

Harborside Academy Work Plan 2016-2017

End of year SLO results (2015/16)

SLO #1 Summary Numeracy)

6th grade Average Math Growth Nationally was 7.7 RIT points. Harborside targeted group growth was 9.8

7th grade Average Math Growth Nationally was 4.8 RIT points. Harborside targeted group growth was 10

8th grade Average Math Growth Nationally was 4.6 RIT points. Harborside targeted group growth was 8.7

9th grade Average Math Growth Nationally was 3.1 RIT points. Harborside targeted group growth was 7.3

10th grade Average Math Growth Nationally was 2.3 RIT points. Harborside targeted group growth was 14.6

SLO #2 Summary (Literacy)

6th grade Average Reading Growth Nationally was 4.8 RIT points. Harborside targeted group growth was 9.5

7th grade Average Reading Growth Nationally was 3.8 RIT points. Harborside targeted group growth was 18.25

8th grade Average Reading Growth Nationally was 2.9 RIT points. Harborside targeted group growth was 17.7

9th grade Average Reading Growth Nationally was 1.7 RIT points. Harborside targeted group growth was 7.7

10th grade Average Reading Growth Nationally was 0.8 RIT point. Harborside targeted group growth was 17.8

Harborside Academy – Numeracy Goal 2016-2017

SLO Whole School Goal Statement:

On the 2017 Spring MAP test, 55% of Harborside 6th-10th grade students will meet their projected growth.

SLO Sub Group Goal Statement:

On the 2017 spring ACT Mathematics test, the 11th grade students will achieve an average composite score of 20.5 in mathematics and/or meet/exceed the 2016-2017 state composite average score.

On the 2017 Spring MAP test, 26% of the 9th grade and 25% of the 10th grade students that are currently below grade level for end of the year RIT score will show 3.5 points of growth. (9th grade: N=12 students , 10th grade: N=13 students)

On the 2017 Spring MAP test, 23% of the 6th grade, 33% of the 7th and 29% of 8th grade students that are currently below grade level for end of the year RIT score will show 8 points of growth in 6th grade, 6.5 points of growth in 7th grade, and 5.5 points of growth in 8th grade. (6th grade: N=6 students, 7th grade: N=6 students , 8th grade: N=6 students)

Baseline Data and Rationale:

The information was drawn from data collected from MAP test given in the spring of the 2015-2016 school year. This data showed that 55% of the current 6th grade, 37.5% of current 7th grade, 40.4% of current 8th graders, 29.4% of current 9th graders and 45.6% of current 10th graders scored below their grade level norm.

Last spring 28.6% of current 11th graders scored below their grade level norm on the MAP Assessment.

On the Spring 2016 ACT Aspire, the current 11th graders were projected to have an average low score of ____ and high score of ____ on the mathematics portion.

On the Spring 2016 ACT, 27% of the current 12th graders performed at a status that determined they were ready for College-Level Coursework. The average composite score over the last 2 years for the mathematics portion of the ACT were 18.7 and 18.9 compared to the state average of 20.0 and 20.1.

One of the major concepts in the MAPs assessment that students in all grade levels are scoring the lowest in is Real and Complex Number Systems. This happens to be a domain that affects all mathematics subjects from 6th grade up to 11th grade. The Real Number System is essential for students to understand at the middle school level in order to become numerate in common number sense and computation. Differentiating between the Real and Complex Number System begins once students enter the Algebra curriculum and continues through their remaining mathematics classes. Understanding the difference between these systems is essential for calculations at higher levels since they are applied to other domains within mathematics. Understanding both these systems increases the fluency of becoming a numerate student.

However, another trend in all grade levels 6th-11th among concepts students are struggling with the most is Operations and Algebraic Thinking. This skill set is the foundation of all mathematics. Without the understanding of basic computation students will struggle in solving algebraic concepts. This struggle does not just affect mathematics but also branches into the science and STEM classes. With these skill sets missing in a student's mathematical understanding, the Real and Complex Number System will be almost impossible to understand. This trend is also showing in our Spring 2016 ACT Aspire results as our current 11th graders lowest scores on the mathematics section is Algebra and Foundations. These two areas of mathematics are directly related to the Operations and Algebraic Thinking skill set tested on the MAPs test. This may be the underlying reason why students are scoring so low in the Real and Complex Number System.

+++Operations and Algebraic Thinking also should be used when applying the Standards for Mathematical Practice. The Standards for Mathematical Practice describe ways in which students of mathematics are to engage with the subject as they grow in mathematics maturity and expertise. They describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. The Standards for Mathematical Practice are not skill-based content, but rather student behaviors the develop over time and often emerge during certain learning activities through the study of critical mathematics topics like Operations and Algebraic Thinking. Since the Standards of Mathematical Practice are not based on content, they can be assessed throughout the school year regardless of the mathematics content being taught at the time.

Practices 2 (Reasoning abstractly and quantitatively) and 7 (Look for and make use of structure) can be repeatedly used to help build numerate students in Operations and Algebraic Thinking.

Learning Content and Grade Level:

The Number System (NS)

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (6th grade)
- Compute fluently with multi-digit numbers and find common factors and multiples. (6th grade)
- Apply and extend previous understandings of numbers to the system of rational numbers. (6th grade)
- Apply and extend previous understandings of operations with fractions. (7th grade)
- Know that there are numbers that are not rational, and approximate them by rational numbers. (8th grade)

The Real Number System (N.RN) (9th grade)

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.

