



U-46 Rising

**Middle School Network
(MSN)**

**Board of Education Update
January 9, 2023**



“(a) We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; (b) We already know more than we need to do that; and (c) Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

-Edmonds, 1979 (Effective Schools Research Movement)

Presenters

Dr. Annette Acevedo
MS Executive Director

Dr. Luis Fernando De Leon
Tefft MS Principal

Ms. Irma Verastegui
Tefft SfRE Instructional Coach

Middle School Network Schools



Abbott MS



Canton MS



Eastview MS



Ellis MS



Kenyon Woods MS



Kimball MS



Larsen MS



Tefft MS



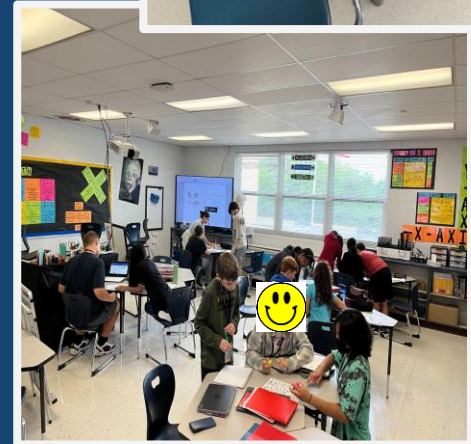
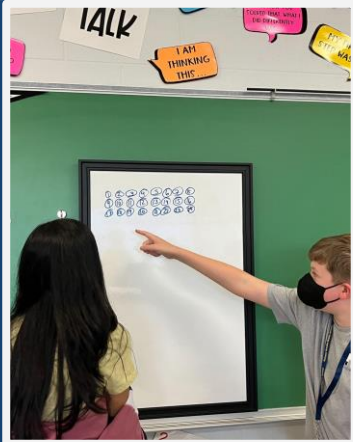
District Priorities

Instructional Priorities:

- 1. The task and student work are at the appropriate taxonomy level or higher and demonstrate the standard as it is intended.**
- 2. Student teammates interact equally as they make connections between their learning and their teammates' learning.**
3. We assess and provide feedback on what we value: deeper, authentic learning aligned to grade-level standards.
4. Our intervention and support systems align with core instruction and include early identification and exit based on real-time learning.

Middle School Theory of Action

If we fully engage students in rigorous, culturally and linguistically relevant, standard-based instruction, where there is increased ownership of learning, then we will see students who are self-motivated and have the ability to collaboratively solve complex tasks, resulting in a thriving U-46 middle school student.



Middle School Network (MSN) Continuous Improvement (CIP) Goals

CORE INSTRUCTION:

- By the middle of the year (MOY), the average score for students working with partners or groups (Pillar 2-Activating Student Teams) across all middle schools will be at least 3.5 for Rigor Diagnostic 2.
 - By MOY, all classrooms will engage in culturally and linguistically responsive partner or team tasks aligned to grade level standards as evidenced through a score of disagree or higher on question 5 of the Rigor Walk Tool.
- By MOY, 80% (1.6 or above) or more of our classrooms will have student tasks that are designed to meet the intent of the grade-level standard and the learning target using the Rigor Walk Tool resulting in increased taxonomy levels.

CONDITIONS FOR LEARNING (SELF-REGULATION and AGENCY):

- By MOY, the average score for the school culture, including but not limited to, systems of control, self-regulation, intrinsic motivation and student ownership across all middle schools will be a 6.5 for Rigor Diagnostic 2.
- By EOY, the average score for sense of belonging in the Panorama data will increase by at least 10% from the 2022 Report with question “How connected do you feel with adults in your school?” having at least a 40% favorable response.

DATA TO DRIVE IMPROVEMENT AND INTERVENTIONS:

- By MOY, the average score for tracking student progress (Pillar 5 of the RD) in reaching proficiency on grade-level standards across all middle schools will be a 4 for Rigor Diagnostic 2.

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MSN Rigor Diagnostics Comparison

MOY 21-22 & MOY 22-23 RIGOR DIAGNOSTIC COMPARISON

Middle School	Rigor Diagnostic Mean		Conditions for Learning		Standards-Based Student Evidence		Activating Student Teams		Verify Learning		Tracking Student Progress	
	MOY	MOY	MOY	MOY	MOY	MOY	MOY	MOY	MOY	MOY	MOY	MOY
Abbott	3.27	4.60	4.3	3.8	3.8	6.3	3.5	4.3	2.3	4.0	2.5	4.8
Canton	3.83	4.52	6.0	6.8	4.8	4.3	3.3	3.0	2.7	3.3	2.5	5.3
Eastview	3.63	5.62	5.5	6.8	5.0	6.3	3.5	4.8	1.7	5.3	2.5	5.0
Ellis	3.03	4.82	5.8	6.5	3.5	5.3	1.8	4.5	1.7	3.3	2.5	4.5
Kenyon Woods	3.92	5.25	7.0	7.3	5.0	6.0	2.8	3.0	2.3	4.0	2.5	6.0
Kimball	3.07	3.80	3.3	4.0	4.8	4.8	2.5	2.5	2.3	3.0	2.5	4.8
Larsen	3.42	4.42	5.8	5.0	4.5	5.5	2.0	2.5	2.3	3.3	2.5	5.8
Tefft	3.83	5.25	7.0	7.3	5.0	5.5	3.0	2.8	1.7	4.0	2.5	6.8
OVERALL MEAN	3.5	4.78	5.6	5.9	4.5	5.5	2.8	3.4	2.1	3.8	2.5	5.3

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MSN Rigor Walk Data

Walkthrough Count: 392
Visits: 8 Schools, 2,008 Classrooms
Average Visits Per Walkthrough: 5.1
Dates: 8/29/22 - 12/11/22

