



Westside High School
2015-2016 Continuous School Improvement (CSI) Calendar



Highlights = No School (Short Week)

Meeting = After-School Meetings

Highlights = School-Day Meetings

Highlights = Rounds/TKES/LKES

Highlights = Assessments

Meeting = PPLG Support

1	Week	Monday	Tuesday	Wednesday	Thursday	Friday
August	8/03/15	<p>Team Planning Common Assessment Dev.</p> <p>Meeting</p> <p>Leadership Team 3:30 - 4:00 Safari Montage Video Conferencing Clubs/Activities</p>	<p>Team Planning Lesson Planning</p>	<p>Team Planning Lesson Planning</p> <p>Meeting</p> <p>Content Team Collaboration 3:15 - 5:15</p>	<p>Team Planning Data Analysis/Use (RTI/PBIS)</p> <p>Meetings</p> <p>Professional Development (During Planning Room 308): PBIS/Frameworks</p>	<p>Team Planning Grading/Reporting</p> <p>Meetings</p> <p>Administrative Team 8:30 Instructional Lead, Team 9:30</p>
	8/10/15	<p>Team Planning Common Assessment Dev.</p> <p>Meeting</p> <p>Leadership Team 3:30 - 5:30 Face-to-Face</p> <p>PPLG Support</p>	<p>Team Planning Lesson Planning</p>	<p>Team Planning Lesson Planning</p> <p>Meeting</p> <p>Noles Tribe Committee 3:15 - 5:15 (1x Wed. Monthly)</p>	<p>Team Planning Data Analysis/Use (RTI/PBIS)</p> <p>Meetings</p> <p>Professional Development PBIS/AVID Strategies</p>	<p>Team Planning Grading/Reporting</p> <p>Meetings</p> <p>Administrative Team 8:30 Instructional Lead, Team 9:30</p>
	8/17/15	<p>Team Planning Common Assessment Dev.</p> <p>Meeting</p> <p>Leadership Team 3:30 - 4:00 Safari Montage VC Clubs/Activities</p>	<p>Team Planning Lesson Planning</p>	<p>Team Planning Lesson Planning</p> <p>Meeting</p> <p>Content Team Collaboration 3:15 - 5:15</p>	<p>Team Planning Data Analysis/Use (RTI/PBIS)</p> <p>Meetings</p> <p>Professional Development PBIS/ILT</p>	<p>Team Planning Grading/Reporting</p> <p>Meetings</p> <p>Administrative Team 8:30 Instructional Lead, Team 9:30</p>
	8/24/15	<p>Team Planning Common Assessment Dev.</p> <p>Meeting</p> <p>Leadership Team 3:30 - 5:30 Face-to-Face</p> <p>PPLG Support</p>	<p>Team Planning Lesson Planning</p> <p>Meetings</p> <p>Noles Parent-Community Connection (See Stakeholder Plan)</p> <p>Meeting</p> <p>Noles Parent-Community Connection (See Stakeholder Plan)</p>	<p>Team Planning Lesson Planning</p>	<p>Team Planning Data Analysis/Use (RTI/PBIS)</p> <p>Meetings</p> <p>Professional Development PBIS/Thinking Maps</p>	<p>Team Planning Grading/Reporting</p> <p>Meetings</p> <p>Administrative Team 8:30 Instructional Lead, Team 9:30</p>
	8/31/15	<p>Team Planning Common Assessment Dev.</p> <p>Meeting</p> <p>Leadership Team 3:30 - 4:00 Safari Montage VC</p>	<p>Team Planning Lesson Planning</p>	<p>Team Planning Lesson Planning</p> <p>Meeting</p> <p>Content Team Collaboration 3:15 - 5:15</p>	<p>Team Planning Data Analysis/Use (RTI/PBIS)</p> <p>Meetings</p> <p>Professional Development PBIS/Literacy</p>	<p>Team Planning Grading/Reporting</p> <p>Meetings</p> <p>Administrative Team 8:30 Instructional Lead, Team 9:30</p>



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Highlights = Rounds/TKES/LKES

Highlights = Assessments

Highlights = PPLG Support

Notes:						
2		Monday	Tuesday	Wednesday	Thursday	Friday
September	9/07/15 CA Milestones Mid Month	Holiday	Team Planning Lesson Planning	Team Planning Lesson Planning Meetings Notes Tribe Committee 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Instructional Frameworks	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	9/14/15 CAB 3 District BM #1	Team Planning Common Assessment Dev. 1-Rounds (1, 3, 5) Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning 1-Rounds (2, 6) During Planning	Team Planning Lesson Planning 1-Rounds (4, 7) During Planning Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Avid Strategies	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	9/21/15	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning	Team Planning Lesson Planning	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/ILT	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	9/28/15 CAB 4	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning Meetings Notes Parent-Community Connection (See Stakeholder Plan) Meetings Parent-Community Connection	Team Planning Lesson Planning Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Thinking Maps	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	Notes:					



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Highlights = Assessments **Highlight** = PPLG Support

3		Monday	Tuesday	Wednesday	Thursday	Friday
	10/05/15	FALL BREAK				
	10/12/15	Team Planning Common Assessment Dev. Meeting Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 - 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Literacy	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	10/19/15	Team Planning Common Assessment Dev. I-Rounds (1, 3, 5) Meeting Leadership Team 3:30 - 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning I-Rounds (2, 6) During Planning	Team Planning Lesson Planning I-Rounds (4, 7) Meeting Noles Tribe Committee 3:15 - 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Instructional Frameworks	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	10/26/15	Team Planning Common Assessment Dev. Meeting Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan) Meeting Parent-Community Connection	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 - 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/AVID Strategies	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30 Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	Notes:					



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Highlights = Assessments **Highlights = PPLG Support**

4		Monday	Tuesday	Wednesday	Thursday	Friday	
November	11/02/15	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing Clubs/Activities CAB 6	Team Planning Lesson Planning	Team Planning Lesson Planning Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings <u>Professional Development</u> PBIS/ILT	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	11/09/15	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face	Team Planning Lesson Planning	Holiday	Team Planning Data Analysis/Use (RTI/PBIS) Meetings <u>Professional Development</u> PBIS/Thinking Maps	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	11/16/15	Team Planning Common Assessment Dev. I-Rounds (1, 3, 5) Meetings Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing PPLG Support Clubs/Activities CAB 7 GA Milestones Mid Month	Team Planning Lesson Planning I-Rounds (2, 6) During Planning	Team Planning Lesson Planning I-Rounds (4, 7) Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings <u>Professional Development</u> PBIS/Literacy	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	11/23/15	HOLIDAY BREAK					
	11/30/15	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan) Meetings Parent-Community Connection	Team Planning Lesson Planning Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings <u>Professional Development</u> PBIS/Instructional Frameworks	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	



Highlights = No School (Short Week) **Highlights** = After-School Meetings **Highlights** = School-Day Meetings **Highlights** = Rounds/TKES/LKES
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Notes:						
5		Monday	Tuesday	Wednesday	Thursday	Friday
December	12/07/15	Team Planning Common Assessment Dev. Meeting Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing PPLG Support Clubs/Activities	Team Planning Lesson Planning Meetings Noles Tribe Committee 3:15 – 5:15	Team Planning Lesson Planning Meeting Noles Tribe Committee 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/AVID Strategies	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	12/14/15	Team Planning Common Assessment Dev. Meeting Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan Meeting Parent-Community Connection	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development Select Staff Members	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	12/21/15- 1/1/16	HOLIDAY BREAK				
	I Notes:					



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6		Monday	Tuesday	Wednesday	Thursday	Friday
January	1/04/16	TEACHER WORKDAY Common Assessment Dev. Pre SLO's [Semester 2 Only] Universal Screener 2 Meetings Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning	Team Planning Lesson Planning Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/ILT	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	1/11/16	Team Planning Common Assessment Dev. Writing MY I-Rounds (1, 3, 5) Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning I-Rounds (2, 6) During Planning	Team Planning Lesson Planning I-Rounds (4, 7) Meetings Noles Tribe Committee 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Thinking Maps	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	1/18/16	CAB 9 Access ELL HOLIDAY	Team Planning Lesson Planning	Team Planning Lesson Planning Meetings Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Literacy	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	1/25/16	Team Planning Common Assessment Dev. GA Milestones Mid Month Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan) Meeting Parent-Community Connection	Team Planning Lesson Planning	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Instructional Frameworks	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	Notes:					



