

La Vista West Goal: We will increase student Engagement.

I: Identify (at least 2 common data sets): Class walk throughs, student surveys, attendance, SWISS data

D: Describe (briefly) what students' outcomes in these data sets are telling you:

- **Students who are engaged are achieving higher.**
- **Engagement is higher in small groups.**
- **More student involved activities increase engagement.**
- **Accountability; (thumbs up, marker boards) increase engagement.**
- **The more students are engaged, the less disciplinary action needed.**
- **If students have a relationship and feel connected, engagement is increased.**

<p>E: <u>Evaluate</u>: by posing questions that address concerns about students' outcomes and what adult actions (evidence based strategies) might improve those outcomes. Basically, why are you seeing the outcomes you are seeing?</p> <p><i>Questions lead to actions...</i></p>	<p>A: <u>Act</u> by participating in professional learning and Professional Learning Communities (PLCs) to positively impact student achievement. Then, identify, plan, and implement evidence based instructional strategies, activities, &/or interventions, with fidelity.</p> <p>"Teachers and students go hand in hand as learners or they don't go at all" (Barth, 2001).</p> <p>Professional learning of teachers – improving what they do day-to-day</p>	<p>Staff Responsible</p>	<p>Building Principal Implications</p>	<p>Professional Development Topics/Activities</p> <p><i>AND</i></p> <p>Timeline</p>	<p>L: <u>Learn</u>: by monitoring students' progress quarterly and by reflecting on your commitment to your action plan (professional learning & its impact on students' achievement).</p> <p>What worked, what didn't, and what next?</p> <p>How do you know if professional learning is positively impacting achievement?</p>
<p>1) What does engagement look like and sound like?</p> <p>2) Does gender, ethnicity, or special education affect student engagement?</p> <p>3) What instructional strategies are being utilized to increase engagement? (i.e. How does the release of responsibility affect the level of engagement? Are the questions eliciting higher level responses and giving students opportunities for higher level thinking?)</p> <p>4) How does the physical environment and teacher management affect engagement?</p>	<p>PLC groups will define engagement: As a building, we will develop a common language for engagement.</p> <p>Review SWISS behavior data and student surveys.</p> <p>Staff will participate in professional development using <u>The Art and Science of Teaching</u> by Marzano and <u>Becoming a Reflective Teacher</u>.</p> <p>Staff will implement strategies and activities learned through the Marzano professional development training.</p> <p>Peer, team, and coach observations will be used to give feedback regarding the implementation of those strategies. We will utilize video-taping as a tool for reflective self-assessment.</p> <p>Coaches will introduce strategies from <u>Making Thinking Visible</u> at PLC meetings and Monday teacher meetings..</p>	<p>All teachers</p> <p>PBIS Team</p> <p>Coaches</p>	<p>Regular CIP team meetings</p> <p>PLC discussions on SWISS data</p>	<p>Monday Teacher Meetings and PLCs: Debrief Marzano staff development and apply to IDEAL goals</p> <p>Semester 1:</p> <p>June - Aug.: Goal setting and data review from 13/14</p> <p>Sept. : 26th Marzano Training High: Expectations</p> <p>Oct. District Staff Development Conference, Instructional Practices</p> <p>Nov. 26th Marzano Staff Development Training: Engagement</p> <p>Dec. Mid-Year Review, CIP Team Dec. 22nd – Marzano Leadership/Coaches training</p>	<p>Review quantitative Indicators, as available:</p> <p>Reflect qualitatively – on a quarterly basis:</p>

				<p>Jan. 19: Relationships and Culture; Rules and Procedures (Marzano)</p> <p>Feb. 16 New knowledge; Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>Mar. Leadership/Coaches training (Marzano)</p> <p>Apr. 20: Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>May. Review data to determine effectiveness of instructional strategies; plan PD for the upcoming year Semester 2:</p>	
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La Vista West GOAL: Develop student vocabulary.
I: Identify (at least 2 common data sets): CFAs, CSA, NeSA , Guided reading levels

D: Describe (briefly) what students' outcomes in these data sets are telling you:

