

## Presumpscot 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.

	<b>Mastery of Knowledge and Skills</b>	<b>Character (page 3)</b>	<b>High Quality Work</b>
<b>4-Year Impact Goals</b> These are multi-year goals that lead to credentialing.	All students will become more proficient readers, writers, speakers and listeners and more proficient mathematicians.	By blending Responsive Classroom and <i>Management in the Active Classroom</i> practices, and using rubrics that track mastery of our performance character traits (responsibility, collaboration and perseverance), students will become responsible citizens and active learners who care for their school environment.	Students will develop the capacity required to create work that demonstrates the attributes of complexity, authenticity and craftsmanship.
<b>2016-17 Performance Benchmarks</b> These are annual goals that serve as steps towards the 4-Year Goals	We will plan and implement lessons that are challenging, engaging and empower students. <ul style="list-style-type: none"> <li>70% or more of students will meet their annual growth targets in math and ELA on the NWEA MAP assessment.</li> </ul>	By blending Responsive Classroom and <i>Management in the Active Classroom</i> practices, and using rubrics that track mastery of our performance character traits (responsibility, collaboration and perseverance), students will become responsible citizens and active learners who care for their school community.	Students will develop the capacity required to create work that demonstrates the attributes of complexity, authenticity and craftsmanship. Students will show growth particularly in the area of complexity.
<b>2016-17 Implementation Priorities</b> the high-leverage Core Practices that will be the focus for this year’s work. Strive	CP10: Planning Effective Lessons	CP25: Building a Community of Learning; CP26: Fostering Character	CP7: Producing High-Quality Student Work

for no more than 5-7 per year.			
<b>2016-17 Leadership Goal</b>	We will lead Presumpscot through the data collection and management needed to become credentialed at the end of SY 17.		

Supporting Faculty Learning Targets named by staff during PD on 8/23/16 listed in WP in red

<b>4-Year MKS Impact Goal #1:</b> All students will become more proficient readers, writers, speakers and listeners and more proficient mathematicians.
<p><b>2016-17 MKS Performance Benchmarks:</b> We will plan and implement lessons that challenge, engage and empower students.</p> <ul style="list-style-type: none"> <li>70% or more of students will meet their annual growth targets in math and ELA on the NWEA MAP assessment.</li> </ul>
<p><b>Rationale (How will this year's implementation priorities move you towards meeting this year's MKS Performance Benchmarks?):</b> If teachers plan lessons that challenge, engage, and empower students, then students will produce work that demonstrates mastery of skills and knowledge, and demonstrates depth and complexity.</p>
<p><b>Implementation Priorities:</b> CP10: Planning Effective Lessons</p>

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can plan and implement lessons that challenge, engage and empower students.</p> <ol style="list-style-type: none"> <li>I can design and implement targets and tasks that demand higher order thinking skills.               <ol style="list-style-type: none"> <li>Create a common language for and understanding of higher order thinking skills.</li> <li>Be well versed in the learning</li> </ol> </li> </ol>	<p>EL lesson planning templates</p> <p>Coaching Cycles Data Dialogue Sacred Block Schedule Wednesday Early PD Provide exemplars (video) of other teachers/schools modeling practices Videotaping or peer observations</p>		<p><b>Evidence of Student Growth</b></p> <p><b>Baseline</b> Third grade data? <i>Learning Walk</i> <i>Student Survey</i> NWEA, CPAA, F&amp;P</p> <p><b>Mid-Year:</b> NWEA, CPAA, F&amp;P <i>Learning Walk</i></p> <p><b>End-of-Year:</b></p>

