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SELS School Work Plan - 2018-2019

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.

	Mastery of Knowledge and Skills	Character	High Quality Work
Multi-Year Impact Goals	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. Each student shows measurable standards-based achievement band growth based on tracked data.	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.	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.
2018-19 Performance Benchmarks	1) Maintain scores above district and state in ELA, math, science as the student population changes and shifts. 2) 65% or more of students will be at/above state averages for ELA and	***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

math. 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

		Community Justice League (we have video of this!)	
2018-19 Implemen tat-ion Priorities	CP13, CP14, CP15, CP16, CP17, CP18		
2017-18 Leadershi p Goal	Refine coaching practices/cycles		

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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.
2018-19 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

Leadership and Faculty Learning Targets: Mastery of Knowledge & Skills	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
1) **We can continuously monitor the a) work 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)	Sept 5 **Staff Mtg: David/Jenn** Re-share Work Plan with staff, remind folks about Quality Work Protocol saving of work **Ongoing Staff Meetings (monthly):** David/Jenn look at Work Plan with Staff, update on progress a) Remind teachers to keep and update grades, assessment	Analyze schools with High FRL for best practices in data analysis, data talks Meet regularly, standing Adam/Kirsten meeting to analyze data meetings.	**Evidence of Student Growth Baseline** Internal data from previous year CAASP from previous year **Mid-Year:** Progress reports Internal reading testing CoL **End-of-Year:** Progress reports Internal reading testing CoL Passages DRA data is on the DRA spreadsheet
2) 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.	data, and HOWs men **Monthly**: Kirsten meets with teachers to a) Analyze data: Academic and HOWs b) [Looking at Student Work Protocol](): Analysis of Evidence-based Writing with a focus on how citations of evidence are going.		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!!**
3) We can **engage students in using evidence** to reflect on their work and **make evidence-based claims** about their academic achievement in order to create meaningful goals and next steps.			
4) We can **incorporate** in-text citation of evidence and sources in major writing assignments.	**RtI meetings** as needed (Jenn, David, Teacher) to look at data and develop support and intervention plans: Reading fluency: 6 weeks Reading Comprehension: Varies Math RtI every 3-6 weeks, depending on skill **PLCs: Student Data Talks** Oct 17, Jan 16 and March 27 (David/Jenn/Kirsten) Mid-semester check in **October 1st PD**: SLC prep with a focus on student evidence;	**Mid Year Quality work protocol**: Mid year QWP is focused on evidence based writing and citations	

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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.

2018-19 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

Leadership and Faculty Learning Targets: Character	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
1) **We can create effective systems for HOWs tracking**, refining what we have to make it more authentic and streamlined, and less redundant.	**David/Jenn: (ongoing)** Create/Maintain **HOWs Menu Folder** **Kirsten** checking in with teachers **monthly** on tracking HOWs-- both are they being entered and what do the data tell us? David: Aug 31		**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 **Ethical people:** ● Student reflections from Goal Setting Conferences ● Student focus group responses from MYR and EOY review

	Community Meeting Communicate to Student at Community Meeting the rationale behind HOWs 100		• Students are facilitating community mtgs, Office referral/suspension #s • 75% of students are getting 3s and 4s on the Character Development (relational SIERRA Norms) portion of the Progress Report
2) I can **maintain the level to which service is meaningfully integrated** into all my expeditions.	Jenn/David/Kirsten Review expedition maps for service alignment Admin provides logistical/financial support as needed David/Jenn: 9/26 Facilitate "Service in Expeditions" Audit/ quick tune. End of year PD: Look back at how Service did/didn't improve this year	Share Service in Expeditions Documents	**Contributing to a better world:** • Evidence of citizenship through crew and/or expedition work • Service learning hours

3) We can **engage students in using evidence** to reflect on their work and **make evidence-based claims** about their **character achievement** in order to create **meaningful goals and next steps**.	Model-- show videos
	
	How do student evidence based claims look in:
	  a) Everyday
	    i) Folders/ menu
	    ii) Debrief circles		

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	b) Conferences c) Portfolios d) Passages Kirsten checking in with teachers monthly on students' use of evidence-based claims about character. Use evidence and evidence-based claims as a lens for learning walks		

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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

Leadership and Faculty Learning Targets: **HQ Student Work**	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress **Evidence of Student Growth**
1) I can **conduct a QWP** with a particular lens on increasing authenticity of projects.	Authenticity tuning protocol for expeditions Two QWPs: 11/7 and 5/8	Facilitate QWPs	**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:**

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2) 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.	LSW Protocol on: 10/10 (Writing) and 2/6 (Projects) - overview looking at how to improve HQW	Adam facilitate fall LASW, model for leaders	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 **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.
3) I can **design projects** that invite students to apply higher order literacy skills to express their creativity in detailed and beautiful products.	Two QWPs: 11/7 and 5/8 with a lens on these three attributes; norm on what these mean for us at each QWP: a) Evidence-based writing b) Detail/beauty c) Original/creative thinking	Facilitate QWPs: Attributes of HQ Student Work	**Mid-Year:** March QWP to assess student work **End-of-Year:** Evidence collected from: CoL Passages Progress reports Walk-throughs

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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

Leadership Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress

LT1) **Establish and follow** a more rigorous **observation/ LW schedule**. (David, Jenn, Kirsten)	**Make and follow schedule** for monthly observations/learning walks (Kirsten) and walkthroughs (Jenn/David).
	
	Develop/revise two tools:
	  a) 1 for observations (detailed)
	  b) 1 for walkthroughs (quick)
	
	Meeting with teachers to discuss observations and teacher
		Conduct PD and/or meetings with staff as needed on specific topics/structures.	*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:

	goals/needs (Kirsten, some with David/Jenn)		IR score 110+ Teacher evaluations Year long observations and meeting notes
LT2) We can consistently **calendar and communicate observations** and **PD** for the year. (David, Jenn)	Set aside staff time to complete PD and follow up.	Assist as needed	
LT3) We can clarify our vision and structures for **evidence based claims** at SELS (claims made by all people-- teachers, students, leaders) for academics and character. (David, Jenn)	Planning for EBCs. Revise/finalize EBCs 1 page cheat sheet with input from teachers.		
LT 4) I can **clarify** our **coaching systems** and **structures**. (Kirsten)	Develop a 1-pager about coaching at SELS	Share samples, my experience from the role, and other schools' approaches.	
LT 5) We can **clarify** our why and how of Using Data at the individual, class, school levels. (overlap between Core Practice and SELS realities)	Using Data at SELS 1 pager	Provide samples, feedback from other schools. Connect SELS Admin with other leaders about using	

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Sierra Expeditionary Learning School 2018-19 EL Education Professional Development Plan
The long-term goal is to build the internal capacity of every member of the school staff. In order to maximize your relationship with EL, it is essential that instructional leaders work alongside school designers whenever possible. Think strategically about how leaders and school designers' work with teachers or teams can impact school-wide implementation.

See *this Planner for 18-19 PD calendar*

Use the calendar below to plan out how the learning and structures will be sequenced and scheduled in support of the goals.			
September	October	November	December
January	February	March	April
May	June	July	August