

Boals Elementary PLC Blueprint



Mission Statement: Our Boals family will build a brighter future by inspiring each other to...

- B**etter the Community
- O**ptimize Personal Growth
- A**ccept & Respect Diversity
- L**earn for a Lifetime
- S**eek Lasting Relationships

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Professional Learning Communities

Boals' Mission Statement:

Our Boals family will build a brighter by inspiring each other to:

- B** Better the Community
- O** Optimize Personal Growth
- A** Accept & Respect Diversity
- L** Learn for a Lifetime and
- S** Seek Lasting Relationships

Boals' Vision Statement:

ALL MEANS ALL

Boals' Norms:

- Solution Minded
- Respect other ideas and opinions
- Be present, efficient with time, and participate actively
- Be positive
- Focus on students
- Have grace
- Be prepared

Boals Collective Commitments:

At Boals, we are committed to ...

- Our students vs. my students
- No "I" in team
- Build and maintain positive morale with our teams
- Lead by example
- Be prepared for meetings

- Communicate honestly and effectively
- Put phone aside during planning, staff meetings, and trainings
- Stay focused and stick to agenda
- Take time to have fun
- Have a timekeeper
- Review norms

Goals Collaborative Masterplan

Expectations:

Agenda for Collaborative Planning

1. Commitments
2. Backwards plan the Process Standards ask, "This week what do we expect to see?"
3. **Essentials**-- Are the TEKS Readiness or Supporting?
What are the student behaviors should we expect to see?
What teacher behaviors are going to elicit desired student behaviors?

Reading

- Delivery of the mini-lesson
- What does independent reading look like? **(Daily)**
- What should the reading response look like? **(Daily)**
- How does the reading response match/reflect the mini-lesson?
- Small Group instruction
- I/E Discussion of shared students and their needs

Math

- Number Talks- What does it look like? **(Daily)**
- Problem Solving-What does it sound like? **(Daily)**

Address student needs....Are students grappling?

Focus on the process not just achieving a correct answer

- Delivery of the mini-lesson
- Teacher table- delivery
- I/E Discussion of shared students and their needs

Expectation: If you run out of time when will you plan to complete? After school? The next conference time?

Collaborative Planning Protocol:

[FISD Elementary Planning Protocol](#)

Grade Level Norms & Commitments:

Each year, our teams create collective commitments and norms to help ensure that planning time is focused on student success. Throughout the year, our teams may need to revisit these commitments and norms to make changes as needed to continue to place focus on students.

[Sample of 2nd grade Team Commitments & Norms](#)

Boals Collaborative Planning Schedule:

Planning Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-9:10 Specials				Behavior PBIS	
9:10-10:05 5th Grade	Math	Team Time	ELAR	Science Social Studies Grammar	
10:05-11:00 3rd Grade	Math Science	ELAR/ Social Studies			Team Time
11:00-11:55 4th Grade	Social Studies Reading	Math	Writing	Science	Team Time
12:15-1:05 Kinder	Team Time Math Writing Grammar	Reading Phonics Social Studies Science			
1:05-1:55/3: 15-4:30 1st Grade		ELAR Math Science Social Studies			
1:55-2:45 2nd grade	Math Science Social Studies	ELAR			

Backwards Planning for Learning Schedule & Expectations:

Agenda for Backwards Planning (BP4L)

Backwards Planning for Learning – the process of analyzing the TEKS/standards to determine learning outcomes and planning for learning to meet the needs of students by responding to the four essential questions of a PLC...

- 1) What do we want students to know and be able to do?
- 2) How will we know if students have learned it?
- 3) How will we respond when they haven't learned it?
- 4) How will we respond when they already know it?

Teams receive 1 hour of extra planning time every other week. This time should be utilized in the following manner...

- to backwards plan the TEKS (Readiness Standards) for the upcoming cluster. If there are no Readiness Standards for the cluster, then backwards plan the Process Fluency Standards for that cluster; Supporting Standards can be used for student behavior/teacher behaviors or they can be backwards planned
- to disaggregate data from previously given Common Formative Assessments (CFAs); form small groups for WIN time; discuss the TEKS that will be taught during WIN

The expectation is that the following items will be discussed in BP4L...

