

Professional Learning Action Plan

Instructional Goal(s): Developed to set goals for students on MAP at the elementary/middle levels and CCRCCA at the high school level.

Implementation Team: List the names of individuals who will collaborate to support the implementation of the plan.

Classroom Teachers	Christie Anderson, Alicia Batts, Lenyta Kimbro, Laurie McCarty, Meredith Scott, Margie Bird, Vonzella Brisbane, Yenica Gutierrez, Sarah Martinez, Toia Stephens, Kevin Eaton, Megan Mason, Michele Poole, Kirsten White, Matt Levy, Stacey Lynch, MaryRuth McGinn, Melinda Nwoye, Gianna Fogelbach, Latechia Mitchell, Tim Racosky, Erica Stephenson, Vanessa Davis, Dave Harris, Vivian Malloy-Taylor, Margie Snipes, Pat Bush, Matt Shuman, Barry Duvall, Kyle Neely, Megan Warner, Katherine Ewins
ESOL Teachers	Sue Bomzer Alterman, Leslie Dent, Andrea Schawaroch, David Pelzer,
Special Education Teachers	Katie Craine, Lori Boukal-King, Ashley Evans, Faith Antizzo, Pam Taylor, Nakeia Vines, Tamara Bossler, Robert Woodside
Other Professionals	Cindy Dimmick, Barbara Reynolds, Rochelle Johnson, Maurice Ochoa

*Can be completed for schoolwide or grade level band instructional goals. Incorporate professional learning that would support the identified content for the marking period. This structure helps to show the progression of instruction and planning with the end in mind.

MARKING PERIOD 1

Areas	Action Step Description (What is the main focus of each area?)	Monitoring (Data points, date, when)	Results
Content Literacy	All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level	Map-RF and Map-R Growth scores (MP1, MP3, MP4) District C2.0 Literacy Assessment	<i>November Staff Meeting</i> Staff worked collaboratively in grade level teams to refine and build upon their grade level project. Specific curricular content in writing and reading was planned for within the

	<p>specific RIT score by spring administration.</p> <p>All other Farms and Non-Farms Learners, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p>		<p>project.</p> <p>In grade level team meetings, staff examined MapR & MapRF data to determine next steps & interventions that were needed to support individual students.</p>
<p>Content Math</p>	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their score on the Map-P or Map-M, within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All Farms and Non-Farms learners, scoring in the below grade level range, will increase their score on the Map-P or Map-M within 5 RIT points of the grade level specific RIT score by spring administration.</p> <ul style="list-style-type: none"> ● Grade K growth: 28 points ● Grade 1 growth: 27 points ● Grade 2 growth: 22 points ● Grade 3 growth: 19 points ● Grade 4 growth: 18 points ● Grade 5 growth: 15 points 	<p>Map-P and Map-M Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	<p>(Continuation of “Data”-see below)</p> <p>Teams worked collaboratively to develop, administer & group score math formatives.</p> <p>Resources were gathered & recorded on the Grade Level Team planning sheets to plan for learning to support students struggling with context and extend those with an already solid understanding.</p> <p>In weekly team meetings, teachers regularly focus on a recent concept in math, looking closely at those students that are struggling along with those students that are ready for the additional rigor.</p> <p>Team planning document is used for recording instructional strategies. Teachers and support staff add additional approaches and resources before and after the meeting so that discussions</p>

			can be more productive during the grade level planning time.
Data	<p>Use Map-RF, Map-R and Map-M growth charts to analyze students' strengths and needs</p> <p>Examine Map-P and Map-M growth charts to analyze students' strengths and needs</p> <p>Completing the data analysis protocol and use findings to plan for instruction</p> <p>Explicitly teach students how to express themselves and their learning using appropriate grade level skills as outlined in C2.0 through authentic projects and small group direct instruction</p> <p>Create low floor/high ceiling activities that provide students opportunities to explore and visualize mathematical concepts specific to the Number and Operations strand for each specific grade level</p>	<p>Monthly Instructional Rounds or Peer Visits</p> <p>Classroom observations during small group instruction</p> <p>Map-RF and Map-R Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Literacy Assessment</p> <p>Map-P and Map-M Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	<p>Teachers used Map Data, writing samples & formative math assessments to discuss student strengths and weaknesses.</p> <p>Teams worked collaboratively to develop, administer & group score math formatives.</p> <p>Resources were gathered & recorded on the Grade Level Team planning sheets to plan for learning to support students struggling with context and extend those with an already solid understanding.</p> <p>Staff developed SLO's listing students that require additional supports to grow academically. Grade level teams chose to focus on a math goal for the school that reflects this same goal as outlined in Stedwick's SIP Plan.</p>
Equitable/ Culturally Responsive Instructional Strategies	<p><i>Outside Audience</i> Allow students to present final projects to other classes, parents or community members to support authenticity of the project.</p> <p><i>Student Directed</i></p>	<p>Research and implementation of grade level researched based prompts (both learning and development of a growth mindset)</p> <p>Peer visits along with</p>	<p><i>October 7th Staff Meeting</i> Increase skill set for working and providing supports to students that have suffered from trauma. Staff learned about strategies to support students that have suffered from any type of</p>

