

School Improvement Plan
Clear Creek Elementary School

December 3, 2014

The College of William & Mary

Administrative Team:

Carmen Farley- Principal

Jennifer McSweeney- Assistant Principal

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Our School

Clear Creek Elementary School has the potential to achieve great things. The strengths of this school will be utilized to promote positive changes and increase student achievement. After our leadership team considered initiating change and creating goals, an Appreciative Inquiry (AI) process led to clear trends in which teachers discussed their best moments, the values that drive them, and our shared desires for our school. Themes that emerged from these interviews included: a desire for teamwork within our school; a need to be allowed to be creative and innovative; the recognition that parent involvement is important; a desire to develop trust and honesty among colleagues, students, administration, and parents; a need for resources and training; a desire for increased communication; and the importance of optimism and positivity. After recognizing these themes and imagining what our school can become, we have created the following proposition: Our school celebrates creativity, fosters optimism, and supports lifelong learning.

Our leadership team understands that there is much work to be done, and we embrace the challenge with open minds and courageous conversations. Our goals for the future, based on academic data, school health surveys, our AI exercise, and expectations of the superintendent include: improvement of instructional effectiveness; implementation of differentiated instruction (DI) and high-yield teaching strategies in classroom; and improvement of family engagement. We will also strive to improve the culture and climate of our school.

Our academic data indicate that, when compared to the district and the state, students' passing rates in both Reading and Math are significantly lower. We are not a Title 1 school, based on our relatively low 19% free and reduced lunch program

enrollment, so we do not qualify for help on this front. However, we will request in-school reading and math coaches for co-teaching.

The leadership team will focus on our strengths while considering and recognizing needs for improvement. We have seven new teachers who are enthusiastic and willing to initiate new instructional pedagogies. Their excitement combined with the experience of veteran teachers can be utilized to improve instruction and increase student achievement. However, all teachers are feeling the need for additional support in the classroom and support for their professional well-being. The leadership team will use team-building exercises to increase trust and collective-efficacy within the school. Shared decision-making will be necessary in bringing about much-needed changes in many aspects of the school.

We currently have many teaching resources available. There are new novels and chapter books available for use. However, these resources are not organized in a way that makes them easily accessible for our busy teachers. There is a relatively new math textbook and many manipulatives that accompany the program, but our teachers need additional support and training before they can use these materials effectively to enhance student learning. We recognize a need to reinvigorate our approach to instruction because our students have begun to demonstrate off-task behavior and participation of ELL students is low. The leadership team will proactively address instructional issues and identify ways to increase ELL achievement through program initiatives and teacher professional development. The school has eager students who will respond to academic optimism and motivation.

We will take advantage of many of the professional development (PD) options offered by the school district. Existing PD funds will be used to give our teachers the learning opportunities they need, specifically team-building opportunities, DI, and high-yield teaching strategies for working with all types of learners. Since other schools organize their PD differently than we have in the

past, the leadership team will explore new avenues for training which include teacher sharing, teacher input and choice, and activities that meet organizational goals.

Clear Creek Elementary School has a wealth of talent in all of its teachers and administrators. We have many strengths that will lead to improved student achievement and engaged learning at all levels. The key to our success will be creating a positive learning environment in which all teachers believe that they can make a difference and all students know that they can learn.

Our school celebrates creativity, fosters optimism, and supports lifelong learning.

Goal 1: Increase academic optimism of students, teachers, and community.

