**Student Outcomes Organizational Chart**

President George W. Bush signed into law the No Child Left Behind (NCLB) Act on January 8, 2002. This Act focuses on four principles; (1) accountability for student achievement and academic standards, (2) increased flexibility and local control of student outcomes, (3) a greater role for parents in their children’s educational programs, and (4) greater emphasis on scientifically based instruction.

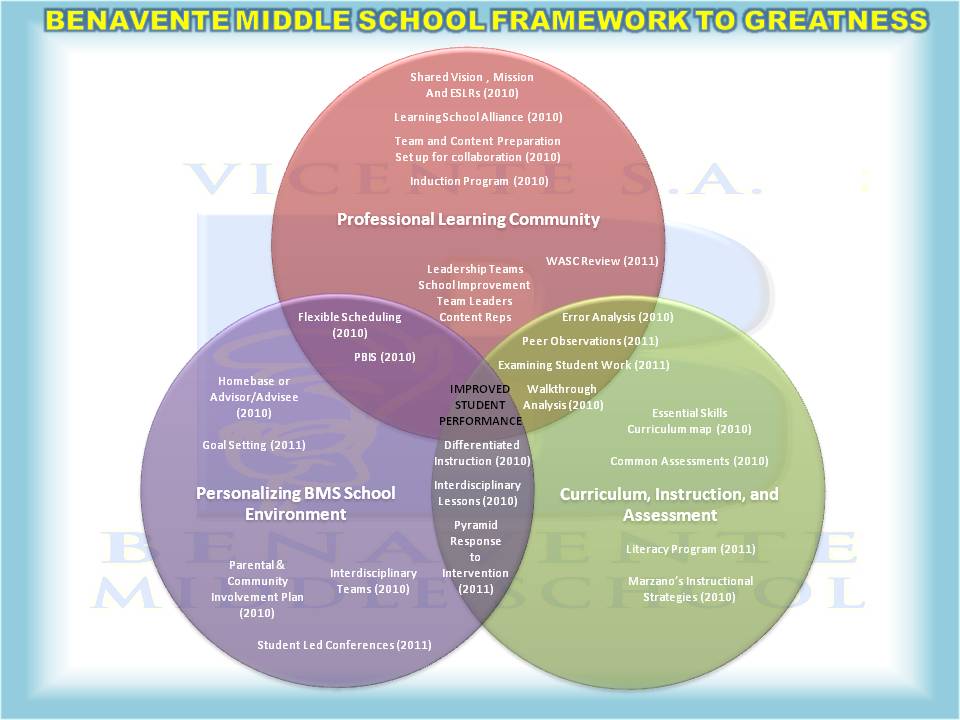
To align ourselves with this federal mandate, the Guam Public School System has developed a District Action Plan (DAP) that incorporates these principles into its mission. In turn, individual schools throughout the district have developed their School Level Improvement Plan (SLIP) that aligns itself with the DAP. The diagram below pictorially shows our organizational commitment to student outcomes.

The driving mission of everyone at BMS is to develop in each student a vision of success and to provide him or her with all the resources to be successful. Student outcomes are the overall evaluation or measurement of our success as educators. All of our efforts are focused on creating a climate in which successes are celebrated and failures are viewed as opportunities for growth.

*Figure 1. Alignment of curricular plans to ensure individual student success are attained at BMS*

To this end, our curriculum must be aligned with all the factors that determine success. The foundation for positive student outcomes is based on the plans devised by the school community to coordinate their efforts and guide them in the right direction. The School Improvement Plan outlines the strategy VSABMS faculty and staff will implement to ensure our children are successful. Please see **APPENDIX A** for the school action plan or Roadrunners Academic Progress Plan, or RAPP.

Here is a visual representation of the RAPP that depicts the 3 core areas of Professional LearningCommunities, Rigorous Curriculum, Instruction, and Assessment Alignment, and Personalization. Please note that all action steps we engage in for the next few years stem from the RAPP. It not only incorporates the Breaking Ranks Model, but also incorporates the 5 district level expectations, WASC recommendations, and the School Report Card.



