



Vision

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

DOMAINS	KEY PRIORITY	CORE ACTIONS AND STRATEGIES	MEASURES OF SUCCESS	WHY WE ARE COMMITTED
ACADEMICS	<p>Murch teachers and staff believe that all students should have access and an equitable opportunity to quality instruction that meets and addresses each child’s learning level. Focusing on equity and inclusion, we begin by examining data from our youngest grades in reading and math. Our goal is to identify struggling learners and provide appropriate intervention in learning the foundational skills in reading and math, raising learning levels that are approaching grade-level achievement by mid-first grade. Teachers will collaborate with multiple stakeholders to implement research-based strategies, focus on learning, and plan for quality tier-one instruction that is differentiated and targeted while consistently analyzing results.</p> <p>The focus areas for the year are implementation of targeted needs-based small group instruction, progress monitoring of specific skills in reading and math, and the use of common formative assessments to adjust our instruction to ensure we meet the desired learning outcomes.</p>	<p>Teachers will follow the prescribed DCPS curriculum in all content areas and focus on the development of culturally responsive learning environments and pedagogy. Teachers will plan for and execute quality tier-one instruction to ensure that all students have access to grade-level content. Small group instruction will be planned for, and small groups will meet daily. During small group instruction, students will be targeted to receive enrichment because they have shown proficiency in the standards being addressed through daily instruction. Specialists will provide support to students and conduct one-on-one sessions to support students who require tier 3 interventions.</p>	<p>We will use aggressive monitoring during independent practice daily and progress monitoring of students receiving tier 2 and 3 interventions weekly/bi-weekly. We will assess students using benchmark assessments in reading and math. We will also use formative assessments in math and reading to gauge learning and to adjust our instruction if students are not meeting objectives and understanding the standards of learning.</p>	<p>At Murch, we are committed and believe that all students should have access to and an equitable opportunity to receive quality instruction that meets and addresses each child’s learning level.</p>
CULTURE OF ACHIEVEMENT	<p>Every child should feel loved, and the actions of teachers and staff should match their words. We have the responsibility of providing high-quality care for students for a considerable time daily and should do it from a place of love. Students should be in an environment where they are motivated to challenge themselves and never sit in a classroom feeling bored. Teachers therefore need to know their students well and know how to identify their learning/social-emotional needs to plan for engagement. Students should feel prepared and</p>	<p>We have partnered with Transcend over the next three years, who will work with our staff on developing and implementing a whole-child model at Murch. We want our students to feel as though their unique qualities are supported, they are respected as individuals, and we nurture their ability to make contributions to the school community.</p>	<p>We will know we are on track when our walkthrough data shows teachers are using best practices from Transcend and responsive classrooms, and there is high collaboration to implement them. Our teachers' accomplishments will be celebrated, and they will be given the support needed through the administration, coaches, Multi-Tiered System of Support (MTSS), and other staff in the building.</p>	<p>This is important because we are committed to building capacity for everyone by supporting multiple perspectives. We want to ensure equity in our policies, mindsets, and practices. We also want students to develop an increased sense of belonging and understanding of their own identities and how this plays a role in the importance of the greater good.</p>



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	challenged to create a sense of membership and belonging.			
FAMILY AND COMMUNITY ENGAGEMENT	The key priority is to engage students and families who are furthest from the opportunity and who have been historically marginalized. By creating meaningful and authentic relationships, we will be able to communicate on a consistent basis, identifying the needs of both the student and the parents to adjust our instruction and delivery of the concepts and strategies of the whole child model. We want students to feel safe in the school environment, both physically and mentally, and prepared to take on curricular and social/emotional challenges throughout the year.	We are interested in creating opportunities to establish meaningful connections between home and school, teacher and parent, and teacher and student. We will establish opportunities for families to be part of meaningful engagement opportunities as well as having the opportunity to provide feedback on the effectiveness of our efforts.	We will know if our efforts have been successful by examining the data available through the panorama survey families could complete. We would ensure that an invitation to participate is provided to each family with follow-up to create a high rate of return on the survey.	All families should have equal access to quality instruction, opportunities for engagement at or around the school, and the ability to develop relationships with multiple stakeholder groups to network and utilize available resources.
SHARED LEADERSHIP	The focus of shared leadership is developing the self-efficacy of the teachers and students. If you believe you can accomplish the work, believe that you can reach your goals, and believe that by working collaboratively and with focus, anything can be accomplished. An emphasis will also be on delivering professional development and training for teachers to equip them with the skill set needed to improve student achievement for all students.	Through shared leadership for math and reading, we will implement targeted needs-based small group instruction for process and content. We will ensure consistent progress monitoring and consistent use of common formative assessments. All staff will be involved in weekly data meetings to analyze student work which will inform instruction and teach us about the gaps that exist. MTSS plans for struggling learners will be developed to deliver tier 2 and tier 3 interventions which will be monitored and tracked. We will use research-based strategies and interventions with fidelity and ensure we work through the lens of equity as we plan for daily instruction.	The measure of success for shared leadership is simple. Success breeds confidence, which creates internal motivation to take risks, complete work at high levels of quality and attention to detail, and willingness to learn from mistakes and failures. We will measure self-efficacy through a teacher efficacy instrument that collects both pre- and post-assessment data for comparison and the student survey.	This is important because teachers have an increasing number of demands and responsibilities on their plates. They must make daily choices of their priorities which may be based on their own perceptions of self and their confidence to be successful at what they attempt. With confidence and effective feedback on performance, the hope is that choices will be made that are tied to the vision and mission of the school and the district.

<input checked="" type="checkbox"/> Non-Title I Schools	<input type="checkbox"/> Title I Schoolwide	<input type="checkbox"/> 1003 Funding	<input type="checkbox"/> Comprehensive Support and Improvement	<input type="checkbox"/> Comprehensive Support and Improvement-Grad	<input type="checkbox"/> Target Support and Improvement	<input type="checkbox"/> Additional Targeted Support and Improvement
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