

18-19 100 Day Plan for Improving Professional Learning Community Practices @ Warder

Prioritized Needs:

- SMART goals connected to UIP created and progress monitored with prioritized standards ONLY
 - On-going assessment of learning
- Implementation of Warder’s Pyramid of Intervention w/ Building-wide system of supports
 - On-going assessment of learning

Desired Outcomes:

- Teams develop an intentional action plan to identify student achievement goals, clarify the evidence used to **monitor progress**, and **work interdependently** to achieve team goals **aligned with school goals**.
- Teams use common data to respond **collectively** to students who have not mastered essential learning targets, and respond to students needing **remediation, intervention, and extension**.

Progress Checkpoints	10 Days From Now	20 Days From Now	40 Days From Now	80 Days From Now	90 Days From Now	100 Days From Now
Checkpoint Dates	8/8 – 8/21 (10)	8/22-9/5 (10)	9/6-10/3 (20)	10/4 – 12/6* (40)	12/7 – 12/20 (10)	12/21- 1/22 (10)
Action Steps What action will specifically be taken towards the desired outcomes?	1. Revisit and Revise as needed Mission & Vision 2. Share 18-19 Tights 3. Revisit Warder's PLC Pathways w/ Evidence 4. Revisit	1. Analyzing data CMAS & MAP, EOY, & BOY 2. Actively participate in PLC meetings and provide feedback 3. Calibrate TRC written responses to	1. Share draft of 18-19 100 Day Plan 2. Share NEW PLC Continuum & Success Criteria - Teams set Goals 3. Attend supplemental trainings that	1. Monitor goals in SOARS for students with ALPs, READ Plans, & IEPs (share w/ students) 2. PLC Specialist observes interventions and provides feedback - Tier 1,	1. Analyze MAP & Dibels MOY data 2. Sister school 3. Peer observations - interventions & extensions - Tier 1, 2, & 3 4. Teams reflect on PLC goals set	1. Monitor student goals in SOARS for students with READ Plans, IEPs, behavior plans, ALPs, ELL plans 2. Teams reflect on PLC goals set using the continuum - revise reset

	<p><u>Collective Commitments</u> Interdependently aligned with school-wide goals</p> <p>5. Create Data Wall w/ Reading & Math K-5 MAP Data</p> <p>6. Teams complete Unit plans w/ CSAs for Reading and Math Unit 1 using last year got-to-knows</p> <p>7. Create PLC boards with artifacts in reading and math</p> <p>8. Provide professional learning around the 4 BIG Shifts (Jeffco Generations)</p>	<p>reading</p> <p>4. Engage in Root cause Analysis Protocol</p>	<p>support our desired outcomes</p> <p>4. Observe PLC meetings and provide feedback</p> <p>5. PLC specialist observes teams & provides feedback</p> <p>6. Draft UIP</p> <p>7. Revisit/Revise Pyramid of Interventions -social/emotional -academic</p> <p>8. Teams set SMART Goals (IEGs) aligned with UIP</p> <p>9. Set meaningful student goals in SOARS for students with ALPs, READ Plans, & IEPs (share w/ students)</p>	<p>2, & 3</p> <p>3. Sister School - Day 1 (Oct. 18)</p> <p>4. Warder's 1st Site School Visit Nov. 5th</p> <p>5. Prioritize Math Standards & Proficiencies</p> <p>6. Video PLC meetings and reflect on process with PLC Continuum</p>	<p>using the continuum - revise reset</p> <p>5. Guiding Coalition reviews PLC artifacts</p>	<p>3. Warder's 2nd Site School Visit</p> <p>4. Progress Monitor SMART Goals</p> <p>Spring Dates- Sister School - *October 18 @ Fairmount Elementary *December 12 @ Warder Elementary (Share 15 min video) *March 13 at Mount Carbon Elementary *April 30 at Vanderhoof Elementary</p> <p>Share Fair</p> <p>Warder's 2nd Site Visit (Feb. 4th)</p>
--	---	---	--	--	---	--

