



**Goal 1: To develop schoolwide proficiency and fluency in specific EL lesson structures and protocols (workshop 1.0, workshop 2.0, 5 Es lesson, science talk)**

**Type of goal: School Conditions**

**Rationale: Support teachers in ensuring engagement and achievement for all students through decisions about lesson format and thoughtful lesson design. SELS teachers are wonderful! The rationale for this goal is to push them out of their comfort zone and to give them the space and time to work together to get to the creative level in these lesson formats.**

**Alignment with EL Core Practices: CP 10 and 11: Planning and Delivering Effective Lessons**

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can understand the structure of a specific lesson structure or protocol</p> <ul style="list-style-type: none"> <li>● workshop 1.0</li> <li>● workshop 2.0</li> <li>● 5 Es lesson</li> <li>● science talk</li> </ul> <p>I can analyze my standards and learning targets to determine the best lesson structures to use.</p> <p>I can collaborate with my colleagues to develop a set of proficiency criteria for the specific lesson structures and protocols listed above (support</p>	<p>School leaders will support lesson planning.</p> <p>School leaders will conduct classroom observations and provide feedback against proficiency criteria (coaching cycles).</p> <p>School leaders will facilitate the development of a peer observation schedule.</p> <p>School leaders will be responsible for using the proficiency criteria in the future to maintain schoolwide proficiency in these</p>	<p>PD in August ‘15: SD will review all four lesson structures and protocols, show teachers where to find support documents and templates in EL commons, discuss specific classroom experiences with each practice, and encourage teachers to “play and experiment” with them...knowing that we will be digging deeper into each practice throughout the year.</p> <p>-----</p> <p>PD: On four different site visits, SD will model and debrief each practice, and give</p>	<p><u>Teacher Evidence:</u></p> <ul style="list-style-type: none"> <li>● PD exit tickets (fall and throughout the year)</li> <li>● Lesson plans (throughout the year)</li> <li>● Proficiency criteria document (fall and winter)</li> <li>● Observations (peer, Jenn and David)</li> <li>● Self-reflections (throughout the year)</li> <li>● Revisions (throughout the year)</li> <li>● Self-assessment (spring)</li> </ul> <p><u>Student Evidence:</u></p>

<p>for SELS crew leaders now and in the future).</p> <p>I can plan lessons using the specific structures and protocols listed above.</p> <p>I can use the proficiency criteria to offer kind, specific, and helpful feedback to my peers.</p> <p>I can improve my proficiency in the lesson structures and protocols listed above using personal reflection and feedback from colleagues.</p> <p>I can self-assess as proficient in the lesson structures and protocols listed above.</p>	<p>practices AND to support new staff.</p>	<p>teachers time for lesson planning. Some lesson structures and protocols may need more than one PD session.</p> <p>-----</p> <p>Follow up site visits may include classroom observations from SD of lessons using the structures and protocols (or team teaching...whatever is most supportive to the individual teacher).</p> <p>-----</p> <p>PD: SD will facilitate development of proficiency criteria on each lesson structure and protocol</p>	<ul style="list-style-type: none"> <li>● Student exit tickets</li> <li>● Observations of student engagement</li> </ul>
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**Goal 2: Vertical Mapping of Expeditions and Case Studies (guiding questions, long term learning targets, fieldwork, experts, products, culminating events, service learning)**

**Type of goal: School Conditions**

**Rationale: The staff wants to create and/or revise a semi-permanent map of a child’s K-8 experience at SELS to ensure diversity in all of the above expedition components.**

**Alignment with EL Core Practices: CP 1: Mapping Skills and Content, CP 2: Designing Learning Expeditions**

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can collaborate with my colleagues to create a schoolwide expedition map.</p> <p>I can collaborate with my colleagues to make schoolwide decisions about necessary revisions to expedition map.</p> <p>I can revise my expeditions if necessary to ensure content standards in science and social studies are addressed and ensure diverse experiences for students at SELS.</p> <p>I can collaborate with my colleagues to develop a process for making changes to the expedition in the future.</p>	<p>Email to teachers about specific information needed for the map. Bring to PD.</p> <p>-----</p> <p>School leaders (David and Jenn) will follow up with teachers on expedition revisions and due dates for revisions, providing time and support where necessary.</p> <p>-----</p> <p>School leaders may need to make final revisions to expedition map and decide where this map will live and how it will be used.</p> <p>-----</p> <p>School leaders will be responsible for the making sure the change process is honored and the expedition map is kept up to date.</p>	<p>SD will create a expedition map google doc.</p> <p>PD in Aug: SD will frame purpose for expedition map. Give teachers time to transfer information from their own expedition maps to the google doc.</p> <p>PD in Aug: SD will facilitate discussion on map....What do we see? What do we infer? Gaps and overlaps? What should be revised? How much revision will this mean for specific expeditions?</p> <p>PD: SD and staff will make draft revisions to expedition map.</p> <p>-----</p> <p>PD: SD will facilitate discussion on expedition revisions in accordance to the schoolwide expedition map.</p> <p>PD: SD and staff will make final revisions to map</p> <p>PD: SD will facilitate development of documented process for making changes to schoolwide map in the future.</p>	<ul style="list-style-type: none"> <li>● Completion of expedition map</li> <li>● Initial revision of expedition map</li> <li>● Revision of expeditions to address faculty decisions</li> <li>● Final revisions</li> <li>● Document outlining process for making changes to expedition map</li> </ul>

## Goal 3: Students will make connections between performance character and mastery of skills and knowledge in mathematics.

Type of goal: Student Achievement

Rationale: SELS has a documented set of performance character traits and a mastery-based reporting system. Students at all levels are already self-assessing their proficiency on performance character. The obvious next step is to help students make connections between performance character and actual performance outcomes.

Alignment with EL Core Practices: CP 26 Fostering Character

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can identify a specific habit of scholarship to track in the context of math performance.</p> <p>I can create a habit of scholarship learning target for students to self-assess progress over time.</p> <p>I can develop a classroom system for students to regularly track and self-assess the habit of scholarship learning target.</p> <p>I can develop a plan to help students analyze the correlation between the habit of scholarship learning target data and math performance data.</p> <p>I can facilitate student reflection</p>	<p>School leaders will support teachers in regular discussion and sharing of progress, findings, successes, and failures.</p>	<p>PD: SD will facilitate framing of the goal and provide time for teachers to choose a habit of scholarship as their focus in math AND create a schoolwide accountability table. SD will provide support in writing HOW LTs and lesson plans.</p> <p>-----</p> <p>PD: SD will check in and support teachers on this goal at each visit.</p> <p>-----</p> <p>PD: SD will facilitate discussion on revision of classroom practices and HOW targets based on findings.</p>	<p><u>Teacher Evidence:</u></p> <ul style="list-style-type: none"> <li>● HOWS choices, LTs, and tracking system (schoolwide document in public place)</li> <li>● Lesson plans for facilitating student analysis of HOWS progress and academic progress</li> <li>● Documentation of teacher reflection on and revision of classroom practices (using student analysis as assessment for learning)</li> </ul> <p><u>Student Achievement Evidence:</u></p> <ul style="list-style-type: none"> <li>● HOWS progress reports</li> <li>● Math progress reports</li> <li>● HOWS tracking journals</li> </ul>

<p>and debrief of connection between habits of scholarship and academic performance.</p> <p>I can use the correlation as assessment for learning and revise my classroom practices in accordance.</p>			
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