Measurable objectives:

1. Academic press: Increase the impact of professional learning opportunities.

2. Collective-efficacy: Increase teachers' self-efficacy and schools' public acknowledgement of success.

3. Trust: Develop a climate of trust among students, teachers, and community.

Developing a climate of trust and renewing the academic optimism of the faculty will be essential for building the foundation our school needs so that we can pursue our creative endeavors, have fun in a supportive community, and follow our passions. The first step in this process is creating common ground and a renewed sense of community among our teachers. One way we will do this is through shared learning experiences, in the form of reading groups, formed the first year. Groups will have a choice of books, all related in some way to increasing teachers' optimism and energy for teaching. We will protect the time teachers need to complete the assigned reading so that we have the opportunity for rich discussion around reigniting their passion for teaching. The principal will make regular appearances in teachers' classrooms to observe their instructional excellence first hand and facilitate connections between teachers who may be able to support and encourage one another. Students and teachers alike will benefit from noticing the good things their peers are doing and giving them public acclaim on our school's new "Way to Go!" walls. The morning announcements will include highlights from both "Way to Go!" walls, emphasizing our school's commitment to creating a culture of optimism. As we look to the future, we will move toward a purely teacher-led professional development program that celebrates the creativity and professionalism of our faculty. Regular, scheduled presentations created by teachers will demonstrate our commitment to lifelong learning while keeping teaching fresh, with the consistent input of new ideas. Teachers will attend approved outside workshops and conferences, returning to share what they've learned with the whole faculty. Although we will begin with a yearlong plan, we will allow for some flexibility to respond to timely needs and teachers' emerging interests.

Year One				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Assign inspirational readings for faculty; create reading groups by teams (<i>Obj. 2 & 3</i>)	Use existing PD funds to purchase books for teachers.	Principal and administrative team	Each team will present a summary of their reading/discussions at the January faculty mtg.	Whole-staff accountability; principal and administrative team will oversee
1.2 Create two "Way to Go!" walls: one for students; one for faculty (<i>Obj. 2 & 3</i>)	Art dept. will support creation of visual displays; all students and faculty will participate.	Principal and administrative team	Faculty on lunch duty will monitor the student wall to make sure it stays in good repair; principal will contribute to both walls regularly	Whole-staff accountability; principal and administrative team will oversee in the first year
1.3 Be present in teachers' classrooms for support and encouragement (<i>Obj. 3</i>)	School secretary will assist with keeping principal's schedule clear at regular days/times	Principal and administrative team	Use staff roster to ensure that all staff are being observed equitably	Principal and administrative team with support from school secretary

Year Two				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.4 Recruit teacher leaders' support by creating PD opportunities for them; form PLCs (<i>Obj. 1</i>)	Use PD funds to send teacher leaders to targeted sessions and lead staff PD to share what they learn.	Principal, administrative team, and teacher leaders	Use master calendar to schedule individual staff members for presentations shortly after their PD. Aim for one presentation/month.	Beginning with the principal and administrative team, but gradually shifting to staff-run scheduling, with an eye toward year three's goal of a fully staff-run PD process.
1.5 Re-issue school climate survey annually as a formative assessment of our progress (<i>Obj. 2 & 3</i>)	Request funding to revise and distribute surveys. Request data analyst support person for reviewing survey results.	Principal, administrative team, and front office staff for distribution and collection; data analyst support person for analyzing results	Compare data to previous survey; share data with whole staff	Teacher-led recommendations for improvements based on results.
1.6 Create student-run morning news team for announcements (<i>Obj. 2</i>)	Request funding; student and teacher volunteers; space for broadcasting and planning announcements	Media Center Specialist; support from Technology Teacher; teacher leader	Evidence of student involvement and buy-in; student and teacher feedback	Media Center Specialist; teacher leader

Year Three				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.7 Fully teacher-led PD, ongoing, throughout the year (<i>Obj. 1</i>)	Use PD funds to purchase necessary support materials.	Teacher leaders with support from administration	Teachers will submit yearlong PD plan before the start of the school year	Principal, administrative team, and teacher-led PD committee
1.8 Teacher-led new staff training to introduce new teachers to established culture (<i>Obj. 2 & 3</i>)	Facilities support to make space available to new staff prior to general staff orientation	Teacher leaders with support from administrative team	Teachers will submit plan and materials (or requests) before end of the school year for principal review	Principal, administrative team, and teacher-led PD committee

Goal 2: Improve student achievement.

