



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

Needs Assessment Summary

District: Bibb

School: Ingram-Pye Elementary

Principal: Dr. Danielle Marie Howard

Date: September 29, 2016

Solution Tree Coach: Maria Nielsen

Table of Contents

Part 1	3
Purpose of the Comprehensive Needs Assessment	
Critical Practices and Guiding Principles	
Methodology	
Part 2	6
Background and Demographics	
Interview Summary	
Teacher Focus Group Summary	
Student Focus Group Summary	
Parent Focus Group Summary	
Part 3	12
Comprehensive Needs Assessment Walkthrough	
Classroom Observation Summary	
Part 4	16
Performance Data and Document Review	
Documents Reviewed	
Part 5	19
Major Findings	
Challenges and Creating First Steps	
SMART Goals	
30-60-90 Plans	
Appendix	

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.

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.

	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.
1. 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.
2. 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.
3. 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.
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	16
Interviews with Teachers, Administrators, and Students	7 Parents 5 Students 8 Teachers 1 Resource Specialist 1 Counselor 1 Media Specialist 1 Principal
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

Ingram-Pye Elementary School (Home of the “Wildcats”)

Ingram-Pye Elementary School is a composition of several Bibb County schools that were closed over the years. B. S. Ingram, Maude C. Pye, Eugenia Hamilton and John W. Burke were schools that were combined and now the Ingram-Pye school, located at 855 Anthony Road is the home for over 600 students in grades pre-K through fifth grades. This neighborhood school is the hub of this region of the southern portion of Bibb County.

Ingram-Pye’s faculty, staff, and student body recognizes the importance of this foundation for quality education. The constituents of the Wildcat Family are committed to creating a culture and climate of efficacy for adults and children. I-Pye faculty understands the critical role that adults play in the early childhood development of the students in the school. Therefore, the adults work collaboratively to create high expectations for all students and the parents who play an awesome, yet fundamental role in their child’s early childhood education. Family engagement is critical for I-Pye’s students so the school staff are always looking for ways to not only develop the most qualified educational plan for the students, but they seek ways to ensure communication lines between the school, home, and community are always open.

The faith community of Ingram-Pye has formulated a cooperative relationship between the school, church, and home. The area churches have answered the call to serve “the little children.” Students have been offered tutorial assistance and mentorships with members of the churches in the Ingram-Pye community. Consistent donations of school supplies, meal preparation, child and family counseling services beyond the school day are offered by the members of the faith-based community of the school. These groups have offered their facilities for events such as summer feeding and educational programs. Members of the Lizzie Chapel Baptist, Macedonia Baptist, Greater Friendship Baptist, Greater Little Rock Baptist, Smith Street Baptist, New Hope Baptist and Pentecostal Temple support the development of the way, the truth, and the light for all of the children in this community.

To strengthen the possibilities for the students of Ingram-Pye to receive a quality education, which should lead to a quality life, the school’s partnerships includes Mercer University School of Education. The premiere university’s relationship with Ingram-Pye has led Mercer’s recognition of Ingram-Pye as a professional development school. Education majors and their professors in the university spend many hours in classroom settings where they learn to become stellar teachers. Due to this relationship, the students have learned a great deal about educating students from this diverse community. In addition, the General Electric Company has developed a strong partnership with Ingram-Pye. This partnership has resulted in the purchase and physical completion of a much needed playground and community garden for the students of Ingram-Pye. GE’s latest show of support for Ingram-Pye students was their participation in the “Be Healthy” initiative that came along with the development of the playground initiative. More than 350 participants attended the health fair and were able to get health screenings such as blood pressure checks, seminars for proper eating and other general health topics for physical fitness. Karate demonstrations and Zumba classes were offered as a fun incentive for the school family. Ingram-Pye wildcats are committed to always showing our “P.A.W.S.”:

P – Prompt and Prepared
A – Accept Responsibility
W- Work Diligently
S – Show Respect Always

Ingram-Pye's goal is to move from a priority school to a REWARD school!

Grades Served	K-5
Enrollment	507
% of Students on Free and Reduced Lunch	100%
% of English Language Learners	0%
% of Students With Special Needs	14%
Student Attendance Rate	95%
Teacher Attendance Rate	95%

Teacher Focus Group Summary

The leadership team comprised of teachers from every grade level K-5, the principal, counselor and media specialist were in attendance for the teacher focus group meeting. We met in the conference room around a large table so that everyone could have their voice in the conversation.

