

# Lebanon Elementary School EL Work Plan 2013-14

## Lebanon Elementary School Work Plan 2013-2014

**Goal #1: Students will increase their ability to analyze and interpret texts across the curriculum.**

**Type of Goal: *Student Achievement***

**Rationale:** Lebanon Elementary has identified the need to raise their reading scores. Implementing the Common Core is a district priority. Student data shows a weakness in critical thinking and stamina. Finally, this type of reading is a central element of EL-style projects and learning expeditions. *“Working on Learning Targets gives us the little pieces to get to the big pieces.”* T.Ledue, Aug. 2013

**Refer to these EL Core Practices to guide the work:** 13: Teaching Reading Across the Disciplines; 27: Raising Achievement on Assessments of Learning; 8-9 Planning and Delivering Effective Lessons; 10: Differentiating Instruction; 25: Using Assessment for Learning (AFL) Strategies on a Daily Basis

[KEY: LTs = Learning Targets; CCS = Common Core Standards]

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can...</p> <ol style="list-style-type: none"> <li>1. Help identify texts across a variety of topics and levels that meet the needs of all students.</li> <li>2. Use Workshop 2.0 to build students' independence and ability to grapple with complex text.</li> <li>3. I can create and use well-written, rigorous learning targets based on identified CCS for all lessons.</li> <li>4. I can teach my students to</li> </ol>	<p>Leadership...</p> <ul style="list-style-type: none"> <li>· Creates a calendar that establishes cycles of learning, including looking at students work, PD, and coaching.</li> <li>· Co-designs PD sessions to support all Faculty targets, e.g. Common Core literacy, lesson design, data use, and Learning Targets.</li> <li>· Organizes, tracks, and communicates student data.</li> <li>· Coordinates support from staff for Faculty LTs, e.g. RTI, Sped, and</li> </ul>	<p>School Designer (SD)...</p> <ul style="list-style-type: none"> <li>· Provides resources and facilitates PD on Faculty target areas.</li> <li>· Supports individual teachers and teams on targeted needs, such as Common Core lesson design, protocols for looking at student work, and use of Learning Targets.</li> <li>· Helps create rubric – see Evidence column.</li> </ul>	<p><b>Evidence of Student Growth-</b> Student growth indicators will be based on performance benchmarks we'll set in the fall for Credentialing.</p> <p>STAR assessments. We'll get a baseline in Fall and set growth goals by Thanksgiving.</p> <p>-----</p> <p><b>Evidence of Teacher Growth</b></p> <ul style="list-style-type: none"> <li>· Use of Learning Targets to build literacy skills and stamina.</li> <li>· Differentiated lessons based on</li> </ul>

<p>use reading strategies to make meaning of text and to answer text-dependent questions in writing and verbally.</p> <p>5. I can design lessons that build students' analytical skills and stamina, e.g. Daily 5.</p> <p>6. (For grades 3-5) I can pilot a NYS Common Core module.</p> <p>7. I can design one literacy-rich project that provides a service beyond the classroom.</p> <p>8. I can prepare my students to present their work at a school-wide Celebration of Learning.</p>	<p>Literacy specialists identifying texts and best reading practices.</p> <ul style="list-style-type: none"> <li>· Coordinates peer observations in building and across buildings. (Structure and purpose to be clarified.)</li> <li>· Participates 4 Learning Walks with SD and, perhaps, some staff.</li> <li>· Leaders and Literacy Specialists may begin to work with SD on what a balanced approach to literacy looks like at Lebanon.</li> </ul>	<ul style="list-style-type: none"> <li>· Meets with Principal/AP monthly to check on progress of work plan goals, evidence collected, and identify action steps.</li> <li>· Coordinates 4 Learning Walks aimed at identifying patterns of positive practice on the goal.</li> <li>· Conducts Mid-year Review and Implementation Review.</li> <li>· Administer a baseline high-quality work review.</li> <li>· Support teams in designing a BBK for a unit.</li> </ul>	<p>data.</p> <ul style="list-style-type: none"> <li>· Lesson plans on priority Common Core standards.</li> <li>· Effective protocols for looking at student work.</li> <li>· Quality student product and presentation on literacy-rich project.</li> </ul>
--	--	---	--

## Lebanon Elementary School Work Plan 2013-2014

**Goal #2: Build a culture of student ownership of learning and the belief in a growth mindset by implementing a Code of Character.**

**Type of Goal: *School Conditions***

**Rationale:** Students are compliant and like school but they cannot reliably explain what they are learning and why, i.e. they don't seem to own the learning. Belief that all students can lead the learning requires a growth mindset in children and adults. Faculty will create a Code of Character and students will track their progress on the character traits and present through student portfolios or conferences (this will grow out over a few years).

