



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

Needs Assessment Summary

District: Bibb

School: Hartley

Principal: Dr. Carmalita Dillard

Date: October 27, 2016

Solution Tree Coach: Maria Nielsen

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Part 1

Purpose of the Needs Assessment for Continuous School Improvement

The Needs Assessment for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

Critical Practices and Guiding Principles for Continuous School Improvement

The table below outlines the critical practices and guiding principles that are foundational to a school improvement process leveraging Professional Learning Communities. Each component falls within one or more of the three big ideas of a Professional Learning Community to include:

1. A Focus on Learning
2. A Collaborative Culture with a Focus on Learning for All
3. Results Orientation

The purpose of the work is to ensure that all students learn at high levels. Helping all students learn requires a collective and collaborative effort. A school wide focus is necessary with able and willing adults ready to implement any needed changes in order for students to reach proficiency. In order to assess the effectiveness of our work and the student progress, there must be evidence of student learning continuously. A school must be prepared to respond immediately to students who need intervention or extensions.

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| Culture of Success | A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success. |
| Engaging in the Right Work | Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work. |

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| 1. What is it we expect students to know and be able to do? | A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets. |
| 2. How will we know when they have learned? | The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made. |
| 3. How will we respond when they do not learn? | A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility. |
| 4. How will we respond when they have already learned? | Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials. |
| Shifting From All to Each | School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal. |

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| Leadership for Learning | A Guiding Coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work. |
| Engaging Students in Owning Their Learning | Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning, bringing meaning to the process. |

Methodology: Summary of Observations, Interviews, and Team Meetings

| Methodology | Quantity |
|--|---|
| Classroom Observations | 10 |
| Interviews with Teachers, Administrators, and Students | Teachers: 10 Students: 8 Principal: 1 |
| Observations of Content and Grade Level Team Meetings | 0 |
| Observation of School Leadership Team Meeting | 1 |
| Document Review | 5 |

Classroom observations, interviews with stakeholders, team meetings, review of curriculum documents, school achievement data, and demographic statistics informed the recommendations of this needs assessment.

Part 2

Background and Demographics

History of the School

Matilda Hartley Elementary School (MHES) is one of twenty-five elementary schools centrally located in the inner city of Macon, Georgia. Macon, Georgia is located about an hour south of Atlanta. This urban community has a population of about 156,000 people, of which 52% are African American and 43% are white. In the school district 73% of the students are African American, 21% are white, 3% are Hispanic, 2% are Asian, and 1% are Asian. The district is 100% Free and Reduced Lunch.

Matilda Hartley is a Title I school which currently serves two public housing projects and several economically disadvantaged neighborhoods. The school enrollment is approximately 435 students in grades pre-kindergarten through five, with a population of 97% African American students.

Matilda Hartley was erected in 1968 and named after a life-long educator and administrator of Bibb County. In October 17, 2000, the city of Macon declared a resolution during the week of October 23 through October 27th as "Matilda Hartley Week". Hartley was originally designed to serve students in grades kindergarten through seventh. With the reconfiguration of schools, MHES transitioned from serving students through seventh grade to serving students in grades pre-kindergarten through fifth. In 2004, a million dollar renovation was completed. The renovation included a new physical education building, all new classroom interiors, and a new music room.

Matilda Hartley has a staff of 54(certified and classified) that provides a family oriented caring, nurturing, and safe learning environment for the Bibb County school community. Certified staff members include 1 principal, 1 assistant principal, 1 counselor, 1 media specialist, 19 classroom teachers, 2 Early Intervention Program (EIP) teachers, 1 school improvement specialist, 3 special education teachers, 1 speech therapist, 2 Title I Day Tutors, 1 P.E. teacher, 1 STEM teacher, 1 computer applications teacher, .5 music teacher, .5 art teacher, 1 day of the week school nurse, 3 office personnel, 3 custodians, 1 Family Engagement Facilitator (FEF), 6 paraprofessionals, 1 cafeteria manager, 4 cafeteria personnel and 2 cafeteria monitors.