Measurable objectives:

1. Increase differentiation to meet the needs of all learners.

2. Increase student engagement through high-yield teaching strategies.

3. Increase student self-efficacy through positive school climate.

The increase of student achievement will be a focus of Clear Creek Elementary. Based on data from recent state administered tests, Clear Creek will emphasize Reading and Math as areas that must improve and show growth. Clear Creek is performing at pass rates that are lower than other district scores and overall state scores. To ensure an increase in student achievement, our school will focus on meeting the needs of all learners through the use of differentiation strategies such as small group learning and varying assignments according to the needs of individual students. We will also increase student engagement through the use of high-yield instructional strategies, such as goal-setting, cooperative learning groups, and problem-solving projects. Finally, our school will strive to increase student self-efficacy by building a positive school environment. Appropriate professional development will train teachers and foster meaningful discussions about student learning and instruction. Our Reading and Math coaches will help and support teachers, encouraging them to try new and effective strategies. Coaches will also engage in co-teaching with classroom teachers and model differentiated instruction and high-yield teaching strategies in professional development, providing teachers with “make-and-take” sessions that will be valuable and useful immediately in the classroom. Clear Creek will continuously monitor the use of effective teaching strategies through administration walk-throughs, peer observations, and meaningful discussion and reflection. The subgroups of our school will be monitored, specifically analyzing the engagement and understanding of instruction of our ELL population. If needed, we will ask for an ELL coach to further assist these students. Clear Creek will analyze student data each year to make decisions about instruction.

Year One				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Inventory of math manipulatives (<i>Obj. 2</i>)	Time for inventory; space (e.g., storage closet) for teachers to find and check out resources	Math Coach	Log of items checked out of resource space; ongoing list of resources needed in the future	Math Coach
2.2 Inventory of reading chapter books and novels (<i>Obj. 2</i>)	Time for inventory; space (e.g., storage closet) for teachers to find and check out resources	Reading Coach	Log of items checked out of resource space; ongoing list of resources needed in the future	Reading Coach
2.3 SOL data-driven implementation of in-school resources and sharing of ideas and lessons (<i>Obj. 2</i>)	Unpacked SOL data; PD and co-teaching w/Coaches to learn how to use materials; possible training from textbook publisher in use of math manipulatives; sharing from teacher leaders already using manipulatives	Math and Reading Coaches; teacher leaders; support from principal and administrative team	Observations of lessons and sharing of ideas tried; "Make and take" sessions to implement lessons in the classroom; Coach's logs; minutes from collaboration meetings	Math and Reading Coaches; teacher collaboration
2.4 Begin use of high-yield and differentiation strategies in 1 subject of teacher's choice (<i>Obj. 1 & 2</i>)	PD and co-teaching to introduce high-yield and differentiation strategies to staff; time and sub-funds to support teacher visits to exemplary schools to observe lessons	Principal (setting up visits to schools); Coaches and teacher leaders to begin PD; in-depth study to follow in Year Two	Observations of lessons and discussions of successful experiences with differentiated lessons; use "Way to Go!" wall to celebrate successful lessons; teacher-generated template for creating differentiated lesson plans	Principal and administrative team; Coaches; teachers

