## Mastery of Knowledge and Skills

York Elementary School will increase the percentage of students who are meeting their projected growth rates, as measured by NWEA, to at least 60% in both reading and math in four years.

**Baseline:**

- **2015-2016** NWEA scores of students meeting/exceeding projected growth:
  - **Reading:** 44%
  - **Math:** 39.5%

**Year 1:**

- **2016 – 2017** NWEA meeting/exceeding projected growth:
  - **Reading:** 47%
  - **Math:** 54%

**Year 2:**

- **2017-2018** NWEA scores of students meeting/exceeding projected growth:
  - **Reading:**
  - **Math:**

## Character

York Elementary School will cultivate in students the **Habits of Scholarship** needed for success in all further academic and professional endeavors, including:

- **Respect**
- **Responsibility**
- (a sense of) **Exploring**
- **Compassion**
- **Perseverance**
- **Integrity**

## High Quality Work

York Elementary School students will produce high-quality work that reflects **deep levels of craftsmanship**, multiple perspectives, connects to big concepts within disciplines, and matters to students and the larger community.
<table>
<thead>
<tr>
<th>Year</th>
<th>NWEA Scores of Students Meeting/Exceeding Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>2018-2019 NWEA scores of students meeting/exceeding projected growth:</td>
</tr>
</tbody>
</table>
|       | **Reading:**  
|       | **Math:** |
| Year 4 | 2019-2020 NWEA scores of students meeting/exceeding projected growth: |
|       | **Reading:**  
|       | **Math:** |

York Elementary School will increase the **School Average** of percentage of students meeting **projected growth** on NWEA exams(s) by the following measures:

**Reading:** 53%  
**Math:** 57%

### 2016 – 2017 NWEA ACHIEVEMENT
- KDG- Math 62%  Reading 50%  
- First- Math 54%  Reading 53%  
- Second- Math 65%  Reading 55%  
- Third- Math 63%  Reading 61%  
- Overall Math 62%  Reading 55%

### 2016 – 2017 NWEA GROWTH
- KDG- Math 62%  Reading 41%  
- First- Math 55%  Reading 58%  
- Second- Math 50%  Reading 46%

York Elementary students can explain how the York HoS support them in becoming more effective learners and citizens by evidencing the following:

**During the MYR process:**
- 70% of students participating in student focus groups can accurately define and give examples of the York HoS  
- Student responses about crew provide examples/impact of the York HoS

**During the EOY Review process:**
- 85% of students participating in student focus groups can accurately define and give examples of the York HoS

York Elementary students create work that begins to reflect some of the attributes of complexity:

**During monthly TLT learning walks:**
- 100% of classrooms are engaging students through teaching and learning in Case Studies  
- 100% of classrooms are using Inquiry Based Learning (e.g. Workshop Models, 5Es, Protocol based learning, etc.)

**HQW Protocol (May 2018)**
### Third-Quarter Progress

<table>
<thead>
<tr>
<th>Subject</th>
<th>Math 49%</th>
<th>Reading 45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Math 54%</td>
<td>Reading 47%</td>
</tr>
</tbody>
</table>

### HoS Impact
- Student responses about crew provide examples/impact of the York HoS during monthly CCT and TLT learning walks:
  - Increased student engagement as evidenced from learning walk indicators and data
  - York students can explain how the York HoS support them in becoming strong scholars and citizens

Decrease from office referrals by a 20%.

### 2017–18 Implementation Priorities

| CP 6 A + B | Designing Case Studies |
| CP 10 B 2-4 | Planning Effective Lessons |
| CP 12 D | Planning for and Producing High Quality Student Work |

| CP 22 A3 + A4 | Fostering HoS |
| CP 23 B 1-4 | Building a Spirit of Crew |
| CP 24 B 1-5 | Engaging Families and the Community |

| CP 12 D | Planning for and Producing High Quality Student Work |

### 2017–18 Leadership Goal

Lead Professional Learning by focusing on/deepening the **Relational Trust** and **Growth Mindset** of York faculty.