Although our school and community have been faced with several challenges over the past three years, MHES has a proud history of academic excellence. Poverty has negatively impacted results for children in varied ways. Compared to more affluent children, children experiencing deprivation have poor nutrition, more physical health problems, increased emotional, social and behavioral problems, and lower average scores on measures of cognitive development. These issues place our children at greater risk for adverse consequences, such as academic failure. Consequently, Matilda Hartley Elementary School was recently identified as a "Low Achieving School" in the Race to the Top grant application completed by the Bibb

County School System in 2010. After Georgia received the U.S. waiver, Hartley became a "Priority" school and received "School Improvement" funds. Once the school district was awarded the grant, MHES was awarded the Community in Schools After-school Grant for a period of three consecutive years. MHES also received "Priority Funding" to support school improvement planning initiatives that would ultimately improve student achievement. The school is currently in the last year of School Improvement Funding.

Safety and Crime Concerns:

Matilda Hartley Elementary is nestled between two housing projects, which is home to many economically disadvantaged families. There is a direct correlation to crime and poverty as evidenced by state and local records. However, the school has partnered with many local civic and religious groups in addition to corporate sponsors to provide tutoring, resources, and mentoring for the students of Hartley. The school's star climate rating was previously a one star rating and the school had a ranking of 1208 out of 1240 elementary schools from the real estate market ranking for the state of Georgia in the 2014-2015 school year. This ranking increased in the 2015-2016 school year to a ranking of 1173 out of 1233 elementary schools.

In addition, the school reduced its out-of-school suspensions from 20.9 % of students with 1 to 2 days of suspension in 2015 to 7.1% of students in 2016. 4.3% of students had 5 or more days on suspensions in 2015, as compared to 2.9% of students in 2016.

The perception of the school has greatly changed over the past two years. Parents and students view the school as a safe place for students to learn and grow.

Programs offered:

The school is the only elementary school in Bibb County which offers a free after school program in which direct instruction in Math, Reading, and Fine Arts (Chorus, Dance, and Computer Application) is provided free of charge for students. Saturday School is offered twice a month to provide remediation in both Math and Reading. STEM is a course offering for students in grades K-5 grade on the connections schedule. The course offers hands on application of science and math skills and allows students to develop robotics, science and technology projects

| | |
|---|-------|
| Grades Served | K-5 |
| Enrollment | 429 |
| % of Students on Free and Reduced Lunch | 100% |
| % of English Language Learners | 0% |
| % of Students With Special Needs | 7% |
| Student Attendance Rate | 68.3% |
| Teacher Attendance Rate | 95% |

Teacher Focus Group Summary

1. How does the school celebrate success for students? teachers? the school as a whole?
 - Teachers: Jean Pass, Team awards, snacks
 - Students: PBIS, Attendance, Fun Friday, Academic Awards
2. Has the school identified what they expect students to know and be able to do with learning targets for each subject? If not all subjects, which are completed? Is this aligned with the state standards?
 - There are learning targets for all grade levels as outlined by the district.
 - These learning targets are used in the development of lesson plan and posted in the classrooms.
 - Students set goals on the learning targets.
3. How do teams utilize a teaching calendar to ensure mastery in time for the state assessment? Does it include time for re-teaching?
 - The district provides the pacing guide, however, collaborative teams review it to see if it is doable.
 - We use ILT to increase, enrich, and provide help to meet pacing guide requirements.
4. How are common formative assessments used by teaching teams?
 - Some grade levels are exclusive to Journeys, but plan to create assessments aligned to the standards.
 - Math assessments are teacher created. Data analysis determines small groups.
 - Journey's basal is used as a teaching resource, so supplemental materials are created or sourced for assessments.
 - Journey's leveled readers are used to teach the reading skills during guided reading.
 - Performance tasks are sometimes used as common assessments (students use thinking maps for story structure, visualizing)
5. Have your teaching teams agreed upon what is proficient for each assessment? Do students know how to become proficient on each standard?
 - Teachers look at examples and discuss what they mean.
 - Teachers discuss what aligns with the standards.
 - Teachers know where their students have been and where they are going.
 - Students track their learning through parent conferences, examples, data on MobiMax, AR, Rubrics, Read 180, Systems 44, IRead, Report Cards, Progress Reports, Weekly Grades, Standard Checklist

6. What intervention schedules and programs are in place to support students when they have not learned the material the first time?
 - RTI, Small groups, United Way Links, BBBS, EIP, ILT, Saturday School, Intersession, After School Program.
7. How do teachers have input to improving the school?
 - School surveys
 - talks with administration
 - talking with each other
 - attend board meetings
 - leadership team
 - Leader in Me program
 - advisory board
8. What suggestions or concerns do you have that could help this school improve to better prepare students for the future?
 - More parent involvement
 - Student accountability
 - Provide more arts, music, technology classes
 - Increase STEAM
 - Assistant to media specialist to update books, TED Talks, videos, novels, e-books

