

Harborside Academy Work Plan - 2019-2020

Performance Benchmarks

Mastery of Knowledge and Skills

Literacy

Multi-Year Literacy Impact Goal:

Harborside students are readers and writers who have the skills to analyze and interpret complex and diverse texts. Students have the tenacity to engage in challenging tasks and create work that matters. Students have gained the knowledge and skills for post-secondary success, are ready for college, and empowered to choose their own path.

2019-20 Literacy Performance Benchmarks:

By the end of the 2019-2020 school year Harborside students will increase their ability by ____ to demonstrate the skills of integrating knowledge and ideas on the state exams (Forward, ACT Aspire, ACT). This is defined as:

- Analyze how one or more sentences in challenging passages offer reasons for or support a claim.
- Identify a clear central claim in challenging passages.
- Infer a clear central claim in challenging passages.
- Draw logical conclusions using information from two informational texts.
- Draw logical conclusions using information from multiple portions of two literary narratives.

By the end of 2019-2020 school year, the percentage of students of color who are performing below benchmark, in reading standardized tests like ACT Aspire, ACT, and WI Forward will decrease by 10%.

-Harborside students will be able to name and explain the daily learning target and describe how they are monitoring their progress towards that target.

-Students monitor progress from daily targets to long-term targets to support them in mastering standards.

-Students track data, self-assess and reflect, provide feedback and revise.

Rationale:

Harborside Staff will:

1. Continue to explicitly teach MTV reading strategies (Summarizing, connecting, inferring, determining importance, synthesizing, visualizing, critiquing, analyzing, etc.) in reading intervention courses in grades 6-10 in order to meet the instructional needs of students and improve deficit areas.
2. Receive Edgenuity training/support. After focus skills have been identified, provide teacher training/workshop time so that intervention staff can create ILP's for students based on focus skills.
3. Facilitate whole staff ongoing professional development to improve the quality and depth of questions (DOK) that our students are being regularly exposed to.
4. Use literacy curriculum audit to develop a plan to ensure that the most essential skills are being taught within each grade level ELA/Humanities course. **Ensure that we are effectively teaching the skills that we are assessing.** Meet vertically (**each quarter**) to ensure that skills are being taught and assessed across grade levels. This will also help keep us accountable to one another.
5. Communicate (verbally/written) short term learning targets that align with formative assessments. Use formative assessments to guide instruction and direct student learning.
6. Continue to include writing skills learning targets in Intensive plans. The skills taught this year should continually be reinforced and assessed in ELA and humanities classes. Rubrics should include lines for each writing convention/structure learning target.
7. Complete a literacy exposure analysis survey for all content teachers and create a shared master document.

So that students:

1. Who need the most support can be placed in intervention courses based on periodic interim assessment data and/or teacher recommendations.
2. Are able to build up deficit skills through the reinforcement of skill-specific teaching.
3. Are exposed to a wide range of DOK questioning in each content class.
4. Are being taught essential skills identified within and across grade levels.
5. Understand exactly what they are expected to learn and be able to do in order to demonstrate proficiency in a specified skill.
6. Are able to become active agents in monitoring, communicating, and promoting their own growth through critiquing, reflection, and revision.
7. To ensure that students can:
 - a. *Analyze how one or more sentences in challenging passages offer reasons for or support a claim.*
 - b. *Identify a clear central claim in challenging passages.*
 - c. *Infer a clear central claim in challenging passages.*
 - d. *Draw logical conclusions using information from two informational texts.*
 - e. *Draw logical conclusions using information from multiple portions of two literary narratives.*

Baseline Data**Implementation Priorities:**

Core Practice 1: Choosing, Adapting, and Enhancing Curricula

Core Practice 11: Delivering Effective Lessons
 Core Practice 13: Teaching Reading across the disciplines
 Core Practice 14: Teaching Writing across the disciplines
 Core Practice 28: Crafting and Using Learning Targets
 Core Practice 29: Checking for Understanding in Daily Instruction
 Core Practice 31: Communicating Student Achievement

Faculty Learning Targets	Progress Monitoring: Data Points/Evidence	Action Plan		
		What	Who	By When
1)I can integrate specific grade level feedback from ELA audit (ex. L4 and L6) and data from assessments (ex.RI 7, RI 8, RI 9) into curriculum maps and assessments. to ensure we are teaching and assessing the most essential skills. <i>Integration of Knowledge and Idea defined as:</i> Analyze how one or more sentences in challenging passages offer reasons for or	<i>Evidence of Student Growth</i> - ACT Aspire, ACT and Forward show a decrease by 10% of students of color below benchmark, increase in scores for all students in the area of Integrating Knowledge and Ideas - ACT Academy assessment related to Integration of Knowledge of Skills show and increase from baseline to EoY - Walkthroughs from Mid-Year to End -of-Year show an increase in students being able to name and explain and the target and describe how they are progressing towards meeting it - Baseline data will be gathered around practices that support students in monitoring progress towards long term targets.	Investigate ACT Academy Carousel Brainstorm to determine what practices are being used to support students in monitoring progress towards daily and long term targets and standards. 1) Use curriculum audit and Suzanne’s feedback (focus on skills not covered) to see how this has impacted student growth (See Spring data). along with assessment data? 2) Once all ELA/humanities teachers have identified sub-standards, connect with HQW team to review formative assessments and align to short term learning targets. (PD?) 3) Create writing conventions and writing structure shared resource for staff. (PD on how to teach specific skills?) 4) Use Spring data to identify students for intervention. Continue to develop course maps that are focused on essential skills (MTV	The Literacy Team Harborside ELA and Humanities teachers Harborside ELA teachers	Summer early Fall 2019

