Tapestry
CHARTER
SCHOOL

Tapestry Charter School
Strategic Map

I. Advance an equitable, innovative and inclusive district-wide **student growth** plan so that that all students receive what they need to develop to their full academic potential by engaging their world and focusing on literacy, math and college and career readiness.

VI. Engage leadership and instructional staff in furthering the Tapestry **teacher experience** with a dedicated focus on advancing talent management through high-quality professional learning, cultivating a positive professional culture and promoting shared leadership.

II. Ensure the sustainability of Tapestry's program by addressing the school's salient **financial and operational** needs.

V. Foster a **culture and character** in our community so all members consistently demonstrate perseverance, integrity, responsibility and respect.

III. Further a **cohesive, effective board governance** structure that engages trustees with staff, students and the Tapestry community in collaborative and proactive stewardship.

IV. Expand **Tapestry's positive impact** in our local community and the world around us so that others can benefit from our commitment to equity and social justice.

EL Education

Dimensions of Student Achievement

Dimension of Achievement	Students	Teachers and Leaders
Mastery of Knowledge and Skills	• **Demonstrate proficiency and deeper understanding:** show mastery in a body of knowledge and skills within each discipline • **Apply their learning:** transfer knowledge and skills to novel, meaningful tasks • **Think critically:** analyze, evaluate, and synthesize complex ideas and consider multiple perspectives • **Communicate clearly:** write, speak, and present ideas effectively in a variety of media within and across disciplines	• Ensure that curriculum, instruction, and assessments are **rigorous, meaningful, and aligned with standards** • **Use assessment practices** that position students as leaders of their own learning • Use **meaningful data for both teachers and students to track progress** toward learning goals • **Engage all students in daily lessons that require critical thinking** about complex, worthy ideas, texts, and problems
Character	• **Work to become effective learners:** develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration) • **Work to become ethical people:** treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion) • **Contribute to a better world:** put their learning to use to improve communities (e.g., citizenship, service)	• **Elevate student voice and leadership** in classrooms and across the school • **Make habits of scholarship visible** across the school and in daily instruction • Model a **school-wide culture of respect and compassion** • **Prioritize social and emotional learning**, along with academic learning, across the school
High-Quality Student Work	• **Create complex work:** demonstrate higher-order thinking, multiple perspectives and transfer of understanding • **Demonstrate craftsmanship:** create work that is accurate and beautiful in conception and execution • **Create authentic work:** demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school	• **Design tasks that ask students to apply, analyze, evaluate and create** as part of their work • **Use models of excellence, critique, and multiple drafts** to support all students to produce work of exceptional quality • **Connect students to the world beyond school** through meaningful fieldwork, expert collaborators, research, and service learning

2019-2020 TAPESTRY CHARTER SCHOOL DEMOGRAPHICS

SCHOOL SNAPSHOT AS OF October 1, 2019

Category	K-5 (LS)	6-8 (MS)	9-12 (HS)	K-12
Total Enrollment	**421**	**240**	**331**	**992**
White	40%	35%	15%	30%
African American	51%	53%	70%	58%
Hispanic	5%	8%	8%	6%
Asian	1%	0.8%	4%	2%
Pacific Islander	0%	0%	0%	0%
American Indian	1%	0%	0.9%	0.7%
Multi-Racial	2.4%	3.8%	3%	3%
FRPL Lunch	59%	63%	75%	65%
IEP	13.3%	12.5%	13%	13%
504	4.5%	8%	10%	7%
ELL	1.4%	0%	1.5%	1.1%

What is a Charter School?

Charter schools are free, publicly-funded, independently-operated schools of choice that are allowed to operate with more autonomy than traditional public schools in exchange for increased accountability. There are no admissions criteria; any student who is grade-level eligible can enroll through a non-discriminatory admissions lottery. Charter schools are offered certain freedoms—namely freedom over the budget, curriculum and personnel—in exchange for this increased academic accountability.

Charter schools operate under five-year performance contracts, and are held to the same New York State Regents' performance standards established for all public schools. A not-for-profit Board of Trustees governs charter schools.

How are Charter Schools Different from Western NY or Buffalo Public Schools?

Charter schools can be started by educators, parents, community leaders and not-for profit organizations. Because they are held to very high standards and are responsible for educating public school students, charter schools are approved only after a rigorous review process. Once schools open, they are governed by a not-for-profit board of trustees. They are exempt from many state and local regulations regarding curriculum development, personnel hiring and financial management, but must succeed in hitting established targets for their academic programs.

How Commonplace are Charter Schools?

The first state charter school law was passed by Minnesota in 1991. Since then, charter schools have expanded rapidly throughout the United States; currently, there are over one million students enrolled in more than 3,500 schools in 41 states plus the District of Columbia and Puerto Rico. In 2011 there were 17 charter schools in Western New York, serving over 8,000 students.

How are Charter Schools Funded?

Charter schools receive a per-pupil allocation from the state. This per-pupil allocation varies from year to year, but in the City of Buffalo, in general, has been routinely equivalent to approximately 40% of the total per pupil expenditure of a Buffalo public school student. In order to make up for this funding discrepancy, charter schools must privately fundraise.

What are the Benefits of Enrolling My Child in a Charter School?

Charter schools provide an innovative alternative to traditional public schools. With their high degree of autonomy, aggressive performance goals and strict accountability, charter schools:
- Enable teachers to be more creative and innovative in their teaching methods and subject matter;
- Provide an added education resource in areas underserved by public schools;
- Tend to be smaller in classroom size and overall student body for more personalized attention;
- Allow parents to choose a school based on what they think will work best for their children;
- Are held accountable for meeting student performance goals.

Check out Tapestry Charter School's website at www.tapestryschool.org.

You can also follow us on Facebook @TapestrySchool and Instagram @TapestryCharter

...her with my family, and relax with them afterwards instead of going upstairs to my desk to do schoolwork. Perhaps best of all: I could sleep deeply and soundly, a delicious sleep untroubled by lessons and children's needs and worried faces.

Something struck me that year: Teaching is hard. Harder than I can ever explain to anyone. Doing it well, consistently, takes a unique stamina. I didn't really see that until I took a breather and realized how fast I'd been running. For anyone with talent and options, choosing to enter teaching and giving up the money, flexibility, and respect that so many other careers offer in order to take on the stress of the classroom is just crazy. Unless you see teaching as a calling. Unless you feel that teaching is what you are intended for; that it is your way to share the best of what you have to give to the world.

I knew I had to return. I loved working with kids. I was blessed with an ideal setting in which to pursue my teaching practice: I had found a school that brought out the best in me. My colleagues were inspirational. My administration supported the teachers to hand-craft a curriculum and culture that worked. We shared a common vision that centered on children. The community trusted us. The days might be exhausting but we didn't need to compromise our vision: We could be passionate, creative, and obsessive about quality. Even with all the stress I felt fortunate to have that opportunity.

What can schools do to recruit and keep teachers who are passionate and talented? Here's my opinion: Forget the gimmicks, the signing bonuses, the merit pay, the special titles. All the financial bonuses added together generally won't come close to the salary increase a talented teacher will realize in the very first year of a career change into the corporate world. Instead, assume that strong teachers do view their profession as a calling and that what they want most is an environment that respects and supports the growth of their teaching practice. To attract talented young people into teaching, the first

step must be offering a salary structure that acknowledges the importance of the profession. Currently, teaching salaries are so meager compared to the corporate world that very few top students even consider teaching as a career. The average education major in America is a below-average college student. But improved salaries alone won't solve the problem. A strong teacher won't stay in the profession very long unless she is given the time, respect, resources, and support necessary to be proud of her work.

Almost half of America's new teachers leave the profession within five years. That the pay is often terrible is not even the worst part. These teachers struggle in isolated settings, often without support, trust, or respect. They are quickly overwhelmed and soon disheartened. That is the worst part.

Sometimes I visit a public school where the climate is more positive. It may be a pilot school or a charter school or simply a school with a strong community or visionary administrator. There is a profound difference there: The teachers feel respected. They are trusted to plan curriculum, to plan their day, to try out new ideas; they are supported to work together. They don't spend their days in the teacher's room discussing retirement or searching for other jobs.

Teachers want a work schedule that honors their need for time for planning, preparation, reflection, research, and collaboration. They want to trust that their professional expertise in decisions of curriculum, instruction, and school culture will be sought out and taken seriously. They want support with the needy children and families that worry them at night. They want professional respect and growth to be integral to their work. And they want some breathing room: The endless layers of state, district, school, and department requirements can leave little time or opportunity for them to make professional decisions about what works best with students.

During the past five years, a large portion of the gifted teachers I know, many of them recipients of prestigious teaching awards, have left the profession prior to retirement, in favor of more reward-

From An Ethic of Excellence by Ron Berger

Crew

Presented by: Sara Hilligas and Amy DiMaggio

Purposes of Crew

An EL Education school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Students in EL schools are known well and supported by adults. In EL Education schools, each student is known well by at least one adult within the school. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew.

The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

In some EL Schools, crew is a required, credit-based class. It meets for a minimum of 2.5 hours per week with opportunities to expand this time within the flexible block schedule as needs arise. Crews are either single grade or multi-grade groups, and many crew advisors stay with the same crew for two to four years. Ideally, crew size does not exceed 16 students. Crew sessions are generally scheduled for maximum attendance, avoiding the beginning and end of each school day. Generally, all faculty members are crew leaders, and sometimes school leaders also guide a crew.

Content and Purposes of Crew
1. Relationships
2. Literacy
3. Service
4. Academic Advisement Monitoring
5. Adventure and Fitness
6. Post-Secondary Preparation
7. School Administration

The following broad areas provide the focus of crew sessions in EL secondary schools:

Relationships
Crew provides each student a one-to-one relationship with an adult advisor (crew leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Crew meetings are frequently used for teambuilding exercises and for group discussions on topical issues. These exercises and discussions help establish crew identity and a positive school culture.

> **Sample strategies and practices to support relationships are:**
> - Establishing group norms
> - Participating in group initiatives and debriefing them
> - Circling up to celebrate student successes and address student issues
> - Discussing and resolving social and school culture issues
> - Understanding the Design Principles through readings and reflection
> - Using daily readings to inspire thinking and encourage discussion
> - Learning and applying the school's code of conduct and character traits
> - Contacting parents on a regular basis
> - Monitoring the academic progress and needs of each student through contact with other faculty members
> - Discussing and practicing organizational and social skills

Literacy

Crew has a strong academic focus on the goal of developing life-long readers. This goal, while primarily addressed in academic classes, has a special home in crew. Crew time may be used each week for literature circles and structured discussions based on short text or high interest books. Crew leaders utilize readers' workshops and other practices that hone students' ability to apply reading comprehension strategies to progressively more challenging texts. Independent reading may also be monitored in crew, often through book chats that also enhance the relationship between crew leader and individual students. The crew portfolio outlines the minimum independent reading requirements for each term of the school year. Crew leaders confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the independent reading requirement.

