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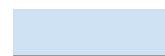
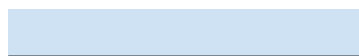
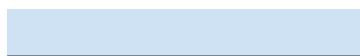
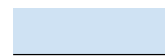
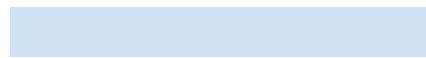
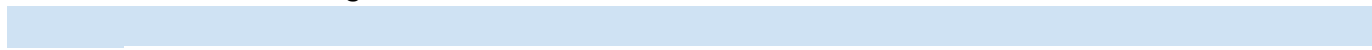
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Theory of Action
Madera Elementary School

"People see not only with their eyes but with their beliefs." Laurie Pessah

support the development of competent and resourceful human beings by understanding that children are active constructors of knowledge, not empty vessels needing to be filled with information. Asking a young child questions like—“What do you notice?” and “What are you wondering?”—sends the message that you expect them to be doing both. This sort of questioning creates opportunities for you, the adult, to learn. It also communicates to the child that you assume that a curious and pattern seeking mind is very much alive inside them - that you believe they are thinking thoughts that will benefit the world.

2. **Environment as the Third Teacher:** In the municipal schools of Reggio Emilia, Italy, the teachers refer to the classroom environment as the third teacher because there are two co-teachers for each group of children. Students thrive in an environment that is welcoming and supportive of exploration, creation, collaboration and discovery by competent and resourceful human beings. Knowing that the health of the developing brain is profoundly influenced by interactions with environments, we believe that it is an issue of human rights to provide nurturing, sensory rich, relational environments for children, outdoors and in, in which they are free to play and explore.
3. **The Role of Documentation:**

beyond state testing and fulfillment of tasks for schools. We aim to strengthen a generation of readers and writers.”

2. If we deepen the implementation of quality teaching and learning practices in ways that allow, even expect, students to think deeply, independently, and creatively, developing foundational skills and demonstrating understanding of those skills in authentic, creative ways, then we will see improved student engagement, confidence and competence.

ACTIONS:

- ” TCRWP materials, Units of Study (UOS) and workshop pedagogy used for writing in every classroom.
- ” Support increased implementation of UOS for Reading and Balanced Literacy.
- ” Align math curriculum across grades to develop sound foundational understanding, consistency of methods, and improved first instruction.
- ” Provide excellence and differentiation in first instruction (Tier 1) and early intervention if needed.
- ” Shift from a focus on delivering curriculum to pedagogy and effective methods for teaching that raises rigor.
- ” VTS
- ” Create alignment between curriculum, instruction and assessment
- ” Support and enhance Science and Arts programs

3. If we develop a school environment and culture based upon Habits of Mind, positivity, trust, inclusion and communication, we will see increased engagement, ownership and collaboration within our school community.

ACTIONS:

- ” Book studies
- ” School handbook
- ” Caring School Community
- ” Foster understanding and appreciation of our differences - SpEd, race, culture
- ” Classroom, Yard and School facility improvements so that the environment serve as a “second teacher”, contributing to the growth and development of our children.
- ” Intentional use of technology and strategic planning for it's use, including lessons re: digital citizenship.

Academics		
STAR Reading	A	D
STAR Reading	A	D
Behavior	N/A	
Behavior	N/A	
SBAC	N/A	
LTEL Data	N/A	
ELPAC	N/A	
Other SBAC Reading	A	A STAR e gaggega ee b e e ga be ee g ac ee ad ac ee
Other SBAC Math	A	A STAR e gaggega ee b e e ga be ee g ac ee ad ac ee
Social Studies		
Arts	N/A	
Science	N/A	
Physical Science	N/A	
Health Science	N/A	
Other Physical Education	A	Physical Education Made a b e eed e e ce a c a f ag a ed a
Other Discipline	A	W eMade a a fe eeed c a be e a a fad a eadca c e e ce aea g ed b

C e A ea	Bae edaaf c e ea	Dec f Sc SMART G a	Tag ed P S bg	W a L ca A e e Me c be ed ea eSc SMART G a	D c LCAP G a	A a Mea abe O c e
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C e A ea	Bae edaaf c e ea	Dec f Sc SMART G a	Tag ed P S bg	W a L ca A e e Me c be ed ea eSc SMART G a	D c LCAP G a	A a Mea abe O c e
S ca E a S f S de	D c eac ee e ad a e da ce da a ga a a ga d c e a	Madea aff ag ca ced e efec e eed f e ec da d ega eSEL ga g c e c c	A de f c a	a D c e ce e ad ac ee e ga		CA Hea K d S e
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S e E e dedLea gP ga G ade K
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P fe a de e e e a dc æ g eaæ fELA Ma Sce œ
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