Student Focus Group Summary

Students present: Tymere Pettigrew, Ashton Williams, Raniriah Harden, Sequira Williams, Alissa Thomas, Alaina Ellington, Jalissa Green, Philkeisha Cornelius

1. How does your school celebrate student success?
 - Fall Festival
 - Lunch with the principal
 - Attendance awards
 - Character words
 - AR points
 - Spring Fling
 - Friday Fun Day
 - Academic awards day
 - Red Ribbon Week
 - Birthdays
 - Jean day
 - Pizza party
 - PBIS
2. Do you feel safe at school? Why or why not?
 - Yes, principal and teachers keep us safe
 - Alarms and cameras keep bad people out
 - Practice fire drills and lock downs
 - Police are available to help
3. How is the attendance at your school? Do your classmates make coming to school a priority?
 - Yes, it is a priority
 - Teachers want us here
 - We have awards for good attendance
 - When they miss kids have to go to Saturday school
 - Doctors have to send a note when they go to the doctor
 - Video created last year – We Need You
4. What could the teachers and staff do to help you do better in school?
 - When we don't understand help us practice
 - Better communication with parents
 - Challenge the higher students
 - Use intervention time to practice if you don't get it and challenge if you do
 - Partner kids together
 - Kids should ask for help when they need it
5. Is the school preparing you for high school? graduation? getting a job?
 - Yes, they tell us to do well in school so we have a good future
 - We have lots of programs to help us: Read 180, tutors, AP classes, MobMax, Saturday school, conferences, AIMS Web, Kahoot, IEP classes, AR

- Need to challenge the high students
 - All kids need to be held to the same high bar
6. What opportunities do you have to give input to how the school could better support you?
- Surveys
 - Student led parent teacher conferences
 - BETA Club – Leadership team
7. How does the school involve your family in what is happening in your learning?
- Muffins with Moms
 - Donuts with Dads
 - Grandparents day
 - Book fair
 - Workshop for parents
 - Health shots
 - Award day
 - Lunch on the Lawn
 - Magic performances
8. How do the teachers show you that they care about you and encourage you to be your best?
- They pull you out of trouble
 - Never say you can't
 - Never say never
 - Never give up
 - They teach you to dream
 - They protect from bullies
9. What would make this a better school?
- More parent conferences
 - More technology-Laptops, Ipads
 - No not yell in class
 - My teachers want more copiers and ink
 - Better student behavior
 - Get grades higher
 - Challenge the high students
 - Read more books
 - Make your Lexile
 - Encourage more
 - More learning
 - Paint the walls
 - Less recess-more learning
 - Do not bully each other
 - Never fight
 - Better transitions
 - Less write ups
 - Help kids pass more tests
 - More parent help

Parent Focus Group Summary

1. Do you believe that the teachers at your child's school have the skills to help your child succeed in Reading and English Language Arts? Math? Why or why not?
 - Yes, that is what they went to school to do.
 - They plan together.
 - They teach the students different ways to learn.
2. Do you believe that your child is going to be prepared for the next level in school? to graduate? Why do you think so?
 - Yes, they bring home homework.
 - Technology allows them to practice the same thing at home that they do at school.
3. Do you see yourself as a part of the school community? Why or why not?
 - Much better last year and this year.
 - Parents are warming up to the idea that they are part of the school culture.
 - Every 9 weeks there is an awards assembly and parents attend.
 - There are fun activities all year such as: fall festival, spring fling, book fair, muffins with moms, donuts with dads, lunch on the lawn.
4. How does the school include parent input for improving?
 - There is a parent survey 2 times a year.
 - Parents can ask the family engagement coordinator when they have questions.
5. How does the school celebrate student success?
 - Academic awards assembly every 9 weeks
 - Tuesday Bow Ties and Pearls
 - Friday jeans
 - Behavior celebration at the end of each month.
 - Fabulous Friday in the classrooms.
6. What suggestions or concerns do you have that could help this school do a better job of preparing students for the future?
 - Weekly communication from grade level teams.
 - Parent workshops to teach them how their students are being taught.
 - Challenge the students more.
 - Some students don't have access to computers or the internet

Part 3

Comprehensive Needs Assessment Walkthrough Summary

Instructional Rounds

Observer: Maria Nielsen, Dr. Carmalita Dillard, Principal **Grade:** K-5 **Date:** 10/27/16

Stimulus Observed - What are students doing? (Engaged in dialogue, independent, worksheet, project based, manipulatives, writing, reading, etc.)