> **Sample strategies and practices to support literacy are:**
> - Participating in Socratic Seminars and other text-based protocols centered on current topics
> - Developing crew book clubs around a text of choice
> - Using crew time to reflect on who we are as readers
> - Modeling of specific reading strategies by the crew leader
> - Monitoring students' outside independent reading, using reading logs, book chats, and personal conferences
> - Learning how to "read" a test
> - Providing time for reading

Service

Within their crews and with the guidance of their crew leaders, students identify needs in the school and in outside communities, and propose and develop projects to address those needs. Students document their involvement in service throughout their school experience, selecting examples of service for inclusion in passage portfolios and presentations.

> **Sample strategies and activities to support crew service are:**
> - Inviting guests from service organizations to share their stories
> - Finding potential service sites for individual student service outside school
> - Completing service as a crew on specially planned, longer crew days
> - Recording and assessing individual service logs of crew members
> - Serving as mentors for younger students
> - Creating audio tapes of reading materials for younger students

Academic Advisement Monitoring

Students use regularly designated crew sessions to assemble and organize materials for the crew portfolio and to prepare for passage presentations and Student Led Conferences (SLCs). Crew leaders monitor portfolio progress and assess student readiness for presentation.

> **Sample strategies and practices to support portfolio development:**
> - Learning about school-wide portfolio requirements for Passages and SLCs
> - Establishing crew portfolio work days to collect portfolio artifacts
> - Creating resumes
> - Writing and collecting personal letters of reference
> - Using a peer review protocol for portfolio development
> - Preparing for student led conferences
> - Preparing for portfolio passages events

Adventure and Fitness

Crew offers opportunities for shared discovery and explorations into the unfamiliar, both inside and outside of the school building. These experiences are initially crafted and guided by the crew leader, and then gradually led by students. Fitness and nutrition plans can be developed and revisited by students during crew meetings.

Sample strategies and practices to support adventure and fitness in crew are:
- Participating in an Outward Bound course or similar adventure experience with the crew at the start of the freshman year
- Reflecting and following-up on lessons learned from adventure
- Connecting adventure and fitness learning to academic habits of work
- Participating in physical activities that engage the whole crew, such as active initiatives or daily walking
- Discussing and monitoring student adventure and fitness plans

Post-Secondary Preparation

Crew leaders support and coach students in their exploration of options for higher education, application processes, and college selection. They also assist in exploration of a variety of other post-secondary options. Exposure to information about higher education and other options can be built into crew as early as elementary or middle grades, increasing the focus and depth of preparation as students enter high school. All students have specific post-secondary plans upon graduation.

Strategies and practices to support college preparation are:
- Setting post secondary goals with crew members
- Inviting recruiters from post secondary institutions
- Discussing the nature of testing and practicing test-taking skills
- Hosting financial aid workshops for students and families
- Visiting a variety of campuses as early as freshman year
- Supporting the college application process

School Administration

Student administrative business is generally accomplished during crew meetings under the guidance of the crew leader.

Activities involving school administration can include:
- Completing required documentation for the school and the district
- Disseminating information to and collecting information from families regarding most school events
- Organizing participation in student government

Core Practice 23

Building the Culture and Structure of Crew

In the EL Education model, the tradition of Crew is both a *culture* and a *structure*. The term "crew" comes from educator Kurt Hahn, founder of Outward Bound. Hahn's quote "We are crew, not passengers, strengthened by acts of consequential service to others" inspired the EL Education motto, "We are crew." The culture of crew impels all members of a school community to work together as a team, to pitch in, to help others. Staff and students help their colleagues and peers get up the mountain together—individual success is not enough. The structure of Crew—daily meetings to support everyone's learning and growth—makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed. Crew leaders strategically plan Crew meetings to address and assess these multiple goals.

Other school structures can also help build crew culture and ensure that every student is well known and supported by peers and adults (e.g., community meetings, mentoring, peer counseling, restorative justice work, apprenticeships). The culture of crew extends beyond the school walls to relationships with families and community members.

A. Fostering a Culture of Crew among Staff

1. Leaders and teachers establish a culture of crew among staff that supports and is a model for the culture of crew among students.

2. Leaders and teachers ensure that every staff member feels respected and valued as part of the culture of crew, as well as supported to grow personally and professionally. (See also *Core Practice 34: Cultivating a Positive Professional Culture*.)

3. Leaders and teachers create structures and strategies to cultivate a positive culture among staff (e.g., orientation, mentoring, communication norms, team-building activities, readings, staff events that build relationships, appreciation traditions).

4. Leaders and teachers create systems to overcome challenges to a positive culture of crew (e.g., conversation protocols for discussion of diversity and equity, including staff members' own backgrounds and identities; equitable decision-making processes; protocols for conflict resolution among staff or in response to school crises).

5. Leaders and teachers plan staff Crew meetings to fit the school community (e.g., whole staff Crew meetings, grade/team or department Crew meetings, mixed small groups from across the building that meet regularly as staff Crews).

6. Staff Crew meetings (or the crew components of staff meetings) are focused not on the "business" of school, but on staff relationships, emotional health, growth, and sustainability.

7. Leaders and teachers sometimes use staff Crew as a structure to prepare staff to lead a student Crew effectively.

Professional learning for Crew facilitation includes:

a. Providing a Crew curriculum framework

b. Providing sample Crew lessons or a Crew lesson format

c. Teaching greetings and debrief strategies

d. Modeling effective Crew facilitation (e.g., circling up, greetings, initiatives)

e. Teaching specific team-building activities

f. Teaching strategies for relationship-building, conflict resolution, and courageous conversations

g. Addressing questions and concerns about Crew

B. Fostering a Culture of Crew among Students

1. Leaders and teachers ensure that every student has a Crew leader who gets to know that student well and serves as an advocate for the student's academic and social progress.

2. Leaders and teachers use a variety of structures and strategies to get to know students well (e.g., Crew time, home visits, flexible grouping, regular check-ins). They foster a culture of crew by supporting students to make friends, be heard, and interact as contributing members of the school community.

a. Leaders and teachers create structures for welcoming new students who arrive midyear.

b. Leaders and teachers foster multiyear connections between students of different ages and between students and adults in school and in the community. These connections may take the form of reading buddies, tutoring, mentoring, internships, apprenticeships, or other partnerships.

c. Leaders and teachers support students to feel safe, valued, respected, and included regardless of background or identity.

d. Leaders and teachers support all students to succeed and hold them accountable for high academic expectations.

3. Leaders and teachers celebrate the contributions of members of the learning community through community meetings, events, and other traditions.

C. Crew as a Structure in Primary and Elementary Classrooms

1. In primary and elementary classrooms, teachers generally serve as Crew leaders for their entire class. They typically hold Crew meetings daily at the beginning of the day (sometimes referred to as "morning meeting") and sometimes also at the end of the day.

2. Whenever possible, students in Crew sit or stand in a circle so they can see and hear each other without the interference of furniture. A circle allows Crew members to be equally vulnerable, connected, and supportive of one another.

3. Teachers as Crew leaders plan and facilitate Crew experiences that support building relationships, Habits of Character, literacy, portfolio work, adventure, and service learning.

a. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students' sense of purpose, belonging, and agency.

b. Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.

c. Crew leaders facilitate student reflection on their Habits of Character. Positive behavior is celebrated. Concerns about behavior (e.g., discourtesy, bullying, exclusion, or not following classroom norms) are often addressed in Crew, sometimes through restorative circles or other conflict mediation strategies.

d. Crew leaders facilitate student reflection on the relationship among their academic progress, Habits of Scholarship, and quality of their work. Often, students work on portfolios or prepare for student-led conferences in Crew.

e. Crew leaders help students understand foundational concepts of EL Education, such as the concept of "crew, not passengers," the Design Principles, growth mindset, and Habits of Character.

4. Crew leaders form positive relationships with parents and other care providers, monitor academic progress, and lead interventions as needed so that every student knows that he/she can be a successful member of the Crew.

D. Crew as a Structure in Secondary Classrooms

1. Leaders and teachers establish a schedule that allows for Crew to meet on a consistent basis for a significant amount of time (30 to 60 minutes) most days of the week, every day if possible. (Crew is structured similarly to what some schools call "advisory.")

2. Leaders and teachers develop a schoolwide Crew curriculum with the following features:

a. Includes learning targets, common lessons, common procedures, and tools for progress monitoring

b. Designates specific purposes for Crew on different days or for different grade levels (e.g., literacy on Tuesdays, college preparation for juniors)

c. Provides consistency in Crews across the school but also allows for individual Crew leaders to craft or customize lessons for Crew members

d. Provides a pathway for college preparation (e.g., college visits, college research, applications, financial forms, interview preparation)

3. Leaders and teachers are careful to keep Crews small (8 to 15 students), so that students can fully participate and develop meaningful relationships with their peers and Crew leaders. Often staff beyond classroom teachers are trained and supported to be Crew leaders (e.g., athletic coaches, office staff, custodians, counselors).

4. Leaders and teachers determine how students are grouped for Crew in the way the school feels works best. Often Crews stay together over multiple years and Crew leaders stay with one Crew for multiple years (e.g., three years of middle school; four years of high school).

5. Crew is not homeroom. Crew leaders plan and prepare for meaningful lessons with learning targets. Students are active participants and leaders in Crew. In many schools, Crew is a credit-bearing, graded course. High school juniors and seniors use Crew to prepare for college admissions and postsecondary life.

6. Teachers as Crew leaders plan and facilitate Crew experiences that address healthy relationships, Habits of Character, literacy, portfolio work, adventure, and service learning.

a. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students' sense of purpose, belonging, and agency.

Building the Culture and Structure of Crew (continued)

   b. Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.

   c. Crew leaders facilitate student reflection on their Habits of Character. Positive behavior is celebrated. Concerns about behavior (e.g., discourtesy, bullying, exclusion, or not following classroom norms) are often addressed in Crew, sometimes through restorative circles or other conflict mediation strategies.

   d. Crew leaders facilitate student reflection on the relationship among their academic progress, Habits of Scholarship, and quality of their work. Students often work on portfolios or prepare for student-led conferences in Crew.

   e. Crew leaders help students understand foundational concepts of EL Education, such as the concept of "crew, not passengers," the Design Principles, growth mindset, and Habits of Character.

7. Crew leaders ensure that all their students know about and have access to demanding academic courses, extracurricular activities, academic and social supports, and the best sequence of classes for college placement or postgraduation pursuits.

8. Crew leaders guide and support the college application process for students, including financial aid and scholarships, especially for first-generation college applicants. School counselors support Crew leaders in this work.