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| **GOAL 1** | | **Every child at BMS will be well known by at least one adult as measured by student satisfaction surveys, a decrease in discipline referrals, and an increase in student pride and ownership.** | | | |
| **RATIONALE** | | EVIDENCED BASED STRATEGIES:  Addresses core area of personalization from Breaking Ranks (NASSP)  Addresses one of the core components of the middle school concept-advisor/advisee or advisory programs. (NMSA)  A prerequisite for differentiated instructed. (ASCD)  Prerequisite for the tertiary and secondary interventions for PBIS and Response to Intervention (RtI)  ESLRs ADDRESSED:  Value their community; Behave Appropriately; Make Positive Choices; Adapt to Changing times; and Strive for a better tomorrow.  DISTRICT ACTION PLAN:  The number discipline rate for students for SY09-10 was at 28% and needs to be decreased to at least 15%.  5 DISTRICT LEVEL EXPECTATIONS  SMART Goals  Common Formative Assessments  WASC RECOMMENDATIONS   * The faculty and staff revisit and implement the philosophy and concepts of the middle school. The teachers may need additional support in understanding and utilizing differentiated instruction in meeting these studnets unique needs.   GEPB GOAL 2 and 5:   * All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school. * All Guam Public School System’s operations activities will maximize the critical uses of limited resources and meet high standards of accountability. | | | |
| **Objective 1.1** | | The school community will understand and be actively engaged in the process of Positive Behavior Intervention Supports (PBIS). | | | |
| **Impact on Student Learning** | | All students will understand the right way and wrong way of behaving at BMS because the expectations will be explicitly taught and reinforced. | | | | |
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| **Person** | | **Practices** | | **Timeline** | **Evidence of Effectiveness** | |
| LEADERSHIP ACTIONS | | 1.1.1 Develop an SOP for teachers to explicitly teach the matrix during the first two weeks of school and a booster session at the beginning of 2nd semester. | | August and January | Students will understand and follow the behavior matrix | |
| 1.1.2 Ensure team leaders continue the implementation of the core components of PBIS (Teach behavior, show data, reward positive behavior) | | Monthly | Decrease of targeted behaviors in the number of referrals | |
| 1.1.3 Leadership team will develop a pyramid response to intervention to decrease the number of students being suspended. | | November | Discipline data should decrease as we provide the appropriate interventions to students. | |
| 1.1.4. Teams will develop lesson plans that address the class infractions depending on the data | | Monthly | Engaging Lesson Plan | |
| TEACHER ACTIONS | | 1.1.5 Identify Students between 3-5 referrals (yellow zone) and more than 5 referrals (red zone) and provide appropriate consequences and resources. | | August 2012 | The number of students being suspended should decrease. | |
| 1.1.6 Follow the pyramid if incrementally if the student does not reply positively to the intervention | | Weekly | The number of infraction for red and yellow zone students should decrease. | |
| 1.1.7 Ensure all interventions are documented and will disseminate information to the respective personnel. | | Monthly | The data should provide us with clarity on the appropriateness of the intervention. | |
| **OBJECTIVE 1.2** | | | .The suspension rate for BMS will be at or below 20% for the school year 2014-2015 by applying the continuous cycle of improvement model. | | | |
| **Impact on Student Learning of Academic Standards** | | | The school will have a safe and conducive learning environment allowing students to feel safe and be ready to learn at high levels. | | | |
| **PERSON** | **Practices** | | | **Timeline** | **Evidence of Effectiveness** | |
| LEADERSHIP ACTIONS | Work with team teachers to set an ambitious goal of less than ten suspensions per month. | | | August  (Completed) | Teachers will be able to examine their discipline data. | |
| Provide a workshop on SMART Goals to all teachers during their team preparation periods. | | | August (Completed) | Teachers will know how to write a goal that is strategic, measurable, attainable, results oriented, and time bound. | |
| TEACHER ACTIONS | Collect data on a monthly basis from the discipline office | | | Monthly | Teachers will examine the data and compare it to the smart goals. | |
| Teams will analyze discipline data against smart goals and develop interventions until goal is reached. They will refer to the schoolwide pyramid of interventions. | | | Monthly | Teams will individualize their goals to reflect their student needs. | |
| **OBJECTIVE 1.3** | | | Develop an advisory program that addresses personalization for the whole child, including academics, social, psychological, and emotional growth. | | | |