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Meeting = After-School Meetings

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Highlights = Assessments

Support = PPLG Support

7		Monday	Tuesday	Wednesday	Thursday	Friday	
February	2/01/16	Team Planning Common Assessment Dev. Meeting Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing Clubs/Activities CAB 10	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/AVID Strategies	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	2/08/16	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 – 5:30 Face-to-Face PPLG Support	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Noles Tribe Committee 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/ILT	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	2/15/16	WINTER BREAK					
	2/22/16	Team Planning Common Assessment Dev. I-Rounds (1, 3, 5) Meeting Leadership Team 3:30 – 5:30 Face-to-Face PPLG Support Clubs/Activities CAB 11 GA Milestones Mid Month	Team Planning Lesson Planning I-Rounds (2, 6) During Planning	Team Planning Lesson Planning I-Rounds (4, 7) Meeting Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Thinking Maps	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	2/29/16	Team Planning Common Assessment Dev. Meeting Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan) Meeting Parent-Community Connection	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Literacy	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30	
	Notes:						



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Highlights = Assessments

Highlight = PPLG Support

8		Monday	Tuesday	Wednesday	Thursday	Friday
March	Gifted Testing Benchmark#2 3/07/16 CAB 12 EA Milestones Mid Month	Team Planning Common Assessment Dev. I-Rounds (1, 3, 5) Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning I-Rounds (2, 6) During Planning	Team Planning Lesson Planning I-Rounds (4, 7) Meetings Noles Tribe Committee 3:15 - 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Instructional Frameworks	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	3/14/16	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning	Team Planning Lesson Planning Meetings Content Team Collaboration 3:15 - 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/AVID Strategies	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	3/21/16	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan) Meetings Parent-Community Connection	Team Planning Lesson Planning	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/ILT	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	3/28/16	SPRING BREAK				
	Notes:					



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Highlights = Assessments **Highlights = PPLG Support**

9		Monday	Tuesday	Wednesday	Thursday	Friday
	4/04/16 EOP (CTE)	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 – 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Thinking Maps	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	4/11/16 CAB 14 District BM#1	Team Planning Common Assessment Dev. I-Rounds (1, 3, 5) Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning I-Rounds (2, 6)	Team Planning Lesson Planning I-Rounds (4, 7) Meeting Noles Tribe Committee 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Literacy	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	4/18/16	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 – 4:00 Safari Montage VC	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 – 5:15	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/Instructional Frameworks	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	4/25/16 CAB 15 Gifted Testing	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning Meetings Noles Parent-Community Connection (See Stakeholder Plan) Meeting Parent-Community Connection	Team Planning Lesson Planning	Team Planning Data Analysis/Use (RTI/PBIS) Meetings Professional Development PBIS/AVID Strategies	Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	Notes:					



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Highlights = Assessments

Highlight = PPLG Support

10		Monday	Tuesday	Wednesday	Thursday	Friday
	5/02/16 GA Milestones AP Exams Universal Screeners	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 4:00 Safari Montage VC	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Noles Tribe Committee ?? 3:15 - 5:15		Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	5/09/16	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Content Team Collaboration 3:15 - 5:15		Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	5/16/16	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 4:00 Safari Montage Video Conferencing	Team Planning Lesson Planning	Team Planning Lesson Planning Meeting Noles Tribe Committee ?? 3:15 - 5:15		Team Planning Grading/Reporting Meetings Administrative Team 8:30 Instructional Lead. Team 9:30
	5/23/16 Post SLOs Writing Post Final Exams	Team Planning Common Assessment Dev. Meetings Leadership Team 3:30 - 5:30 Face-to-Face PPLG Support Clubs/Activities	Team Planning Grading/Reporting PPLG Support	Team Planning Grading/Reporting PPLG Support	Team Planning Grading/Reporting	Post Planning
	5/30/16	HOLIDAY	Post Planning			
	I- Notes:					

May



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Action or Message Level Key

Level 1 (Low) - Purpose is awareness. Targets the widest audience. The audience needs general knowledge of the action, event, topic, etc.

Level 2 (Medium) - Purpose is awareness and understanding. Targets an audience who needs moderately detailed information or training.

Level 3 (High) - Purpose is transfer of knowledge to perform or fulfill a duty or job. Targets an audience who needs detailed perspective and/or support. The audience needs to use and apply knowledge and skills in support of the achieving the action or target.

Level 4 (Very High) - Purpose is transfer of knowledge to perform or fulfill a duty or job. Targets a specialist-level, or core, audience who needs a very detailed perspective and/or intensive support. The audience's participation is critical to successfully fulfilling the action or target.

Objective 1 – Student Achievement

Objective 2: Stakeholder Involvement

Objective 3: Teacher Effectiveness

Objective 4: Reliable Organization

Objective 5: Learning and Growth

Objective 6: Leader Effectiveness

SWP-SIP District Objectives and Initiatives – Example Code: 1.2.1 = Objective 1, Goal 2, Initiative 1