9. Crew leaders form positive relationships with parents and other care providers, monitor academic progress, and facilitate conversations between students, care providers, and other staff members as needed so that every student knows that he/she can be a successful member of the Crew and is ready for graduation.
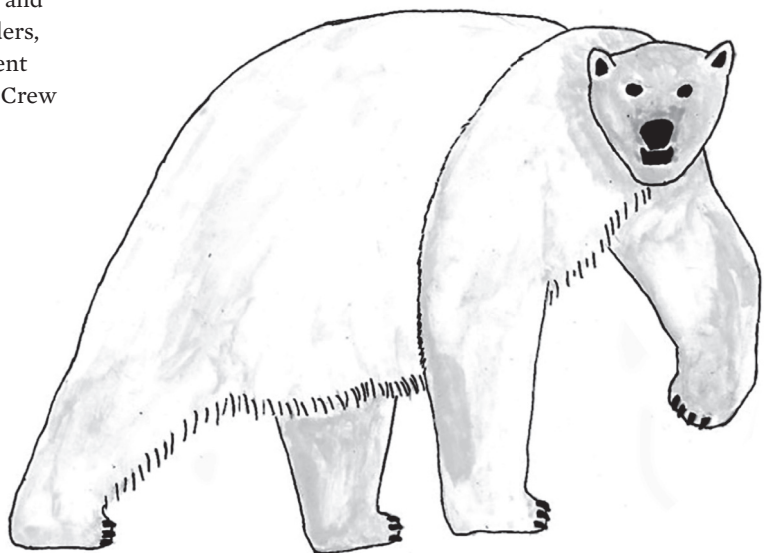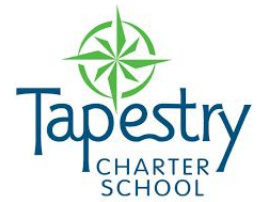
Purposes of Crew
According to EL Education, crew has 7 different purposes:
 Purposes of Crew
1. Relationships
2. Literacy
3. Service
4. Academic Advisement / Monitoring
5. Adventure and Fitness
6. Post-Secondary Preparation
7. School Administration

Structures of Crew
There are many different structures of crew. The structures aid in accomplishing the purposes of crew.

1. Circles-- Circles provide structure and predictability to crew time. More so, they are a symbol of equity and inclusion. Start everyday in a circle. Consider starting everyday with a quick whip and share out or use these restorative justice circle prompts. Circles will also be supported by the Crew Representative this year and you will be expected to run a restorative justice focused circle given to you by your crew representative.

2. Lesson plans--Following crew lesson plans every week ensures equity for the students. While there is flexibility in crew, crew is a meaningful and purposeful time of day. Please follow the crew lesson plans to ensure that you are accomplishing the team goals and that every student is getting the lesson they deserve. If you want to deviate from the lesson plans given to you, please talk to your culture committee representative on your team.

Crew Planning
The intention of this guide is to be used by teams to create lesson plans this year, so that we can create meaningful learning experiences that improve the culture and quality of Tapestry Middle School grades 6-8 and to build a "crew curriculum" that we can reuse and repurpose year-to-year.

Using this Middle School Pacing Guide (Grade 6, Grade 7, Grade 8), you will choose a portion of the calendar year to plan crew for. All crew plans should be written up and use the crew plan template and distributed to your team the Friday before crew plans begin. Please link in all crew plans to your crew in the appropriate folder found on the pacing guide.

Design Principles and possible crew activities

The Primacy of Self Discovery	The Having of Wonderful Ideas	Empathy and Caring	Responsibility for Learning	Success and Failure
--What does it mean to be a Tapestry student (rights and responsibilities) -Engage in an adventure outing and debrief in crew --Crew Identity (through teambuilding)	--Use teambuilding to explore personal goals around character --How can we make Tapestry great? ---guided to give voice to students to name traditions,celebrations, other things we could do at Tapestry to make it great. --self exploration --writing prompts & articles w/discussion protocols	--teambuilding activities with debrief to learn about how to respond/interact in compassionate ways --service learning opportunities --teach explicit skills around using manners and "what to say when…." --actions of gratitude --writing prompts & articles w/discussion protocols	--teambuilding activities with debrief to learn about how individuals respond to teamwork, challenge and frustration --Goal Setting or revisiting goals from SLCs --writing prompts & use articles w/discussion protocols	--growth mindset --teambuilding activities with debrief to learn about how to overcome challenges --celebrate successes and failures --reflect on overcoming failures and revamp goals
Diversity and Inclusion --case study celebration of black history month --teaching tolerance --celebrating diversity at Tapestry --writing prompts & articles w/discussion protocols	Collaboration and Competition --Crew Olympics --case study of the power of collaboration --STEAM challenge	Solitude and Reflection --Revisit Goals --teambuilding or other activities to engage in reflection and solitude --writing prompts & articles w/discussion protocols	The Natural World --Adventures around Tapestry/Delaware Park with activities to engage in the natural world...become experts about natural items, nature journal, engage in environmentalism or engage in citizen science	Service and Compassion --Reflect on the year --Create end of year reflections and goals for the following year --Thank yous and appreciations for all of tapestry staff --community service

Crew Plans

Lesson Title: Date:
Author:
Materials:

Learning Target: Aligned with crew map	

Elements	Detailed Steps and Materials
Greeting: Welcome and/or greet one another; Introduce target or goal; Review agenda; Set tone.	
Reading / Share: Meaningful excerpt, poem, song, riddle, etc. tied to purpose of crew session.	
Community Initiative/Main Activity/Discussion: Centered on the focus, target or goal for the day. May include team-building, fitness, discussion of relevant events or issues in the students' lives, visit from an expert, portfolio work or student-led conference preparation.	
Debrief/Reflection: Check-in on how the session went, including our collaboration, individual work, progress toward the target or goal and ideas for improving our next session.	

Shared Leadership Structures

Presented by: Lindsay Lee, Karrie Hayes, and Eric Klapper

Shared Leadership Agenda

- Lindsay Lee, 6-8 Principal
- Karrie Hayes, Director of Curriculum, Instruction and Assessment
- Eric Klapper, Executive Director

- **EL Core Practice 35**

In the EL Education model, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Thus, in addition to creating the conditions for all staff to learn, school leaders create the conditions for all staff to lead. Leaders articulate and uphold clear decision-making processes, as well as roles and responsibilities for decisions that impact the learning community. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to lead the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school.

Shared Leadership Presentation

- **What does shared leadership look like at Tapestry Charter School?**
  - Team Leaders
  - Department Chairs
  - ILC
  - Character and Culture Committee

- **The Role of Shared Leadership in Professional Development**

- **How does Tapestry build leadership capacity?**

  - June and August 2019: Who am I as a Leader?
  - September 30, 2019: Team Effectiveness Self Assessment
  - November 4, 2019: Cultivating Healthy Communication
  - December 16, 2019: Stages of Team Development
  - February 3, 2020: Common Challenges in Leading Teams
  - March 9, 2020: Navigating Conflict in Teams
  - April 6, 2020: 2020-2021 Calendar
  - May 11, 2020: 2020-2021 Bell Schedule
  - June 15, 2020: End of Year Reflection and Goal Setting

Questions and Next Steps

Core Practice 35

Promoting Shared Leadership

In the EL Education model, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Thus, in addition to creating the conditions for all staff to learn, school leaders create the conditions for all staff to lead. Leaders articulate and uphold clear decision-making processes, as well as roles and responsibilities for decisions that impact the learning community. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to lead the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school.

Note: "School leaders" in this section refers to district leaders, principals, instructional coaches and guides, and teachers in leadership roles. "Administrative leaders" refers specifically to principals or leaders in district, executive, or supervisory roles.

A. Developing an Instructional Leadership Team

1. Administrative leaders establish an Instructional Leadership Team (ILT) whose charge is to increase the learning and engagement of every student across EL Education's Dimensions of Student Achievement.

2. The ILT includes representatives of multiple stakeholder groups, including administrators, classroom teachers, and specialists. The team is typically limited to 10 or fewer members, providing balanced perspectives and expertise, but not necessarily representing every team or stakeholder group.

3. The ILT meets at least monthly and typically more frequently.

4. The ILT leads an ongoing school improvement process at the macro level, with attention to the five domains of schooling: curriculum, instruction, assessment, culture and character, and leadership. The ILT does not address non-instructional school improvement efforts (e.g., facilities, fund-raising events). The ILT's efforts are deeply aligned to the school's work plan. (See also *Core Practice 33: Leading Evidence-Based Strategic Improvement.*) The ILT's actions include:

   a. Regularly monitoring student achievement across EL Education's Dimensions of Student Achievement

   b. Monitoring progress on school goals and benchmarks

   c. Analyzing data relevant to student achievement, including data about instructional practice, school culture, and family involvement

   d. Identifying grade levels, subgroups, and/or disciplines that need additional support

   e. Adjusting the school work plan to respond to current data by making course corrections (e.g., professional learning, changes to instruction or other programs, improvements in schedules) designed to result in student achievement

   f. Recommending resources to best support student achievement

B. Establishing and Supporting Teams Focused on Impact

1. School leaders facilitate the formation of additional teams as needed, whose work parallels the work of the Instructional Leadership Team at a micro level. These teams analyze specific subsets of data and lead improvement for grade levels, subject areas, or specific subgroups of students (e.g., multitiered system of support teams).

2. Team leaders use evidence of student learning across EL Education's Dimensions of Student Achievement to shape improvement initiatives. Ongoing team practices include:

   a. Collaboratively analyzing data from formative and summative assessments, as well as student work, and discussing the implications for instructional practices, assessment design, and student performance

   b. Analyzing assessment results for individual students, subgroups, and classes

   c. Creating action plans that articulate steps teachers will take to increase student achievement (e.g., improving teaching strategies, re-teaching, tuning the curriculum, implementing academic interventions)

   d. Regularly reassessing and revising action plans based on new data

C. Building the Capacity of Others to Lead

1. School leaders provide opportunities for faculty to develop leadership through authentic practice (e.g., leading teams, committees, professional learning, whole-school celebrations, family events).

2. School leaders model and coach team leaders to thoughtfully plan and facilitate meetings that maximize the effectiveness of their teams. They encourage the following practices:

   a. Building a strong team culture in which members are invested in collective student achievement and in each others' professional growth

   b. Using tools such as agendas and protocols that foster productive, collaborative inquiry focused on teaching and learning

   c. Prioritizing student learning over adult preferences

   d. Documenting discussion and decisions made during meetings

   e. Holding each other accountable for following group norms and following through on team commitments

3. School leaders provide professional learning focused on leadership skills.

4. School leaders sometimes provide release time or stipends that incentivize teachers to lead.

5. School leaders give those who are learning to lead helpful and specific feedback designed to improve their leadership practice.

D. Supporting Shared Decision-Making

1. School leaders articulate and publicly share the decision-making model that describes the kinds of decisions to be made in any given situation and identifies who is responsible for making each kind of decision. Whenever possible, they empower teachers to take the lead in decisions that directly impact teachers and students.

2. School leaders proactively consult teachers and parents on important school concerns and seek diverse perspectives on issues when they are the sole decision maker.

3. Leaders promote opportunities for discussion and debate about initiatives that impact teaching and learning; following those discussions, staff members uphold the decisions and implement action plans made by school leaders.

4. School leaders establish systems for monitoring and supporting the work of teacher- or family-led teams or committees and for communicating and coordinating the decisions and actions of various teams.

Tapestry Charter Middle School
Department Chair Responsibilities

Department Chairs at Tapestry Charter Middle School represent one facet of shared leadership. They support the vision and school wide initiatives outlined in the middle school work plan. They have the ability to support the values of the collaborative team and remain solution-focused while leading their colleagues in creating positive outcomes for students. They are aware of their emotional intelligence, are able to create collegial trust within their department, promote collaboration, manage stress and facilitate accountable decision making. They create and maintain positive department culture through affirmation, celebration and appreciation of their colleagues on the department.

