

SELS School Work Plan - 2019-20

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 and 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.
2019-20 Performance Benchmarks	Students who qualify for free/reduced lunch maintain scores above district and state in ELA (50% at or above proficiency).	Effective Learners: 80% of SELS students are proficient or above (3 or 4 on progress report) in Habits of Work.	Craftsmanship: In an effort to develop a schoolwide culture of high quality work, student products and short tasks at SELS demonstrate a high degree of craftsmanship.

2019-20 Implementation Priorities	CP 13-Teaching Reading Across the Disciplines CP 24-Engaging Families in the Life of the School	CP 22-Fostering Habits of Character	CP 12-Planning for and Supporting High-Quality Student Work
2019-20 Leadership Goal	Refine coaching practices/cycles by investigating Dimensions to find best use for our site		

<p>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.</p>
<p>2019-20 MKS Performance Benchmarks: Students who qualify for free/reduced lunch maintain scores above district and state in ELA (50% at or above proficiency).</p>
<p>Rationale (How will this year’s implementation priorities move you towards meeting this year’s MKS Performance Benchmarks?): By cultivating a culture of reading and engaging/supporting our low-income families, we will see an increase in ELA achievement with our free and reduced lunch population.</p>
<p>Implementation Priorities: CP 13-Teaching Reading Across the Disciplines, CP 24-Engaging Families in the Life of the School</p>

Leadership and Faculty Learning Targets:	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
I can cultivate a culture of reading in my classroom by providing	Purchase books and other	PD on unpacking the two CPs, engaging staff	Evidence of Student Growth Baseline:

<p>opportunities for students to read every day for a variety of purposes, setting up structures and supports for accountable independent reading (at home and school), and helping students find texts that match their needs and interests.</p>	<p>needed materials.</p> <p>Library trips (2-3).</p> <p>Allocate staff meeting time to share successes, challenges, and strategies.</p> <p>Develop a structure and schedule for peer observations and debriefs.</p> <p>Create schoolwide messaging for parents at both sets of conferences AND a template for parents to make a commitment (sticker, decal, magnet) and display it in a visible place at home.</p> <p>Create a reading-at-home tip sheet with ideas and facts.</p> <p>Include reading facts and tips in SELS Weekly.</p>	<p>in a discussion about ideas.</p> <p>PD on engaging families.</p> <p>Gather ideas from other schools.</p> <p>On-site visit check-ins with teachers</p>	<p>DRA scores Fall 2019 CAASP from Spring 2019</p> <p>Mid-Year: DRA (K-5) Analysis in early February, but teachers have access to the scores now so they can plan for interventions Staff is having conversations about parent survey including questions about reading, -Teachers highlight two students per wk to families with the intention of family connection - keep spreadsheet and notate the highlight: phone call or text w/ pic of student reading -Reading specialists progress monitoring -Analyze reading logs and journals for parent participation</p> <p>** conversation/adjustments with reading support/intervention.</p> <p>End-of-Year: DRA Progress reports Internal reading testing Spring 2020 CAASP Teachers highlight two students per wk to families with the intention of family connection - keep spreadsheet and</p>
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			<p>notate the highlight Analyze reading logs and journals for parent participation</p> <p>Evidence of Staff Growth Baseline: Reading logs Parent Survey Mid-Year: Staff meeting sharing Walk-throughs Structures and support for accountability Parent communication End-of-Year: Staff meeting sharing Walk-throughs Structures and support for accountability Parent communication Parent Survey</p>
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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.

2019-20 Character Performance Benchmarks: 80% of SELS students are proficient or above (3 or 4 on progress report) in Habits of Work.

Rationale (How will this year’s implementation priorities move you towards meeting this year’s Character Performance Benchmarks?):
By developing school-wide proficiency around Habits of Work, academic achievement will improve, especially around our MSK goal around reading.

