## SELS School Work Plan - 2017-2018

**Work Plan Overview:** The table below will provide an “at a glance” summary of the multi-year impact goals, annual performance benchmarks across all three dimensions, high-level data points, implementation priorities for this year, and the foundational leadership goal. This summary should be shared with stakeholders and could be used with some in lieu of the comprehensive work plan.

<table>
<thead>
<tr>
<th>Multi-Year Impact Goals</th>
<th>Mastery of Knowledge and Skills</th>
<th>Character</th>
<th>High Quality Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SELS students are deep thinkers</td>
<td>SELS students are self-aware, compassionate and ethical people who actively contribute to building a better world. They are aware of their development in both performance and relational character, and know how they want to grow in both areas. They recognize and leverage the impact of character on relationships, work, and knowledge/skill acquisition.</td>
<td>SELS students are creative citizen scholars who design and build products that progress through a thorough revision process, match professional formats, and serve an authentic need in the community when possible.</td>
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<td></td>
<td>who love learning and know how to apply their knowledge and skill to worthy academic and community pursuits. SELS students from low income and Latino families consistently outperform district and state peers in the same ways the SELS student body does overall. Each student shows measurable standards-based achievement band growth based on tracked data.</td>
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| 2017-18 Performance Benchmarks | 1) Maintain scores above district and state in ELA, math, science as the student population changes and shifts. | Effective Learners: 1) HOWs SIERRA Norms Data 2) 75% of Character Development is at 3 or 4 on Progress Reports 3) HOWs 100 is a celebration on those students who earn 75% 4s on a 4-point rubric. About 60% of students earn HOWs 100. | Complexity: 1) Most projects include: higher order thinking; connection to big concepts; and transferable learning 2) Many expedition projects demonstrate multiple perspectives over time 3) Most projects incorporate the application higher order literacy skills |
|                             | 2) 65% or more of students will be at/above state averages for ELA and |                                      |                                               |

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| 3) Students who qualify for free/reduced lunch maintain scores above district and state in ELA, math. | 4) **HOWs tracking** with student reflection in Grades 2-8.  
5) Consistently **use character targets** on a daily basis, sometimes rotated by day, sometimes by week.  
6) **Goal setting conferences:** students set and reflect on character and academic goals each year.  
**Ethical People**  
7) All **project** descriptions have a **character target** embedded.  
8) We facilitate school-wide gatherings each week, rotating between, **community meeting**, and **assembly** or **Buddy Day**.  
9) **Crews lead all community meetings.**  
10) **Students lead crew** in middle school.  
11) Middle school **students plan and lead electives.**  
12) Consistently **use character targets** on a daily basis, sometimes **Contribute to a Better World**  
13) **Service** embedded in about half of expeditions.  
14) **Service clubs:** Eco Challenge, Green Team, TEDx Youth, | **Authenticity:**  
1) Most projects demonstrate original, creative thinking of students  
2) Many projects contribute to a larger community  
3) Many types and authentic formats in use  
**Craftsmanship:**  
1) Most projects demonstrate accuracy and detail.  
2) Most projects are visually professional in appearance  
3) Most projects are meaningfully connected to the expedition |
<table>
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<tr>
<th>2018-17 Implementation Priorities</th>
<th>Community Justice League (we have video of this!)</th>
</tr>
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<tbody>
<tr>
<td>2017-18 Leadership Goal</td>
<td>Refine coaching practices/cycles</td>
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</table>
Goals:

**4-Year MKS Impact Goal**: SELS students are deep thinkers who love learning and know how to apply their knowledge and skill to worthy academic and community pursuits. SELS students from low income and Latino families consistently outperform district and state peers in the same ways the SELS student body does overall.

**2017-18 MKS Performance Benchmarks**: Maintain high achievement scores across all demographic groups; Schoolwide at/above 65% and FRLP and Latino populations are at/above district and state averages.

**Rationale (How will this year’s implementation priorities move you towards meeting this year’s MKS Performance Benchmarks?)**: As our student demographic shifts and more of our FRL group includes proportionally more Latino, we believe that an increased focus on fostering academic mindsets will support our general student population, and in particular our FRL and Latino to achieve academically.

