EL Education

Palouse Prairie Charter School Work Plan - 2017-2018

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	**PPCS 3rd-8th grade students outperform state and district in ELA and math as measured by the Idaho Standards Achievement Test.**	**PPCS students demonstrate the character habits necessary for success in college, career, and life; making an impact in their community; and contributing to a better world.**	**PPCS students create high quality work that is publicly displayed and has an authentic audience.**
2017-18 Performance Benchmarks	**PPCS students in 3rd - 8th grades will outperform the state and district proficiency averages on the Idaho Standards Achievement Test (SBAC) in both ELA and Math.** **PPCS teachers will implement a data driven RTI process focused on supporting students not meeting grade level standards.**	**PPCS will see improvement in school culture perceptions as measured by a school-wide culture survey taken by 3rd - 8th grade students three times throughout the year.** **All PPCS students demonstrate proficiency or growth in habits of scholarship (collaboration, responsibility, grit, and craftsmanship) across multiple disciplines as reported in the PPCS achievement report in winter and spring.**	**All PPCS will produce 2 pieces of work annually (one from each expedition) that are high quality in complexity, craftsmanship, and authenticity.** **High-quality student work at PPCS is locally based and often meets an authentic service learning need in our community and world.**
2017-18 Implementa	**CP 19: Differentiating Instruction**	**CP 21: Creating a Community of Learning**	**CP 8: Designing Projects and Products**

tion Priorities	CP 31: Communicating Student Achievement CP 37: Promoting Shared Leadership Through Evidence- and Data-Informed Decision Making	CP 22: Fostering Habits of Character CP 23: Building a Spirit of Crew	CP 12: Planning for and Producing High Quality Student Work
2017-18 Leadership Goal	**Create data inquiry cycle structure for staff.** **Build and support staff capacity in positive schoolwide culture with traditions and routines to celebrate success for both students and teachers, build trust, support relationships, and foster open communication between all stakeholders in the school community.**		

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Goals:

4-Year MKS Impact Goal: **PPCS 3rd-8th grade students outperform state and district in ELA and math as measured by the Idaho Standards Achievement Test.**
2017-18 MKS Performance Benchmarks: **PPCS students in 3rd - 8th grades will outperform the state and district proficiency averages on the Idaho Standards Achievement Test (SBAC) in both ELA and Math.** **PPCS teachers will implement a data driven RTI process focused on supporting students not meeting grade level standards.**
Rationale: **Palouse Prairie historically outperforms the State of Idaho on the SBAC, but does not always outperform the local district. Moscow is a college town with relatively high performing schools. The staff will be implementing a more data driven RTI process to focus on differentiating support for students in sub-groups (even though they are too small to publicly report) that are not proficient in ELA and math.**
Implementation Priorities: **CP 19: Differentiating Instruction** **CP 31: Communicating Student Achievement** **CP 37: Promoting Shared Leadership Through Evidence- and Data-Informed Decision Making**

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Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
• I can provide additional literacy instruction for students in my crew who score a 1 or 2 on the Idaho Reading Indicator (for K-3 teachers). • I can collaborate with support staff to plan and implement literacy interventions for students who are not at grade level as measured by the schoolwide screener (K-5 teachers). • I can identify students who are not at grade level in math and	• Schedule implementation of screeners and interim assessments • Create and implement data inquiry team cycle • Support structured collaboration between DMTI and staff. • Classroom observations walk-throughs with debriefs	• K-5 ELA curriculum module PD and coaching • Classroom observations and debriefs • PD on standards-based grading	**Evidence of Student Growth** **Baseline** Spring 2017 ISAT scores for math and ELA Fall 2017 IRI scores K-2 math screener **Mid-Year:** Title 1 screener Interim SBAC assessments for 3rd-8th K-2 math screener **End-of-Year:** Spring 2018 ISAT scores for math and ELA Spring 2018 IRI scores **Evidence of Staff Growth** **Baseline:** IR score of 4 on data inquiry teams. **Mid-Year:** Collect data inquiry team meeting note-catchers **End-of-Year:** Collect data inquiry team meeting note-catchers

provide appropriate support and interventions. ● I can participate fully in professional development on best practices in inquiry based math instruction. ● I can collaborate with my data inquiry team (grade band team) to analyze assessment data and make data based decisions about instructional interventions in both ELA and math.			

4-Year Character Impact Goal:

PPCS students demonstrate the character habits necessary for success in college, career, and life; making an impact in their community; and contributing to a better world.

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2016-17 Character Performance Benchmarks:

PPCS will see improvement in school culture perceptions as measured by a school-wide culture survey taken by 3rd - 8th grade students three times throughout the year.

All PPCS students demonstrate proficiency or growth in habits of scholarship (collaboration, responsibility, grit, and craftsmanship) across multiple disciplines as reported in the PPCS achievement report in winter and spring.

Rationale:

PPCS has long been focused on character education but is currently concerned with identifying actual student capacity and needs in developing both relational and performance character traits.