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
1	Obj. 1 Student Achievement 1.1 Increase Content Mastery 1. Personalized Learning Environment	3	To improve effectiveness of ILT by providing learning experiences designed to support students in directing their own learning and pursuing educational goals.	Students	Lead(s): Reese, Daniely Co-Leads: Panther Tribe, Instructional Leadership Team Implementation: Staff	Face-to-Face	Start: 8/17/15 End: 5/26/15	
2	Obj. 1 Student Achievement 1.1 Increase Content Mastery 2. Literacy across the Curriculum and WICOR	4	To improve disciplinary Cornell note-taking, close reading, critical thinking, and oral and written communication skills in regards to making valid claims, supporting claims with textual evidence, and constructing evidence-based responses.	Students	Lead(s): Byrd, Brown Co-Leads: PPLG, Eagles Tribe, Instructional Leadership Team Implementation: Staff	Face-to-Face Safari Montage	Start: 8/24/15 End: 5/26/15	
3	Obj. 1 Student Achievement 1.1 Increase Content Mastery 3. Close Read Question-Answer-Response-Relationship (QARR) Strategies	4	To enhance text-taking strategies that focus on students thinking and reading critically as they deconstruct questions and word problems to distinguish between key and extraneous information and/or details to provide accurate,	Students	Lead(s): Nichols, Byrd Co-Leads: PPLG, Eagles Tribe, Instructional Leadership Team Implementation: Staff	Face-to-Face Safari Montage or Skype Classroom	Start: 8/24/15 End: 5/26/15	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
			evidence-based responses.					
4	Obj. 1 Student Achievement 1.2 Increase Content Mastery 1. Implement Office of College Selection (OCS)	3	To improve students post-high school preparedness and readiness by providing strategic guidance and support to grades 9-11 in the college preparation and application process.	Students	Lead(s): Hulgan, Hernandez Co-Leads: Fox Tribe, Counselors Implementation:	Face-to-Face Safari Montage	Start: 8/03/15 End: 5/26/15	
5	Obj. 1 Student Achievement 1.2 Post School Readiness 2. Increase high school pathway certifications and dual enrollment.	2	To increase the number of students completing pathways, earning pathway certifications, and participating and succeeding in dual enrollment by providing strategic support and guidance via grade-level meetings, advisement, and scheduled small-group sessions	Students	Lead(s): Denson/Weiss/Smith Co-Leads: Fox Tribe, Wolf Tribe Implementation: CTE and AP Staff	Face-to-Face Safari Montage or Skype Classroom	Start: 8/10/15 End: 5/26/15	
6	Obj. 1 Student Achievement 1.3 Predictors of High School Readiness 1. Use data to enhance Noles Nation programs.	3	To provide data-driven learning experiences to better support students in meetings graduation and course expectations/requirements.	Students	Lead(s): Ouzts, Nichols Co-Leads: Tiger Tribe, Eagle Tribe Implementation: Staff	Face-to-Face Safari Montage	Start: 8/03/15 End: 5/26/15	
7	Obj. 1 Student Achievement 1.3 Predictors of High School Readiness 2. Use PSAT data to increase access and success in rigorous courses.	2	To improve access and increase success in Advanced Pathways with PSAT data analysis and use, identifying, recruiting, and enrolling students accordingly.	Students	Lead(s): Howard, Hall Co-Leads: Counselors, PPLG, Implementation:	Face-to-Face	Start: 1/05/16 End: 5/26/15	
8	Obj. 1 Student Achievement 1.3 Predictors of High School Readiness 3. Use unit diagnostics to determine readiness.	3	To make informed decisions relative to teaching, learning, and interventions to meet diverse learning needs.	Students Instructional Staff	Lead(s): Instructional Leadership Team Co-Leads: Leadership Team, DOE (Starr) Implementation: Staff	Face-to-Face Safari Montage	Start: 8/03/16 End: 5/26/15	
9	Obj. 2 Student and Stakeholder Engagement 2.1.1 Partner with Students:	2	To support students in taking ownership of their learning, needs, and progress by engaging students	Students Instructional Staff	Lead(s): Serls Co-Leads: PPLG, Instructional Leadership	Face-to-Face Safari Montage, Skype, or	Start: 9/02/15 End:	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
	1. Implement classroom Data Dialogues.		in continuous data analysis, dialogue, and action planning relative to their performance on academic and behavioral expectations. In doing so, staff will actively involve students in data analysis, progress monitoring, and goal setting experiences.		Team, Tiger Tribe, Eagles Tribe Implementation: Staff	Flipped Classroom	5/26/15 Weekly 15 minutes	
9a	Obj. 2 Student and Stakeholder Engagement 2.1.1 Partner with Students: a. Make positive, school wide connections with students.	2	Implement Morning "Make It Happen, Make It Happy" Duty • Personnel on duty will be a "greeting group" for each arrival area • Focus on disseminating important information. • Focus on brightening students day with a warm smile and a light start.	Students	Lead(s): Davis Co-Leads: Wolf Tribe Implementation: Staff	Face-to-Face PA System	Start: 8/03/15 End: 5/26/15 Weekly 15 minutes	
9b	Obj. 2 Student and Stakeholder Engagement 2.1.1 Partner with Students: b. Make positive, classroom connections with students.	2	Implement Monday Morning Meetings • Explore moving Advisement to Mondays. • Share and connect on assigned life topic. Three foci for M3 • Focus on PBIS WHS Behaviors • Focus on Academics (RTI) • Focus on Teacher as Advisor	Students	Lead(s): Eagle Tribe, Wolf Tribe Co-Leads: Ouzts, Counselors Implementation: Staff	Face-to-Face Email Website Social Media PA System Data Walls	Start: 8/10/15 End: 5/26/15 Weekly 15 minutes	
10	Obj. 2 Student and Stakeholder Engagement 2.2 Partner with Parents 1. Improve 360 degrees Family	2	To improve partnerships between the school, families, and the community with a specific focus on supporting increased achievement in	Parents Community Students Staff	Lead(s): Hall, Linder, Mehta Co-Leads: Fox Tribe, PPLG	Face-to-Face Safari Montage Email Website	Start: 8/31/15 End: 5/26/15	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
	Engagement.		math by increasing academic and social supports, sharing performance and instructional information, increasing two-way communications, and increasing opportunities for parent and community connections (e.g., forums, workshops, parent meetings)		Implementation: Staff, Parents	Social Media		
10a	<p>Obj. 2 Student and Stakeholder Engagement</p> <p>2.2 Partner with Parents</p> <p>1. Improve 360 degrees Family Engagement.</p> <p>a. Increase two-way communications.</p>	1-2	<p>Classroom Connections</p> <ul style="list-style-type: none"> Ongoing FYI's - Teachers will establish and distribute daily and/or weekly reminders via Remind 101 or Cel.ly PBIS - Teachers will establish a Class Dojo account (pre-planning); add to syllabus; distribute at Open House; add to website) Syllabi - All teachers will use and distribute a uniform syllabus that includes: Course Expectations, Attendance, Grading and Reporting, Support, Remind 101 or Cel.ly information, Class Dojo information, and important building contacts. (e.g., Noles Nations, counselors, attendance clerk, etc.) 	Parents Students Staff	<p>Lead(s): Thompson</p> <p>Co-Leads: Instructional Leadership Team, Fox Tribe, Panther Tribe</p> <p>Implementation: Staff, Parents</p>	<p>Face-to-Face (Open House)</p> <p>Safari Montage</p> <p>Remind 101</p> <p>Cel.ly</p> <p>Infinite Campus</p> <p>Syllabi</p> <p>Email</p> <p>Website</p> <p>Social Media</p>	<p>Start: 8/31/15</p> <p>End: 5/26/15</p> <p>Weekly Reminders</p> <p>Monthly Cel.ly Forums</p>	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
			<ul style="list-style-type: none"> Weekly – Cel.ly.; Dojo; Infinite Reports, D2L reporting and reminders Monthly Cel.ly Forum – Alternating committees and/or instructional leadership team members will facilitate a monthly Cel.ly Parent Forum on a committee-selected <u>Need to Know</u> topic. 					
10b	<p>Obj. 2 Student and Stakeholder Engagement</p> <p>2.2 Partner with Parents</p> <p>1. Improve 360 degrees Family Engagement.</p> <p>b. Increase opportunities for parent and community connections.</p>	1-2	<p>Noles School Wide Connections</p> <ul style="list-style-type: none"> Open House – <u>Opening Agenda</u>: Data Talks (attendance, discipline, achievement); PBIS and school wide expectations; Academic and Behavior interventions. departmental achievement goals <u>Classroom Agenda</u> – Introductions; review course syllabus; review PBIS classroom expectations. Monthly Parent Forum – Plan and facilitate a monthly parent forum focusing on sharing pertinent information and increased involvement. Use drawings and student exchanges (e.g., get locker, parking number, etc.) as 	Parents Community Students Staff	<p>Lead(s): Hall, Linder,</p> <p>Co-Leads: Fox Tribe, Wolf Tribe, Thompson, Nichols, Instructional Leadership Team, PPLG</p> <p>Implementation: Staff,</p>	<p>Face-to-Face (Open House, Forums)</p> <p>Safari Montage</p> <p>Email</p> <p>Website</p> <p>Social Media</p>	<p>Start: 8/24/15</p> <p>End: 5/26/15</p> <p>Monthly Parent Forum</p>	



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			<p>incentives; Forum Agenda – SIP focus, community focus where we invite community members to facilitate workshop or info session; grade level focus (teachers must attend the grade level that they advise and one more); use forums as an opportunity to increase survey participation and to solicit volunteers for events, activities, and Tiers 2-3 interventions.</p> <ul style="list-style-type: none"> PTO/PTA - Include parents as guest speakers on PTO/PTA agenda and afford parents an opportunity to promote their own interests. 					
11	<p>Obj. 2 Student and Stakeholder Engagement 2.3 Partner with Community 1. Partner with Georgia College and State University.</p>	2-3	Collaborate with GCSU in the preparation and development of teachers and provide teachers opportunity to pursue a Masters and earn PLUs for certification.	Community (GCSU) Instructional Staff	<p>Lead(s): Daniely Co-Leads: Instructional Leadership Team Implementation: Staff</p>	Face-to-Face Safari Montage	<p>Start: 8/10/15 End: 5/26/15</p>	
12	<p>Obj. 2 Student and Stakeholder Engagement 2.3 Partner with Community 2. Partner with Mercer University.</p>	3	To increase professional competency and effectiveness in interdisciplinary instruction, HS teachers will attend summer STEM training courses and Georgia Teacher Fellows will co-teach in STEM classes during the 2015-2016 school year.	Community (Mercer) Instructional Staff	<p>Lead(s): Instructional Leadership Team Co-Leads: Implementation: Staff</p>	Face-to-Face Safari Montage Skype Flipped Classroom	<p>Start: 6/2015 End: 5/26/15</p>	
12a	<p>Obj. 2 Student and Stakeholder Engagement 2.3 Partner with Community</p>	1-2	<p>Community Connections</p> <ul style="list-style-type: none"> Connect with Junior Achievement to increase 	Parents Community Students	<p>Lead(s): See boldfaced names in Purpose/ Outcomes column</p>	Face-to-Face Safari Montage Email	<p>Start: 9/02/15 End:</p>	



