



Campbell Work Plan Template - 2018-2019

[Contract](#) [Credentialing Data Profile](#) [Core Practices](#) [Professional Development Plan](#)

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
<p>2018-19 Performance Benchmarks</p>	<p>25% of students, 3-5, will score Pass Advanced (500 or greater) on the Math Standards of Learning Assessment and 22 % of students, 3-5, Reading. Thus increasing the numbers of students who perform Pass Advance in Reading and Math closing the gap between Campbell and APS by 2 percentage points in Reading and Math.</p> <p>By the conclusion of the year, 90% of students K-2 will be on or above grade level using the F&P reading assessment.</p>	<p>All Campbell community members learn and live the “Campbell Way” - are aware of and embrace diversity, work to become effective learners, and put their learning to use to improve communities.</p> <p>Students are becoming more effective learners:</p> <ul style="list-style-type: none"> 80% of students, 2-5, can describe what it means to be an “EL” school and name 3 components of the “EL” model and how it supports their learning. 100 % of students sampled can connect ‘perseverance’ to academic learning and self-management in the classroom. <ul style="list-style-type: none"> <i>Student focus groups:</i> <p>Students are contributing to a better world:</p> <ul style="list-style-type: none"> 7/12 Expeditions will have a strong service learning connection given placed-based learning properties. Students will track and debrief ‘service learning’ to develop definition of authentic service learning: <ul style="list-style-type: none"> PK: 4 hours K-2: 8 hours 3-5: 10 hours 	<p>Students are increasing in their ability to create complex work:</p> <ul style="list-style-type: none"> 7/12 Expeditions will have a final product that demonstrates complexity and is representative of the learning in the classroom. <ul style="list-style-type: none"> <i>Aligned to grade level standards and Expedition topic</i>
<p>2018-19 Implementation Priorities</p>	<p>CP1: Choosing, adapting, and enhancing curriculum CP2: Mapping Knowledge, Skills, and Habits of Character</p>	<p>CP 21: Creating a Community of Learning CP 7: Incorporating fieldwork, expert, and service learning</p>	<p>CP12: Planning for and supporting high-quality student work</p>
<p>2018-19 Leadership Goal</p>	<p>To foster a cohesive school vision, we will cultivate a diverse leadership team to lead improvement efforts aligned with EL core practices and Campbell's unique mission.</p>		

EL Education

Goals:

Multi-Year MKS Impact Goal: Campbell students will demonstrate mastery by meeting grade level standards and applying their learning to rigorous and meaningful tasks.

2018-19 MKS Performance Benchmarks: 25% of students, 3-5, will score Pass Advanced (500 or greater) on the Math Standards of Learning Assessment and 22% of students, 3-5, Reading. Thus increasing the numbers of students who perform Pass Advance in Reading and Math closing the gap between Campbell and APS by 2 percentage points in Reading and Math.

By the conclusion of the year, 90% of students K-2 will be on or above grade level using the F&P reading assessment.

Rationale: If teachers continuously identify and prioritize power standards in LA and Math and unpack what students should know and be able to do in order to enhance scaffolding and elevate challenge, then students will have equal access to an equitable curriculum that reinforces the reading and math skills and knowledge they will need in order to be prepared for complex tasks and future challenges.

Implementation Priorities: CP1: Choosing, adapting, and enhancing curriculum, CP2: Mapping Knowledge, Skills, and Habits of Character

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>MKS1: CP1B: I can select published resources to design a scope and sequence that is standards-aligned, rigorous, and cohesive.</p> <p><i>(scope and sequence, instruction, uni-level)</i></p> <p><i>Reflected in the classrooms:</i></p> <ul style="list-style-type: none"> - Learning targets <i>(standards)</i> - 'Rigorous': higher order thinking, demonstration of multiple perspectives, and opportunity for transfer - Grade level aligned - Students can articulate what they are working on and why 	<ul style="list-style-type: none"> -Time to plan during pre-service -Feedback on curriculum map -Time to reflect and action plan on instruction - Train teacher leader to support curriculum map -Access to necessary materials 	<p>National PDs:</p> <p>None</p> <p>In House:</p> <ul style="list-style-type: none"> - Support Expedition Planning - Facilitate Learning Walks 	<p><i>Evidence of Student Growth</i></p> <p>Baseline</p> <p>Collect and organize F&P scores</p> <p>Administer Benchmark Assessments for Reading and Math</p> <p>Mid-Year</p> <p>80% of students, K-2, will be on or above grade level using F&P</p> <p>Administer Benchmark Assessments for Reading and Math</p> <p>End-of-Year</p> <p>90% of students, K-2, will be on or above grade level using F&P</p> <p>Administer Benchmark Assessments for Reading and Math</p> <p><i>Evidence of Staff Growth</i></p> <p>Baseline:</p> <p>Introduce expectations for grade level curriculum map and Expedition Plans</p> <p>Learning Walk: Standards-aligned, rigorous instruction a defined by complexity in HQW, students can articulate what they are learning and why,</p> <p>Mid-Year:</p> <p>80% of teachers will submit a completed curriculum map... out of _____ classrooms: Learning Walk: Standards-aligned</p> <p>4/6 Completed Expedition Plans</p>

