

Problem Statement: Our crew curriculum lacks the framework and resources (PD, scope and sequence chart) for teachers to provide socio-emotional support, which is critical for college and career readiness.

Goal: All students are receiving a high quality socio-emotional skill set in order to equip students to manage the academic and social demands of college and careers.

Rationale:

Socio-emotional skills are essential to our students success.

Inputs:

- WHO**
 Students (9-12)
 Crew advisors (teachers)
 Principal and IG
- RESOURCES**
1. crew inquiry team time (to develop)
 2. PD time

Activities:

- Actually do**
 - create a scope and sequence chart AND catalog
 -Develop wed PDs
- Strategies to employ:**
- Circles (modeling in PD for 5 min at beginning at wed PDs)
 Community building
- SHOW teachers WHY it is essential to happen.**
- Push in:
- UAP
 - social psych
 - social workers
 - health coordinator

Outputs:

- Tangible Products:**
- Scope and sequence chart
 - Catalog with links
 - PD workshop lesson plans
- Measure outcomes-survey (survey students on what they know and how to get to college)
- student survey (2-5 questions)
- Offer clear crew supports**

Outcomes:

Short Term:

- 30 Days
- Meeting with VC (mon or Tues) for time to discuss our work at ILT and how it can incorporate with crew inquiry team.
 - Start in with PD (respect for all week is this week)
 - Do a circle fish bowl at PD wed with Kruse and a few select students from her crew
 - How has circle time helped
 - how has our crew changed after the incident with Brandon and we all shared

Medium Term:

- 60-90 Days
- Just list of resources to assist in completing our Scope and sequence
 - Work in Crew inquiry team and build on what is already being done

Long Term:

- 90 Days and Beyond
- Crew classes are consistent
 - complete surveys
 - evaluating
 - edit and review sequence in June 2015 to prep for next school year