

Toppenish Middle and High School Plan for Excellence Proposal

Expectations-What we will do

1. Each school will have every classroom use an inquiry/discovery approach to teaching and learning using a curriculum in core subjects that delineates content, rigor, relevance, and skills.
2. Each school will develop positive relationships with students, faculty, and families that support a structured professional learning community for engaging and motivating student learning.
3. Each school will provide frequent on-going embedded professional development in ELL strategies, content specific core subjects, pedagogy, parent engagement, and data driven systems.
4. Each school will analyze and use data and artifacts for the following purposes: to track each student's progress toward proficiency, to plan instruction for each student, and to check standards, curriculum, instruction, and assessment alignment.
5. Each school's staff is accountable for every student meeting/exceeding the standards and closing the teaching and learning gap.
6. Each school's teachers, support staff, coaches, and administration learn collectively through reading, demonstration, and analyzing practice together.
7. Each school by engaging in collaborative coaching and learning will obtain better student achievement results.
8. Each school's Principal will have concrete strategies to develop and share leadership with faculty.
9. Each school's Principal will create a climate that fosters teachers collaborating about their practice.
10. Each school will focus its resources (people, time, funds, and materials) to meet specific learning goals.
11. Each school will develop a plan to engage families in their child's learning. These plans should be public and shared with family and community members; furthermore; the plan must be detail specific on how staff will reach out and welcome families as partners. Documentation of frequent and consistent communications (one-on-one/phone/home visits) about their child's progress will occur in every classroom.

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Evidence-What one will see

1. All teachers and students are engaging in a high level of content/rigor discourse. (Blooms Higher Level Thinking Skills)
2. All students can explain what they are learning, and why and how it connects to previous learning. All students will know what they have to do to achieve the learning targets. Every teacher can explain what the students are learning, and how his/her instruction will help students meet/exceed standards.
3. Every classroom wall displays current exemplary student work and artifacts.
4. Each school's learning teams are meeting regularly to discuss instructional practice.
5. Each Principal is spending time in classrooms every day observing and discussing learning with teachers and students.
6. Teachers are keeping track of each student's learning and sharing their progress with them and their families regularly. Students take ownership by documenting their own learning.
7. Teachers are using at least three formative assessments to drive and adjust instruction.
8. Each school's learning team analyzes data and student work to plan instruction and identify their own learning needs.
9. The Principal leads the data management team in disaggregating data by ethnicity, gender, and program and presents to the staff in the beginning, middle and end of the year.
10. Teachers are making their practice public and intentionally visit each others classroom frequently; moreover, they are helping each other improve their practice.
11. The Principal is meeting weekly with content area coaches to mentor, adjust, and provide interventions for student learning.
12. All teachers are discussing instructional problems/solutions in formal and informal settings.

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13. The school's professional development is designed, shared, and posted with/for all stakeholders.
14. All staff refer to students as "our kids" as opposed to "these and those kids."
15. Teachers are leading student work sessions, grade level, meetings, and data discussions.
16. Teachers describe other teachers and the administration as resources for improving teaching and learning.
17. Every student in grades 6th and 7th has a 90 minute reading and math block. Every student in grades 9th and 10th has a daily block of 84 minutes of reading and math.
18. Each school is coordinating before/after school time so that students have extended coherent learning opportunities.
19. All teachers are giving individual time to each student every week.
20. The school is following a protocol for greeting visitors and families and responding promptly and respectfully to questions and issues.
21. The school has a written home school compact and is meeting with parents on a regular basis about the academic progress and needs of each student.
22. In all grades in both schools every student is meeting/exceeding the grade level expectations/standards.