| **Impact on Student Learning of Academic Standards** | | | The advisory program is the medium that will be used primarily to assist personalization on a non-academic basis. It will comprise of five components: circle time, goal setting, mini course, study hall, and detention. | | | |
| **Person** | **Practices** | | | **Timeline** | **Evidence of Effectiveness** | |
| LEADERSHIP ACTIONS | 1.3.1  Develop a schedule that allows for enough time to properly teach and personalize with all students in the homebase. | | | May 2012 | Advisory is now 79 minutes long, and could be used effectively. | |
| 1.3.5  Meet regularly with team leaders and administrators to ensure most critical issues are addressed with BMS students | | | Monthly basis | Engage in PLC to examine progress of SMART goals | |
| 1.3.6  Collect resources for circle time and goal setting activities and provide necessary resources to assist teachers with the activities | | | May 2011 | There is a plethora of lessons to personalize with the students. A resource book should be made available for teachers who wish to deviate from the lesson plan provided for homebase committee. | |
| TEACHER ACTIONS | 1.3.2 Every team will keep a personalization log and collect data on progress of students as indicated on team smart goal | | | September 1 and monthly. | A personalization log assist with the data to identify at-risk students and provide both preventive and appropriate interventions to connect with the student. Learning styles, student goals, and other pertinenet information will be collected. | |
| 1.3.3 Second and Third generation cohort, in collaboration with team leaders and administrators, will create lessons to be used in all advisory classes as well as circle time. | | | September 2012 and monthly | Some teachers have not been trained to personalize, because they have been learned to teach content. Therefore, a committee will provide lesson plans every month based on themes and issues occurring at BMS. | |
| 1.3.4 Revisit and Develop weekly and monthly schedule/structure for advisory for students to attend:  1) Mini Courses  2) Study Hall  3) Detention  According to student needs. | | | Monthly | With so many issues and very little time, the activities we chose must be strategic and effective. Therefore, a schedule that ensures goals settings, study skills, and PBIS are all necessary and should be included. | |
| 1.3.7 Team members will be empowered to transfer students within their team teachers to adjust for the best match of student teacher. | | | August 2011 and revisit every quarter | Students and teachers will be able to personalize. | |
| 1.3.8 Monitor, assess, and celebrate successes in personalization. | | |  | Celebration is critical for sustaining change. In addition, this exerts positive pressure for other teachers. | |
| **OBJECTIVE 1.4** | | | BMS stakeholders will mobilize the parents and community to assist in the school improvement efforts. | | | |
| **Impact on Student Learning of Academic Standards** | | | Due to limited resources and a change in values, parental and community involvement is even more crucial. Hence, BMS community will increase the numbers of parental and community involvement to support the goals of the school. | | | |
| **Person** | **Action Steps** | | | **Timeline** | **Evidence of Effectiveness** | |
| LEADERSHIP ACTIONS | 1.4.1 Resurrect an official Parent Teacher Organization (PTO) to work collaboratively with the leadership team. | | | September 2013 (Complete) | Get input from PTO in developing a common vision so it can be supported by parents thus strengthening the home school connection. | |
| 1.4.2 Through PTO, send solicitation letters to support school improvement efforts | | | Monthly  (On-going) | With the limited resources, develop a partnership with our community thus allowing students to value their community. | |
| 1.4.3. Develop a class that creates and updates a school web site to ensure to make information about BMS transparent. | | | August 2013 | Parents and other stakeholders will be able to access activities and other critical information through the website. | |
| 1.4.4. Develop a classroom that creates and develops a monthly newsletter that focuses on the monthly ESLRs theme and the PBIS data. | | | August 2013 | By developing a monthly newsletter for the entire school, BMS stakeholders who are unable to access the internet still have an opportunity to see monthly school happenings. | |
| TEACHER ACTIONS | 1.4.6. Continue to work with Military and other agencies to provide tutoring on the essential skills. | | | July 2013 | The use of powerschool and powerteacher will allow parents to access their student’s grades so they may be able to monitor student progress. | |
| 1.4.5. All teachers to use powershool and powerteacher for attendance. | | | August 2013 | Ensure that all resources to assist students are streamlined. This intervention will be a part of the interventions in our RtI. | |
