

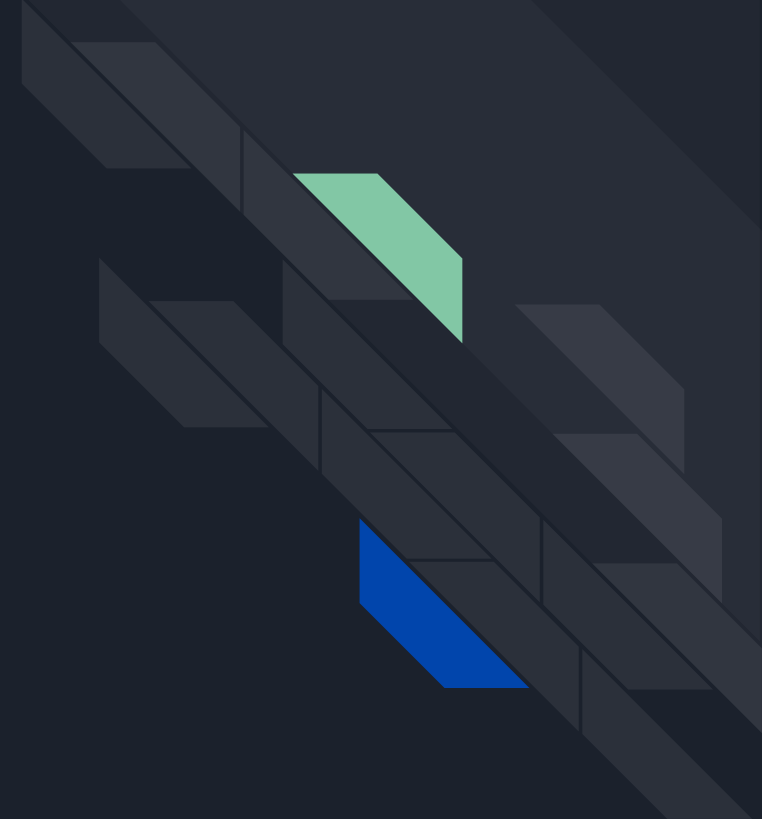


WE ARE, **BMS!**

CONTINUALLY ASPIRING TO BE A
GREAT to **GREATER** SCHOOL
FOR ALL BMS STUDENTS

2019-2020

BUILDING A
FOUNDATION OF
COLLABORATION



JANUARY 2016

PROTECTED COMMON PLANNING EVERY WEEK

1. Weekly Team Reflection (spend 10 minutes)

Did we meet the essential question(s)/learning targets for the previous week?

Learning Targets met

-

Learning Targets not met

-

What evidence (data) is there to demonstrate meeting/failing essential question(s)/learning targets?

Learning Targets met

-

Learning Targets not met

-

How will we reteach concepts that were not mastered?

-

2. Essential Questions for next week (20 minutes)

What are the essential question(s) for the upcoming week? Essential questions should be a synthesis of learning targets that focuses on interconnectivity between them.

-

What do you want students to learn/know (learning targets)?

-

What do you want students to be able to do (skills)?

-

3. How are you planning to assess student mastery of the essential question(s) and learning targets? (20 minutes)

Vocabulary

-

Graphic Organizers

-

Common Activities

-

Assignments

-

You only need to select a few activities that you as a whole team will commit to in each of your classes. Does not need to include all instructional activities you do in individual classrooms.

How are you planning to ~~summatively~~ assess students?

-

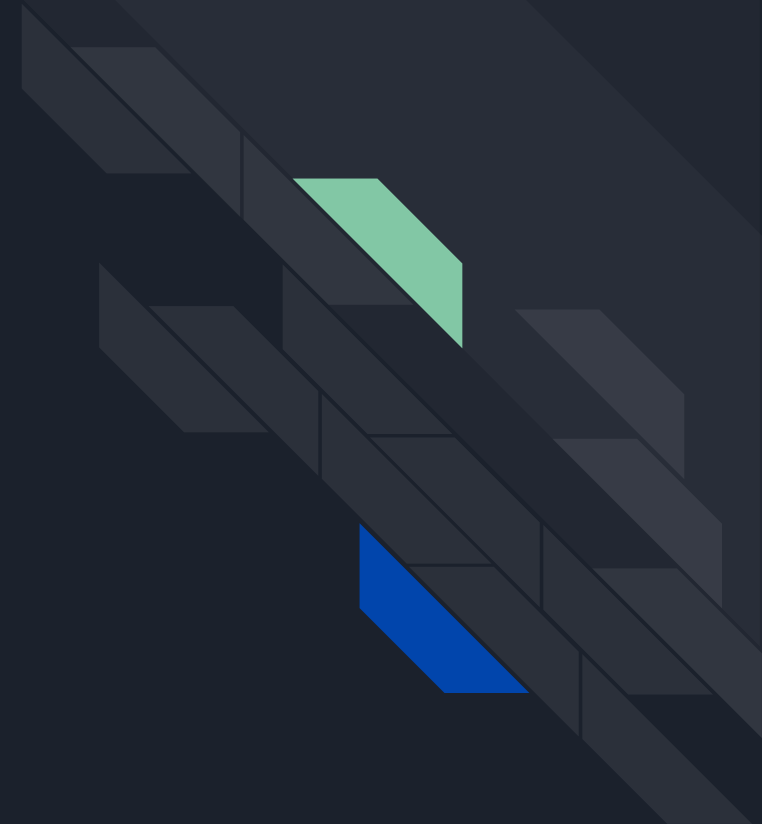
How do these activities and assessments align to the higher order thinking embedded into TN Ready?