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Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
	a. Make positive and enduring connections with the community.		<p>student-community connections and involvement (Nichols)</p> <ul style="list-style-type: none"> • Use CTAE to increase and maximize relationships with Community Partners (expand partnerships to garner support for Tiers 2-3 RTI and PBIS interventions and acknowledgement systems; promote the school during connections. (Barnes, Paschal) • Use Fine Arts to increase and maximize community and parental involvement, to disseminate pertinent information, solicit Tiers 2-3 support. Fine Arts department plans to make community connections bimonthly. (Wilder) • Use Noles Nation Saturday School for community workshops (e.g., finance, literacy, technology, art,) Public Announcements (Ouzts, Fox Tribe, Eagles Tribe) 	Staff	<p>Co-Leads: Fox Tribe, Eagles Tribe, Wolf Tribe, PPLG</p> <p>Implementation: Staff,</p>	<p>Website</p> <p>Social Media</p>	<p>5/26/15</p> <p>Monthly or bimonthly (Fine Arts)</p>	
13	<p>Obj. Teacher Effectiveness</p> <p>3.1 Be a PLC</p> <p>1. Be a practical and purposeful PLC.</p>	2	To improve alignment of school and content team PLCs to student and teacher learning outcomes. Focus PLCs on goals, trust, and effective	Instructional Staff	<p>Lead(s): Daniely</p> <p>Co-Leads: Instructional Leadership</p> <p>Implementation: Staff</p>	<p>Face-to-Face</p> <p>Safari Montage</p>	<p>Start: 8/03/15</p> <p>End: 5/26/15</p>	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
			communication and support content-team PLCs in realizing the daily, focused collaborative planning agenda					
13	<p>Obj. Teacher Effectiveness 3.1 Be a PLC a. Use practical tools and methods to make positive and purposeful connections with staff.</p>	2-3	<p>To improve effectiveness and efficiency of ongoing communications and to support staff preparedness:</p> <ul style="list-style-type: none"> • Daily calendar reminders using Remind 101 (Fox Tribe) • Weekly dissemination of pertinent information via Noles Notes, <ul style="list-style-type: none"> - Noles PBIS Updates - Noles CSI Updates - Noles Nation Updates - Noles Tribe Committees - Noles Tribal Meetings (e.g., staff, PD, etc.) - Noles General Updates <ul style="list-style-type: none"> - Noles Students - Noles Parents - District, GaDOE (Wolf Tribe) <p>All WHS staff will be assigned to and participate on a Noles Nation Tribe (Committee) to support school wide initiatives. Tribes will meet monthly for planning and progress monitoring of committee assignments. (Daniely)</p>	Instructional Staff	<p>Lead(s): Daniely, Fox Tribe, Eagle Tribe, Tiger Tribe Co-Leads: Howard Implementation: Staff</p>	<p>Safari Montage Remind 101 Cel.ly Noles Notes Email Website Social Media</p>	<p>Start: 8/10/15 End: 5/26/15</p>	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
			<ul style="list-style-type: none"> In an effort to improve staff retention and morale, WHS will establish and implement an Academic and PBIS Acknowledgement System to provide ongoing rewards and recognitions staff and faculty. (Eagle Tribe - Academic, Tiger Tribe - PBIS) 					
13	<p>Obj. Teacher Effectiveness 3.1 Be a PLC</p> <p>2. Provide job-embedded professional development.</p>	3-4	To support and increase teacher effectiveness in realizing and implementing district and school objectives and initiatives, instructional leadership will plan and facilitate and/or redeliver SEA and LEA staff development.	Instructional Staff	<p>Lead(s): Daniely, PPLG, Instructional Leadership Team</p> <p>Co-Leads: Noles Tribes</p> <p>Implementation: Staff</p>	Face-to-Face Safari Montage	<p>Start: 8/03/15</p> <p>End: 5/26/15</p>	
14	<p>Obj. 3 Teacher Effectiveness 3.1 Be a PLC</p> <p>3. Conduct instructional rounds to determine and address staff and program needs.</p>	2-3	To better determine and support teacher effectiveness and professional growth needs, instructional leaders will conduct instructional rounds wherein teachers and leaders participate in team walkthroughs to observe, monitor, engage in data dialogues, and provide feedback on team/teacher implementation of district/school initiatives.	Instructional Staff	<p>Lead(s): Daniely, PPLG, SEA, LEA</p> <p>Co-Leads: Instructional Leadership Team</p> <p>Implementation: Staff</p>	Face-to-Face Safari Montage	<p>Start: 9/14/15</p> <p>End: 5/26/15</p>	
15	<p>Obj. 3 Teacher Effectiveness 3.2 Know Technology</p> <p>1. Become proficient in Desire to Learn, Edgenuity, Class Dojo, SLDS, & Study Island.</p>	3	Staff will use these instructional technologies to incorporate blended learning and provide a personalized learning environment in classroom instruction.	Instructional Staff	<p>Lead(s): Boatwright & Ravnan</p> <p>Co-Leads: Wolf Tribe</p> <p>Implementation: Staff</p>	Face-to-Face Safari Montage Desire to Learn, Edgenuity, Class Dojo, SLDS, &	<p>Start: 8/10/15</p> <p>End: 5/26/15</p>	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
						Study Island		
16	Obj. 3 Teacher Effectiveness 3.2 Know Technology 1. Use video conferencing for horizontal and vertical collaboration.	3-4	Use Safari Montage to enhance horizontal and vertical collaboration with video conferencing.	Instructional Staff Instructional Leadership Team Leadership Team	Lead(s): Boatwright & Ravnan Co-Leads: Wolf Tribe Implementation: Staff	Face-to-Face Safari Montage	Start: 8/03/15 End: 5/26/15	
17	Obj. 3 Teacher Effectiveness 3.3 Do Standards-Based Classroom 1. Provide all students with standards-based classrooms	3-4	Create, implement, support, and monitor uniform standards-based classroom environments to optimize both teacher and student success on performance standards.	Instructional Staff Students	Lead(s): Daniely, PPLG Co-Leads: Instructional and Leadership Teams, SEA, LEA Implementation: Staff	Face-to-Face Safari Montage	Start: 8/03/15 End: 5/26/15	
18	Obj. 4 Reliable Organization 4.1 Manage Processes/Projects 1. Increase efficiency and effectiveness of recording and reporting.	3-4	To maintain current, accurate, and timely recording and reporting using leadership team meetings to monitor, complete, and document Indistar tasks and actions.	SEA	Lead(s): Paschal Co-Leads: Askew, Zwally, Daniely Implementation: Staff	Face-to-Face Safari Montage Indistar	Start: 8/10/15 End: 5/26/15	
19	Obj. 4 Reliable Organization 4.1 Manage Processes/Projects 2. Conduct instructional rounds to determine program effectiveness.	3-4	To observe, monitor, and engage in data dialogues, and provide feedback on fidelity of program implementation and team/teacher implementation of district/school initiatives.	Staff Programs	Lead(s): Daniely, PPLG SEA, LEA Co-Leads: Instructional and Leadership Teams Implementation: Staff	Face-to-Face	Start: 8/03/16 End: 5/26/15	
20	Obj. 4 Reliable Organization 4.2 Manage Finances/Personnel 1. Increase walkthroughs/focus walks and feedback.	3-4	To make informed decisions relative to teaching, learning, and interventions to meet diverse learning needs.	Instructional Staff	Lead(s): Instructional Leadership Team Co-Leads: Leadership Team Implementation: Staff	Face-to-Face Safari Montage Email	Start: 8/10/15 End: 5/26/15	



