

School Culture/Conditions Goal: Schoolcraft encourages our school community members to take responsibility for learning, to demonstrate empathy and caring and to be stewards of the school to bring out the best in our students and staff.

LT: We take responsibility for learning, demonstrate empathy and caring and are stewards of the school.

Rationale: Based in MYR and IR data, we decided to focus on areas of character, and credentialing process.

Alignment with EL Core Practices: CP 25, 26

Faculty Learning Target	Structures and Leadership Actions <i>Which serve to support and hold staff accountable</i>	EL Support and Services	Smart Goals <i>Specific+strategic, measurable, attainable, results-oriented, time bound)</i> <i>(Aligned with Accountability Plan)</i> <i>Tools to Track and evaluate progress</i>
<p>1. <i>I can teach and model habits of scholarship and school-wide expectations during crew circle time. (CP 25.A.3, 26.B.4)</i></p> <p>2. <i>I can use learning targets to refer to habits of scholarship throughout the day. (25.A.5)</i></p> <p>3. <i>I can use a rubric for schoolwide habits of scholarship to assess my students..(25.A.4, 26.B.7)</i></p>	<p>Calendar of character themes. (LT 3)</p> <p>Communication with Sharleen about schoolwide themes and areas to focus. (LT 1, 2)</p> <p>Resource links provided to help teach character development and academic success. (LT 2)</p> <p>Planning and collaboration time during Thursday's meetings. (LT 1)</p> <p>Shared folder with school-wide learning targets, readings and initiatives for character teaching. (LT 1,2,)</p>	<p>EL resources for crew circle readings and initiatives. (LT 1, 3)</p> <p>EL provides examples of character trait LTs. (LT3)</p> <p>PD focused on successfully implementing school wide expectations. (LT 1-7)</p> <p>Time with SD to reflect on success and possible areas of adjustment to schoolwide character development plan. (LT 4, LT 5?)</p> <p>Examples of EL schools who have successfully implemented</p>	<p>Evidence of Teacher Growth</p> <p>Teachers use student assessment rubric three times per year in October, January and May. (LT 4, 5)</p> <p>Crew circle lesson plans are documented on schoolwide form provided by Administration/ Leadership team. Turned in for first 5 weeks of school to ensure introduction of schoolwide expectations, then once per month thereafter. (LT 4-7)</p>

<p>4. I can use a rubric for schoolwide habits of scholarship to help my students self-assess. (25.A.4, 26.B.7)</p>	<p>Crew circle videos to share with staff. (LT 1,2)</p> <p>Provide time for learning walks once per semester during crew circle time. (LT 1, 2, 3)</p> <p>Rubric poster for schoolwide habits to display in community areas and classrooms to assist with student assessment. (LT 4, 5)</p>	<p>schoolwide expectations - (WI trip??) (LT 1)</p>	<p>Learning walks show evidence of teacher implementation and meeting learning targets.</p> <p>Evidence of Student Growth</p> <p>Teachers use student assessment rubric three times per year in October, January and May. (LT 5)</p> <p>Students use self-assessment three times per year in October, January and May using schoolwide rubric (LT 5)</p>
<p>5. I can use common language and consequences to hold all Schoolcraft students accountable to schoolwide habits of scholarship in my classroom and in common areas. (CP 25 A.2, A.7, CP 26 A.2)</p>	<p>Administrators develop structures to hold students accountable. Common language and consequences. (LT 4, 5,6)</p> <p>School assemblies are scheduled about once per month to celebrate successes. (LT 7)</p> <p>Administrators support new staff in training. (LT 1-7)</p>		<p>Anecdotal evidence of student compliance with schoolwide expectations and habits of scholarship.</p> <p>Fewer admin incident reports and fewer bus incident reports than 2014-15.(??)</p>
<p>6. I can acknowledge character successes in my classroom and in school-wide celebrations. (25.A.4)</p>	<p>Specialists and other non-classroom teachers join crew circle on a regular basis. (weekly or daily?) (LT 1, 3)</p> <p>For Parents: Add questions to parent satisfaction survey and family participation tracking. (LT 4, 5, 6)</p>		

Student Growth & Achievement Goal: Schoolcraft staff and students use learning targets as a form of student-engaged assessment to encourage continual improvement.

LT: We can use learning targets as a form of student-engaged assessment to encourage continual improvement.

Rationale: Based on MYR and IR results, plus areas of focus for first credentialing steps.

Alignment with EL Core Practices: Core Practice 20D and 21A

Faculty Learning Target	Structures and Leadership Actions <i>Which serve to support and hold staff accountable</i>	EL Support and Services	Smart Goals <i>Specific+strategic, measurable, attainable, results-oriented, time bound)</i> <i>(Aligned with Accountability Plan)</i> <i>Tools to Track and evaluate progress</i>
<ol style="list-style-type: none"> 1. <i>I can write high quality, standards-based long term and supporting learning targets. (CP 20D.6, CP 20D.8)</i> 2. <i>I can post, unpack, reference and refer back to my learning targets throughout my daily lesson.</i> 3. <i>I can support student ownership and understanding of LTs. (CP 20.D.2)</i> 	<p>Provide time for learning walks once per semester. (LT 1, 2)</p> <p>PD on LT's</p> <ul style="list-style-type: none"> ● Introducing LT's ● Aligning to standards ● common characteristics and language ● (LT 3, 4) <p>Planning and collaboration time during Thursday's meetings.</p>	<p>Examples of quality work (center for student work)</p> <p>High quality work protocol</p> <p>Examples of math-rich expeditions and writing</p> <p>Assist in navigating EL Commons</p> <p><i>Leaders of Their Own Learning book club</i></p>	<p>Evidence of Teacher Growth</p> <p>Observations during learning walks (at least 1 per semester)</p> <p>Self-evaluation after coaching cycles</p> <p>Administrative observation- teacher evaluation</p> <p>Evidence of Student Growth</p> <p>Observations during walkthroughs</p>

<p>4. I can support student understanding of how they will be assessed. (CP 20.B.1 and 21.A.6, 7)</p> <p>5. I can support student awareness of the quality of their work in relation to proficiency. (CP 21.A.2)</p> <p>6. I can guide students in analyzing models and exemplars to help them understand quality. (CP 21.A.4)</p>	<p>Book club - focused on "Leaders of Their Own Learning"</p> <ul style="list-style-type: none"> ● review chap. 1 & 2 ● book club for chap. 3 & 4 <p>PD on using lesson protocols to look at quality work with students (LT 7)</p> <p>Staff will have the opportunity to participate in one or more high quality work protocol throughout the year. (LT 7)</p> <p>Coaching cycles</p> <p>Create and provide access to schoolwide rubric</p>		<p>Student interviews during MYR work</p> <ul style="list-style-type: none"> ● Students will share understanding of criteria (LT5) ● Students will share awareness of their work related to proficiency (LT6) <p>Math: 2% per year over four years according to MCA</p> <p>ELA: 1% per year over 4 years according to MCA</p>
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