**Refer to these EL Core Practices to guide the work:** 20: Using Student-engaged Assessment to Create a Culture of Engagement and Achievement; 21: Using Assessment for Learning Strategies on a Daily Basis; 26: Fostering Character; 35: Cultivating a Positive School Culture

[KEY: CoC = Code of Character]



Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can...</p> <ol style="list-style-type: none"><li>1. Help create our school's Code of Character (CoC).</li><li>2. Develop consistent classroom structures &amp; routines for teaching and tracking progress on Character Traits.</li><li>3. Craft purposeful Learning Targets that promote student ownership.</li><li>4. Model the character traits in my interactions with adults and children and share my own process of learning.</li><li>5. Provide feedback to students that empowers them to use strategies and character to tackle challenges.</li><li>6. Cultivate a "growth mindset" in myself and our students – the belief that everyone is capable of high achievement through effort.</li><li>7. I can design opportunities in (Morning) Meeting for character development and forging of relationship among my Crew.</li></ol>	<p>Leadership...</p> <ul style="list-style-type: none"><li>· Champions the Code of Character in all school events and communications.</li><li>· Supports the creation of the Code of Character, targets, and assessments for each grade.</li><li>· Conducts observations and walkthroughs ≥ monthly and gives feedback and shares ideas on implementing the CoC.</li><li>· Leadership Team members will model, observe, cheer, give feedback to grade team members.</li><li>· Use Code of Character/Habits of Scholarship on Report Card; replaces Social Skills/Work Habits (dependent on approval by district).</li><li>· Supports regular Community Meetings</li></ul>	<p>School Designer...</p> <ul style="list-style-type: none"><li>· Support the creation and implementation of the Code of Character, including structures for tracking progress.</li><li>· Provide resources, such as methods of tracking student progress and models.</li><li>· Observe and provide feedback.</li></ul>	<p><i>Teachers-</i></p> <ul style="list-style-type: none"><li>· Targets and teacher tracking;</li><li>· (optional pilot) Student progress tracking.</li><li>· Data from observations/ walk-throughs; mini-surveys of staff and students.</li><li>· Mid-year Review</li><li>· Implementation Review</li></ul> <p><i>Students...</i></p> <ul style="list-style-type: none"><li>· Articulate learning targets and their progress toward mastery.</li><li>· Create evidence (portfolio) of their progress toward targets.</li><li>· Demonstrate their ownership of learning by presenting in an annual Celebration of Learning.</li></ul>

## Lebanon Elementary School Work Plan 2013-2014

### Goal #3: Establish routines for using data effectively.

Type of Goal: *School Conditions*

**Rationale:** Data-driven instruction is a district priority, including building more consistent academic mastery across schools. It is also a practice that the school has identified as a focus area in order to meet the needs of all students.

**Refer to these EL Core Practices to guide the work:** 34: Using Data to Drive Instruction; 36: Leading Professional Learning; 23: Raising Achievement of Assessments of Learning (summative)