Findings were as follows:

How does the school celebrate students? Teachers? The school as a whole?

- PBIS
- Attendance
- Birthdays
- Strive for Five
- Awards Day
- Student and Teacher recognition

They felt that Pye is a positive place for adults and students. Respect is expected in all areas of the school through the school-wide positive behavior intervention system. Student and adult achievement is celebrated through classroom as well as school-wide celebrations.

Has the school identified what they expect students to know.

- Some but not all subject areas have unpacked standards and created pacing guides.
- Some resources are available to scaffold student learning.

The group felt in general that all teams need to ensure they have gone through the unpacking process and identified the essential standards in order to have a guaranteed and viable curriculum on each grade level. This will be a goal for this year.

Do teams use district pacing guides and calendars?

- Grade levels review common assessments to determine if the standard needs to be retaught or reviewed in a center.
- Grade level teams are using some assessment data to place students in intervention or extension groups during tier 2. All agree that data could be used more efficiently.

How are common formative assessments used by teaching teams?

- To collect data
- To inform instruction (reteach/enrich)
- To differentiate instruction (small group/guided reading)

Have your teaching teams agreed upon what is proficient for each assessment?

- In progress
- Not formally

What intervention schedules and programs do we have in place?

- Intervention block
- Read 180
- System 44
- FLP
- Mercer tutors/Read Succeed
- SONDAY (reading program)
- After School homework help

How do teachers have input to improve the school?

- Collaboration meeting
- Surveys
- Leadership teams
- Family engagement
- Committees
- Title 1

Concerns and suggestions to improve:

- Reading: Students must learn how to read proficiently on grade level
- There are problems with irregular spelling word and words that do not follow phonics rules.
- Math: Develop number sense
- Math: Develop math fluency with math facts

Student Focus Group Summary

Student Focus Group Summary

Ingram Pye's Elementary student focus group was made up of five fifth grade students. All students were well-mannered, open and honest.

Students discussed and answered 9 focus questions about their perceptions of teaching and learning at the school. The facilitator posed one question at a time. Students did a 'frenzy write' and jotted down as many answers as possible on each post-it note to each questions. Post-it notes were then sorted to gain common themes for each question. Students and facilitators continued this process for each subsequent question.

Below is a summary of student responses to each question.

How does your school celebrate student success?

- Fun Friday
- PBIS celebrations
- PC/Computer time
- Ice Cream, pizza, doughnut parties
- Class dojo points
- Jean passes
- Celebrate Good Grades
- Celebrate Attendance

What could the teachers and staff do better in school?

- The teachers could make school more fun and interesting (game shows type of learning, more creative work, doing more things on technology, more challenging school work)
- Make sure we understand
- Hire staff and teachers that can plan together something awesome

Do you feel safe at school?

- Safe-
 - If something is wrong, [teachers] will ask us,
 - We are always with an adult,
 - Teachers are always worried about where we are, and we have a learning school,
 - We have cameras inside and outside
 - We know how to be safe by staying away from windows and locking doors.
- Unsafe-
 - when things are going on outside of school,
 - when it gets loud,
 - Only when I think someone can break into the building.

How is attendance?

- Most of us come to school
- Most of us are here for a reason like going to college
- Only stay home if we are sick

Is School preparing you for High School? Graduation and Getting a job?

- Yes, students believe majority of students will graduate
- Teachers believe all kids will go to High School and graduate
- My teachers tell me if I get good grades I can earn a scholarship and go to college

- High School prepares us for some small jobs, small jobs help with college and college helps us get big jobs

What opportunities do you have to give input on how school can be better?

- Class meetings
- We need a way to give suggestions because sometimes adults don't want to hear suggestions.

How does school involve your family?

- Communicate with my parents on what we are learning
- Class Dojo posts, points, or messages daily
- Monthly Newsletter
- School Website
- Monthly Parent activities-
 - Science fair information night
 - Grandparents breakfast

What would make this a better school?

- Teaching us to be better rather than scolding us
- More encouragement
- Help us when we don't understand
- More engaging
- Don't depend on a computer to teach me all the time.

How do teachers show they care? Encourage you?

