

Our Journey-- Our Culture-- Our Expectations

Prior Years	2017-2018
Teachers implemented GSE standards and participated in work with developing resources and common assessments.	Continued work in understanding the intent of the standard and developing clear learning targets aligned to standards
Leadership Team Established	Leadership team uses design thinking process to align initiatives to needs based on data
Collaborative Teams were developed	GOSA Innovation Accelerator Grant to pilot an innovative program to address a need
Math and Literacy Vertical Teams established	Vertical Teams continue with work on developing common rubrics, assessments, and instructional best practices
Collaborative teams were developed through scheduling common planning	STEAM Advisory team investigates STEAM certification and begins to establish a STEAM culture
Nine week goals/celebrations established	Writing Rubrics and feedback discussed
Core beliefs developed	LMS, Google Classroom, SeeSaw explored
Embedded professional learning prioritized	Chromebook 1:1 Grants established
Guided Math and Four Blocks Frameworks expected	<p>We discussed the purpose of collaborative planning by considering the questions:</p> <ul style="list-style-type: none"> • What do we want our students to learn?(intent of the standard) • How will we know when our students have learned it? • How will we respond if students have learned it? • How will we respond if they haven't learned it?
MTSS process established	Worked on using formative assessments and MAP continuum to inform instruction and flexible grouping
Standards Based Grading implemented	Began STEAM Special
MAP Assessments were implemented	Established garden and aquaponics

	Established strong community partnerships with a focus on authentic, integrated experiences
	Planned intentional field-trips aligned to STEAM culture
	Added full-time art and music back and considered how specials could help establish STEAM culture

2018-2019
All students will read on or above grade level.
All students will meet or exceed projected growth on MAP assessment and demonstrate learning at the Proficient or Distinguished levels on GA Milestones
All students are engaged in high level and meaningful learning that is integrated and aligned to their instructional needs
All students can articulate the “why” of what they are learning
All students have a STEAM journal and use it regularly to show their thinking.
<p>All students are good Panthers and have opportunities to develop leadership and character:</p> <ul style="list-style-type: none"> • Students understand PBIS expectations and monitor and reflect on their choices • Students have opportunities to participate in service learning and volunteer in the community • Opportunities for students, families, and community partners to volunteer are advertised and discussed at school.
Teachers will incorporate at least 2 PBLs a year and will be intentional about integrating math and science instruction whenever possible.
<p>Teachers will differentiate based on learners’ needs and interests.</p> <ul style="list-style-type: none"> • Expose all students to challenging activities • Communicate ways we provide challenging activities to students and parents regularly • Ensure staff development is in place to provide ways to increase rigor using both traditional and digital means • Use the support of the literacy coach for modeling and feedback on rigor (level of tasks, questioning, differentiation) • Teach alternate strategies for solutions and applications to increase student success
Teachers will work toward a school-wide focus on our Engineering and Design Process.
Teachers will establish an digital learning environment for their classroom through Google

Classroom (one more year), Canvas, or SeeSaw
School-wide WIN (What I need time) for interventions and acceleration
Common protocols for monthly kid-talks and using data to guide instruction. Implement this process on a set day during PLCs each month.
The school will work toward STEAM certification.
The school will continue to strengthen community partnerships and honor business partners through a luncheon, thank you, and shout out on social media and a bulletin board near the front of school. Opportunities for partners to engage in learning experiences with students and teachers will be cultivated.
The school will plan intentional parent workshops and family engagement opportunities focused on areas of need-- new literacy resources, Eureka math, STEAM culture
Balanced Literacy will be a focus through workshop model to ensure all students are reading on or above grade level and scoring at the Proficient and Distinguished Levels on Milestones
<p>STEAM is a part of our culture. This includes:</p> <ul style="list-style-type: none"> • Need to establish our school-wide focus-- agricultural and environmental • The outdoor classroom is used for learning. • The garden and aquaponics are used to tended by students and a part of the learning and community connections. • We will use technology to go public with our learning to authentic audiences There will be evidence of the Engineering Design Process through ongoing problem • and project based learning. • All students will document their learning and observations in a STEAM journal.
<p>PBIS framework is a part of our culture. This includes:</p> <ul style="list-style-type: none"> • Student ownership of learning (learning goals, work ethic, responsibility) • All interactions throughout the day focus on respect and establish high expectations for soft skills (eye contact, speaking to others, looking for ways to serve) • Focusing incentives for being good Panthers on ways to lead and serve in the school and community.
<p>The community is important to WJES and includes:</p> <ul style="list-style-type: none"> • Grade level service or legacy projects • Parent workshops • Book buddies with parents/ volunteers/ mentors • Family engagement events/ PTO • Business partners (two way involvement in developing students and community)
<p>All students are provided with academically challenging activities.</p> <ul style="list-style-type: none"> • Teams collaborate on types of activities that increase thinking skills

- Common assessments are reviewed to increase rigor
- Receive the appropriate supports for optimum success

Teachers grow professionally through district and school PLCs and endorsements (i.e. ESOL endorsement, gifted endorsement, math/science endorsement)

2019- 2020

Each year more students demonstrate learning at the Proficient and Distinguished level on GA Milestones and meet growth and grade level targets on MAP assessment. We continue to push for high growth and high achievement levels.

STEAM is part of our culture:

- Integration of all subjects is purposeful, seamless, pervasive and consistent
- Students can articulate how learning is connected (STEAM Heart Map used for PBLs and daily STEAM connections)
- Students show evidence of high levels of learning and application through project based learning and authentic, rigorous tasks that require application of content and provide context for the learning
- Students use the design thinking process and STEAM journals to record their thinking and connect their learning
- Teachers in all grade levels will support students in using claim, evidence reasoning to provide a common language and tasks for content literacy.
- WJES will engage in ongoing professional Learning to support math and science instruction, as well as professional learning for arts integration.