<i>support a claim.</i> ● <i>Identify a clear central claim in challenging passages.</i> ● <i>Infer a clear central claim in challenging passages.</i> ● <i>Draw logical conclusions using information from two informational texts.</i> ● <i>Draw logical conclusions using information from multiple portions of two literary</i> 2) I can explicitly teach skills and strategies, specifically MTV reading strategies, (Summarizing, connecting, inferring, determining importance, synthesizing,	Evidence of Staff Growth ● Curriculum Maps are updated based upon audit and assessment data ● Anchor Texts shifts are made based upon findings around complexity and inclusivity ● Intervention lessons are driven by data and have large group instruction followed by differentiated small group support related to an explicit skill, running records or data trackers are used by teachers to monitor progress towards those explicit skills (evidenced by walkthroughs/learning walks/lesson plans) ● Staff member will bring, discuss and submit writing strategies and DoK examples	for reading), use student data trackers to monitor progress, Edgenuity to create ILP's for students that reinforce skills taught in small group. 5) Support teachers in RPS1 through coaching cycles. 6) Complete a literacy exposure analysis survey for all content teachers and create a shared master document. (PD) Talk with English Teachers to plan writing strategies PD: DOK, Writing Strategies f.	The Literacy Team instructional coach All Staff	
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visualizing, critiquing, analyzing, etc.) in reading intervention courses and all classes. 3) I can support my students in monitoring progress towards mastery of standards, including aligning instruction, assessment and rubric. 4) I can utilize common writing strategies in all content areas and through intensives that are aligned to Claim-Evidence-Reasoning and make that connection to students through a common language. 5) I can expose students to an intentionally scaffolded range of DoK questions in formative and				
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summative assessments.				
6) I can analyze anchor texts used for complexity and inclusivity.				

Numeracy

Multi-Year Numeracy Impact Goal:

Harborside students have the tenacity to tackle the rigor and challenge of a comprehensive math program. Within math curriculum and expeditions students engage in authentic problem solving, and are able to articulate their process and reasoning. Students' standardized test scores in math are at or above state proficiency, students have the skills they need to be successful in college.

2019-20 Numeracy Performance Benchmarks:

(SLO Whole School Sub-Group Goal Statement):

On the 2019-2020 MAP assessments for middle school students will meet their project growth goal of 56%

On the 2019-2020 ACT Aspire, the percentage of 2018-19 9th grade students testing below benchmark will decrease by 10%.

On the 2019-2020 ACT exam taken in 11th grade, the overall composite score will be at or above the state average.

By the end of the 2019-2020 school year, the percentage of students of color that are below benchmark in mathematics on standardized tests like the WI forward, ACT Aspire, and ACT will decrease by 10%.

Rationale:

[Baseline Data](#)

Harborside Staff will:

1. Math teachers will continue to work on developing common assessments across Algebra 1, Geometry, & Algebra 2.

(Summer) Time on summer calendar.

2. Math teachers will continue to revise and tweak rubrics, create common feedback lines, and norm their scoring practices. (Fall/Winter) Ongoing research.
3. Will continue to adjust math intervention courses in grades 6-10 to meet the needs of students and teach the skills that are a deficit such as the weakest strand in math testing of numbers and quantity or operations and algebraic thinking. .
 - a. Intervention teachers will incorporate ACT Academy into their classes at least once a week. (Staff camp)
4. Math teachers will participate in PD centered around math instruction and incorporate number talks into their daily instruction. (Fall/Winter) Staff camp
5. Utilize intervention time more strategically so small groups can receive individualized instruction in areas of need with specific teachers. (ex: lunch intervention help, Friday intervention time, after school homework help, etc.) (Fall)
6. Math teachers will complete a math audit of different math curriculum by the Spring of 2020 to provide suggestions on the future of Harborside math curriculum. (Fall/Winter)
7. Create and implement math skill activities and games, to be utilized during Crew time to improve student computational skills. (Tennis ball, numbers in order, etc.)(2020-2021 plan)
8. 100% of all grade level expeditions, will provide a rigorous statistical anchor piece, such as a graph, chart, or other numerical evidence, to explain the expedition mathematically, to boost student achievement and build confidence in analyzing statistics and data. (Move to 2020-2021 plan) * Collect from teams what they have used or consider a math anchor piece to look at in the Spring.

So Harborside students will:

1. Understand and receive specific skill-based feedback so they know how to improve in their deficits.
2. Be placed in intervention courses based on their standardized test scores or common pre-assessment so that they can improve their overall math performance on standardized tests by working on areas of deficits.