In order to cultivate a school climate where everyone is focused on ongoing positive growth and improving student achievement, department chairs will focus on using assessments and data while developing consistent instructional focuses within the department. During department meetings and these professional development sessions, the Department Chairs will ensure the seven norms of collaboration are met: (1) promoting a spirit of inquiry, (2) pausing, (3) paraphrasing, (4) probing, (5) putting ideas on the table, (6) paying attention to self and others, (7) assuming positive intentions at every meeting.

In EL schools, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to do the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school. (Core Practice 35)

Roles and Responsibilities

Department Representative
- Serve as department representative at the School Leadership Team
  - This will occur one Monday per month from 8:45 - 9:45
- Department Chairs must attend at least one school/community function
  - Department Chairs should sign up using the Middle School School Leadership Team Events Sign Up Sheet
- Bi-Weekly meetings to plan professional development for the department
  - This will occur on Tuesdays after school from 3:15-4:15

Coordinate department assessment structures (in coordination with Instructional Coach)
- Assist with:
  - Interim assessment activities. This includes:
    - Administration
    - Scoring
    - Data analysis
  - Facilitate data analysis meetings and assist with subsequent action plans created by department members
  - Develop consistent formative assessment structures within the department
  - Consistent instructional strategies across the department

Coordinate structured Department Consistencies (in coordination with Instructional Coach)
- ○ Department consistencies
    - ■ With the instructional coach, coordinate a lesson study cycle regarding department monthly instructional focus
- ○ Department norms

Professional development
- Attend School Leadership Team Leadership training on June 26th from 9:00 - 12:00 and August 22nd
- Facilitate monthly professional development with department
- Facilitate learning/implementation of classroom consistencies
- Participate in on-site monthly department training sessions with EL Education
- Seek out resources and pd opportunities aligned to department goals and needs

Curriculum Coordinator
- Work with experts from Erie 1 BOCES to vet and create vertically aligned curriculum
- Monitor the ongoing implementation of shifts in curriculum

Maintain department budget
- Create and maintain budgets for department materials and supplies
- Approve purchases made by department members

New faculty hiring and mentoring
- Serve on interview committee for new department hires
- Provide informal support for department members
- Mentor new department members

Tapestry Charter Middle School
Character and Culture Committee (CCC) Responsibilities

The Character and Culture Committee at Tapestry Charter Middle School represent one facet of shared leadership. They support the vision and school wide initiatives outlined in the middle school work plan. They have the ability to support the values of the collaborative team and remain solution-focused while leading their colleagues in creating positive outcomes for students. They are aware of their emotional intelligence, are able to create collegial trust within their school, promote collaboration, manage stress and facilitate accountable decision making. They create and maintain positive culture through affirmation, celebration and appreciation of their colleagues.

Crew is a powerful EL structure that has the potential to strengthen the academic, social and emotional wellbeing of our students. There needs to be a point person at each grade level to ensure that crew structures are being followed with fidelity. This Character and Culture Committee member will provide the teacher voice necessary to make crew initiatives successful and will enhance and create powerful crew structures that become a part of the Tapestry crew curriculum. To support our culture, this representative will develop a scope and sequence, run professional development and promote this shared vision for crew. During Character and Culture meetings and these professional development sessions, the CCC will ensure the seven norms of collaboration are met: (1) promoting a spirit of inquiry, (2) pausing, (3) paraphrasing, (4) probing, (5) putting ideas on the table, (6) paying attention to self and others, (7) assuming positive intentions at every meeting.

In EL schools, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to do the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school. (Core Practice 35)

Roles and Responsibilities:

Character and Culture Representative
- Serve as character and culture representative at the School Leadership Team
    - This will occur one Monday per month from 8:45 - 9:45
- Character and Culture Representatives must attend at least one school/community function
    - Character and Culture Committee members should sign up using the Middle School School Leadership Team Events Sign Up Sheet
- Meet bi-weekly to plan professional development
    - This will occur **Wednesday after school from 3:15-4:15**
- Serve as liaison between grade level teams, coaches and administration
    - This includes: collecting and distributing lesson plans, facilitate professional development, communicating back to the grade level team, modeling crew structures and carry the vision of PIRR to teams

Develop crew calendar and curriculum
- Develop a grade level crew calendar with grade level team
- Update calendar on a weekly basis
- Work with team members to create team challenges, create and update crew bulletin boards
- Work with and utilize the Restorative Justice structures in crew lessons
- Develop a scope and sequence for crew plans

Develop grade level community meetings
- Participate in the planning of grade level community meetings and work with the crew committee to develop a scope and sequence for crew grades 6-8
- Identify and implement ways to celebrate students who are living up to PIRR expectations

Develop staff appreciation and recognition initiatives
- Develop rituals for staff appreciation

Develop initiatives to support a positive school culture
- Develop a school-wide calendar with student and staff initiatives
- Support community (Thanksgiving food drive, canned food drive, clothing drive)

Monitor schoolwide data and develop action plans
- Monitor attendance and discipline data and develop interventions to address areas of need

Professional Development
- Attend School Leadership Team Leadership training on June 26th from 9:00 - 12:00 and August 22nd

Tapestry Charter Middle School
Instructional Leadership Council Member (ILC) Responsibilities

The Instructional Leadership Council (ILC) at Tapestry Charter Middle School represent one facet of shared leadership. They support the vision and school wide initiatives outlined in the middle school work plan. They have the ability to support the values of the collaborative team and remain solution-focused while leading their colleagues in creating positive outcomes for students. They are aware of their emotional intelligence, are able to create collegial trust within the school, promote collaboration, manage stress and facilitate accountable decision making. They create and maintain positive ILC culture through affirmation, celebration and appreciation of their colleagues.

In order to cultivate a school climate where everyone is focused on ongoing positive growth and improving student achievement, ILC members will examine data, create and deliver full staff professional development designed to implement a school-wide literacy or mathematics strategy. This strategy is aimed to promote student achievement and growth. During ILC meetings and these professional development sessions, the ILC will ensure the seven norms of collaboration are met: (1) promoting a spirit of inquiry, (2) pausing, (3) paraphrasing, (4) probing, (5) putting ideas on the table, (6) paying attention to self and others, (7) assuming positive intentions at every meeting.

In EL schools, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to do the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school. (Core Practice 35)

Roles and Responsibilities

Lead three inquiry cycles during full staff professional development
- ILC members will:
  - Analyze state assessment data to look for standards that are areas of strength and those in need of improvement
  - Brainstorm strategies that can be used to address school-wide trends
  - Lead whole staff professional development to address the trends in state assessment data
  - Train the staff and serve as point-person for progress monitoring through the MAPS Skills program
  - Monitor the ongoing implementation of the ILC-chosen literacy and math strategies during enrichment and academic classes.

Professional development
- Attend School Leadership Team Leadership training on June 26th from 9:00 - 12:00 and August 22nd
- ILC Members must attend at least one school/community function
    - ILC members should sign up using the Middle School School Leadership Team Events Sign Up Sheet

- Attend bi-weekly meetings to plan professional development
  - This will occur Thursday monthly after school from 3:15-4:15
- Facilitate whole school staff development on a monthly basis
- Facilitate learning/implementation of classroom literacy and mathematics strategies

New faculty hiring and mentoring
- Serve on interview committee for new grade level hires
- Provide informal support for grade level members

Tapestry Charter Middle School
Grade Level Team Leader Responsibilities

Team leaders at Tapestry Charter Middle School represent one facet of shared leadership. They support the vision and school wide initiatives outlined in the middle school work plan. They have the ability to support the values of the collaborative team and remain solution-focused while leading their colleagues in creating positive outcomes for students. They are aware of their emotional intelligence, are able to create collegial trust within their team, promote collaboration, manage stress and facilitate accountable decision making. They create and maintain positive team culture through affirmation, celebration and appreciation of their colleagues on the team.

In order to cultivate a school climate where everyone is focused on ongoing positive growth and improving student achievement, team leaders will hold meeting addressing at least one of the following purposes: to share information, to learn something, to solve problems, to make decisions, to plan and/or to build community. Team leaders will ensure the seven norms of collaboration are met: (1) promoting a spirit of inquiry, (2) pausing, (3) paraphrasing, (4) probing, (5) putting ideas on the table, (6) paying attention to self and others, (7) assuming positive intentions at every meeting.

In EL schools, leadership is a collaborative, dynamic effort toward a common vision for teaching and learning. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to do the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school. (Core Practice 35)

Roles and Responsibilities

Grade Level Representative
- Serve as grade level representative at the School Leadership Team
  - This will occur one Monday per month from 8:45 - 9:45
- Team leaders must attend at least one school/community function
  - Team leaders should sign up using the Middle School School Leadership Team Events Sign Up Sheet
- Meet bi-weekly with the principal to problem solve and discuss middle school logistics
  - This will occur Friday mornings from 7:30 - 7:55

Support grade level EL structures (in coordination with EL Coach)
- Assist with:
  - Facilitating expeditions and case studies
    - The high quality work process through the creation of rubrics, models, calendar, showcase and products
  - Facilitating grade level rites of passage (8th grade)
  - Coordinating SLC process as needed
    - The creation of a script, scheduling of conferences, gathering materials and communicating to families
  - Planning grade level field work

Coordinate structured grade level activities (in coordination with Instructional Coach)
- Plan and facilitate:
    - Grade level "Meet our crew" night
    - Grade level open house
    - First week back to school schedule and activities
    - PIRR Day activities
    - Better world day service learning opportunities
    - Celebrations or grade level trips
- Assist in the creation of:
    - Grade level supply lists
    - Summer reading
    - Grade level consistencies
        - With the instructional coach, coordinate a lesson study cycle regarding grade level consistencies
    - Grade level norms
- Coordinate a consistent schedule for FLEX period

Weekly Team Meeting Coordinator
- Run weekly team meetings by creating an agenda and establishing norms. At these weekly meetings, facilitate conversations regarding:
    - Solution Focused Students of Concern
    - Special Education/Literacy/ELLs/Guidance Department
    - Crew - Delegate lesson planning to grade level members
    - RtI interventions
- Participate in on-site monthly team leader training sessions with EL Education

RtI Meeting Coordinator
- Facilitate the completion of the RtI referral form
- Attend monthly RtI cycle meetings
- Schedule additional RtI meetings as necessary

Coordinate grade level disciplinary interventions
- Monitor team level disciplinary interventions (includes management of level 1 behaviors)
- Liaison with guidance and administration for interventions

Professional development
- Attend School Leadership Team Leadership training on June 26th from 9:00 - 12:00 and August 22nd
- Facilitate grade level staff development as necessary
- Facilitate learning/implementation of classroom consistencies

Maintain grade level budget
- Create and maintain budgets for grade level materials and supplies
- Approve purchases made by grade level members

New faculty hiring and mentoring
- Serve on interview committee for new grade level hires
- Provide informal support for grade level members
- Mentor new team members

Communication
- Facilitate the creation of, and hold team accountable for the creation and weekly maintenance of grade level websites
- Communicate with grade level families on end of year requirements and other grade-level communications

Tapestry Middle School 2019-2020
Professional Development Schedule

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Tapestry Middle School Students, 6-8, will outperform or perform as well as NYS in the ELA, Mathematics and Science Assessment. At least 60% of students in grades 6-8 will meet annual growth targets in NWEA in both Math and ELA (fall to spring).	Tapestry Middle School Students will be prepared for success in high school and beyond in service of becoming effective learners, ethical people and contributors to a better world.	Tapestry Middle School Students will create High Quality Work that demonstrates remarkable growth in complexity, authenticity and craftsmanship.