- Morning meetings
- Celebrate our success
- We have accountable talk
- If we ask for help during the day or after school they help us
- They show us step by step what to do

Parent Focus Group Summary

Parent Focus Group Summary

Ingram Pye's parent focus group was made of 8 parents. Parents represented multiple grade levels. Their responses were complimentary, candid and clear. Two clear themes emerged from each question regarding a) communication and b) connections.

The following reflects parent responses from where themes were derived.

Do you believe teachers have skills to help your child succeed in ELA and Math?

- Yes, teaching methods and getting results
- Concerned about retention of material "How long does teacher review before moving on to the next student or subject?"
- To allow parents to reinforce the lessons, can we gain access to e-books, text books, models etc. to help students at home.
- Teachers need to learn from each other

Do you see yourself as a part of the school community?

- Yes because I try to participate in all that is offered
- Yes I like the way the school includes me
- They call with things for me to help with
- Yes my goal is to show support for staff, fill needs and provide incentives for teachers

Do you believe your child will be prepared for next level? (next grade, graduation, college)

- I think they will be ready for their next grade.
- Yes, it would be helpful to have a curriculum or outline of expectations to assist better at home

How does the include parent input?

- Class Dojo
- School monthly Newsletter, Phone calls
- We give input, but action has yet to be seen

How does the school celebrate student success?

- Celebrate Honor and Awards Day
- PBIS celebrations
- Gift cards, bike giveaways
- Send positive remarks on homework, school work and report cards
- Class Dojo points awarded

What suggestions or concerns do you have that could help this school do a better job of preparing students for the future?

- Try to have physical books that parents could check out/ rent to reinforce learning at home
- Make parents more involved in their child's school experience
- Help the parents gain education along with their kids to see results
- Educational field trips (Museum, Indian Mounds) to aid in social/educational skills

Part 3

Comprehensive Needs Assessment Walkthrough Summary

Instructional Rounds

Observer: Maria Nielsen, Coach / Dr. Danielle Howard, Principal

Grade/Subject: _K-5 **Date:** 9/26/16

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.

<u>Stimulus</u>	<u>Frequency</u>
Worksheets	12
Flip Books	4
Reading with Audio	1
Leveled Readers	1
IPads	3
Computers	1
Small Group Instruction	7
Centers	7

Cognitive Demand – Circle Thinking observed/facilitated

Tally the cognitive demand observed.

Analysis/Interpret	Apply 4	Cause/Effect 2
Compare/Classify/Categorize	Create/Develop 2	Draw Conclusions
Generalize	Infer	Justify/Evaluate
Make Connections Summarize	Predict/Estimate	Sequence/Order
Synthesize	Other (explain) Read 10 Recall 8	

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

Tally observations

Teacher: 15 Classrooms

Students: 1 Classroom

Whole group single response
Worksheets

Placemat Graphing

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

Learning targets were posted in each of the 16 classrooms visited. Many times they were listed as the standard rather than learning targets.

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

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

List scaffolding supports.

IPads

Small groups

Cutting and pasting graphs

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

Describe classroom environment.

Most of the classrooms had students sitting in table teams. Several classrooms had students sitting in rows

Learning standards or targets were posted on the wall.

Classrooms were organized for learning but could benefit from classroom libraries and materials for students to readily access for their learning.

Instructional Strategies Observed –

List instructional strategies.

Whole class instruction

Small group instruction while other students were at learning centers. The students at the learning centers were learning independently without adult supervision in most cases.

One classroom was using cooperative learning.

I liked:

- Classrooms were organized for learning
- Students were respectful and compliant
- Evidence of pacing on grade level teams
- Learning standards were posted in all classrooms
- Small group instruction in K-1
- Word walls
- Use of technology
- Additional adults in some rooms to assist with independent practice or learning centers

I wondered:

- DOK Depth of knowledge aligned with the standards and targets
- Effective questioning
- Engagement prompts
- Use of data to drive instruction
- How standards were divided into learning targets

Classroom Observation Summary

Principal Howard and I had the opportunity of visiting 15 classrooms during the day. The teachers were welcoming and student continued their work as usual. Classrooms were neat and organized for learning. Learning targets were listed on the board as well as essential questions. The majority of classrooms were organized in table teams rather than rows.