- NeSA R decrease in performance at all grades except 6th grade
- Reading CSA limited growth- Within 69, 70,71 SPED have been 50% and 44%
- Our growing ELL population needs vocabulary instruction
- Our free and reduced level (60%) indicates a need for developing vocabulary
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<p>E: Evaluate: by posing questions that address concerns about students' outcomes and what adult actions (evidence based strategies) might improve those outcomes. Basically, why are you seeing the outcomes you are seeing?</p> <p><i>Questions lead to actions...</i></p>	<p>A: Act by participating in professional learning and Professional Learning Communities (PLCs) to positively impact student achievement. Then, identify, plan, and implement evidence based instructional strategies, activities, &/or interventions, with fidelity.</p> <p>"Teachers and students go hand in hand as learners or they don't go at all" (Barth, 2001).</p> <p>Professional learning of teachers – improving what they do day-to-day</p>	<p>Staff Responsible</p>	<p>Building Principal Implications</p>	<p>Professional Development Topics/Activities</p> <p>AND</p> <p>Timeline</p>	<p>L: Learn: by monitoring students' progress quarterly and by reflecting on your commitment to your action plan (professional learning & its impact on students' achievement).</p> <p>What worked, what didn't, and what next?</p> <p>How do you know if professional learning is positively impacting achievement?</p>
<p>1) Why is there a discrepancy between student performance in guided reading, district reading comprehension CSAs and NeSAR?</p> <p>2) Are we effectively utilizing our current resources? (LbD—theme vocabulary, OTW, WTW)</p> <p>3) How do we improve vocabulary instruction?</p>	<ul style="list-style-type: none"> • Implement LLI as core group reading for students in 4-6 meeting our identified criteria. • Update data charts in PLC room quarterly in guided reading and comprehension CSAs. Compare and analyze student scores. • Representatives of the staff will attend Anita Archer Explicit Instruction training. They will conduct training at the building level. 	<p>Staff who attended Archer training in October will lead training: Diane Shannon Meg Chris Melissa Tami Stacie Sylvia Rachael</p>	<p>Regular CIP team meetings</p> <p>PLC discussions on reading data and vocabulary instruction.</p>	<p>Monday Teacher Meetings and PLCs: Debrief Marzano staff development and apply to IDEAL goals. Train on conferencing and double scoring.</p> <p>Semester 1:</p> <p>June - Aug.: Goal setting and data review from 13/14</p> <p>Sept. : 26th Marzano Training High: Expectations</p> <p>Oct. District Staff Development Conference, Instructional Practices</p> <p>Nov. 3rd—Teacher meeting –Archer training by staff</p> <p>Nov. 26th Marzano Staff Development Training: Engagement</p> <p>Dec. Dec. 8th -- Teacher meeting –Archer training by staff</p>	

				<p>Dec. 22nd – Marzano Leadership/Coaches training</p> <p>Mid-Year Review, CIP Team</p> <p>Jan. 19: Relationships and Culture; Rules and Procedures (Marzano)</p> <p>Feb. 16 New knowledge; Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>Mar. Leadership/Coaches training (Marzano)</p> <p>Apr. 20: Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>May. Review data to determine effectiveness of instructional strategies; plan PD for the upcoming year</p>	
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La Vista West GOAL: Improve proficiency in writing at all grades.

I: Identify: Writing CSAs, NESAW

D: Describe :

- Male- female gap in performance
- 4th grade state writing decline
- Low Special Education performance
- Fluency and conventions lowest area for 3,6,4,

<p>E: Evaluate: by posing questions that address concerns about students' outcomes and what adult actions (evidence based strategies) might improve those outcomes. Basically, why are you seeing the outcomes you are seeing?</p> <p><i>Questions lead to actions...</i></p>	<p>A: Act by participating in professional learning and Professional Learning Communities (PLCs) to positively impact student achievement. Then, identify, plan, and implement evidence based instructional strategies, activities, &/or interventions, with fidelity.</p> <p>“Teachers and students go hand in hand as learners or they don’t go at all” (Barth, 2001).</p> <p>Professional learning of teachers – improving what they do day-to-day</p>	<p>Staff Responsible</p>	<p>Building Principal Implications</p>	<p>Professional Development Topics/Activities</p> <p><i>AND</i></p> <p>Timeline</p>	<p>L: Learn: by monitoring students' progress quarterly and by reflecting on your commitment to your action plan (professional learning & its impact on students' achievement).</p> <p>What worked, what didn't, and what next?</p> <p>How do you know if professional learning is positively impacting achievement?</p>
<p>1.) How often are conventions and fluency lessons taught/ what instructional strategies are used? (Direct instruction)What additional resources are needed(writing interventions and support materials)</p> <p>2.) Is the gap between male and female a result of lack of engagement?</p> <p>3.) Are we consistent in our double scoring?</p>	<p>Review curriculum guides for convention lessons. Review Day 2 Guided reading in K-2—analyze writing instruction. Review Guided writing in 3-6. Implement Interactive writing in K. Implement LLI for daily core reading instruction in 4-6 grades with students meeting identified criteria. Research writing interventions.</p> <p>Staff will participate in professional development using <u>The Art and Science of Teaching</u> by Marzano and <u>Becoming a Reflective Teacher</u>.</p> <p>Staff will implement strategies and activities learned through the Marzano professional development training.</p> <p>Peer, team, and coach observations will be used to give feedback regarding the implementation of those strategies. We will utilize video-taping as a tool for reflective self-assessment.</p> <p>PLC time will be used to discuss writing conferencing and to double score student writing. Training on conferencing and double scoring will be given as needed through teacher meetings, PLC meetings and Lesson study opportunities.</p>	<p>Teachers Literacy Coach</p>	<p>Regular CIP team meetings</p> <p>PLC discussions on writing data</p>	<p>Monday Teacher Meetings and PLCs: Debrief Marzano staff development and apply to IDEAL goals. Train on conferencing and double scoring.</p> <p>Semester 1:</p> <p>June - Aug.: Goal setting and data review from 13/14</p> <p>Sept. : 26th Marzano Training High: Expectations</p> <p>Oct. District Staff Development Conference, Instructional Practices</p> <p>Nov. 26th Marzano Staff Development Training: Engagement</p> <p>Dec. Dec. 4th –Para training on conferencing during writing</p> <p>Dec. 22nd – Marzano Leadership/Coaches training</p> <p>Mid-Year Review, CIP Team</p>	<ul style="list-style-type: none"> • • • •

