

## World of Inquiry School EL Work Plan 2014-15

### World of Inquiry School Work Plan 2014-2015

#### Goal #1:

- 80% of all students grades K-8 will achieve proficiency levels in math and ELA formative assessments, which may include report cards, interim assessments, NWEA, AIMS Web, and/or student work.
- 80% of all students in grades 3-12 will demonstrate an increase of at least 10% on scores on all NYS exams.

Goal type: *Student Achievement*

**Rationale:** WOI had a similar “2-year” goal last year that has evolved into these two goals, identified as needs by the school and the state. They are directly aligned to the school’s SCEP (School Comprehensive Education Plan) and the district strategic plan.

**Refer to these EL Core Practices to guide the work:** 10: Planning Effective Lessons; 11: Delivering Effective Lessons; 12: Differentiating Instruction; 13: Teaching Reading Across Disciplines; 14: Teaching Writing Across Disciplines; 15: Teaching Mathematics; 21: Using AFL Strategies on a Daily Basis; 23: Raising Achievement on AoL; 33: Aligning Curriculum, Instruction & Assessment for Student Achievement; 34: Using Data to Drive Instruction; 36: Leading Professional Learning

Faculty Learning Targets	Leadership Actions and Structures	EL Support and Services	Data/Evidence of Progress; Deliverables
<p><b>Teachers will employ four areas of instructional practice:</b></p> <p><b>1. Student-engaged Assessment (SEA)</b></p> <ul style="list-style-type: none"> <li>● I can use the school wide Assessment for Learning (AfL) practices for 80% of my instructional plans: <ul style="list-style-type: none"> <li>○ Cold call/no opt-out;</li> <li>○ learning target trackers;</li> <li>○ exit tickets;</li> <li>○ active questioning;</li> <li>○ discussion protocols.</li> </ul> </li> <li>● I can craft quality learning targets every day and use them to build student ownership of the lesson.</li> </ul>	<p><b>Leaders...</b></p> <ul style="list-style-type: none"> <li>● Build in data systems and structures to monitor progress towards goals, e.g. data walls.</li> <li>● Establish schedule for team data work with clear protocols and documentation. expectations.</li> <li>● Work with SDs to design and implement 4</li> </ul>	<p><b>School Designers...</b></p> <p><i>*Marcy will work mostly with HS and some MS support. Lucy will work mostly on math in Elementary and STA planning in MS.</i></p> <ul style="list-style-type: none"> <li>● Support leaders to build out 4 Professional Learning Cycles.</li> <li>● Periodically participate in team meetings to provide support and resources on Faculty LTs.</li> </ul>	<p><b>Evidence of Student Growth</b></p> <p>Students are able to discuss their progress toward learning targets during classroom walkthroughs and Student-Led Conferences.</p> <p>Achievement scores named in big goal.</p> <p>-----</p> <p><b>Evidence of Teacher Growth:</b></p> <ul style="list-style-type: none"> <li>● Math 2.0 lessons documented on shared folder (Drive) and possibly EL Commons.</li> </ul>

<ul style="list-style-type: none"> <li>● I can use an Standards-Target-Assessment (STA) planner in my lesson design to make sure that my assessments match my LTs.</li> <li>● I can use protocols to look at multiple sources of student data to determine progress on the goals.</li> </ul> <p><b>2. Workshop 2.0 (Common Core lesson structure)</b></p> <ul style="list-style-type: none"> <li>● I can design and teach lessons with these components every day: grapple, discussion, focus, work period, student share-out, closing. [Best suited to reading across disciplines, math, and problem solving.]</li> <li>● I can craft evidence-based questions for every lesson. (AfL)</li> <li>● I can build vocabulary development into all lessons.</li> <li>● I can discern when 1.0 is the best match for a writing lesson.</li> </ul> <p><b>3. Strategic, high-level questions and active discussion protocols</b></p> <ul style="list-style-type: none"> <li>● I can describe what makes a good strategic high-level question.</li> <li>● I can craft these types of questions for every lesson and use them as formative assessments toward the target.</li> <li>● I can directly teach my students how to think critically in order to answer these types of questions.</li> <li>● I can build in a variety of discussion protocols across all lessons.</li> </ul> <p><b>4. Differentiated instruction</b></p> <ul style="list-style-type: none"> <li>● I can plan differentiated supports in my lessons for high- and low- readiness.</li> <li>● I can build my repertoire of differentiation structures.</li> <li>● I can design the necessary structures to support special needs students and high readiness students in accessing the</li> </ul>	<p>Professional Learning Cycles, each focusing on an instructional practice area.</p> <ul style="list-style-type: none"> <li>● Build in teacher support systems to monitor and support implementation.</li> <li>● Weekly learning walks by school leaders and monthly teacher learning walks will focus on the components of instructional practice named in faculty targets.</li> <li>● The data gathered from learning walks will be displayed and shared through weekly newsletters, grade level/content area.</li> <li>● Review data reports monthly to determine student achievement and needs.</li> <li>● Conduct the Quality Work Protocol with all staff as a baseline in the Fall.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide differentiated PD and individual support on Student Engaged Assessment, the use of protocols, Workshop 2.0 and lesson design.</li> <li>● Support Elementary Math 2.0 lessons.</li> <li>● Participate in Learning Walks and assist in the analysis and display of data from walks.</li> <li>● Assist leaders in monitoring progress toward goals, including effectiveness of teams toward the goal.</li> </ul> <p><b>EL Institutes that support this goal –</b></p> <ul style="list-style-type: none"> <li>● WNY Cluster Institutes and Cohorts (Rochester): Math Leaders online, Summer EL Math (partial online), Math</li> </ul>	<ul style="list-style-type: none"> <li>● STA planners meet criteria for quality.</li> <li>● All teachers participate actively in their teams to increase their effective use of data, lesson design, questioning, and differentiations. Notes and action steps are available.</li> <li>● Learning Walk data shows evidence of implementation of school-wide practices.</li> <li>● Teachers are using data systems to monitor student progress.</li> </ul>
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<p>learning targets.</p> <ul style="list-style-type: none"><li>• I can intentionally differentiate to allow students to independently engage in discussion and tasks with peers, including in small groups.</li></ul>			
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## World of Inquiry School Work Plan