| 1.4.7. Schedule at least a quarterly session with the community to be guest speakers on topics agreed upon by the leadership team of BMS. | | | August 2013 | AG’s office, military, and GPD are some agencies that have spoken during the monthly assemblies. | |
| **OBJECTIVE 1.5** | | | BMS Interdisciplinary Teams will develop a database of their team students to ensure decisions made are in the best interest of the students. | | | |
| **Impact on Student Learning of Academic Standards** | | | A database of student learning styles and readiness levels is critical for making responsible data driven decisions to improve the level of personalization. This is crucial with the other core area-professional learning communities. This also includes discipline data and will be managed by the advisor. | | | |
| **Person** | **Action Steps** | | | **Timeline** | **Evidence of Effectiveness** | |
| LEADERSHIP ACTION | 1.5.1. Advisor will develop a database that has reading, math, LA’s, and SAT10 scores as well as discipline referrals so they have an idea of student readiness levels. | | | September 2013 | It is critical teacher knows aspirations and goals of their students to improve the degree of personalization. | |
| TEACHER ACTION | 1.5.2. Advisor will assist students in developing one long term goals and at least three short term goals. | | | September 2013 | Teachers will be able to utilize different teaching strategies to reach the learning styles of the students. | |
| 1.5.3. Advisor will assess different learning styles of their students and place in a database. | | | September 2013 | In order to personalize better, teaches need to know student abilities and skills so they may move them assist with their progression to the next level. | |
| 1.5.4. Advisor will be able to identify the students who fall in the green zone, yellow zone, and red zone for behavior. | | | September 2013  (On-Going) | Accurate identification of which zone the team students belong is critical for the right interventions. | |
| 1.5.5. Advisor will insert student grades per quarter/progress report and other pertinent issues in the data base | | | September 2013  (On-going) |  | |
| 1.5.6 Advisor will contact proper adults for early interventions. Advisor will follow the pyramid of interventions as necessary. | | | Monthly) | This is a part of the pyramid of interventions. It should let the students know that failure is not an option, and we will work hand in hand to ensure with others to ensure they succeed. | |
| 1.5.7. Advisor will celebrate the successes, however small or large, to continue to motivate students to behave appropriately. | | | Monthly/Quarterly | The number of celebrations should increase as it success builds success. | |

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| **GOAL 2** | **BMS will increase the number of students in proficient or advanced in the SAT10 scores by at least 5% every year.** | | | |
| **RATIONALE** | EVIDENCED BASED STRATEGIES:   * Addresses core area rigorous curriculum, instruction, and assessment in Breaking Ranks (NASSP) * Addresses one of the core components of the middle school concept in terms of integrative curriculum that is challenging, and relevant (NMSA) * Educators use multiple learning and teaching approaches (NMSA) * Students and teachers are engaged in purposeful learning (NMSA) * Varied and ongoing assessments advance learning as well as measure it (NMSA) * Differentiated Instruction (ASCD) * A solid curriculum is necessary for Response to Intervention process (ASCD)   ESLRs ADDRESSED:  Succeed Academically, Strive for a Better Tomorrow  DISTRICT ACTION PLAN:   * The math scores for 6th grade, 7th grade, and 8th grade are all unacceptable with a proficiency or advanced score of 4%, 2%, and 4% in SAT10 for SY 09-10. * The Language Arts score for 6th grade is unacceptable with 7% scoring at proficient or advanced.   DISTRICT LEVEL EXPECTATIONS  Guaranteed and Viable Curriculum  SMART Goals  Mini-Observations  Common Formative Assessments  WASC RECOMMENDATIONS:   * The school administration ensures and faculty set attainable goals to improve SAT10 results and explore more options and strategies to achieve realistic improvement. Consider exploring topics such as: test taking strategies, the culture of testing, and the unique needs of the students. * The administrative staff provides ongoing professional development to instruct teachers in more effective utilizing the block period scheduling, and provide increased professional development to ensure that the current initiatives and ESLRs are fully understood and implemented.   GEPB GOAL 1:  All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector. | | | |
| **Objective 2.1** | Each content area will create a curriculum map that strategically eliminates non essential skills and will come to a consensus on the most essential skills, infusing elements of the common core state standards. | | | |