				<p>Jan. 19: Relationships and Culture; Rules and Procedures (Marzano)</p> <p>Feb. 16 New knowledge; Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>Mar. Leadership/Coaches training (Marzano)</p> <p>Apr. 20: Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>May. Review data to determine effectiveness of instructional strategies; plan PD for the upcoming year</p>	
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La Vista West Goal: We will improve math proficiency.

I: Identify (at least 2 common data sets): CFAs, CSAs, , NeSA 3-6, Terra Nova

D: Describe (briefly) what students' outcomes in these data sets are telling you:

- Third and sixth grade CSA scores are not consistent with students proficient on NeSA-M
- Although there is only one CSA to assess student learning in the area of data and probability, students tend to do well on this strand.
- Special education and ELL students are considerably lower in all math strands
- There is a larger discrepancy in male and female in the area of numbers and algebra
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<p>E: Evaluate: by posing questions that address concerns about students' outcomes and what adult actions (evidence based strategies) might improve those outcomes. Basically, why are you seeing the outcomes you are seeing?</p> <p><i>Questions lead to actions...</i></p>	<p>A: Act by participating in professional learning and Professional Learning Communities (PLCs) to positively impact student achievement. Then, identify, plan, and implement evidence based instructional strategies, activities, &/or interventions, with fidelity.</p> <p>"Teachers and students go hand in hand as learners or they don't go at all" (Barth, 2001).</p> <p>Professional learning of teachers – improving what they do day-to-day</p>	<p>Staff Responsible</p>	<p>Building Principal Implications</p>	<p>Professional Development Topics/Activities</p> <p><i>AND</i></p> <p>Timeline</p>	<p>L: Learn: by monitoring students' progress quarterly and by reflecting on your commitment to your action plan (professional learning & its impact on students' achievement).</p> <p>What worked, what didn't, and what next?</p> <p>How do you know if professional learning is positively impacting achievement?</p>
<p>1) Are students more engaged in a certain teaching model? i.e. workshop, whole group, etc.</p> <p>2) Do math interventions meet individual student's needs? What math interventions are available? Do the interventions match the content strands?</p> <p>3) What support do our special education and ELL students need to be successful?</p> <p>4) How do we continue to make the implementation of Investigations and Calendar math with fidelity a priority when it comes to math instruction?</p>	<ul style="list-style-type: none"> • Grade level teams and individual teachers will plan with and get feedback from Math Coach. This will be facilitated by the daily math coach schedule. • All staff will participate in Marzano Engagement training during staff development. Building level walkthroughs will be conducted to monitor student engagement. • PLC discussions ---utilize data to make decisions for individual students • Choose interventions that best meet student needs—utilize the technology of the interventions and closely monitor reports. Research additional interventions and how to best use what we have. • Analyze individual student performance on each assessment. • Talk Moves Para training 	<p>Math Coach</p> <p>Classroom Teachers</p> <p>Para Professionals</p>	<p>Regular CIP team meetings</p> <p>PLC discussions on quarterly data</p>	<p>PLC & PD days:</p> <p>Semester 1: All year: Collect math CSA scores. Analyze by strand and quarter. Share at PLC. Review as assessments are completed.</p> <p>Monday Teacher Meetings and PLCs: Debrief Marzano staff development and apply to IDEAL goals</p> <p>June - Aug.: Goal setting and data review from 13/14</p> <p>Sept. 26: High Expectations (Marzano)</p> <p>Oct. 20: All staff Professional Development Conference</p> <p>Nov. 26: Engagement (Marzano)</p> <p>Dec. 22: Leadership/Coaches Training (Marzano)</p>	<p>Review quantitative Indicators, as available:</p> <ul style="list-style-type: none"> • CSAs • NeSA-M • Interventions • Progress monitoring (i-ready, AIMSweb) • Other <p>Reflect qualitatively – on a quarterly basis:</p> <ul style="list-style-type: none"> • feedback after peer observations • reflective conversations • Explore and evaluate management styles •

				<p>Semester 2:</p> <p>Jan. 19: Relationships and Culture; Rules and Procedures (Marzano)</p> <p>Feb. 16 New knowledge; Practicing and Deepening (Effective Questioning) (Marzano) Para Training</p> <p>Mar. Leadership/Coaches training (Marzano)</p> <p>Apr. 20: Practicing and Deepening (Effective Questioning) (Marzano)</p> <p>May. Review data to determine effectiveness of instructional strategies; plan PD for the upcoming year</p>	
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