Focusing on Next Steps

Learning For All

Hazel Green Elementary School
IWC
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Our Next Steps

**PLC School
Sustain the Ongoing Work**

Collaboration

1.Essential Standards

2. Common Formative Assessments

3. Corrective Instruction and Intervention

4.Differentiation

Culture

Mission

Vision

Values

Goals

**PLC School
Sustain the Ongoing Work**

Agenda for IWC

1. Getting Re-Connected

2. Leadership Team Process
    - -SMART Goal Development
    - -Sharing Our Learning

3. Make Your Next Steps Explicit—Reading Essential Standards

Guiding Coalition

- •Monitor the products of collaboration
- •Work together to make sure each team is successful.
- •Today we'll model what it looks like with SMART Goals

SMART Goals

S	Strategic and Specific
M	Measurable
A	Attainable
R	Results Oriented
T	Time Bound

Why Team SMART Goals

- •They provide a connection between school goals and the work of each collaborative team.
- •Assure that teachers believe "They are ALL our kids."

School SMART Goals
K-2 --75% of students in grade K-2 will achieve proficiency on the DIBELs test at the spring administration.

3-4 The number of students who are proficient will increase by 6% on the spring administration of the Scantron test.

SMART Goal Planning Tool

1. Goal

3. Current Strengths

4. Obstacles

5. Action Plan

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2. Factors We Can't Change
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Team SMART Goal

School_____ Grades_____ Team Leader_____

Team Members:_____
District Goal:

School Goal:

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness

The Four Critical Questions

1. What do we want students to know and do?
2. How will we know if they can?
3. What will we do if they can't?
4. What will we do for those who already can?

Essential Standards

Essential standards are ones that all students must know and be able to do by the end of the year. Common formative assessments are based on these standards. (They often are called power or priority standards.) You guarantee that students who do not **(yet)** master these standards receive **time and support**.

How to Choose

1. Use the criteria: endurance, leverage, and readiness.
2. Choose approximately one-third of the curriculum.
3. Work first with solo-thinking so that each teacher makes some decisions.
4. Then work to consensus.

Ways to Come to Consensus

1. If everyone believes it is essential or not essential, the decision is easy!
2. If one or more team members has a different opinion, list to their reasoning. (e.g., it is introduced rather than mastered.)
3. Read the standards for grade levels before and after yours.
4. Clarify why by using the criteria: endurance, leverage, and endurance.
5. Consider if there are other standards that are similar.

Vertical Alignment

When each team has completed the process of choosing a draft set of essential standards, it is important that they take time to talk with those teachers before and after their grade level or course to make sure that there isn't too much redundancy or gaps in what's being assessed and guaranteed.

Protocol for Vertical Alignment

Step	Action	Anticipated Time of Completion
1	All teams write their draft list of essential standards on chart paper and post it in a location accessible to everyone. The best way to do this is to cluster all grade levels or courses in one area of the room. For example, in an elementary school aligning its ELA standards, teams post all these standards, from kindergarten through fifth grade: reading, writing, speaking and listening, and language.	Fifteen minutes
2	One representative from each team gives an elevator speech (two minutes) sharing any important considerations his or her team makes in choosing essential standards. For example, a kindergarten representative may explain that the team chooses many more phonemic awareness or phonics standards than any other cluster because it believes these are the most important standards for all students to learn at their grade level.	Fifteen minutes
3	The coach or facilitator asks all participants to "walk the wall," paying particular attention to the standards before their grade level or course and those after their grade level or course. Notice any gaps or redundancies.	Fifteen to thirty minutes, depending on how much the teams talked about this work before the meeting.
4	The coach or facilitator should take some time with the entire group looking at each cluster and responding to any noted gaps or redundancies. If teams agree, they can make changes.	Thirty to forty minutes

5	*The coach or facilitator asks the teams to pair up by having two grades or courses work together.. The coach or facilitator asks the team to consider questions (see table 1.3, page XX) that apply to their standards. Encourage participants to add or delete standards as they make decisions* *You might provide participants with the following sentences stems.* *• We wondered . . .* *• We noticed . . .* *• We wish . . .*	*Twenty minutes*
6	*The facilitator then asks the group to change which team they've paired up with giving them a chance to talk with both the grade level or course before theirs as well as the grade level or course after theirs. For example, if a second grade team worked with first grade in step 5, during this sixth step they'll work with third grade. See questions to consider below.*	*Twenty minutes*
7	*The facilitator asks the following question, "If a student attends our school or district and only learns these standards, would the student be prepared for the next level?"*	*Ten minutes*