Priority #1
Instructional Framework

Apply the instructional planning framework for all subjects with a focus on aligning of standards, assessments and activities.
- At midterm and end of term teachers use and teach the RACES writing strategy school wide.
- Every teacher has all components of a good lesson in every lesson plan every day

Know: The 5 components of a GREAT lesson

Be able to: Design a lesson with each of the 5 components of a GREAT lesson

Supports: Peer observations and instructional coaching

Measurement: Peer observations conducted, student grouping data, and learning task data.

Priority #2
PLC Process

Develop a culture of data driven decision making, through the PLC process, to provide intervention and enrichment.
- Every Teacher understands what the protocol is and what it looks like
- PLCs are using protocols and utilizing the reflection piece
- Gather feedback on protocols

Know: that reviewing/discussing student date in PLCs has a positive impact on student learning.

Be able to: use the data to inform instruction, next steps, FLEX choices, interventions, re-teach, extensions, student progress, etc

Supports: PLC Sub-committee will share options of how to utilize the data after the groups initial review

Measurement: constructing and distributing a survey to measure teachers' perceptions about PLC data review.

Priority #3
Student Engagement

Implement Evidence-Based Instructional Strategies in every classroom, with a focus on active student engagement.
- Teachers increase active student engagement by incorporating best practice strategies as measured by informal observations 5 times per year.

Know: How to decrease passive engagement and increase active engagement.

Be able to: pick a lesson and add an engagement strategy (using 10 minutes to figure out how to do that in a GREAT lesson)

Supports: Instructional coaches will do walk throughs and provide time to plan with teachers

Measurement: Student Engagement data (from EdThrive) and instructional coaches (using qualitative and quantitative data).

	Priority #1	Priority #2	Priority #3
Nov	• Review GREAT lesson components • Intro to peer observations to faculty • Implement peer observations • Teacher have 1 observation by midterm	• Present faculty with data to support the positive impact of analyzing data in PLC's on student learning. This will occur at the 60-minute PD on Nov. 21 or in small groups during a teaming meeting. • Faculty will be surveyed for current interventions they utilize based on their data.	• 60 min PD/SNAD to provide time to plan including an engagement strategy • Observation data
Dec.	• Continue peer observations • Collect observation data and reflections • Coaching focuses on one of the5 components	• Faculty will be provided with examples of how to use data effectively based on the teacher surveys. • Faculty will be provided with examples of how to use data effectively based on the teacher surveys.	• Reflection • Observation data
Ja	• Continue peer observations • Reflections	• Faculty will be provided with examples of how to use data effectively based on the teacher surveys.	•

	Strategy #1 Instructional Framework	Strategy #2 PLC Process	Strategy #3 Student Engagement
	Apply the instructional planning framework for all subjects with a focus on aligning of standards, assessments and activities.	Develop a culture of data driven decision making, through the PLC process, to provide intervention and enrichment.	Implement Evidence-Based Instructional Strategies in every classroom, with a focus on active student engagement.
	Know: All the components of effective instructional quarterly planning.	**Know:** The focus of an effective PLC is on analyzing student data to inform instructional choices	**Know:** What high quality Evidence based instructional strategies look like
	Be able to: backwards plan activities, CFAs, student outcomes, and success criteria from the standards	**Be able to:** Analyze/review student performance data to determine interventions and enrichment.	**Be able to:** Implement strategies, reflect on effectiveness and adjust strategies
	Supports: Friday trainings and team planning time, coaching support, and walk throughs	**Supports:** Friday trainings and team PLC time, coaches observing PLCs and providing feedback.	**Supports:** SNAD day trainings, PL sessions, coaching support; walk through feedback and debriefs
	Measurement: Quarterly Instructional framework and CFAs planned and developed in teams	**Measurement:** PLC Log; intervention, enrichment, groups, plans for reassessment.	**Measurement:** Teacher identified strategies, look fors for walk throughs and teacher reflection
August	• PL: Instructional framework • PL: Effective assessments • Teams unpack their standards • Support and feedback from administration	• PL: PLC process • PL: Artifacts of learning • PLC support and feedback from administration • Team PLC collaboration on Fridays	• PL: Student engagement EBIS • ELA PL: interactive boards • Teachers create 2-3 look-fors for self-selected engagement strategy
Septem	• PL: Criteria for success • Teams create Q2 common assessments • Ongoing support and feedback from administration	• PL: Enrichment and intervention based on data • Coaching support on lesson and activities • Ongoing Team PLC collaboration on Fridays	• Teachers receive walk through notes • Teachers receive coaching support • Ongoing support and feedback from administration
October	• PL: Aligning activities to standards • Ongoing support and feedback from administration • Coaching and feedback on student engagement	• Teams use data to assess effectiveness of interventions • Ongoing Team PLC collaboration on Fridays • Ongoing support and feedback from administration	• Differentiated PL during SNAD: Interactive boards, engagement strategies, small group instruction, EBIS) • Teachers select EBIS focus for next 2 weeks • Teachers create EBIS look-fors and reflections