

SIERRA EXPEDITIONARY LEARNING SCHOOL - Work Plan 2012-2013

Goal: SELS Teachers will integrate Habits of Scholarship into SIERRA norms.

Type of goal: School Conditions

Rationale: Since the SIERRA norms guide the students, staff and community of SELS, naming Habits of Work derived from these norms is a natural next step. Through this work plan year, the teachers and staff will explore and begin defining Habits of Work based on Strength, Integrity, Empathy, Respect, Responsibility and Adventure with their crews. Students will experience opportunities to identify how character and scholarship are related.

Alignment with EL Core Practices: CP 26B Fostering Performance Character; 9a Supporting College and Career Readiness; CP 21 Using Assessment for Learning Strategies on a Daily Basis (A- Learning Targets); CP 33 C Supporting Planning, Instruction and Assessment

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>1. Teachers can analyze CCSS for Habits of Scholarship, the Core Practices and the SIERRA norms to identify commonalities.</p> <p>2. Teachers can craft learning targets for scholarship derived from a SIERRA norm.</p> <p>2b. Teachers can develop over time a common language for HOW's.</p> <p>3. Teachers can provide instruction to aid students in developing study skills, time-management skills, persistence, self-awareness and the ability to seek feedback and assistance.</p> <p>4. Teachers can provide learning</p>	<ul style="list-style-type: none"> • Leader allocates time and staff meeting opportunities to discuss and revise the language of Habits of Scholarship as they align to the SIERRA norms. • Leader provides release time for teachers to meet with SD and one another to build this framework for Habits of Scholarship. 	<ul style="list-style-type: none"> • School Designer will share resources with teachers and the leader to support their decision-making around Habits of Scholarship. 	<p>1. PD August 2012 - anchor charts completed.</p> <p>2a. Notes from Learning Walks and classroom observations will record evidence of performance character learning targets and student performance of them.</p> <p>2b. Notes from onsite PD and staff meetings record this process.</p> <p>3. Teacher documentation and reporting</p> <p>4. Teacher documentation and reporting</p>

<p>opportunities for students to give one another feedback around specific Habits of Scholarship.</p> <p>5. Teachers in some grade levels can guide students to set habits of scholarship goals, develop action plans, track progress and evaluate personal results through reflection. These habits of scholarship goals may reside within a specific content area (i.e., math or reading)</p> <p>6. Teachers can provide kind, helpful and specific feedback to learners regarding scholarly habits.</p>			<p>5. Students in Grade 6 will pilot this target. Their Celebrations of Learning portfolios will provide evidence of progress. All teachers will participate in end of year student evaluation. Additional information will be provided to students/parents at Oct & March goal-setting conferences.</p> <p>6. Teacher documentation and reporting</p>
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SIERRA EXPEDITIONARY LEARNING SCHOOL - Work Plan 2012-2013

Goal: Through the purposeful integration of reading strategies and effective lesson models teachers can support all levels of readers in increasing reading achievement.

Type of goal: Student Achievement

Rationale: Data from reading comprehension assessments show gaps between learners within the student population. With effective models for lesson instruction, strategic use of protocols and direct instruction for learners in how to effectively use reading strategies independently, SELS teachers intend to shorten that gap.

Alignment with EL Core Practices:

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>1. Teachers can craft learning targets requiring learners to practice a variety of reading strategies within expedition reading lessons.</p> <p>2. Teachers can design lessons to instruct learners in a variety of reading strategies that support comprehension.</p> <p>3. Teachers can facilitate a variety of text-centered reading protocols with learners to promote discourse and understanding of text.</p> <p>4. Teachers and Reading Specialists can</p>	<p>PD training for CAFE for all teachers to anchor the instruction across the school.</p> <p>Teacher book club reading on texts to support the reading program (including but not limited to <i>The CAFE Book</i> and <i>Strategies that Work</i>.) Teachers can also reference <i>The Daily Five</i>.</p> <p>Reading specialists will train teachers in the implementation of DRA reading assessment.</p>	<p>SD PD on text-centered protocols. (August 2012)</p> <p>SD will share tools to analyze text complexity.</p> <p>SD PD on Formative Assessment strategies and tools.</p>	<p>1. Learning walks, peer teachers' observation notes and evaluation conferences.</p> <p>2. Same as #1.</p> <p>3. Monthly notes from PLC meetings recorded and sent to SD.</p> <p>4. By June 2013, teachers identify reading longitudinal assessments at SELS.</p> <p>4. The chosen reading longitudinal assessment will be implemented for</p>