| **Impact on Student Learning of Academic Standards** | Students will be able to learn a few essential skills that are higher order thinking and will be taught across all grade levels. With fewer skills, teachers may be able to delve deeper and teach at higher levels | | | |
| **PERSON** | **ACTION STEPS** | | **Timeline** | **Evidence of Effectiveness** |
|  | 2. 1.1 Content area Teachers will examine the DOE content standards and common core state standards per grade level. | | August 2012  (Monthly) | Ensure that essential skills and power standards are taught. |
|  | 2.1.2. Content area teachers will use the item analysis to determine the skills students are proficient in as well as areas of improvement. | | September 2012 (Pending availability of SAT10 data) | This helps align the standards with the skills being taught in the SAT10 (assessment). |
|  | 2.1.3 Content area teachers will compare and align the DOE standards & CCSS with the SAT 10 item analysis. | | September 2012 | See above. |
|  | 2.1.4. Content area teachers will collaborate and come to a consensus using a priority checklist that ensure each skill has a) degree of endurance; b) degree of leverage; c) degree of necessity; d) degree of alignment; and e) level in Bloom’s taxonomy | | September 2012 | This is the guaranteed and viable curriculum for all students. |
|  | 2.1.5 Curriculum maps will be posted and distributed to all teachers for further review and revision. | | September 2012 | This is for collaboration to identify missing gaps or overlap of skills. |
|  | 2.1.6 Curriculum maps will be shared with feeder schools and high schools and revisited yearly to ensure vertical alignment takes place | | Semesterly Basis | This ensures pre-requisite skills are met and also that the skills we teach will prepare our students for HS. |
| **OBJECTIVE 2.2** | Teachers will collaborate and come to a consensus on at least five common assessments for each skill. | | | |
| **Impact on Student Learning of Academic Standards** | Common formative assessments will be used to identify students who need additional support; identify the most effective teaching strategies in helping students acquire the skill; areas in which students are generally having difficulty mastering the skill; improvement goals for teachers and teams. | | | |
|  | |  | **Timeline** | **Evidence of Effectiveness** |
| 2.2.1 Each team will decide upon specific minimum number of common assessments to be used in the course or subject during the semester | | Content Teachers | Beginning SY  Month prior to the skills | This is to be used formatively. Hence, the results should guide the teachers instructional strategies. |
| 2.2.2. Team teachers will demonstrate how each item on the assessment is aligned to an essential learning in the skill | | Content Teachers | Every Lesson | Ensures each item is aligned to the instructional objective. |
| 2.2.3. Teams will specify the proficiency standards for each essential skill being assessed | | Content Teachers | Every Lesson | Increases inter-reliability of the scores. |
| 2.2.4. Teams will clarify the conditions for administering and scoring the test consistently in each classroom. | | Content Teachers | Every Lesson |
| 2.2.5 Teams will assess a few essential skills frequently rather than assess many skills infrequently. | | Content Teachers | Bi-Weekly | Ensures formative assessment is the focus. |
| **OBJECTIVE 2.3** | At least 20 Walkthroughs will be conducted weekly and results will be shared monthly using Marzano’s Classroom Instruction that Works and Differentiated Instruction. | | | |
| **Impact on Student Learning of Academic Standards** | A snapshot of teaching and instructional strategies is critical for teachers to identify what occurs most at BMS. A comparison between teacher understanding and research based strategies is critical to bridge research with classroom practices. | | | |
|  | |  | **Timeline** | **Evidence of Effectiveness** |
| 2.3.1. Administrators provide workshop/literature on Marzano’s Instructional Strategies and Differentiated Instruction. | | Administrators | Once a month | Teachers will begin using the Instructional strategies with fidelity |
| 2.3.2 Administrators frequently conduct walkthroughs (at least 20 walkthroughs a week) | | Administrators | Weekly |
| 2.3.3 Results for walkthroughs will immediately be given to teacher and data will be compiled to provide a snapshot of instruction at BMS | | Administrators | Monthly |
| 2.3.4 Teachers will dialogue on their definition of the strategies and will later compare it to the findings according to research (Marzano and Differentiated Instruction) | | Content Representatives | Monthly |
| **OBJECTIVE 2.4** | BMS Faculty will examine their instructional strategies and differentiate instruction for maximum results. | | | |
| **Impact on Student Learning of Academic Standards** | With the varied student learning styles and readiness levels, it is critical that educators meet the needs of each students by teaching to their strengths. Hence, differentiated instruction must be utilized for maximum student involvement. | | | |
