



The Peabody and Watkins community holds a common belief in all students. As an inclusive school, we will strive to develop open-minded learners who persevere and demonstrate social-emotional and academic abilities. Our students will be prepared to compete globally and be successful in college, career, and life.

FOCUS AREA	ACADEMICS	FAMILY & COMMUNITY ENGAGEMENT	SCHOOL CULTURE	SHARED LEADERSHIP
Vision and Outcomes	<p>We believe that Peabody and Watkins is a place where all children can and will achieve at high levels. Our team of teachers and staff are committed to ensuring all students have the support they need and engage in learning in ways that are appropriately challenging and that give them opportunities to apply learning in real/applicable ways. Through our focus on Creative Curriculum, Writers Workshop, Eureka math, and our Response to Intervention, we provide students with many avenues to learning while supporting them along the way.</p>	<p>Our vision is to provide engagement opportunities to various stakeholder groups to share information, provide opportunities for feedback, and make adjustments to build investment and mutual trust as we work across roles to improve our school for students, teachers, and families.</p>	<p>Peabody and Watkins strives to be a place where every adult is invested in each child’s social, emotional and academic development. We work collectively to implement clear and coherent routines and practices to build and maintain a positive, safe and predictable school culture where students feel loved, challenged and prepared.</p>	<p>Our vision is to include all stakeholders in shared leadership of our school community. From providing feedback to leading initiatives, every member of our school community plays a part in setting our course, monitoring progress, making adjustments, and celebrating our successes this year. The outcome of this work is a more deeply engaged school community where everyone feels more connected to our work with students.</p>

<p>What does it look like?</p>	<p>We will increase rigor and joy through a writer's workshop model of instruction in literacy and leveraging real world math tasks and investigations in math. We will monitor student data and plan responsive instruction targeted on student needs, including ensuring students receive the interventions that they need. We will provide ongoing professional development opportunities that allow staff to continue to learn and grow in the teaching profession.</p>	<p>We will provide opportunities for community members and families to come into the building to get to know the school, the curriculum, and the staff. We will maintain a positive online presence to highlight the school's strengths. We will work to ensure equity of voice among our families so that we benefit from the diversity of our community.</p>	<p>We will create a joyful and rigorous learning environment through Conscious Discipline (CD) social-emotional learning (SEL) framework. Staff will be trained and model the 7 CD skills. We will provide students with many avenues for self-management from Second Steps to Responsive Classroom approach. We will analyze data to assess and respond to student trends. We will partner with Turnaround for Children to create additional supports and interventions.</p>	<p>We will distribute leadership among teachers and staff through engagement in planning and decision making through the Academic Leadership Team and committees. We will ensure that these leadership opportunities are open to all staff. We will analyze data, identify/adjust targeted instructional practices, and collectively define goals to improve our school. Teachers and teams will take collective responsibility for reaching goals. Teachers will reflect and seek to understand the role of race, culture, class, and power in their work.</p>
<p>Why we are committed</p>	<p>PARCC results for grades 3-5 indicate that there is a need for greater challenge and rigor in both ELA and Math. On PARCC 2019, 44% of students are proficient or above in math while 48% of students are proficient or above in ELA. ELA results indicate Language Conventions and Written Expression as our lowest area of performance and therefore greatest need. Math results indicate expressing mathematical reasoning as our lowest area of performance and therefore our greatest need.</p>	<p>We work together as a community to build relationships and support student achievement in order to cultivate a positive school culture for all.</p>	<p>Currently, students in grades 3-5 indicate satisfaction at 86% . Specifically, students reported at 86% feeling Challenged, 71% Prepared, 63% Loved. A culture of achievement is developed with strong relationships where we celebrate our students and provide clear and high expectations for learning. Through Responsive Classroom and Conscious Discipline, we aim to create a strong learning culture for our students, teachers, and parents.</p>	<p>Our team wants to ensure that we have all voices in the decision making and instructional and cultural improvements made to the school. Teachers are a key stakeholder in this work, and we would like to increase opportunities for shared leadership.</p>