	Staff Reading/Talking Piece	Hour 1 7:45 - 8:45	Hour 2 8:45 - 9:45		
			6th grade	7th grade	8th grade
9/9/19	Lindsay Lee	Principal's Update: - Start of the year logistics - Framing PD (teacher efficacy)	Team Meeting		
9/16/19	Beerman Reading Only	Character and Culture - Restorative Practices - Classroom Management/MAC - Crew	Team Meeting		
9/23/19	Matos	Department - Develop interims based on last year's data	Team Meeting		
9/30/19	Hartke	ILC - Data Cycle 1 (new strategy)	School Leadership Team Meeting and New Teacher Mentor Program		
10/7/19	Gentile	Principal's Update - Student Engaged Assessment	RtI	Team Meeting	Team Meeting
10/21/19	DiMaggio	Department - Feedback on interims (tuning protocol)	Team Meeting	RtI	EL Planning

	Kamholz Reading Only	Character and Culture - DASA/Bullying	EL Planning	EL Planning	RtI
11/4/19	Scanlon	ILC - NWEA Reports (during SLC's) - SLCs & signups	School Leadership Team Meeting and New Teacher Mentor Program		
11/18/19	Tomasik	Principal's Update - PIRR Day logistics (11/22) - Learning targets during Instruction (cfu) - BEDS data	RtI	Team Meeting	Team Meeting
11/27/19	Slepian	½ Day Professional Development - High Quality Work Protocol			
12/2/19	Marino	Department - Interim Data Inquiry Meetings	Team Meeting	RtI	EL Planning
12/9/19	DiMaggio Reading Only	Character and Culture - School Wide Culture Data Dive - Action Planning (use MAC and Restorative Practices)	EL Planning	EL Planning	RtI
12/16/19	Hills	ILC - Data Cycle 2 (new strategy)	School Leadership Team Meeting and New Teacher Mentor Program		
1/6/20	Close	Principal's Update - Work plan check-in (Futures Protocol)	RtI	Team Meeting	Team Meeting
1/13/20	Ritchey	Department - Action Plan Check-In - Sorting Student Work Protocol	Team Meeting	RtI	EL Planning
1/27/20	Bailey Reading Only	Character and Culture - Social Emotional Standards - Restorative Practices - MAC	EL Planning	EL Planning	RtI
2/3/20	Miranda	ILC - Review NWEA data	School Leadership Team Meeting and New Teacher Mentor Program		

			- Positive mindset for students - Change enrichment groups (as needed)			
2/10/20	DiMaggio		Principal's Update - PIRR Day logistics (2/13) - Using data with students - Long term goal: school-wide PIRR rubric	RtI	Team Meeting	Team Meeting
2/24/20	Brunner		Department - Interim Data Inquiry Meetings	Team Meeting	RtI	EL Planning
3/2/20	Frost Reading Only		Character and Culture - Social Emotional Standards - Restorative Practices - MAC	EL Planning	EL Planning	RtI
3/9/20			ILC - Data Cycle 3 (new strategy)	School Leadership Team Meeting and New Teacher Mentor Program		
3/16/20	Close		Principal's Update - State Testing logistics (3/26-3/27)	RtI	Team Meeting	Team Meeting
3/23/20			Department - Interim Data Inquiry Meetings	Team Meeting	RtI	EL Planning
3/30/20	Hartke Reading Only		Character and Culture - School Wide Data Dive - MAC - Restorative Practices	EL Planning	EL Planning	RtI
4/6/20	Fields		ILC - Using data with students - Progress monitoring	School Leadership Team Meeting and New Teacher Mentor Program		
4/20/20			Principal's Update - State Testing logistics (4/26-4/23) - PIRR Day logistics (4/24) - Models of HQW	RtI	Team Meeting	Team Meeting
4/27/20	DiMaggio		Department	Team Meeting	RtI	EL Planning

Date		Focus	EL Planning / RtI		
		- Sorting Student Work Protocol			
5/4/20	Smerda Reading Only	Character and Culture - Staff Appreciation	EL Planning	EL Planning	RtI
5/11/20	Hockwater	ILC - Feedback protocol - Using data with students	School Leadership Team Meeting and New Teacher Mentor Program		
5/18/20		Principal's Update - End of Year logistics - Checks for understanding share out	RtI	Team Meeting	Team Meeting
6/1/20	Miranda	Department - Curriculum work and check in	Team Meeting	RtI	EL Planning
6/8/20	DiMaggio Reading Only	Character and Culture - Reflection/Debrief - Feedback - Goal Setting for 2020-21	EL Planning	EL Planning	RtI
6/15/20		ILC - Review NWEA data - Reflection/Debrief	School Leadership Team Meeting and New Teacher Mentor Program		
6/22/20		Principals' Update - Work Plan Reflection and Shared Leadership PD Debrief	Team Meeting		

Tapestry Middle School

Shared Leadership 2019-2020

Admin Team

Lee, DiMaggio, Sprowal, Bedell, Ballachino, Burns, Newsome, Kauffman
- ❏ Character
- ❏ Culture
- ❏ Teams
- ❏ Professional development
- ❏ RtI-behavioral

Lee, DiMaggio, Miranda, Kauffman, Hayes
- ❏ Curriculum
- ❏ Assessment
- ❏ Instruction
- ❏ Professional development
- ❏ RtI-academic
- ❏ Expedition Planning

School Leadership Team (SLT)   *Substitute Administrator Tyler Brunner

- ❏ Vision
- ❏ Work Plan
- ❏ Action plan for current middle school concerns

- ❏ Vet current and upcoming initiatives
- ❏ Grow leadership capacity
- ❏ Attend at least one school/community function

Team Leaders	Character and Culture Committee (CCC)	Department Chair	Instructional Leadership Council (ILC)
Meeting: Friday Morning bi-weekly from 7:30 - 7:55 Start Date: 9/6/19 **Facilitated by Lee**	**Meeting: Wednesday After School bi-weekly from 3:15 - 4:15 Start Date: 9/4/19** **Facilitated by DiMaggio, Kauffman, Bedell and Sprowal**	**Meeting: Tuesday After School bi-weekly from 3:15 - 4:15. Start Date:** **Facilitated by DiMaggio & Miranda**	**Meeting: Thursday After School bi-weekly from 3:15 - 4:15. Start Date: 9/5/19** **Facilitated by Lee & Miranda**
6th: Kelsey Hoerner **7th: Caitlin Kamholz** **8th: Susan Matos**	**6th: Tyler Brunner** **7th: Lauren Slepian** **8th: Danielle Smerda** ***Taylor Norton** ***Ellen Flores**	**Soc. Studies: Maggie O'Brien** **Science: June Bailey** **Math: Stefanie Scanlon** **ELA: Laura Hartke** **Arts: Nikki Ritchey** **Sped/Specialist: Dominic Ballachino**	**Literacy: Danielle Smerda, Susan Matos, Kelsey Hoerner, Mike Gentile** **Math: Caitlin Kamholz, Stefanie Scanlon**
❏ Expedition and case studies ❏ Support EL structures ❏ Grade level activities ❏ Weekly team meetings ❏ RtI meetings ❏ Grade level disciplinary interventions ❏ Grade level consistencies ❏ Monthly lesson cycles ❏ Communication ❏ Grade level budget ❏ New hiring and mentoring	❏ Crew calendar and curriculum ❏ Grade level community meetings ❏ Staff appreciation and recognition ❏ Positive school culture ❏ Monitoring school-wide data (attendance and discipline) and developing action plans ❏ Professional Development	❏ Assessment Structures ❏ Monthly lesson cycles ❏ Department consistencies ❏ Interim data and assessments ❏ Curriculum coordinator ❏ Resources ❏ Professional Development ❏ Department budget ❏ New hiring and mentoring	❏ Literacy focus ❏ Math focus ❏ Enrichment ❏ Professional Development ❏ Data driven ❏ NWEA and State test data

Introduction to Expeditionary Learning/ Buffalove

Presented by: Jessica Kauffman

EL Education

Attributes of High-Quality Student Work

The descriptions below are intended to provide educators with common vision and terminology as they engage in using student work to improve teaching and learning, be it shorter task work or products that are the result of long-term projects. These attributes are not intended to constrain a conversation about quality, and not all descriptors must be present for a piece of work to be high quality. They are intended to provoke deeper conversation and act as a starting point for formulating a shared understanding of quality. These descriptions align with EL Core Practices 5 (Designing Projects and Products) and 7 (Producing High-Quality Student Work).

Complexity
- Complex work is rigorous: it aligns with or exceeds the expectations defined by grade-level standards and includes **higher-order thinking** by challenging students to apply, analyze, evaluate, and create during daily instruction and throughout longer projects.
- Complex work often **connects to the big concepts** that undergird disciplines or unite disciplines.
- Complex work prioritizes **transfer of understanding** to new contexts.
- Complex work prioritizes consideration of **multiple perspectives**.
- Complex work may incorporate students' **application of higher order literacy skills** through the use of complex text and evidence-based writing and speaking.

Craftsmanship
- Well-crafted work is done with care and precision. Craftsmanship requires attention to **accuracy, detail, and beauty**.
- In every discipline and domain, well-crafted work should be **beautiful work in conception and execution.** In short tasks or early drafts of work, craftsmanship may be present primarily in thoughtful ideas, but not in polished presentation; for long-term projects, craftsmanship requires perseverance to refine work in conception, conventions, and presentation, typically through multiple drafts or rehearsals with critique from others.

Authenticity
- Authentic work **demonstrates the original, creative thinking of students**—authentic personal voice and ideas—rather than simply showing that students can follow directions or fill in the blanks.
- Authentic work often **uses formats and standards from the professional world**, rather than artificial school formats (e.g., students create a book review for a local newspaper instead of a book report for the teacher).
- Authentic work **often connects academic standards with real-world issues, controversies, and local people and places**.
- Authenticity gives purpose to work; the **work matters to students and ideally contributes to a larger community** as well. When possible, it is created for and shared with an audience beyond the classroom.

Core Practice 9

Designing Learning Expeditions

Learning expeditions are the signature EL Education curricular structure. They make standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills, particularly in reading and writing informational text and writing from evidence.

Learning expeditions take multiple, powerful elements of the EL model (see Core Practices 6–8) and join them together. All of these structures can also be used independently, outside of full learning expeditions.

Learning expeditions are typically 6 to 12 weeks in duration, though sometimes longer.

A. Planning for the Scope and Components of Learning Expeditions

1. Teachers plan learning expeditions to include the following components: a kickoff experience, guiding questions, one or more projects or case studies that lead to a product, lessons, fieldwork, experts, a culminating event, and often service learning.