Year Two

Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.5 Continue implementation of high-yield teaching and differentiation strategies (whole group, guided reading, and small group instruction) in Reading and Math (<i>Obj. 1 & 2</i>)	PD and co-teaching as well as further opportunities to observe other schools and each other to continue to develop strategies; teacher leaders to share ideas about differentiation for various subgroups	Principal (setting up school visits); Coaches and teacher leaders to share ideas and collaborate with teachers	Observations of lessons and discussions of successful experiences with differentiated lessons; use "Way to Go!" wall to celebrate successful lessons; evidence of differentiation/high-yield strategies on principal walkthrough forms	Principal and administrative team; Coaches; teachers
2.6 Create common assessments using Interactive Achievement (IA) (<i>Obj. 2</i>)	PD time for teachers to learn IA	Math and Reading Coaches	Quarterly benchmarks in Reading and Math that align with SOL pacing guide	Math and Reading Coaches; Principal and administrative team
2.7 Teacher book study: choice of Marzano, Hattie, or Tomlinson in Year Two (other choices for Year Three) (<i>Obj. 1 & 2</i>)	PD funds to purchase books for each teacher; PD to Jigsaw chapters of the book	Teacher leaders for each reading group	Observation and feedback of strategy use in the classroom; evidence of strategy use on principal walkthrough forms; "Way to Go!" wall	Principal and administrative team
2.8 Motivate students in class through goal-setting, building meaningful relationships, and expressing a belief that all students can learn. (<i>Obj. 3</i>)	Student self-survey; space to display exceptional student work	Guidance counselor; teachers; administrative team; support from Coaches	Evidence of behavior improvement on principal walkthrough forms; "Way to Go!" wall	Guidance counselor; teachers; administrative team; support from Coaches
2.9 Implement Student of the Month Club for students from each homeroom who meet citizenship requirements. (<i>Obj. 3</i>)	Monthly lunch with the Principal to celebrate success; recipients celebrated in monthly newsletter and on "Way to Go!" wall	Guidance counselor; teachers (for nominations)	Monthly newsletter	Guidance counselor; teachers; administrative team

Year Three				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.10 Use student data from common IA assessments to make instructional decisions (<i>Obj. 1 & 2</i>)	Time for data analyst to interpret and analyze IA reports; PD to train teachers how to use the IA reports to make instructional decisions	Data analyst; Reading and Math Coaches	IA reports and samples of data disaggregation; evidence of data-based decision making on principal walkthrough forms	Principal and administrative team; data analyst
2.11 Provide detailed, constructive and positive feedback to students (<i>Obj. 2 & 3</i>)	Time for teacher phone calls; PD on giving feedback during lessons	Guidance counselor; teachers; Coaches	Evidence of feedback on principal walkthrough form	Guidance counselor; teachers; administrative team

Goal 3: Increase parent and community involvement.

Measurable objectives:

1. Create after-school learning opportunities for families.

2. Increase opportunities for meaningful engagement between school, parents, and community.

3. Increase positive communication between school, parents, and community.

“When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more” (Henderson & Mapp, 2002, p. 7). Our goal at Clear Creek Elementary School is to foster and grow positive life-affirming relationships with our school community. One way we plan to support this effort is to reach out positively through interest surveys, monthly newsletters, and weekly updates on our school website. These are viable sources of communication that we want our students, parents, and teachers to utilize to form relationships that are based on trust and reliability. Our decision to recruit a media liaison will help enhance this goal for a continued form of positive communication between the school and its surrounding community. In year two, we will begin offering academic workshops each semester that will be focused on providing parents with the tools they need to help their children become successful. The goal for these workshops will be to build a bridge that is based on mutual respect and concern for the growth of our students’ academic success. We will also begin hosting after-school activities that offer a variety of interests for the students, which may include, running, yoga, technology, book clubs, etc. Clear Creek Elementary staff will work closely with our PTSA committee to create a beautification team whose goal is to create an atmosphere in and around our school that shows how much we care about the facilities where our students are learning. Finally, we will host after-school events that celebrate the students’ learning in our community. These events will celebrate our uniqueness while fostering a sense of unity through the knowledge that we are a community that puts our children first.

Year One				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Online/take-home parent interest survey (<i>Obj. 2 & 3</i>)	Survey tool; funds to conduct survey	Principal and administrative team; data analyst	Survey results	Principal and administrative team; data analyst
3.2 Organize one day a week for after-school tutoring (<i>Obj. 1</i>)	Request funds to pay teacher(s); tutoring-bus money	Coaches; teacher leaders	Student and parent feedback, collected at end of each semester; student achievement data	Coaches; data analyst
3.3 Recruit media liaison(s); keep school website updated (<i>Obj. 2 & 3</i>)	Software for managing website; funding for stipend	Principal and administrative team; teachers (for website contributions)	Website updated weekly with new information about current events in school	Media liaison(s); principal, administrative team, and teachers
3.4 Create and distribute a monthly newsletter (<i>Obj. 2 & 3</i>)	Printing funds; school website	Media liaison(s); principal and administrative team; teachers (for contributions)	Website archives	Media liaison(s); principal and administrative team