Create an intentionality of strategy for Institute attendance, and increased expectations of leading professional learning from institute attendance.
(outcome of leadership action = positive school culture)

### 4-Year MKS Impact Goal:
York Elementary School will increase the percentage of students who are meeting their projected growth rates, as measured by NWEA, to at least 60% in both reading and math in four years.

### 2016-17 MKS Performance Benchmarks:
York Elementary School will increase the **School Average** of percentage of students meeting **projected growth** on NWEA exams(s) by the following measures: **Reading:** 53% **Math:** 57%

### Rationale (How will this year's implementation priorities move you towards meeting this year's MKS Performance Benchmarks?):
We believe that if students are clear on what they are expected to learn, monitor their progress towards learning targets through daily Checks for Understanding, and are empowered to “own their own learning”, then student achievement will increase. We believe that this will specifically support struggling students and help us close the achievement gap seen for our students who are not achieving at the same levels as other subgroups in the school.

### Implementation Priorities:
- CP 6 A + B: Designing Case Studies
- CP 10 B 2-4: Planning Effective Lessons
- CP 12 D: Planning for and Producing High Quality Student Work

### Leadership and Faculty Learning Targets

<table>
<thead>
<tr>
<th>Leadership and Faculty Learning Targets</th>
<th>Structures and Leadership Actions</th>
<th>EL Support and Services</th>
<th>Data Points/Evidence for Monitoring Progress</th>
</tr>
</thead>
</table>
| I can purposefully use **Learning Targets and Checks for Understanding** throughout all teaching/learning so as to:  
  - support students in becoming Leaders of  
  - Classroom observations  
  - Monthly walkthroughs with learning walk rubrics  
  - Use of LTs and CfU during PD | **EL Institutes**  
  Evergreen Site Seminar – Rigorous LEs  
  Scaffolding for HQW | Evidence of Student Growth  
  Baseline  
  **Mid-Year:**  
  - Increase in ADI Stages of Implementation  
  - 75% of students surveyed during MYR can accurately describe the purpose of LTs. |
Their Own Learning
▪ assess and adjust my own teaching practices
I can design and implement Case Studies that increase student engagement and student achievement by:
▪ maximizing workshop models and/or other inquiry based learning opportunities into those CSs
▪ using deep, meaningful and strategic questioning protocols with students
▪ supporting students in creating High Quality authentic products and projects

Instructional coaching
Structured .5 day release time per GLT to work with IG and/or SD in CS development

Primary Literacy

**Direct Service**
Whole Staff PD
TLT strategy meetings
Strategic Coaching of Lead Teachers

- Increase in % of students hitting growth targets on NWEA-MAP from Fall to Winter

End-of-Year:
- Increase in ADI Stages of Implementation
- 85% of students surveyed during MYR can accurately describe the purpose of LTs.
- Increase in % of students hitting growth targets on NWEA- MAP from Winter to Spring

Evidence of Staff Growth
Baseline:
**Mid-Year:**
- Increase in ADI Stages of Implementation
- Increase in IR Rubrics for AFL and LTs
- Teacher survey data (growth mindset and LTs)

End-of-Year:
- ADI Stages of Implementation
- Monthly learning walk data indicates that by the EOY, 50% of classrooms are engaging students in Inquiry Based Learning (Workshop Model, 5Es, Protocol Based Learning, etc)
- IR Rubrics: AFL-2, LT-3 or more
**4-Year Character Impact Goal:** York Elementary School will cultivate in students the **Habits of Scholarship** needed for success in all further academic and professional endeavors, including: Respect, Responsibility, (a sense of) Exploring, Compassion, Perseverance, Integrity

**2017-18 Character Performance Benchmarks:** York Elementary students can explain how the York HoS support them in becoming more effective learners and citizens by evidencing the following:

**During the MYR process:**
- 70% of students participating in student focus groups can accurately define and give examples of the York HoS
- Student responses about crew provide examples/impact of the York HoS

**During the EOY Review process:**
- 85% of students participating in student focus groups can accurately define and give examples of the York HoS
- Student responses about crew provide examples/impact of the York HoS

**During monthly CCT and TLT learning walks:**
- Increased student engagement as evidenced from learning walk indicators and data
- York students can explain how the York HoS support them in becoming strong scholars and citizens

Decrease from office referrals by a 20% (from ___ to ____).