The Complex Number System (N.CN) (10th grade)

- Perform arithmetic operations with complex numbers.
- Use complex numbers in polynomial identities and equations.

Focus Student Population:

6 students in 6th grade that scored below grade level norm on MAPs assessment.

6 students in 7th grade that scored below grade level norm on MAPs assessment.

6 students in 8th grade that scored below grade level norm on MAPs assessment.

12 students in 9th grade that scored below grade level norm on MAPs assessment.

13 students in 10th grade that scored below grade level norm on MAPs assessment.

All students in 11th grade participating in Spring 2017 ACT.

[SLO Numeracy Data](#)

Measures for Targeted Growth for School:

- Exceeds Target: Over 55% of Harborside 6th-10th grade students will meet or exceed their projected growth on the Spring 2017 MAP assessment.
- Meets Target: 50-55% of Harborside 6th-10th grade students will meet or exceed their projected growth on the Spring 2017 MAP assessment.
- Does not meet Target: Fewer than 49% of Harborside 6th-10th grade students will meet or exceed their projected growth on the Spring 2017 MAP assessment.

Measures for Targeted Growth for Sub-group:

- Exceeds Target: All identified grade level students meet or exceed their expected growth on the Spring 2017 MAP test and Harborside 11th grade students meet or exceed an average composite school of 20 on the mathematics section of the Spring 2017 ACT.
- Meets Target: 4-6 students in 6th, 4-6 students in 7th, 4-6 students in 8th, 10-12 students in 9th, 10-13 students in 10th grade perform at or above grade level as measured by their score on the Spring MAP test, and 11th grade students score an average composite score of 19 or 20 on the mathematics section of the Spring 2017 ACT.
- Does not meet Target: 3 or fewer students in 6th grade, 3 or fewer students in 7th, 3 or fewer in 8th grade, 9 or fewer students in 9th grade, 9 or fewer students in 10th grade perform at or above grade level as measured by their score on the Spring MAP test, and 11th grade students score below an average composite score of 19 on the mathematics section of the Spring 2017 ACT.

\Instructional Strategies and Support

Using the baseline evidence and data from the MAP test, we will be able to identify the foundational gaps in knowledge for each student.

This information will allow us to differentiate their instruction in these ways:

- Determining the investigation exercises to develop conceptual understanding,
- Reinforcing the development of the mathematics vocabulary and basic arithmetic skills,
- Continually linking prior knowledge to daily objectives,
- Meet with instructional guide to creatively bring algebra instruction to students and staff, and
- Numeracy committee will provide PD on how to incorporate best mathematical practices in classroom instruction.

We will identify students who are in need of mathematics interventions and place them in math study skills elective classes to provide additional instruction or re-teach concepts integrating the Standards for Mathematical Practices with content instruction.

Alignment with EL Core Practices:

Identified Core Practice #	Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>Core Practice #15: <i>Teaching Mathematics</i></p> <p>A. <i>Conceptual Understanding</i> B. <i>Foundational Math Facts</i> D. <i>Creating a Culture of</i></p>	<p>Mathematics Staff LT</p> <p>1. I can use data to set goals, determine appropriate pathways to achieve goals, and specify interventions for individual students in a timely matter.</p>	<p>- Collaboration and team meeting time that focuses on data analysis, differentiation, creation of intervention plans for targeted students.</p> <p>- PD and support to refocus use of visible LTs in the classroom and hallways.</p>	<p>- Providing PD and coaching in using student data and DesCartes to identify specific skills to reteach and focus on in core academic math classes as well as math intervention courses.</p>	<p>Assessment/Evidence Source(s): To monitor student growth the following data/measures will be used:</p> <ul style="list-style-type: none"> · MAP and scores for all identified students. The students' MAP data will be collected on test given in the Fall, Winter, and Spring of the school year.

<p><i>Numeracy and Mathematical Thinking</i></p>	<p>2. I can use formative (daily), summative, and interim (MAP, EXPLORE, PLAN and district level assessments) to identify students early and refer students for support during Friday intervention time, Numeracy Seminar courses, or lunch and after school support.</p> <p>Whole Staff LT</p> <p>3. I can use formative and interim assessment data with my students to help them take responsibility for their own learning.</p> <p>4. I use formative and interim assessment data to help my students understand that reading, writing, and math are skill sets that help them understand the world and communicate what they know about the world.</p> <p>5. I can assist my students in their efforts to use formative and interim assessment data during SLCs and Passages to report on skill development.</p> <p>6. I can use conferencing during class, CREW, student hall, Friday</p>	<p>- Data retreat for Math Team after fall MAP testing. This retreat will be used to identify targeted students and develop intervention plans.</p> <p>- Opportunities for math team to work with data after Winter and Spring MAP Testing</p> <p>- Numeracy Team will work with staff through PD or staff meetings to provide opportunities to make math visible throughout the school.</p> <p>- Numeracy Team will develop a self assessment rubric from staff related to their incorporation of Numeracy in the classroom.</p> <p>- Numeracy Team will develop student conferencing rubrics/feedback forms for Numeracy Seminar students to identify individual needs of students as well as survey connecting to HOS.</p> <p>- Use of data to monitor student growth on math skills.</p>	<p>- Research intervention ideas and best practices and instructional ideas to improve Algebra skills.</p>	<p>· The teacher will conduct one-on-one interviews after each testing period with the students to assess their growth in the area of Operations and Algebraic Thinking.</p> <p>- The teacher will informally assess the students' conceptual understanding in the area of Operations and Algebraic Thinking as the students work independently, in pairs, or in groups.</p> <p>Evidence of Student Growth</p> <p>Baseline Spring MAP data from previous school year and Fall MAP growth data--Math</p> <p>Mid-Year: Winter MAP growth data--Math</p> <p>End-of-Year: Spring MAP growth data--Math</p> <p>Evidence of Full Staff Growth :</p> <p>Baseline: Current project/product planners and summative assessment standards matrix</p> <p>Mid-Year: 1st round self-evaluation</p> <p>End-of-Year: 2nd round self-evaluation with artifact and evidence to justify growth</p> <p>Evidence of Math Staff Growth:</p> <p>Baseline: Spring and Fall MAPS data of students with fall student conferencing form</p> <p>Mid-Year: 2nd round conferencing form using Winter MAPS and survey connecting to HOS</p> <p>End-of-Year: 3rd round</p>
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	<p>intervention, and after school support students and target specific skill deficits.</p> <p>7. I can describe the Harborside RTI Pyramid.</p> <p>8. I can use formative and interim assessment data to differentiate instruction to support ALL students' mastery of skill and content.</p>			<p>conferencing form using Spring MAPS and survey connecting to HOS.</p>
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Mid year review:

How are the targeted students progressing? What does the data say relating to your SLO?

What have we accomplished? Have the teacher's accomplished the learning targets?

Where the action steps appropriate to accomplish our goal? If not, what needs to change?

What are the next steps?

Harborside Academy – Literacy Goal (Allison, Jackie, Karl, Mame) 2016-2017

SLO Whole School Goal Statement:

On the 2017 Spring MAP test, 60% of Harborside 6th-10th grade students will meet their projected growth.
On the Spring 2017 ACT, the current 11th grade students will achieve an overall composite score of 22.3 for Reading, a 19.6 for English, and a 6.6 for Writing.

SLO Sub Group Goal Statement:

High School Sub Group - On the 2017 Spring MAP test, 29% of the 9th grade and 24% of the 10th grade students that are currently below grade level for end of the year RIT score will show 3 points of growth. (9th grade: N=8 students, 10th grade: N=10 students)

Middle School Sub Group - On the 2017 Spring MAP test, 30% of the 6th grade, 27% of the 7th and 16% of 8th grade students that are currently below grade level for end of the year RIT score will show 4-5 points of growth. (6th grade: N=7 students, 7th grade: N=4 students, 8th grade: N=3 students)

Baseline Data and Rationale:

The data was drawn from the Spring 2016 MAPS data for incoming and current students. The MAPS test is a combination of sub-scores in Informational Reading, Literature, and Vocabulary. The data showed 37% of the current 10th grade, 33% of the current and incoming 9th grade, 31% of current 8th grade, 27% of current 7th grade, and 49% of incoming 6th grade scored below their grade level norm.

27.7% of current 11th graders scored below their grade level norm.

On the Spring 2016 ACT, 59% of the current 12th graders met College Readiness Benchmarks in English and 36% of the current 12th graders met College Readiness Benchmarks in Reading. The average composite score over the last 2 years for the English portion of the ACT were 19.1 and 19.2 compared to the state average of 19.0 and 19.1. The average composite score over the last 2 years for the Reading portion of the ACT were 20.4 and 20.3 compared to the state average of 20.1 and 20.1.

Data Rationale:

The three sub-categories of MAPS are literature, informational reading and vocabulary. By focusing on two CCSS anchor standards for grades 6-12, we will address each category through reading and writing with evidence.

The Reading Anchor Standard is: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Writing Anchor Standard is: CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Students will gain the critical skill of reading for evidence and will then write with evidence. We feel that students will make great gains when they are able to read text closely and use what they read to support their writing. We will be using common vocabulary to teach Claim Evidence Reasoning at all grade levels as a way to assess reading formatively and summatively.

Learning Content and Grade Level:

Reading

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6th)
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7th-8th)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9th-10th)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11th-12th)

Writing

- Write arguments to support claims with clear reasons and relevant evidence. (6th-8th)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9th-12th)

Focus Student Population:

7 students in 6th grade that scored below grade level norm on MAPs assessment.

4 students in 7th grade that scored below grade level norm on MAPs assessment.

3 students in 8th grade that scored below grade level norm on MAPs assessment.

8 students in 9th grade that scored below grade level norm on MAPs assessment.

10 students in 10th grade that scored below grade level norm on MAPs assessment.

All students in 11th grade participating in Spring 2017 ACT.

[SLO Literacy Data](#)

Measures for Targeted Growth for School:

- Exceeds Target: Over 60% of Harborside 6th-10th grade students will meet or exceed their projected growth on the Spring 2017 MAP Reading assessment.
- Meets Target: 58-60% of Harborside 6th-10th grade students will meet or exceed their projected growth on the Spring 2017 MAP Reading assessment.
- Does not meet Target: Fewer than 58% of Harborside 6th-10th grade students will meet or exceed their projected growth on the Spring 2017 MAP Reading assessment.