Year Two				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.5 Organize once/semester academic workshop for parents and community members (<i>Obj. 1, 2, & 3</i>)	Teacher leaders/Coaches; space to run the workshop	Coaches	Student and parent feedback, collected after each workshop; school climate survey results	Coaches
3.6 Create PTSA clubs for students run by parents & teachers (<i>Obj. 1</i>)	Parent volunteers; teacher volunteers; classroom space & outside facilities	PTSA president with support from principal and administrative team as well as teachers	Targeted questions on school climate survey	Principal and administrative team; PTSA president
3.7 Host a community Multi-Cultural Night (<i>Obj. 1, 2, & 3</i>)	School facilities; community partners; budgeted funds	Principal and administrative team; teacher leaders; community partners; PTSA	Targeted questions on school climate survey; event attendance	Principal and administrative team; PTSA
3.8 Improve school climate through beautification efforts (<i>Obj. 2 & 3</i>)	Funding; data from school climate survey about beautification needs	PTSA president; community partners	Photos of updates on school website; targeted questions on school climate survey	PTSA president

Year Three				
Action Steps	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.9 Create teacher websites for all teachers <i>(Obj. 3)</i>	Bandwidth; PD for teachers to establish and maintain websites	Technology Teacher; Media Center Specialist with support from media liaison(s)	Evidence of teacher websites linked on school website; parent feedback	Technology Teacher; principal and administrative team
3.10 Host additional community event (one/semester): Family Fun Night, Science Fair, etc. <i>(Obj. 1, 2, & 3)</i>	School facilities; community partners; budgeted funds	Principal and administrative team; teacher leaders; community partners; PTSA	Targeted questions on school climate survey; event attendance	Principal and administrative team; PTSA

Timeline for Action Steps and Professional Development

Continuing Goals Highlighted in Red

Y1	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/June
G1	Create “Way to Go!” walls. Inspirational reading groups begin in teams. AI paired interviews and statement of vision.	Be present in classrooms to assist and add to “Way to Go!” wall. Teams meet bi-weekly to share reading and instructional ideas.	Teams meet bi-weekly to share reading and instructional ideas.	Teams meet	Teams meet	Teams meet	Teams meet	Teams meet	Teams meet	Reissue school climate survey
G2	PD instructional and DI strategies: 2 day workshop – make and take all subjects	PD: instructional & DI strategies – math (manipulatives, think dots) Parent phone calls.	PD: instructional & DI strategies – LA (raft, window writing)	School visits to observe PD: sharing success out from Sept. and Oct.	PD: instructional & DI strategies – general	PD: instructional & DI strategies – teachers choose reading or math in which to specialize; corresponding PD from coaches. Math and reading coaches inventory and create checkout system.	PD: instructional & DI strategies – in choice area. Math and reading teachers begin co-teaching with prior years SOL data	PD: instructional & DI strategies – in choice area	PD: sharing of success whole group	Summer book reading: Marzano, Hattie, Tomlinson (assignment of chapters for next fall)
G3		Parent survey. Media liaison and website. School newsletter.	Tutoring begins (on-going through May).				Celebration of learning event (multi-cultural night)			