	<p>Projects will reflect use of C2.0, yet will involve student interests as the specificity of the project is developed and implemented.</p> <p><i>Real Life Purpose</i> All projects will align with a real life purpose allowing students to see the relevance in skill and concept development.</p> <p><i>Critical thinking</i> Students will be asked to explain, synthesize, analyze and apply learned skills to pieces within the project.</p> <p><i>Social Emotional Learning</i> Provide opportunities for students to develop skills that strengthen students' self-perception as a learner</p> <p><i>Collaboration</i> Allow for learning experiences that build a culture of community that supports student growth</p> <p>Create opportunities for students to express their thinking in both verbal and written communication format.</p> <p>Examine practices for matching interventions to student needs</p>	<p>Instructional Rounds looking at skill integration with project based learning practices</p>	<p>trauma. Trauma and it's educational impacts were defined. Staff was taken through a role modeled scenario and then given an opportunity to experience what a Mindful Moment looks like. Teachers committed to trying this approach out in their classrooms within the next several weeks.</p> <p>Teachers worked in collaborative groups planning for ways to strengthen classroom climate, build in experiences to prevent outbursts & support academic and social/emotional learning.</p>
--	---	--	--

<p>Culture and Climate</p>	<p>Opportunities for teams to work in vertical articulation teams to support growth and ideas with the implementation of Project Based Learning implementation, authentic and UDL instructional approaches to learning Continued development of collaborative grade level team meetings to support professional and student growth</p>	<p>Designated times to discuss and review instructional strategies and highly effective practices</p> <p>Monitoring of Weekly Planning Meetings by Staff Development Teacher, Reading Specialist along with feedback from grade level teams</p> <p>Reflection on collaborative practices involving co-teaching teams</p> <p>Review of weekly team meeting planning agendas and notes</p>	<p><i>August Staff Meeting</i> "Setting Up for a Successful Year" Staff was presented with an update on expectations of the Structures & Procedures that would be put into place to ensure a good year & set the foundation for collaborative work.</p> <p>Six components of Authentic Learning were shared.</p> <p>Provided review of organization for Back-to-School Night & Student Led Conference communication with students and their families.</p> <p>Collaboratively worked in grade level teams to share best practices, organizational set-up tips and ways to communicate student learning with parents. (September 9th Staff Meeting)</p> <p><i>November Staff Meeting</i> Staff worked collaboratively along with co-teachers, ESOL & special educational staff to develop grade level projects. Special attention was taken in regards to building in student voice, social/emotional learning, and the use of multi-cultural resources within the project as it correlates with C2.0 standards</p>
-----------------------------------	--	--	---

			and objectives.
--	--	--	-----------------

MARKING PERIOD 2

Areas	Action Step Description (What is the main focus of each area?)	Monitoring (Data points, date, when)	Results
Content Literacy	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All other Farms and Non-Farms Learners, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p>	District C2.0 Literacy Assessment	
Content Math	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their score on the Map-P or Map-M, within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All Farms and Non-Farms learners, scoring in the below grade level range, will increase their score on the Map-P or Map-M within 5 RIT points of the grade level specific RIT</p>	<p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	

	<p>score by spring administration.</p> <ul style="list-style-type: none"> ● Grade K growth: 28 points ● Grade 1 growth: 27 points ● Grade 2 growth: 22 points ● Grade 3 growth: 19 points ● Grade 4 growth: 18 points ● Grade 5 growth: 15 points 		
<p>Data</p>	<p>Examine grade level district and classroom formative assessments to determine student understanding of skills</p> <p>Completing the data analysis protocol and use findings to plan for instruction</p> <p>Explicitly teach students how to express themselves and their learning using appropriate grade level skills as outlined in C2.0 through authentic projects and small group direct instruction</p> <p>Establish criteria to evaluate student proficiency with answering text-dependent questions</p> <p>Create low floor/high ceiling activities that provide students opportunities to explore and visualize mathematical concepts specific to the Number and Operations strand for each specific grade level</p>	<p>Monthly Instructional Rounds or Peer Visits</p> <p>Classroom observations during small group instruction</p> <p>District C2.0 Literacy Assessment</p> <p>Oral Reading Records (K-2)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	
<p>Equitable/ Culturally Responsive</p>	<p>Create opportunities for students to express their thinking in both verbal and written communication format.</p>	<p>Research and implementation of grade level researched based prompts (both learning and development of a growth</p>	<p>Our project based approach to learning along with STEM practices within science allow for all students to routinely engage</p>