Measures for Targeted Growth for Sub-group:

- Exceeds Target: All identified grade level students meet or exceed their expected growth on the Spring 2017 MAP test and Harborside 11th grade students meet or exceed an average composite school of ___ on the reading section of the Spring 2017 ACT.
- Meets Target: 5-7 students in 6th, 2-4 students in 7th, 1-3 students in 8th, 6-8 students in 9th, 8-10 students in 10th grade perform at or above grade level as measured by their score on the Spring MAP Reading test, and 11th grade students score an average composite score of 19 or 20 on the reading section of the Spring 2017 ACT.
- Does not meet Target: 4 or fewer students in 6th grade, 1 or fewer students in 7th, zero students in 8th grade, 5 or fewer students in 9th grade, 7 or fewer students in 10th grade perform at or above grade level as measured by their score on the Spring MAP test, and 11th grade students score below an average composite score of ___ on the reading section of the Spring 2017 ACT.

Instructional Strategies and Support

Using the baseline evidence and data from the Spring 2016 MAP Reading test and 10th Grade ACT Aspire, we identified the students performing below grade level. These students are being targeted for a variety of interventions beginning at the start of the school year.

This information will allow us to differentiate instruction in these ways:

- Determining the full range of reading support needed for individuals and small groups of students and placing them in appropriate intervention classes
- Reinforce the development of vocabulary and close reading skills through Workshop 1.0 and 2.0
- Continued PD efforts around (R1, W1, Claim Evidence Reasoning, Formative Assessment)
- Differentiate instruction in order to make sure we are meeting students at their level

We will identify students who are in need of reading interventions and place them in reading study skills elective classes to provide additional instruction or re-teach concepts (Middle School Compass Learning, Read 180, High School Literacy Intervention Elective).

Alignment with EL Core Practices:

Identified Core Practice #	Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
Core Practice #4: <i>Selecting Case Studies</i> <i>B. Planning Case Studies</i> <i>4. All case studies are rich in literacy learning-reading, writing, speaking, listening,</i>	I can increase the complexity, rigor and depth of student thinking in my classroom. <ul style="list-style-type: none"> ● I can identify and select complex texts in alignment with the 4Ts. ● I can plan for the use of close reading strategies (grapple, text code, chunk 	<ul style="list-style-type: none"> - Set-up coaching cycle with Duane and members of the literacy team (Duane, Allison, Jackie) - Grade level team meeting check-ins on literacy (Duane) - Definition of common vocabulary for all grade levels (Allison, Mia) 	<ul style="list-style-type: none"> · PD and coaching in using 4 Ts · PD and coaching on connecting reading <i>for</i> and writing <i>with</i> evidence in the content areas -PD and coaching to establish writing with evidence rubrics -PD and coaching on using formative assessment during the writing process 	4 Ts plans Workshop 2.0 implementation rubric and observations (PD from there) Writing with evidence rubrics are created for each grade level Learning walk observations Winter MAP Assessment for grades 6-10

<p><i>research-and vocabulary development.</i></p> <p>Core Practice #13: <i>Teaching Reading across the Disciplines</i></p> <p>A. <i>Reading Process</i></p> <p>B. <i>Integrating Reading</i></p> <p>C. <i>Creating a Culture of Reading</i></p> <p>D. <i>Assessing Reading</i></p> <p>Core Practice #14: <i>Teaching Writing across the Disciplines</i></p> <p>A. <i>Writing Process</i></p> <p>B. <i>Integrating Writing</i></p> <p>C. <i>Creating a Culture of Writing</i></p> <p>D. <i>Assessing Writing</i></p> <p>Core Practice #34: <i>Using Data to Drive Instruction</i></p> <p>A. <i>Fostering A Data Culture</i></p> <p>B. <i>Developing Data Inquiry Teams</i></p>	<p>and gist, TDQ) to access complex text.</p> <ul style="list-style-type: none"> I can plan for formal and informal discussion of complex text. <p>I can use data to set goals, determine appropriate pathways to achieve goals, and specify interventions for individual students in a timely matter.</p> <ul style="list-style-type: none"> I can use formative (daily) and interim (MAP) data to identify students early who need literacy support in my classroom. I can use data to inform and design differentiated lessons to support literacy development for all students. I can use data to refer students for support during Friday intervention time, Study Skills class, or After School Support. I can assist my students in their efforts to use formative and interim assessment data during SLCs and Passages to report on skill development <p>I can ensure projects and products are supported with R1 and W1.</p> <ul style="list-style-type: none"> I can design rubrics that assess R1 and W1 in projects and products. I can use criteria and rubrics to analyze student work for quality and 	<ul style="list-style-type: none"> -Revisit relationship between reading for evidence and writing with evidence (Allison) - Use of staff PD days to align project/product development to the 4 Ts (Jackie, Mia, Trent, Duane) - Revisit use of Workshop 2.0 (Allison) - Use of data to monitor student growth on age appropriate literacy skills (Jackie) -Share and use LDC Template Rubrics (Allison) - Creation of rubrics and criteria for high quality student writing, including research and argumentation, as well as differentiation, data analysis and goal setting with students (Allison) - Clarification and Improved articulation of the Intervention/RTI pyramid (Trent) - Provide time for ELA teachers to analyze MAP data and develop a strategy to intervene with students scoring below average in reading (Duane? Trent?) - 	<ul style="list-style-type: none"> Support for ELA team to develop skills to analyze and use MAP data for targeted intervention strategies 	<p>Visual evidence of common vocabulary list</p> <p>Evidence of Student Growth</p> <p>Baseline Fall MAP growth data--Reading</p> <p>Mid-Year: Winter MAP growth data--Reading</p> <p>End-of-Year: Spring MAP growth data--Reading</p> <p>Evidence of Full Staff Growth :</p> <p>Baseline: Workshop 2.0 observations, anchor chart</p> <p>Mid-Year: anchor chart</p> <p>End-of-Year:</p>
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<p>C. <i>Engaging Students with Data</i></p> <p>D. <i>Using Data to Ensure Equity</i></p>	<p>proficiency related to R1 and W1.</p>			
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Mid year review:

How are the targeted students progressing? What does the data say relating to your SLO?