3. Increase their participation in math discourse, focusing on number talks, in all math classrooms.
4. Improve foundational math skills especially in the areas of real and complex number systems and operations and algebraic thinking, numbers and quantity and functions.
5. Track their math performance and goal set as it relates to their testing performance through a shared, individual spreadsheet.

Implementation Priorities:

Core Practice 1: Choosing, Adapting, and Enhancing Curricula

Core Practice 11: Delivering Effective Lessons

Core Practice 15: Teaching Mathematics

Core Practice 31: Communicating Student Achievement

Faculty Learning Targets	Progress Monitoring: Data Points/Evidence	Action Plan		
		What	Who	By When
1) We can (Harborside Math teachers) create common assessments and analyze the data to determine student proficiency of specific standards and adjust curriculum and instruction, inform intervention and alignment of interim data to state tests.	<i>Evidence of Student Growth</i> Students performance on the foundational skills test created as a progress monitoring tool will show an increase from the fall to spring performance. The common assessment will be administered in grades 6-11 to determine specific areas of need to focus instruction in math intervention classes. The Progress Monitoring Skills Assessment, will be a diagnostic tool that is created from released ACT test questions, ACT Academy questions, and Curriculum test questions, organized by strand/category to easily show students weakness and strengths. The goal is to improve the lowest strands and increase the students scores on the progress monitoring tool from fall to spring.	1. Explore ACT Academy and create teacher account. Explore the tests in the categories number and quantities, functions, and algebra. 2. Create a common assessment for students at or below basic math levels to be given at the beginning of the year, mid year, and end of the year. 3. Create common math assessments for end of unit and end of semester exams for Algebra 1, Geometry, Algebra 2, and Pre-Calc.	Whole Staff 2. Numeracy Committee Members 3. Math Teachers	Fall 2019 2. Fall 2019 3. Fall/Winter 2019
2) We can (Harborside teachers)				

implement Math skill activities to improve math computational skills through specifically designed interventions. 3) We can (Harborside teachers) implement Math skill activities to improve math computational skills through specifically designed interventions. 4.) We can (Numeracy Team) support the research and recommendation for a math curriculum.	Students formative practice performance on ACT-type problems through ACT Academy will increase. Students that are identified as below basic math skills by MAP scores, or Interim Assessments, and placed in Math Intervention classes, will work through the ACT Academy lessons/quizzes in each math category/strand, to improve their math scores to so that the students are scoring in the basic or proficient math category. MAP Data-56% of students meet projected growth ACT Aspire-10% decrease in students testing below benchmarks ACT-composite score will be at or above state average State Assessment Data-percentage of students of color below benchmark will decrease by 10% <i>Evidence of Staff Growth</i> Math teachers will show an increase in the number of times students are talking through math problems together as a class. The math teachers will have a progress monitoring assessment tool, a diagnostic test, to determine student strengths and weaknesses.	4. Utilize tools like ACT Academy in math intervention courses to address specific skills that are deficits for students. 5. Participate in PD around math instruction and number talks to increase student discourse 6. Conduct audit for all math grade levels using CPM. Next Steps: -Trent will reach out to the KUSD re: tools to support designing, assessing and tracking common assessments aligned to standards PD: -Creating Common Assessment (Triads of Math Teachers)-ongoing -Time to Input and Analyze Data (Triads of Math Teachers)-ongoing -Summer compare common assessment data to standardized text data	4. Numeracy Seminar Teachers 5. Math and Science Teachers 6. Paige/Trent	4. Winter 2019 5. Fall/Winter 2019 6. Fall/Winter 2019
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	The math teachers that teach common classes will spend time comparing common assessments to determine student needs, misconceptions, and struggles.			
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Character Student Culture

Multi-Year Student Culture Impact Goal:

Harborside students belong, they are known and cared for by teachers, leaders and peers. Students are challenged, yet supported through those challenges. There is a culture of respect, love, growth and high expectations. Students feel connected to their school community and surrounding community and act on their passions to create a better world. Students have compassion for the experiences of others and work to see the world through multiple perspectives.

2019-20 Student Culture Performance Benchmarks:

1. Harborside will identify a building wide plan in order to implement learning strategies that will produce teaching strategies that will help improve equitable student retention and credit acquisition.
 - a. **Discipline referral demographic data should match the demographic make-up of the school, race and socio-economic status.**
 - Currently Harborside students of color make-up 39% of the overall student population, but those students received 59% of the discipline referrals written schoolwide. Over the next four years, the goal is to decrease this gap by 5% per year so that by the 2022-23 school year the % of discipline referrals will match the natural demographic percentages within the overall student population. Therefore, the goal for the 2019-20 school year will be that students of color will receive 54% of the total building wide discipline referrals.
 - b. Harborside will consider the use of Poor Student, Rich Teaching (Or identify another anchor text) as a possible learning point for teaching strategies that are effective with all students.)
 - c. Harborside will complete a current RTI model indicating a multi-tier system of support and interventions for all students.
2. Character