2. Teachers plan learning expeditions so that when students are "on expedition," the expedition topic, lessons, and work provide the through-line of their school day across subject areas and, usually, across periods of the day.

   a. In middle and high school classrooms, students may be "on expedition" for a given term in some courses and learning through more traditional disciplinary structures in others. Learning expeditions may be led by a multidisciplinary team or by a single teacher within a subject area that includes interdisciplinary features (i.e., learning expeditions are interdisciplinary, but not necessarily with an equal balance of disciplines).

   b. Learning expeditions integrate skills of reading, writing, listening, speaking, numeracy, and research, as well as critical thinking, problem solving, and collaboration. Explicit literacy instruction, using relevant and appropriately complex text, takes place in learning expeditions at all grade levels.

B. Planning and Refining Learning Expeditions

1. Individual teachers or teaching teams construct or customize learning expeditions.

   a. Teachers design learning expeditions well in advance and begin with the product or performance in mind.

   b. Teachers calendar the components collaboratively and realistically so that students will have time to complete projects and associated products and performances

with quality. Whenever possible, they engage students in scheduling and committing to deadlines.

   c. Teachers anticipate that students will take on increasingly more leadership during a learning expedition and that the scope and final product of the expedition may change or expand accordingly.

2. Leaders and teachers create structures for critiquing, revising, and documenting learning expeditions for quality and longevity.

C. Choosing, Focusing, and Unpacking the Compelling Topic

1. Teachers choose learning expedition topics that engage student curiosity and passion by providing opportunities to connect historic, scientific, and other disciplinary concepts to local contexts and specific case studies that make learning more concrete, relevant, and enduring. A compelling topic has the following characteristics:

   a. It is centered on important content standards identified in curriculum maps.

   b. It addresses literacy standards so that students experience the powerful connection between reading about a topic and writing effectively about a topic.

   c. If the topic asks students to apply problem-solving or data analysis skills, it addresses relevant mathematics standards.

   d. It has rich potential for reading complex texts and primary sources from the discipline of study.

   e. It takes a broad content (e.g., the Revolutionary War, Newtonian physics) and focuses it with at least one narrow case study or project that engages students and clarifies concepts (e.g., the role of a local city in the Revolutionary War, the physics of car accidents).

f. It offers strong possibilities for original research and the creation of high-quality products for an authentic audience.

g. It invites students to conduct fieldwork, investigate community resources and issues, and build on their reading knowledge by collecting data, interviewing citizens and experts, and creating products that meet a real community need.

h. It focuses on issues of cultural diversity, equity, social justice, or environmental stewardship. It allows students, in developmentally appropriate ways, to engage in compelling conversations about their ideas of right and wrong.

i. It provides opportunities for students to analyze multiple perspectives, voice their opinions, construct arguments supported by evidence, and serve their communities.

2. Once teachers have identified a compelling topic, they craft one to three guiding questions that do the following:

a. Frame inquiry into the topic and lead students to enduring understanding of broader issues and fundamental concepts within and across disciplines

b. Provide the "so what" and "who cares" for students. Guiding questions help students make connections among lessons, projects, and case studies and see the big picture of their learning

c. Avoid singular "right" answers (e.g., Who were the founders of our nation?) or presuppose a partisan or political stance (e.g., Why should we save Statesville Creek?)

d. Reveal fundamental debates and concepts of a discipline and the essential questions that scholars such as scientists and historians must grapple with in their work (e.g., Whose story is told when history is written?)

e. Are phrased to be student-friendly, age-appropriate, memorable, and thought-provoking (e.g., What is a healthy life?)

f. Can be referred to strategically throughout the learning expedition as students develop increasingly informed and sophisticated responses to these questions, individually and as a group

3. Teachers use the Four T's (Topic, Task, Targets, and Text) framework to strengthen a cohesive learning expedition plan.

a. They identify a compelling **topic**.

b. They plan challenging, engaging **tasks**, including assessments, that align with the learning targets.

c. They craft learning **targets** for content and skills based on required standards that drive the learning expedition.

d. They choose challenging, engaging **texts** that align with the targets.

4. Teachers document their learning expedition plans and create standards-targets-assessment documents.

D. Planning for the Flow of Learning Expeditions

1. Teachers plan a kickoff or immersion experience for students that ignites curiosity and sparks interest in a topic. The kickoff is designed to:

a. Build background knowledge in the learning expedition content

b. Raise questions rather than answering them

c. End by revealing the guiding questions and an opportunity for students to debrief by forming connections to the questions and brainstorming ways to pursue answers

2. Teachers plan reading, fieldwork, and research experiences that allow students to become experts in the topic. These experiences may include:

a. Building background knowledge through reading primary sources or other texts

b. Interviewing experts who come to the classroom to speak about case study topics

c. Investigating a case study topic through research

d. Conducting laboratory experiments or fieldwork to collect data

3. Teachers plan how students will work on the final product throughout the learning expedition as they acquire and refine their knowledge and skills. This plan includes how and when students will:

a. Take notes and record information needed for the product

b. Make decisions about design and organization of their product

c. Learn skills needed to be successful on the product

d. Draft the product

e. Critique, revise, and polish the final product

4. Teachers plan a culminating event or celebration of learning that features high-quality student work. The plan for presentation includes the following:

a. Logistics that support students to be the main

presenters or docents at the celebration. Students act as teaching experts to explain or perform their work rather than simply displaying it.

b. Time to display student work in a beautiful and professional way that calls attention to craftsmanship and authenticity

c. Drafts of student work and other indicators of the process by which students created their work (e.g., documentation panels that tell the story of the learning and of students' growth and perseverance)

d. Ways for the audience to interact with students by asking questions, providing feedback, or reflecting with students

Structure and Elements of a Learning Expedition

Focused Topic: Learning expeditions are not designed for fun, they are designed to explicitly teach key standards. They engage curiosity and passion. Literacy is imbedded in every expedition.

Guiding Questions: These are the open-ended essential question that frame the expedition. They synthesize the "so what" of the topic students are studying.

Case Studies: These are concrete, often local studies of subtopics within a discipline. It is used to make the major concepts of a broad topic come alive for students.

Fieldwork: Fieldwork allows students to be active investigators as they apply the research tools and techniques of inquiry used by professionals in the field.

```
Focused Topic          Learning Targets
        ↓                      ↓
          Guiding Questions
                  ↓
              Kickoff
          ↙              ↘
  Case Studies       Case Studies
  Fieldwork          Guest Experts
                  ↓
        Projects and Products
                  ↓
             Showcase
```

Learning Targets: Learning targets are the goals for the lessons derived from state standards. They are written in concrete, student friendly language and used to track learning progress.

Kickoff: The kickoff is a mystery or experimental activity that is designed to spark interest, curiosity and motivation in the upcoming expedition.

Guest Experts: Guest experts bring firsthand knowledge of events and issues into the classroom. These experts should collaborate with students as they teach them skills from the field.

Projects and Products: Projects are modeled on real-world documents and artifacts. Ideally, they also contribute to a real-world audience. They are used to teach literacy and math skills.

Showcase: A showcase is a culminating celebration and presentation of learning that takes place at the end of a learning expedition.

Tapestry
CHARTER
SCHOOL
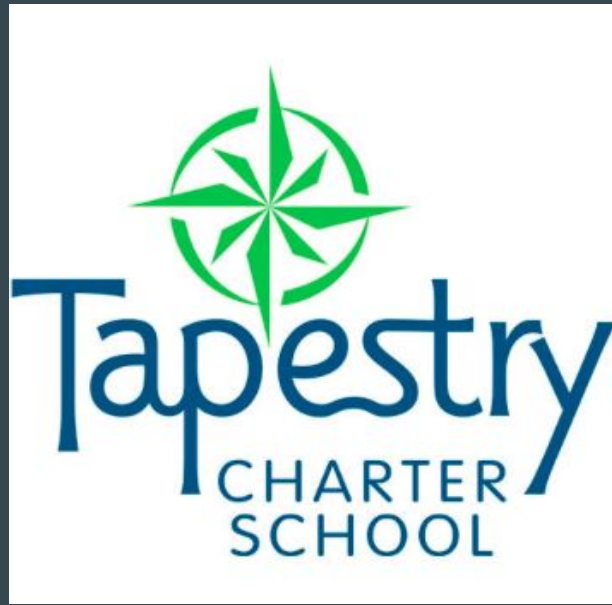
Work That Matters: Expeditions Tapestry Charter School

"For too long, school was something that was "done to kids" rather than having kids be leaders of their own learning. Teachers like us have changed that notion, and we are helping thousands of kids realize that their voices deserve to be heard, that they, too, have choice and agency, and that they can be change they want to see in the world. "
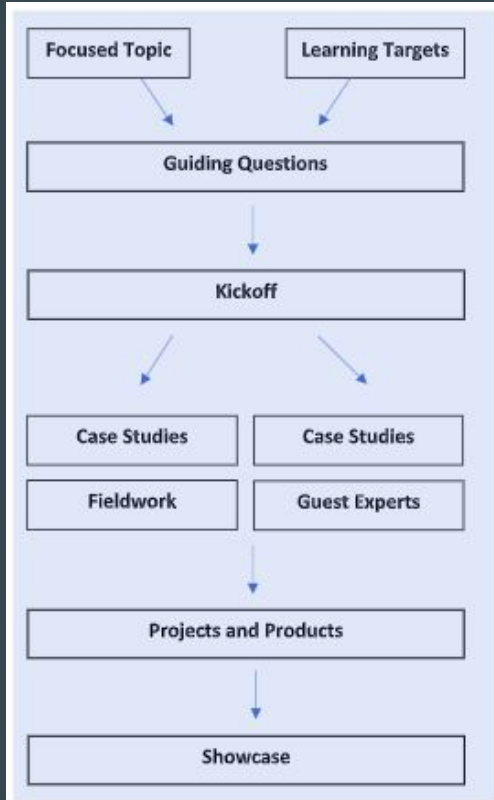
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"Why do we have to learn this?"

Supporting Staff

- "Buffalove"

    ○ Keynote Speaker: Dr. Jevon Hunter & PPG

    ○ Round Robin Discussions w/ 35 Community Organizations

- High Quality Work

    ○ Final Products that are rigorous, show craftsmanship and are authentic products for the real world.

Structure and Function of an Expedition

- Each Expedition "Topic" is aligned to social and environmental justice issues facing our community or the lives of our students.
- Each Expedition, grounded in standards, culminates in a real-world product that betters our community or the lives of our students.

Expeditions at Tapestry Charter School

Tapestry Website

One Buffalo

Questions

Coaching and Teacher Support

Presented by: Stephanie Miranda, and Allie Freeburg

November Walkthroughs

- Learning Targets
    - Unpacked, referenced, and reflected upon
- Evidence of mastery of the short term-target (How will you know that students have learned?)
    - How is teacher assessing?
    - How are students reflecting?