2015 - 2016 Continuous School Improvement (CSI) Communication Plan

Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
21	Obj. 4 Reliable Organization 4.2 Manage Finances/Personnel 2. Conduct quarterly internal audits.	3	Plan and conduct an orientation for club advisors on managing club accounts and conduct quarterly internal audits with SAMS and LEA to increase fiscal responsibility and effective management practices.	Club advisors Team coaches	Lead(s): Green, Askew Co-Leads: Daniely, PPLG Implementation: Staff	Face-to-Face Safari Montage	Start: 8/10/15 or 8/24/15 End: 5/26/15	
22	Obj. 4 Reliable Organization 4.3 Manage Perceptions 1. Review FY 14-15 School Climate, Instructional Practice Surveys, Parental Involvement, TKES and LKES Communication Standard Data	2	Conduct root cause analysis, action plan, and develop and implement effective communication plans for each.	All Stakeholders	Lead(s): Leadership Team Co-Leads: Daniely, PPLG Implementation: Staff	Face-to-Face	Start: 7/20/15 End: 7/22/15	
23	Obj. 4 Reliable Organization 4.3 Manage Perceptions 2. Conduct BOY, Interim, and EOY Perception Surveys	2	Administer surveys to determine stakeholder needs and levels of satisfaction/dissatisfaction as a basis for building positive stakeholder relationships and addressing stakeholder needs.	All Stakeholders	Lead(s): Instructional Leadership Team Co-Leads: Leadership Team, Daniely Implementation: Staff	Face-to-Face Online Surveys Print Surveys	Start: 9/08/15 End: 5/26/15	
24	Obj. 4 Reliable Organization 4.4 Maintain a Safe Learning Environment 1. Implement all components of PBIS with fidelity	3	Align WHS PBIS plan to GaDOE's criteria and implement all components of PBIS with fidelity.	Students Staff Parents	Lead(s): PBIS Team Co-Leads: Daniely Implementation: Staff	Face-to-Face Safari Montage Data Wall PA System	Start: 8/03/15 End: 5/26/15	
25	Obj. 4 Reliable Organization 4.4 Maintain a Safe Learning Environment 2. Address Perception of Drug Use and Bullying	2	According to climate survey data, student perception of drug use and bullying is unfavorable. Research and use effective best practices to improve student perception in this area. Implement an anonymous reporting process and create a Student Safety Task Force.	Students	Lead(s): Vaughn Co-Leads: Leadership Team, Davis Implementation: Staff	Face-to-Face Safari Montage Website Social Media	Start: 8/10/15 End: 5/26/15	



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Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
26	Obj. 5 Learning and Growth 5.1 Recruit and Retain the Right People 1. Develop collaborative relationships with College and University Teacher Preparation Programs/Georgia Teacher Fellow	2	To develop collaborative relationships with college and university Teacher Preparation Programs promoting WHS programs, attracting talent, and providing current teachers with opportunities for growth (e.g., Master's program and PLUs)	CU TPP and Fellows Potential Staff Current Staff	Lead(s): Daniely Co-Leads: Leadership Team Implementation: Staff	Face-to-Face Safari Montage Email Website Social Media	Start: 8/0315 End: 5/26/15	
27	Obj. 5 Learning and Growth 5.1 Recruit and Retain the Right People 2. Enhance Incentive Plan to Improve Teacher Retention	2	To review and enhance current Teacher Retention Incentive plan with staff.	Instructional Staff	Lead(s): Daniely Co-Leads: Leadership Team, SEA, LEA, PPLG Implementation: Staff	Face-to-Face Safari Montage Email, Website Social Media	Start: 8/10/15 End: 5/26/15	
28	Obj. 5 Learning and Growth 5.1 Recruit and Retain the Right People 3. Build Capacity through Shared Leadership and Professional Growth Opportunities	2-3	To evaluate the strengths and weaknesses of instructional staff, and design learning opportunities and provide growth and leadership opportunities accordingly.	Staff Instructional Leadership Team Leadership Team	Lead(s): Daniely Co-Leads: SEA, LEA, PPLG Implementation: Staff	Face-to-Face Safari Montage Email Website Social Media	Start: 7/20/15 End: 5/26/15	
29	Obj. 5 Learning and Growth 5.2 Learn BSCD Values and Culture 1. Align School Goals and Initiatives to BSCD Values and Culture/Communicate and Exemplify BSCD Values and Culture	2	To meet regularly as an instructional leadership team and a leadership team to assess school progress in reflecting the BSCD values and culture.	Instructional Leadership Team Leadership Team	Lead(s): Daniely Co-Leads: Instructional Leadership Team, Leadership Team, PPLG Implementation: Staff	Face-to-Face Safari Montage Email Website Social Media	Start: 7/20/15 End: 5/26/15	
30	Obj. 5 Learning and Growth 5.3 Grow from Evaluations 1. Implement a Professional Growth Plan for all Staff	3-4	To develop a professional growth plan that includes two goals/measures based on their 2014-2015 evaluation data.	Staff	Lead(s): Daniely Co-Leads: SEA, LEA, PPLG Implementation: Staff Implementation: Staff	Face-to-Face Electronic File TLE Platform	Start: 8/24/15 End: 5/26/15	
30a	Obj. 5 Learning and Growth 5.3 Grow from Evaluations	3-4	Enhance professional knowledge and effectiveness of building leaders	Staff	Lead(s): Daniely Co-Leads: SEA, LEA,	Face-to-Face Safari Montage	Start: 8/10/15	



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Item	Action or Message	Level	Purpose or Outcome	Target Audience	Team/Person(s) Responsible	Media	Target Date	Status
	1. Strategically support Professional Growth Plan for leaders.		on two performance standards that positively impact leading the SWP-SI plan: LKES Standards 1 (Instructional Leadership) and 3 (Planning and Assessing).		PPLG Implementation: Staff Implementation: Staff	Email	End: 5/26/15	
31	Obj. 5 Learning and Growth 5.3 Grow from Evaluations 2. Design Personalized Learning Opportunities for Instructional Leadership/Staff	3	Provide instructional leaders and staff with personalized learning opportunities tailored to their individual professional growth needs.	Staff	Lead(s): Daniely Co-Leads: SEA, LEA, PPLG Implementation: Staff	Face-to-Face Safari Montage		



Advanced Course Non-Negotiables

HONORS LOOK FORS	
How Student Learn	<input type="checkbox"/> Through Enrichment Rather than Work <input type="checkbox"/> More We Do, You Do with Peers, You Do Alone <input type="checkbox"/> Student-Teacher Talk, Thinking, & Interaction <input type="checkbox"/> Interdisciplinary Critical Reading, Claims, Evidence, Justifications, Laboratory, and Problem-Solving Experiences <input type="checkbox"/> Multiple Means of Representation, Expression, Engagement
How Students Discuss Learning	<input type="checkbox"/> More We Do & You Do with Peers <input type="checkbox"/> Oral & Written Expression & Presentation <input type="checkbox"/> Student-Teacher Talk & Student-Student Talk <input type="checkbox"/> Claims, Evidence, Justifications
How Students Demonstrate Learning	<input type="checkbox"/> More You Do with Peers & You Do Alone <input type="checkbox"/> Oral & Written Expression <input type="checkbox"/> Multiple Means of Representation, Expression, Engagement



Advanced Course Non-Negotiables

GIFTED LOOK! F@RS

<p>How Student Learn</p>	<ul style="list-style-type: none"> <input type="checkbox"/> More We Do, You Do Alone <input type="checkbox"/> Student-Teacher & Student-Student Talk, Thinking, & Interaction <input type="checkbox"/> Interdisciplinary & Independent Critical Reading, Claims, Evidence, Justifications, Investigative, Reflective, and Problem-Solving Experiences <input type="checkbox"/> Multiple Means of Representation & Expression <input type="checkbox"/> Self-reliance, self-reflection, increased responsibility
<p>How Students Discuss Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> More We Do, You Do with Peers, You Do Alone <input type="checkbox"/> Oral & Written Expression & Presentation <input type="checkbox"/> Student-Teacher Talk, Student Reflection <input type="checkbox"/> Investigation, Claims, Evidence, Justifications
<p>How Students Demonstrate Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> More You Do Alone <input type="checkbox"/> Critical and Abstract Thinking, Creativity, Inventiveness <input type="checkbox"/> Multiple Means of Representation & Expression