RigorWalk Area Summary

● Standards-Based Student Evidence

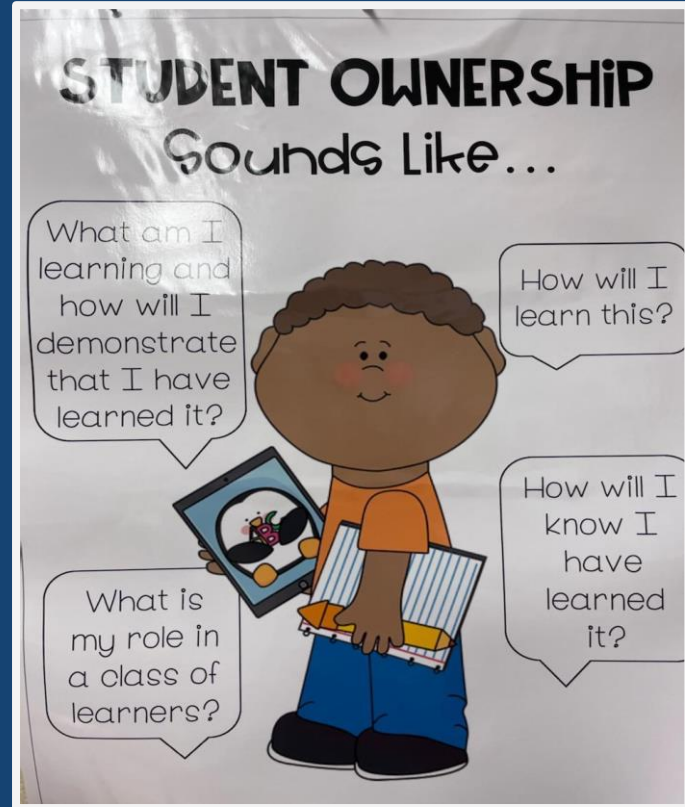
Trend Result: 1.6
Trend Start: 1.2
Growth: 20%

● Organizing Students to Achieve the Standard

Trend Result: 0.6
Trend Start: 0.4
Growth: 7%

● Monitoring to Take Action Within a Lesson

Trend Result: 0.7
Trend Start: 0.5
Growth: 7%



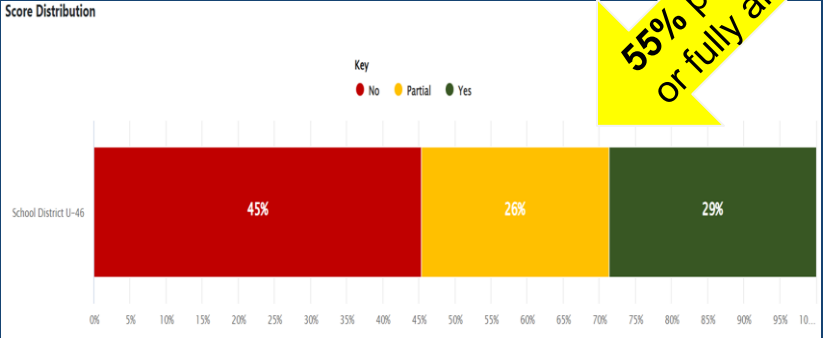
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MSN Rigor Walk Data

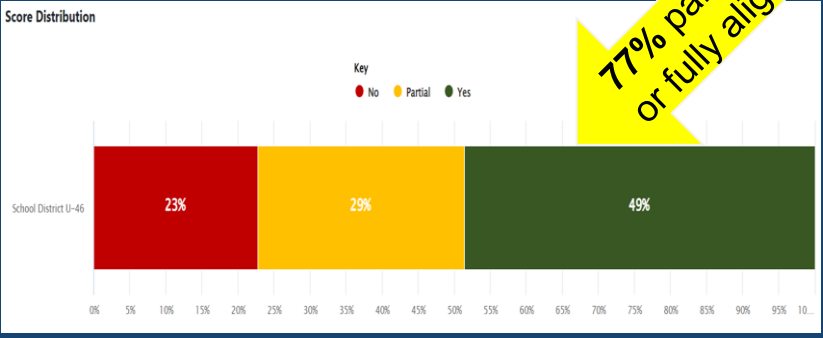
Target Task Alignment 21-22



Trend Start: 0.6
Trend Result: 1.1

Data Collection Window: 9/13/21-12/12/21

Target Task Alignment 22-23



Trend Start: 1.2
Trend Result: 1.4

Data Collection Window: 8/29/22-12/11/22

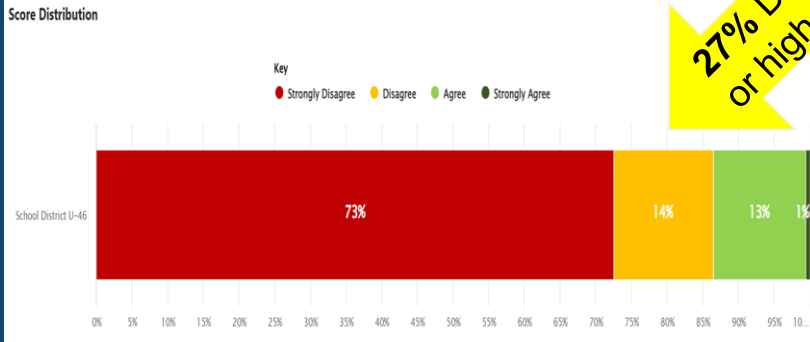
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MSN Rigor Walk Data

Students Interacting with Partners/Groups 21-22

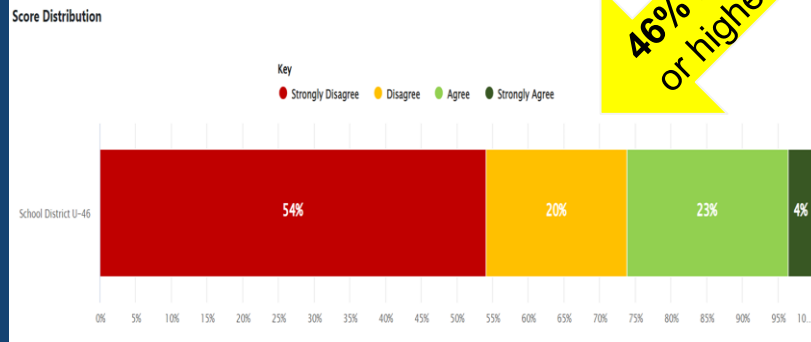


27% Disagree or higher

Trend Start: 0.3
Trend Result: 0.5

Data Collection Window: 9/13/21-12/12/21

Students Interacting with Partners/Groups 22-23



46% Disagree or higher

Trend Start: 0.7
Trend Result: 0.9

Data Collection Window: 8/29/22-12/11/22

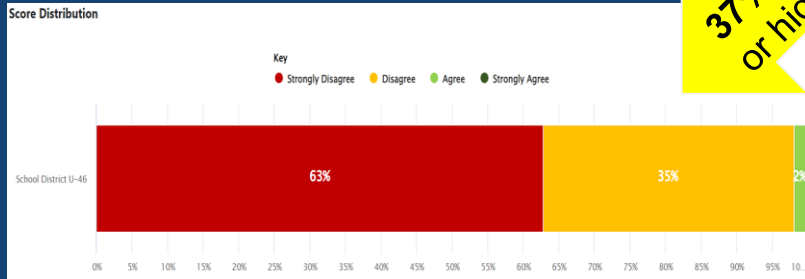
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MSN Rigor Walk Data