<p>Instructional Strategies</p>	<p>Create visual mind maps to link curriculum and learning</p> <p>Research and create prompts that facilitate a growth mindset Develop authentic projects that weave both C2.0 skills and content along with culturally responsive topics and materials that allow students to demonstrate their learning</p> <p>Examine practices for matching interventions to student needs</p>	<p>mindset)</p> <p>Peer visits along with Instructional Rounds looking at skill integration with project based learning practices</p>	<p>in sensemaking talk to support their learning.</p> <p>The lower stress of peer-to-peer conversation supports linguistic risk-taking and this makes it especially fruitful for students who are struggling or language learners.</p>
<p>Culture and Climate</p>	<p>Opportunities for teams to work in vertical articulation teams to support growth and ideas with the implementation of Project Based Learning implementation and UDL instructional approaches to learning</p> <p>Continued development of collaborative grade level team meetings to support professional and student growth</p>	<p>Designated times to discuss and review instructional strategies and highly effective practices</p> <p>Monitoring of Weekly Planning Meetings by Staff Development Teacher, Reading Specialist along with feedback from grade level teams</p> <p>Reflection on collaborative practices involving co-teaching teams</p> <p>Review of weekly team meeting planning agendas and notes</p>	<p>November 4th Staff Meeting: Staff collaboratively planned a grade level project reflecting student interests along with the C2.0 curriculum.</p> <p>The ability for our children to use voice in the surrounding project provides opportunities to build classroom climate, student self-perception and celebrate each of our students within the project.</p> <p>Looking at our school climate & culture, teachers will embark on Instructional Rounds throughout November and December. The focus is to look for evidence of the 6 characteristics of project based learning within everyday classroom lessons.</p>

MARKING PERIOD 3

Areas	Action Step Description (What is the main focus of each area?)	Monitoring (Data points, date, when)	Results
<p>Content Literacy</p>	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All other Farms and Non-Farms Learners, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p>	<p>Map-RF and Map-R Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Literacy Assessment</p>	
<p>Content Math</p>	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their score on the Map-P or Map-M, within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All Farms and Non-Farms learners, scoring in the below grade level range, will increase their score on the Map-P or Map-M within 5 RIT points of the grade level specific RIT score by spring administration.</p>	<p>Map-P and Map-M Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	

	<ul style="list-style-type: none"> • Grade K growth: 28 points • Grade 1 growth: 27 points • Grade 2 growth: 22 points • Grade 3 growth: 19 points • Grade 4 growth: 18 points • Grade 5 growth: 15 points 		
<p>Data</p>	<p>Examine grade level district and classroom formative assessments to determine student understanding of skills</p> <p>Completing the data analysis protocol and use findings to plan for instruction</p> <p>Explicitly teach students how to express themselves and their learning using appropriate grade level skills as outlined in C2.0 through authentic projects and small group direct instruction</p> <p>Explicitly teach students how to express their learning & use of content skills using appropriate grade level skills as outlined in C2.0 through authentic projects</p> <p>Create low floor/high ceiling activities that provide students opportunities to explore and visualize mathematical concepts specific to the Number and Operations strand for each specific grade level</p>	<p>Monthly Instructional Rounds or Peer Visits</p> <p>Classroom observations during small group instruction</p> <p>Oral Reading Records (K-2)</p> <p>Map-RF and Map-R Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Literacy Assessment</p> <p>Map-P and Map-M Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	
<p>Equitable/ Culturally Responsive Instructional Strategies</p>	<p>Create opportunities for students to express their thinking in both verbal and written communication format.</p> <p>Create visual mind maps to link curriculum</p>	<p>Research and implementation of grade level researched based prompts (both learning and development of a growth mindset)</p>	