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>I can...</p> <ol style="list-style-type: none"> <li>1. Participate in data team cycles, including analyzing student work/data, making action plans, differentiating instruction, and reflecting on cycle of learning.</li> <li>2. Use data to design differentiated skill-based lessons for my classroom.</li> <li>3. Request help/resources/interventions for targeted student needs.</li> <li>4. Participate in PD to deepen my ability to analyze and use data.</li> <li>5. Use data to drive instruction, i.e. fluency with Star Assessments and looking at student work with my peers 4x/yr.</li> </ol>	<p>Leadership...</p> <ul style="list-style-type: none"> <li>· Articulates a clear vision for using data.</li> <li>· Creates a calendar that establishes cycles of data review and PD to support the work.</li> <li>· Models data use in a safe atmosphere.</li> <li>· Collects and presents data in easy-to- use formats.</li> <li>· Uses data to monitor and address identified needs (e.g. academic or character areas, or subgroups of students).</li> <li>· Communicate with district to share process, results, and best</li> </ul>	<p>School Designer will...</p> <ul style="list-style-type: none"> <li>· Help school Leadership craft the structure for data inquiry teams/cycles, and plan the roll-out and whole staff PD.</li> <li>· Help train facilitators.</li> <li>· Participate in some coaching cycles with teachers – data analysis and lesson planning.</li> </ul>	<p><i>Teachers-</i></p> <ul style="list-style-type: none"> <li>· Effective PLC's look at student work/data weekly and collaborate on differentiating instruction based on the needs they identify.</li> <li>· Revised instructional plans informed by data.</li> </ul> <p><i>Students-</i></p> <ul style="list-style-type: none"> <li>· Understand their own data and set goals for more effective learning.</li> </ul> <p><u>Testing Portfolio-</u></p> <ul style="list-style-type: none"> <li>-Mid-end Sept. STAR – 1-5</li> <li>-Oct. 7-23 NECAPS Gr. 3-5</li> <li>-Writing prompt</li> <li>-Nov. COGATS – Excel Gr. 3-5</li> <li>-F &amp; P reading level testing on-going all grades</li> </ul>

6. Set data-based SMART goal with my team.	practice.		
--	-----------	--	--

## Lebanon Elementary School – EL Professional Development Plan 2013-2014

*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.*

EL Professional Development Plan	Additional Implementation Priorities
----------------------------------	--------------------------------------

<p><b>Most direct service days will be scheduled in advance and may include the following:</b></p> <ul style="list-style-type: none"> <li>· Leadership coaching; Leadership team meetings</li> <li>· Collecting and/or analyzing data related to the work plan goals</li> <li>· Curricular planning sessions</li> <li>· PD planning and/or facilitation</li> <li>· Classroom observations/debrief sessions</li> <li>· Supporting coaching cycles</li> <li>· Support National Conference preparation, Fund for Teachers applications, and other national activities</li> <li>· Participation at institutes with staff members to provide targeted support</li> <li>· Supporting the implementation of institute content in classrooms/schools</li> </ul> <p><b>EL Institutes (Include date, location, and # of participants):</b></p> <ul style="list-style-type: none"> <li>§ National Conference – Oct. 24-26, 2013 – Atlanta - 4-5 slots</li> <li>§ Leadership Cohort – Feb. 11-12, 2014 – Location TBD - 2 slots</li> <li>§ Student-Engaged Assessment – TBD – 2 slots</li> <li>§ Leadership 3 Day Institute – TBD - 2 slots</li> </ul>	<p><b>Direct service days (as designated by MOU):</b> 29 (Jill) 1 (Steven Levy TBD)</p> <p><b>List dates and recurring structures: See PD Calendar for more detail</b></p> <p><b>September</b> – 24, 25, 26  <b>October</b> – 7, 8, 17, 18  <b>November</b> – 4, 5  <b>December</b> – 2, 3  <b>January</b> – 14, 15, 16 (MYR w/Kippy), 17, (choose 3); 30, 31  <b>February</b> – 27, 28  <b>March</b> – 3, 19, 20 (IR?)  <b>April</b> – 7  <b>May</b> – 22, 23  <b>June</b> – 2  <b>July</b> } Hold 4 days for work planning  <b>August</b>} and PD for whole staff</p>	<p><b>Implementation Priorities (Core Practices) not DIRECTLY supported through the work plan:</b></p> <p>Transforming Faculty Council into Leadership Team; Crew/Morning Meeting; Community meeting; Student-Led Conferences.</p> <p><b>Structures to support these implementation priorities/ person responsible:</b></p> <p>Principal and AP facilitate the Leadership Team, uses best practices of highly-functioning teams.</p>
--	---	--

§ EL Classrooms in Practice 5 Day Institute –  
July 22-26 – Boston - 2 slots

**Specific check-in dates/structures**

**during the school year to monitor the**

**work plan goals:** Principal & LT mtgs., WP  
check-ins with staff, Mid-year review, IR, end-of-year  
summary & beginning work planning

--

--