- a. Student HoS intensive attendance decreases by 5% during the 2019 - 2020 school year.
 - b. Structures will be established to foster regarding the explicit teaching and assessing HOS which will lead to an increase in awarding HOS points.
3. Attendance:
- a. Reduce Harborside's habitual truancy rate to less than 10% for the 2019-2020 school year with improved monitoring of attendance and increased communication with students and their families.
 - b. Harborside's attendance rate will be above 95%.
4. Spirit and Structure of Crew
- a. All Crews have 1 student represented in Crew Council
 - b. Increase new student belonging and reduce the rate at which these identified students transfer back to their home school.
 - c. All students will report engaging in Crew activities that support growth in their academics/progress monitoring with a special emphasis on growth mindset and self efficacy. Students will complete yearly requirements for portfolio and passages, healthy relationships, habits of character and literacy.
 - d. What do we need to work on based on student survey that Crew will support growth...? what questions link to Farrington research statements?
5. Harborside staff will conduct PD learning opportunities for staff on supporting students impacted by trauma.
- a. Harborside will identify an anchor text that can be used over time to guide this work. [From Punitive To Restorative](#)
 - b. Harborside will connect with district experts in order to develop a multi-year implementation plan.
 - c. Harborside staff will conduct 1-2 PD opportunities this year from the start of that plan.
 - d. Harborside will host Hasaan Davis as a speaker at a community meeting with students and he will spend a ½ day with staff

Rationale:

If we impreflect upon our own approach and practice, listen to students and actively respond to student needs and follow a Crew flow to provide consistency in the Crew experience then students will feel seen and heard, build a growth mindset and self-efficacy, and overall feel like their relationships with adults and students and can say they belong at Harborside.

Implementation Priorities:

- Core Practice 23: Building a Culture and Structure and Crew

Faculty Learning Targets	Progress Monitoring: Data Points/Evidence	Action Plan		
		What	Who	By When
1. I can follow an established crew flow/rotation that includes lessons that reflect the Crew Power Standards.	<i>Evidence of Student Growth</i> Student focus group /Exit Tickets Progress checks on grades within within crew standards in Infinite Campus. <i>Evidence of StaffGrowth</i> Grade level calendars where the lessons for each standard are taught within the crew flow.	The Staff Culture team will identify one teacher for each grade (9-12) to serve as a crew lead for their grade level. They will be responsible for putting together the monthly “Crew Calendar” of lessons.	Staff Culture Team	Middle of October Done: Dave Middle, Julie 9th, Ken 10th, Rotation 11th, Cindy 12th)
2. I can provide feedback to my grade level “Crew Ambassador” in order to revise Crew curriculum to reflect the the 4 power standards as they apply to my grade level. .	<i>Evidence of StaffGrowth</i> Minutes from Student Culture Meetings Revised Grade Level Toolbox	Monthly crew calendars with scheduled lessons will be reviewed by Leadership Team. Hold bi-weekly schoolwide community meetings. (With permission to cancel when needed.)	Dave Julie Bill and Trent	February 1st 2020 Sept
3. I can reflect on my teaching practices and classroom culture as it relates to students of trauma and students of color.	<i>Evidence of Student Growth</i> Decrease in referrals for students of color and students on trauma <i>Evidence of StaffGrowth</i> Reflections on Trauma PD	PD regarding approach: -Trauma informed practice -Impact of bias/focus on equity Comprehensive RtI model	Staff Culture Team /Bill/Deans/ Counselors Leadership Team	Whole Year End of Year
4. I can implement strategies to engage all students holistically	<i>Evidence of Student Growth</i>	PD time will include gathering Crew lessons from teachers across grade levels and sharing lessons to support teachers in determining lessons	Staff Culture Team	Whole Year

taking into account what makes them unique	Solos and Referrals HOS points (+ -)	following the flow.		
5. I can collaborate with my peers to develop systems that will allow for HOS to become a positive authentic part of my classroom culture.	<i>Evidence of Staff Growth</i> Walkthroughs Reflections	During the 2019-20 school year we will hold 3 social/support events for 10-12th grade students who are new to Harborside	Staff Culture Team	Staff meeting in October
6. I can follow discipline procedures while building and restoring relationships, especially when students fall short of meeting expectations.	<i>Evidence of Student Growth</i> HOS points (+ -) Crew Reflection DOC <i>Evidence of Staff Growth</i> HOS points (+ -)	Fishbowl discussion on how to award HOS points.	Staff Culture facilitate	

High Quality Work

High Quality Products

Multi-Year High Quality Products Impact Goal:

Harborside students' create high quality work that meets the rigor of the standards, is meaningful , has an authentic purpose and impact, and meets high expectations for craftsmanship. Students are prepared for college, career, and life through engaging in the process of creating high quality work.

2019-20 High Quality Work Performance Benchmarks:

- All Harborside students will be able to define what craftsmanship is and increase their ability to create well-crafted work. Harborside students will interact with the attributes of quality, define craftsmanship and analyze a model of student work for craftsmanship.
 - Demographics of students who have work submitted to the triad HQW match the demographics of the school. (Baseline data will be collected during 19-20)
- All Harborside students can name and describe two protocols they use for feedback.

Rationale:

If we work to define craftsmanship, analyze student work through that lens, utilize critique protocols and support students in doing the same, students will increase their ability to create well-crafted products.