<p>objectives of the curricula we use.</p> <ul style="list-style-type: none"> <li>c. Build assessment into our tasks.</li> <li>d. Collect resources to help each other understand what tasks demand higher order thinking skills (google doc to share/debrief what we try)</li> <li>e. Create examples of higher order thinking targets/tasks/skills.</li> <li>f. Be able to measure “complexity” across grade levels.</li> <li><b>g. Time to develop and implement tasks that use higher order thinking skills</b></li> <li>h. An understanding of how developmental stages interact with defining complexity at different grade levels.</li> </ul> <p>2. I can plan and implement lesson debriefs so that students reflect on their progress toward the learning target and to inform instruction.</p> <ul style="list-style-type: none"> <li>a. Establish a toolbox of debrief questions/protocols shared across grade level or schoolwide.</li> <li>b. Time management</li> </ul> <p>3. I can <b>challenge</b> students with grapples.</p> <ul style="list-style-type: none"> <li>a. Protocols for discussion and group work.</li> </ul> <p>4. I can meet the needs of my diverse learners by designing and using flexible scaffolds, and implementing skill-based groups to strengthen comprehension across content</p>	<p>Learning walks - increase in number (at least one/trimester)</p> <p>I can utilize existing math structures (Math Message and Open Response) so that students can construct viable arguments and critique the reasoning of others.</p> <p><i>Visible Learning for Literacy</i>  <i>Learning That Lasts</i> book            Reading Strategies Book</p> <p>I can build structures and tools to create an independent reading block...?            What does independent reading look like?</p> <ul style="list-style-type: none"> <li>● Book boxes</li> </ul>		<p><b>Learning Walk</b>            70% of students grades 3-5 will meet Annual Growth Targets on NWEA (reading and math)            Math: K-2 scaled score average of 3 of 4 domains will be at least 78 on the CPAA            75% of students in grades K-2 will be proficient in math, as measured by CPAA            65% of students in grades K-2 will meet end of year district Fountas and Pinnell benchmarks.            70% of students in grades 3-5 will meet their projected growth targets on the NWEA.</p> <p><b>Evidence of Staff Growth</b>            There will be an increase in teachers’ planning and implementing lessons that challenge, engage and empower students as evidenced by common Lesson Planning Template            There will be an increase in teachers debriefing lessons with students.</p> <p><b>Baseline:</b></p> <p><b>Mid-Year:</b></p> <p><b>End-of-Year:</b></p>
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areas. a. Define scaffolds and examples; define skill based groups and resources b. Management and planning process c. Collaboration with support staff d. Know when to take scaffolds away			
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**4-Year Character Impact Goal #2:** By blending Responsive Classroom and *Management in the Active Classroom* practices, and using rubrics that track mastery of our performance character traits (responsibility, collaboration and perseverance), students will become responsible citizens who care for their school community.

This is the inspiring multi-year goal for Character and Engagement. This is then broken down into annual performance benchmarks, which are held below for the current year. This goal stays the same every year until a school achieves its EL Education Credential.

**2016-17 Character Performance Benchmark:** By blending Responsive Classroom and *Management in the Active Classroom* practices, and using rubrics that track mastery of our performance character traits (responsibility, collaboration and perseverance), students will become responsible citizens and active learners who care for their school community.

**Rationale (How will this year’s implementation priorities move you towards meeting this year’s Character Performance Benchmarks?):**

If teachers use the language and structures included in the Responsive Classroom model and the practices described in MAC, and teach students to track mastery of character using schoolwide rubrics, then students will become responsible citizens and active learners who care for their school community.

**Implementation Priorities:** CP25: Building a Community of Learning; CP26: Fostering Character

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can implement the <i>schoolwide</i> management skills and practices that build a strong sense of belonging for students.	Preserve time to develop a list of unacceptable behaviors and logical consequences that can be used throughout the school and reach consensus about how and when to set	Management in the Active Classroom: particularly Teacher Presence, Norms, “Deeper Support for Challenging Behaviors”	<b>Evidence of Student Growth</b> <ul style="list-style-type: none"> <li>Spreadsheet of student behaviors and consequences will reflect an overall decline in misbehavior. Track repetitive behaviors over time in individuals and</li> </ul>

<p>I can deepen instruction around the Habits of Scholarship.</p> <ul style="list-style-type: none"> <li>Develop and use common language schoolwide</li> <li>Have more examples of rubrics</li> <li>Establish more consistency on back side of HOS rubrics</li> <li>● Post daily HOS targets             <ul style="list-style-type: none"> <li>○ Pick one subject/time of day/focus to write character targets</li> </ul> </li> <li>● Use the rubrics as a tool to help students take ownership of the HOS             <ul style="list-style-type: none"> <li>○ Develop student trackers for more regular reflection</li> <li>○ Use “kid friendly” language that’s appropriate for different grade levels</li> </ul> </li> <li>● Incorporate student reflection into student-led conferences.             <ul style="list-style-type: none"> <li>○ Find different ways to share this in more engaging ways.</li> <li>○ Help students receive feedback about whether they’ve met their HOS target.</li> </ul> </li> </ul>	<p>limits/manage student behavior</p> <p>Barrett Wilkinson - presenting Aug 29 and is an ongoing resource</p> <p>The HOS Committee will make minor revisions to current rubrics for Perseverance, Collaboration and Responsibility and develop a plan for when to introduce the rubrics to students.</p> <p>Create an addendum to the Presumpscot report card that reflect HOS</p> <p>Cultural competency (?)</p> <p>Develop and pilot a system in the 4th and 5th grades for maintaining and communicating data about student behaviors and consequences (like a Google spreadsheet). Ensure that information collection is comprehensive and consistent.</p> <p>Clarify the yellow slip system and ensure that it’s used consistently and comprehensively.</p> <p>Training and modeling of techniques to de-escalate high stress situations.</p> <p>Establish a buddy/support system for</p>		<p>selected cohorts (maybe 4th grade).</p> <ul style="list-style-type: none"> <li>● Student will move towards proficiency in their HOS self-assessments.</li> <li>● Student self reflection will show increased evidence, specificity and self-awareness.</li> <li>● Student surveys administered by Cyndy</li> <li>● 5th grade graduation letters</li> <li>● Addendum to report card</li> </ul> <p><b>Baseline:</b></p> <p><b>Mid-Year:</b></p> <p><b>End-of-Year:</b></p> <p><b>Evidence of Staff Growth</b> Spreadsheet will show that teachers consistently note incidents and deliver natural consequences.</p> <p><b>Baseline:</b> Learning walk shows that about half of classrooms will have general HOS targets posted.</p> <p><b>Mid-Year:</b> Learning walk shows that every classroom has HOS targets posted that are connected to our traits.</p> <p><b>End-of-Year:</b></p>
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	<p>teachers to get support with challenging behaviors (especially for teachers in the modulars)</p> <p>Use input from Ed Techs who manage lunch to improve it when needed.</p> <p>Add student HOS reflections to student portfolios</p>		<p>100% of students will be assessed on the HOS rubric and will monitor progress toward their HOS goal each trimester</p> <p>Posted HOS targets are more specific and contextualized.</p>
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<p><b>4-Year High-Quality Student Work Impact Goal #3:</b> This is the inspiring multi-year goal for High-Quality Student Work. This is then broken down into annual performance benchmarks, which are held below for the current year. This goal stays the same every year until a school achieves its EL Education Credential.</p>
<p><b>2016-17 Quality Work Performance Benchmarks:</b> Students will develop the capacity required to create work that demonstrates the attributes of complexity, authenticity and craftsmanship. Students will show growth particularly in the area of complexity.</p>
<p><b>Rationale (How will this year’s implementation priorities move you towards meeting this year’s Quality Work Performance Benchmarks?):</b> If teachers plan lessons that challenge, engage, and empower students, then students will produce work that demonstrates mastery of skills and knowledge, and demonstrates depth and complexity.</p>
<p><b>Implementation Priorities:</b> CP7: Producing High-Quality Student Work</p>