Advanced Course Non-Negotiables

ADVANCED PLACEMENT LOOKI FORS	
How Student Learn	<input type="checkbox"/> Thorough Study of Subject Matter <input type="checkbox"/> More We Do, You Do with Peers, You Do Alone <input type="checkbox"/> Student-Teacher & Student-Student Talk, Thinking, Interaction <input type="checkbox"/> Independent Critical Reading, Claims, Evidence, Justifications, Investigative, Reflective, and Problem-Solving Experiences <input type="checkbox"/> Multiple Means of Representation, Expression, Engagement <input type="checkbox"/> Self-reliance, self-study, self-reflection, increased responsibility
How Students Discuss Learning	<input type="checkbox"/> More We Do, You Do with Peers, You Do Alone <input type="checkbox"/> Oral & Written Expression <input type="checkbox"/> Student-Teacher Talk, Student Reflection <input type="checkbox"/> Investigation, Claims, Evidence, Justifications
How Students Demonstrate Learning	<input type="checkbox"/> More You Do Alone <input type="checkbox"/> Critical and Abstract Thinking, Justification, Problem Solving <input type="checkbox"/> Multiple Means of Representation, Expression, Engagement

Learning Station Focus Walk Form®

Teacher		Department	
Date		Time In/Out	
Learning Station	<input type="checkbox"/> Literacy <input type="checkbox"/> Social Media <input type="checkbox"/> Test-Prep <input type="checkbox"/> Other _____		
Check Format <input type="checkbox"/> Rotating Activities <input type="checkbox"/> Rotating Stations <input type="checkbox"/> Sequential <input type="checkbox"/> Skills <input type="checkbox"/> Thematic Check Groups <input type="checkbox"/> Homogeneous <input type="checkbox"/> Mixed ability <input type="checkbox"/> Skill Groups <input type="checkbox"/> Learning Style <input type="checkbox"/> Random Groups	<input type="checkbox"/> Station learning experience(s) aligned to standard/or learning target. <input type="checkbox"/> Teacher provides or has provided explicit instruction or modeling prior to station activities. <input type="checkbox"/> Teacher plans and organizes station activities to support independent and small group work. <input type="checkbox"/> Students assume clearly established station student roles. <input type="checkbox"/> Students follow clearly established station routines. <input type="checkbox"/> Students think-pair-share demonstrating responsibility for independent & small group work. <input type="checkbox"/> Teacher facilitates transitions between steps or activities to allow whole group share. <input type="checkbox"/> Teacher facilitates transitions between steps or activities to check for understanding and address learning misconceptions. <input type="checkbox"/> Students are engaged in rigorous learning experiences that effectively support acquisition of desired knowledge and application of desired skills. <input type="checkbox"/> Teacher provides students with checklists or rubrics to support students in taking ownership of their own learning		
_____ out of 10 Indicators observed			
Additional Notes/Observations:			

Teacher		Department	
Date		Time In/Out	
Learning Station	<input type="checkbox"/> Literacy <input type="checkbox"/> Social Media <input type="checkbox"/> Test-Prep <input type="checkbox"/> Other _____		
Check Format <input type="checkbox"/> Rotating Activities <input type="checkbox"/> Rotating Stations <input type="checkbox"/> Sequential <input type="checkbox"/> Skills <input type="checkbox"/> Thematic Check Groups <input type="checkbox"/> Homogeneous <input type="checkbox"/> Mixed ability <input type="checkbox"/> Skill Groups <input type="checkbox"/> Learning Style <input type="checkbox"/> Random Groups	<input type="checkbox"/> Station learning experience(s) aligned to standard/or learning target. <input type="checkbox"/> Teacher provides or has provided explicit instruction or modeling prior to station activities. <input type="checkbox"/> Teacher plans and organizes station activities to support independent and small group work. <input type="checkbox"/> Students assume clearly established station student roles. <input type="checkbox"/> Students follow clearly established station routines. <input type="checkbox"/> Students think-pair-share demonstrating responsibility for independent & small group work. <input type="checkbox"/> Teacher facilitates transitions between steps or activities to allow whole group share. <input type="checkbox"/> Teacher facilitates transitions between steps or activities to check for understanding and address learning misconceptions. <input type="checkbox"/> Students are engaged in rigorous learning experiences that effectively support acquisition of desired knowledge and application of desired skills. <input type="checkbox"/> Teacher provides students with checklists or rubrics to support students in taking ownership of their own learning		
_____ out of 10 Indicators observed			
Additional Notes/Observations:			



Collaborative Planning Instructional Rounds

Evaluator _____ Date _____ Time In _____ Time Out _____

Team Evaluated _____

Focus Standards	Claims	Comments
<p>TKES-TAPS</p> <p><input type="checkbox"/> TAPS 1 Professional Knowledge</p> <p><input type="checkbox"/> TAPS 2 Instructional Planning</p> <p><input type="checkbox"/> TAPS 3 Instructional Strategies</p> <p><input type="checkbox"/> TAPS 5 Assessment Strategies</p> <p><input type="checkbox"/> TAPS 6 Assessment Uses</p> <p><input type="checkbox"/> TAPS 8 Academically Challenging</p> <p><input type="checkbox"/> TAPS 9 Professionalism</p>	<p>Effective Collaboration Look Fors</p> <p><input type="checkbox"/> Active Participation of All</p> <p><input type="checkbox"/> Clearly Defined Roles (e.g., reporter, facilitator)</p> <p><input type="checkbox"/> Used Think-Pair-Share Protocol</p> <p>Effective Planning Look Fors</p> <p><input type="checkbox"/> Unpacked Standards</p> <p><input type="checkbox"/> Used LOTS/Interrogative Statement(s) to Align Essential Question(s)</p> <p><input type="checkbox"/> Used LOTS/Declarative Statement(s) to Align Learning Target(s)</p> <p><input type="checkbox"/> Planned Informal/Formal Assessment Strategies</p> <p><input type="checkbox"/> Planned Instruction Using Effective, Research-Based Strategies</p> <p style="margin-left: 20px;"><input type="checkbox"/> Gradual Release of Responsibility</p> <p style="margin-left: 20px;"><input type="checkbox"/> Universal Design for Learning</p> <p style="margin-left: 20px;"><input type="checkbox"/> Differentiate Instruction</p> <p style="margin-left: 20px;"><input type="checkbox"/> Balanced Literacy Strategies</p> <p style="margin-left: 20px;"><input type="checkbox"/> Thinking Maps</p> <p style="margin-left: 20px;"><input type="checkbox"/> AVID, WICOR, Cornell Notes</p> <p style="margin-left: 20px;"><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Used Data to Inform Instructional Planning</p>	
Support Needs		
Coaching Support on _____		
Peer Observations with _____		
Professional Learning on _____		
Other _____		

Standards-Based Classroom Instructional Rounds

Teacher: _____ Evaluator _____ Date _____ Time In _____ Time Out _____

Focus Standards	Claim <small>Enter observed indicators</small>	Comments
TKES-TAPS <input type="checkbox"/> TAPS 1 Professional Knowledge <input type="checkbox"/> TAPS 2 Instructional Planning <input type="checkbox"/> TAPS 3 Instructional Strategies <input type="checkbox"/> TAPS 6 Assessment Uses	Look Fors <input type="checkbox"/> yes <input type="checkbox"/> no Current Standards <input type="checkbox"/> yes <input type="checkbox"/> no Aligned Essential Question <input type="checkbox"/> yes <input type="checkbox"/> no Aligned Learning Target <input type="checkbox"/> yes <input type="checkbox"/> no Aligned Opening <input type="checkbox"/> yes <input type="checkbox"/> no Aligned Work Session <input type="checkbox"/> yes <input type="checkbox"/> no Aligned Closing <input type="checkbox"/> yes <input type="checkbox"/> no Stations/Centers <input type="checkbox"/> yes <input type="checkbox"/> no Current Word Wall <input type="checkbox"/> yes <input type="checkbox"/> no Current Data Posted	
Support Needs		
Coaching Support on _____		
Peer Observations with _____		
Professional Learning on _____		
Other _____		