Implementation Priorities:

Core practice 12: (Planning and supporting high quality student work.)

Core practice 30: (Communicating student achievement)

Resources:

- [Attributes of High Quality Work](#)
- [Ron Berger Video-Student Critique Lessons](#)
- [Template for analyzing HQW](#) (is for authenticity, could be aligned with the summary rubric and turned into an analysis for craftsmanship)
- [MoE](#)
- [MoE Cards](#)

Faculty Learning Targets	Progress Monitoring: Data Points/Evidence	Action Plan		
		What	Who	By When
I can define craftsmanship and analyze well crafted work to determine my next steps in supporting students in creating high quality work. I can lead students in defining craftsmanship,	Evidence of Student Growth Baseline - Summaries from 19-20 Quality Work Protocol. Mid-Year: - Student Focus Group - Students can define craftsmanship - Students can explain how they create well-crafted work - Students can name feedback	Harborside will conduct two HQW triad consultancies per year. -Teachers will participate in High Quality Work protocol to increase student exposure to high quality task descriptors and rubrics.	High Quality Work Team HQW and Grading and Reporting	October 11, 2020
		Teachers will lead students in defining and analyzing student work -At the beginning of the 2019-2020 school year, students will assess a piece of high quality work and		Feb. 21, 2020

analyzing a model for craftsmanship and increasing the craftsmanship of their work. I can utilize feedback protocols to support students taking ownership of the revision process. I can analyze student work and task descriptors/rubrics in triads to promote growth in their teaching practice and to identify exemplars of HQW for the Harborside HQW website and MoE.	protocols that support them in creating HQW - QWP Summary from triad is compiled to determine baseline craftsmanship data - Demographic data from triad is compiled to determine baseline data related to equity End-of-Year: - QWP Summary from triad is compiled and shows an increase in the craftsmanship of work submitted - Demographic data from triad is compiled and matches demographic of school Evidence of Staff Growth Baseline: - QWP Summaries from 18-19 school year Mid-Year: - Learning Walk related to HQW, to gather baseline data and inform PD (see look fors from EoY Walkthrough description below) - QWP Summary from triad is compiled to determine baseline craftsmanship data for products, task descriptors and rubrics End-of-Year: - Walkthrough related to HQW, show an increase in using feedback protocols,	identify the craftsmanship. -In February, students will assess a different piece of high quality work and identify the craftsmanship. <i>Harborside HQW leadership team will collect, record, and save all yearly data collected from the QWP Summary forms.</i> -During the 2019-2020 school year, the HQW committee will collect baseline data by collecting the QWP Summary sheet and scoring rubrics throughout the year, each grade level should have at least one sample of HQW , the craftsmanship of the work will increase between first and last QWP -HQW committee will start tracking demographic data -Harborside will continue to track the number of high quality work pieces added to the wall -Harborside website along with a final assessment of students ability to identify craftsmanship. -HQW committee names a Learning Walk Question and go on a learning -HQW committee conducts a student focus group -HQW committee creates a Walkthrough tool and go on a walkthrough -HQW committee will provide feedback to all academic and elective teachers, and support HQW coaching cycles <i>Professional Development</i> Revisit the attributes of quality and showcase high quality student work from Harborside, get people	<i>All Staff</i>	<i>June 10, 2020</i>
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	using the language from the attributes of high quality work, there are anchor charts related to HQW, assessment tools name craftsmanship, students are engaged in critiquing a model and/or... ● QWP Summary from triad is compiled and shows an increase in the craftsmanship of work submitted and increase craftsmanship named in task descriptors and rubrics	EXCITED about what has happened and what they can do ● Define craftsmanship using the attributes of quality, return to Harborside rubric for HQW, and create an anchor chart, analyze a model from Models of Excellence with a focus on craftsmanship and show and tell findings, share a lesson plan of how to engage in this same process with students ● Help staff to see how backwards planning can build towards the development of HQW. ● Showcase exemplars of task descriptors and rubrics ● Revisit process of submission to Harborside and MoE, celebrate the recent submissions		
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Leadership

Grading and Reporting

Multi-Year Grading and Reporting Impact Goal:

“Crew committed to implementing actionable strategies that create a positive , rigorous learning environment focused on high quality work and post-secondary success”

All Harborside students have access to a rigorous and engaging curriculum that increases academic achievement in all three dimensions (mastery of knowledge and skills, character, high quality work and) demonstrate academic growth and meet academic proficiency benchmark by engaging in the assessment process.

All Harborside teachers prioritize, plan and implement a rigorous curriculum-based in state and district standards-and student tasks and assessments are aligned with standards and targets, Assessment tools, specifically rubrics, are created with a common language and are used to guide the learning process, provide feedback for students, support transparency regarding student growth and assessment practices for all stakeholders; there is a normed approach to assessment school wide.

2019-20 Grading and Reporting Performance Benchmarks and Rationale:

Harborside Staff will:

1. During the summer of 2019, the grading and reporting committee (in addition to invited staff) will revisit the following practices/policies at Harborside.