**Implementation Priorities**: CP13, CP14, CP15, CP16, CP17, CP18

<table>
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<tr>
<th>Leadership and Faculty Learning Targets: Mastery of Knowledge &amp; Skills</th>
<th>Structures and Leadership Actions</th>
<th>EL Support and Services to build capacity</th>
<th>Data Points/Evidence for Monitoring Progress</th>
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<tr>
<td>LT 1) We can continuously monitor the a) homework completion, b) DRA and c) math chapter assessment data for our FRL and Latino students. (i.e. within a week of when each assessment is given)</td>
<td>Monthly check in meeting at prep time planning block. Feb/March/April. <strong>Choose dates and share dates with teachers.</strong> Calendar out PLCs, common prep times, staff meetings, SD days and share with staff far in advance and often (reminders).</td>
<td>Looking at Student Work protocol in March. Show teachers how to do faster “quick look” at student data. (March, April, May)</td>
<td>Evidence of Student Growth Baseline Internal data from previous year CAASP from previous year <strong>Mid-Year:</strong> Progress reports Internal reading testing CoL <strong>End-of-Year:</strong> Progress reports Internal reading testing CoL Passages DRA data is on the DRA spreadsheet</td>
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<tr>
<td>LT2) We can monitor Latino and academically underperforming students’ HOWs reflection sheets at least once a month to check for HOWs data that might indicate students that are not earning 3s and 4s within two weeks of report cards and Goal Setting Conferences.</td>
<td>Schedule/help staff dedicate Feb/March personal prep time to HOWs data. Remind and follow up with teachers on sharing “Students to Watch” lists.</td>
<td>As needed, work with specific teachers on more effective structures and/or protocols Facilitating PD as needed</td>
<td>Math Data: David has this Evidence of Staff Growth Baseline: IR score of 110 Mid-Year: End-of-Year: IR score of 110+ IR Goal: Achieved: 112!!</td>
</tr>
<tr>
<td>LT3) We can engage students in reflection about their academic goals, both during Goal Setting Conferences and on an ongoing basis (as the goals come up/are relevant in lessons).</td>
<td>Scheduling and supporting October and March Goal Setting Conferences Schedule/help staff dedicate March prep time to reflect on students’ academic goals. Walkthroughs.</td>
<td>Look at student academic goals with teachers in March.</td>
<td>Staff M</td>
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</table>
**4-Year Character Impact Goal:** SELS students are self-aware, compassionate and ethical people who actively contribute to building a better world. They are aware of their development in both performance and relational character, and know how they want to grow in both areas. They recognize and leverage the impact of character on relationships, work, and knowledge/skill acquisition.

**2017-18 Character Performance Benchmarks (Student Achievement Goal):** SELS students increase their metacognitive skill and self-awareness in the contexts of HOWs, morning meeting, and expeditions.

**Rationale (How will this year's implementation priorities move you towards meeting this year's Character Performance Benchmarks?):**
If students increase their practice/skill in metacognition and cultivate self-awareness around character, they can better track and own their progress toward lofty goals.

**Implementation Priorities:** CP24, CP25, CP26, CP27

<table>
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<tr>
<th>Leadership and Faculty Learning Targets: Character</th>
<th>Structures and Leadership Actions</th>
<th>EL Support and Services to build capacity</th>
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</table>
| LT1) We can create effective systems for HOWs tracking, refining what we have to make it more authentic and streamlined, and less redundant. | Spring check in/evaluation of structure effectiveness. October and March PLCs dedicated to HOWs tracking effectiveness | School Designer and EL will Support this LT by providing ideas/examples when appropriate, and providing PD as needed. | **Effective learners:**
- 75% of students make the HOWS 100 “Honor Roll”
- Positive correlation between habits targets and academic targets
- Artifacts from SLCs and/or portfolios.
- Progress reports / CoL / Passages  |
| LT2) We can vary and refine our morning meeting formats to keep the character/SIERRA focus fresh, including students discussing meaningful questions. | Staff Meeting time to support morning meeting format innovation. Leaders model a format. Febr/March/April | Adam supports teachers with ideas for questions and agenda during coaching meetings in March/April. | **Ethical people:**
- Student reflections from Goal Setting Conferences
- Student focus group responses from MYR and EOY review
- Students are facilitating community mtgs, Office referral/suspension #s
- 75% of students are getting 3s and 4s on the |
| LT3) I can increase the level to which service is meaningfully integrated into my expeditions. | David and Jenn schedule expedition reviews during check ins and PLCs; use previously completed mapping. May, June August | Adam helps facilitate Expedition review in June and/or August | Character Development (relational SIERRA Norms) portion of the Progress Report

**Contributing to a better world:**
- Evidence of citizenship through crew and/or expedition work
- Service learning hours |
4-Year High-Quality Student Work Impact Goal: SELS students are creative citizen scholars who design and build products that progress through a thorough revision process, match professional formats, and serve an authentic need in the community when possible.