What have we accomplished? Have the teacher's accomplished the learning targets?

Where the action steps appropriate to accomplish our goal? If not, what needs to change?

What are the next steps?

Harborside Academy – Culture Goal-Students 2016-2017

SLO Whole School Goal Statement:

Reduce each semester the number of students qualifying for academic intensive by 10%.

SLO Sub Group Goal Statement:

The number of 2016-2017 enrolled Harborside Academy 7th through 10th graders who qualify for academic intensive in either semester will decrease by 15%.

Fifty percent of 7th through 10th grade students who currently have a GPA of 1.5 to 2.5 will improve individual GPA by 0.2 by the end of the 2016-2017 school year.

Baseline Data and Rationale:

Attendance and Truancy Rate

	2014-15 School Year	2015-16 School Year
Schoolwide (6-12) Attendance Rate	95.01%	95.37%
Schoolwide (6-12) Truancy Rate	10%	5.32% (as of end of May)

of Students who failed at least one class

	2014-15 School Year	2015-16 School Year
Winter Semester	144 students (24.3%)	127 students (20.9%)
Spring Semester	124 students (21.0%)	109 students (17.9%)

Number of students with GPA between 1.5 and 2.5

	2015-16 School Year
7th to 10th grade students	73 students (22.0%)

Since only 15% of high school graduates who have less than a 3.0 GPA will graduate from college, we would like to focus our resources on students who have the potential to meet that 3.0 GPA by the time they graduate high school. In addition, students with higher GPAs have tendencies towards better attendance and fewer behavioral incidents.

Focus Population:

Seventh through 10th grade students who failed a class in either semester of the 2015-2016 school year or currently have a 1.5 - 2.5 GPA.

Measures for Targeted Growth:

Total number of student qualifying for either winter or spring academic intensives during the 2016-2017 school year.

Change in GPA of the targeted group in the 7th - 10th grades during the 2016-2017 school year.

Alignment with EL Core Practices:

Identified Core Practice #	Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
25 - Building a Community of Learning 26 - Fostering Character 27 - Establishing Structures for Knowing Students Well	I can help foster the development of performance character by <ul style="list-style-type: none"> ● identifying and understanding the need for community meetings and recommending specific topics at my grade level. ● displaying the Habits of Success traits and EL Core Principles. ● making appropriate referrals to Student of Concern 	Increased community meetings led by Crew Council. Making Habits of Success and EL Core Principles more visible throughout the building. Habits of Success grades will be structured through Infinite Campus for parents and students to view and monitor. Small group meetings with targeted students to reinforce performance character development. Pairing of target students with appropriate mentors.	Collaboration with other EL network schools to examine performance character development. Attendance at applicable conferences. PD will be used to train teachers in the passage process and expectations. PD will be used to train teachers in the development of performance character.	Academic semester grades. Habits of Success grades. GPA for targeted students. Timely compliance of Habits of Success through data entry through Infinite Campus. Evidence of Student Growth Baseline: F Lists for previous 2 semesters, overall GPA Mid-Year: Change in Academic Intensive List and individual GPA growth. End-of-Year: Change in Academic Intensive List and individual GPA

	meetings and Mentoring.	<p>Targeted meetings and individualized plans.</p> <p>A faculty crew leader will be identified for each grade level and will provide some specific crew activities based on the data collected through the BELS survey.</p> <p>A group of faculty members will re-examine passage procedures and expectations to apply consistent practices.</p>		<p>growth.</p> <p>Evidence of Full Staff Growth : <u>Baseline:</u> will use mid-year as the baseline and implement compliance strategies for changes from mid-year to end of the year. <u>Mid-Year:</u> Individual Crew Gradebook Completion (via checklist), Compliance % of Crew Lesson Completion, documentation of parent/student communication in PLP of SoC <u>End-of-Year:</u> Individual Crew Gradebook Completion (via checklist), Compliance % of Crew Lesson Completion, documentation of parent/student communication in PLP of SoC</p>
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Mid year review:

How are the targeted students progressing? What does the data say relating to your SLO?

What have we accomplished? Have the teacher's accomplished the learning targets?

Where the action steps appropriate to accomplish our goal? If not, what needs to change?

What are the next steps?

Harborside Academy – Culture Goal-Staff 2016-2017

Members-Mandy Mahaffey, Caris Alan, John Gransee, John Nepper

Goal:

On the 2016-17 workplace dynamic survey, Harborside Academy staff's ratings will equal or exceed overall KUSD ratings, specifically in the area of work-life balance. Our goal is to create a more positive staff culture by promoting camaraderie and focus on making adjustments to work-life balance.

Baseline Data and Rationale:

Based on the workplace dynamic survey taken at the beginning of the 2015-2016 school year Harborside Academy staff's rating of work-life balance was lower than KUSD's rating.

Trent we need this information from you

Based on the End-of-the-Year Table (Back-toBasics) we were able to gather more specific evidence in regards to staff feelings toward work-life balance.