			10. Plan & prep for Site Visit			
Who's Responsible? Who will take the lead on this action step?	Guiding Coalition Principal Instructional Coach Grade Level Teams	Guiding Coalition Principal Instructional Coach Vertical Teams	Guiding Coalition Principal Instructional Coach Interventionist Kid Talk Team Grade Level Teams	Guiding Coalition Principal Instructional Coach PLC Specialist Interventionist & SPED Grade Level Teams Sister Schools	Guiding Coalition Principal Instructional Coach PLC Specialist Interventionist & SPED Grade Level Teams Sister Schools	Guiding Coalition Principal Instructional Coach PLC Specialist Sister Schools
Progress Monitoring How will you measure and monitor progress?	Principal attend PLC meetings a well as review documents & provide growth producing feedback Coach will attend PLC meetings to gather data and provide growth producing feedback using the PLC Continuum Guiding Coalition will progress monitor to implementation of the 100 Day Plan	Principal attend PLC meetings a well as review documents & provide growth producing feedback Coach will attend PLC meetings to gather data and provide growth producing feedback using the PLC Continuum Guiding Coalition will progress monitor to implementation of the 100 Day Plan	Principal attend PLC meetings a well as review documents & provide growth producing feedback Coach will attend PLC meetings to gather data and provide growth producing feedback using the PLC Continuum District PLC Coach will provide side-by-side support for instructional coach Guiding Coalition	Principal attend PLC meetings a well as review documents & provide growth producing feedback Coach will attend PLC meetings to gather data and provide growth producing feedback using the PLC Continuum District PLC Coach will provide side-by-side support for instructional coach Guiding Coalition	Principal attend PLC meetings a well as review documents & provide growth producing feedback Coach will attend PLC meetings to gather data and provide growth producing feedback using the PLC Continuum District PLC Coach will provide side-by-side support for instructional coach Guiding Coalition	Principal attend PLC meetings a well as review documents & provide growth producing feedback Coach will attend PLC meetings to gather data and provide growth producing feedback using the PLC Continuum District PLC Coach will provide side-by-side support for instructional coach Guiding Coalition will progress monitor to implementation of the

			will progress monitor to implementation of the 100 Day Plan	will progress monitor to implementation of the 100 Day Plan	will progress monitor to implementation of the 100 Day Plan	100 Day Plan
Artifacts What evidence and data will be collected?	Spring to Spring MAP data 18-19 Tights Warder's PLC Pathways Collective Commitments	UIP SMART Goals Pyramid of Interventions TRC Written Responses Team artifacts	Videos of PLC teams in action Team PLC Goals Feedback Document Team artifacts PLC Continuum & Success Criteria	Team artifacts Year Long Math Standards & Proficiencies Videos of PLC meetings SOARS	MOY Benchmark MAP data Team artifacts PLC Continuum Goals	Progress Monitoring data in SOARS - ALPs, READ Plans & IEPs Team artifacts Videos of PLC meetings Pyramid of Interventions EOY Data
Resources Website Resources; protocols, videos, planning documents etc.	Unit Planning Template Data Analysis Spreadsheet Data Analysis Protocol Jeffco Generation 4 Shifts - <i>Higher Level Thinking, Student Agency, Authentic Work, Technology Infusion</i>					

Support Tom Many, supplemental learning, site visit, school visits with PLC Specialist, SIR, share fair			Sister Schools Supplemental Learnings @ district level District PLC Coach Tom Many	District PLC Coach Host Site Visit	District PLC Coach	District PLC Coach Host Site Visit Share Fair
---	--	--	--	--	-----------------------	--

Principal's Role: Hold staff accountable for the submission/collection of artifacts (Unit Plans, Scored CFAs & CSAs, Organized Data Spreadsheets, Completed Data Analysis protocols including plans for students who require interventions and/or extensions), implementation of interventions. Building capacity within the staff.

Instructional Coach's Role: Use the NEWER Continuum and Success Criteria document to coach & support the growth of PLC teams through weekly feedback, capturing celebrations & possible next steps. active participation of PLC meetings supporting teams as needed. Creation of data wall & PLC artifact boards. Build capacity within the staff.

Gen Ed Teachers: Focus on Learning, Collaboration, and Results. Address the 4 critical questions and produce artifacts as hard evidence. Work collaboratively with *all staff members* to increase student achievement.

SPED: Provide Tier #3 remediation and collaborate with classroom teachers to increase student achievement with school-wide goals.

Interventionist: Provide Tier #2 interventions and collaborate with grade level teams on common goals to increase students achievement with school-wide goals.

Guiding Coalition aka Shared Leadership Team: Meet weekly using the 100 Day Plan to guide professional learning for the building

Kid Talk Team: Meet weekly with teachers to support the success of all students using the school-wide pyramid of interventions.

Social Worker: 1) Support implementation of interventions and remediation for students who won't vs can't. 2) Provide Tier 1, 2, & 3 mental health support that supports student growth. Collaborate with gen ed teachers to increase student achievement.

DTL's Role: 1) Collaborate with grade level teams on common goals to increase students achievement with school-wide goals. Provide enrichments during PLC meetings.

Instructional Paras: Support WIN blocks with Tier 2 interventions & Tier 3 remediation and enrichments.

AMP Team Role: Provide enrichments during PLC meetings.