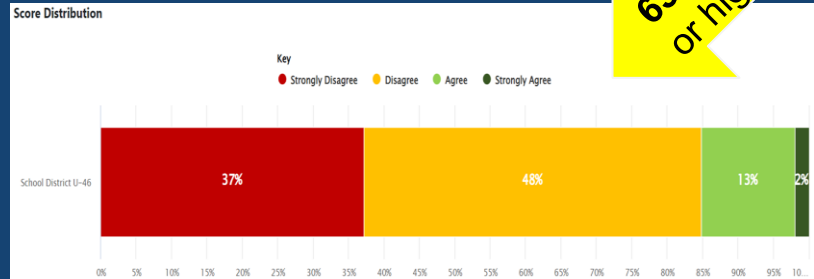
Teachers Track Evidence of Students Meeting the Lesson Target 21-22



Trend Start: 0.3
Trend Result: 0.5

Data Collection Window: 9/13/21-12/12/21

Teachers Track Evidence of Students Meeting the Lesson Target 22-23



Trend Start: 0.7
Trend Result: 0.9

Data Collection Window: 8/29/22-12/11/22

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MSN Rigor Walk Data

Student Work Taxonomy Level

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Classroom Distribution by Month

	No Student Work	Retrieval	Comprehension	Analysis	Knowledge Utilization	Classroom Count
Aug 2022	24%	53%	19%	3%	1%	113
Sep 2022	13%	49%	30%	6%	1%	633
Oct 2022	11%	39%	34%	13%	2%	506
Nov 2022	9%	44%	33%	12%	3%	507
Dec 2022	6%	50%	29%	11%	3%	229
Total	11%	46%	31%	10%	2%	1988

MSN Professional Development - ETA

U46 RISING AVANZANDO
**Secondary Consortia Model:
 Schools for Rigor & Equity**
 U-46 RISING PD PROGRESSION

PROFESSIONAL DEVELOPMENT

- Academic Teaming 101
- Academic Teaming 201
- On-Site Faculty Coaching

YEAR 1
2021-2022

PROFESSIONAL DEVELOPMENT

- Academic Teaming 301
- Academic Teaming 401
- On-Site Faculty Coaching

YEAR 2
2022-2023

PROFESSIONAL DEVELOPMENT

- Academic Teaming 501
- Academic Teaming 601
- On-Site Faculty Coaching

YEAR 3
2023-2024

PROFESSIONAL DEVELOPMENT

- On-Site Faculty Coaching

YEARS 4-5
2024-2026

SESSION DESCRIPTIONS

AT 101 AT 201 AT 301 AT 401 AT 501 AT 601 COACHING SUPPORT

The Professional Development Progression will support staff as they grow in the 4 competencies of Academic Teaming.

TARGET TASK ALIGNMENT STUDENT-LED TEAMING INTEGRATED SEL FORMATIVE ASSESSMENT

45
Consortia

U46 RISING AVANZANDO
Middle Schools
 U-46 RISING PD PROGRESSION

PROFESSIONAL DEVELOPMENT

- Academic Teaming 101
- Academic Teaming 201
- On-Site Faculty Coaching

YEAR 1
2022-2023

PROFESSIONAL DEVELOPMENT

- Academic Teaming 301
- Academic Teaming 401
- On-Site Faculty Coaching

YEAR 2
2023-2024

PROFESSIONAL DEVELOPMENT

- Academic Teaming 501
- Academic Teaming 601
- On-Site Faculty Coaching

YEAR 3
2024-2025

PROFESSIONAL DEVELOPMENT

- On-Site Faculty Coaching

YEAR 4
2025-2026

SESSION DESCRIPTIONS

AT 101 AT 201 AT 301 AT 401 AT 501 AT 601 COACHING SUPPORT

The Professional Development Progression will support staff as they grow in the 4 competencies of Academic Teaming.

TARGET TASK ALIGNMENT STUDENT-LED TEAMING INTEGRATED SEL FORMATIVE ASSESSMENT

388
attendees



MSN Professional Development - ETA

U-46 Rising Partners & Schedule Eastview Middle School



Introducing our IE (formerly LSI) Partner

Gary Hess – Leadership Coach

Gary will be serving in the role of our Leadership Coach. The purpose of this role is to support school leaders in all areas of school operation as a part of our culture.

Gary will visit our school to complete Rigor Diagnostic Walks this year on:

- 9/8/2022
- 11/30/2022
- 3/15/2023

In addition to the Rigor Diagnostic Walks, day sessions to provide Leadership Coaching include classroom visits.

9/20/2022	10/1/2022
12/7/2022	1/2/2023
4/6/2023	5/2/2023

Gary's email address:

ghess@instructionalempowerment.com



Miriam's email address:

mdavis@instructionalempowerment.com

You can contact Miriam or Gary through their email address or through your school administrator.

Scheduling time with them is coordinated through your U-46 Rising Committee and your school administrator.

Miriam Davis – Faculty Coach

Miriam will be serving in the role of our Faculty Coach. The purpose of this role is to support coaches and teachers in all areas of the daily work as a critical component of instruction and school culture.

Miriam will be on our campus six times this year on:

9/1/2022	11/10/2022
12/14/2022	1/25/23
2/27/2023	3/23/23

Should any dates change, you will be notified through your weekly school newsletter.



U-46 Rising Partners & Schedule Tefft Middle School

Introducing our IE (formerly LSI) Partners

Gary Hess – Leadership Coach

Gary will be serving in the role of our Leadership Coach. The purpose of this role is to support school leaders in all areas of school operation as a part of core instruction and school culture.

Gary will visit our school to complete Rigor Diagnostic Walks three times this year on:

- 8/24/2022
- 11/14/2022
- 3/6/2023

In addition to the Rigor Diagnostic Walks, Gary will also visit on 16 full day sessions to provide Leadership Coaching. These visits may also include classroom visits.

8/15/2022	9/9/2022	9/22/2022	10/4/2022
10/18/2022	11/1/2022	12/8/2022	1/10/2023
1/24/2023	2/7/2023	2/21/2023	3/7/2023
4/11/2023	4/26/2023	5/11/2023	6/2/2023

Miriam Davis – Faculty Coach

Miriam will be serving in the role of our Faculty Coach. The purpose of this role is to support coaches and teachers as they embed coaching in all areas of the daily work as a critical component of the core instruction and school culture.

Miriam will be on our campus twenty-four times this year on:

8/24/2022	9/9/2022	9/21/2022	9/30/2022
10/19/2022	10/26/2022	10/27/2022	11/2/2022
11/3/2022	11/16/2022	12/1/2022	12/6/2022
1/18/2023	2/2/2023	2/9/2023	2/22/2023
3/8/2023	3/15/2023	3/24/2023	4/6/2023
4/26/2023	5/3/2023	5/10/2023	

Should any dates change, you will be notified through your weekly school newsletter.

