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SELS School Work Plan - 2016-2017

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 band 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.
2016-17 Performance Benchmarks	1) Maintain scores above district and state in ELA, math, science as the student population changes and shifts. 2) 65% or more of students will be at/above state averages for ELA and	*Effective Learners:* 1) **HOWs** SIERRA Norms Data 2) 75% of Character Development is at 3 or 4 on Progress Reports 3) **HOWs 100** is a celebration on those students who earn 75% 4s on a 4-point rubric. About 60% of students earn HOWs 100.	**Complexity:** 1) Most projects include: higher order thinking; connection to big concepts; and transferable learning 2) Many expedition projects demonstrate multiple perspectives over time 3) Most projects incorporate the application higher order literacy skills

	math. 3) Students who qualify for free/reduced lunch maintain scores above district and state in ELA, math	4) **HOWs tracking** with student reflection in Grades 2-8. 5) Consistently **use character targets** on a daily basis, sometimes rotated by day, sometimes by week. 6) **Goal setting conferences:** students set and reflect on character and academic goals each year. *Ethical People* 7) All **project** descriptions have a **character target** embedded. 8) We facilitate school-wide gatherings each week, rotating between, **community meeting**, and **assembly** or **Buddy Day**. 9) **Crews lead all community meetings.** 10) **Students lead crew** in middle school. 11) Middle school **students plan and lead electives**. 12) Consistently **use character targets** on a daily basis, sometimes *Contribute to a Better World* 13) **Service** embedded in about half of expeditions. 14) **Service clubs**: Eco Challenge, Green Team, TEDx Youth,	**Authenticity:** 1) Most projects demonstrate original, creative thinking of students 2) Many projects contribute to a larger community 3) Many types and authentic formats in use **Craftsmanship:** 1) Most projects demonstrate accuracy and detail. 2) Most projects are visually professional in appearance 3) Most projects are meaningfully connected to the expedition

		Community Justice League (we have video of this!)	
2016-17 Implemen tat-ion Priorities	CP13, CP14, CP15, CP16, CP17, CP18		
2016-17 Leadershi p Goal	Refine coaching practices/cycles		

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Goals:

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.
2016-17 MKS Performance Benchmarks: Maintain high achievement scores across all demographic groups; Schoolwide at/above 65% and FRLP and Latino populations are at/above district and state averages.
Rationale (How will this year's implementation priorities move you towards meeting this year's MKS Performance Benchmarks?): As our student demographic shifts and more of our FRL group includes proportionally more Latino, we believe that an increased focus on fostering academic mindsets will support our general student population, and in particular our FRL and Latino to achieve academically.
Implementation Priorities: CP13, CP14, CP15, CP16, CP17, CP18

Leadership and Faculty Learning Targets: Mastery of Knowledge & Skills	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
LT 1) **We can continuously monitor the a) homework completion, b) DRA and c) math chapter assessment data** for our FRL and Latino students. (i.e. within a week of when each assessment is given)	Monthly check in meeting at prep time planning block. Feb/March/April. **Choose dates and share dates with teachers.** Calendar out PLCs, common prep times, staff meetings, SD days and share with staff far in advance and often (reminders).	Looking at Student Work protocol in March. Show teachers how to do faster "quick look" at student data. (March, April, May)	**Evidence of Student Growth Baseline** Internal data from previous year CAASP from previous year **Mid-Year:** Progress reports Internal reading testing CoL **End-of-Year:** Progress reports Internal reading testing CoL Passages **Evidence of Staff Growth**

LT2) We can **monitor FRL, Latino and underperforming students' HOWs reflection sheets** at least once a month to check for HOWs data that might indicate students that are not earning 3s and 4s within two weeks of report cards and Goal Setting Conferences.	Schedule/help staff dedicate Feb/March personal prep time to HOWs data. Remind and follow up with teachers on sharing "Students to Watch" lists.	As needed, work with specific teachers on more effective structures and/or protocols Facilitating PD as needed	**Baseline:** IR score of 110 **Mid-Year:** **End-of-Year:** IR score of 110+
LT3) We can **engage students in reflection about their academic goals**, both during Goal Setting Conferences and on an ongoing basis (as the goals come up/are relevant in lessons).	Scheduling and supporting October and March Goal Setting Conferences Schedule/help staff dedicate March prep time to reflect on students' academic goals. Walkthroughs.	Look at student academic goals with teachers in March.	

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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.

2016-17 Character Performance Benchmarks (Student Achievement Goal): SELS students increase their metacognitive skill and self-awareness in the contexts of HOWs, morning meeting, and expeditions.

Rationale (How will this year's implementation priorities move you towards meeting this year's Character Performance Benchmarks?):
If students increase their practice/skill in metacognition and cultivate self-awareness around character, they can better track and own their progress toward lofty goals.

