

## SIERRA EXPEDITIONARY LEARNING SCHOOL - Work Plan 2013-2014

**Goal:** SELS will strengthen school-wide structures for teacher support

Type of goal: School Conditions

**Rationale:** Student achievement is nurtured through systematically developing quality teachers. SELS staff will work together to systematically participate in and support professional growth through feedback, and the use of data to inform coaching conversations.

**Alignment with EL Core Practices:** Core Practice 36 E, F, G

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>Leadership Target:</p> <ol style="list-style-type: none"> <li>1. I can offer descriptive feedback to teachers monthly and participate in a debrief discussion during the teacher's prep</li> <li>2. I can collaborate periodically with teacher teams in analyzing assessments to interpret data and name next best instructional groupings and steps.</li> <li>3. I can determine the needs for coaching conversations/cycles within my teachers.</li> <li>4. I can schedule teacher peer observations in writing</li> </ol>	<p>Leader and/or IG will determine a schedule for walkthroughs and debriefs with all teachers</p> <p>Leader and/or IG will develop a walkthrough form for observation with a section that offers coaching opportunities.</p> <p>Leader and/or IG will schedule student scoring sessions.</p> <p>Leader and/or IG will schedule peer observations and provide classroom coverage if needed.</p>	<p>SD will participate in walkthroughs and coaching conversations when on site.</p> <p>SD will offer specific PD identified as needs within coaching situations.</p>	<p>Leadership Targets:</p> <ol style="list-style-type: none"> <li>1. Evidenced through informal written notes to teachers and/or copies of walkthrough forms.</li> <li>2. Student scores will be tracked and recorded during scheduled scoring sessions to determine the next instructional steps and groupings.</li> <li>3. Walkthrough debriefs will include the option for coaching conversations.</li> <li>4. Recorded on peer observation forms and discussed in debrief.</li> </ol> <p>Teacher targets:</p> <ol style="list-style-type: none"> <li>1. Completed calendars will show this evidence.</li> <li>2. Notes from scoring sessions</li> </ol>

<p>instruction for each team twice yearly.</p> <p>Teacher target</p> <ol style="list-style-type: none"><li>1. I can debrief with Jenn and David about feedback during my prep time in a timely manner.</li><li>2. I can schedule conferences with leadership for data analysis periodically.</li><li>3. I can request coaching conversations with David or Jenn to support my classroom practice.</li><li>4. I can prepare writing lessons twice yearly that will be observed and debriefed by an observation team to inform my instructional practice.</li></ol>			<ol style="list-style-type: none"><li>3. Noted in walk through debriefs</li><li>4. Recorded on Peer Observation forms.</li></ol>
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**Goal: Students will demonstrate success with the three kinds of writing required within Common Core standards.**  
Type of goal: Student Achievement

**Rationale: SELS is working to align its writing program to the Common Core State Standards. Writing will be intentionally embedded in the learning program so that it makes sense.**

**Alignment with EL Core Practices: CP 14 A, B, C, D**

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>1. I can implement a writing curriculum that meets the requirements of the Common Core standards for student success.</p> <p>2. I can sequence and structure writing instruction based on best practices in teaching writing.</p>	<p>Leader and IG will engage in 20-30 minute walkthroughs to gather data around writing instruction and student engagement with writing.</p> <p>IG and Writing Specialist will support teachers with CCSS rubrics and on demand writing topics.</p>	<p>SD will provide PD:</p> <ul style="list-style-type: none"> <li>• elements of each type of CCSS writing</li> <li>• how to provide feedback to learners about their writing</li> <li>• that shares “looking at student work” protocol</li> </ul>	<p>1. Teachers will provide a curriculum map as evidence of for CCSS alignment in writing. This can be found in expedition maps.</p> <p>2. Teachers will use on demand writing assessments to inform their instruction. The assessments will also be used to form student groupings needed for the writing specialist. Student records will be</p>

<p>3. For grades 3-8, I can embed quality on-demand writing tasks for students in order to inform instructional needs.</p> <p>4. I can offer students frequent opportunities to build writing stamina and writing proficiency.</p> <p><del>5. I can practice goal setting and progress tracking in writing with students. This means that all students 3-8 will name a writing SMART goal in October and March-April and track progress towards that goal.</del></p> <p>6. I can provide critique and feedback on student writing that identifies the next best steps for growth in each learner.</p> <p>7. I can support learners in becoming skilled analysts of their own writing. This means that:</p> <ul style="list-style-type: none"> <li>• Students can describe quality writing;</li> <li>• Students can offer specific, kind and helpful feedback to peers;</li> <li>• Students track progress towards writing goals periodically.</li> </ul>	<p>Writing Specialist will help provide critique and feedback on student writing, and help to identify the next best steps for student growth.</p> <p>IG and Writing Specialist will compile exemplar papers for each score point for grades 3-8.</p>	<p>SD will participate in walkthroughs during writing lessons.</p> <p>SD will work with individual teachers in collaboration with IG to debrief observations.</p>	<p>kept that track student progress.</p> <p>3. Lesson map that indicates teacher planned and implemented assessments for CCSS-required writing. Each writing type is assessed twice yearly. This can be a part of expedition plans or recorded in teacher's planners.</p> <p>4. Through observations, all students demonstrate continuous engagement (are on task) during the on demand writing assessments. Evidence provided by teachers' notes.</p> <p>3, 4. All students will demonstrate growth in on demand assessments measured on writing rubrics in each domain of CCSS writing</p> <p>5. All goals and goal reflections will reside in student portfolios or writing journals.</p> <p>6. Teacher record keeping of student writing needs for each learner. This can be made available upon request. (Suggestion: a notebook or Google document that is shared between Writing Specialist and classroom teachers. This can</p>
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			<p>also be found in the teacher's grade book.)</p> <p>7. Peer Review sheets and self reflection sheets on writing pieces that go through the workshop process will show student critique.</p> <p>7. Student conferences show student-written SMART goal for Writing with student reflection and/or evidence of progress by spring reporting period.</p>
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## SELS - EL Professional Development Plan 2013-2014

*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):**

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

### **Direct service days (List dates and recurring structures):**

**September 10** – walkthroughs, **11** beginning at 1:00 – PD Build anchor charts on what are the key components of each type of writing

#### **October**

#### **November**

**December 10** – David, Jenn and Deborah gather evidence for work plan,; walkthroughs **11** – beginning at 1:00: analyzing writing and sharing out descriptive feedback, looking at student progress trackers and evaluating the effectiveness of our named work plan goals and to provide progress report evidence for student writing

**January 22** (Wed. staff meeting 3:30 – 5:00) Tuning protocol around writing embedded in their spring expeditions; introduce the IR tool, **23 (Thursday) MS** early release – middle school PD TBD

#### **February**

**March 25** – Walkthroughs with Jenn, David and Heidi Staff meeting to complete the IR, **26 MS off at noon** – score on demand altogether analyze student writing, review progress trackers; complete the IR with teachers at staff meeting

**Specific check-in dates/structures during the school year to**

**monitor the work plan goals:** Midyear check in December;

Evaluation in June

SELS will begin IR conversations March 12 (90 min) and 19 (30 min) and finish with SD on March 25

\*Determine need to meet with new teachers.

**April**

**May**

**June 18, 19** - Debrief 2013-14 work plan; Expedition planning; debrief IR if results are back to begin Work Plan construction;

**July**

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