



EXPEDITIONARY LEARNING

AVW Work Plan - 2015-2016

Performance Benchmarks:

Partnership Year	Mastery of Knowledge & Skills	Student Character and Engagement	High-Quality Student Work	Implementation Priorities
Year 2 of reboot (2015-2016)	Writing: % of AVW students will score proficient on Spring 2016 writing assessment.	During the 2015 - 2016 school year 82% of AV-W Students will attend 166 school days or more.	Each student will create TWO high quality writing products that meet the criteria for craftsmanship, complexity, and authenticity.	Deepening implementation of Year 1 priorities and new focus on: <div style="border: 1px solid red; border-radius: 50%; padding: 10px; display: inline-block; margin: 10px 0;"> Core practices focused on WP </div> Teaching Writing across the Disciplines - Producing High Quality Student Work - Creating Quality Assessments - CP22 Implementation Review Target: Min Score 66

Mastery of Knowledge and Skills Goal: Students will demonstrate increased engagement and learning and meet mastery in all of their classes.

Rationale:

Alignment with EL Core Practices: CP 11- delivering effective lessons, CP 12 - Differentiating Instruction, CP 13 - Monitoring Progress, CP 14 - Reading and Math; CP 20-21 Assessment

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence of Monitoring Progress
<ul style="list-style-type: none"> ● I can plan and use workshop 2.0 lessons ● I can choose complex texts and teach close reading ● I can use Student Engaged Assessment (SEA) techniques ● I can use protocols that leverage student engagement and accountability ● I can craft strategic questions and teach students to ask their own questions ● I can differentiate the texts, tasks, and instruction for my lessons 	<ul style="list-style-type: none"> ● Conduct regular learning walks with leaders and staff ● Use the Deeper Lessons tool to capture observations and provide descriptive feedback ● Develop and support student-centered coaching structures ● Develop and support data teams within disciplines ● Structure time for ongoing PL on effective lesson planning and instruction 	<ul style="list-style-type: none"> ● Provide professional development for new and struggling teachers on the workshop model (building on last year) ● Support leaders in learning walks ● Provide PL on SEA and questioning ● Provide PL on close reading, esp. in the content areas (reinforce learning from institutes) ● Support coaching on differentiation 	<p>Learning walk notes and deeper lessons tool</p> <p>MAP scores -- Sept., Dec, Feb.</p> <p>Teacher self-assessment reflections</p> <p>Coaching notes and documentation</p> <p>English 1: 82% (5 points higher than previous year) Algebra 1: 90% (5 points higher than previous year)</p>

Student Character & Engagement Goal: Habits of scholarship assessed for all students and reported on report cards. All students will show growth on the average of their Habits of Scholarship scores between 1st and 2nd semesters.

Rationale: Habits of Scholarship were established in year one and introduced to staff and students, but not yet assessed. The theory of action is that as Habits grow, performance will also improve, and the learning community will become more effective and purposeful.

Alignment with EL Core Practices: CP 26 - Fostering Character; CP 27 Establishing Structures for knowing students; CP 28 Engaging Families; CP 20-21, Assessment

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>can hold students accountable for upholding the RB habits of scholarship by establishing high expectations <i>and</i> explicitly teaching performance behaviors</p> <p>can reflect on my own habits of scholarship as a model for students</p> <p>can follow the CREW lesson plans for teaching, reflecting on, and assessing HOS</p> <p>can craft habits of scholarship learning targets for specific lessons and assignments.</p> <p>can regularly teach, refer to, and assess HOS related to specific assignments.</p> <p>can prepare students in my CREW for student led conferences.</p>	<p>Develop and implement traditions that celebrate and acknowledge students who embody strong habits of scholarship</p> <p>Support the CREW design team and coordinator to provide ongoing professional learning for becoming a highly effective crew leader</p> <p>Facilitate the visibility and messaging of HOS throughout the school community (posters, website, gator bites, etc.)</p> <p>Determine system for assessing and reporting habits of scholarship</p> <p>Develop structures for portfolios and student-led-conferences and message to all staff</p> <p>Monitor and analyze structures and implementation for improvements</p>	<p>Regularly support CREW design team in creating professional learning sequence for CREW (including feedback cycle)</p> <p>Support leadership team in designing or reinforcing school traditions and messaging that embody citizen-scholarship</p> <p>Regular CREW walk throughs and descriptive feedback to leaders</p> <p>Provide strategic professional learning and follow up on assessing habits of scholarship</p> <p>Provide strategic professional learning on student-led conferences roll-out</p>	<p>CREW survey</p> <p>Habits of Scholarship assessments</p> <p>Repeat of Trust survey</p> <p>Student reflections on from student-led-conferences portfolios</p>