Implementation Priorities: CP24, CP25, CP26, CP27

Leadership and Faculty Learning Targets: Character	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
LT1) **We can create effective systems for HOWs tracking**, refining what we have to make it more authentic and streamlined, and less redundant.	Spring check in/evaluation of structure effectiveness. October and March PLCs dedicated to HOWs tracking effectiveness	School Designer and EL will Support this LT by providing ideas/examples when appropriate, and providing PD as needed.	**Effective learners:** ● 75% of students make the HOWS 100 "Honor Roll" ● Positive correlation between habits targets and academic targets ● Artifacts from SLCs and/or portfolios. ● Progress reports / CoL / Passages
LT2) We can vary and **refine our morning meeting formats** to keep the character/SIERRA focus fresh, including students discussing meaningful questions.	Staff Meeting time to support morning meeting format innovation. Leaders model a format. **Feb/March/April**	Adam supports teachers with ideas for questions and agenda during coaching meetings in March/April.	**Ethical people:** ● Student reflections from Goal Setting Conferences ● Student focus group responses from MYR and EOY review ● Students are facilitating community mtgs, Office referral/suspension #s ● 75% of students are getting 3s and 4s on the

LT3) I can **increase the level to which service is meaningfully integrated** into my expeditions.	David and Jenn schedule expedition reviews during check ins and PLCs; use previously completed mapping. May, June August	Adam helps facilitate Expedition review in June and/or August	Character Development (relational SIERRA Norms) portion of the Progress Report **Contributing to a better world:** ● Evidence of citizenship through crew and/or expedition work ● Service learning hours

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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.	
2016-17 Quality Work Performance Benchmarks: SELS students consistently engage in rigorous, authentic projects that are driven by clear criteria and rubrics that are aligned to learning targets and lead to a final product. This is for the first of two sets (looping grades) of classes.	
Rationale (How will this year's implementation priorities move you towards meeting this year's Quality Work Performance Benchmarks?): If students have clear criteria and target-aligned projects that are authentic, they will know what they need to do to produce quality, authentic work.	
Implementation Priorities: CP5 Fieldwork, Experts, Service; CP7 Producing HQ Work; CP23 Communicating Student Achievement	

Leadership and Faculty Learning Targets: **HQ Student Work**	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress **Evidence of Student Growth**
LT1) I can **conduct a QWP** with a particular lens on increasing authenticity of projects.	Dedicated staff meeting/PD time for QWP and follow up	Adam co-facilitate QWP in March	**Baseline** Some = 20-30% Many = 31-54% Most = >55% **Complexity:** 1) Most projects include: higher order thinking; connection to big concepts; and transferable learning 2) Many expedition projects demonstrate multiple perspectives over time 3) Many projects incorporate the application higher order literacy skills **Authenticity:** 4) Many projects demonstrate original, creative thinking of students 5) Some projects contribute to a larger community 6) Many types and authentic formats in use
LT2) I can **analyze causes and next steps for varying levels of quality in student work** in a Looking at Student Work Protocol; mid and low level student work to better address diverse learning needs.	Ask teachers to bring student sets of student work for a given project.	Adam facilitates this in March with teachers during preps.	

LT3) I can **refine rubrics to make them more kid-friendly/useable** (clarity and accessibility) so that students can better use them throughout their process as learning tools.	Dedicated staff meeting/PD time PLCs scheduled regularly Leaders provide/structure planning time for rubric revision in April.	Adam co-facilitate QWP in March	**Craftsmanship:** 7) Many projects demonstrate accuracy and detail. 8) Many projects are visually professional in appearance 9) Most projects are meaningfully connected to the expedition All projects have associated rubrics, and most go through a revision process.
LT4) I can **increase the level** to which service is meaningfully integrated into my expeditions.	David and Jenn schedule expedition reviews during check ins and PLCs; use previously completed mapping. May, June August	Adam helps facilitate Expedition review in June and/or August	**Mid-Year:** March QWP to assess student work **End-of-Year:** Evidence collected from: CoL Passages Progress reports Walk-throughs

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Leadership Goal:
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 system/cycles will foster quicker changes in the classroom.
Implementation Priorities: CP31, CP32, CP34, CP35, CP36, CP37

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
LT1) Establish and follow a more rigorous observation schedule	Making and following schedule for learning walks Meeting with teachers to discuss observations and teacher goals/needs	Conduct PD and/or meetings with staff as needed on specific topics/structures	*Evidence of Staff Growth* **Baseline:** Observations and evaluations from previous year Score on Partnership Conditions Rubric?? **Mid-Year:** Teacher check in meetings Year to date observations Increasing score on Partnership Conditions Rubric?? **End-of-Year:** IR score 110+ Teacher evaluations Year long observations and meeting notes
LT2) We can consistently calendar and communicate	Set aside staff time to complete PD and follow up	Assist as needed	
LT3) Maintain and continue all other character development activities and programs, evaluating each yearly to ensure effectiveness	Regularly evaluating all programming throughout year		

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Sierra Expeditionary Learning School 2016-17 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.

Use the calendar below to plan out how the learning and structures will be sequenced and scheduled in support of the goals.

September **0 days**	October **1 day**: Monday, **October 3** **Focus**: Site Seminar Preparation	November **0 days**	December **2 days:** Wed/Thu, **Dec 7-8** **Focus**: Strategic Planning-- Performance Benchmarks and Work Plan
January **0 days**	February **2 days: Wed/Thu, Feb 1-2** QWP; continue to gather and submit high quality student work to….	March **2 days: Wed/Thu, March 22-23** continue to gather and submit high quality student work to….	April **0 days**
May **3 days:** **Wed/Thu, May 3-4** **Wed, May 31** Check in with teachers on student project and high quality Look at fall '17 expeditions for refining/adjustments	June **1 day** Thu/Fri, June 1 Check in with teachers on student project and high quality Look at fall '17 expeditions for refining/adjustments	July **0 days**	August **2 days** Look at fall '17 expeditions for refining/adjustments