**Weiner Elementary School of Innovation**

**IMPLEMENTATION PLAN**

**Communicate/Connect**

**Goal**: Increase student command of exchanging knowledge, ideas, opinions, and feelings through the use of verbal and non-verbal language.

 **Performance Targets and Implementation Strategies**

1. **Performance Target**: Students will develop proficiency in Spanish at a beginning stage of language acquisition by developing functional skills in listening, speaking, reading, and writing in Spanish.

-All students will attend a 45 minute Spanish language class daily.

The immersion classroom will:

\*provide a meaningful context for developing communication skills in
Spanish by providing a nurturing environment where students feel comfortable learning a second language

\*develop proficiency in oral and written communication in Spanish
through the integration of language skills and concepts taught in content areas while mastering the skills of the Foreign Language Acquisition Curriculum Framework

\*build an understanding and appreciation for the cultures of the
Spanish-speaking world, encouraging students to develop an openness, understanding and appreciation for other cultures focusing on the skills in the Foreign Language Experience Curriculum Framework

\*strengthen the language competency of Spanish speaking students

1. **Performance Target**: Increase the ability of students to meaningfully share projects using multiple types of communication.

 - Students will present projects orally to their classmates, parents or civic organizations

 - Students will present projects digitally

1. **Performance Target**: Increase students' symbiotic partnerships within local and digital communities.

 - Students will communicate orally, digitally (phone or CIV), and in writing with partners from industry, universities and the community through digital field trip opportunities

 - Students will partner with the Cardinal Community Center (located on campus) for projects

1. **Performance Target**: Students will develop a personal Library of Communication - skills, tools and resources.

 - Students will participate in mini-classes focused on communication

 - Students will keep a digital portfolio blog of projects that will travel with them throughout their school career

1. **Performance Target**: Students will more effectively and safely use digital media and environments to communicate ethically and work collaboratively to support individual learning and contribute to the learning of others.

 - Students will create a weekly newscast of current and school events

 - Students will use digital media to connect with classrooms in other states
 and/or countries

**Goal Assessment**: Foreign Language skill mastery will be measured using age appropriate pre and post tests aligned to the Arkansas Foreign Language Frameworks for Grades K-8. (2, 3, 4, 5) Student growth will be measured through the use of portfolios of artifacts (blogs, websites, examples of presentations, letters etc.) with work from beginning, middle and end of the year evaluated using a rubric for peer and self evaluations.

**Character/Change**

**Goal**: Increase affective education within and across the curriculum thereby educating the whole child in a balanced, relevant, and appropriate manner that honors individual interests and abilities, better enables command of authentic self-knowledge, internalization of learning, and acquisition of skills vital for successful adaptation to change.

 **Performance Targets and Implementation Strategies**

1. **Performance Target**: Increase student confidence based on success as students participate in groupings for differentiation.

 - Grouping will be used based on student strengths and/or interests

 -Stakeholders will provide timely feedback on the effectiveness of the overall
 program in order to effectively monitor and make changes as needed

1. **Performance Target**: Increase program effectiveness and efficiency in an ongoing, timely manner based on the input of all stakeholders.

- Stakeholders will provide feedback on the overall program

 - A report of evaluation findings will be shared with all stakeholders at the annual public meeting and posted on the school website

 - Recommendations based on the findings of the annual program evaluation will be garnered from the Evaluation Committee for implementation the following year

1. **Performance Target**: Students will gain intrapersonal and interpersonal intelligence and attitudes necessary to adapt and embrace ambiguity and change.

 -The counselor/classroom teacher will infuse character education within classroom learning, using characters and/or events from literature, both fiction and non-fiction. (ie: a study of Marie Curie in Science would be coupled with students exploring the confidence required for her to push forward with her research [intrapersonal] and the skills necessary for her to further her knowledge and communicate her discoveries effectively in a predominantly male world [interpersonal])

1. **Performance Target**: Increase important core, ethical and civic values for all students.

 - Students will participate in community service opportunities as part service activities and Project Based Learning

**Goal Assessment**: A record of community service will be maintained and included in individual student digital portfolios.

**Concrete/Careers**

**Goal**: Increase student achievement through relevant learning processes that incorporate real world expectations, insuring command of Common Core skills required for ongoing success in middle school, high school, post-secondary and in the job market.