Alignment with EL Core Practices:

Identified Core Practice #	Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
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<p>32b - Structuring Time to Support the Vision (Creating Time for Staff Collaboration and Learning)</p>	<p>LT1) We can develop positive staff culture during school hours.</p> <p>LT2) I can participate in Staff Crew.</p>	<p>Create and implement team building/restorative activities for each full PD day.</p> <p>Create ideas/activities for Staff Crew to use.</p>	<p>PD Agendas Staff Crews</p> <p>Bill & Trent - Create Staff Crews and Crew learning targets/objectives</p>	<p>Workplace Survey (April 2014) Staff Crew-led Opening Activities</p> <p>End-of-the-Year Suggestion Table (Back to Basics) (June 2016)</p>
<p>35 - Cultivating a Positive School Culture</p>	<p>LT3) We can bond as a staff outside of school.</p>	<p>Plan an out of school event a minimum of 3 times a semester. (Suggested 1st Thursday of Month)</p>	<p>School Calendar</p>	<p>Workplace Survey (Oct 2016)</p> <p>Staff Culture Survey (Spring 2017)</p>
<p>37- Promoting Shared Leadership</p>	<p>LT4) Using the Workplace Survey we can create a Staff Culture Survey to track results in the Spring.</p> <p>LT5) We can review and rewrite Staff Norms</p>	<p>Use questions from the Workplace Survey and create our own survey for staff. Staff Crews will consolidate & condense current Staff Norms and will incorporate into staff crew activities/ whole staff PD & meetings</p>	<p>Workplace Survey</p> <p>Bill & Nepper</p>	<p>Feedback from PD activities</p> <p>Current Staff Norms & Revamped Staff Norms</p>

Mid year review:

How are the targeted students progressing? What does the data say relating to your SLO?

What have we accomplished? Have the teacher's accomplished the learning targets?

Where the action steps appropriate to accomplish our goal? If not, what needs to change?

What are the next steps?

Harborside Academy – Grading and Reporting Goal 2016-2017

Goal:

- 1. During the 2016-2017 school year, 100% of Harborside Academy teachers will utilize Infinite Campus to accurately report student progress through formative assessment and student understanding and application through summative assessment.*
- 2. During the 2016-2017 school year, 100% of Harborside Academy teachers will transition their syllabi using the Standards Based Assessment Matrix, for core and elective courses, to reflect the standards adopted by KUSD.*

Baseline Data and Rationale:

The focus of the administration at Harborside Academy is to make the shift in 2017-2018 to a Standards Based Gradebook. The transition will be a shift from the existing Learning Targets to KUSD adopted standard used as the Categories in Infinite Campus. The professional development and work required to make this shift will include goals and reasons for the shift, the definitions need to unify the language of Standards Based Grading, developing a Summative Assessment Standards Matrix (SASM) for each course taught at Harborside, exemplars of Standards Based Gradebooks, as well as time and support in vertical level teams to ensure KUSD adopted standards are being assessed. This will result in changes to course syllabus and summer school plans.. The Grading and Reporting Committee has noticed gaps in the Infinite Campus Gradebooks that will make the shift to authentic Standards Based Gradebook challenging, so additional support and Professional Development will be needed with struggling individuals. The committee has ideas for professional development and graphic organizers to assist in this process.

Alignment with EL Core Practices:

Identified Core Practice #	Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>Core Practice 22: Creating Quality Assessments</p>	<p>I can use Infinite Campus to accurately report student achievement and attendance. (All committee members)</p> <ul style="list-style-type: none"> I can participate in all Infinite Campus PD provided by Harborside Academy. (Sami) I can create a standards-based grade book which mirrors the course syllabus. (All committee members) I can maintain a grade book which allows multiple opportunities for students to demonstrate proficiency in each summative standard category. (Rotating committee members) I can accurately report attendance for each period on a daily basis. (Andrea) <p>I can maintain and submit a standards-based summer school master folder reflective of grades and standards reported through Infinite Campus. (Sami with support)</p> <ul style="list-style-type: none"> I can provide all materials and answer keys necessary for a summer school teacher to direct and assess students attempting credit completion. (Sami) 	<p>PD support throughout the year that allows teachers to hone their skills using Infinite Campus.</p> <p>New staff support as well as additional support for veteran staff with Infinite Campus through monthly support meetings (PB&J) or other support meetings as necessary</p> <p>Grading and Reporting team (Melissa and Mary) will review syllabi by the end of September and will address staff who have not met the guidelines.</p> <p>By September 25th, all teaching staff members will have his/her gradebook set up in IC. G&R committee will check gradebook set-up during the team meeting that week. Elective teachers will either attend a team meeting or find Sami throughout the week.</p> <p>The grading and reporting committee will perform gradebook checks bi-weekly. (Kelley with support from Trent/Bill) When they perform these checks they will be looking for:</p> <ul style="list-style-type: none"> Frequency of updating grades Frequency of formative assessment Multiple summative assessments per learning target/standard. 	<p>Share knowledge and resources relating to bundling ELA CCSS standards and standards based gradebooks including exemplars for staff to use.</p>	<p>Collection and review of all course syllabi by the end of the second week of school. (Tracked in Google Drive)</p> <p>Gradebook checks to review proper set up during the week of September 25th (Tracked in Google Drive).</p> <p>Bi-weekly reports on gradebook usage.</p> <p>At the end of Quarter 1 and Quarter 3, G&R committee will devote part of our workday to conference with each teacher about their gradebook and assessment progress. (Tracked in Google Drive)</p> <p>Completed semester 1 academic intensive plans will be uploaded to the designed Google Folder by the December 13th staff meeting and semester 2 academic intensive plans by the April 11th staff meeting. (Tracked in Google Drive)</p> <p>Completed Summative Assessment Standards Matrices will be completed by the end of the second week of school. This needs to be completed in order for staff to complete their syllabus. (Tracked in Google Drive)</p> <p>Monthly PLC check-ins regarding progress towards finalizing matrices</p> <p>Collection of final matrices and revised syllabi which include KUSD adopted standards and the selected ELA CCSS by the professional development day in June. (Tracked in Google Drive)</p>

