <p>Studio teacher/Instructional Coordinator/District Literacy Coaches</p>	<p>Teachers will have the opportunity to reflect on their instructional practices and choose an area of focus that is based on student observation and professional goals.</p>
<p><b>External Expertise</b></p> <ul style="list-style-type: none"> <li>Connecting district-wide professional learning to school professional learning</li> <li>Informing and influencing district learning based on school learning needs</li> </ul>	<p>Melissa and Tiara will attend CEL leadership institutes and walk throughs and apply instructional moves, strategies, and learning outcomes to our work at Stafford</p> <p>Michelle Murphy, our district literacy coach, will work with our Staff to deepen our guided reading practices.</p>	<p>More clarity and consistent use of small group instruction as a result of our professional development work and the LLI system.</p>

<ul style="list-style-type: none"> <li>Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise</li> </ul>	<p>Nancy Curtis, our district math coach, will work with our leadership team to help develop professional development and strengthen our PLC work around cycles of inquiry</p> <p>Use the West Linn-Wilsonville Literacy Handbook to help define goals areas for individual teachers and for school-wide focus areas.</p> <ul style="list-style-type: none"> <li>Literacy for All list of practices for Tier I instruction</li> </ul>	
<p><b>Workshops &amp; Courses</b></p> <ul style="list-style-type: none"> <li>Fostering individuals' capacity building that supports school learning</li> <li>Forming cohorts for shared workshop and course learning</li> <li>Connecting workshops and outside learning to school learning</li> </ul>	<p>Melissa will continue to share PD opportunities in the Monday Memo that relate to teaching reading. District professional development opportunities</p> <p>Anchor Texts:</p> <ul style="list-style-type: none"> <li><i>Fountas &amp; Pinnell Literacy Continuum</i></li> <li><i>The Next Step Forward in Guided Reading</i></li> <li><i>Units of Study Reading, Writing and Phonics Guides</i></li> <li><i>Visible Learning in Mathematics</i></li> <li><i>NCTE Mathematics Practices and Standards</i></li> </ul> <p>CEL: Instructional Leadership Academy Primary Literacy Team</p>	<p>Teachers will continue to develop their expertise around high-leverage, responsive strategies in the areas of literacy and mathematics.</p> <p>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.</p> <p>develop school leaders' skills in providing professional learning and targeted feedback for teacher growth</p>