Implementation Priorities:

CP 21: Creating a Community of Learning
CP 22: Fostering Habits of Character
CP 23: Building a Spirit of Crew

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
● I can write, introduce, unpack a habit of scholarship learning target along with each academic learning target.	● Create, implement, and analyze culture survey (3 times per year). ● Lead staff through structured decision making process on	● Support leadership in collecting and reporting culture survey data. ● Support staff in using habits of scholarship learning targets.	**Evidence of Student Growth** **Baseline** ● Spring 2017 PPCS achievement reports ● Culture Survey **Mid-Year:** ● Winter 2017 PPCS achievement report ● Culture Survey

● I can support students in the self-assessment and reflection of habits of scholarship. ● I can assess and report habits of scholarship on the PPCS achievement report. ● I can support students in student led conferences and passages. ● I can use data to implement behavior interventions in my classroom.	interventions based on culture survey data. ● PD on scaffolding students toward successful student led conferences and passage presentations. ● Create and implement RTI process for behavior.		**End-of-Year:** ● Spring 2018 PPCS achievement reports ● Culture Survey

4-Year High-Quality Student Work Impact Goal:

PPCS students students create high quality work that is publicly displayed and has an authentic audience.

2016-17 Quality Work Performance Benchmarks:

All PPCS will produce 2 pieces of work annually (one from each expedition) that are high quality in complexity, craftsmanship, and authenticity.

High quality student work at PPCS is locally based and often meets an authentic service learning need in our community and world.

Rationale:

High quality student work has historically been a strength for PPCS. There are currently 7 pieces of PPCS student work featured in Models of Excellence and at least 2 in the pipeline. The school does a great job showcasing student work in the hallways and classrooms. The area of HQSW this staff has chosen for growth is authenticity, specifically service learning.

Implementation Priorities:

CP 8: Designing Projects and Products
CP 12: Planning for and Producing High Quality Student Work

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
- I can plan backward from a final product - I can support students through the revision process - I can design high quality tasks and assessments for final expedition products.	- Facilitate one Quality Work Protocol. - Support teachers, both collectively and individually, in backwards planning from a final product, peer critique, self assessment, and task and assessment development. - Support staff in	- Facilitate one Quality Work Protocol - Support K-5 teachers in developing expedition final products that integrate ELA module performance tasks.	*Evidence of Student Growth* **Baseline** Summer 2017 Quality Work Protocol summary sheet and archive of photographs **Mid-Year:** Quality Work Protocol in January (summary of quality of student work) **End-of-Year:** Quality Work Protocol in May (summary of quality of student work) *Evidence of Staff Growth* **Baseline:**

- I can help students self-assess their own drafts. - I can facilitate peer critique protocols in my classroom. - I can plan final expedition products that meet the criteria of authenticity in the Attributes of Quality Work.	submitting student work to Models of Excellence		Summer 2018 Quality Work Protocol summary sheet and archive of photographs **Mid-Year:** Quality Work Protocol in January (summary of quality of tasks and scoring tools) **End-of-Year:** Quality Work Protocol in May (summary of quality of tasks and scoring tools)

Leadership Goal: This foundational goal is also multi-year and directly aligned to the Terrain of Instructional Leadership. The implementation priorities will change each year as leadership capacity and structures are built. This goal is also directly aligned to the Leadership Structures and Actions columns in the other goals. It is essential to successfully implementing the Implementation Priorities for the year and achieving the Annual Performance Benchmarks.

- **Create data inquiry cycle structure for staff.**

- **Build and maintain positive school-wide culture with traditions and routines to celebrate success for both students and teachers, build trust, support relationships, and foster open communication between all stakeholders in the school community.**

Rationale: The first goal addresses "Using Data to Drive Instruction" in that data inquiry teams will establish a structure for examining both standardized test data and school-wide measures of assessment and develop action steps to support all students. The second goal addresses "Cultivating a Positive School Culture" by creating and sustaining rituals and routines to build trust, support relationships, and foster dialogue.

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Implementation Priorities: CP 37: Promoting Shared Leadership Through Evidence- and Data-Informed Decision Making, CP 36: Cultivating a Positive and Professional School Culture

Leadership and Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
• I can create a structure for data inquiry teams. • I can support staff in developing action plans to support achievement for all students. • I can collaborate with the Behavioral Specialist and staff to create and sustain schoolwide rituals and traditions.	• Develop structure for data inquiry team meetings. • Develop a schedule and protocols for analyzing student data and creating intervention plans. • Model the spirit of EL in professional development with staff, community meetings with students, EL 101 and 201 parents meetings.	• Model EL protocols and practices for staff. • Schedule check-ins with school leader and communicate with staff through email between on-site visits.	*Evidence of Student Growth* **See MKS goal above** *Evidence of Staff Growth* **Baseline:** Implementation Review **Mid-Year:** Documentation of student interventions in Milepost **End-of-Year:** Implementation Review Documentation of student interventions in Milepost

PPCS School- 2016-17 EL Education Professional Development Plan

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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 28-29 PD on Standards based grading (15 Fixes) K-5 module support Opt-in support in MAC practices	October Culture Survey administered & analyzed RTI data inquiry cycle Supporting behaviorally challenging students PD ISAT Block Assessments PD Finish 15 Fixes to Broken Grades	November Developing Mathematical Thinking PD SLC/Passages PD RTI data inquiry cycle	December Differentiated PD from National Conference RTI Block Assessment Data Analysis
January 4-5 Mid-Year Review EL meeting with parents RTI data review Culture Survey	February 22-23 Quality Work Protocol Culture Building PD	March RTI data inquiry cycle SLC/Passages PD	April 5-6 Implementation Review Supporting service learning projects for final products
May Culture Survey administered & analyzed	June 7-8 Quality Work Protocol School-wide ISAT, IRI, Math Screener data review	July	August