 **Performance Targets and Implementation Strategies**

1. **Performance Target**: Increase student mastery of foundation skills vital to efficient and effective response to learning as evidenced on the MAP assessment.

-Differentiated classes will be utilized to best address the needs of all students. Remediation will be offered during this time as will services for those needing an accelerated curriculum

-Through collaboration between the Special Education teacher and the classroom teachers, Special Education students are simultaneously taught the regular classroom curriculum utilizing modified teaching techniques

1. **Performance Target**: Increase student understanding of the link between today’s learning and tomorrow’s real world possibilities for further education and careers, STEM careers in particular.

-Interactive video technology will be used to connect students to professionals in order to connect the learning to the real world. Connections will be made to persons in professions, universities and technical training facilities. Particular attention will be focused on STEM careers

**Goal Assessment**: (1) NWEA MAP assessment as well as DIBELS (grades K-2) will be used at the beginning, middle and end of the year as well as ongoing classroom assessments. (2)Increased student knowledge of careers will be evidenced through a record of career related activities.

**Culture**

**Goal**: Increase exposure to a strategic, content-rich and arts infused curriculum, enabling students to reach beyond the barrier of their geographic isolation using the content as a vehicle for developing command of vital skills.

 **Performance Targets and Implementation Strategies**

1. **Performance Target**: Increase student appreciation for the arts and their cultural and global roles and enhance learning in the content areas through hands-on, connected artistic experiences.

-Music and Visual Art will be infused into the curriculum and taught within the context of the classroom curriculum. (ie: In a study of the Revolutionary War, students will experience the visual arts as they view works by John Trumbull, using observational art skills as a springboard for projects and deeper understanding; principles of design can be incorporated as students prepare infographics or tri-fold displays illustrating a concept such as habitats; visual arts will also allow students to explore the art styles of different cultures, enabling students to see connections to Social Studies and encourage a greater appreciation of others. Music immersion within the classroom may find students looking for meaning in the lyrics of a song associated with a particular time period such as “Yankee Doodle.” Music can be used to teach mathematics concepts such as timing and fractions. Students’ projects will have arts components as choices, encouraging students to create their own arts representations)

-Students will be exposed to cultural activities with field trips to art exhibits, symphony performances, musical theater etc.

1. **Performance Target**: Create a coherent, specific, and content-rich curriculum.

-Teachers will base the curriculum on the Common Core State Standards (CCSS)

-The Core Knowledge curriculum will be used as a guide to align the content which will serve as the vehicle for CCSS standards – alignment will be both horizontal and vertical in order to provide in-depth studies in an array of topics with little to no duplication throughout a student’s elementary education

-Students will utilize technology to enhance the curriculum and their projects

-Students will be provided instruction related to the technology by the Digital Media Facilitator using the grade appropriate International Society for Technology in Education (ISTE) standards for students and the Arkansas Computer Science Standards

**Goal Assessment**: The Teacher Excellence and Support System (TESS) will be used to evaluate the implementation of the curriculum and the CCSS, as will the use of technology by students. Lesson plans will be utilized for assessment and documentation of an arts infused curriculum. Mastery of the ISTE standards and Arkansas Computer Science Standards will be evidenced in individual student digital portfolios.

**Create**

**Goal**: Increase student command of creativity in problem solving and project creation, maximizing student talents and capabilities as well as the ability to solve more and more complex problems with greater and greater independence.

 **Performance Targets and Implementation Strategies**

1. **Performance Target**: Increase the use of project and problem based learning as an extension and application of core/foundation learning.

-Provide professional development for teachers on the PBL pedagogy

-Provide adequate planning time and resources for teachers to effectively implement a modified PBL curriculum

-Project and problem based learning will be designed to extend the content, CCSS, and the Cardinal Creativity College C’s (in supporting documents)

1. **Performance Target**: Increase student application of creativity in the development of new knowledge while encouraging active thinking and positive risk-taking.

-Students will use the power of choice in project selection and the performance demands of high expectation rubrics in the execution of quality products

-The GT teacher will infuse creative/critical thinking mini-lessons within the PBL classroom

**Goal Assessment**: Teacher lesson plans and observed classroom interaction during the TESS process will evaluate the successful implementation of a modified PBL curriculum. Professional Development agendas and sign-in sheets as well as class schedules will also be used. Student performance will be assessed using scored project rubrics.