Seneca R-7 2018-2019 PLC Guide

You may use this guide or submit your own PLC guide based on your needs. Deadlines for artifacts should be submitted by the end of each day along with Feedback Forms. Agenda's should be submitted for your team one week prior to PLC days.

August 7, 2018- Leadership Kickoff

August 14, 2018
- Staff presents PLC presentation- reflect where you are as a building and where to go from here.

    - Big ideas
    - 4 critical questions
    - **Commitments/Norms- TURN IN ARTIFACT**
    - SMART Goals
    - Data analysis protocol
    - CFA design
    - UBD template
    - Establish common vocabulary
    - PLC rubric
        - Current reality
        - Roadmap/implementation plan for 2018-2019

August 27, 2018
Review data, if available from state, of incoming students and essential standards
- **Set essential standards and pacing for the year, attach state and/or ACT code to standards. TURN IN ARTIFACT- Question 1**
- Review MAP data if available- Question 2
- Set SMART goals- Question 2
    - Stretch goals
    - Short term goals
- Develop CFA for first essential standard/unit- Question 2
    - Set assessment protocols
- Develop first unit - Question 2
- Engrade training covering basics and how to building custom assessments. Question 2

September 17, 2018- All teams will have completed the entire PLC road-map of activities for their first essential standard. Each PLC leader report on team progress toward implementing the PLC process through data review, instructional best practices, reteaching, and enrichment.

- Grade first CFA- Question 2
- Data analysis protocol- Question 2 **TURN IN ARTIFACT**
  - Share instructional strategies that show success
  - Develop plan for instructional strategies where additional support is needed.
- Reflect and make adjustments on CFA & unit- Question 2
- Identify and make plans for RTI needs- Question 3 & 4
  - Identify students who need reteaching
  - Identify students who need enrichment
  - RTI and reassessment plan
  - Identify strategies that were successful within units
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October 1, 2018
- Review USA Test Prep/iReady Data- Question 2
  - Assess current progress of students/standards
  - Instruction plan based on data
- Develop second unit
- Set SMART Goals
  - Progress towards long term goals
  - Short term goals

October 15, 2018
- Grade CFA
  - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
    - Share instructional strategies that show success
    - Develop plan for instructional strategies where additional support is needed.
  - Reflect and make adjustments on CFA & unit- Question 2
  - Identify and make plans for RTI needs- Question 3 & 4
    - Identify students who need reteaching
    - Identify students who need enrichment
    - RTI and reassessment plan
- Develop CFA for next essential standard
- Review and Set SMART Goals
  - Progress towards long term goals
  - Short term goals
- Prepare for PT Conferences
- Teams that believe they have reached the refinement level may modify may modify their pacing of essential standards or skills based on what they have learned of the PLC process.

November 5, 2018

Considerations for all PLC Teams
Prior to Thanksgiving and Winter Break

Critical Point in the School Year

The weeks prior to Thanksgiving and Christmas Break are some the most critical of the entire school year. To this point you have focused your team, pressed forward with your collaborative teams, and created a focus on the use of data to drive instruction and learning in your buildings. As the leader of your building, you have reviewed with your teams their CFA data and been diligent in coaching instruction across your campus. the question I would throw out to you is…….

How do you, as the school leader, know your kids are learning?

And, as an additional thought……..

Are they learning the essential standards at the correct rigor, complexity, and level to match the State/District assessments at the end of the year?

The trick now is to maintain the momentum you and your staff have developed through the holiday period and into the spring. This is the point of the year where many schools waste enormous amounts of time and enter the spring without direction and lose their momentum.

Ten Week Plan

In the weeks prior to Thanksgiving and prior to leaving for Christmas Break teams should develop a plan for the 10 weeks beginning the day they return from Christmas Break through the review period prior to State/District Assessments.

Their plan should be a team effort and should detail the following:

·   The essential standards/skills to be learned and shown by date taught.

·   The dates of their Common Formative Assessments (CFAs) for each of the essential standards.

·   The re-teaching period where they will work to ensure that all students have learned the essential standards.

The plan must be written, represent the consensus and work of all team members, and be reviewed by you prior to leaving for Christmas Break.

-   If your teams leave for vacation with a clear plan there are two clear benefits:

1. They can leave and relax during the vacation with clear plan in their minds.

2. And the most important, when they return they will be focused and ready to work from the first day…no wasted days trying to figure out what they should be doing.