EL Education

<p>- Goal setting</p>			<p>End-of-Year: All teachers will submit a completed grade level curriculum map that demonstrates strategic use of resources and planning with aligned units, lessons, and assessments. _____ out of _____ classrooms: Learning Walk: Standards-aligned 6/6 Completed Expedition Plans</p>
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Multi-Year Character Impact Goal: All Campbell community members learn and live the “Campbell Way”- are aware of and embrace diversity, work to become effective learners, and put their learning to use to improve communities.

2018-19 Character Performance Benchmarks:

Students are becoming more effective learners:

- 80% of students, 2-5, can describe what it means to be an “EL” school and name 3 components of the “EL” model and how it supports their learning.
- 100 % of students sampled can connect ‘perseverance’ to academic learning and self-management in the classroom.
 - *Student focus groups*

Students are contributing to a better world:

- 7/12 Expeditions will have a strong service learning connection given placed-based learning properties.
- Students will track and debrief ‘service learning’ to develop definition of authentic service learning:
 - PK: 4 hours
 - K-2: 8 hours
 - 3-5: 10 hours

Rationale:

If teachers provide authentic service learning opportunities, then students will develop a stronger sense of place by connecting to their immediate setting and by understanding how they can impact their setting. Age-appropriate place-based education equips students to care for the larger world.

Our focus on perseverance will transfer from academic endeavors to a broader, more global application.

Implementation Priorities: CP 21: Creating a Community of Learning, CP7: Incorporating fieldwork, expert, and service learning

EL Education

Faculty Learning Targets	Structures and Leadership	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>C1: CP7C: I can define and create opportunities for authentic service learning that connects to academic targets.</p> <p>C2: CP21A5: I can explicitly model, teach, and refer to components of EL and Campbell that support student learning.</p>	<ul style="list-style-type: none"> - Resources and materials to support service learning - Professional Development - An increase in the use of the core practice book - Clear connections in Community Meeting 	<p>National PDs: <u>Building Equitable Classrooms through Restorative Justice</u> 2 spots, Chicago In House: Better World Day! PD around Service Learning Explicit modeling around components of EL that support student learning and how to include the Core Practice regularly</p>	<p>Evidence of Student Growth</p> <p>Baseline Student focus groups</p> <p>Mid-Year:</p> <ul style="list-style-type: none"> - 60% of students, 2-5, can describe what it means to be an "EL" school and name 3 components of the "EL" model and how it supports their learning. <p>End-of-Year:</p> <ul style="list-style-type: none"> - 80% of students...3 components of EL. groups <p>Evidence of Staff Growth</p> <p>Baseline:</p> <ul style="list-style-type: none"> - Define and Introduce Service Learning - Develop tracking system for hours - Learning Walk Implementation of EL practices/Connections to Perseverance - Service Learning Ideas <p>Mid-Year:</p> <ul style="list-style-type: none"> - 4/12 Expeditions will have a strong service learning connection given placed-based learning properties. - Learning Walk Implementation of EL practices/Connections to Perseverance <p>End-of-Year:</p> <ul style="list-style-type: none"> - 7/12 Expeditions will have a strong service learning connection given placed based learning properties. - Learning Walk Implementation of EL practices/Connections to Perseverance

Multi-Year High-Quality Student Work Impact Goal: Campbell students will produce high quality, complex work in literacy across all content areas.

2018-19 Quality Work Performance Benchmarks:

Students are increasing in their ability to create complex work:

- 7/12 Expeditions will have a final product that demonstrates complexity and is representative of the learning in the classroom.
- Aligned to grade level standards and Expedition topic

Rationale:

If teachers collaborate to create complex, open-ended, authentic tasks with clear expectations and models of excellence, then students will be motivated to draft, revise, and produce high quality work.