|  | |  | **Timeline** | **Evidence of Effectiveness** |
| 2.4.1. Team teachers will compile a database assessing every student learning style | | Team Leader | September 2012 |  |
| 2.4.2 Team teachers will assess student readiness level and compile it in a team database | | Team Leader | September 2012 and monthly |  |
| 2.4.3 Teachers will be trained on different formative assessments to use at least three times a week for constant monitoring of student learning | | Administrator | October 2012 |  |
| 2.4.4. Teachers will examine several strategies from Marzano’s Classroom Instruction that works, including Non Linguistic Representations, Practice, Comparing and Contrasting, Cooperative Learning…. | | Team teachers & PLC | Monthly |  |
| 2.4.5. Teacher will fit best instructional strategy for the different learners in the classroom. | | Team teachers | Weekly |  |
| 2.4.6. Lesson plans will offer several modalities (Instructional activities) to ensure most students area | | Team teachers | Every new skill/lesson taught |  |
| 2.4.7. Teacher will ensure classroom management is safe, nurturing, and conducive to risk taking and learning | | Team teachers | Daily |  |
| **OBJECTIVE 2.5** | BMS Faculty will develop a literacy program led by Language Arts and Reading teachers. | | | |
| **Impact on Student Learning of Academic Standards** | All students write and use vocabulary. Therefore, the BMS faculty will be consistent in the way vocabulary is taught (led by Reading teachers) and the writing expectations for each content (lead by Language Arts teacher). | | | |
|  | |  | **Timeline** | **Evidence of Effectiveness** |
| 2.5.1 Reading teachers to promote effective vocabulary building by collaborating with their respective interdisciplinary content team teachers. | | Reading teachers | September 2012 |  |
| 2.5.2 Reading Content Representative to share strategies with Content Representatives across all content areas. | | Reading teachers | Bi-weekly during PLCs |  |
| 2.5.3. Language Arts teachers to promote four square method strategy writing by collaborating with their respective interdisciplinary content team teachers. | | LA teachers | September 2012 |  |
| 2.5.4. Language Arts Content Representative to share strategies with Content Representatives across all content areas. | | LA teachers | Bi-Weekly during PLCs |  |
| 2.5.5. Content Representatives share the Vocabulary Strategy and Four Square Writing Strategy with their respective colleagues during Error Analysis Protocol | | Reading CR and LA CR | Monthly meetings |  |

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| **GOAL3** | **BMS faculty will improve the school culture by actively engaging in professional learning communities with their interdisciplinary teams and content teams** | | | |
| **RATIONALE** | EVIDENCED BASED STRATEGIES:   * Addresses core area of Professional Learning Communities and Collaborative Leadership (NASSP) * A Shared Vision developed by all stakeholders guide decisions. (NMSA) * Uses the Innovation Configuration and Standards Assessment Inventory (SAI) to measure degree of professional learning (NSDC/Learning Forward)   ESLRs ADDRESSED:  Succeed Academically  SCHOOL IMPROVEMENT PLAN:n/a  WASC ADDITIONAL RECOMMENDATIONS:   * The school administration ensures that the faculty has adequate time and guidance to digest , understand, and master the initiative already in effect in order to maximize the effectiveness of these programs and ensure their sustainability. It is critical that the present principal remain at BMS to provide continued leadership. * The administrative staff provides ongoing professional development to instruct teachers in more effectively utilizing the block period scheduling, and provide increased professional development to ensure that the current initiatives and ESLRs are fully understood and implemented. * The administrative team should assess the location of their offices and relocate to ensure visibility and accessibility to their stakeholders. * GDOE and the school need to purchase and install a fire alarm system ot ensure the safety of the students and adults on campus.   GEPB GOAL 3:  All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities | | | |
| **Objective 3.1** | The structure and schedule will be set up to promote and foster collaboration and professional learning communities. | | | |
| **Impact on Student Learning of Academic Standards** | The structure and schedule will be the first step towards having a collaborative school where adult learning occurs so student learning flourishes. | | | |
| **Activities** | | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| * + 1. Develop Leadership Organizational Chart that addresses Curriculum (Content Representatives) Safety (School Climate Cadre), Personalization (Interdisciplinary Team Leaders), and Resource Support (Resource Team). | | Administrator | Aug 2012 | Completed. This allows for a collaborative process to occur so teachers may engage in high levels of PLCs. |