The majority of instruction was teacher directed with single response or open ended questioning, where one student at a time answered a question. In most classrooms the questions were a DOK 1; basic recall of

information. Several classrooms asked questions consistent with a DOK of 2 or 3 moving into higher order thinking.

Although learning targets are listed on the board many of the lesson did not align with the learning target. This will be a goal for the first 30 days.

It was observed that several grade levels were in different places in the curriculum. A suggested goal would be common pacing guides in each grade level.

While some long cycle data is evident there is not sufficient evidence to suggest that grade level teams have created common assessments to guide student and adult learning. It is suggested that grade level teams develop units of study based on essential standards and create common assessments throughout the unit of student.

Part 4

Performance Data

2016 3rd Grade				
Subject	ELA	Math	Science	Social Studies
level 1 beginning	76	64	66	58.5
level 2 developing learner	17	28	23	32.5
level 3 proficient learner	5	7	9.5	7
level 4 exemplary	1	1	1	2

Subject/level

2016 4th Grade				
Subject/level	ELA	Math	Science	Social Studies
level 1 beginning learner	73	48	64	64
level 2 developing learner	20	35	24	27
level 3 proficient learner	5	10	9	7
level 4 exemplary learner	1	5	1	1

2016 5th Grade				
Subject/level	ELA	Math	Science	Social Studies
level 1 beginning learner	63	51	56	42
level 2 developing learner	25	36	31	47
level 3 proficient learner	7	12	11	10
level 4 exemplary learner	0	1	1	1

Student Learning Data

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

INDICATOR	CURRENT YEAR	PREVIOUS YEAR
% of Students Reading at Grade Level	19%	22%
State Test Results Reading/English/Writing (by grade level or course)	Grade 3: 6% Grade 4: 6% Grade 5: 7%	
State Test Results Mathematics (by grade level or course)	Grade 3: 7% Grade 4: 15% Grade 5: 13%	
Gap Analysis State Assessment Results for Reading/English/Writing by Subgroups		
Gap Analysis State Assessment Results for Mathematics by Subgroups		
Reading District/Benchmark/Interim Assessment Results	3 rd 0% proficient 4 th 2% proficient 5 th 5% proficient	0% Proficient
Literacy Data (Lexile Levels, Fluency, or Other Measures School Wide)	Lexile level within the proficiency band 3 rd 0% 4 th 21% 5 th 35%	% Proficient or Advanced
% of Student Failing Courses Reading/English/Writing by course or grade level	NA	NA
% of Student Failing Courses in Mathematics by course or grade level	NA	NA
High School Graduation Rate	NA	NA
Other Achievement Indicators (ACT, SAT, Work Keys, Course Recovery, Aspire, ELL Assessments, etc.)	NA	NA

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
Instructional Rounds Feedback
Continuous Improvement Plan
Comprehensive Progress Pretest
AIMS Web Plus Online Assessment
Georgia Milestones 2016

While long cycle data is valuable for initial placement of student in intervention/extension groups, it will be critical for teams to collect data on common formative assessments throughout a unit of study during the school year. This data will guide student learning and allow teachers to catch student quickly when they do not understand. Teachers will also use this data to advance learning when students demonstrate mastery of essential knowledge.

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:

- Fun Friday
- PBIS celebrations
- PC/computer time
- Ice cream, pizza, doughnut parties
- Class dojo points
- Jeans passes
- Celebrate good grades
- Celebrate attendance

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 have been primarily sharing ideas for units of study. There is some evidence of common pacing guides. Grade level teams look at long cycle data to inform their practice and are moving toward 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. Many teachers do not understand the standards themselves since it was a committee that did the work to put the pacing guides together. It would be beneficial for each team to unpack standards as identified on the pacing guide so they can come to 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 textbooks as common assessments. They are in the beginning stages of looking at data to catch students quickly when they do not understand an essential standard. Teachers are moving toward creating their own common assessments based on essential standards and targets.

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 in the beginning stages of 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 student 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 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.

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: SEPTEMBER 29-30, 2016

PRINCIPAL: DR. DANIELLE HOWARD

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 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.

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 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 There will be a common pacing guide used for math and reading across the grade level
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 7, 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 13, 2017 for once complete unit of study embedded with common assessments.
Person(s) Responsible	Grade level teams will create common assessments and analyze the data.