### 2014-2015

**Goal #2: Build a strong school culture of shared ownership for learning among adults and students by implementing “Griffin Values” (i.e. Code of Character and Habits of Scholarship).**

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

**Rationale:** The school grow-out and changes in district state mandates has made it a challenge to feel like “one school”. Creating one set of Character Traits/Habits of Scholarship will unify the school - both adults and students - and build a sense of ownership of the vision and mission to ensure success for all students. This addresses the 2nd Dimension of EL’s definition of student achievement (Character & Engagement).

**Refer to these EL Core Practices to guide the work:** 25: Building a Community of Learning; 26: Fostering Character; 31: Fostering a School vision and Strategy; 35: Cultivating a Positive School Culture; 37: Promoting Shared Leadership

Faculty Learning Targets	Leadership Actions and Structures	EL Support and Services	Data/Evidence of Progress; Deliverables
<b>I can...</b> <ol style="list-style-type: none"> <li>1. Explain what it means to be a Griffin.</li> <li>2. Model a growth mindset, that is the belief that I and all my colleagues and students can live the Griffin Values (GV) in everything we do.</li> <li>3. Make the GV visible in my classroom.</li> <li>4. Use the GV throughout the day to build character and student ownership of learning.</li> <li>5. Design Student-Led Conferences (SLCs) to include reflection on the GV.</li> <li>6. Plan Crew/Morning Meeting using GV</li> </ol>	<b>Leaders will...</b> <ul style="list-style-type: none"> <li>• Make Griffin Values visible in every classroom</li> <li>• Model using the Griffin Values as a way to talk about strong culture and adult and student ownership of the vision and work of the school.</li> <li>• Oversee school-wide structures and ensure a alignment to EL’s model, i.e. consistent high quality products across the building, Crew, Morning Meeting, Community meeting.</li> <li>• Engages, supports and holds all teachers accountable for implementing consistent structures, including regular team meetings/progress checks on LTs</li> </ul>	<b>School Designers will...</b> <ul style="list-style-type: none"> <li>• Support leadership in deepening and ensuring consistent practice of SLCs, by providing resources, models and direct support.</li> <li>• Support internal coaches and teams on Faculty targets.</li> <li>• Support and provide resources for all culture/structure targets.</li> <li>• Meet with Leadership at least monthly to review progress toward plan goals and action steps.</li> </ul>	<ul style="list-style-type: none"> <li>• The school feels like a safe and supportive environment where consistent best practice is expected and individuality is honored. (surveyed through Learning Walks, team and individual check-ins, MYR, IR)</li> <li>• Students can name the GV and explain what it means to “be a Griffin” in their own words.</li> <li>• Students can articulate the purpose and structure for SLCs, Crew, and Community Meeting.</li> <li>• Resources and artifacts are documented for GV, SLCs, Crew, and Ct. Mtg.</li> <li>• Learning Walks show</li> </ul>

<p>as centerpiece.</p> <p>7. Contribute to our Community Meeting design using GV as centerpiece.</p> <p>8. Work with my team to implement consistent structures for SLCs and Crew.</p>	<p>and deliverables.</p> <ul style="list-style-type: none"> <li>• Creates a schedule that supports collaborative planning within and across teams.</li> <li>• Communicates the roles and responsibilities of internal coaches and SDs, including a schedule for SD support of work plan goals.</li> <li>• Conducts weekly Learning Walks with selected staff to support successful implementation of all Faculty Targets.</li> </ul>		<p>consistent practice across the building.</p>
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## World of Inquiry High School Work Plan 2014-2015

### Goal #3:

**All teachers grades 9-12 will design and implement one Case Study or Project in their discipline/course.**

**All teachers grades K-8 will continue to deepen their Learning Expeditions.**

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

**Rationale:** High School teams are expected to use project-based learning and EL best practices. Middle School teams will continue to implement one integrated Learning Expedition a year.