List the stimulus observed and indicate the frequency of the stimulus.

Stimulus:

| | |
|---|---------------|
| Students writing a newspaper article | 1 classrooms |
| Students reading leveled readers | 1 classrooms |
| Students taking a science quiz | 1 classrooms |
| Students completing a worksheet | 4 classrooms |
| Students participating in science centers | 1 classrooms |
| Students reading as a class | 3 classrooms |
| Students working on the computer | 8 classrooms |
| Mobi Max | 10 classrooms |
| Students were rotating through centers | 5 classrooms |
| Place value choral response | 1 classrooms |
| PARCC math practice | 1 classroom |
| Use of Manipulatives | 1 classroom |
| Sequence of events in a story | 1 classroom |

Cognitive Demand – Circle Thinking observed/facilitated

Tally the cognitive demand observed.

| | | |
|-------------------------------|---------------------------------|--------------------|
| Analysis/Interpret 1 | Apply 3 | Cause/Effect |
| Compare/Classify/Categorize 1 | Create/Develop 6 | Draw Conclusions 2 |
| Generalize 3 | Infer 1 | Justify/Evaluate |
| Make Connections Summarize 3 | Predict/Estimate | Sequence/Order 3 |
| Synthesize 1 | Other (explain) Worksheets 4 | |

Locus of Control – Who is responsible for most of the Thinking/Talking? Teacher/Students?

Note Evidence observed.

Teacher:

Asking assessment questions to individual students

Choral response during instruction

Small group instruction led by the teacher

Students:

Center were evident in many classrooms

Writing

Filling out math notebooks

Observations in science notebook

KLW charts filled out on the walls

Learning Targets – What is the connection between what the students are doing and the posted learning target?

Learning targets were posted in most classrooms and the learning in the room tied back to the learning target. One grade level did not have any learning targets posted.

Differentiated Instruction – What scaffolding/support for differentiated learning was observed?

(modeling, graphic organizers, visual supports, small group instruction, manipulatives, project based, extended time, etc.)

Graphic organizers were used on one grade level

Small group instruction

Small group was also used as an intervention following a common assessment

Manipulatives in one classroom for sounding out words

Classroom Environment – Desk Configuration, Anchor Charts, Literacy/Numeracy Rich, etc

Most classrooms were organized with desks situated together as a team.

Anchor charts were on the walls.

Math charts on the wall

Word walls for reading

Word walls for math

Instructional Strategies Observed –

Single response questions
Choral response
Small group instruction
Learning centers
Computers
Use of technology
Hands on learning in science
MobiMax
AR
DIBELs progress monitoring
Journeys as a resource
GoMath as a resource

I liked...

- Learning targets were posted in most classrooms.
- Teachers asked questions that aligned with the posted learning targets.
- Student could explain the learning target they were working on in the classroom.
- Evidence of common formative assessments
- Evidence of looking at common formative assessment data to drop kids into skill appropriate groups for intervention during ILT (Increased learning time)
- Evidence of differentiated learning in the classrooms with small groups, computer, centers

I wonder...

- How can call students respond in a lesson rather than calling on single students to respond?
- How can we challenge the students who already understand rather than having them work on the computer?
- How can we have students spend more time reading during reading time?
- How do students in every grade level practice math fluency?
- How do we know what on-grade-level looks like for each subject area?
- Do we have high expectations for ALL student (mastering essential standards on each grade level for each subject)
- How can parents volunteer in the classroom so help individual or small groups of students?