Data Wall Instructional Rounds

Evaluator _____ Date _____ Time In _____ Time Out _____

Evaluated _____

Focus Standards	Claims	Comments
<p>TKES-TAPS</p> <p><input type="checkbox"/> TAPS 1 Professional Knowledge</p> <p><input type="checkbox"/> TAPS 2 Instructional Planning</p> <p><input type="checkbox"/> TAPS 5 Assessment Strategies</p> <p><input type="checkbox"/> TAPS 6 Assessment Uses</p>	<p>Look Fors</p> <p><input type="checkbox"/> Achievement Data (classroom, common, district, state)</p> <p><input type="checkbox"/> Demographic Data (attendance, behavior)</p> <p><input type="checkbox"/> Perception Data (student surveys, climate)</p> <p><input type="checkbox"/> Process or Program Data</p> <p><input type="checkbox"/> Student Work</p> <p><input type="checkbox"/> Student Work w/ Feedback and Rubric</p> <p><input type="checkbox"/> Student Glow List</p> <p><input type="checkbox"/> Student Progress List</p> <p><input type="checkbox"/> Current Data Posted</p>	
Support Needs		
Coaching Support on _____		
Peer Observations with _____		
Professional Learning on _____		
Other _____		

BWA Text Talk Balanced Literacy Instructional Rounds

Thinking *beyond, within, and about* the text to **C⁵** make considerations, claims, confirmations, and conclusions to construct responses

Evaluator _____ Date _____ Time In _____ Time Out _____
 Evaluated _____

Focus Standards	Claims	Comments
TKES-TAPS <input type="checkbox"/> TAPS 1 Professional Knowledge <input type="checkbox"/> TAPS 2 Instructional Planning <input type="checkbox"/> TAPS 3 Instructional Strategies <input type="checkbox"/> TAPS 5 Assessment Strategies <input type="checkbox"/> TAPS 7 Positive Learning Environ. <input type="checkbox"/> TAPS 8 Academically Challenging	BWA Text Talk Balanced Literacy Look Fors <input type="checkbox"/> Reading <input type="checkbox"/> Modeled <input type="checkbox"/> Thinking <input type="checkbox"/> Guided <input type="checkbox"/> Writing <input type="checkbox"/> Shared <input type="checkbox"/> Speaking-Listening <input type="checkbox"/> Independent <input type="checkbox"/> Problem Solving <input type="checkbox"/> Interactive BWA Text Talk C5 Strategies Effective Argument Look Fors <input type="checkbox"/> TAPP question to consider topic, audience/actions, purpose, & product/plan before responding. <input type="checkbox"/> Making valid claims <input type="checkbox"/> Confirming claims with evidence <input type="checkbox"/> Drawing logical conclusions <input type="checkbox"/> Constructing evidence-based responses. BWA Text Talk H.O.T. Look Fors <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Justifying <input type="checkbox"/> Synthesizing	
Support Needs		
Coaching Support on _____		
Peer Observations with _____		
Professional Learning on _____		
Other _____		

Teacher		Dept./Grade	
Date		Time In/Out	
<p>Type of Grouping</p> <p><input type="checkbox"/> Homogeneous</p> <p><input type="checkbox"/> Mixed ability</p> <p><input type="checkbox"/> Skill Groups</p> <p><input type="checkbox"/> Learning Style</p> <p><input type="checkbox"/> Random Groups</p> <p>BWA Text Talk Indicators Observed C4 Steps</p> <p>_____ of 4</p> <p><i>Instructional Planning</i></p> <p>_____ of 4</p> <p><i>Instructional Delivery & Learning Environment</i></p> <p>_____ of 6</p> <p><i>Assessment of-for Learning</i></p> <p>_____ of 4</p> <p>Total _____ of _____ (18)</p>	<p>BWA Text Talk - C* Steps Look Fors</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students TAPP the question to consider topic, audience/actions, purpose, and product/plan.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students make valid claims in response to the question.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students collect relevant details and examples from the text to support claims.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students use claims and textual evidence to construct an evidence-based response.</p> <p>BWA Text Talk - Instructional Planning Look Fors</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher aligns and connects the text-dependent question to lesson objectives/targets.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No The language of the standard is evident in the question stem.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No The question is written to support student demonstration of desired knowledge and skills.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher plans BWA Text Talk effectively for content mastery, pacing, and transitions.</p> <p>BWA Text Talk - Instructional Delivery and Learning Environment Look Fors</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher provides or has provided explicit instruction or modeling.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students think-pair-share for independent & shared reading, speaking, listening, and writing.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students use close or active reading strategies when reading one or more sections of the text.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students use a graphic organizer to organize claims and evidence and plan a response.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Students use sentence starters and phrases to plan/write coherent sentences and paragraphs.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher plans and organizes station activities to support independent and small group work (e.g., independent and small group handouts, station labels, station directions).</p> <p>BWA Text Talk - Assessment of and for Learning Look Fors</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher facilitates transitions between steps to allow whole group share and use informal assessment to check for understanding, address misconceptions, and adjust instruction.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher provides constructive and actionable feedback to students on their progress.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher uses a rubric or glow-grow post-its for formative or summative purposes.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Teacher provides students with checklists to monitor their own progress and learning.</p>		
GL@WS		GR@WS	
Support Needs			
Coaching support on _____			
Peer observations with _____			
Professional learning on _____			
Other _____			

Instructional Rounds and Walkthrough Feedback Form

Coach _____ Date _____ Focus Standard(s) _____

Teacher/Team _____ Time In _____ Time Out _____

Focus	Claim Enter observed behaviors	Evidence Cite specific teacher and student actions that support claim
<p>Standard/Focus</p> <hr/> <p>Look Fors</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>		
<p>Standard/Focus</p> <hr/> <p>Look Fors</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>		

Instructional Support Rounds

Academic Coach

Conclusions/Next Steps

Support Needs

Coaching Support on _____

Peer Observations with _____

Professional Learning on _____

Other _____

WHS Leadership Team Meeting Agenda

District: Bibb County Schools

Location: Westside High School

Date: March 21, 2016

Lead Facilitator: Dr. Julia Daniely



Item	Presenter	Topic	Notes/Actions Needed
i	Daniely	Welcome/Opening <ul style="list-style-type: none"> Bibb Mission and Vision Stakeholder Celebrations SEA and LEA News 	
1	GaDOE SIS	GSAPS Review – 4/5-4/6/16 (PO-1) <ul style="list-style-type: none"> Classroom Visits <ul style="list-style-type: none"> Current Lesson/Unit Plan Reserved Chair(s) Staff/Student Interviews SIP Artifacts 	
2	AP Operations PBIS Coord. Grad. Coach Literacy Coach	Data Talk and Use (L-6) <i>What? Who? Why? How?</i> <ul style="list-style-type: none"> <i>Attendance: Students and Staff</i> (PO-1, TAPS 9, 10; LAPS 3, 5, 7) <i>PBIS Progress Monitoring</i> (PL-6, TAPS 6, 7, 9, 10; LAPS 1, 2, 7, 9) <i>Student Achievement</i> (I-4, PL-6, TAPS 2-8, 9; LAPS 1, 2, 3, 6) <i>Standards-Based Classroom:</i> (C-1, I-4, PL-6 TAPS 2, 3, 4, 8; LAPS 1, 2, 3, 6) <i>Family-Community Engagement</i> (PO-1, TAPS 9, 10; LAPS 2, 7, 8) 	
3	GaDOE SIS STEM Director	C-SIP Progress Monitoring (PO-3) <ul style="list-style-type: none"> Indistar SIG Sustainability 	
4	Daniely	Looking Ahead (PO-1) <ul style="list-style-type: none"> Calendar Reviews School Events 	

Items for Action

Item	Item for Action	Designee	Due Date	Comments
1				
2				
3				
4				

Example Coaching Support Plan & Guidance

Teacher: Mr. Teacher

Course: Example Course

Date of Observation: November 10, 2013

Time: 9:00 AM – 9:20 AM

Coach: Ms. Coach

Date(s) of Conference: November 11 (Pre), November 14 (Post)

Standards-based Goal(s) or Learning Target(s): Use data to develop clear, SMART goals or targets aligned to standards.