Miriam's email address:

mdavis@instructionalempowerment.com

You can contact Miriam or Gary through their email address or through your school administrator. Scheduling time with them is coordinated through your U-46 Rising Committee and your school administrator.

U-46 Rising Partners & Schedule Kerwon Woods Middle School

Additional Consortia Faculty Coaching

Miriam Davis – Faculty Coach

Miriam will be serving in the role of our Faculty Coach. The purpose of this role is to support coaches and teachers as they embed coaching in all areas of the daily work as a critical component of the core instruction and school culture.

Miriam will be on our campus four additional times this year on:

9/20/22	11/18/22
1/30/23	3/6/23



Ellis MS U-46 Rising Schedule 22-23

Rigor Diagnostic Visits

Purpose: Conduct classroom walks collaboratively with school principal/district 3x w/ a school year to capture data used to identify systems of the SIMM to strengthen core instruction.

Beginning of Year (BOY)	9/7/22
Middle of Year (MOY)	11/6/22
End of Year (EOY)	3/14/23

Principal and Assistant Principal must be available all day

Leadership Coach Visits (3hrs): Gary Hess

Purpose: Support School Leaders as they embed coaching in all areas of school operations as part of core instruction and school culture

9/27/22	10/17/22	11/8/22	2/2/23	3/17/23	4/27/23
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Principal must be available during the entire visit.

Faculty Coach Visit (6hrs): Miriam Davis

Purpose: Support Instructional Coaches and Teachers as they embed coaching in all areas of daily work as a critical component of the core instruction and school culture.

Collaboration Days: Support provided around the following components:	Developing Coaching Capacity	Developing Instructional Capacity	Developing Collaborative Capacity	Making Collaborative Capacity
	9/28/22	11/10/22	1/24/23	4/9/23

Coaching for Implementation (C4I) Days: Provide job embedded coaching to teachers/coaches as they participate in classroom walks to observe evidence of implementation as a result of professional learning. These opportunities provide additional support to enhance coaching capacity and Teacher growth.

Leadership Training Institute

Purpose: Instructional Leadership Institute provides a unique opportunity for leaders at every level to engage in professional development and continuous improvement together.

4/2/22	Instructional Leadership Institute: Year 2, Day 1	
5/2/22	Instructional Leadership Institute: Year 2, Day 2	
12/4/22	Instructional Leadership Institute: Year 2, Day 3	8/26/22
4/25/23	Instructional Leadership Institute: Year 2, Day 4	2/28/23

Academic Teaming Training

Purpose: Create a revised vision for teaching and learning and plan to begin/refresh Academic Teaming in your classroom.

Please refer to your Canvas Platform for your team's scheduled date

- ★ 6 full-day faculty coaching visits (non-SfRE*)
- ★ 24 full-day faculty coaching visits (SfRE)
- ★ 4 half-day visits for consortia
- ★ 4 Instructional Leadership Institutes (ILI) SY22-23 (plus 4 last year)
- ★ Academic Teaming Training & Tool Kits
- ★ Books: The Power of Student Teams



*SfRE - School for Rigor and Equity

Professional Development-Administrators

Middle School Professional Development/Meeting Structure and Dates

ILI / 8:30 a.m. - 2:45 p.m. (Principals & 'APs)		MS Principal COP 12:00 p.m. - 3:00 p.m. At School Site (Principals)			
June 1	Welcome Center	Dec. 6	Ellis MS		
Sept. 21	ESC 240	Jan. 20	Kerjony Woods MS		
Dec. 14	Welcome Center	May 12	Tefft MS		
April 25	TBD				
Rigor Diagnostics #1 August 29 - September 13		MS Assistant Principal PD Culture and Climate (8-11 AM) & SSS (12-3)			
Rigor Diagnostics #2 November 14 - December 5		July 25, 26 all day	October 19	January 18	April 26
Rigor Diagnostics #3 March 7 - March 22		August 2	November 16	February 15	May 17
Leadership Coaching 1 (8-11 AM; 12-3 PM)		September 28	December 21	March 15	
September 19, 2022 - September 29, 2022		SFRE Leadership Coaching (Tefft MS Full Days) (8-3 pm)			
Leadership Coaching 2 (8-11 AM; 12-3 PM)		August 15	October 18	January 24	April 11
		September 9	November 1	February 7	April 26
October 17, 2022 - October 25, 2022		September 22	December 6	February 21	May 11
Leadership Coaching 3 (8-11 AM; 12-3 PM)		October 4	January 10	March 7	June 2
December 7, 2022 - December 15, 2022		Designing Implementation Training (DIT) (Tefft MS)			
Leadership Coaching 4 (8-11 AM; 12-3 PM)		August 1			
January 31, 2023 - February 3, 2023		In-Person Principal/AP Meetings (2:30-5:30 PM)			
Leadership Coaching 5 (8-11 AM; 12-3 PM)		September 2	February 13		Virtual Meetings Every Other Monday (7:30-8:30)
		December 19	April 10		
March 17, 2023 - April 6, 2023		MS Data Dialogue 7:00 a.m.-8:30 a.m.			
Leadership Coaching 6 (8-11 AM; 12-3 PM)		October 5	January 11	April 5	
April 27, 2023 - May 4, 2023		November 9	February 8		

Instructional Leadership Institute

ILI

SY 2021-22

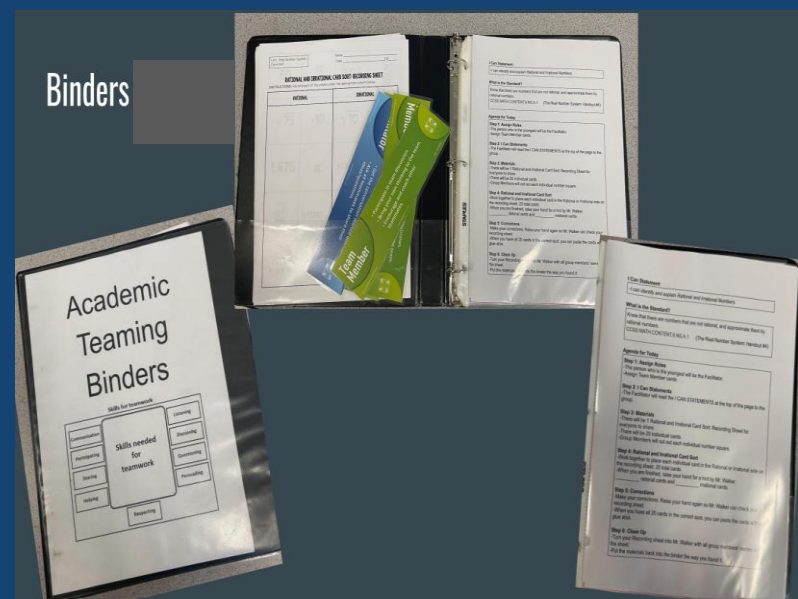
ILI 1	Building Blocks of Leadership Teams
ILI 2	Leading Change in Team Culture
ILI 3	Leading for Collective Efficacy of Teams
ILI 4	Leading Teams to Systems of Continuous Improvement