- Revisit the grade equivalencies for SBG. For example, should a 2 remain a 79 in the gradebook. Or should a 1 remain a 69? - It is our plan, that after two years of implementation, we may feel that some of these equivalences should change. (If changes are to be made, the suggested changes will go through the Harborside Governance Board for feedback, before the changes are finalized.)
- Revisit the Harborside revision policy/practice. Right now, unlimited revisions are allowed on summative assignments. Is this aiding learning, or is it hurting it? Should the policy taper down the number of revisions allowed based on how old the students are? (For example, maybe the practice should be something like, “12th graders are allowed to revise up to a maximum of two summative assignments per semester in any given course.)

2. During the 2019-20 school year, 100% of the faculty will have gradebooks that are set up correctly by course standards and are also updated on at least a bi-weekly basis to ensure gradebook accuracy. (Core Practice 31.A.4)

3. All staff will revise curriculum documents to include specific standards (syllabus, curriculum map, SASM, task descriptors of final assessments, master rubrics, and academic intensive plan, that are aligned with their standards based gradebook) based upon curriculum audits. These documents will be collected for all Harborside classes in order to form the first official version of the “Harborside Curriculum”.
4. During the 2019 - 2020/21 school year, teachers will revise and critique their standards aligned rubrics/task descriptors to include or identify potential next steps for students in order to support the revision process and mastery of standards.
5. During the 2020-2021 school year, we will lead staff PD on grading practices by working with colleagues to calibrate/norm rubric scoring and compare formative and summative assessment practices.
6. During the 18/19- 19/20 school years, in-services will be held in order to help staff understand efficient strategies to help with SBG. (ie: How to utilize master rubrics to grade deeper learning assignments more efficiently. Bundling to covering multiple standards within a single summative assessment. Using on-demand assessments to scaffold toward products and assess progress along the way). In PD showcase staff that have done this successfully and efficiently.
7. During the 2019-2020 school year, science teachers will complete a curriculum audit of the Harborside 6-12 Science curriculum to ensure that all standards are being taught and assessed throughout the scope and sequence of our courses.

So students will:

- Have access to up to date grade books that show current and accurate progress towards standards
- Know their current performance level of given standards and what they can do to move to the next level of performance

Implementation Priorities:

- Core Practice 30: Using Assessments to Boost Student Achievement (A,D)
- Core Practice 31: Communicating Student Achievement (A,C)

Faculty Learning Targets	Progress Monitoring: Data Points/Evidence	Action Plan		
		What	Who	By When
I can align a syllabus, curriculum map, SASM, and academic intensive plan for all the courses I teach in	<i>Evidence of Staff Growth</i>			
	Baseline <u>Harborside Curriculum Documents</u> Mid-Year: By the middle of the 2019-2020 school year, 100% of Harborside Academy courses will have	Every credited class at Harborside Academy will have a uniform syllabus that indicates bundled power standards in addition to individual	All Harborside Academy teaching staff	Turn in Syllabus to G&R Committee

the 2019-2020 school year based on the Infinite Campus gradebook. I can create/revise/update a master rubric for every course I teach in the 2019-2020 school year with rubric lines for every individual content/subject standard indicated in my syllabus.	a completed syllabus and semester 1 academic intensive plan. In addition, we can show progress towards completing curriculum maps, SASMs, and semester 2 academic intensive plans. Collect data around staff using student contract and the impact of this on students End-of-Year: By the end of the 2019-2020 school year, 100% of Harborside Academy courses will have a completed syllabus, curriculum map, SASM, and academic intensive plan. <i>Evidence of Staff Growth</i> Baseline <u>Harborside Curriculum Documents</u> Mid-Year: This process will not necessarily be started until second semester End-of-Year: By the end of the 2019-2020 school year, 100% of Harborside Academy courses will have developed master rubric lines for content/subject standards listed in the syllabus and curriculum map which have been reviewed and given feedback for revision. Ultimately, by the start of the 2020-2021 school year, 100% of Harborside Academy courses will have revised master rubrics to implement in their classroom for assessment.	content/subject standards with common language for grading policies. Approved AP syllabi may be in a different format but must still include bundled power standards in addition to individual content/subject standards with common language for grading policies. Every credited class at Harborside Academy will have an updated aligned curriculum map which is time bound and indicates when bundled power standards and individual content/subject standards are being taught. Every credited class at Harborside Academy will have an updated aligned SASM for each semester which indicates when bundled power standards and individual content/subject standards are being assessed. Every credited class at Harborside Academy will have an updated aligned academic intensive plan for each semester which indicates formative and summative assignments that students will complete to show mastery of the gradebook standards.	All Harborside Academy teaching staff All Harborside Academy teaching staff All Harborside Academy teaching staff	by 9/6 Hand out Syllabus to students by 9/23
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		A common rubric line for all shared standards (ie R.1/W.1) will be agreed upon and implemented in grading practices throughout Harborside Academy courses. A rubric line is written in the master rubric for every individual content/subject standard indicated in the syllabus. Rubric lines should give clear indication to students what they need to do to progress to the next proficiency level. PD and/or Work Time Needed: ● Differentiated support re: gradebook set up and curriculum document revision ○ Individual ○ Small groups ● Whole group re: calibrating/norming scoring, efficient grading, using master rubrics, bundling standards, and on-demand assessment ● Feedback on academic intensive plans-time to do this in advance, staff	Harborside Academy vertical teams (Humanities, Science, Math, Spanish, PE/Health, Music) All Harborside Academy teaching staff	
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		meeting to give feedback-stop, start, continue or continue/continue/consider from teacher and student perspective, Intensive plans submitted prior to winter break ● Nov 14 PB&J on Intensives, invite people ● Nov 26 work on PD, cover page option ● Dec 10 staff meeting to provide feedback to intensive plans, share with SpEd team, determine and connect with students that could potentially fail ● Add to summer school plans with a cover sheet and flow/summary at front, pilot with a few people S1 and do with all for summer ● Time to edit/revise intensive plans (s1 and s2) ● Science Audit-S2		
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Staff Culture