- the wording of the TEKS and their meaning; making sure all team members understand what is expected to be taught with each TEKS
- learning targets in the form of "I can" statements
- academic vocabulary that needs to be addressed with each TEKS
- student behaviors – what do students need to do to show mastery of each TEKS
- teacher behaviors – what will you do as a teacher to help them master each TEKS
- Common Formative Assessments – what are ideas for CFAs for each TEKS
- differentiation – how will you respond when learning has already occurred or how will you respond when learning has not occurred

At the end of the planning time, a copy of the planning form or data information form will need to be made. You will keep 1 copy for your grade level and turn in 1 copy to the IC.

[Backwards Planning for Learning Schedule](#)
[Boals Backwards Planning Document](#)

Grade Level Essential Standards by Grade Level:

[K-5 Essential ELAR Standards](#)

[K-5 Essential Math Standards](#)

[K-5 Essential Science Standards](#)

[K-5 Essential Social Studies Standards](#)

Data Room:

[*flip charts/3 tiers](#)

Surveying our PLC Practices

Monitoring Processes:

- **Mastery Connect-** a district resource that tracks student progress for specific TEKS. It provides the student and teachers with immediate feedback allowing for on the spot reteach for all students.
- **Data Talks-** grade levels meet every other week to review and plan for instruction based upon campus, district, and state assessment data. Our instructional decisions are always based on what is best for our students.

[STAAR and Campus Assessment Data](#)

- **WIN-** our master calendar allows for all students to participate in WIN Time (“What I Need”). This time is set aside for intervention and extension. These groups are small, flexible, and targeted with TEKS leveled instruction. Teachers analyze data based on essential standards in math, reading, writing, and science. Each session lasts thirty minutes and students are mixed within the grade level.

- **Individual Goal Setting**- teachers help students set reachable goals based on their academic growth. Once students achieve his or her goal, they collaborate with their teacher to write a new one.
- **Growth Talk Lunch**- The principal, assistant principal, instructional coach and counselor meet with selected 3rd, 4th, and 5th graders. The students are invited to a lunch in the library right before the STAAR test. Prior to the lunch, selected students are interviewed by the administration team about goal setting. At the lunch, students are shown motivational videos and quotes. Students share what the quote means to them and why they picked it. They share a connection that they had with the motivational videos.

- **Common Formative Assessments**- we utilize research base strategies and district resources to create CFAs in order to check understanding of specific TEKS. These assessments are a guide to small group instruction.

[MasteryConnect CFA](#)

- **Name & Need Protocols**- name and need meetings are held once a quarter. Grade level teachers along with Administration, Instructional Coach, Language Coach, Counselor, Speech Pathologist, Special Ed, and Dyslexia teachers meet to discuss Tier I and behavior students. They brainstorm interventions and strategies to help guide classroom instruction. During the final name and need meeting of the year, teachers meet with the next grade level to highlight student's successes and helpful

strategies. This meeting helps to prepare resources for the upcoming school year.

[Sample 4th grade Name and Need](#)

- **Student Support Team**- student support team is our school based problem solving committee with a shared responsibility for learning of all students. This team works to improve the quality of the general education program and reduce the underachievement of students. Our SST committee meets weekly/monthly and is composed of the following members: teachers, Special Education teachers, Dyslexia teachers, and Administration. Teachers bring assessment data, intervention information, work samples, and parent notes regarding concerns. A specific action plan is developed for each student and shared with all parties involved with the student's instruction. The committee also makes a reconvene date, four to six weeks later, to determine whether or not the student is making progress or requires further evaluation.
 - [SST AGENDA Email](#)
 - [Student Action Plan](#)
- **[Small Group Instruction Guidelines](#)**- guidelines for math, reading and writing small groups. Teachers use formative assessment data and target specific skills to ensure individual growth of every student.
- **[Data Analysis Protocol](#)**- This protocol is used in guiding teams through analysis of data to identify strengths and problems of practice.
- **Accelerated Math Instruction (AMI)**- AMI is a targeted instruction approach for students who need additional time to master math concepts. These flexible student groups meet with a certified

teacher twice a week from November to May for thirty minutes each session.