SY 2022-23

ILI 5	Building Sustainable Solutions Through Effective Teams
ILI 6	Building Sustainable Solutions Through Effective Teams
ILI 7	Strengthening Teacher Teams Through Autonomous Motivation
ILI 8	Sustaining Systems Change through Leadership Practices

Professional Development-Administrators

- ★ Executive Director (ED) weekly/bimonthly Coaching
- ★ IE Leadership Coaching
- ★ Academic Teaming
- ★ Standards/Learning and Language Targets/Success Criteria
- ★ Target/Task Alignment and Taxonomy
- ★ Continuous Improvement Planning
- ★ Crisis Prevention Institute (CPI)
- ★ Culturally and Linguistically Responsive Instruction
- ★ Equity
- ★ Adaptive Leadership
- ★ Instructional Leadership
- ★ Collective Efficacy
- ★ Data Analysis (academic, behavioral, social-emotional learning (SEL))
- ★ IAR: gap analysis/task alignment
- ★ Coaching/Teacher Feedback
- ★ Readings/Book Studies



Do the best you can until you know better. Then, when you know better, do better.

-Maya Angelou

School for Rigor and Equity 2022-2023

TEFFT MIDDLE SCHOOL



Where we are as a school...

U46 STRATEGIC PLAN 2022-2025

Student Success
It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and gain mastery of skills they need to better life chances and opportunities. By inspiring, students develop and will learn beyond their will-choose a growth mindset as they learn to succeed from persistence.

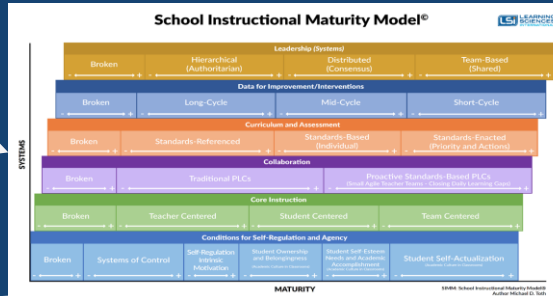
Effective & Engaged Staff
We will create, develop, recruit, recruit, professionalize, fairly qualified, and diverse workforce. We will establish a robust process for ensuring employee engagement to identify and proactively address employee engagement issues.

Culture, Climate & Community
We will engage in meaningful and effective leadership with our students, families and the greater community and will ensure that our schools are welcoming and caring places for all of our highly motivated and learners. We will become a diverse district that inspires learners to join us.

Excellence, Efficiency & Accountability
We will identify the most effective systems and resources that promote high-quality, operational conditions, efficiency and accountability. It is our most important to manage well all our student necessary work for all students.



TEFFT School for Rigor and Equity

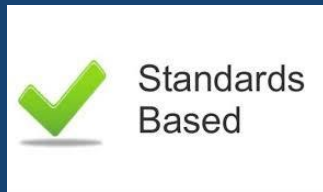


TEFFT Middle School Continuous Improvement Plan

VISION **MISSION**



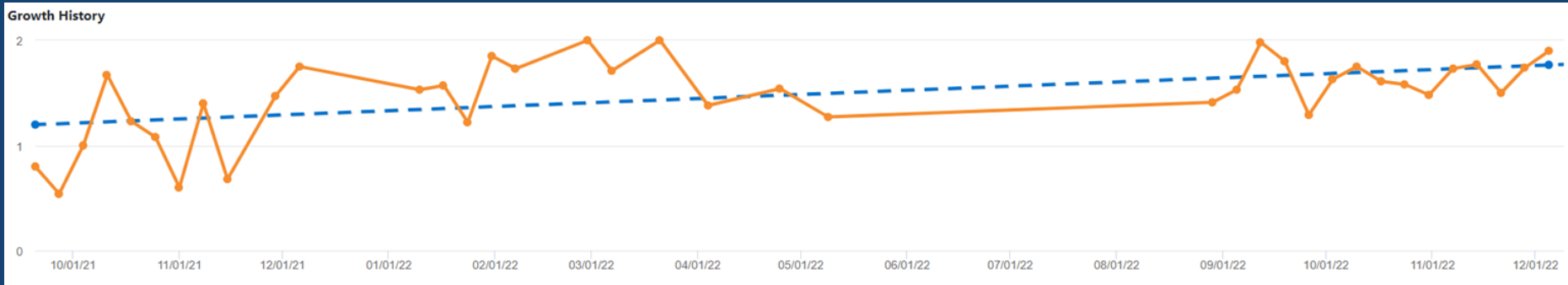
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Does the lesson learning target address the standards?



Number of Times Scored: 801

Walk Conductors: 18

Trend Start: 1.2

Trend Result: 1.8

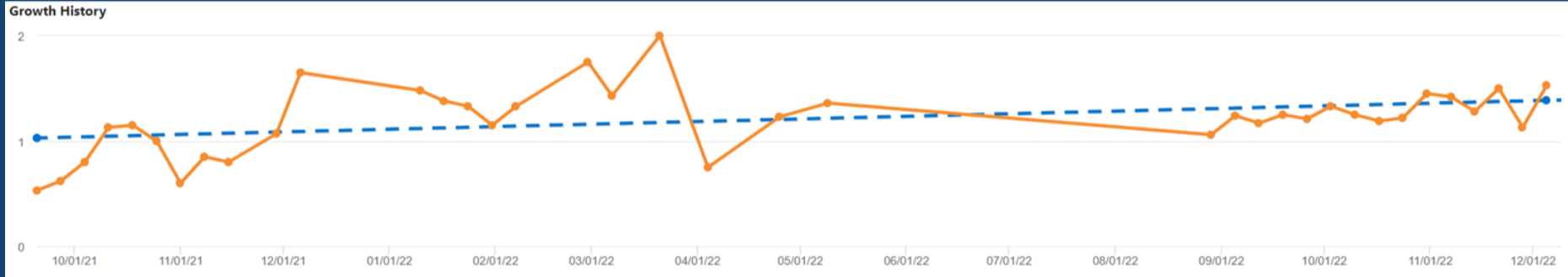
Growth Percentage: 30%

By End of Year (EOY) 22-23, Tefft Middle School will have consistently at least 90% of staff with aligned standards, learning targets and success criteria posted based on Marzano's taxonomy levels as evidenced by the Rigor Walk Rubric.