Implementation Priorities: CP 22-Fostering Habits of Character

Leadership and Faculty Learning Targets:	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>I can cultivate a culture of excellence in my classroom by supporting students in giving and receiving HOWs feedback followed by reflection/self-assessment.</p>	<p>Develop a vertically aligned plan for schoolwide scaffolding around giving and receiving HOWs feedback.</p> <p>Create data displays showing correlation between HOW and academic scores (from progress reports)</p>	<p>On-site visit check-ins with teachers</p>	<p>Evidence of Student Growth Baseline: graphs created demonstrate correlation between HOWs and academic achievement Mid-Year: at least 75% at/above HOWs benchmarks End-of-Year: at least 80% at/above HOWs benchmarks HOWS 100 compilations on 1/30</p> <p>Evidence of Staff Growth Baseline: have developed a vertically aligned plan for schoolwide scaffolding around giving and receiving HOWs feedback menus that are broken up into grade levels Mid-Year: Staff check in and self assessment regarding HOWs feedback after Fall conferences. Revisit HOWs tracking menu and update Check with teachers about frequency of student reflection</p>

			<p>Check in with teachers about HOWs tracking frequency</p> <p>Have completed data analysis graphs of HOWs and achievement relationships</p> <p>End-of-Year: Staff check in and self assessment regarding HOWs feedback after Spring conferences.</p>
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<p>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.</p>
<p>2019-20 Quality Work Performance Benchmarks: In an effort to develop a schoolwide culture of high quality work, student products and short tasks at SELS demonstrate a high degree of craftsmanship.</p>
<p>Rationale (How will this year's implementation priorities move you towards meeting this year's Quality Work Performance Benchmarks?): By focusing on the three dimensions of student work, specifically fostering increased academic terminology and highlighting craftsmanship, high quality work will improve.</p>
<p>Implementation Priorities: CP 12-Planning for and Supporting High-Quality Student Work</p>

Leadership and Faculty Learning Targets:	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
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<p>I can explicitly teach the three dimensions of student work, with a focus on craftsmanship.</p>	<p>Run two Looking at Work and one High Quality of Work Protocols that focus on tasks, rubrics, and outcomes.</p> <p>Investigate Dimensions to figure out how it can best support Peer Observations.</p> <p>PD on uploading Models of Excellence.</p>	<p>On-site visit check-ins with teachers.</p> <p>Help with Dimensions, run protocols if needed.</p>	<p>Evidence of Student Growth</p> <p>Baseline Archived high-quality work from previous years and recent years' HQW protocols. HQW Work Protocol on 2/5</p> <p>Mid-Year: Looking at Student Work Protocol and HQW Protocol. Looking at Work Protocol on 3/4</p> <p>Uploaded and accepted MOE work.</p> <p>End-of-Year: Looking at Student Work Protocol for comparisons of mid and end of year protocols.</p> <p>Uploaded and accepted MOE work.</p> <p>Evidence of Staff Growth</p> <p>Baseline: Archived tasks and rubrics from previous years and recent years.</p> <p>Mid-Year: Looking tasks and rubrics from Student Work Protocol and HQW Protocol.</p> <p>Models of Excellence acceptances</p>
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			<p>End-of-Year: Looking at Student Work Protocol Protocol tasks and rubrics for comparisons between mid year and end year protocols.</p> <p>Models of Excellence Acceptances</p>
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<p>Leadership Goal: Use Dimensions to establish schoolwide walkthrough cycle and surveys.</p>
<p>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 and peer observation system will foster quicker changes in the classroom.. The addition of Dimensions may help provide data, insights, and build a culture of peer observation, and the focus on the three dimensions will facilitate students' academic excellence.</p>
<p>Implementation Priorities: CP12, CP13, CP22, CP24</p>

Leadership Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>LT1) Establish and facilitate, and follow a rigorous Learning Walk and peer observation schedule. (David, Jenn, Kirsten)</p> <p>LT2) Facilitate two Looking at Student Work Protocols and</p>	<p>Make and follow schedule for peer observations/learning walks (Kirsten) and walkthroughs (Jenn/David).</p> <p>Investigate Dimensions to find best implementation use for our program.</p>	<p>Conduct PD and/or meetings with staff as needed on specific topics/structures.</p>	<p>Evidence of Staff Growth</p> <p>Baseline: Observations and evaluations from previous year Score on Partnership Conditions Rubric</p> <p>Mid-Year: Teacher check in meetings</p>

<p>one High Quality Work Protocol. (David, Jenn, Kirsten)</p>	<p>Meet with teachers to discuss observations and teacher goals/needs (Kirsten, some with David/Jenn)</p>		<p>Teacher-led formative reflections with Admin Year to date observations Increasing score on Partnership Conditions Rubric</p>
			<p>End-of-Year: IR score 110 Teacher-led reflections for summative evaluations with Admin Observations and meeting notes</p>

Sierra Expeditionary Learning School 2019-20 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 19-20 PD calendar](#)