Y2	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May/June
G1	Form PLC groups for team (individual and team goals) PD opportunities put out with return PD requested. PD: learning styles activity and grouping cards	PLC meeting – instructional timeline Morning news team.	PLC meeting – student goal setting revisited with coaches	PLC meeting– looking at student writing	PLC	PLC meeting – goal setting	PLC meeting-	PLC meeting –	PLC meeting	Mentor teachers provide new teacher training plan.
G2	PD: 3-5 Interactive Achievement math and reading PD: instruction and DI – add second area PD: book study groups jigsaw first half book	Students take SGA math for data driven groupings – coach assist. PD: student goal setting. Student of the month club begins.	Students take SGA reading for data driven groupings – coach assist. PD: book study groups jigsaw second half book	PD: groups teach highlights of book study – make and take Common assessments developed for reading & math	PD: second area of specialty in DI	IA quarterly benchmark reading, math data discussion (3-5)	PD: teacher led PD from workshop attended	PD: teacher led PD from workshop attended	PD: teacher led PD from workshop attended	Teachers choose next books for instruction.
G3	School beautification. Back to school celebration	Parent workshop: math	Parent run clubs (6 weeks)			Parent workshop: reading and writing	Parent run clubs (6 weeks)	Multicultural night – student work		

Y3	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May/June
G1	Teachers present PD proposals for year. Mentor teachers begin with new teachers.	Mentor /new teacher meeting	Mentor /new teacher meeting	Mentor /new teacher meeting		Mentor /new teacher meeting			Mentor /new teacher meeting	
G2	IA data PD for instruction	Use common assessments to drive instruction PD: giving effective feedback								
G3	Teachers build/maintain websites		Math & Science Night					Artists and Authors Night		

Building and Maintaining Trust at Clear Creek

Building trust and teamwork among our teachers, students, parents, and community will be of utmost importance to our work in improving our school's academic performance. Our school community has experienced a number of recent changes including leadership changes and a changing demographic. While we know that change can be difficult, we also feel that we can take the opportunity that it presents to make our school an even better place to learn and grow.

We are very excited to work with the group of professionals in our building, both experienced and less experienced, as we approach our mission to infuse creativity and optimism into our school. Teachers are the primary key to student success and we are committed to supporting them as they work with students. We began our work this year with Appreciative Inquiry interviews to find out what our "best work" looks like and developed our mission together. We intend to continue these conversations and team-building opportunities throughout the school year as we experience increasing successes. We will provide time to share these successes among all staff at our regularly scheduled staff meetings and professional development meetings. Additionally, we have adjusted the schedule to allow for common planning time at all grade levels so that teachers can share instructional strategies within their own grade level team. We anticipate that our more experienced teachers will become mentors to our less experienced staff, as they are able to participate in various professional development opportunities in reading, math, and differentiation and return to provide site-based professional development. We recognize that there will be a learning curve as we all work together to improve our school's performance, but have faith that our staff will be able to work together to resolve them.

Building parental and community involvement will be crucial to our work as well. Our community is changing, and we recognize a need for all parents to be deeply involved in their children's education. Creating opportunities for parents to enjoy their

children's work and to share in learning opportunities will be a key mechanism for parents to get involved. As our plan unfolds, we look forward to having parents participate as volunteers in our schools. A key component of our plan is listening to the parents so that we can be sure to address any difficulties early on. We will conduct surveys at the end of each year to identify any needed areas of improvement.

We have created a media liaison position on our staff to promote the sharing of our students' wonderful work through traditional and social media avenues. Our technology specialist has committed to training staff to update our school website regularly with images and video of student work as well.

Finally, we look forward to working with the division as a whole. There is clearly expertise in many areas at our schools and within the administration. Sharing knowledge and expertise with our colleagues across the division will strengthen all of us, so we look forward to these conversations.

References

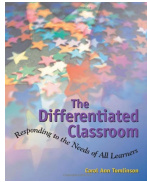
Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory. Retrieved from <http://www.sedl.org/connections/research-syntheses.html>

Appendix: Resource List for Teachers and Students

Differentiation & High-Yield Instructional Strategies

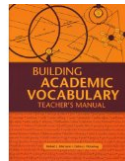
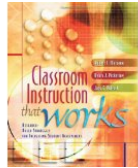
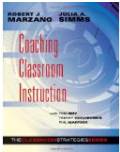
Book

Author



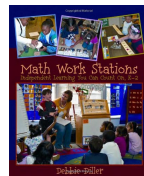
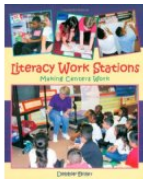
Carol Tomlinson