| * + 1. Identify effective teacher leaders, through data (SAT10, Power Walkthroughs, Marks Analysis, and Student Interviews) who are influential in having their peers move towards the attainment of Goal 1. | | Administrator | Aug 2012 |
| * + 1. Ensure common planning time is available for content and interdisciplinary teams. | | Administrator and Leadership Team | Aug 2012 |
| * + 1. Find additional time for collaboration through the use of student assemblies, transforming faculty meetings into learning time, and using flexible schedules of the advisory/homebase program. | | Administrator | Aug 2012 and monthly |
| Objective 3.2 | Teach the process of collaboration and professional learning communities to the teachers in order for them to make proper use of their time spent together. | | | |
| **Impact on Student Learning of Academic Standards** | Teachers need to be taught the process of collaboration, as the natural tendency of schools and classroom is isolation. Most teachers collaborate on issues such as field trips, class councils, fundraising, but fall short in collaborating about the Curriculum, Instruction, and Assessment portions. | | | |
| **Activities** | | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| 3.2.1 All teachers take Schools Assessment Inventory (SAI) Survey from NSDC to measure the degree of Professional Development occurs as measured by NSDC standards | | PD Committee | October 2010 and annually | SAI results posted on livebinders.com. Focus growth is on Learning Communities standard, with an emphasis on teacher observation and specific feedback. |
| 3.2.2 Use results to determine area of strength and growth and design monthly sessions accordingly. | | PD Committee | November 2010 and beginning of the year. |
| 3.2.3 Schedule, at least once a month, content meetings and interdisciplinary meetings to focus on the process—Developing SMART Goals, setting norms, assessing PD, team reporting and planning, etc…—of effective collaborative professional learning communities. | | Administrator | Twice Monthly with Administrator | Leadership team will be on the same page. |
| 3.2.4 Simultaneously infuse theoretical framework of PBS and the Advisory program for team meetings and relevant data (such as office discipline referrals, student safety surveys) to the process of PLC to give substance to their meetings (Continuous cycle of improvement). | | Administrator | Twice Monthly | This session is primarily for team leaders. They will be able to use the 4 essential questions, but relating to behavior and actions. |
| 3.2.5 Assess effectiveness of program quarterly and make changes as needed. | | PD Committee | Quarterly | Googledocs will show if program is working or not. |
| Objective 3.3 | Implement Richard Dufour’s model of Professional Learning Communities in all Academic content areas | | | |
| **Impact on Student Learning of Academic Standards** | Richard Dufour’s model will ensure all teachers identify essential skills, have common assessments, differentiate instruction, and develop interventions. All are critical components of ensuring all students learn at high levels. | | | |
| **Activities** | | **Responsibility** | **Timeline** | **Evidence of Effectiveness** |
| 3.3.1 Explain Dufour’s model at the beginning of the year and set the expectation of how content meetings will occur. | | Administrator | Aug 2010 (Complete) |  |
| 3.3.2 All content teachers must come to a consensus for five essential standards/skills to be taught per quarter per content per grade level that is aligned with the SAT10 skills. | | Content teachers | Nov 2010 and yearly  (Complete) |  |
| 3.3.3 Content teachers must now agree to common assessments for each standard (between 5-10) to ensure assessment measures higher order thinking skills. | | Content teachers | Feb 2010  Completed SY2011 and continues monthly. |  |
| 3.3.4 At the end of every common assessment, every content teacher to meet and conduct error analysis, (at least biweekly) facilitated first by the Content Representative. | | Content representative | September 2012 and monthly |  |
| 3.3.5 Teacher’s share their successes and struggles during monthly faculty meetings for celebration and reflection.\*\* | | Content and team teachers | Monthly |  |
| 3.3.6 Teachers to share strategies of differentiated instruction with each other in their respective content based on the results of common assessments. | | Content teachers | Monthly |  |
| 3.3.7 Teachers to identify students who are not learning the skills | | Content and Team teachers | Monthly |  |
| 3.3.8 Teacher to place those students in respective interventions, provided classroom management is not the issue AND instruction is differentiated. See pyramid of interventions. | | Classroom teacher | February 2012 |  |