	<ul style="list-style-type: none"> ● I can create a standards-based summer school form that mirrors the standards reflected through Infinite Campus. (Sami with support) <p>I can create and distribute to each of my students, as well as the Grading and Reporting Committee, a syllabus aligned with KUSD adopted standards that conforms to the school's syllabus template by the end of the second week of school. (Mary and Melissa)</p> <p>I can create a Summative Assessment Standards Matrix (SASM) for each semester to visually display the correlation between my summative assessments and the standards adopted by KUSD for my courses. (Sami and Mary with support from committee)</p> <p>I can identify and analyse the reading and writing standards which are assessed in my gradebook. (Leslie, Ken, and Melissa)</p>	<ul style="list-style-type: none"> ● Other common gradebook mistakes <p>Support and lead professional development time at the start of the school year to finish and refine the SASMs with each staff member for each of their courses. This includes ensuring that KUSD adopted standards are being used and assessed in Infinite Campus (Sami and Mary with support from committee)</p> <p>Support and facilitate vertical team retreats which will enable teams to insure that all standards for the given content have been taught and assessed. (Content Committee Members with Support from Duane, Trent, and Bill)</p> <p>Support the staff in bundling, identifying, and using ELA CCSS standards in their Infinite Campus Gradebook (Melissa and Ken)</p> <p>Support PLC meetings throughout the year to help staff transition to a revised syllabus by June. (Grade level committee members with support from Duane, Trent, and Bill)</p> <p>Grading and Reporting committee will work to research bundling of standards, clarification of definitions of standards language, and creating graphic organizers to help support staff through the transition process (Leslie)</p>		
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Mid year review:

How are the targeted students progressing? What does the data say relating to your SLO?

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What are the next steps?

Harborside Academy – High Quality Product Goal 2016-2017

Members: Melissa Jakubowski, Suzannah Miller, Jessica Dailey, Jon Henningfield, Cindy Renaud
Leadership Meeting Leader - Melissa and Suzannah

Goal:

- ~~By the end of the 2016-2017 school year, 100% of grade level teams will analyze first semester and second semester expeditions using an expedition rubric selected by the HQW team and create plans for improving (and/or changing) expeditions and aligning expeditions with updated standards based grading plans:~~
- By the end of the 2016-2017 school year, 100% of grade levels teams will complete a high quality work protocol and create plans for improving the complexity, craftsmanship, and authenticity of the projects and products, and align expeditions with updated standards based grading plans.
- During the 2016-17 school year, the high quality product committee will conduct/promote PD supporting formative assessment strategies throughout the year so that teachers can assess progress towards the completion of high quality final products (and embedded skills).
- Throughout the 2016-2017 school year, 100% of teams will use the EL Education Core Practices and Harborside suggested instructional protocols to design effective daily lessons (to ensure high quality short term/daily lessons) that scaffold toward the final expedition product(s).
- By September 2017, Harborside will continue progress towards the school vision of completing a more beautiful space to learn by adding at least 15 ~~more~~ student final products to the website and ~~get~~ framing and mounting all “complete” archived products from the website ~~framed and mounted~~ on walls.

Baseline Data and Rationale:

Baseline Data: staff results gathered from the World Cafe protocol at the end of the 2015-2016 school year, curriculum map team-reflection, “Back to the Basics.”

Rationale: Teams will understand how to create expedition high-quality products, assess the strengths and weaknesses of expeditions to improve high quality work, and ensure alignment with standards.

Alignment with EL Core Practices:

Identified Core Practice #	Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
1, 2,5,6,7, 20	<p>I can plan expedition high quality products with required content and skill standards.</p> <p>I can support the creation of high quality student work in all of the classes that I teach at Harborside.</p> <p>I can identify Harborside Academy’s criteria for high quality short and long-term products.</p>	<p>The high quality work committee will provide the rubric that specifies the criteria that will assess team expeditions and provide a framework for setting improvement goals.</p> <p>The high quality work committee will create a planning document for expedition final products. culminating events that we can share at a staff meeting in late October that outline planning phases leading into the event.</p>	<p>PD and coaching in the selection of high quality work</p> <p>Support in selecting high quality work. Submission dates align with leadership team meetings so that committee can review submissions and return to submitting team with feedback and suggestions in a timely manner.</p>	<p>The rubric that specifies criteria that assess team expeditions, set improvement goals, and monitor those goals.</p> <p>Culminating event/Planning document checklist expedition final products.</p> <p>Teachers are clear about whether academic learning targets are knowledge, reasoning, or skill targets... ensure that a set of learning targets is balanced and that assessments match the cognitive process demanded of students.</p> <p>Evidence of Full Staff Growth : Baseline: Results gathered from High Quality Work Protocol (teachers bring two or three examples of product, as well as formative/summative assessments that scaffold toward final product). Mid-Year: end of first semester End-of-Year: end of school-year (second semester)</p>

Mid year review:

~~How are the targeted students progressing? What does the data say relating to your SLO?~~

~~What have we accomplished? Have the teacher's accomplished the learning targets?~~

~~Where the action steps appropriate to accomplish our goal? If not, what needs to change?~~

~~What are the next steps?~~

Supporting Documents: rubric, Harborside protocols, EL Core practices

Harborside Academy - EL Professional Development Plan 2016-2017

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.