<p>implement DRA assessments with each student.</p> <p>5. Reading Specialists and teachers can select expedition reading texts that challenge readers of all levels.</p> <p>6. Teachers can implement workshop model for reading instruction.</p> <p>7. Teachers can use other lessons structures including book clubs, literature circles, small group vs. whole class lessons to foster a culture of reading with classes.</p> <p>8. Teachers can facilitate a debrief that allows learners to reflect on progress towards a learning target.</p> <p>9. Teachers can utilize a variety of formative assessment tools and strategies to evaluate students' progress to a learning target.</p> <p>10. All teachers can utilize the common language of Comprehension, Accuracy, Fluency and Expanding Vocabulary in teaching reading.</p> <p>11. All teachers can implement the Daily Five and CAFE reading programs as part of their reading instructional tools.</p>	<p>PLC meetings monthly allow for share outs and documentation of work plan learning targets.</p> <p>Leaders, Reading Specialists and SD will do learning walks and observations.</p> <p>Leader will develop an observation fo4m with the Faculty Learning Targets named here that shall be documented through observations.</p>		<p>all students in Grades 1, 2, 3 in Fall/Winter/Spring.</p> <p>4. The chosen reading longitudinal assessment will be implemented Fall/Winter/ Spring for learners at or below grade level.</p> <p>4. The chosen reading longitudinal assessment will be implemented Fall and Spring for all learners above grade level in reading for grades 4-8.</p> <p>4. All students will record evidence of increased achievement in reading. 4. 80% of students will be at or above grade-level reading.</p> <p>5. Lists of texts will be recorded on Planner in Commons under Resources.</p> <p>5. Text-complexity of content-centered text will be determined by using analytical tools.</p> <p>6. See #1</p> <p>7. Share out during monthly PLC's recorded in PLC minutes, and shared with SD via email. This could also be recorded in teacher peer observation notes.</p> <p>8. Exit tickets, posted anchor charts will serve as data, as well as notes from leaders and other observers</p>
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<p>12. Teachers can set aside daily in class time for students to read silently and independently in order to build stamina as readers.</p> <p>13. Teachers can support learners in meeting reading goals by providing time for them to name goals, set a plan of action to meet the goals, track progress and reflect on results.</p>			<p>learning walks.</p> <p>9. Student notecatchers and recording forms, student written reflections, student on-demand writing invitations, individual student exit tickets, posted whole class anchor charts, partner share outs, fist-to-five, etc. Teachers revise subsequent lessons based on data from these assessments. Evidence of these will be recorded in during monthly PLC meetings' notes and can be observed in learning walks.</p> <p>10. See #1.</p> <p>11. See #1</p> <p>12. Teachers will record times daily when students are reading independently within the PLC notes. These times may increase over the year.</p> <p>13. Recording documents from CAFE conferences and goal setting conferences will evidence this target. Additionally, student written reflections shall also reference this.</p>
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Notes 121212

Tweaking Café/Daily Five to adjust for the time required to do the conferencing and limiting the numbers of mini-lessons that program requires.

On Veterans' Day David ran through the same lessons as at Leadership Cohort for ELA.

- Keep using CAFÉ vocabulary. Challenge is finding grade level texts for expedition and now with the need to involve learners in complex texts, teachers can walk learners through building understanding through these complex texts in small chunks.

All classrooms now have HOWs listed on wall and all teachers will be implementing in classrooms (Jan, 2013).

**YOUR SCHOOL NAME - EL Professional Development Plan
2012-2013**

The long-term goal is to build the internal capacity of every school staff. In order to maximize your relationship with EL, we suggest that instructional leaders work alongside school designers whenever possible. Think strategically about how work with teachers or teams can impact school-wide implementation.

Most direct service days will be scheduled in advance and may include the following:

- Leadership coaching
- Leadership team meetings
- Collecting and/or analyzing data related to the work plan goals
- Curricular planning sessions
- PD planning and/or facilitation
- Classroom observations/debrief sessions
- Supporting coaching cycles
- Support with National Conference preparation, Fund for Teachers applications, and other national activities
- Participation at institutes with staff members to provide targeted support
- Supporting the implementation of institute content in classrooms/schools

EL Institutes (Include date, location, and # of participants):

1 Leadership Cohort in November 2012; 2 National Conference in Baltimore in March.

Number of direct service days (as designated by MOU): 11 days on site

Direct service days (List dates and recurring structures):

September

October 10, 11: Build the work plan, classroom observations; meetings with teachers

November

December 12, 13: Dec. 12 is minimum day – use for expedition planning work and support with Celebration of Learning; midyear check on Work Plan

January

February 13, 14: Do Enhanced Workshop Model PD; check in with HOWs

March

April

May 15 Implementation Review and classroom observations

June 20, 21: Evaluate progress to work plan targets; review implementation review findings; embed CCSS ELA standards within expeditions for 2013-14

Specific check-in dates/structures during the school year to monitor the work plan goals: Midyear check in December; Evaluation in June

July

August 20, 21: Expedition planning, Work Plan evaluation, reflection on Implementation Review