

Tenet 2		
Barrier or need to be addressed: Teachers were not receiving growth producing feedback on Look For teaching practices to then allow them to directly impact student learning.	Strategy to be implemented: Jeff will implement Look For Walk Thru Google Form combined with the Coaches Look For Rubric to complete the minimum of 10 classroom visits per week June 2017, two or three students from each classroom per grade level will be interviewed to ask: "What did you learn in _(math or ELA)_ class today?", "How did you prove that you learned?", "Did your teacher give you feedback on how you were doing?", "What kind of questions did you have or ask during the lesson?" "Add an SEL Question" for the purpose of gathering baseline data for Benchmark Goal in 2017-2018 school year. Trends/Data from Feedback within walk thru rubric and student interviews will be shared at faculty meetings	Beginning in September 2017, building leaders should complete a minimum of 10 classroom visits per week to: <ul style="list-style-type: none"> ● assess implementation of instructional practices identified in the district "look-for" document; ● provide specific, growth producing feedback to individual teachers to promote highly effective instructional practices that will support all students in meeting learning targets; ● conduct follow up visits/coaching conversations with teachers to whom feedback is provided to assess implementation of recommended action steps; ● Identify trends in building data to provide targeted, embedded, professional development and coaching to improve practices and replicate highly effective practices.
	Resources to be used:	Walk Thru Tool/Doc and Look For Rubric created by coaches, Survey/Google Form to collect data on Students Interviewed to document the answers to the four questions
	Specialized PD involved:	Unpacking form together at a faculty meeting so that entire staff is present
	Mid-year Benchmark Goal: (STAFF EFFORTS)	200 walk thru visits completed with feedback provided,
	Mid-year Benchmark Goal (STUDENT OUTCOMES):	Two or three students from each classroom per grade level will be interviewed to ask: "What did you learn in _(math or ELA)_ today?", "How did you show your teachers that you learned?", "Did your teacher give you feedback on how you were doing?", "What kind of questions did you have or ask during the lesson?" will increase 5% from June 2017 baseline data
	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	5% above Mid Year data collected from students interviewed
	Person(s) Responsible for Strategy Implementation:	Principal and designated staff (School Psych, SHL)
	Time Period for implementation:	Baseline data prior to end of June 2017, student interviews would be between 15-20 weeks (mid year) and between the 35-40 week mark,

Tenet 3		
Barrier or need to	Strategy to be	Beginning in September 2017, all teachers should administer and analyze

<p>be addressed:</p> <p>Move from exclusive student data discussions to instructional practices and sharing of strategies and resources.</p> <p>Creating a building wide system for looking at data and looking at curriculum and instruction.</p>	<p>implemented:</p> <p>monthly focus skills discussed (and reflected in team minutes).</p>	<p>grade level common assessments, at least every 10 weeks. The purpose should be to:</p> <ul style="list-style-type: none"> ● measure progress toward K- 6 essential standards using common scoring criteria; ● inform PLC decision-making, resulting in immediate adjustments to instructional planning and delivery at tier 1 ● serve as the basis for written specific, growth producing feedback to students regarding next steps toward mastery of learning targets and how to improve their growth.
	<p>Resources to be used: SDI (tracy)</p>	Use of Instructional Coach for before/after school voluntary professional development
	<p>Specialized PD involved:</p>	<p>Coach to help systematize protocols used in meetings.</p> <ul style="list-style-type: none"> ● How to plan for instruction, using targets (identifying skills) ● how to use differentiation (including after mastery) ● feedback using formative assessments ● collecting and responding to data (structures for classrooms) ● questioning (planning and using)
	<p>Mid-year Benchmark Goal: (STAFF EFFORTS)</p>	monthly minutes will reflect changes in practices
	<p>Mid-year Benchmark Goal (STUDENT OUTCOMES):</p>	Students will be 5% (or more) closer to reaching grade level goals (on or above grade level) for ELA and Math when compared to previous year data.
	<p>End of the Year Quantifiable Goal: (STUDENT OUTCOMES)</p>	Students will be 5% (or more) closer to reaching grade level goals (on or above grade level) for ELA and Math when compared to previous year data.
	<p>Person(s) Responsible for Strategy Implementation:</p>	Grade Level Teams, instructional coaches
	<p>Time Period for implementation:</p>	Ongoing, 2017-2018 School year