What are students doing? What are teachers doing?	Praises

Probing Questions/Recommendations
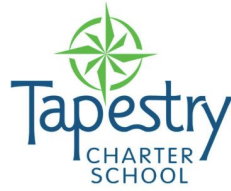
October Checklist for Mentors--end of 5 week marking period October 9th

_____ Check to make sure emergency lesson plans are in place. Encourage the teacher to have enough material just in case.

_____ Discuss formal observation(s) or upcoming observations

_____ Observe classroom teaching sometime during October (lesson study).

_____ Discuss Lesson Study structure and expectations

_____ Debrief the way professional development is facilitated through shared leadership--department, grade level, character and culture, and ILC teams. Answer Questions about unknown terms or unclear processes. Be prepared to explain the rationale for history behind comments/decisions.

_____ Discuss how their classroom management & discipline plans are going. Encourage the teacher to keep a list of changes they may want to make for the following quarter.

_____ Briefly discuss upcoming SLCs including tips in how to conduct, handling parent issues, support staff available and what to prepare.

_____ Make sure the teacher has received proper documentation or has access to necessary information for special education students, students with 504s, or are provided with other special services.

_____ Answer any questions about grading (HOW vs. academic grades etc)

Ensure teacher is planning for HQW. Student work sample for SLC's and HQW protocol in November

Teacher:

Date/Block:

Observation Notecatcher

Learning Targets: The daily learning target is connected to a supporting learning target/unit's guiding questions. Students discuss the target at the beginning of the lesson, during, and the end (with debrief)	
Do now: A short assignment relevant to course learning targets gets kids on task. Students can handle the work independently and produce tangible evidence of understanding.	
Guided Practice: Teachers gradually release responsibility creating a safe space for students to practice the task with support, and give students experience with success.	
Check Checks for Understanding: Teachers use for a variety of purposes- to check for factual knowledge, to monitor confusion/readiness, status checks, and to deeper probes of understanding and opinion. Instruction is then adjusted to meet students' needs.	
Debrief: Return to the learning target, synthesize learning, and assess whether or not students have met the target.	
Classroom Management: A respectul, active, collaborative, growth oriented self-managed room is evident through teacher presence, norms, routines, communication, group work, and deeper support for challenging behaviors.	

Lesson Study Protocol

Purpose
- To continue to deepen our understanding of teaching practices through observation and collaboration

Lesson Study Pre-Meeting (10 minutes morning of the lesson)
* Applicable only to department lesson cycles
1. Framing of the lesson.
2. Review norms and hopes for the lesson study.
3. Review focusing questions and note catcher.
4. Presenting teacher frames the lesson including:
    a. Explicitly names the learning target.
    b. Any prior experience or pre-teaching students have had with the learning target.
    c. Any planned insights, reflections or challenges that you would help the participants to understand the intention of your instructional moves.
    d. Any specific look-fors for the observation. (*e.g., I would love your insights on whether or not the jigsaw effectively supported students towards the learning target*)

Lesson Study Observation (full class period)
- Presenting teacher(s) will present the lesson while the rest of the team watches/takes notes on the focus question(s).

Note: During the observation, it is important to focus on what the students and teacher(s) are doing during the lesson. Because of this, refrain from answering students' questions or helping students during independent work time.

Lesson Debrief (30 minutes that afternoon or next morning)

Framing

1. **Reconnecting to Purpose**: Participants will revisit the purpose of the study and guiding question(s).
2. **Review notes**: Participants review notes from their observations.
3. **Praise**: Each team member shares an observation about where he/she saw this lesson meet one of the criteria from the note catcher. The presenting teacher listens and takes notes.
   - <mark>Use this suggested sentence frame: "I saw… The impact on students/students learning was…"</mark>
4. **Probing questions:** Each team member then asks questions that are designed to support the presenter to reflect more deeply on a particular aspect of practice. These should be genuine questions that foster reflection rather than suggestions posed as questions.
   - "Can you tell me more about why you ___ and what was the impact on students?"

   The presenting teacher can respond to these probing questions in a couple of different ways.
   - The presenting teacher can listen to all the questions, making notes, and then respond to questions of choice.
   - The presenting teacher can respond as the questions are asked in conversational format while team listens in.

Synthesizing and Naming Next Steps

- Each participant takes a few minutes to reflect in writing about their take-aways from the lesson study experience. Each participant will name one take-away they will bring into their own practice.

Middle School Lesson Study Cycles

Structure of Lesson Cycle	★ Teachers are paired up ★ Teacher pairs will observe each other on the same day with the same focus ★ There will be a pre-meeting and post-meeting during common planning time (no pre meeting for crew due to consistent team crew lessons)		
Month	**Grade Level**		**Department (One per month)**
	Grade Level Consistencies Focus on: ❖ Entry Routine ❖ Start of Class Routines (DIN) ❖ Leaving the room ❖ Leaving your seat ❖ Material organization ❖ Referencing norms ❖ Exit Routine	**Crew Structures** Focus on Restorative Practices: ❖ Circle ❖ Talking piece ❖ Relationships ❖ Student engagement ❖ Crew lesson/ purpose ❖ Monthly culture focus	Focus on: ❖ Department goals ❖ Assessment structures (formative, checks for understanding) ❖ Instructional practices (engagement, discussion protocols, target tracking)
September	6th		
October	7th	8th	ELA
November	8th		Special Ed/Specialists
December	6th	7th	Math
January			
February	7th	6th	Science
March			Social Studies
April	8th		Arts/PE/Health
May			

Name of Teacher Observing: _____   Name of Teacher Being Observed: _____

Date: _____   Class: _____

Look for	Notices/Probing Questions (What is the teacher doing? What are the students doing?)
Learning Targets ● Alignment of target with tasks ● Emphasis on "learning" vs "doing"	
Teacher use of Learning Target ● Posted ● Unpacked ● Referenced	
Checks for Understanding ● Use open-ended questions ● Use quick-check techniques ● Pause to address misconceptions	
Reading Assessment Structures ● Use of notecatchers for students to document their understanding over time ● Use text dependent questions with verbal or short written responses ● Craft assessments to determine students' level of standards-aligned reading proficiency	
Writing Assessment Structures ● Assess written communication skills through short tasks ● Use rubrics based on standards and student generated criteria to provide feedback	

Teaching Tolerance and Math Equity

Presented by: Jennifer Pangborn, and Bronwyn Buchanan

TEACHING TOLERANCE

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TOLERANCE.ORG

Black Minds Matter

When it comes to mental
health, black youth are
often ignored. Here's what
you can do about it.
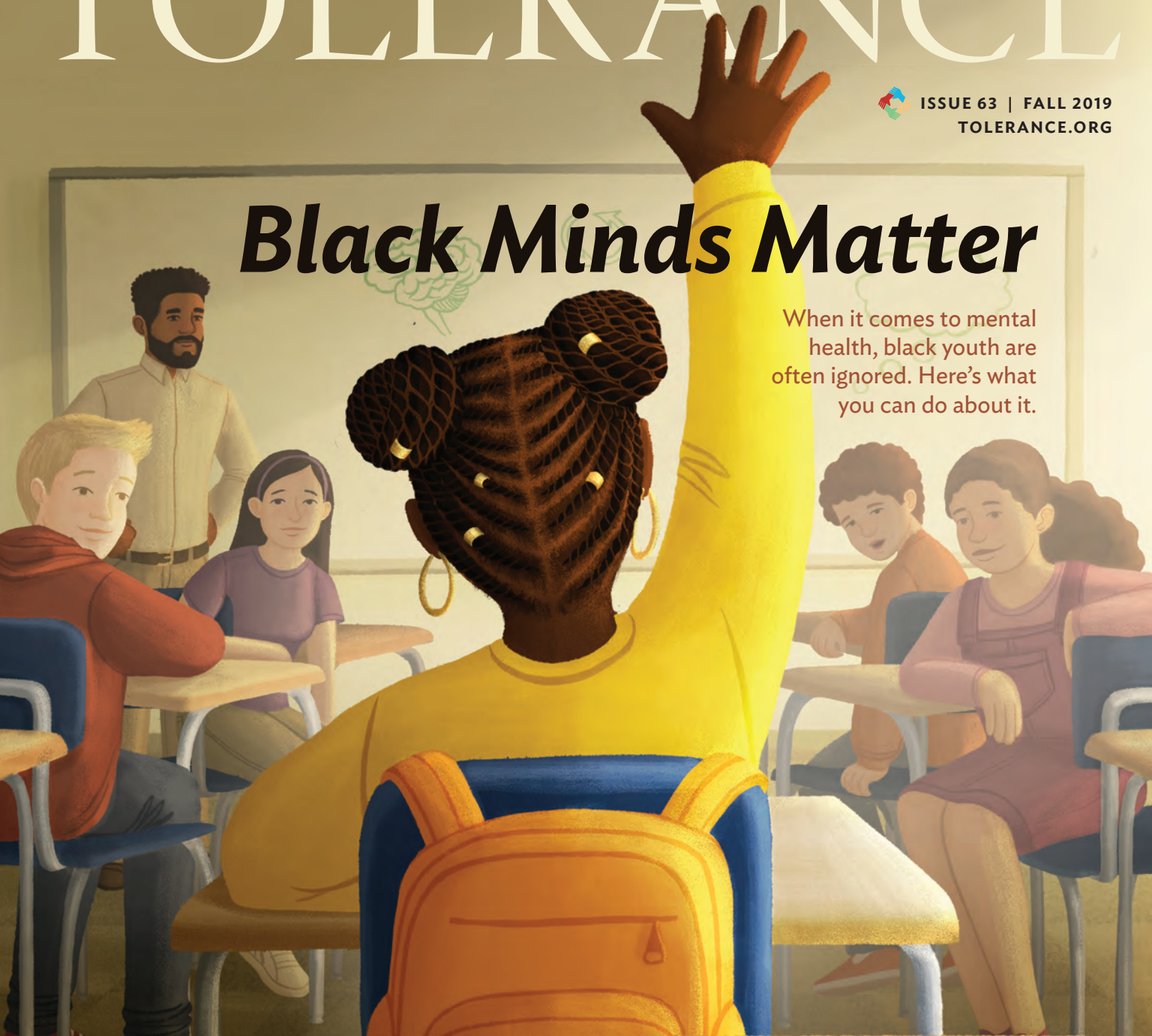
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Authors of Their Own Stories

A school survey of reading lists showed that course texts rarely reflected the identities of the school's students, so these educators developed a program to change that.

WHEN CHILDREN'S AUTHOR Vanessa Brantley-Newton spoke about seeing her identity reflected in literature for the first time, her audience nodded in knowing agreement. Brantley-Newton was addressing elementary students at Tapestry Charter School in Buffalo, New York, as part of the school's project "I Am the Author of My Own Story" and a Teaching Tolerance Educator Grant.

Brantley-Newton described how, as a young person reading the classic picture book *The Snowy Day*, she felt a profound sense of validation and belonging. She eventually decided to pursue writing and illustrating children's books full time. A simple moment of recognition had set the course of her entire career.

Among the listeners that day was Leah White. A parent and teaching partner at Tapestry, she had come to learn more about representation in children's literature. For White, the issue was personal. "It is very hard for us to find books that relate to our situation," she says. Dontae, an 11-year-old Tapestry student, is White's cousin. White's mother was raising Dontae, but when she passed away in 2017, he came to live with White. She now has full custody as his legal caregiver.