- If we show models of excellence from the field and from students, they will see that students are capable of doing professional work.

EL Education

- If we create checklists and rubrics, students will understand expectations.
- If we choose complex tasks, students will be required to think more deeply.
- If we choose authentic tasks, students will be more engaged and see a purpose for their work.

Implementation Priorities: CP12: Planning for and supporting high-quality student work

Faculty Learning Targets	Structures and Leadership	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>CP12A1: I can design tasks that ask all students to do higher order, complex thinking that aligns with expeditions or units.</p> <p>**Based on last year's HQWP, we should think about adding craftsmanship</p>	<ul style="list-style-type: none"> - Share models of excellence - Mock High Quality work Protocol - PD on complexity (Pam and Niwvi) 	<p>National PDs: <u>Scaffolding for High Quality Work</u> 2 spots, February</p> <p>In House:</p> <ul style="list-style-type: none"> - Provide exemplars/work samples - Support school in defining and identifying complex work - Design and implement PD around complexity - Provide exemplar tasks 	<p>Evidence of Student Growth</p> <p>Baseline Classroom observations to collect baseline data around higher order thinking, demonstration of multiple perspectives, and opportunity for transfer.</p> <p>Mid-Year: High Quality Work Protocol: 4/12 <i>expedition final products will demonstrate complexity.</i></p> <p>End-of-Year: High Quality Work Protocol: 7/12 <i>expedition final products will demonstrate complexity.</i></p> <p>Evidence of Staff Growth</p> <p>Baseline: "Task" walk: Collect tasks to analyze complexity of task design</p> <p>Learning Walk: Measure environment for Higher Order Thinking</p> <p>Mid-Year: High Quality Work Protocol: Analyze task descriptor, Scoring Tools, Process</p> <p>Learning Walk: ___ out of ___ classrooms demonstrate characteristics of complexity.</p> <p>End-of-Year: "Task" walk: Collect tasks to analyze complexity of task design (Increase from BOY) High Quality Work Protocol: Analyze task descriptor, Scoring Tools, Process</p> <p>Learning Walk: ___ out of ___ classrooms demonstrate characteristics of complexity.</p>

EL Education

Leadership Goal: To foster a cohesive school vision, we will cultivate a diverse leadership team to lead improvement efforts aligned with EL core practices and Campbell's unique mission.

Rationale:

If leaders build their capacity around EL Education Core Practices to articulate and create the conditions for all staff to lead and learn, then staff will feel more ownership and connected to the work within their classroom.

Implementation Priorities: Core Practice 35: Promoting Shared Leadership
 Core Practice 32: Fostering a Cohesive School Vision

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity	Data Points/Evidence for Monitoring Progress
<p>We can regularly monitor student achievement across EL's 3 Dimensions of Student Achievement.</p> <p>We can articulate how implementing EL Education Core Practices helps the school achieve its vision (Credentialing).</p> <ul style="list-style-type: none"> - <i>We can make explicit connections between the core practices and Campbell's best practices.</i> <p>We can promote the vision to all stakeholders and support students and teachers in articulating their roles as stewards of this vision.</p>	<ul style="list-style-type: none"> - Participate in Mid Year Review, End of Year Review - Make connections to the core practice book regularly (ILT, PD, Planning Meetings, etc.) - Credentialing process - Team members participate in learning walks and walkthroughs <p>Consistently apply EL practices in staff-led PD.</p> <p>Tie SMART goals to Core Practices.</p>	<p>Off Site PD: Site Seminar: Fox Creek</p> <p>In House: Facilitate MYR, EOYR</p> <p>Support the credentialing process</p>	<p><i>Evidence of Leader Growth</i></p> <p>Baseline: Credentialing Eligibility and collection of evidence around claims</p> <p>Exit Tickets from Professional Development</p> <p>Mid-Year: Team review MYR summary to support action steps</p> <p>Claims and Evidence are submitted to review team</p> <p>Teacher Survey Data</p> <p>End-of-Year: Team supports the End of the Year Review Process</p> <ul style="list-style-type: none"> - Claims and evidence are revised as necessary and feedback is applied for recommendations from EL Growth in Teacher Survey Data <p>Credentialing Portfolio is Complete</p>