Tenet 4		
Barrier or need to	Strategy to be implemented:	By June 2017 instruction should be made more

<p>be addressed: ELA instruction and understanding of CKLA system. Reading instruction at tier 1. Online reading and typing strategies.</p>	<p>At a June faculty meeting, facilitate structured conversations unpacking Tenet 4 recommendations (in small groups) and how we are going to be held accountable for implementing.</p> <p>Develop a calendar of availability for June to learn from each other to see “what these recommendations look like” in action.</p> <p>Develop a google folder per recommendation that includes teacher resources</p> <p>K-2, 3-6 PLC discussions on Tier 1 Instructional Strategies at every other faculty meeting on-going throughout the year</p>	<p>rigorous and engaging for students by:</p> <ul style="list-style-type: none"> ● Increasing student responsibility for critical thinking while gradually reducing the reliance upon the perceived need for teacher input by increasing: <ul style="list-style-type: none"> ○ the time students are working through texts themselves ○ opportunities for independent text-dependent writing such as summaries and open-ended responses to reading ○ opportunities for students to collaborate in pair and group work by using strategies such as student-led conversations to deepen their comprehension of texts and their writing ○ the provision of scaffolding so that all students can access grade level ELA instruction ○ consistently using differentiated questions to assess the depth of understanding of each student in relation to learning targets. Questions should embed multiple levels of complexity through the use of Bloom’s Taxonomy or Webb’s DOK.
<p>Resources to be used:</p>		<p>Use of Instructional Coach for before/after school voluntary professional development</p>
<p>Specialized PD involved:</p>		<p>PD for teachers on: How to plan for instruction, differentiation and scaffolding these lessons What are appropriate higher order thinking questioning strategies</p>
<p>Mid-year Benchmark Goal: (STAFF EFFORTS)</p>		<p>Based on the baseline “Look For” data, teachers will increase the implementation of rigorous and engaging instruction by 5% points.</p>
<p>Mid-year Benchmark Goal (STUDENT OUTCOMES):</p>		<p>Students will be 5% (or more) closer to reaching grade level goals (on or above grade level) for ELA and Math when compared to previous year data.</p>
<p>End of the Year Quantifiable Goal: (STUDENT OUTCOMES)</p>		<p>Students will be 5% (or more) closer to reaching grade level goals (on or above grade level) for ELA and Math when compared to previous year data.</p>
<p>Person(s) Responsible for Strategy Implementation:</p>		<p>Classroom teachers, instructional coaches, building leader, instructional support staff (teachers’ assistants, Rtl specialists and Special Education Staff)</p>
<p>Time Period for implementation:</p>		<p>Ongoing June 2017- 2017-2018 School year- professional development and implementation</p>

Tenet 5		
Barrier or need to be addressed:	<p>Strategy to be implemented: Administer Teacher Survey to gather baseline implementation data to assess fidelity of Second Step Curriculum prior to end of June 2017 and re-administer mid-year 2017-2018 Send SEL Team Letter to Parents in Fall 2017 using a consistent method of communication Administer (DESSA) October 2017 and May 2018 to measure Students' Specific Skills within SEL Use PLC time to discuss SEL Tier 1 adjustments based upon data and documentation on PLC Minutes Form In July 2017-June 2018 use PBIS planning time and PBIS Task Force planning to develop a system for Tier 2 and Tier 3 SEL Student Needs Add an SEL question to the Look For Student Interviews</p>	<p>By August 1, 2017, the building leadership and PBIS teams should create systems to ensure consistent and comprehensive support for SEDH for all students by:</p> <ul style="list-style-type: none"> ● designating a time in the master schedule for tier 1 social emotional learning using an evidence-based standard curriculum (Second Steps); ● evaluating the effectiveness and implementation of the daily SEL time and creating action plans to adjust SEL at tier 1; ● Evaluating data every 5 weeks to follow up and address the SEDH needs of students at tiers 2 and 3 to provide appropriate interventions as outlined in the FCSD pyramid of interventions.
	Resources to be used:	<p>Built in SEDH (Social Emotional Developmental Health) time SWIS, Schooltool, Building Wide Expectations, Curriculum Resources aligned with PBIS behavior expectations Funding for PBIS Task Force to meet in summer to align curriculum, develop resources and create a task force meeting minutes template. Purchase DESSA- Tammy Sheldon will coordinate Purchase additional K-5 Second Step Kits PBIS Task Force Add SEL assessments to the Assessment Calendar</p>
	Specialized PD involved:	<p>PBIS Task Force will outline a structure for data analysis, character trait development and intervention resources for teachers to utilize in Tier I instruction. The PBIS Task Force will turn key the resources with all staff. PBIS CiTi Behavior Support Specialist. Training on making decisions based on evidence from screening tools. PD on implementation of Tier 2 and Tier 3 PBIS Interventions- Geri Geitner and PBIS Team will coordinate/facilitate PD on the school wide parent communication method for Sending Home Parent Communication</p>
	Mid-year Benchmark Goal: (STAFF EFFORTS)	<p>PBIS Task Force minutes will reflect systematic use of data and action planning for each grade level's Tier 1 instructional needs. The building leader will have conducted one walk through in every classroom during designated SEDH time (see Tenet 2) Re-administer Teacher Survey to assess an increase in Second Step fidelity of implementation</p>