High Quality Student Work Goal: Each student will create TWO high quality products that meet the criteria for craftsmanship, complexity, and authenticity.

Rationale: All ELA teachers will support this goal, as well as some science and arts teachers to ensure that all students have the opportunity. Theory of action is that when students experience the power of projects and authentic student work, their enthusiasm for expeditions and expeditionary learning will grow. Students will discover relevance and engagement in their academic work.

Alignment with EL Core Practices: CP 1 - Mapping skills and content; CP 4 - Case Studies; CP 5 - Designing projects and products; CP 7 - High Quality Student Work

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can design a standards-based project with supporting lessons and rubric.</p> <p>I can collaborate with my team to assess and revise based on student work outcomes</p> <p>I can assess student learning through performance tasks</p> <p>I can explain and give examples of the criteria for quality work</p> <p>I can support students in critiquing and revising their work through modeling, feedback, and rubrics</p>	<p>Map projects/case studies to standards and disciplines</p> <p>Structure time for coaches and instructional leaders to deepen their understanding of EL's practices around projects, products, and case studies</p> <p>Structure time for teams to analyze student work regularly</p>	<p>Collaborate with leaders to map projects and case studies</p> <p>Provide exemplars of quality work and ways to document it</p> <p>Provide additional professional learning on quality work criteria</p> <p>Conduct QWP with select staff and leaders (fall and spring)</p> <p>Support coaches and leaders in building capacity of faculty</p>	<p>Quality work protocol documents</p> <p>Sample student portfolio</p> <p>Case study and project</p>

OTHER IMPLEMENTATION PRIORITIES

“play the game of basketball” - Mark Conrad Metaphor)

- Leadership -- communicating the vision in print and in the facility (beautiful spaces) - increase signage
 - Family and community engagement -- families understanding the vision, passages, authentic audiences, etc. (5 Focus Groups)
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Competitive Learning School - EL Professional Development Plan 14-2015

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, we suggest that instructional leaders work alongside school designers whenever possible. This strategically about how leaders and school designers' 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
- PL planning and/or facilitation
- Classroom observations/debrief sessions
- Learning walks and debrief
- 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

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

National Conference - Boston MA
Seminar - Harborside Academy
Three day institutes - CREW and Literacy
Secondary Instructional Coaching Institute
Leadership Cohort

Number of direct service days (as designated by DU): 19

Specific check-in dates/structures during the school year to monitor the work plan goals:

Direct service days

Direct service days from an EL school designer fall into two categories: strategic planning and coaching to impact student achievement goals.

Strategic Planning:

Supporting leaders to make strategic, evidence-based decisions for school improvement is one of the most important services provided through Direct Service. School Designers work with leaders to build internal capacity for sound strategic planning, and make tailored recommendations based on their knowledge of the school, the design, and of the change process.

The strategic planning strand is comprised of 6-10 direct service days and is a standard component of a school's direct service package in years 1-4 of partnership. The strategic planning strand is made up of the following services:

- 1-2 days for annual work plan development and benchmark data analysis
- 1-2 days for Leadership Team development, ongoing leadership coaching & support, and strategic planning together (Monthly meeting recommended; quarterly half-day retreat = maximum) { Note-- these days are often delivered in quarter- half days }
- 1-3 days for establishment of and participation in regular learning walks {Note- often delivered in partial days, as above}
- 1 day for Mid-Year Review Process
- 1 day for annual Quality Work Protocol
- 1 day for Implementation Review Process

The remaining Direct Service days are used for coaching related to the student achievement goals named in the work plan.