What we need to do in 2019-2020

For PLC:

Creating a Consensus

* Show teachers why there is a need for change—for the future of the students and school
* Make Change Doable, realistic, and scaffold
* Provide the evidence for recommended changes
* Anticipate the concern of the staff and be prepared with responses
* Allow staff to express their opinions (do not let one or two dominate)
* Consensus does not mean 100% but that the will of the group is evident

Mission:

* Laying the Foundation pg. 47 of Learn by Doing (in my binder)
* Shared Mission: Implementing—this year we have the starting theme of Mission Possible to help our students, teachers, and staff to better understand the purpose of our school. I hope we see evidence of the benefits of articulating our mission, our expectations, and student learning.
* Shared Vision: Initiating –this year we hope to think of our vision often and use it as a guide to our school improvement efforts
* Collective Commitments: Initiating—this year we hope to use our commitments to keep each other accountable for our mission and vision. We hope each person will embrace the commitments and move closer to our vision.
* Common Goals: Initiating—we have established some school-wide goals not related to testing and hope to create SMART goals as power teams this year as well as meet them.

Professional Learning Community

On the Professional Learning Rubric we are: (In my PLC Binder)

* Collaborative Culture: Literal—develop written norms and establish learning goals that clarify expectations and commitments. We need to focus on prearranged topics that impact student learning, and make revisions to goals to improve team effectiveness (Refinement).
* Guaranteed Curriculum: Literal—work together to define the essential learning and establish pacing. We need to focus on unpacking Ga milestones to clarify essential learning and adjust instruction based on formative assessments (Refinement).
* Common Assessment: Learning—We need to really dig into this area here and bring our assessments to power team meetings so that we can really analyze student work and assessments and discuss common criteria. We need to makes sure we are really determining if each student is learning what we want them to learn (Literal).
* Ensuring Learning: Literal—we provide students with some additional time and support that does not remove them from tier 1 instruction. We need to get significantly better at this to ensure all students are receiving Tier 2 support.
* Enriching Learning: Learning—we currently let the horizon program enrich our students. We need to provide time and support for enrichment during our class time for students who have moved beyond essential learning.
* Planning units of study: We need to begin planning units of study around our essential standards with learning targets, reengaging plans as well as enrichment plans to be used as students need more time or have mastered the standards. This needs to include investigating the data weekly to support instructional decisions.

For Academics

Establish SMART GOALS:

Analyze student achievement data by subject and grade to identify the needs and create goals as a team at the beginning of the year.

Reading-needs to include Lexile/reading level goals to increase especially in the upper grades as well as the essential standards chosen for the year.

Writing-needs to include writing every day for all grades as well as at least one essential standard.

Math-needs to include mastery of essential standards and more focus on measurement and fractions in all grades.

RtI

* Explain the mind shift of the “New RtI”
  + RtI is not a way to document and qualify students for especial education
  + The focus should be on the individual student within the inverted pyramid
  + It is an ongoing process to dig deeper into the student’s needs
* All students must have access to essential grade level curriculum in Tier 1 instruction
* Some students will need additional time and support to master essential grade level curriculum in Tier 2 instruction
* Some students will need intensive remediation to fill in gaps in previous year’s learning in Tier 3 instruction
* Some students will need all 3 tiers at once to learn at high levels

To recap:

**Tier 1-Pevention:** All students receive a guaranteed and viable curriculum based on Georgia and Essential Standards

**Tier 2-Intervention/Extension:** Some students receive extra time and support to master Essential Standards (A little more help with what we have are learning) or are given opportunities to extend their learning.

**Tier 3-Intense Remediation:** Some students receive intensive remediation for gaps in previous year’s Reading and Math Skills (Academic struggles are rooted in lack of skills from previous learning).

Tier 1 & 2 are the responsibility of the teacher teams; grade-level teammates including\_\_\_\_\_pg 24 of RtI at Work

All students should be cared for by all teachers based on their needs and the teacher’s expertise; not on their label (as much as possible).

*INTERVENTION* is anything the school does above and beyond what all students receive to be successful. However, when an intervention is used for all or during Tier 1 instruction it is called *PREVENTION.* “The best intervention is prevention.” As we use “Lexia” for all students in K-2 we are using it as a preventive to ensure fewer gaps in reading for the future.

*EXTENSION* iswhen students are stretched beyond essential grade level curriculum. Examples include; is the student scored a three on writing, can he score a 4; give students nice to know standards to work on; not necessarily next year’s standards.

*REMEDIATION* isintensive support with prior skills and knowledge from previous school years in universal skills (Reading, writing, number sense, English language, social and academic behaviors, and health).

For Behavior

We need to have the major and minor behavior list clear to teachers including the steps to take to implement any consequences. Teachers need to thoroughly document behavior issues including following through on behavior plans, informing parents, and meeting with the behavior team when necessary.

We need to provide training on new ideas for ways to handle behaviors in the classroom that will occur prior to students being sent to the office for discipline. All referrals to the office should follow the process and correlate with the major/minor behaviors listed.

Students should be treated with respect and understanding especially when a medical or family difficulty is known.