End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Reduction in overall referrals for behavior for entire building for 17-18 school year compared to baseline of overall referrals from 16-17 school year. 90% of all students will show an increase in their skill level as measured by DESSA	
Person(s) Responsible for Strategy Implementation:	PBIS Task Force, Building Leader, SHL, School Psych, Grade Level teams	
Time Period for implementation:	By June 30, 2017 confirm members of the PBIS Task Force. By Sept 2017, the list of resources will be created and ready to be shared by first faculty meeting of the year. PBIS Task Force will meet once a month and complete meeting minutes template. A framework and schedule for assessing SEL impact will be developed and implemented July 2017-June 2018.	

Tenet 6		
Barrier or need to be addressed:	Strategy to be implemented: The facilitator leadership team, with grade level team input, will determine the consistent communication and implementation plan for the building. This team will also define minimum expectations per grade level of elements of student data binders (building goals/grade level goals/classroom goals, 2 individual student goals, student selection piece). Use student data binders/student portfolios to facilitate student led conferences. Build in minimum monitoring time for students reflecting on goals (every 5 weeks) . Quarter 1: Teacher/Student conference based on binder Quarter 2: Student to student presentations Quarter 3: Student to parent/adult Quarter 4: Student to receiving teachers Bring 1 student data binder from class to faculty meetings to share with another teacher	By September 30, 2017, district and school leadership teams should develop a plan to implement student-led conferences in the Spring of 2018 for grades K-6; the plan should include: <ul style="list-style-type: none"> • Communication methods for students, staff and families; • Parameters for content of each conference (student data, goal setting, portfolio and career plans); • Training for teacher and students on effective strategies for conferences
	Resources to be used:	Add "Student Reflection Time" on data binders to the Assessment Calendar, Time for professional development, time during the school day to have conferences Q1 and Q4, SLC resources, Edutopia, Leaders of their Own Learning Professional Resource (Ron Berger),
	Specialized PD involved:	Common Understanding of purpose of Student Data Binders Exemplars of Student Data Binders Exemplars of Student Led Conferences
	Mid-year Benchmark Goal:	Every teacher has supported a system for

	(STAFF EFFORTS)	creating/contributing to/maintaining Student Data Binders and every grade level classroom teacher has held a conference with each student based on contents of student data binder.
	Mid-year Benchmark Goal (STUDENT OUTCOMES):	Every student will be involved with a Peer Student Led Conference during SEL time to practice prior to Parent Student Led Conference
	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	100% of students will have conducted a student led conference with a parent/or other adult by the end of the school year
	Person(s) Responsible for Strategy Implementation:	Facilitator leadership team, building principal, all teachers, building support staff, all students. Special area, special education, support staff and RtI teachers will attend conferences for students whose parents are unable to attend.
	Time Period for implementation:	<p>Minimum expectations for elements of student data binders will be defined and communicated by Sept 30, 2017</p> <p>First October Faculty Meeting student data binders are in place</p> <p>On October Collaboration Day teachers will practice facilitating student led conference using data binder</p> <p>Quarter 1: Teacher/Student conference based on binder</p> <p>Quarter 2: Student to student presentations of binders</p> <p>Quarter 3: Student to parent/adult</p> <p>Quarter 4: Student to receiving teachers</p>