- 1st 45 day goal - 60% (1.2 score) ✓
- 2nd 45 day goal - 70% (1.4 score) ✓
- 3rd 45 day goal - 85% (1.7 score) ✓
- 4th 45 day goal - maintaining 90% (1.8+ score)



Is the student task aligned to the learning target?



Trend Start: 1

Trend Result: 1.4

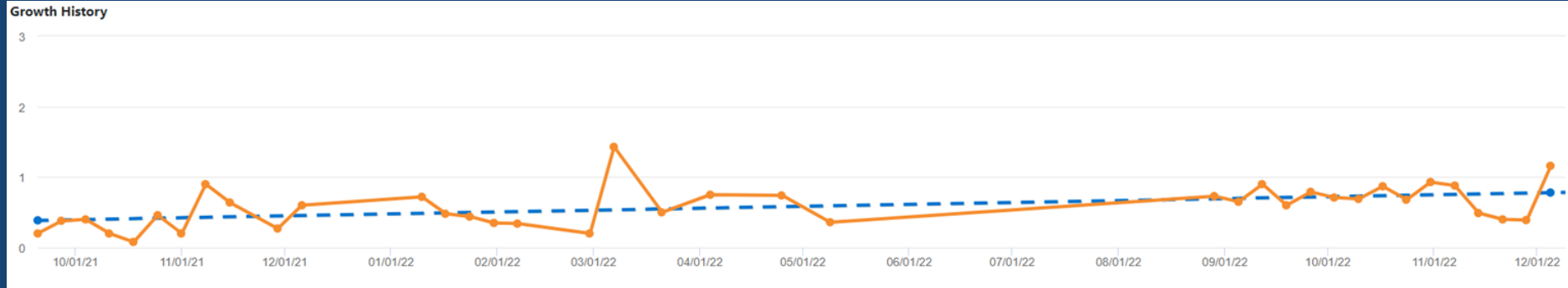
Growth Percentage: 20%

By EOY 22-23, Tefft Middle School will have consistently at least 80%+ of teachers providing students with structured rigorous performance tasks that are aligned to the learning targets based on Marzano's taxonomy level.

- a. 1st 45 day goal - 60% (1.2 score) ✓
- b. 2nd 45 day goal - 70% (1.4 score) ✓
- c. 3rd 45 day goal - 80% (1.6 score)
- d. 4th 45 day goal - maintaining 80% (1.6)



Students are interacting with partners or groups.



Trend Start: 0.4

Trend Result: 0.8

Growth Percentage: 13%

By EOY 22-23, Tefft Middle school will have a 1.3+ trend result on structured rigorous performance tasks that incorporate partners or groups as evidenced by the Rigor Walk Rubric Question 5.

- 1st 45 day goal - 90%+ Staff trained AT 101 ✓
- 2nd 45 day goal - 0.8+ trend result ✓
- 3rd 45 day goal - 1.0+ trend result
- 4th 45 day goal - 1.3+ trend result



Tefft Staff is Learning and Growing Together



Staff meetings shift to Professional Development

- Aligned to SIP/CIP Goals
- Standards based
- Learning targets
- Success criteria
- Team - learning tasks
- Modeling
- Data Driven



Tefft MS February Staff Mtg
12/12/2022- 7:30-8:40 am
In person TMS Auditorium

Our mission: "Moving ALL students forward, Whatever it takes... Together!"

SIP plan: [click link](#)

Vision: Moving all students forward, whatever it takes... together

Mission: To offer students the opportunity to explore a variety of experiences that will help them in their progress from dependence to independence. To meet the needs and diversity of our students, Tefft will provide an educational program that encourages intellectual, physical, social, and psychological growth to the learner's maximum ability"

Priorities:

- #1: The task and student work are at the appropriate taxonomy level or higher and demonstrate the standard as it is intended.
- #2: Student teammates interact equally as they make connections between their learning and their teammates' learning.
- #3: We assess and provide feedback on what we value: deeper, authentic learning aligned to grade-level standards.

TEFFT MS (SIP Team Charter Norms): [SIP Team Charter \(Norms\)](#)

- [Attendance sign in](#)

Standards

Continuous Improvement: In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning.

U46 Strategic Plan

Student Success: It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities. By helping students develop self and peer agency, they will develop a growth mindset as they learn to expand their perspectives.

CIP Core Instruction Goal #2:

Learning Targets - I am learning

- To develop of rigorous learning, quality core instruction.
- To develop students' self and peer agency, which will develop a growth mindset as they learn to expand their perspectives.
- To identify and plan changes necessary to improve student learning collaboratively

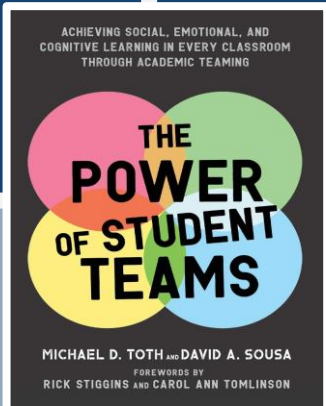
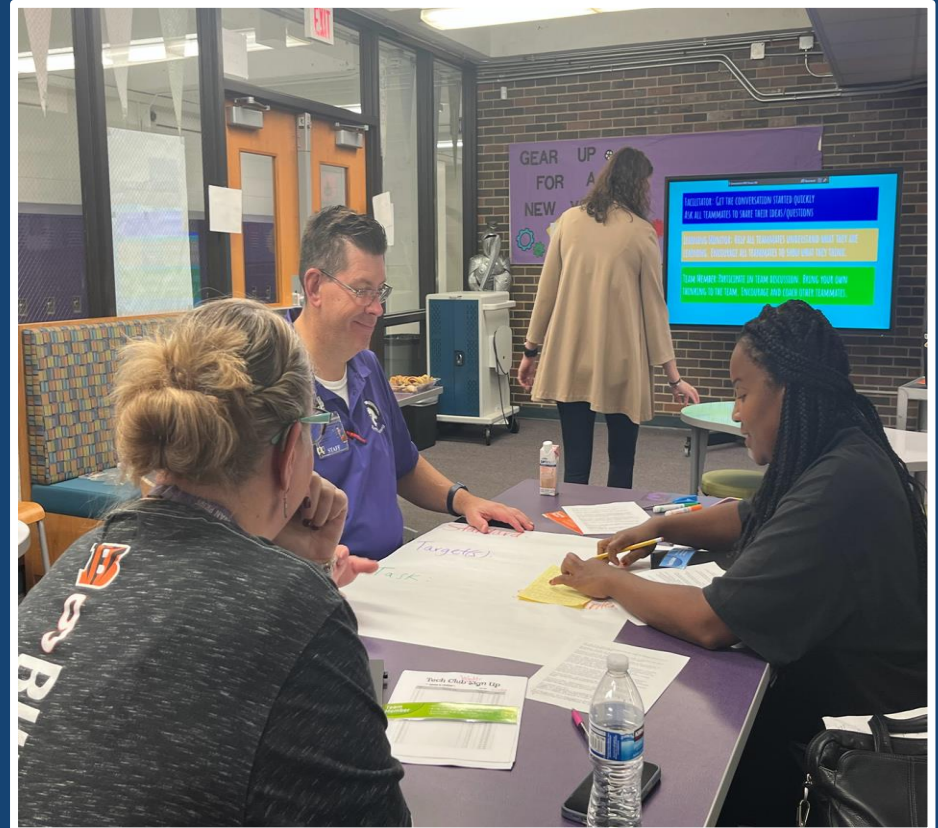
Success Criteria - I can