Most direct service days will be scheduled in advance and may include the following:

- Leadership team meetings -
- Collecting and/or analyzing data related to ELA –
- Collecting and/or analyzing data related to Math -
- PD planning and/or facilitation
- Supporting coaching cycles
- Curriculum Planning with Middle School

**3 Day National Institutes -
National Conference -
Leadership Cohort -**

Number of direct service days (as designated by MOU):

PD Plan:

August

Friday Aug 26th:

Monday Aug 29th:

September

Tues Sept 6 – Leadership Team

Tues Sept 13 – Faculty Meeting:

Sept 14-16 -- HS Camp

Mon Sept 19 – PB&J New Staff Support:

Tues Sept 20– Leadership Team Committees

Sept 22-23 -- MS Camp

Tues Sept 27 - Faculty Meeting:

Specific check-in dates/structures during the school year to monitor the work plan goals:

Leadership Team Meetings: 1/3rd Tuesdays

Faculty Meetings: 2/4th Tuesdays

Grade Level Meetings: Mondays and Tuesdays

Professional Learning Community Meetings: 1st Week of Each Month

PB&J Support PD: 3rd Monday

Professional Learning Community Meetings:

Professional Learning Community Meetings:

A Day:

Period 7 - 12th grade; Ashley V.; Brian Bieri; John N; Dave K; Mandy; 11th Grade; Renee Garza

B Day:

Period 2 – Sarah; Mike U.; Caris; Period 2 – 9th grade; Tracey Lowe

Period 3 – 10th grade; Bax

Period 5 - Middle School Teachers; Jenny Z; Ken Huissen

Period 8 – John W. ; Connie Spence;

A Day:

B Day:

PD Dates:

October 14

November 11

February 24

March 31

October

Oct 3-7 - Homecoming/Spirit Week

Tues Oct 4 - Leadership Team:

Tues Oct 11- Faculty Meeting:

Fri Oct 14- Full Day PD:

Mon Oct 17- PB&J New Staff Support:

Tues Oct 18- Leadership Committees:

Tues Oct 25- Faculty Meeting:

Oct 27-29 - EL National Conference

November

Tues Nov 1- Leadership Team Meeting:

Nov 1-4 - Professional Learning Communities:

Tues Nov 8- Faculty Meeting:

Fri Nov 11- PD (½ day Dr. Cruz AM, ½ building PD):

Tues Nov 15- Leadership Committees

Mon Nov 21- PB&J New Staff Support:

Tues Nov 22- Faculty Meeting:

Wed Nov 23- Early Release (10:20)

Nov 24-25 Thanksgiving Break

December

Dec 5-9 - Professional Learning Communities:

Tues Dec 6- Leadership Team Meeting:

Tues Dec 13- Faculty Meeting:

Mon Dec 19- PB&J New Staff Support:

Tues Dec 20- Leadership Committees

Dec 22-Jan 2 Winter Break

January

Tues Jan 3- Leadership Team Meeting:

Fri Jan 6- Finals

Mon Jan 9- Finals

Tues Jan 10- Teacher Workday/Faculty Meeting:

Jan 11-18 - Winter Intensives

Jan 19 - Teacher Workday

Jan 20 - No School teacher or students (End of semester)

Tues Jan 24- Faculty Meeting:

February

Feb 6-10 - Professional Learning Communities:

Tues Feb 7- Leadership Team Meeting:
Tues Feb 14- Faculty Meeting:
Mon Feb 20- PB&J New Staff Support:
Tues Feb 21- Leadership Committees:
Fri Feb 24- PD (Full Day)
Tues 28- ACT/Faculty Meeting:

March

Wed Mar 1- ACT Work-Keys
Mar 6-10 - Professional Learning Communities:
Tues Mar 7- Leadership Team Meeting:
Tues Mar 14- Faculty Meeting:
Mon Mar 20- PB&J New Staff Support:
Tues Mar 21- Leadership Committees
Tues Mar 28- Faculty Meeting:
Fri Mar 31- PD (Full Day):

April

Apr 3-7 - Professional Learning Communities:
Tues Apr 4 - Leadership Team Meeting:
Tues Apr 11 - Faculty Meeting:
Apr 14-21 - No School/Spring Break
Tues Apr 25- Faculty Meeting:

May

May 1-5 - Professional Learning Communities:
Tues May 2 - Leadership Team:
Tues May 9 - Faculty Meeting:
Mon May 15 - PB&J New Staff Support:
Tues May 16 - Leadership Team Committees
May 16-18 - Passages
Tues May 23 - Faculty Meeting:
Fri May 26- ½ day for students and staff
May 30-31- Finals

June

Thur June 1- Teacher Work Day: Submit Grades- Intensive Planning
June 2-7 - Spring Intensives
Thur June 8 - Last Day ½ day for students
Fri June 9 - Full PD Day:
Mon June 12- Staff Work Day

Quality Work Protocol ½ day; ½ day math and ELA Data Retreat; ½ Using Data Points from Work Plan – each team reviews data and provides a progress report to peers & Curriculum & CCSS Reflections (Jenny)

July

August

Leadership Retreat (1 day)

Faculty Institute (2 days)

Unassigned:

XX days for Mia

XX days for Jenny