Multi-Year Staff Culture Impact Goal:

Harborside Staff Crew is the staff that smiles back. Harborside Staff can travel through tough water together.

- **They have a positive attitude:** They are reflective, flexible and approach the work with a growth mindset and positivity.
- **They seek balance:** Through common commitment to students and each other they advocate, delegate and celebrate successes.
- **They create connections:** They construct meaningful relationships by building trust, by reaching out and by being inclusive.

2019-20 Staff Culture Performance Benchmarks:

Harborside staff will agree upon norms, staff can name and explain the norms. Norms that are determined will be norms that are within their locus of control. Staff members will reflect upon how they are living the norms within staff Crew time

Harborside Staff will:

1. During the 2019-20 school year Harborside teachers will continue to learn from and with one another through scheduled classroom observations (learning walks) meant to learn from and lift up the professional practice of colleagues. Professional growth and relationships will continue to be built through dyad/and triads.
2. During the 2019-2020 school year, the staff will participate in and the staff culture committee will design and implement crew and professional development activities that are responsive to staff needs, rooted in the staff norms and linked to:
 - a. Trust
 - b. Growth mindset.
 - c. Knowing your colleagues well
 - d. Creating a culture of belonging
 - e. Celebrating growth and success
 - f. Trauma informed (working with student culture committee).
 - g. Self-care and mindfulness.
3. During the 2019-20 school year staff culture committee will continue to create a positive, inviting and comfortable environment that promotes belonging, fun, and productive workplace.
4. During the 2019-20 school year coaching will be redefined at Harborside (beyond just the specific position), considering what systems and structures support new teachers and veteran teachers.
5. During the 2019-20 school year staff culture will implement protocols, framework, and support to foster productive discourse for crucial conversations.
6. During the 2019-20 school year PD Plan:
 - Regular staff Crew time.
 - Scheduled learning walks related to content in other work plan sections.
 - Triad work time.

Rationale:

If we have a positive attitude that focuses on growth mindset, balance and create connections as a staff then students will impact students through leading by example. A positive, balanced and connected staff creates an environment, school and community that staff and students want to be a part of. “Student culture will never be better than your staff culture”

Implementation Priorities:

- Core Practice 34: Cultivating a Positive Professional Culture

Faculty Learning Targets	Progress Monitoring: Data Points/Evidence	Action Plan		
		What	Who	By When
I can participate in crew. I can reflect on my contributions to my school/team/crew. I can participate in fun stuff. I can participate in professional development activities. I can reflect give feedback on staff norms.	Evidence of Staff Growth Baseline: Last years IR Staff culture committees end of the year survey/posters. Mid-Year: Staff survey from staff culture committee fall, mid winter and spring once staff norms are re End-of-Year: staff survey from staff culture committee and IR review.	<i>Staff crew activities.</i>	<i>Staff culture committee members/crew leaders.</i>	<i>All school year.</i>
		<i>Staff survey</i>	<i>All staff</i>	<i>1)each staff meeting</i>
		<i>Creating a FUN, positive, inviting and comfortable environment.</i>	<i>Staff culture committee members.</i>	<i>2) order once a semester /refill as needed</i>
		<i>1) snacks</i>		<i>3)once a month/qtr.</i>
		<i>2) hospitality baskets</i>		<i>4) seasonally</i>
		<i>3) fun games/activities/potlucks</i>		<i>Throughout the year</i>
		<i>4) interactive bulletin boards</i>		<i>Throughout the year/pd/staff meetings</i>
		<i>Professional development: protocol/framework for teambuilding and critical conversations.</i>	<i>Staff culture committee/admins.</i>	
		<i>Review and revise staff norms</i>		
		<i>Learning walks and triad work.</i>	<i>Admin/HQW/</i>	

I can participate in instructional opportunities with my peers.		<i>Staff Crew's lead family potluck</i> Time to work with teams re: goals, and directional/animal activity with grade level team	<i>Instructional coach.</i>	
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Calendar

Harborside Academy 2019-20 EL Education Professional Development Plan

The long-term goal is to build the internal capacity of every member of the school staff. In order to maximize your relationship with EL, it is essential that instructional leaders work alongside school designers whenever possible. Think strategically about how leaders and school designers' work with teachers or teams can impact school-wide implementation.

Use the calendar below to plan out how the learning and structures will be sequenced and scheduled in support of the goals. Remember to include key progress monitoring points (MYR, IR, QWP, and EOYR).