- Develop performance tasks that are taxonomy aligned to learning targets
- Promote student agency through the use of team-based performance tasks.



Coaches at Tefft MS

- Building Trust and Relationships
- Monthly lunch and learns
- Look and Learns
- New To Tefft
- Book Studies
 - The Power of Student Teams
 - Culturally Responsive Teaching





Monthly Lunch and Learns

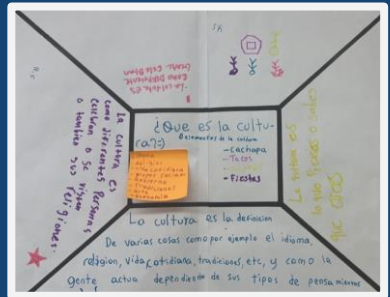
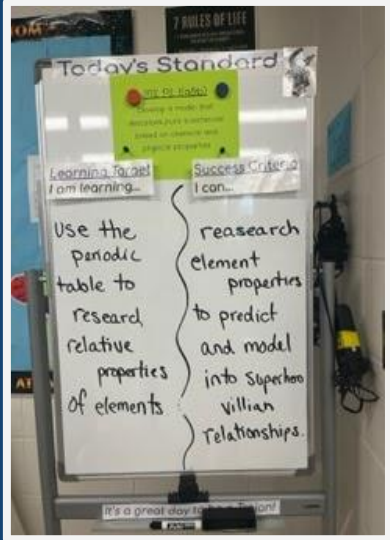


- Standards, Learning Targets and Success Criteria

- Forming Student Teams

- Student Roles and Accountable Talk

- IE Tracker and Review of Academic Teaming 101





Professional Learning Communities

Focus of PLC Time

- Voluntary planning time
- Developing learning targets that are aligned to standards
- Aligning targets to task
- Creating Tasks that are teaming based
- Evaluating taxonomy of tasks

UNIT: Course Familiarization and Welcome (Link to Lesson Click Here)

Standard: SEL 1a: Develop self-management and self-awareness skills to achieve school and life success.

What is the standard? Highlight verbiage words
 ISTE Student Standard 1.1c Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Learning Target (s):
 What will students learn from the standard?
 • I am learning...

- To develop self-awareness skills for school and life success
- To use technology to seek feedback that informs and improves my work and skills
- To use technology to demonstrate my learning in a variety of ways

Success Criteria:
 What do students need to do to demonstrate they have met their learning target?
 • I can...

- Familiarize myself with, and begin practicing school and classroom community expectations
- Familiarize myself with Essential Technology classroom routines including graded and non-graded ISTE Student Standards and unit/course flow
- Begin demonstrating Empowered Learner skills both in Essential Technology and in other classes.
- Start using learning strategies to expand my learning, communication, and understanding of the world

Teaming/Accountable Talk:
 Consider How will students share their thinking (partner or team)? What accountable talk tools will you use? Note what unit questions you would like students to explore.

- Accountable talk cards
- Summary Mats
- Elbow partners

Task Alignment:
 What is the task for the learning target? What open-ended questions or statement could you provide for students that allow for multiple responses?
 • Are you the same person online as you are in person?
 • Who are your trusted adults and why?
 • What do you do when you run into a...

Taxonomy Level & Reflection:
Estimated Taxonomy Level & Evidence:

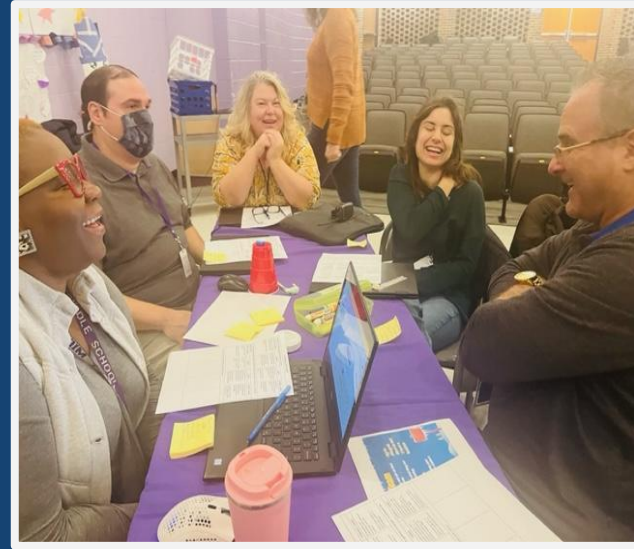
- Retrieval
- Comprehension
- Analysis
- Knowledge Utilization

Reflection Notes/Feedback:

- ...

Continuous Improvement:
 What went well, what could be improved in the lesson, why did that part of the lesson break down? What surprised you or is not included that should be that you may have improved?