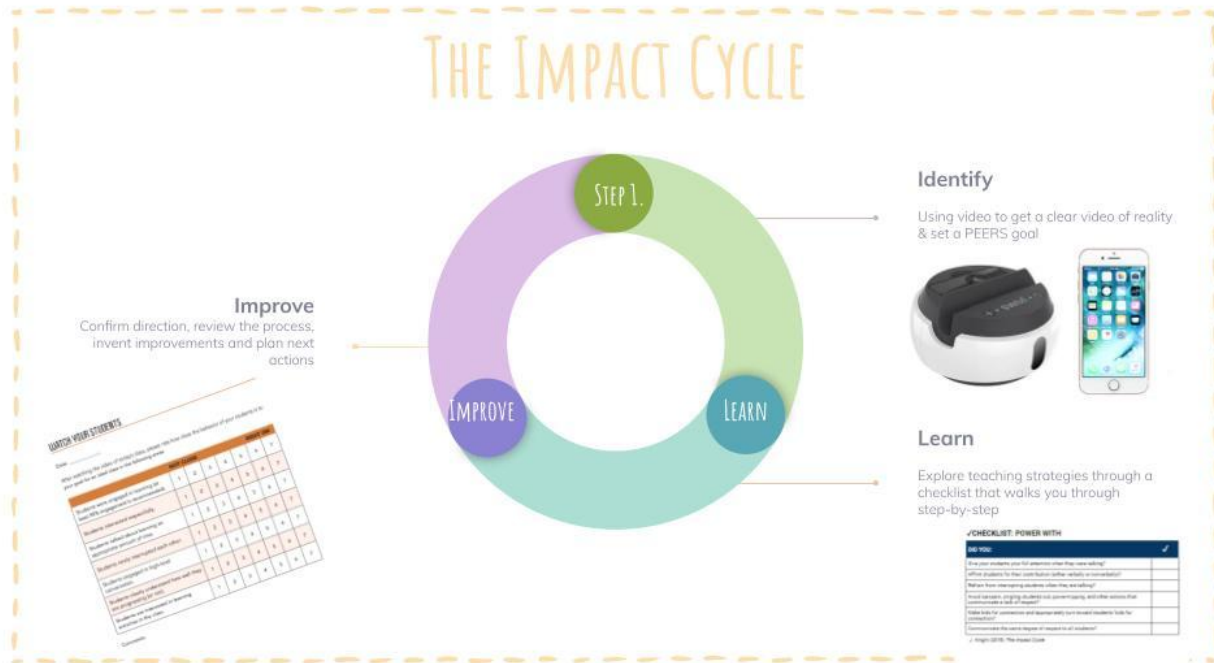
Committees, Accountability & Building Capacity

- Grade Level Instructional Leaders Roles-** at Boals, our instructional leader team consists of grade level teachers (K-5), plus a representative from the Specials Department (art, music, PE. and library), Counselor, Assistant Principal, Language Coach, Digital Learning Coach, and Instructional Coach. This team meets monthly to discuss campus and school goals. This year, instructional team leaders have spent time studying, focusing, and collaborating on the book *Daring to Lead* by Brene Brown. Team leaders are also involved in one on one coaching sessions with administration, where they develop a goal that will strengthen their teams and/ or students.
- Roles of Campus Coaches** (Instructional, Digital, and Language)

IC/DLC/LC work collaboratively with the instructional leadership team to design, implement and assess change initiatives ensuring goal alignment and focus on intended results.		
IC	DLC	LC
Inform the ILT about research-based instructional practices Contribute to the campus improvement goals and action plans based on classroom assessment data Communicate work being done within the impact cycle	Inform the ILT about content and delivery of technology-related professional learning programs that result in a positive impact on student learning Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans	Inform the ILT about research-based linguistic strategies that impact language acquisition Contribute to the campus improvement goals and action plans based on formative and summative linguistic assessment data Communicate work being done within the impact cycle with regards to the implementation of sheltered linguistic strategies
IC/DLC/LC guide and support the use of research-based instructional strategies while partnering with		

teachers to increase the quality and effectiveness of classroom instruction.		
IC	DLC	LC
<p>Partner with teachers to analyze current reality, set goals, identify and explain teaching strategies, and provide support until goals are met (The Impact Cycle: Identify, Learn, Improve)</p> <p>Build teachers' content knowledge of the written, taught and assessed curriculum</p> <p>Model and provide feedback on research-based instructional strategies and positive behavior supports</p>	<p>Partner with teachers individually and in teacher teams to collaboratively design learning experiences addressing content standards and student technology standards</p> <p>Build an understanding around using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students</p> <p>Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments</p>	<p>Partner with teachers to analyze the current reality of language acquisition and proficiency levels, set linguistic goals, identify and explain sheltered teaching strategies, and provide support until goals are met (The Impact Cycle: Identify, Learn, Improve)</p> <p>Build teachers' knowledge of the academic language/vocabulary instruction as part of the written, taught and assessed curriculum</p> <p>Model and provide feedback on research-based, language-rich instructional strategies and positive linguistic supports</p>

- Impact Cycle with Coaches**-This cycle is a framework with three phases (identify, learn and improve) that allows coaches to work closely with teachers to help them have a positive impact on student learning and well being.



