

Instructional Focus: Strategically using the components of workshop model (ELA/Math), staffing supports, and monitoring student learning regularly to inform instruction and maximize reading, thinking, talking, writing. increase student independence and accountability.

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Campbell students will demonstrate mastery by meeting grade level standards and applying their learning to rigorous and meaningful tasks.	All Campbell community members learn and live the “Campbell Way”- are aware of and embrace diversity, work to become effective learners, and put their learning to use to improve communities.	Campbell students will produce high quality, complex work in literacy across all content areas.
2019-2020 Performance Benchmarks	<p>30% of students, 3-5, will score Pass Advanced (500 or greater) on the Math Standards of Learning Assessment and 25% of students, 3-5, Reading. Thus increasing the numbers of students who perform Pass Advance in Reading and Math closing the gap between Campbell and APS by 2 percentage points in Reading and Math.</p> <p>By the conclusion of the year, 90% of students K-2 will be on or above grade level using the F&P reading assessment.</p>	<p><i>Campbell students work to become effective learners:</i></p> <ul style="list-style-type: none"> - 75% of classrooms will demonstrate evidence on the Effective Learner Indicators: Perseverance, Responsibility, and Self Management - 80% of students sampled will demonstrate evidence on the scale for the Effective Learners Survey (perseverance, responsibility, and self management) <p><i>100% of classrooms will promote self management using a break space, zones of regulation, and strategies for problem solving.</i></p>	<p>Campbell students are increasing in their ability to create complex and authentic work:</p> <ul style="list-style-type: none"> ● 7/12 Expeditions will have a final product that demonstrates complexity and authentic. <ul style="list-style-type: none"> ● Aligned to grade level standards and Expedition topic ● 80% of Students sampled can share “the why” of the expedition and final product. ● 90% of products submitted on the HQWP will have clear criteria for success and a rubric to match
2019-2020 Implementation Priorities	Core Practice 28: Crafting and Using Learning Target	Core Practice 28: Crafting and Using Learning Target	CP12: Planning for and supporting high-quality student work
2019-2020 Leadership Goal	To foster a cohesive school vision, we will cultivate a diverse leadership team to lead improvement efforts aligned with EL core practices and Campbell's unique mission.		

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

2019-2020 MKS Performance Benchmarks: **30%** of students, 3-5, will score Pass Advanced (500 or greater) on the Math Standards of Learning Assessment and **25 %** of students, 3-5, Reading. Thus increasing the numbers of students who perform Pass Advance in Reading and Math closing the gap between Campbell and APS by 2 percentage points in Reading and Math.

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

Rationale: If teachers can name specific learning outcomes for students and communicate the criteria for success effectively with all stakeholders, than students will have a clear understanding of the goal and learning they are working toward.

Implementation Priorities: Core Practice 28: Crafting and Using Learning Target

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
MKS 1: I can articulate specific learning outcomes for students so that all stakeholders know the target they are aiming for and understand the criteria for success.	<ul style="list-style-type: none"> - Reshape and refocus PLC around instruction - Change templates for PLC meeting minutes to increase ownership for all stakeholders - Professional Development co-teaching models and collaborative planning - Peer observations around use of learning target and co-teaching - How to collect data in specials in non-core subjects? 	
Data Points/Evidence for Monitoring Progress	<p>Student Growth: <i>Walk Through: Students can describe what they are learning in the lesson and if they met the target</i></p> <p>Baseline Collect and organize F&P scores Administer Benchmark Assessments for Reading and Math</p> <p>Mid-Year: 80% of students, K-2, will be on or above grade level using F&P Administer Benchmark Assessments for Reading and Math</p> <p>End-of-Year: 90% of students, K-2, will be on or above grade level using F&P Administer Benchmark Assessments for Reading and Math</p>	

	Teacher Growth: <i>Walk Through : 2AAcademic and 2BCharacter Learning Target is posted and Unpacked</i> <i>2DTeacher explains the connection between segment of lesson/task and LT</i> <i>3BTeacher debrief questions focus on the learning</i> <i>3DTeacher has pre-planned strategic questions</i> <i>3ATeacher performs strategic observations and listening</i>
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Multi-Year Character Impact Goal: All Campbell community members learn and live the “Campbell Way”- are aware of and embrace diversity, work to become effective learners, and put their learning to use to improve communities.

19-20 Character Performance Benchmarks:

Campell students work to become effective learners:

- 75% of classrooms will demonstrate evidence on the Effective Learner Indicators: Perseverance, Responsibility, and Self Management
- 80% of students sampled will demonstrate evidence on the scale for the Effective Learners Survey (perseverance, responsibility, and self management)
- 100% of classrooms will promote self management using a break space, zones of regulation, and strategies for problem solving.

Rationale: If teachers connect an appropriate and strategic character learning target with academics or social and emotional work, then students will be equipped with the skills and strategies necessary for self management, perseverance, and responsibility.