September	October	November	December
	<u>Staff Meeting October 8th</u> - Therapy & Workflow - Crew (Work time HoS) <u>PD October 11th</u> (AM) Trauma Training (PM) Vertical meeting and work on Grade Level maps (Grading and Reporting1)	<u>Staff Meeting November 12th</u> - G&R - Academic Intensive planning work time (Blurbs due Wed) - Make sure to talk about intensive planning (Not doing conventions of writing? Ok, but we need you to base your intensive	<u>Community Meeting - 2nd</u> Start college now presentation for students. - <u>Staff Meeting December 10th</u> - G&R Intensive Planner Feedback - DoK review - HoS grading time

	<u>Staff Meeting October 22nd</u> ● HQW (Review Attributes) <i>SM on-site:</i> ● Oct 1 & 2 w/ Leadership Teams ● Oct 3 Strategic Planning	around math or science skills.) - CREW Flow work time. <u>CT time - 13th</u> - G&R 1 work time - grade level overview - Academic intensive plans - individual maps - sasm - (Tell people about better world day. Not everyone participating.) <u>PD Day - 15th</u> - 45 min staff crew. - Hasan Davis working with staff - 1:00 Meeting in auditorium (whole EL group) - 1:45 - Break out sessions. <u>Staff Meeting November 26th</u> ● G&R Intensive Planner work time ● Conventions of writing ● HoS grading time ● Sue Johnson short presentation on DVR	● Dana here - staff taking care of ourselves (People who want to talk about Jaedon specifically can stay at the end.)??- Confirm this with Dana <i>SM on-site:</i> ● Dec 3 & 4 w/ Leadership Teams
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		<u>PB&J - Date TBD</u> - Intensives <i>SM on-site:</i> • <i>Nov 15 pm EL/KUSD PD (charged to Frank, not Harborside)</i>	
January <u>Staff Meeting January 28th</u> - DOK check in - Separate gallery walk review from intensive products. - Showcase of exemplar rubrics/task descriptors. (Maybe make it a fishbowl?) - Crew Flow Planning.	February <u>Staff Meeting February 11th</u> • Sarah Miller here • Announcements • HoS grading time • Talk about HQW protocol next time. • Show Harborside video - do a quick check in. What did you notice that was important? (Have some booklets on the table.) • List things that are important • Really stress things to celebrate • Talk about which pieces are most important in grade level teams. • What can your team take a bite of this semester? • How can we help?	March <u>Staff Meeting March 10th</u> • Intensive blubs and planning time. - Work on completing intensive planner docs. • HoS grading time • Triad group - HQW • Separate gallery walk review from intensive products. • Showcase of exemplar rubrics/task descriptors. (Maybe make it a fishbowl?) <u>Staff Meeting March 24th</u> • CREW Flow work time. • Student culture fishbowl relating to HoS <i>SM on-site:</i> • <i>Mar 10 & 11 w/ Leadership Teams</i>	April <u>Staff Meeting April 28th</u> • Sarah Miller here - IR (½) day • HoS grading time • DOK check in: • <i>Apr 28 IR with staff</i> • <i>Apr 29 IR with Leaders</i>

	(Note - There is too much here. What is getting bumped to the 25th?) <u>Staff Meeting February 25th</u> • ACT • CREW Flow work time. • <u>PD February 21st</u> • Student Culture (Requesting 2 hours to run 2 groups; Dealing with compassion fatigue (Led by Julie and Caris); Trauma Informed Classroom/Next Steps (Led by Dave and Kevin(Read through anchor text); Staff discussion on there key ideas taken from this years focus.) • G&R 1 ○ Math team - common assessment creation. ○ English/SS - Vertical team meetings. Adjustments to		
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	maps based on audit. ■ calibration of grading key standards. ○ Science vertical audit ○ Elective G&R 1 work time ● Equity walk with Yolanda today? ● Academic intensive planning work time. ● Sarah Miller here <i>SM on-site:</i> ● <i>Feb 11 Strategic Planning and PD Pre</i> ● <i>Feb 12 MYR</i> ● <i>Feb 21 PD</i>		
May <u>Staff Meeting May 12th</u> ● Intensive planners revision time. <u>Staff Meeting May 26th</u> - Triad group - HQW protocol. (Core projects)	June <u>Staff Meeting June 9th</u> - <u>Announcements only</u> <u>PD June</u> ● Team time? Land timeline for culminating events/products	July	August <i>SM on-site:</i> ● <i>Aug 17 Leadership Retreat</i> ● <i>Aug 26 Back-to-School</i>

<u>PD May</u> • Better World Day • Some staff doing better world day. Some staff completing checklist for G&R 1. <i>SM on-site:</i> • <i>May 20 Leadership Retreat Planning</i>	• Sign off for curriculum documents, sign up for summer time to complete • Give time to submit final products for HQW website consideration? • Reflection of final products and culminating events. ○ HQW review backwards design planning process. ○ Allow time to tweak planning docs for next year. • Conversations - bias- on race- equity <i>SM on-site:</i> • <i>Jun 16 Leadership Retreat</i>		
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