December 3, 2018
- Grade CFA if unit is complete.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment
        - RTI and reassessment plan
- If unit is not complete, develop unit
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals

January 2, 2019
- Review USA Test Prep/iReady Data- Question 2
    - Assess current progress of students/standards
    - Instruction plan based on data
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals
- Develop CFA for next essential standard
- Develop unit for upcoming essential standard
- Teams review pacing guides of essential standards or skills

January 27, 2019
- Grade CFA.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment

- RTI and reassessment plan
- Develop unit for upcoming essential standard
- Develop CFA for next essential standard
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals

February 18, 2019
- Grade CFA.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment
        - RTI and reassessment plan
- Develop unit for upcoming essential standard
- Develop CFA for next essential standard
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals

March 4, 2019
- Grade CFA.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment
        - RTI and reassessment plan
- Develop unit for upcoming essential standard
- Develop CFA for next essential standard
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals

March 25, 2019
- Review USA Test Prep/iReady Data- Question 2
    - Assess current progress of students/standards
    - Instruction plan based on data
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
    - Make plan for addressing essential standards students are struggling in preparation for MAP
- Grade CFA.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment
        - RTI and reassessment plan
- Develop unit for upcoming essential standard
- Develop CFA for next essential standard
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals

April 8, 2019
- Grade CFA.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment
        - RTI and reassessment plan
- Develop unit for upcoming essential standard
- Develop CFA for next essential standard
- Review and Set SMART Goals
    - Progress towards long term goals
    - Short term goals

May 6, 2019
- Grade CFA.
    - Data analysis protocol- Question 2 **TURN IN ARTIFACT**
        - Share instructional strategies that show success
        - Develop plan for instructional strategies where additional support is needed.
    - Reflect and make adjustments on CFA & unit- Question 2
    - Identify and make plans for RTI needs- Question 3 & 4
        - Identify students who need reteaching
        - Identify students who need enrichment
        - RTI and reassessment plan
- Teams review their pacing of essential standards or skills and discuss how they might improve their PLC work for next school year.
    - PLC Rubric- **TURN IN ARTIFACT**
    - PLC Critical Issues**- TURN IN ARTIFACT**
- Teams discuss additional training and support that are needed
- Review SMART Goals

How?

1. Conversations regarding CONTENT Expectations
   a. (August 2017) Develop an instrument to collect data regarding current data team conversations.
      i. "Unpack" the driving question and terms used to arrive and shared understanding of the question we are asking
      ii. As an admin team, develop an initial District Data Analysis Protocol (DAP)
   b. (September-October 2017) Develop shared understanding regarding content of DAPs and feedback patterns
      i. Write description of "good data analysis conversations"
         1. Collect multiple examples of completed DAP's from each building.
         2. As multiple admin sub groups, determine (i.e. categorize) which DAPs _completely_, _somewhat_ or _vaguely_ align with the group's sense of what responses would reflect a "good data analysis conversation."
         3. Write a description of completed DAPs that would _completely_ align with the admin team's sense of responses that would reflect a "good data analysis conversation."
      ii. Develop common feedback patterns for DAPs
         1. Collect (or use already collected forms if same admin collaboration) examples of completed DAP's from each building
         2. Admin sub groups use Meta-Data Analysis Protocol ((MDAP) see below) and shared understandings to provide feedback on submitted DAPs.
   c. (November 2017) Refine feedback provided by individual administrators
      i. Administrators provide feedback on selected DAPs in building and bring a "pre-feedback" copy of each to admin team
      ii. Team compares feedback provided by individual administrator with feedback provided by a team of peer administrators
2. (??? 2017) Conversations regarding PROCESS Expectations

Meta-Data Analysis Protocol (MDAP)

1. What are some things we are noticing (facts only) about the team's…

     a.   overall student performance?

     b.   student subgroup performance? (classroom, IEP, FRL, EL, SuperSubGroup, etc.)

2. Based on what we noticed for #1, what are some things we might infer or conclude?
3. What are some things we are noticing (facts only) about the team's plan to…
     a.   enrich and/or extend learning opportunities for students who performed well?
     b.   provide additional time and support for students who did NOT perform well?
4. Based on what we noticed for #3, what are some things we might infer or conclude?
5. What are some things we are wondering and might want to ask this team?
6. What are some ways we might coach this team?
7. What are some recommendations we would consider giving this team prior to taking on the next priority standard (unit)?