Collaborative, high functioning teams continue to improve instruction to meet the needs of students. Teams will support school wide commitments for instruction and will continue to ensure building blocks of high quality instruction: prioritized standards, clear learning targets, aligned resources, tasks, and formative practices/ data to personalize the learning.

Our vision is evident in our culture and our performance.

- PLCs focused on impacting student learning-- developing clear understanding of standards (What will students know and be able to do?), leveled tasks, learning continuums/ progressions, aligned assessment, engaging experiences, a variety of strategies
 - Workshop Model
 - Inquiry-based instruction with real world application
 - Supports in place for optimum success for all learners

WJES will work towards the goal of STEAM certification in spring 2020.

WJES will implement the GOSA Community Partnership grant to support social emotional learning.

- Implement 7 Mindsets Curriculum
- Establish mentoring program for identified students that addresses their needs and interests
- Expand partnerships with the Alliance Theatre and High Museum
- Establish Grade level partnerships (STEAM learning buddies)
- Provide meaningful experiences and relationships through Houses and PBIS
- Continue to provide opportunities for students to extend the learning beyond school walls through partnerships, authentic audiences, and PBLs (UGA, Elachee, Amazon, FedEx, 12Stone)

2020- 2021

Each year more students demonstrate proficient and advanced learning on MAP Assessments and GA Milestones in all areas.

STEAM is part of our culture:

- Integration of all subjects is purposeful, seamless, pervasive and consistent
- Students can articulate how learning is connected (PBLs and daily STEAM connections)
- Students show evidence of high levels of learning and application through project based learning and authentic, rigorous tasks that require application of content and provide context for the learning
- Students use the design thinking process and STEAM journals to record their thinking and connect their learning to real world situations
- Teachers in all grade levels support students in using claim, evidence, reasoning to provide a common language and task for content literacy.
- Teachers engage in ongoing professional Learning to support math and science instruction, as well as professional learning for arts integration.
- Students engage in investigative research and inquiry-based learning.

WJES will continue the GOSA Community Partnership grant to support social emotional learning and the whole child.

- Continue 7 Mindsets Curriculum
- Continue to grow and refine mentoring program for identified students that addresses

<p>their needs and interests</p> <ul style="list-style-type: none"> • Expand partnerships with the Alliance Theatre, Elachee, UGA, and High Museum • Continue Grade level partnerships (STEAM learning buddies) • Continue to support meaningful experiences and relationships through Houses and PBIS • Continue to provide opportunities for students to extend the learning beyond school walls through partnerships, authentic audiences, and PBLs.
WJES will provide opportunities for students to grow in cultural diversity and celebration of students' diversity.
Collaborative, high functioning teams continue to improve instruction to meet the needs of all students.
Our vision is evident in our culture and our performance.
WJES will work towards STEAM Certification during the 2020-2021 school year.
WJES will work with the district to support students in face to face and remote learning environments.

2021- 2022
Each year more students demonstrate learning at the Proficient and Distinguished level on GA Milestones and meet growth and grade level targets on MAP assessment. We continue to push for high growth and high achievement levels, increasing by at least 3% in all areas each year.

STEAM is part of our culture:

- Integration of all subjects is purposeful, seamless, pervasive and consistent
- Students can articulate what they are learning, why they are learning it, and how they will apply the learning in the future. Students can articulate how learning is connected (PBLs and daily STEAM connections)
- Students show evidence of high levels of learning and application through project based learning and authentic, rigorous tasks that require application of content and provide context for the learning
- Students use the design thinking process and STEAM journals to record their thinking and connect their learning to real world situations
- Teachers in all grade levels support students in using claim, evidence, reasoning to provide a common language and task for content literacy.
- Teachers engage in ongoing professional Learning to support math and science instruction, as well as professional learning for arts integration.
- Students engage in investigative research, ongoing data collection and analysis, and inquiry-based learning to solve real problems.

WJES will continue to support social emotional learning and the whole child.

- Continue 7 Mindsets Curriculum
- Continue to grow and refine mentoring program for identified students that addresses their needs and interests
- Continue and sustain partnerships with the Alliance Theatre, Elachee, UGA, and High Museum
- Continue Grade level partnerships (STEAM learning buddies)
- Continue to support meaningful experiences and relationships through student leadership opportunities, service learning, and schoolwide culture
- Continue to provide opportunities for students to extend the learning beyond school walls through partnerships, authentic audiences, and PBLs.

WJES will provide opportunities for students to grow in cultural diversity and celebration of students' diversity.

Collaborative, high functioning teams continue to improve instruction to meet the needs of all students.

Our vision is evident in our culture and our performance.

WJES is STEAM Certified and will continue to sustain this culture and instructional framework to inspire and support our students and serve as a resource to other schools.

WJES will work with district support to embrace innovative thinking and to provide personalized learning that enhances student performance and prepares learners for the

future.

2022-2025
We will continue to learn beyond our walls by connecting to other schools and our community. This includes but is not limited to: <ul style="list-style-type: none">• Our community partners• Our families• Our district-- vertical planning with middle and high school programs and partnership with Empower Career Academy• Other schools
We will use our community garden and other resources to impact our families in our community
We will use technology to connect to each other, other cultures and countries to become an impactful part of the global community.
We will apply learning in the real world by utilizing a variety of teaching models and through authentic project-based learning.
We will continue to improve through ongoing weekly collaboration, data discussion, reflections, and ongoing professional learning for staff and parents.
WJES will host visits from other schools and provide a model for other schools.