Sierra Expeditionary Learning School - Work Plan
2014-2015

Goal: All SELS students will either demonstrate math proficiency or show marked improvement towards proficiency as measured by CCSS.

Type of goal: Student Achievement

Rationale: SELS is changing its math program to incorporate the CCSS. Earlier years' math assessments show gaps between learners within the student population. With effective CCSS models for math instruction, SELS teachers intend to shorten that gap.

Alignment with EL Core Practices: Core Practice 15 A (Conceptual Understanding), B (Foundational Math Facts), C (Problem-Solving Skills), D (Creating a Culture of Numeracy and Mathematical Thinking), and E (Assessing Math), Core Practice 23B (Using Data)

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
1. Teachers can craft learning targets requiring learners to practice the overarching habits of mind of productive mathematical thinkers. 2. Teachers can facilitate a variety of opportunities, including opportunities within expeditions, for students to reason and abstractly and quantitatively, and construct viable arguments and critique the reasoning of others. 3. Teachers can model with mathematics and strategically provide the appropriate tools.	Off-site PD for new math programs in Middle School to anchor the instruction across the school. (CPM in early August 2014) Director and/or IG will structure math push in/pull out support. Monthly PLC meetings to evaluate math assessment and determine the math concept support needed for the math support cycle. Director, IG, and/or SD will do learning walk and observations.	SD will support the consistent implementation of Habits of Work (related to math) with regard to teacher tracking and student tracking of progress. SD trains and facilitates the use of the Looking at Student Work Protocol SD PD on math protocols. SD will help find longitudinal assessments (common assessments).	Bridges pre and post assessments for elementary grades. (fall and spring) CPM pre and post assessments for middle school (fall and spring) UCD Algebra readiness assessment for the middle school. Teachers will use chapter assessments to inform instruction. The assessments will also be used to form student groupings for math RTI.

4. Teachers can provide lessons that make use of structure and offer situations where students can express regularity in repeated reasoning. 5. Teachers can support computational fluency. 6. Teachers can regularly assess math learning to inform instruction. 7. Teachers and math support staff can regularly provide students with differentiated opportunities, both during and outside of math class, to practice math concepts, as determined by assessment results.	These observations will focus math PD. Director and/or IG will look into TTUSD longitudinal assessment to be used in the Fall and Spring.		1, 2, 3, 4, 5. Learning walks, peer teachers' observation notes and evaluation conferences. Student notecatchers and recording forms, student reflections, individual student exit tickets, partner share outs, fist to five, etc. Teachers revise subsequent lessons based on data from these assessments. Interim assessment results from the targeted RtI Instruction will show increased student achievement.

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2014-2015

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 regularly participate in and support professional growth through feedback, and the use of data to inform coaching coversations.

Alignment with EL Core Practices: CP 35 B (Building a professional Culture of Learning), Core Practice 36 E (Providing Frequent Descriptive Feedback), F (Coaching Teachers), and G (Using Data to Inform Coaching Supervision).

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
Leadership Targets: 1. I can offer descriptive feedback to teachers monthly and participate in a debrief discussion during the teacher's prep. 2. I can collaborate periodically with teacher teams to analyze assessments and interpret data to name next best instructional steps. 3. I can determine the needs for coaching conversations/cycles within my teachers. Teacher Targets: 1. I can debrief with David or Jenn about feedback during my prep time in a timely manner.	Director and/or IG will determine a schedule for walkthroughs and debriefs with all teachers. Director and/or IG will develop a walkthrough form for observations with a section that offers coaching opportunities. Leader and/or IG will schedule student quality work reviews within teaching teams. Leader and/or IG will schedule peer observations and provide classroom coverage, if needed.	SD will participate in walkthroughs and coaching conversations when on site. SD will offer specific PD identified as needed within coaching situations.	Leadership Targets: Evidenced through informal written notes to teachers and/or copies of walkthrough forms. Student quality work will be scored using the attributes of high quality student work to determine the next instructional steps and groupings. Debriefs will include the option for coaching conversations. Peer observations will be recorded on forms and discussed during debrief.

2. I can schedule conferences with leadership for data analysis periodically. 3. I can request coaching conversations with David or Jenn to support my classroom practice. 4. I can prepare lessons twice yearly that will be observed and debriefed by an observation team to inform my instructional practice.			Teacher Targets: 1. Notes from team quality work reviews. 2. Notes on Peer observation forms.

Sierra Expeditionary Learning School - EL Professional Development Plan
2014-2015

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:	**Direct service days (List dates and recurring structures):**	**Additional Implementation Priorities (Core Practices) not DIRECTLY supported through the work plan:**
● 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): 12 days** **Specific check-in dates/structures during the school year to monitor the work plan goals:**	**September** **October 20: Initial classroom observations, conversation about credentialing** **November 20-21: Looking at Student Work Protocol (20th), meeting with teachers during prep periods, time with IG re coaching (Thurs morning)** **December** **January** **February 3-4 MYR, QWP (4th-teachers out at 1:00)** **March 3-4 Try to make March 2nd board meeting by 7ish (implementation, credentialing), master class proposals (during prep periods), growth mindset and culture of grappling (specifically with students)**	 **Structures to support these implementation priorities/ person responsible:**

	April 15-16 Support for master class proposals, IR (15th minimum day...out at 1:00 **May 19-20** May 19th TEDex talk in the evening, PD on Wed. afternoon (90 minutes)....David will check with teachers on needs, work plan and CA, analyze IR **June** **July** **August 27,** Intro '15-16 Work Plan; present Credentialing Portfolio	