Examples:

1. The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. (TAPS 2, School Keys CP-2)
2. The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. (TAPS 3, School Keys I-3)

Observation Feedback	
Glow	Grows
<ul style="list-style-type: none"> • Provide 1 or 2 commendations about the teacher's performance on the standard. • Align to the learning target for "focus" walks/instructional rounds. • Support your "claims" with specific evidence(s) of teacher/student behaviors from the observed lesson. • Use the language of the teacher evaluation standards, rubric, and/or indicators. • Use declarative (glows) and imperative (grows) statements that begin with action verbs. <p>Example</p> <ul style="list-style-type: none"> ◆ Aligns and connects lesson objectives to state and local curricula and standards. Students were engaged in Writing and Translating Expression station rotations designed to support proficiency on the standard. (2.5) 	<ul style="list-style-type: none"> • Provide 1 or 2 constructive statements about the teacher's performance on the standard. • Align to the learning target for "focus" walks/instructional rounds. • Support your "claims" with specific evidence(s) of teacher/student behaviors from the observed lesson. • Use the language of the teacher evaluation standards, rubric, and/or indicators. • Use declarative (glows) and imperative (grows) statements that begin with action verbs. <p>Examples</p> <ul style="list-style-type: none"> ◆ Build upon students' existing knowledge and skills by supporting decoding of text to highlight signal phrases and key terms and use of context clues to problem solve. Three student groups had difficulty gathering the information needed to create the diagram and expression. (2.3) ◆ Plan effectively for content mastery, pacing, and transitions. Twice, students were allowed a 10-minute extension to complete one supply response item. Research indicates that students be afforded 90 seconds for selected response items and 180 seconds for supply response items, timeframes more aligned to EOCT. (3.2)

Example Coaching Support Plan & Guidance

Pre-Conference		
Action Planning		Coach's Reflections
<p>Consultative Questions (Teacher)</p>	<p>Facilitate the teacher's self-assessment or self-reflection on practice by asking questions or making probing statements that</p> <ul style="list-style-type: none"> • foster independent thinking, • guide the teacher in the right direction (addressing the grows), • align to the learning goal or target, and • begin with "How do you" or "What do you" think about ... <p>Examples:</p> <ul style="list-style-type: none"> • How do you think decoding of text went? • What or who could be a resource for strategies in pre-planning questions for decoding text? • What do you think about the pacing of the lesson? Are you able to fully realize your planned lesson regularly? • Specifically how much time you afforded for each task? • How do you think you could alter your pacing so you can complete your full lesson? 	<p>Record information that will not only be useful to you in your documentation of this discussion and evidence of practice but also in you collection of data to better inform your support and future professional learning opportunities.</p> <ul style="list-style-type: none"> • Anecdotal Notes • Implications for support • Evidences of practice
<p>Implications for Practice/Support (Teacher/Coach)</p>	<p>Work with the teacher to identify SMART actions that are aligned to the learning goal/target, will help to enhance their practice, and maximize students' opportunities for success.</p> <p>Example</p> <p>Based on the data and above discussion, we will collaborate to enhance practice by doing the following:</p> <ul style="list-style-type: none"> • Seek support from the literacy coach on best practices for modeling and supporting decoding of text. • Set time limits (use a visual timer) to support pacing of and transition between activities, such as decoding, diagramming, writing, and discussion. 	<p>Record information that will not only be useful to you in your documentation of this discussion and evidence of practice but also in you collection of data to better inform your support and future professional learning opportunities.</p> <ul style="list-style-type: none"> • Anecdotal Notes • Implications for support • Evidences of practice

Example Coaching Support Plan & Guidance

<p>Co-Action/ Support Plan</p>	<p>Check one or more of the following support actions:</p> <p><input type="checkbox"/> Co-teach <input type="checkbox"/> Model <input type="checkbox"/> Observe</p> <p>Description: Collaborate with the teacher to plan the co-action. Describe what it will “look like, sound like, and feel like,” specifically stating who will “do what,” “when,” and “how.” As a coach, explain and/or emphasize the “why.”</p> <p>Date: Schedule date for co-action/support.</p> <p>Time: Schedule time or class period for co-action/support.</p>	<p>Record information that will not only be useful to you in your documentation of this discussion and evidence of practice but also in your collection of data to better inform your support and future professional learning opportunities.</p> <ul style="list-style-type: none"> • Anecdotal Notes • Implications for support • Evidences of practice
<p>Post-Conference</p>		
<p>Reflective Questions (Teacher)</p>	<p>Date: _____ Time: _____</p> <p>Facilitate teacher’s self-reflection on practice by asking questions or making probing statements that</p> <ul style="list-style-type: none"> • foster independent thinking, • guide the teacher in the right direction (reflecting on progress and next steps), • align to the learning goal or target, and • begin with “How do you” or “What do you” think about ... <p>Note: You can revisit many, if not all, of the pre-conference questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> • How do you think decoding of text went? • What decoding strategies did you feel most comfortable using? Least comfortable and why? • What do you think about the pacing of the lesson? 	<p>Record information that will not only be useful to you in your documentation of this discussion and evidence of practice but also in your collection of data to better inform your support and future professional learning opportunities.</p> <ul style="list-style-type: none"> • Anecdotal Notes • Implications for support • Evidences of practice

Example Coaching Support Plan & Guidance

<p>Implications for Practice/Support <i>(Teacher/Coach)</i></p>	<p>Discuss and celebrate the progress (glows) and work with the teacher to determine continued areas for growth.</p> <p>Based on the lesson implementation and discussion above, we note the following: glows</p> <p>grows</p>	<p>Record information that will not only be useful to you in your documentation of this discussion and evidence of practice but also in your collection of data to better inform your support and future professional learning opportunities.</p> <ul style="list-style-type: none"> • Anecdotal Notes • Implications for support • Evidences of practice
<p>Follow-up <i>(Coach)</i></p>	<p>Date: Date of post-observation Time: Obs. Time</p> <p>Post-Observation Notes: Conduct and record your post observation of the teacher's independent implementation of practices learned.</p> <p>Next Steps: Describe what you will do to support teacher's continued professional growth.</p> <p>Form of Feedback: Describe the method or medium you used to provide feedback from the post-observation.</p>	<p>Reflect on your own practice as a coach. Document evidence of impact and progress. Record next steps for your support of the teacher's professional growth.</p> <ul style="list-style-type: none"> • Anecdotal Notes • Implications for support • Evidences of practice



Great teachers.
Bright futures.

Notice & Wonder Protocol—Data

A protocol for analyzing data both descriptively and inferentially.

from *How Teachers Can Turn Data Into Action* by Daniel R. Venables (ASCD, 2014)

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Time: 45 minutes

1. Participants are presented with a table and/or graph of data pertaining to their practice. The data set may be displayed on a screen for all to see, or it may be given to each PLC member in hardcopy form. (I prefer the former, since graphs and sometimes data in table form are often illustrated in color.)
2. Each participant is given a 5"x7" index card. Quietly and individually, participants write three observations evident in the graph or table. These observations must be free of inference or speculation; they are factually based from objectively examining the display. Each observation starts with the phrase, "*I notice that...*" (5 minutes)
3. *Round 1.* In turn, each participant reads aloud one new observation that has not yet been shared, each time beginning with the phrase, "*I notice that...*" The facilitator records the responses on chart paper. After the last participant shares one new observation, the first participant offers a second new observation and the process continues until all observations have been shared aloud, *without discussion.* (5 minutes)
4. Each participant turns over his index card and quietly writes three suggestions or question-statements based on any observations heard in Round 1. These comments attempt to offer possible explanations for the observations or pose suggestions for pursuing additional data. No attempt should be made to *solve* the problems that surface; the intent is to gain insights into what the data imply. Each comment starts with the phrase, "*I wonder why...*" or "*I wonder if...*" "*I wonder how...*" (5 minutes)
5. *Round 2.* In turn, each participant reads aloud one new thought that has not yet been shared, each time beginning with the phrase, "*I wonder*" The facilitator records the responses on chart paper. This process continues as in Round 1 until all speculations have been shared aloud, *without discussion.* (10 minutes)
6. *Discussion.* PLC members discuss what has been shared and possible causes, connections, and links to classroom instruction and note other additional data that may be needed. (15 minutes)

Teacher Name	I notice that....	I wonder... why, if, how, whether...	What additional data do we need?

[Notice and Wonder Protocol](#)