**Refer to these EL Core Practices to guide the work:** 3: Formulating Guiding Questions; 4: Selecting Case Studies; 5: Designing Projects and Products; 6: Incorporating Fieldwork, Experts, and Service Learning; 7: Producing High-Quality Student Work; 8: Teaching Global Skills and Knowledge; 9: Supporting College and Career Readiness

Faculty Actions	Structures and Leadership Actions	EL Support and Services	Data/Evidence of Progress; Deliverables
<p><b><u>Grades 9-12</u></b> <b>I can...</b></p> <ol style="list-style-type: none"> <li>Design a Case Study or Project that is standards-based (CCSS) and focused on key content and skills (NYS exams).</li> <li>Share my plans with colleagues to ensure a flow of topics and timing that makes sense for our shared students.</li> <li>Plan my Case Study to match the criteria for quality: <ul style="list-style-type: none"> <li>Centered on local resources</li> <li>Have a narrowed focus, e.g. a unique person, place, or event</li> <li>Have a rich literacy component, providing many opportunities for developing skills in reading, writing, speaking, listening, research, and vocabulary development.</li> <li>Have a numeracy/math component</li> </ul> </li> </ol>	<p><b>Leadership...</b></p> <ul style="list-style-type: none"> <li>Provides time and support to HS and MS teachers on their curriculum planning.</li> <li>Weekly check-ins on progress with planning and implementation.</li> <li>Engages, supports and holds all teachers accountable for implementing consistent structures, including regular team meetings/progress checks on LTs and deliverables.</li> <li>Creates a schedule that supports collaborative planning within and across teams.</li> </ul>	<p><b>School Designers...</b> (most pertain to lead SD for secondary)</p> <ul style="list-style-type: none"> <li>Meet with teams at least monthly to check in on progress and provide support on Faculty LTs.</li> <li>Support internal coaches with team support for LEs and lesson design.</li> <li>Meet with Leadership at least monthly to review progress toward plan goals and action steps.</li> </ul>	<ul style="list-style-type: none"> <li>Documented Learning Expeditions, Case Studies and Projects on EL Commons web based planner.</li> <li>Content Crews meet 2x/mo to share plans and support each other on the LTs.</li> <li>Celebrations of Learning with public displays of high quality student work.</li> </ul>

<p>4. Design a product modeled on real-world formats rather than artificial scholastic formats (e.g., students write a book review for a local newspaper, instead of a book report for the teacher).</p> <p>5. Ensure that, in group projects, the work of each student can be evaluated individually, ensuring accountability for all students.</p> <p>6. Provide opportunities for students to present their work to an outside audience.</p> <p>7. Work with my School Designer at least once/month to build my resource bank and check progress on my curriculum plans and calendar.</p> <p><b><u>Grades K-8</u></b> <b><u>I can...</u></b></p> <p>1. Either integrate a Common Core module into an expedition or expand a module to create an expedition.</p> <p>2. Work with my team to design or refine at least one high-quality interdisciplinary expedition a year. That means...</p> <ul style="list-style-type: none"> <li>○ Most of my discipline content is taught through the expedition.</li> <li>○ All components are documented – LTs, GQs, kick-off experience, at least 2 case studies, projects, lessons, assessments, fieldwork, experts, service learning, and a culminating event.</li> <li>○ Integrates priority skills of reading, writing, listening, speaking, numeracy, research, critical thinking, problem solving, and collaboration.</li> <li>○ Invites multiple perspectives and often involve issues of cultural diversity, equity, and social justice, or environmental stewardship to engage students in compelling conversations about their</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates the roles and responsibilities of internal coaches and SDs, including a schedule for SD support of work plan goals.</li> <li>● Conducts weekly Learning Walks to monitor implementation and highlight best practice. .</li> </ul>		
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<ul style="list-style-type: none"> <li>ideas of right and wrong.</li> <li>○ Concludes with high-quality product creation, synthesis and reflection, and a culminating event that celebrates learning.</li> </ul>			
3. Use consistent peer critique protocols.			
4. Integrate new team members to grow a strong team.			

## WOI PD PLAN IN SEPARATE DOCUMENT