

Chelan School of Innovation 2019-20 Schoolwide Plan

CSI Mission

To promote an entrepreneurial growth mindset through passion-driven, project-based, individualized learning

CSI Vision

CSI empowers all students to embrace learning, reach personal, academic and career goals, and build capacity as engaged citizens.

AIM: To Refine & Improve the Student Learning Experience

PLC Focus: Equitable Student Support through SEL/Relationships, Restorative Practices, & Formative Assessment

Categories	Problems	Reason	Who does it impact?	Goals/Solutions	Success Indicators
PE/Wellness/SEL (Personal Growth) *Adaptive	<ul style="list-style-type: none"> High trauma, poverty, mental health issues, SEL challenges. Limited Counseling Limited Gym Access This impacts student motivation, academic success and school climate. 	Wellness/SEL is a prerequisite for academic growth, creativity, exploration, & healthy relationships. It is the prime ingredient of a healthy school culture. PE is an integral part of student wellness.	Students, staff, School community, families	<ul style="list-style-type: none"> SEL/Wellness curriculum integrated into Advisory. Advisors, Counselor and community members facilitate discussions on teen/health issues. Individualized Wellness component included in each student's Learning Plan based on Diagnostic/IEP/Self-Assessment Implement SEL 	<ul style="list-style-type: none"> Growth measured by student reflections/self-assessment tools All students participate in PE Advisor PE participation assessment logs Progress in SEL Curriculum Student Exhibition reflections on Wellness goals SEL curriculum work collected in Student

				Curriculum <ul style="list-style-type: none"> Valley Fitness membership 	Portfolios
Projects (Agency / Creativity) <i>*Adaptive</i>	<ul style="list-style-type: none"> Need for more energy, rigor/creativity in projects. Some students need additional help identifying & exploring interests Need for more interdisciplinary Competency integration 	<ul style="list-style-type: none"> Lack of curiosity and motivation Technology addiction Preoccupation with Trauma / personal issues 	Students, Advisors, Learning Teams, School Community	<ul style="list-style-type: none"> Model projects and provide scaffolding. More deliberate & consistent interest explorations Revise Project Proposal & include Competency reflection in Learning Plan Intentional Advisor follow-up & support 	<ul style="list-style-type: none"> Deeper learning & competency integration in Projects and student reflections Use of Project Planning templates
LTI/Career Exploration (RWL-Future Prep) <i>*Technical & Adaptive</i>	<ul style="list-style-type: none"> Limited opportunities to match student interests to LTI's Some just intern to meet requirement Lack of system of Accountability & Reflection on learning Need for workplace "bootcamp" skills ALE/WBL Reporting 	<ul style="list-style-type: none"> Lack of interest / motivation in some students Outside comfort zone 	Students, Advisors, Parents, school community	<ul style="list-style-type: none"> Virtual Job Shadow Student reflection on Workplace Skills & Competencies LTI Coordinator Site Visits Explore remote LTI options In-house LTI options Streamline assessment, process & paperwork Mentor Handbook Increase student reflection 	<ul style="list-style-type: none"> Virtual Job Shadow Post-Secondary Plans, Resumes, etc. Workplace Skills & Competencies reflections. Student Goals assessment Site visits & Mentor feedback LTI Evaluation Rubric Mentor Evaluation Student self-assessment & reflection BP Internship Program Assessment tool
Curriculum/GLE's (Academic Foundations)	<ul style="list-style-type: none"> Many students are behind or focus predominately on traditional/ prescribed tasks. 	<ul style="list-style-type: none"> Too much imposed curriculum and "comfort zone" tasks. Trauma-informed research 	Students, staff	<ul style="list-style-type: none"> Student voice in curriculum options. Targeted instruction in Workshops (SBA prep) LTI Lab / Portfolio time 	<ul style="list-style-type: none"> Evidence of growth and academic rigor in Exhibitions and Student Portfolios. Decrease in Post-

<p><i>*Adaptive</i></p>	<ul style="list-style-type: none"> Excessive socializing. Amount of imposed curriculum / requirements is overwhelming for many." Low "Achievement" scores (SBA) Lack of engaging online coursework 	<p>tells us this is typical.</p> <ul style="list-style-type: none"> Student surveys indicate desire for more collaborative learning experiences 		<ul style="list-style-type: none"> Additional Advisor support throughout Learning Cycle— scheduled progress checks Implement eDynamic Online courses 	<p>exhibition contracts</p> <ul style="list-style-type: none"> Student self-assessments/ Exhibition reflections eDynamicOnline course assessments
<p>Daily Schedule</p> <p><i>*Technical</i></p>	<ul style="list-style-type: none"> Need for more collective learning experiences. Multi-age/ability advisories. Need for more focused academic time 	<ul style="list-style-type: none"> Content is online, differentiated and independent. Need for differently structured time High percentage of ADHD students need structure 	<p>Students, staff</p>	<ul style="list-style-type: none"> Content Workshops provide collaborative learning experiences Collaborative Design Challenges & learning opportunities Leaving-to-Learn experiences/reflections Online coursework time Structured PE activities 	<ul style="list-style-type: none"> Advisor observation Student self-assessments Climate Survey Collective learning experience rubrics SEL Curriculum
<p>Assessment & Support</p> <p><i>*Technical</i></p>	<ul style="list-style-type: none"> No consistent cycle of support Assessment process is too complex Need for more formative assessments Need for new measures that reflect what we value Need for more deliberate SBA prep 	<ul style="list-style-type: none"> Numerous curriculum options. Difficult to assess. Too many assessment forms/components Some low test scores 	<p>Students, staff, school</p>	<ul style="list-style-type: none"> More frequent checks Student portfolios Streamline/combine/align Learning Cycle forms/components Frequent parent communication Use Reading/Math assessment data for differentiation 	<ul style="list-style-type: none"> Exhibitions Self-Assessments/Goals Growth Data (ELA & Math) Online coursework assessments

How does this AIM create more EQUITY?

- Simplifying and refining the Learning Cycle documents and templates will make understanding the Model, documenting learning experiences and

reflecting on growth more accessible for all students. Paperwork will be less convoluted and easier to manage.

- An improved LTI program will provide a structure that will ensure all students have access to meaningful Internship opportunities. An improved program will help all students know the purpose of LTI's and provide space for reflection on Workplace Skills & Competencies and growth.
- A deliberate emphasis on Wellness/SEL will ensure all students have opportunities to foster mental/social/emotional & physical wellness.
- Improved scaffolding, support of student-driven Projects will help all students identify interests and engage in deeper learning related to their passions and curiosities.
- Improved GLE's and Curriculum options will provide all students with developmentally appropriate math & literacy learning and allow for student voice and choice.
- Improved assessment cycle and tools provide important data for support and differentiation
- Increased student voice in curriculum supports an interest-based learning model and increases student motivation
- Personalized Learning platforms (IXL, ReadTheory, VirtualJob Shadow) customize learning according to student ability levels & diagnostic assessments

PD resources

Big Picture School Design Coaches: Wilson Platt, Jeff Petty, Loren Demeterois

Learning Big Picture (online courses)

360 Leadership

Trauma stewardship (book)

Boys Adrift (book)

LCSD-sponsored PD Workshops

* When the problem definition, solution, and implementation is clear, Heifetz calls this **technical** change. For the **adaptive**, change must come from the collective intelligence of the employees at all levels. So, together they learn their way toward solutions.