**RHS Collaboration Team Outcomes**

**Our Mission**

To equip students with the necessary skills for future success.

**School SMART Goal**

All students demonstrate mastery of their coursework essential standards by the end of the 2019-2020 school year. To achieve this goal, RHS will be “TIGHT” about the following team outcomes:

**Semester Outcomes (Tier 1)**

Paper copy of each semester product is due to the supervising administrator by **August 23rd.**

1. Team norms.

* Team collaboratively create or revise team-meeting norms.
* Teams review norms at every meeting, revised as needs enforced at every meeting.

1. Essential standards and learning targets based on the most current data and standards.

* Essential standards are based on endurance, leverage, and readiness.

1. “I can” statements based on the current data and standards.

* “I can” statements unwrap essential standards into learning targets using student-friendly language.
* “I can” statements are relevant to the essential standard and sufficient.

1. Pacing guides for a guaranteed and viable curriculum based on the current data and standards.
2. Course Syllabus for students
   * A class syllabus must be provided to each student.
   * The syllabus must include a course description, materials needed, homework/class work guidelines, quizzes/test/projects, make up work procedures, extra help times and options, grading policy, and classroom expectations.
   * Provide additional information for parents to understand classroom expectations.
   * The course syllabus is due **August 9th**.
3. SMART GOALS for the course

* Teams write one or more SMART goals for the semester based on most current data.
* Teams work independently and hold each other accountable to achieve the goals.

**Unit Plans (Tier 1)**

Paper copy of each unit plan is due to the supervising administrator the Friday **before** team begins teaching the unit.

1. Unit plan based on essential standards and most current data.

* The unit plan is a road map of how students will learn the essential standards to proficiency.
* They should include state, local, and district curriculum and standards, effective strategies, and data to grow all students.
* Effective unit plans introduce learning targets at the beginning of the unit, include planned time to discuss the learning targets throughout the unit, include ongoing checks for understanding with feedback throughout the unit, and have at least one CFA for each essential standard.
* Accommodations for students with needs and differentiation for all learning needs
* Pre-teaching opportunities that strengthen core instruction in EOC classes. Examples: environmental science and biology, American Government and U.S. History

**Unit Assessments (Tier 1 and Tier 2)**

Paper copy of each CFA is due to the supervising administrator the Friday before being administered.

Paper copy of each CFA analysis and intervention strategy plan is due to the supervising administrator once completed.

1. Common formative assessments (CFA)

* CFAs promote efficiency for teachers, promote equity for students, provide an effective strategy for determining whether the guaranteed curriculum is being taught and learned, inform the practice of individual teachers, build a team’s capacity to improve its program, facilitate a systematic, collective response to students who are experiencing difficulty, and offer the most powerful tool for changing adult behavior and practice.
* Common formative assessments provide data that teachers use to provide learning Tier 2 interventions and time for students who have not mastered the essential standards.
* Teams collaboratively create at least one CFA per unit. The CFA is to be administered and analyzed in advance of the summative assessment in order to provide time for Tier 2 interventions.
* Analyze data from CFAs to identify students who are having difficulty grade level content. Develop re-teaching intervention strategy plan for students with learning deficits.

1. Common summative assessment. Use data from summative assessment to identify students in need of supplemental interventions.

**Weekly Collaboration Outcomes (Tier 2 and 3)**

Two grades per week are due in Infinite Campus.

1. Lesson plans
   * Lesson plans are the instructors guide to what students need to learn and how class time should be managed. Refer to the document
   * Current lessons plans are expected upon request. Failure to provide lesson/unit plans will result in weekly monitoring of lesson/unit plans and assignment to the teacher support program.(TKES: Standard 2)
   * Lesson plans are weekly to provide the following: instructional strategies that meet the needs of all learners, additional time and support for students to acquire learning, students another opportunity to demonstrate learning, instructional strategies that provide DOK for struggling and accelerated learners.
2. Analyze data to identify students with specific skill deficits at the learning target level and provide interventions to learn these skills. (This is required in year-long math classes at least 3 days a week, 30 minutes each time.)

**“Coming to consensus about proficiency is critical for guaranteeing equity for your students.”**