



The students at Murch ES will receive what they need in order to dream, create, accelerate, and be inspired learners.

FOCUS AREA	ACADEMICS	FAMILY & COMMUNITY ENGAGEMENT	SCHOOL CULTURE	SHARED LEADERSHIP
Vision and Outcomes	Murch teachers and staff believe that ALL students should have access and opportunity to instruction that meets each child's needs. Focusing on equity and inclusion, we look to our youngest grades for reading and math. If we don't catch deficiencies in learning the foundational skills in reading and math by the middle of first grade, students may have lifelong problems with learning, reading, and completing computation quickly and fluently.	We want to be partners with families and should be able to provide strategies and resources for how families can continue their learning at home with support. This will be different for different families; however, having an idea of how their child is doing in school in all subjects as well as understanding the results of assessments that students are required to take can keep lines of communication open and the focus on the child and learning.	Every child should feel loved, and the actions of teachers and staff should match the words. We have the responsibility of providing high quality care for students for a considerable time and want to do it from a place of love. Students should be challenged and never sit in a classroom feeling bored. Teachers therefore need to know their students and know how to identify their learning, social, and emotional needs, and plan to ensure students are engaged and excited about learning. Students should feel prepared and part of what this does for students is it provides a sense of membership and belonging. Being part of a group is a natural extension of what education is all about – learning in a social setting to improve oneself either through independent or collaborative work, but always feeling a sense of being prepared to do it.	This is such a critical aspect of how schools' function and we have been taking on the ultra-important work of finding ways to improve teachers and teams' self and collective efficacy – believing the job at hand can be accomplished and can be done well, which leads to significant improvements in learning and closing the achievement gap.

What does it look like?	Teachers will collaborate with multiple stakeholders to implement research-based strategies, with a focus on learning and results. This includes providing explicit instruction around foundational and numeracy skills and concepts. We will challenge students with thoughtful and targeted tasks in math, reading, science, and social studies. We will focus on whole child development via the formal curriculum to become an antiracist school. Teachers will model strategies for students before practicing, which provides students with a realistic shot at proficiency. Additionally, we are providing an inclusive learning environment for all learners, and we will provide necessary support when students struggle with learning.	We will conduct home visits in grades Kindergarten and 1 st while doing family check-ins virtually in grades 2-5. We will ensure that we are providing families with the raw information, both performance and assessment, to help them make decisions on how to support their child at home.	To accomplish our goals, we will build authentic and trusting relationships between teachers, students, and staff members. We will incorporate strategies to promote perseverance and resilience in students. We will provide stimulating and stable learning environments which will serve as a learning tool for students. This means we will establish routines and procedures that students will find reliable and can be viewed as a means of support for them organizationally.	Our work at the adult level will be rooted in examining student data and other indicators of performance to adjust instruction, strategies, and relationships.
Why we are committed	We believe all students can learn and should love coming to school, interacting with teachers and friends, and finding joy in the learning process. We want to create productive struggle opportunities for students to challenge them as they reach their full learning potential.	We are committed to families feeling a sense of belonging to our school community. We believe they can sense a level of transparency in communication and believe that our primary goal is the development of the whole child. This is our best chance to reach elevated levels of achievement for all students.	Achievement in all forms should be celebrated, but to have authentic celebrations, teachers and students must genuinely develop relationships based on trust, respect, and empathy. Students should have a clear sense of what the targets for learning are, whether academic or social-emotional.	We believe development of teacher leaders, creating an environment and culture where employees feel as though they can achieve the goals and tasks in front of them, and functioning with a mindset of overcoming obstacles and creating opportunities will result in a dynamic, loving, and joyful institution where learning is the focus, and every student success is celebrated.