	<p>and learning</p> <p>Research and create prompts that facilitate a growth mindset yet continue to push growth in students' learning</p> <p>Develop authentic projects that weave both C2.0 skills and content along with culturally responsive topics and materials that allow students to demonstrate their learning</p> <p>Examine practices for matching interventions to student needs</p>	<p>Peer visits along with Instructional Rounds looking at skill integration with project based learning practices</p>	
Culture and Climate	<p>Opportunities for teams to work in vertical articulation teams to support growth and ideas with the implementation of Project Based Learning implementation and UDL instructional approaches to learning</p> <p>Continued development of collaborative grade level team meetings to support professional and student growth</p>	<p>Designated times to discuss and review instructional strategies and highly effective practices</p> <p>Monitoring of Weekly Planning Meetings by Staff Development Teacher, Reading Specialist along with feedback from grade level teams</p> <p>Reflection on collaborative practices involving co-teaching teams</p> <p>Review of weekly team meeting planning agendas and notes</p>	

MARKING PERIOD 4

Areas	Action Step Description (What is the main focus of each area?)	Monitoring (Data points, date, when)	Results
--------------	---	---	----------------

<p>Content Literacy</p>	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All other Farms and Non-Farms Learners, scoring in the below grade level range, will increase their reading level on the Map-RF or Map-R within 5 RIT points of the grade level specific RIT score by spring administration.</p>	<p>Map-RF and Map-R Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Literacy Assessment</p>	
<p>Content Math</p>	<p>All Non-FARMS Black or African American, Non-FARMS Hispanic/Latino, FARMS Black or African American, FARMS Hispanic/Latino or MU students, scoring in the below grade level range, will increase their score on the Map-P or Map-M, within 5 RIT points of the grade level specific RIT score by spring administration.</p> <p>All Farms and Non-Farms learners, scoring in the below grade level range, will increase their score on the Map-P or Map-M within 5 RIT points of the grade level specific RIT score by spring administration.</p> <ul style="list-style-type: none"> ● Grade K growth: 28 points ● Grade 1 growth: 27 points ● Grade 2 growth: 22 points ● Grade 3 growth: 19 points ● Grade 4 growth: 18 points ● Grade 5 growth: 15 points 	<p>Map-P and Map-M Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	

<p>Data</p>	<p>Use Map-RF, Map-R and Map-M growth charts to analyze students' strengths and needs</p> <p>Examine Map-P and Map-M growth charts to analyze students' strengths and needs</p> <p>Completing the data analysis protocol and use findings to plan for instruction</p> <p>Explicitly teach students how to express themselves and their learning using appropriate grade level skills as outlined in C2.0 through authentic projects and small group direct instruction</p> <p>Establish criteria to evaluate student proficiency with answering text-dependent questions</p> <p>Explicitly teach students how to express their learning & use of content skills using appropriate grade level skills as outlined in C2.0 through authentic projects</p> <p>Create low floor/high ceiling activities that provide students opportunities to explore and visualize mathematical concepts specific to the Number and Operations strand for each specific grade level</p>	<p>Monthly Instructional Rounds or Peer Visits</p> <p>Classroom observations during small group instruction</p> <p>Oral Reading Records (K-2)</p> <p>Map-RF and Map-R Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Literacy Assessment</p> <p>Map-P and Map-M Growth scores (MP1, MP3, MP4)</p> <p>District C2.0 Math Assessment</p> <p>Classroom Formative Assessments</p>	
<p>Equitable/ Culturally Responsive</p>	<p>Create opportunities for students to express their thinking in both verbal and written communication format.</p>	<p>Research and implementation of grade level researched based prompts (both learning and development of a growth</p>	

<p>Instructional Strategies</p>	<p>Create visual mind maps to link curriculum and learning</p> <p>Research and create prompts that facilitate a growth mindset yet continue to push growth in students' learning</p> <p>Develop authentic projects that weave both C2.0 skills and content along with culturally responsive topics and materials that allow students to demonstrate their learning</p> <p>Examine practices for matching interventions to student needs</p>	<p>mindset)</p> <p>Peer visits along with Instructional Rounds looking at skill integration with project based learning practices</p>	
<p>Culture and Climate</p>	<p>Opportunities for teams to work in vertical articulation teams to support growth and ideas with the implementation of Project Based Learning implementation and UDL instructional approaches to learning</p> <p>Continued development of collaborative grade level team meetings to support professional and student growth</p>	<p>Designated times to discuss and review instructional strategies and highly effective practices</p> <p>Monitoring of Weekly Planning Meetings by Staff Development Teacher, Reading Specialist along with feedback from grade level teams</p> <p>Reflection on collaborative practices involving co-teaching teams</p> <p>Review of weekly team meeting planning agendas and notes</p>	