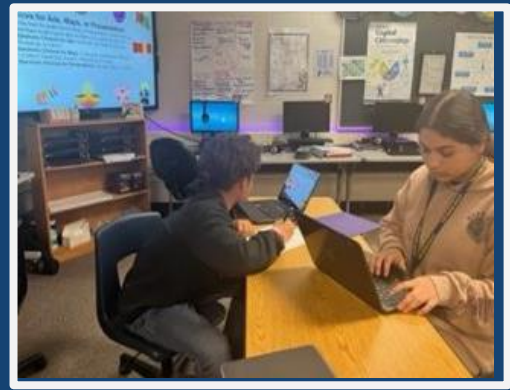
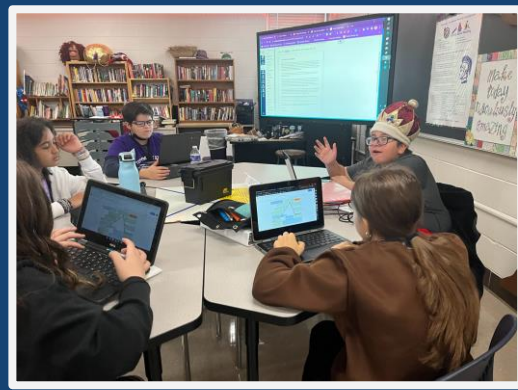
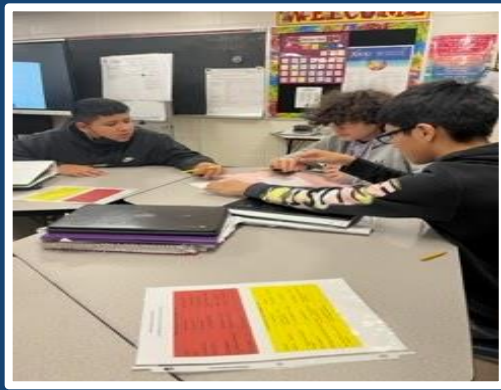
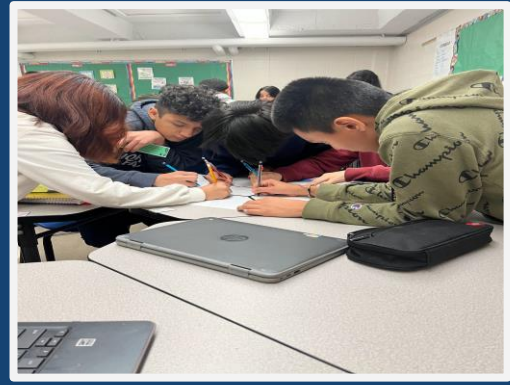
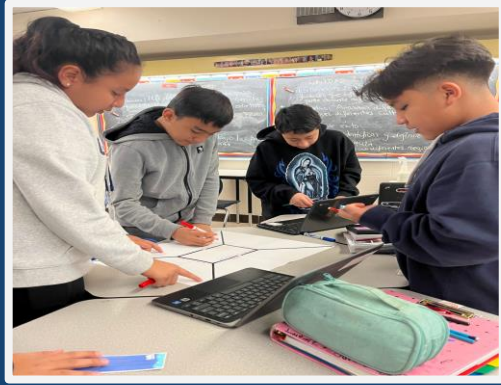
- Add a video on how to duplicate slides for the next week
- Talk to students about 7th/8th grade work



Teacher	Grade	Department	House	1	Sec	room	2	Sec	room	3	Se
Almaraz Mondragon	7	English/Reading/SPED	Atl / Tr	7RECC19Y	1	235	7LACT19Y	51	209	7LACC19Y	2
Byer	7	English	Atl / Tr	7LAGE29Y	1	231	7LAGE19Y	1	231	LUNCH	
Gonzalez	7	English/ESL	Ath	7LAES		208	7LAES		208	LUNCH	
Proctor	7	English	Glad	7LAGE39Y	1	209	7LAGE19Y	51	209	SUP	
Brenner	7/8	English/ESL	Ath	8LAES		228	PLAN			8LAES	
Saini	7/8	English/Reading/SPED	Tit / Ath	8REBC19Y	1	210	PLAN			8REBC19Y	2
Albuck	8	English	Zeus / Peg / Glad	8LAGE19Y	51	215	PLAN			8LAGE39Y	1
Bernardo	8	English/ESL	Ath	8LAES		227	PLAN			8LAES	
Quinton	8	English/AVID	Zeus / Peg	8AVGE19Y	3	101	PLAN			8LAGE29Y	1
Lemel	8	English/Reading/SPED	Peg	8LACT19Y	51	215	PLAN			SUP	
Bucio-Diaz	7	Math		7MAES19Y	1	206	SUP			7MAES19Y	2
Elwing	7	Math		7MAGE29Y	1	207	7MAGE19Y	51	207	LUNCH	
Brazee	7	Math/Interv		INV			INV			7MAGE19Y	3



Student Teaming in Action





As a result of our collaborative work, we are...

- ★ Aligning our systems to work towards the same vision and goals
- ★ Improving the instruction and learning in our classrooms
- ★ Focusing on moving core instruction from teacher centered → student centered → team centered
- ★ Increasing student and staff agency
- ★ Increasing student and staff sense of belonging
- ★ Building staff capacity through sharing best practices
- ★ Increasing student and staff collaboration
- ★ Sharing leadership throughout the building
- ★ Supporting each other and increasing ownership of our work and outcomes

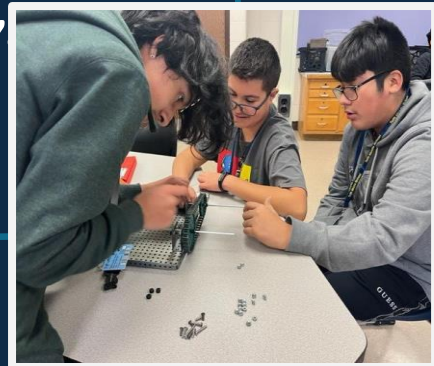


Our Next Steps...

- ★ Increase the opportunities to collaborate
- ★ Increase the opportunities for teacher peer observations “Look and Learns”
- ★ Improve students’ self and peer monitoring and reflection toward learning targets
- ★ Continue working towards improving our Culture and Climate through focusing on students’ and staff sense of belonging
- ★ Create learning tasks at appropriate taxonomy level that are culturally and linguistically responsive
- ★ Continue learning and growing together through our upcoming Academic Teaming trainings



**“As a teacher, moving toward a standards enacted classroom provides clear focus for lesson planning within our department. The discussion has changed from "what are we teaching" to "how are we teaching". Shifting the focus to "how" has transformed lessons from recall activities to taxonomy appropriate learning tasks requiring deeper levels of understanding and application of knowledge.”
Mrs.Craig**





Middle School Level Next Steps...

★ Board of Education Updates:

- Overview of the 6-8 Middle School Transition Steering Committee work, including the Middle School Philosophy and Portrait of a Thriving Adolescent
- A day in the 6-8 middle school model, operations, and proposed schedule
- Social-Emotional Learning (SEL) and academic support/enrichment in the new 6-8 middle school model, including transition subcommittee update
- Curriculum and resources update