- Theory, examples, and benefits of differentiation, why it is important for learners today, and useful strategies that can be used in the classroom
- Examples of strategies: learning centers, learning contracts, engagement, problem-based learning, chunking, taking notes



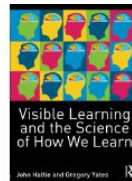
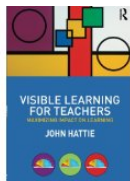
Robert Marzano

- research findings that explain teaching strategies that have positive effects on student learning
- Examples: summarizing, cooperative learning, setting objectives, providing feedback, identifying similarities and differences



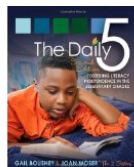
Debbie Diller

- Provides ideas for managing, setting up, and effectively maintaining math and literacy centers so teachers can meet with small groups
- Examples: big books, classroom library, writing, poetry, word study, number concepts, place value, geometry, computation



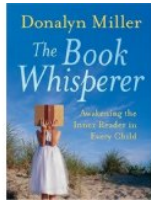
John Hattie

- research-based teaching strategies that yield successful student learning and high student engagement
- Examples: preparing effective lessons, checklists for visible learning, feedback to students, relationships with students, teacher personalities



Gail Boushey and Joan Moser

- provides researched-based practices for increasing student independence, stamina, and practice in reading, writing, and math skills
- Examples: read-to-self, read-to-someone, listen-to reading, word work, writing, math daily 3

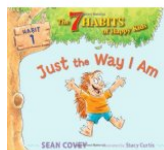
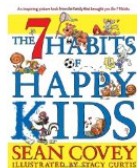
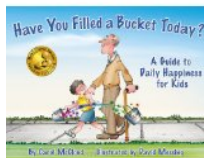
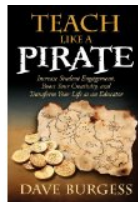
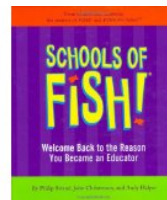
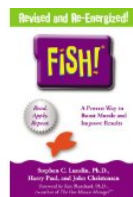


Donalyn Miller

-Ideas for motivating students to love to read, giving students time to read books
-Examples: Everybody is a Reader, Reading Freedom, authors, improving independent reading, assessment, book reports, book selections, teaching novels, creating reading goals

Teacher & Student Efficacy and Motivation

Book



Author

Stephen C. Lundin & John Christensen

-philosophy of bringing energy, passion, and a positive attitude to the workplace, based on Seattle's successful Pike Place Fish Market
-Examples: play at work, make someone's day, be present with others, choose to make it a great day

Dave Burgess

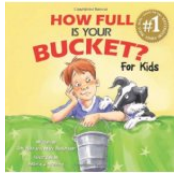
-Inspirational and innovative ideas for increasing student engagement, boosting teacher creativity, and increasing teacher passion
-Examples: passion (content, professional, personal), rapport with students, enthusiasm, crafting engaging lessons, using "hooks" to get student attention

Carol McCloud

-A read-aloud for children that encourages positive behavior and shows children that it is rewarding to express daily kindness, appreciation, and love
-Uses metaphors of bucket filling and dipping for understanding the effects of actions and words on others

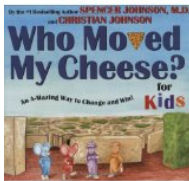
Stephen Covey

-Uses 7 stories to teach children how to take charge of their own lives, balancing happiness, and developing good habits
-The 7 Habits- be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand- then to be understood, synergize, sharpen the saw



Tom Rath

-A read-aloud for children about a boy who learns that being kind helps oneself and others



Spencer Johnson

-A read-aloud for children about adapting and succeeding in changing times, helps children to view change as a positive thing that can lead to new opportunities

-Four little mice make their way through a maze looking for the “Magical Cheese” that will make them happy, when the cheese is moved, the mice have to adapt and adjust to change