

Proposed Key Process and Action Steps

Remember, Action Steps must be:

- 1) School-wide
- 2) SMART - Specific, Measureable, Attainable, Realistic, Timely

Key Process #1 (Core Instruction) Feedback

Key Process 1:

Focused around specific CORE instructional strategies (Tier 1)

is there a specific 3 or so we should be using or is this just general? how will these be chosen?

is there a certain class structure (like 6 point lesson plan or 5 E? or warm-ups? or exit tickets for formative assessments?

****make sure to be specific with terms like 'strategies' and 'continuum'**

Action Steps:

1. At the beginning of 3rd quarter, SIP team and administrators will share high yield instructional strategies with staff through professional development. *How will we decide what specific strategies we will use? How will we measure the effectiveness of those strategies?*
Marzano's High Yield Strategies:
<http://www.palmbeachschools.org/qa/documents/Handout5-MarzanoHighYieldStrategies.pdf>
2. At the beginning of 3rd quarter, teachers will complete a baseline personal reflection continuum on instructional strategies and classroom environment created by SIT.
 - a. **Staff will need PD on the correct use of the continuum**
 - b. **Who will create the continuum document?**
3. Create a protocol to measure the use of the strategies.
 - a. Walkthrough instrument (determine the areas to be measured and the criteria that will be used to create the walkthrough instrument).
 - b. **Staff will need PD on the walkthrough instrument**
4. Establish a system to report out the data gathered from the walkthrough instrument. (Once this is reported out, what will we do with this data? When will this data be reported)
 - a. **Not only a system, but the instrument will**

have to be created and PD will have to be given to staff regarding walk through expectations

5. By the end of 3rd quarter, SIP team and administrators will conduct one walkthrough of all classrooms to see if strategies are being implemented.
 - a. How many on a walkthrough team?
 - b. Variety of times/periods?
 - c. Walk throughs will take place throughout the school year
6. Based on data compiled by walkthroughs, additional professional development will be established for 4th quarter.
 - a. When will we fit in PD? planning, dept, PLT, after school?
 - b. Who will conduct PD? Accountability of individuals to attend PD?
 - c. 4th quarter packed with testing stuff**
7. At the end of 3rd quarter, teachers will re-visit their personal reflection continuums and reflect on growth during 3rd quarter.
8. By the end of 4th quarter, SIP team and administrators will conduct an additional walkthrough of all classrooms to see if feedback from previous walk through has yielded any changes in strategies are being implemented.
9. Based on data compiled by walkthroughs, additional professional development will be established for the 2016-2017. THIS IS A REPEAT OF #6 ABOVE...DELETE?
10. By the end of 4th quarter, teachers will re-visit their personal reflection continuums and reflect on growth of instructional strategies during 4th quarter.

Next Year

1. The whole school has the same PDP goal related to CORE instructional strategies. (SIP and Personal → could be PLT goal)
 - a. Who will compose this goal?
 - b. Will time be set aside for staff to discuss/adopt this goal and enter it into their PDP?
2. Staff work with PLTs to implement instructional

	<p>strategy into their lessons. PLTs should work to include these strategies in their common assignments, assessments, activities.</p> <ul style="list-style-type: none">a. Elective teachers are going to need specific training and guidance on this. <p>3. All staff share with their department/PLT the instructional strategies and student sample at the end of each quarter. Teacher reflects on the strategy and turns in to the administration.</p> <ul style="list-style-type: none">a. In what format? How? Suggest that it be submitted in a digital learning community...Drive...Google Classroom <p>4. Share a structure/format/expectation for how to remediate/enrich students during Guided Study. All staff participate, including elective teachers to pull students that need work habits support or as reward area (ex. reading area), core teachers keep students to work on content skills, and SPED teachers pull SPED students.</p> <ul style="list-style-type: none">a. Should there be some means of documenting what takes place? Is there a need to prove or show evidence of what we're doing...STEM application?b. How would we assign students? <p>Questions:</p> <p>Should the Table of Contents stay as an Action Step? Does the data support that it has been successful? Are students more organized, etc.? No clue what data suggests...</p> <p>What is the grading policy? Don't know...Are we consistent with the county? Is this a requirement that we be consistent with the rest of the county? Is there a need to prove it? If so, how would we prove school-wide compliance? Are teachers consistent with ECMS's expectations? What are those expectations? Are we reviewing the data for school-wide grades?</p>
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Key Process #2 (PLT) Feedback

Key Process 2:
Focused around Functions of a PLT

To increase the effectiveness, consistency, and fidelity of PLTs school-wide.

Action Steps:

1. Collect baseline data to identify knowledge and understanding of PLTs using an online survey
 - a. Assess on a continuing basis whether or not the survey used continues to be useful. Redesign if needed.
2. Analyze data from PD feedback survey to identify specific PLT needs.
 - a. Be certain that the survey is written in such a way that it actually does this.
3. Establish a common ground to understand the PLT framework. Admin. expectations for PLTs (accountability check).
4. Evaluate PLT systems progress and goals to establish new function of PLT goals in a Common Needs Assessment. (Provide training?) Understand the alignment of PLT student achievement SMART goals to School SIP goal and to District goal (95% of students will graduate).
5. Plan meaningful, cross-track remediation and enrichment during CORE (does not speak to electives) time. Establish a truly common time that would be accessible to both CORE and elective teachers for the purpose of remediation.
6. Utilize protocols (what protocols? We don't know what this means.) to analyze student work to identify areas of strength and weakness. Should all of these be boiled down to reading and math?

(Most important item to analyze. Low proficiency concepts and trends between tracks. Identify and carry out next steps)

- Establish protocol for storing/accessing work from PLTs during previous weeks.
- Could teacher explore enrichment and activities for core concepts? (identify possible upcoming attendance issues)
- PLTs on required workdays so everyone is in attendance for some during the year. Still don't get everyone because of year-round schedule. How do we hold those absent accountable to following up on PD they missed? Re the last question, PD should be recorded and archived either in video format or webinar format.

Reinstate TRACK-IN meetings to catch folks up with missed meetings, PD, team meetings.

7. PLT Committee-After PD on Dec. 18th, some staff expressed the desire to receive additional information about the PLT Committee.