Create a system of Buddy Room Reflection/Cross Crew Group for student redirection.
- **Reflection sheets to be retained for data tracking**
- **Buddy room referral data to be analyzed 2X monthly via PLC meetings AND during whole school PD (dates TBD)**

**Rationale (How will this year's implementation priorities move you towards meeting this year's Character Performance Benchmarks?):**
We believe that if teachers elevate student voice and leadership in classrooms and across the school, make habits visible across the school, model respect and
Compassion, and prioritize social and emotional learning across the school, then student achievement will increase. This is particularly essential in our underserved community and school where our students have been marginalized and their voices not valued.

**Implementation Priorities:**
CP 22 A3 + A4: Fostering HOS  
CP 23 B 1-4: Building a Spirit of Crew  
CP 24 B 1-5: Engaging Families and the Community

<table>
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<tr>
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</thead>
</table>
| I can use strategies from Management in the Active classroom to foster strong classroom crew relationships between and with students, and foster strong relationships with families.  
  1. | Whole School Crew Meetings with focus on habits and positive school culture  
  Crew observations  
  Monthly Crew walkthroughs  
  Continued development of Faculty Crew  
  Buddy room + reflection system/structure | **EL Institutes**  
  MAC  
  National Conference  
  Direct Service days to include:  
  ● Whole Staff PD  
  ● Crew Lesson Study  
  ● Strategic Coaching of CCT  
  ● MAC book study | **Evidence of Student Growth**  
  **Baseline**  
  **Mid-Year:**  
  ● Crew walkthrough data  
  ● 70% of students surveyed during MYR can accurately define and give examples of York’s HOS.  
  **End-of-Year:**  
  ● Increase in attendance rate to 96%  
  ● Decrease office referrals by 20%  
  ● Increased alignment between teacher assessment of habits and student assessment of habits (using school-wide rubric)  
  ● 85% of students surveyed during MYR can accurately define and give examples of York’s HOS.  
  ● Student focus group responses about 4 Rs and crew provide examples/impact of respect and responsibility |
Evidence of Staff Growth
- Increase in IR Rubrics: Crew-2, Community of Learning-2, Fostering Character-3

4-Year High-Quality Student Work Impact Goal: York Elementary School students will produce high-quality work that reflects deep levels of craftsmanship, multiple perspectives, connects to big concepts within disciplines, and matters to students and the larger community.

2016-17 Quality Work Performance Benchmarks: York Elementary students create work that begins to reflect some of the attributes of complexity:
During monthly TLT learning walks:
- 100% of classrooms are engaged in Case Study learning, which results in student creation of meaningful and authentic student work.

HQW Protocol (May 2018)
- Student work samples show increased levels of complexity compared to baseline QWP.

Rationale (How will this year's implementation priorities move you towards meeting this year's Quality Work Performance Benchmarks?):
We believe that when students engage in the creation of real work for real audiences that they develop perseverance and craftsmanship skills, allowing them to realize that they can do more than they ever thought was possible.

Implementation Priorities:
CP 12 D: Planning for and Producing High Quality Student Work

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Monthly TLT walkthroughs</td>
<td>Monthly TLT walkthroughs</td>
<td>EL Institutes</td>
<td>Evidence of Student Growth</td>
</tr>
<tr>
<td>Planning and Running PD</td>
<td>Planning and Running PD</td>
<td></td>
<td>Mid-Year:</td>
</tr>
<tr>
<td>surrounding HQW and inquiry based lessons</td>
<td>surrounding HQW and inquiry based lessons</td>
<td></td>
<td>End-of-Year:</td>
</tr>
</tbody>
</table>
| Use of Collaboration time to assist teams in development of cross-curricular connections Feedback from SLT | Scaffolding for HQW Primary Literacy  
Direct Service days to include:  
- Whole Staff PD  
- Facilitating HQW Protocol  
- Strategic Coaching of TLT | **Evidence of Staff Growth** |
Leadership Goal: Lead Professional Learning by focusing on/deepening the **Relational Trust** and **Growth Mindset** of York faculty.