Implementation Priorities: Core Practice 28: Crafting and Using Learning Targets

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
Character 1: I can select and implement character learning targets to support independence and accountability.	<ul style="list-style-type: none"> - Training around zones of regulation - Provide all teachers with self-management tools for all classrooms - Specialized PD for Specials Teachers - Professional Develop or PLC time around selecting character targets - Expedition planning with character targets in mind - Site Seminar- Focusing on use of character targets - Posting character expectations in all classrooms, ie. Specials, Cafeteria 	
Data Points/Evidence for Monitoring Progress	Student Growth: (Walk Through)	

	<p><i>75% of classrooms will demonstrate evidence on the Effective Learner Indicators: Perseverance, Responsibility, and Self Management</i></p> <p><i>80% of students sampled will demonstrate evidence on the scale for the Effective Learners Survey (perseverance, responsibility, and self management)</i></p> <p>4A: Students stick to a tough problem, even when confronted with mistakes, uncertainty, or challenge</p> <p>6A: Students display genuine interest in work (rather than just compliant behavior)</p> <p>8A: Students show initiative and independence</p> <p>Teacher Growth: (Walk Through)</p> <p>2B: Character Learning Target is posted and Unpacked</p> <p>5A: Teachers connect character target to learning activities and students' lives or broader contexts</p> <p>7A: Teachers hold all students accountable for their work and participation</p> <p><i>100% of classrooms will promote self management using a break space, zones of regulation, and strategies for problem solving.</i></p>
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Multi-Year High-Quality Student Work Impact Goal: Campbell students will produce high quality, complex work in literacy across all content areas.	
<p>19-20 Quality Work Performance Benchmarks: <i>Campbell students are increasing in their ability to create complex and authentic work:</i></p> <ul style="list-style-type: none"> 7/12 Expeditions will have a final product that demonstrates complexity and authenticity. <ul style="list-style-type: none"> <i>Aligned to grade level standards and Expedition topic</i> <i>80% of Students sampled can share “the why” of the expedition and final product.</i> <i>90% of products submitted on the HQWP will have clear criteria for success and a rubric to match</i> 	
<p>Rationale:</p> <ul style="list-style-type: none"> If teachers are able to identify criteria for success to ensure all students know the purpose and the intended learning, then students can reflect on their work and participation effectively to demonstrate growth and genuine interest. 	
Implementation Priorities: CP12: Planning for and supporting high-quality student work	

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services to build capacity
HQW1: I can demonstrate adherence to high expectations	<ul style="list-style-type: none"> Make a link between standards-based grading, learning targets, and assessment. Specials teachers are equipped with or designed accountability tracking tools 	

by holding all students accountable for their work and participation.	<ul style="list-style-type: none"> - Developing rubrics and checklists that match the assignments - EL: Models of Excellence and Rubrics
Data Points/Evidence for Monitoring Progress	<p>Student Growth: (Walk Through)</p> <ul style="list-style-type: none"> - 4C Students display genuine interest in work - 6F Students reflect and track their progress toward learning targets based on meaningful data. - Students can describe what they are working on, the learning target, and why <ul style="list-style-type: none"> - 80% of Students sampled can share “the why” of the expedition and final product. - 7/12 Expeditions will have a final product that demonstrates complexity and authentic. <p>Teacher Growth: (Walk Through)</p> <ul style="list-style-type: none"> - 5B: Teachers provide opportunities for students to reflect and track their own progress toward learning targets - 5C: Teachers provide opportunities to debrief learning experience: “the Why” - Teachers use of learning target throughout the lesson <p>90% of products submitted on the HQWP will have clear criteria for success and a rubric to match</p>

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

Rationale:

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

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

Professional Development Dates	Focus Walkthrough Data
October 16th	5B: Teachers provide opportunities for students to reflect and track their own progress toward learning targets based on meaningful data.
January 15th	

March 11th	6F: Students reflect and track their progress toward learning targets based on meaningful data. 7A: Teachers hold all students accountable for their work and participation. 8A: Students show initiative and independence.

MKS	BOY	MOY February 12	EOY
F&P	Collect and organize F&P scores	80% of students, K-2, will be on or above grade level using F&P	90% of students, K-2, will be on or above grade level using F&P
Reading Benchmark Assessments			
Math Benchmark Assessments			

Character (Professional Development)	BOY	MOY	EOY
Kate Sullivan			<i>100% of classrooms will promote self management using a break space, zones of regulation, and strategies for problem solving.</i>
			<i>75% of classrooms will demonstrate evidence</i> 7A: Teachers hold all students accountable for their work and participation. 8A: Students show initiative and independence.
Effective Learners Survey	*Date	*Date	<i>80% of students sampled will demonstrate evidence on the scale for the Effective Learners Survey (perseverance, responsibility, and self management)</i>

High Quality Work (Professional Development)	MOY Results	EOY Goal
Questions to ask and Dates surveyed? Connected to debrief...	5th Grade Ambassadors	<i>80% of Students sampled can share “the why” of the expedition and final product.</i>
		7/12 Expeditions will have a final product that demonstrates complexity and authentic.
		<i>90% of products submitted on the HQWP will have clear criteria for success and a rubric to match</i>

Days	Focus	Date
1	HQWP	December 5th
2	HQWP	May 7th
3	PD Planning	Erin and Megan find time to plan October 9th
4	PD Planning *	Erin and Megan Find time to Plan December 17th for January 15th
5	Learning Walk Baseline	October 3, 2019
	Learning Walk After PD	November 15, 2019 *Megan cannot attend*
6	Learning Walk After PD	February 19th
7	Learning Walk: Maintenance	March
8	MYR	February 12th
9	Surveys/Questioning/Planning	Pam, Kathy, Megan meet to discuss surveys and likert scale
	Flex (Peer	

	Observations/Expedition Planning/ Leadership Team)	
	Flex (Peer Observations/Expedition Planning/ Leadership Team)	
	EOYR	
	Work Planning	
	Work Planning	
	Summer PD	