**Lindsey Elementary**

**Mission and Vision Statements**

**Vision:**

Our vision is to function as a safe, nurturing and family friendly, professional learning community where we sustain a focus on collaboration, high levels of learning for all, and results.

We envision a school in which we:

* Unite to a common purpose and SMART Goals
* Work **together-interdependently**-in collaborative teams (Leadership Team, Teacher Teams, and Intervention Team)
* Seek and implement promising research based strategies and interventions for improving student learning on a continuous basis
* Frequently monitor all students’ progress by using common formative assessments (broken down by student by standard/skill/learning target)
* Demonstrate a personal commitment to the academic success and general well-being of each student

**Mission:**

It is the mission of Lindsey Elementary to provide a safe and nurturing environment where the faculty, staff, parents, community leaders and all other stakeholders ensure higher levels of learning for all.

**\*\*Teacher teams will have collaborative team SMART Goals that will address the school’s vision, mission and goals. Teams will have short and long (EOY) goals. \*\***

**Collective Commitments**

**In order to achieve the shared mission and vision of our school, Lindsey Elementary faculty and staff make the following collective commitments:**

* **Teacher teams study, clarify, align and create their own pacing from the units the district has prepared. This may mean that some lessons may be longer or shorter than what has been suggested by the district.**
* **Teacher teams must be sure to teach all standards from the county prepared units by the end of each semester (district recommends completion by county designated pacing window).**
* **Teacher teams must answer the four guiding questions when planning your units:**
* ***What do we expect our students to know and be able to do?*** As a team/teacher identify the strategies and tools that will be used to teach each standard. What knowledge, skills, and dispositions must all students acquire as a result of this unit we are about to teach? What systems have we put in place to ensure we are providing every student with access to a guaranteed and viable curriculum?
* ***How will we know if they have learned it?*** How can we check for understanding on an ongoing basis in our individual classrooms? As a team identify what mastery of the standard looks and sounds like. List discuss how or what will be used or gathered as evidence of student learning and mastery of the standard. What criteria will we establish to assess the quality of student work? How can we be certain we can apply the criteria consistently?
* ***How will we respond when they do not learn?*** What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, direct and systematic? How will we provide students with multiple opportunities to demonstrate learning?
* ***How will we respond when they already know it?*** How can we differentiate instruction among the team so that the needs of all students are being met?
* **When teachers are planning for each unit, they must adhere to the following loose and tight processes:**
* Plan for intervention, enrichment, extension. Initiate individual and small group instructional programs to provide additional learning time for all students.
* Plan for when they are going to administer teacher made common formative assessments and end of unit assessments
* Plan for when they will focus on the essential standards they have identified (guarantee and viable curriculum)
* Plan to use the instructional framework when delivering instruction
* Utilize a variety of instructional strategies to promote success for all students.
* **Teacher teams develop grade level and unit SMART goals.**
* Strategically and Specifically aligned with school and district goals
* Measurable
* Attainable
* Results oriented, that is requiring evidence of higher levels of students’ learning in order to be achieved
* Time bound

 **Team members explore questions such as:**

* Who is getting excellent results teaching this skill?
* How can we learn from each other?
* What is the area in which our students are having the most difficulty?
* What do we need to learn as a team to better address the areas of difficulty?
* Team members create processes to use assessment results to respond to students by name and need- by student, by standard or by learning target.
* **Provide parents with resources, strategies and information to help students succeed.**

**\*\*Note: All of these processes are done collaboratively within each teacher team\*\***