Create an intentionality of strategy for Institute attendance, and increased expectations of leading professional learning from institute attendance

(outcome of leadership action = positive school culture)

**Rationale (How will this year's implementation priorities move you towards meeting all of this year’s Performance Benchmarks?):**
If the leadership of the school possess a clear vision and communicates it in a way that inspires and unifies all stakeholders, positively sustain progress towards EL’s 3 Dimensional view of achievement, and a leadership team drives change in the school through effective shared leadership, and the conditions have been created for a culture of growth and learning in both adults and students, then student achievement goals will be successfully met or exceeded.

**Implementation Priorities:**
- **CP 36 A + B:** Cultivating a Positive School and Professional Culture
- **CP A 4 + 6 + 7:** Leading Professional Learning

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>I can monitor progress towards EL Education’s expanded vision of student achievement</td>
<td>Adult/faculty Crew</td>
<td><strong>EL Institutes</strong> Regional Leadership Cohort 2-day institute</td>
<td><strong>Evidence of Student Growth</strong> Meeting or exceeding all Performance Benchmarks across all three dimensions</td>
</tr>
<tr>
<td>I can set high expectations and</td>
<td>Monthly walkthroughs</td>
<td><strong>Direct Service</strong></td>
<td></td>
</tr>
<tr>
<td>I can set high expectations and</td>
<td>Model assessment practices and</td>
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<tr>
<td>Model behaviors that foster mutual respect, integrity, accountability, and commitment.</td>
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<tr>
<td>I can create rituals and routines to build trust, support relationships, and foster dialogue.</td>
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<tr>
<td>I can develop norms and protocols for productive, collaborative inquiry.</td>
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<thead>
<tr>
<th>Protocols with faculty</th>
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<tbody>
<tr>
<td>Faculty norms created and shared, used regularly</td>
</tr>
<tr>
<td>PD calendar created in collaboration with SD</td>
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<tr>
<td>Monthly meetings with SD for leadership bi-weekly check-ins and/or coaching</td>
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<tr>
<td>Shared Leadership structures of CCT, TLT, SLT</td>
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<table>
<thead>
<tr>
<th>Monthly Leadership Development and Coaching meetings</th>
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<tbody>
<tr>
<td>Bi-Monthly SLT meetings w/ SD</td>
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<table>
<thead>
<tr>
<th>Mid-Year Review Process</th>
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<tbody>
<tr>
<td>Implementation Review Process</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Staff Growth</th>
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</thead>
<tbody>
<tr>
<td><strong>Baseline:</strong> Score on Partnership Conditions Rubric</td>
</tr>
<tr>
<td><strong>Mid-Year:</strong></td>
</tr>
<tr>
<td>- Adult/faculty Crew established Increasing score on Partnership Conditions Rubric</td>
</tr>
<tr>
<td>- Teacher survey data</td>
</tr>
<tr>
<td>- Monthly walkthroughs data on LTs, CFUs, Habits and Crew</td>
</tr>
<tr>
<td><strong>End-of-Year:</strong></td>
</tr>
<tr>
<td>- All Institute attending faculty are Leading Professional Learning</td>
</tr>
<tr>
<td>- Monthly walkthroughs data on LTs, CFUs, Habits and Crew</td>
</tr>
<tr>
<td>- Standards Map is established</td>
</tr>
<tr>
<td>- Student Reflection tool developed</td>
</tr>
</tbody>
</table>
York Elementary 2017 – 2018 PD Cycle Calendar

LV = Yellow Highlighted Dates

2017-2018 Professional Learning Support Structure

- Alternate PD Mondays with PLC support the following week
- Observation and Feedback with Lisa (sign up for as many as you like … all must have 1)
- .5 day release time for GLTs to write/revise CSs

Opening PD: Monday, July 31st and Tuesday, August 1st

<table>
<thead>
<tr>
<th>Cycle # 1: MAC Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>strategies, teacher presence, goal setting and reflection with students, school-home relationships</td>
</tr>
</tbody>
</table>

I can use strategies from Management in the Active classroom to foster strong classroom crew relationships between and with students, and foster strong relationships with families.

