EL Education

Amana Academy Work Plan - 2022-2023

Work Plan Overview: The table below will provide an "at a glance" summary of the multi-year impact goals, annual performance benchmarks across all three dimensions, high-level data points, implementation priorities for this year, and the foundational leadership goal. This summary should be shared with stakeholders and could be used with some in lieu of the more comprehensive work plan.

Link to Credentialing Data Profile

	Mastery of Knowledge and Skills	Character	High Quality Work
Multi-Year Impact Goals	Amana Academy will be the preeminent school in Fulton County where our percentage of proficient students is equivalent to or above the level of proficiency achieved on the State-mandated assessments by students in the top 10 Elementary and Middle Schools in Fulton County, and where ALL students demonstrate evidence of deeper learning.	Amana Academy will develop students with the habits of scholarship (HOS) and character ("high five habits") needed for success as effective learners, ethical people, and who contribute to a better world in their approach to learning and their interactions with others.	Through the use of design thinking in case studies and learning expeditions, Amana Academy students will produce high-quality, authentic and complex work products that matter to them and meaningfully contribute to the larger community, using formats and standards from the professional world.

2022-23 Performance Benchmarks
 	
Core Practices
	100% of students in all student groups will reach their typical growth goal i-Ready.
	
	Percent of students will show grade level proficiency as measured by GMAS in grade 3-8 and iReady in grades K-2.
	    ○ K-2nd - 100%
	    ○ 3rd-5th - 80%
	    ○ 6th-8th - 75%
	The percentage of students scoring at the *Distinguished* level will be equivalent to those at the top five Highest Performing Fulton County Title I schools
		Amana students are becoming more effective learners - demonstrating an increased sense of belonging, ability to reflect and advocate; Amana students are becoming ethical people
		
		● Leaders and teachers explicitly plan experiences that address High Five Habits of Character for Crew, classrooms, and the school as a whole. They support students in becoming ethical people through the following actions.
		    ○ Students regularly (every 9 weeks) self-assess how they are working to
			Amana Academy students will produce high-quality, authentic work products that matter to them and meaningfully contribute to the larger community, **using formats and standards from the professional world and the design thinking process where applicable.** (CP 12C a, b, f, c, g, e) (CP12A 1a, c, ,d, e; 2a, 2b)

	Each cohort and student group will increase by the following formula -- (100-previous proficiency) x .1 Amana students will increase in their ability to communicate effectively: write, speak, and present ideas in a variety of media within and across disciplines. ● HQW protocol shows evidence of increasing complexity (rigor of standards) ● LASW protocol with module writing K-8 (vertical alignment, increasing rigor and complexity) **MKS Progress Monitoring**	become ethical people as measured by the High Five Habits of Character (qualitatively with examples and other evidence in reflections) ○ All Amana students feel a sense of belonging. ○ This includes articulating the link between their High Five Habits of Character and their relationships in the community. (occurs 2x/year through) **Students are contributing to a better world:** ● Leaders and teachers include service learning opportunities that support students in contributing to a better world and becoming global citizens. These include valuing diversity and working toward greater equity, inclusion, and social justice. ○ Number of grade levels participating in service learning. ○ Evidence of an increase in the number of student led service project ideas (baseline - SEL coach's notes) **Character Progress Monitoring**	**HQW Progress Monitoring**
2022-23 Implementation Priorities	School leaders and teachers monitor data to identify and address patterns of inequity. We take responsibility for increasing the achievement for all students.	Staff and students will exhibit the culture of crew and pride in Amana Academy as demonstrated through acts of service and advocacy for self and community.	Staff and students will demonstrate evidence of higher order thinking, revision of work, and acts of service that solve real world problems..

- Back To Our Roots - Growth for *all* students in reading and math - Deeper Instructional practices (CP 12 & 37) - Instructional North Star - Teachers Owning Data (CP33C1-5 D1-4) (CP30D) - Power Hour/Personalized Learning (CP29) - NAEM Tracker - Personalized Learning Walkthrough Tool - STEM Integration - Grade Level STEM competencies - Adventure and Curiosity (CP 26)	- Use Adult Crew to strengthen student crews - Adults modeling the culture of Crew - Adults embody the High Five Habits - Adventure and Curiosity - Increase the capacity of teachers to facilitate SEL lessons - Define "Sense of Belonging" - Create a Looks/Like Sounds Like anchor chart - Gather data from students - Analyze the data - Use the data to create a plan	- STEM Integration - Grade Level STEM competencies - Adventure and Curiosity in teaching and learning - Authentic Products/Audiences (follow-through) - COL in authentic locations - Specials content meaningfully connect and contribute to expeditions - Exemplars - Tuning Protocol
2022-2023 Leadership Goal	**Amana Administrative Leaders will integrate formal coaching structures and provide opportunities for school leaders to increase their leadership capacity through authentic practice (.e.g leading teams, committees, professional learning, whole school celebrations, family events). <mark>How can we embed support and push out content through adult crew?</mark>**	

Structures and Leadership Actions	EL Support and Services to build capacity
MKS	Support and coach leaders and teachers

- Power Hour Personalized Learning for all students
- Monthly Deeper Learning and North Star Walkthroughs
- Implementation of STEM and Arabic Competencies
- Math EIP, Reading EIP teacher
- 90% (Integrity Spiral Review- ELA and Math)
- 8th Grade Social Studies with Integrity
- iReady ELA/Math implementation
- K-2 ELA Skill block for TAG

Culture and Character
- Adult Crew (Peer Observations, PD Integrations, Integrated Work Supports, Culture/Character meetings)
- Continued monitoring of student High 5 Habits and launch of staff high 5 habits
- SWIS implementation
- MAC refresher PDs
- Staff racial equity thread
- MS Guidance Lessons - Bullying, self advocacy, conflict resolution etc
- ES Guidance Lessons - Bullying, self advocacy, conflict resolution etc
- Peer Mentoring
- No Place for Hate
- Increase service through crew
- SGA efforts and student representation

High Quality Work
- Train staff in the STEAM/Arabic competencies by grade level
- 4th/5th TAG Tech Fair with MS TAG student support
- Vertical Writing Process
- Authentic Service in Learning Expeditions

- Professional learning and critical feedback on each of the implementation priorities
- Progress monitoring using Dimensions
- Support through the strategic planning cycle.

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

	Oct. 4th - Workplan check-in Oct. 6th - PD with grade level teams		
January	February iFeb. 9 - MYR	March Mar. 3rd - Workplan check-in and whole staff PD	April April 19th - IR with admin team
May	June Jun. 16th - EOYR	July July 17th & 18th - Workplanning July 27th - Summer PD with new teachers	August