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
I can design and implement targets and tasks that demand higher order thinking skills.		<ul style="list-style-type: none"> <li>- BBK on defining complex thinking (Bloom’s, Webb’s DOK, HQW definition - I can</li> </ul>	<p><b><i>Evidence of Student Growth</i></b></p> <p><b>Baseline</b></p> <p>HQW</p>

<p>I can design and use scaffolds and promote independent student use of scaffolds by choice.</p> <p>I can regularly <b>debrief</b> lessons so that students reflect on their progress toward the learning target and to inform instruction.</p>		<p>define complex thinking that leads to high quality student work.)</p> <ul style="list-style-type: none"> <li>- Scaffolding : when to add and when to remove, when to differentiate the scaffolds</li> <li>- Plan simple scaffolds that students can replicate themselves when needed</li> <li>- Student friendly tools could include: rubrics, checklists, graphic organizers sight word folders</li> </ul>	<p>Learning Walks</p> <p><b>Mid-Year:</b></p> <p><b>End-of-Year:</b></p> <p><i><b>Evidence of Staff Growth</b></i></p> <p><b>Baseline:</b></p> <p><b>Mid-Year:</b></p> <p><b>End-of-Year:</b></p>
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<p><b>Leadership Goal:</b> We will lead Presumpscot through the data collection and management needed to become credentialed at the end of SY 17.</p>
<p><b>Rationale:</b> One of this year’s ultimate goals is to become credentialed, and because there are so few school designer days allocated, it will be necessary for the leadership team to own the process.</p>
<p><b>Implementation Priorities:</b> 34</p>

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can determine which data is needed for credentialing.</p> <p>I can develop and organize systems of managing the data.</p>	<p>Revise rubrics that will be used to collect character data</p> <p>Ensure that NWEA data is collected and understood by</p>	<p>Regular check ins with leadership team</p> <p>Provide guidance on</p>	<p>Ultimate goal is credentialing</p> <p>Evidence of Student Growth Baseline:</p>

<p>I can work with classroom teachers to ensure that they understand the data that's needed from them and work with them to collect it.</p>	<p>teachers</p> <p>Identify which qualitative data will be submitted and organize it effectively</p> <p>Delegate credentialing responsibilities</p>	<p>credentialing as information is released</p>	<p>Mid-Year: End-of-Year: Meeting or exceeding all Performance Benchmarks in all three dimensions</p> <p>Evidence of Staff Growth Baseline: Score on Partnership Conditions Rubric Mid-Year: Increasing score on Partnership Conditions Rubric End-of-Year: IR Rubrics</p>
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<b>_____ School- 2016-17 EL Education Professional Development Plan</b>
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.

<b>Use the calendar below to plan out how the learning and structures will be sequenced and scheduled in support of the goals.</b>			
September Culture/Beginning of the Year Learning Walk (Emily L) Work Plan/PD Plan for the Year	October Higher Order Targets & Task	November	December
January	February	March	April
May	June	July	August