Part 4

Performance Data

Student Learning Data

***Attachments Can Be Used for All Student Learning Data**

| INDICATOR | CURRENT YEAR | PREVIOUS YEAR |
|--|--|--|
| State Test Results Reading/English/Writing (by grade level or course) | Grade 3: 17% Grade 4: 14% Grade 5: 13% | Grade 3: 6% Grade 4: 3% Grade 5: 8% |
| State Test Results Mathematics (by grade level or course) | Grade 3: 7% Grade 4: 13% Grade 5: 16% | Grade 3: 15% Grade 4: 12% Grade 5: 15% |
| State Test Results Science (by grade level or course) | Grade 3: 5% Grade 4: 5% Grade 5: 9% | Grade 3: 8% Grade 4: 5% Grade 5: 11% |

Documents Review

In addition to assessment results the needs assessment includes a review of pertinent documents. These may include but are not limited to school and team schedules, school improvement plans, leadership and collaborative team meeting agendas, meeting records, team norms, team SMART goals, common formative assessments, curriculum guides, pacing information, standards and learning targets, intervention schedules and learning plans, lesson plans, formative data, etc.

| Documents Reviewed |
|-------------------------------|
| Schools Improving Plan |
| Team Daily Schedules |
| Georgia Milestones 2015 |
| Georgia Milestones 2016 |
| Instructional Rounds Feedback |
| |
| |
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Part 5

Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

Student learning is celebrated in classrooms as well as school-wide. Some of the celebrations are as follows:

- Fall Festival
- Lunch with the principal
- Attendance awards
- Character words
- AR points
- Spring Fling
- Friday Fun Day
- Academic awards day
- Red Ribbon Week
- Birthdays
- Jean day
- Pizza party
- PBIS

Engaging in the Right Work

Professional Learning Communities (three big ideas)

- A Focus on Learning
- Collaborative Culture
- Results Orientation

Time has been built in the school day for grade level teams to collaborate in regards to students learning. Teams share ideas for units of study. Teams use the district provided pacing guides. Grade level teams look at long cycle data to inform their practice and are moving toward consistent use of common assessments to guide student and adult learning throughout a unit of study.

1. What is it we expect students to know and be able to do?

Steps to a guaranteed and viable curriculum:

- Create SMART goals related to reading and math
- Unpack standards into learning targets
- Identify essential standards

- Pace essential standouts throughout the school year
- Design units of study around essential standards
- Create common formative assessments based on essential standards

Teachers understand that they are to teach the Georgia state standards. The district has created pacing guides around essential standards that curriculum committees have chosen. It would be beneficial for each team to unpack standards as identified on the pacing guide so they come to collective clarity as a team on what the standard means and what it would look like for students to demonstrate proficiency on a learning target.

2. How will we know when they have learned it?

Teachers are currently using the tests in their reading textbooks, such as Journeys, as common assessments. In mathematics, teachers are moving toward creating their own common assessments. Performance tasks are sometimes used as common assessments as well. They are in the emerging stages of looking at data to catch students quickly when they do not understand an essential standard.

3. How will we respond when they do not learn?

Teacher teams understand what it looks like to take mutual accountability for student across their grade level. Most teams are becoming more proficient at looking at common formative assessment data to place all students in skill specific groups for intervention.

4. How will we respond when they do learn?

Teacher teams understand what it looks like to take mutual accountability for students across their grade level. Most teams are in the beginning stages of looking at common formative assessment data to place all students in skill specific groups for extension when they have mastered essential standards.

Shifting from All to Each

Interventions

Currently some teachers are differentiating in their own classrooms for intervention. Next steps will be for grade level teams to look at common assessment data and divide students into groups during tier 2 time across the grade level with teachers dividing students up according to their specific intervention needs.

Remediation

Remediation is being handled by teachers in their own classrooms and by some students being pulled out by the resource teacher as well as para-professionals.

Engaging Students in Owning Their Learning

In most cases, students are not currently monitoring their own progress toward mastery of essential standards.

Challenges and Creating First Steps

The following action items were derived in the closing meeting with the principal/Leadership Team and the Solution Tree Coach.

Challenges

Although pacing guides have been provided by the district, grade level teacher teams must come to clarity on what the standards mean and what it looks like for students to demonstrate proficiency.

Teacher teams are not currently using team created common assessments on a regular basis.

Teachers are unsure how to look at data quickly to drop students into skill specific groups student by student skill by skill during tier 2 time.

Teachers are sharing ideas but need to go deeper into the work of being design engineers as they create units of study.

Action Steps

Unpack standards into learning targets

Identify essential standards

Pace the essential standards throughout the school year

Design units of study based on essential standards

Create common assessments based on essential standards

Look at common assessment data to place students in skill specific groups during tier 2 time for intervention and extension

SMART Goals

Goal 1: Teachers will work together in collaborative teams to address the four critical questions.

