

What will success look like in Math in 2017-2018?

<p>Instructional Priority: Math instruction adequately targets the aspect of rigor called for by the standard (1C), targets grade-level standards (1A), and students are doing the heavy lifting (3b & 3c) (talking, doing the math, asking questions)</p>		
Students	Teachers	Leadership
<p>Qualitative Description:</p> <ul style="list-style-type: none"> ● Students are solving grade-level problems (with appropriate scaffolds) (2B) ● Students are speaking to each other about math (3C & 3D) ● Students are using appropriate tools - manipulatives, pictorial models, etc. to aid them in solving problems (3F) <p>Evidence:</p> <ul style="list-style-type: none"> ● Observations ● Samples of student work 	<p>Qualitative Description:</p> <ul style="list-style-type: none"> ● Teachers plan lessons that focus on the grade-level standard (1A) ● Teachers plan instructional activities that target the aspect of rigor (1C) ● Teachers plan for at least two opportunities for student discourse per class (3C & 3D) ● Teachers are using given resources during collaborative work time (myANet Standards Tab, Illustrative Math, etc.) <p>Evidence:</p> <ul style="list-style-type: none"> ● Lesson plans ● Observation 	<p>Qualitative Description:</p> <ul style="list-style-type: none"> ● Linda will spot-check lesson plans weekly and give feedback to two per week, targeting these priority areas. ● Linda and Sarah will conduct Learning Walks, giving feedback to teachers on priority areas each week. ● Sarah will plan PLCs around alignment to standards and selecting instructional strategy ● Linda and Sarah report percentage of classrooms meeting these targets at Morning Meeting <p>Evidence:</p> <ul style="list-style-type: none"> ● Linda and Sarah's Calendars ● PLC Agendas ● LW Feedback

What will success look like in ELA in 2017-2018?

Instructional Priority: Students are interacting with grade-level complex texts (1A & 3A), responding to text-dependent questions (2A&2B) in ELA, Social Studies, and Science

Students	Teachers	Coaches & Leadership
<p>Qualitative Description:</p> <ul style="list-style-type: none"> ● Students are reading, speaking, and writing about complex grade-level text daily (1A) ● Students are using tools and strategies to access complex grade-level text ● Students are independently responding orally and in writing to text-dependent questions (2) <p>Evidence:</p> <ul style="list-style-type: none"> ● Observation ● Samples of classroom materials ● Student work 	<p>Qualitative Description:</p> <ul style="list-style-type: none"> ● Teachers plan lessons around grade-level complex text (1A) ● Teachers pre-plan text-dependent questions and PCR's and exemplar responses (2) ● Teachers differentiate texts as appropriate to increase accessibility (annotations, highlights, etc.) ● Teachers consistently bring the unit's EQ into daily instruction. <p>Evidence:</p> <ul style="list-style-type: none"> ● Lesson plans ● Observation 	<p>Qualitative Description:</p> <ul style="list-style-type: none"> ● Linda will spot-check lesson plans weekly and give feedback to two per week, targeting these priority areas. ● Linda and Sarah will conduct Learning Walks, giving feedback to teachers on priority areas each week. ● Sarah will plan PLCs around text complexity, TDQs, and accessing text ● Linda and Sarah report percentage of classrooms meeting these targets at Morning Meeting <p>Evidence:</p> <ul style="list-style-type: none"> ● Linda and Sarah's Calendars ● PLC Agendas ● LW Feedback

Leader Lever Progress

LL1 - Build sufficient personal knowledge in school-wide instructional priorities to define evidence of success and monitor progress. (Sarah in Math)

LL2 - Define top trends and focus areas in data and prioritize teachers needing extra support in data meetings.

LL2 - Define what changed in teacher practice and student learning at the end of each T&L cycle.

LL3 - Define where the academic program needs improvement and communicate to teachers the purpose of the T&L cycle in shaping a culture of learning.

LL3 - Protect time for existing T&L cycle structures (esp. collaborative planning) and define purpose and expectations.

LL4 - Support prioritized teachers to draw quality conclusions from data, internalize standards, and plan.

LL4 - Give actionable praise and feedback on teachers' analysis and action or instructional plans.

LL5 - Support team members to facilitate teacher planning and analysis.