- **Vertical Committee Work-** Teachers use essential TEKS to vertically align lessons with the grade level below and above them. They plan for misconceptions and strategies to help bridge the gap between grade levels.
 - [*Essential TEKS document](#)
 - [*Vertical Team Procedures](#)
 - [*Vertical Team Schedule](#)

- **Campus Learning Walks-** teachers have the opportunity to observe their peers on campus or other district campuses to improve and implement new strategies in their classrooms. Teachers attend with a learning coach in order to discuss new information gained and present these findings back to their teams.

- **Connecting Parents to the School**
 - Thursday weekly newsletter

- Coffee Talks
- Mentor Program
- Campus Improvement Team
- PTA
- Academic Curriculum Nights
 - (STEM, Math, & Reading)
- Watch Dog Dads
- Multicultural Night
- Community Helpers
- Mystery Readers
- **Future Ready Learning**

Frisco ISD prepares students for success in futures they create.

In addition to academics, students are challenged and supported in developing their ability to:

EMBRACE CHALLENGES



COMMUNICATE



COLLABORATE



CONTRIBUTE



INNOVATE



RESPOND



Profile of a Future-Ready Learner

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Frisco ISD prepares students for success in futures they create. In addition to academics, students are challenged and supported in developing their ability to:



EMBRACE CHALLENGES

- develop growth mindset to learn from mistakes
- persevere by applying new strategies
- reflect and build on struggles, failures, and successes



COMMUNICATE

- clearly articulate ideas in a variety of ways
- build connections by listening and learning from diverse viewpoints
- ensure sources of information are accurate, reliable and relevant



COLLABORATE

- identify shared goals and negotiate strategies for success
- recognize and include the strengths of all individuals
- demonstrate confidence in personal ability to make the group better



CONTRIBUTE

- serve local and global communities through actions that positively impact society
- set goals based on individual passions, interests and strengths
- create a positive and productive digital/online presence



INNOVATE

- identify real-world problems and develop creative solutions
- think critically and ask questions that produce a deeper understanding
- leverage technology as a tool for improvement



RESPOND

- show compassion and respect toward the feelings of others
- manage emotions and make responsible decisions based on social awareness
- balance demands with free time and seek help when needed

Discipline Management & Expectations

- **Social Emotional Learning**
 - **Morning Meetings**- morning meetings are implemented daily in each classroom to build community and give students a sense of belonging. Students can address concerns they may have and problem solve with peers.
 - [Counselor's Schedule](#)
 - [Example of Morning Meeting Ideas](#)
 - **Character Traits Lab**- this is a research based organization that focuses on the importance of social and emotional learning. The traits are introduced monthly to students and guide the discussion of morning meetings. These traits include self-control, gratitude, curiosity, zest, purpose, grit, social intelligence, and growth mindset.
 - **Make Your Move**- this is a system where students are given the opportunity to pick a character trait to center their attention on for the day.
 - [Make Your Move Presentation](#)
- **Positive Behavior Interventions and Supports**- this program was put into place to be more conscious within Boals in terms of expectations in our common areas - hallways, cafe, and playground. Our PBIS committee consists of grade level teachers, a member of our specials' team, and administrative representatives. This committee meets regularly to

discuss student behavior data and to plan updates for the staff. This group also implements incentives for teachers and students to encourage participation in our guidelines to success.

- [RIGHT tickets](#)
- [Good Morning Boals Guidelines for Success Chant Video](#)-school wide student and teacher expectations
- [PBIS Hallway Posters](#)
- OnCourse System- this system serves as data collection for minor and major behavior concerns. Our PBIS team uses this data to pinpoint problematic areas within our building that need to be addressed.
 - [Minor/Major Behavior Chart](#)