Goal 2: Teachers will unpack standards in reading and math, identify essential standards and create pacing guides for a guaranteed and viable curriculum in each grade level.

Goal 3: Teacher teams will create common formative assessments for each unit of study to identify students for intervention and extension and inform their practices as teachers.



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

30-60-90 Day Plan

SCHOOL IMPROVEMENT ACTION PLAN FOR (NAME OF SCHOOL)

DATE: OCTOBER 27, 2016

PRINCIPAL: DR. CARMALITA DILLARD

SOLUTION TREE COACH: MARIA NIELSEN

PRIORITIES BASED UPON NEEDS ASSESSMENT

Goal 1: Teachers will work together in collaborative teams to address the four critical questions

- What do we expect students to know and be able to do?
- How will we know if they have learned?
- How will we respond when students do not learn?
- How will we respond when students do learn?

Goal 2: Teachers will unpack standards in reading and math, identify essential standards and create pacing guides aligned with district frameworks for a guaranteed and viable curriculum in each grade level.

Goal 3: Teacher teams will create common formative assessments for each unit of study to identify student for intervention and extension and inform their practice as teachers.

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| Smart Goals (30 day plan) | Teacher teams will identify norms, create roles for team meetings, and clarify the right work (creating a guaranteed and viable curriculum) during collaboration time. |
| Actions | Teachers will define their vision, and collective commitments in working together toward common goals in regards to a guaranteed and viable curriculum. |
| Level of Implementation | Working together should move from compliance to “the way we do business”. |
| Expected Impact | Teachers will have renewed enthusiasm for their work together in regards to collaboration in behalf of student learning. |
| Evidence | Norms are in place Shared commitments are written Teacher move past one meeting a week to relying on each other for all decisions in regards to student learning |
| End Date | November 1, 2016 check in --Ongoing process |
| Person(s) Responsible | Grade level teams |

| | |
|--------------------------------------|--|
| Smart Goals (60 day plan) | Unpack standards into learning targets and identify DOK (Depth of Knowledge) Essential standards are identified Common pacing guides are established |
| Actions | <ul style="list-style-type: none"> Teams will unpack standards in the district framework and identify what students will do in order to demonstrate proficiency on the essential standards. Teams will create a list of essential grade level standards that are easily accessible to themselves as well as students and parents There will be a common pacing guide used for math and reading across the grade level in conjunction with the district frameworks |
| Level of Implementation | <ul style="list-style-type: none"> Teachers will move from “Why are we doing this?” to “How can we do this more effectively?” Teachers will move past compliance to the need for a guaranteed and viable curriculum for all students. |
| Expected Impact | <ul style="list-style-type: none"> Teachers will understand the need for clarification around the standards and why it is important to come to collective clarity and agreement about what the standard means. Teachers will use the list of essential standards as a basis for the teaching and learning that occurs each day in the classroom referring often to the essential standards during the lesson. Pacing guides will be used to plan units of study together. |
| Evidence | <ul style="list-style-type: none"> List of essential standards Pacing guides for reading Pacing guides for math |
| End Date | December 13, 2016 |
| Person(s) Responsible | Grade Level Collaborative Teams |

| | |
|--------------------------------------|---|
| Smart Goals (90 day plan) | Teacher teams will create common assessments aligned with essential standards Data will be used to place students in skill specific groups during tier 2 time |
| Actions | <ul style="list-style-type: none"> • Teacher teams will create common assessments based on essential standards. • Common assessments will be placed throughout a unit of study in order to assess student mastery of essential standards • Data will be used to place student in skill specific groups for intervention or extension. These groups will take place during tier 2 instruction by classroom teachers and any additional support staff who pushes into classrooms rather than pulling students out of classrooms. |
| Level of Implementation | There is currently a level of compliance rather than commitment in regards to using common assessment as a grade level team. |
| Expected Impact | Teams will move to commitment once they see the need for common assessment in determining student understanding of essential standards. They will also use common assessment data to have conversations around best practices as a team. |
| Evidence | Common assessments are made and used throughout a unit of study. Data from common assessments is used to provide intervention and extension for students. |
| End Date | January 11, 2017 for one complete unit of study embedded with common assessments. |
| Person(s) Responsible | Grade level teams will create common assessments and analyze the data. |