2017-18 Quality Work Performance Benchmarks: SELS students consistently engage in rigorous, authentic projects that are driven by clear criteria and rubrics that are aligned to learning targets and lead to a final product. This is for the first of two sets (looping grades) of classes.

Rationale (How will this year's implementation priorities move you towards meeting this year's Quality Work Performance Benchmarks?):
If students have clear criteria and target-aligned projects that are authentic, they will know what they need to do to produce quality, authentic work.

Implementation Priorities: CP5 Fieldwork, Experts, Service; CP7 Producing HQ Work; CP23 Communicating Student Achievement

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<tr>
<th>Leadership and Faculty Learning Targets: HQ Student Work</th>
<th>Structures and Leadership Actions</th>
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<th>Data Points/Evidence for Monitoring Progress Evidence of Student Growth</th>
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</table>
| LT1) I can conduct a QWP with a particular lens on increasing authenticity of projects. | Dedicated staff meeting/PD time for QWP and follow up | Adam co-facilitate QWP in March | Baseline  
Some = 20-30%  
Many = 31-54%  
Most = >55%  
Complexity:  
1) Most projects include: higher order thinking; connection to big concepts; and transferable learning  
2) Many expedition projects demonstrate multiple perspectives over time  
3) Many projects incorporate the application higher order literacy skills  
Authenticity:  
4) Many projects demonstrate original, creative thinking of students  
5) Some projects contribute to a larger community  
6) Many types and authentic formats in use |
| LT2) I can analyze causes and next steps for varying levels of quality in student work in a Looking at Student Work Protocol; mid and low level student work to better address diverse learning needs. | Ask teachers to bring student sets of student work for a given project. | Adam facilitates this in March with teachers during preps. |
| LT3) I can **refine rubrics to make them more kid-friendly/useable** (clarity and accessibility) so that students can better use them throughout their process as learning tools. | Dedicated staff meeting/PD time PLCs scheduled regularly Leaders provide/structure planning time for rubric revision in April. | Adam co-facilitate QWP in March | **Craftsmanship:**
7) Many projects demonstrate accuracy and detail.
8) Many projects are visually professional in appearance.
9) Most projects are meaningfully connected to the expedition.
All projects have associated rubrics, and most go through a revision process.

**Mid-Year:**
March QWP to assess student work

**End-of-Year:**
Evidence collected from:
CoL
Passages
Progress reports
Walk-throughs

| LT4) I can **increase the level** to which service is meaningfully integrated into my expeditions. | David and Jenn schedule expedition reviews during check ins and PLCs; use previously completed mapping. May, June August | Adam helps facilitate Expedition review in June and/or August |
**Leadership Goal:**

Rationale (How will this year's implementation priorities move you towards meeting all of this year's Performance Benchmarks?): A more regularly scheduled and effective coaching system/cycles will foster quicker changes in the classroom.

**Implementation Priorities:** CP31, CP32, CP34, CP35, CP36, CP37

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<td>LT1) Establish and follow a more rigorous observation schedule</td>
<td>Making and following schedule for learning walks</td>
<td>Conduct PD and/or meetings with staff as needed on specific topics/structures</td>
<td>Evidence of Staff Growth Baseline: Observations and evaluations from previous year Score on Partnership Conditions Rubric?? Mid-Year: Teacher check in meetings Year to date observations Increasing score on Partnership Conditions Rubric?? End-of-Year: IR score 110+ Teacher evaluations Year long observations and meeting notes</td>
</tr>
<tr>
<td>LT2) We can consistently calendar and communicate learning walks and PD for the year.</td>
<td>Set aside staff time to complete PD and follow up</td>
<td>Assist as needed</td>
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<td>LT3) Maintain and continue all other character development activities and programs, evaluating each yearly to ensure effectiveness</td>
<td>Regularly evaluating all programming throughout year</td>
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