Kaylan Lelito worked with librarian Jennifer Chapman to acquire and create books that reflect families like Dontae and Leah White's family.

"We talk about unique families, how there aren't a lot of books in the world about them," she says. "It would be really nice to pick up a book and show Dontae that even though our family is different, what brings us together is that we love each other. A lot of times our kids aren't seeing these things."

White wasn't the only adult at Tapestry considering the role of representation. As a reading specialist, TT grantee Kaylan Lelito watched the stories that had long been taught at Tapestry fall flat with her students.

"When I worked with students from different backgrounds," Lelito explains, "often they would say when we were reading with them that they weren't really interested in the books, that they didn't see themselves." Students of color comprise 74 percent of Tapestry classrooms, but in an inventory of their shared book room, Lelito found that only 17 percent of guided reading texts contained one or more characters of color.

> "A lot of kids would like to see books about families that are like them. If [every book] has the same storyline … they could feel invisible."
>
> —Fourth-grade author

To further explore this dissonance, Lelito surveyed her students to find out more about their reading experiences. The results were unsettling: Roughly half of her students didn't see themselves reflected in the stories they read. Forty-four percent said they never found books about a neighborhood like theirs, and 40 percent said they never found books featuring families like theirs.

National statistics tell a similar story. While more than 50 percent of students in U.S. schools are children of color, only 13 percent of children's books from the last 24 years contain "multicultural characters, storylines or settings," according to a 2018 study conducted by the Cooperative Children's Book Center (CCBC). When the organization studied books published in 2018, they found more animal or nonhuman characters than people of color.

And these numbers only measure the presence or absence of representation—they don't evaluate the quality of books that feature characters with underrepresented identities. "Just because you have 300 books about African Americans," CCBC Director KT Horning says, "doesn't mean all 300 of those are books you would recommend."

For Lelito, the surveys of Tapestry students confirmed her suspicion:

"I don't get to read about people like me."
—Third-grade author

Students didn't see themselves in the stories they read. And, because of this invisibility, they couldn't relate. "The stories," she recalls, "weren't impactful for them. We wanted to find more books our students could see themselves in, and we were having difficulties doing that."

With the help of her TT grant, Lelito ordered a wide selection of books from the children's literature publisher Lee & Low Books, focusing on texts featuring characters with underrepresented identities. But Lelito didn't just want to make better texts available to students—she also wanted to create space for them to tell their own stories.

After distributing the new books to third-, fourth- and fifth-grade classrooms and the library, Lelito turned to Tapestry's librarian, Jennifer Chapman, for the second part of the project. Chapman worked with students to explore concepts like voice, flow and the sequence of storytelling. Then she had them create their own stories, with characters modeled after their own lives. "How does this reflect you?" she asked them.

Writing their own stories resonated particularly well with older elementary students, who Chapman says were developmentally best prepared to process the project's significance. "The youngest of our readers, they're just excited about getting a book," she says. But as kids age, they begin to pick up on the nuances of socialization and difference. "At about third grade," Chapman explains, "a little switch happens. They start to spend more time actively looking for books that better reflect their lives."

Once students finished their stories, Chapman and Lelito sent them off to a publisher, where they were anthologized in three collections. At a school community meeting, the stories were shared with family and friends. Third-graders titled their book *Diary of a Third Grader;* fourth- and fifth-graders followed suit. This fall, copies of the texts will be made available for checkout in the library, as well as in all classrooms.

For the final step in the project, students wrote persuasive letters to major children's book publishers, articulating their need for characters and storylines that better reflect their experiences. "As educators of a very diverse population," Lelito reflects, "it is incredibly important for us to help students realize that even at a very young age, they can have some control over how they are represented in the world around them."

"Dear Scholastic," one third-grader wrote, "I'm just a kid, and I have a different heritage. I'm Muslim, and I don't get to read about people like me. Other people should get a chance to read about different people, too. To me, learning something new about others makes me feel like I can connect with them and understand them."

Another student's letter articulated the problem that led to the project in the first place. "When someone reads a book," he wrote, "they should be able to say, 'Hey! That person looks like me!' instead of reading a book and feeling bad about themselves because they look different. ...

So I suggest that you write some more diverse books." ◆

Ehrenhalt is the school-based programming and grants manager at Teaching Tolerance.

Finding the Right Texts

KT Horning, director of the Cooperative Children's Book Center, suggests three strategies for honoring a diversity of student experiences in children's books in your own school community.

First, even if classroom teachers don't have book budgets, school librarians often do. If your school has a librarian, you can ask them to purchase multiple copies of a particular book or ask them to help with diversifying the collection. If you're a teacher with a small book budget, you can add a handful of high-quality books to the shelves.

Second, consider quality before quantity. Aim to purchase a second copy of a popular book featuring underrepresented characters before searching for another new title.

Finally, think of your library as a living, breathing entity—one that needs regular care and tending. "Just because a book has been on your shelf for 10 years doesn't mean you have to keep it there. You should really go by quality as much as possible," Horning says.
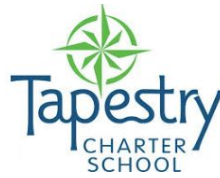
2019-20 TAPESTRY CHARTER SCHOOL APPR Project Proposal

Mission: To educate and inspire a diverse community of K-12 learners by engaging them in rigorous real-world learning experiences which prioritize intellectual, social and emotional growth.

Vision: Tapestry is a vibrant, sustainable school that empowers learners and leaders to make a positive impact in our communities and beyond.

Name:	Date of Submission to Jennifer Pangborn:
Collaborator/Check In:	

Description of proposed project:

Alignment of proposed project to the Danielson Rubric:

Alignment of proposed project to School Work Plan Goals (Highlight goals):
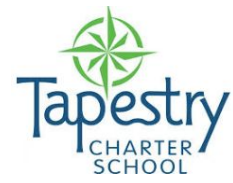
Mastery of Knowledge & Skills	Character & Culture	High Quality Work
Faculty Learning Targets	Faculty Learning Targets	Faculty Learning Targets
MKS 1: I can ensure that curriculum, instruction & assessments are rigorous, meaningful, and aligned with standards through purposeful planning. **MKS 2:** I can collect and use meaningful data to track progress towards learning goals and support instruction.	**C1:** I can prioritize social emotional learning based upon NYS SEL initiatives and develop crew lessons that align with our core values. **C2:** I can incorporate knowledge of Restorative Practices through our TLC workshops to increase alternative methods of intervention with a focus on reducing the number of leveled infractions and percentage of student suspensions.	**HQW1:** I can refine expedition maps to incorporate authentic tasks and include the use of models, rubrics, and checklists that lead to the creation of high quality work. **HQW2:** I can position students as leaders of their own learning by providing students with opportunities to set goals, evaluate progress, and reflect on growth and next steps.

Projected outcome(s) Mastery or performance:

APPR Projected Portfolio Content:

Summary of Findings (due at the completion of the project or at check ins):

Administrative Review:

Signature/Fall_____   Date _____
              Teacher

Signature/Fall _____   Date _____
              Collaborator/Check in

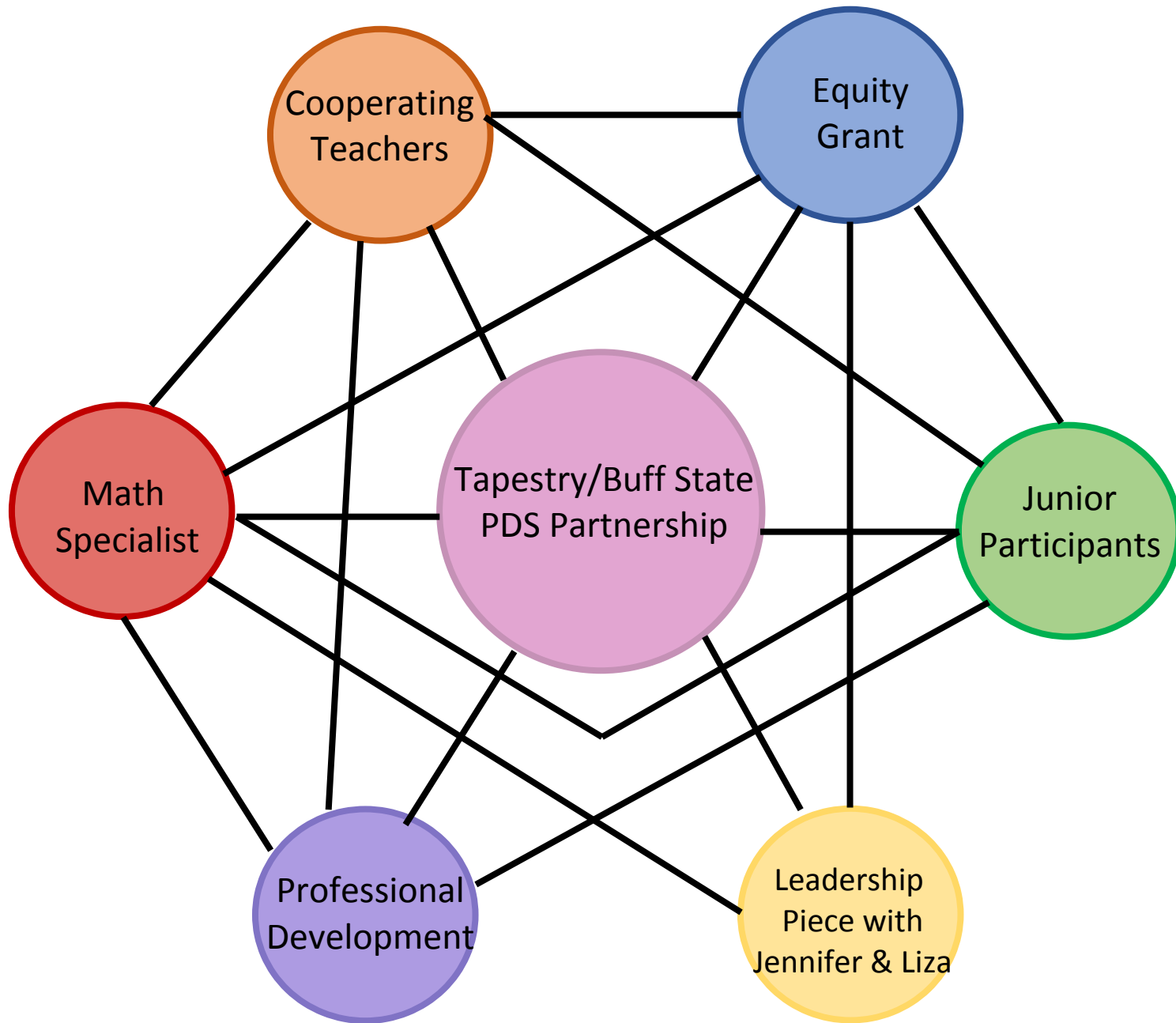Signature/Spring _____   Date _____
              Teacher

Signature/Spring _____   Date _____
              Collaborator/Check in

Tapestry & Buff State's Interdependent Relationship

Continual Cycle of Progress Monitoring