<table>
<thead>
<tr>
<th>August 21</th>
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<tbody>
<tr>
<td>September 11</td>
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</tbody>
</table>

(MAC institute: September 14 – 16 - Megan, Lois, Monica Bromley)
September 25 -- Reading = CP 27 - C: Building Relationships reading -- circling back to buddy room, unpacking reset area use/success, etc., circling back to the reflection sheets -- teaching of how to use that is going,
October 2
October 9
(Conferences: October 17)
(National Conference: October 26 – 29 – 4 + Robbie Goodman)

<table>
<thead>
<tr>
<th>Cycle # 2: LTs and CfUs for Purposeful USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(supporting students becoming LOTOL, supporting teachers in formatively assessing their practice)</td>
</tr>
<tr>
<td>I can purposefully use Learning Targets and Checks for Understanding throughout all teaching/learning so as to:</td>
</tr>
<tr>
<td>▪ support students in becoming Leaders of Their Own Learning</td>
</tr>
<tr>
<td>▪ assess and adjust my own teaching practices</td>
</tr>
</tbody>
</table>

November 6
(Math Night: November 14)
November 27
(Evergreen Site Seminar – Rigorous LEs: December 4 – 5-- Sarah R, Monica Bromley, Deb M, Lori S)
December 11 = Case Study Nigh
Cycle # 3:
Designing and Running **CASE STUDIES** with **WORKSHOP MODELS** and **STRATEGIC AND MEANINGFUL QUESTIONING** that yield **HIGH QUALITY PRODUCTS AND PROJECTS**

I can design and implement Case Studies that increase student engagement and student achievement by:
- maximizing workshop models and/or other inquiry based learning opportunities into those CSs
- using deep, meaningful and strategic questioning protocols with students
- supporting students in creating High Quality authentic products and projects

**January 22**

*(Scaffolding for HQW: January 22 – 24 -- Nicole S, Kathie K, Stephanie R., 3rd grade?)*

February 5

*(Reading Night: February 8)*

February 12
(MWLC: February 28 – March 1 – Yvonne, Megan)

March 5

(Primary Literacy: March 12 – 14 -- Monica Beachy, Angie F, Kathie K, Stepheany N, Deb M, Nicole S)

(Conferences: March 15)

March 19

April 9

** April 23 – High Quality Work Protocol (we will need an additional 30 minutes for HQW protocol; can we take it from May 14th?)

May 7 = Case Study Night

** May 14 = IR and Reflections (whole group reflection + individual IR completion and then, you out!)

### 2018-2018 LV dates

**Fall (11.5)**
- September 1
- September 11
- September 20 PM - Coaching Design w/ MC
- September 21 AM - Coaching Design w/ MC

**Spring (13.5)**
- January 10
- January 12 PM

<table>
<thead>
<tr>
<th>Fall (11.5)</th>
<th>Spring (13.5)</th>
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<tbody>
<tr>
<td>September 1</td>
<td>November 8</td>
</tr>
<tr>
<td>September 11</td>
<td>November 27</td>
</tr>
<tr>
<td>September 20 PM - Coaching Design w/ MC</td>
<td>December 1 PM</td>
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<tr>
<td>September 21 AM - Coaching Design w/ MC</td>
<td>December 11 - MYR + CS Night</td>
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<tr>
<td>September 25</td>
<td>December 12 - SLT mid year retreat (unpack MYR; adjust PD plan as needed)</td>
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<td>September 27</td>
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<td>November 6</td>
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<td>November 27</td>
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January 22
January 24
January 26 - coaching design w/ MC
February 12
February 14
February 16 PM
March 5
Holding in reserve (5)
June 15 - virtual SLT #3 (SLT 'homework' due on this date)
2 days for summer 2018 work
2 days 2018-2019 opening PD

March 7
April 23 - HQW Protocol
April 25 - SLT # 1
May 14 - IR
May 16 - SLT # 2
May 18 PM