-

How are you differentiating instruction as a team?

-

ST. LOUIS
PLC AT WORK
CONFERENCE
SUMMER 2016





Defining the PLC Process

Brentwood Middle School
August 3, 2016



What is a team?



Team Defined

—
“A group of people working interdependently to achieve a common goal for which all members are mutually accountable.”

- DuFour



VS.



The Smart and Good School

Great schools row as one; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools we visited were tightly aligned communities marked by a palpable sense of “we”.

- Likona and Davidson (2005, p. 65)

Is collaboration truly critical
to our success?

A Lesson from the Mayo Clinic...

- None of the doctors relied solely on his/her expertise in making decisions.
- All of the doctors were comfortable soliciting the assistance of others.
- There was no shame; they were not diminished.
- The expectation was that tapping into the expertise of others was the best way to meet the needs of their patients.
- To fail to do so would have been considered profoundly unprofessional.

Mayo Clinic Mission and Principles

- The needs of the patient come first.
- We will meet those needs through unsurpassed collaboration.
- No one is big enough to work independently of others.
- The combined wisdom of one's peers is greater than any individual.
- We will use a teamwork approach, share our insights, and take a continuous interest in each other's growth.

Is collaboration
enough?

The Focus of Collaboration

“Collaborative cultures, which by definition have close relationships, are indeed powerful, **BUT** unless they are focusing on the right things, they may end up being powerfully wrong.”

- Fullan, 2001

A Key Question in PLCs

- The critical question is **NOT**...

“Do we collaborate?”

- But rather, the **KEY** question is...

“What do we collaborate about?”

“Co-laboring on the wrong work won’t improve student achievement.”

“Until doing the right work becomes the norm, giving educators time to collaborate will not impact student achievement.”

The 4 Questions that lead us to the right work...

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

One Final Thought on Team Norms...

—

One thing is clear: Having clear norms gives teams a huge advantage. A key to effective teams is involving all members in establishing norms and then holding everyone accountable to what they have agreed upon.

(Lencioni, 2005)

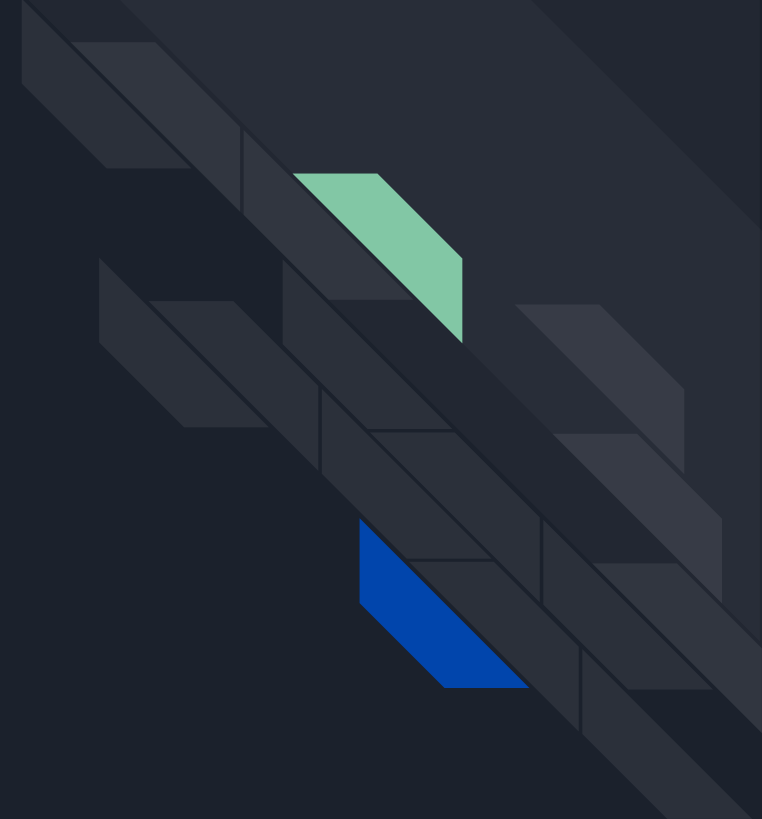
If We Implemented What We Know to Be the Most Promising Practice...

- Collaborative teacher teams would establish a guaranteed and viable curriculum, unit by unit, to ensure all students have access to the same knowledge and skills, regardless of the teacher to whom they are assigned.
- Collaborative teacher teams would develop frequent common formative assessments to monitor their student's learning.

If We Implemented What We Know to Be the Most Promising Practice...

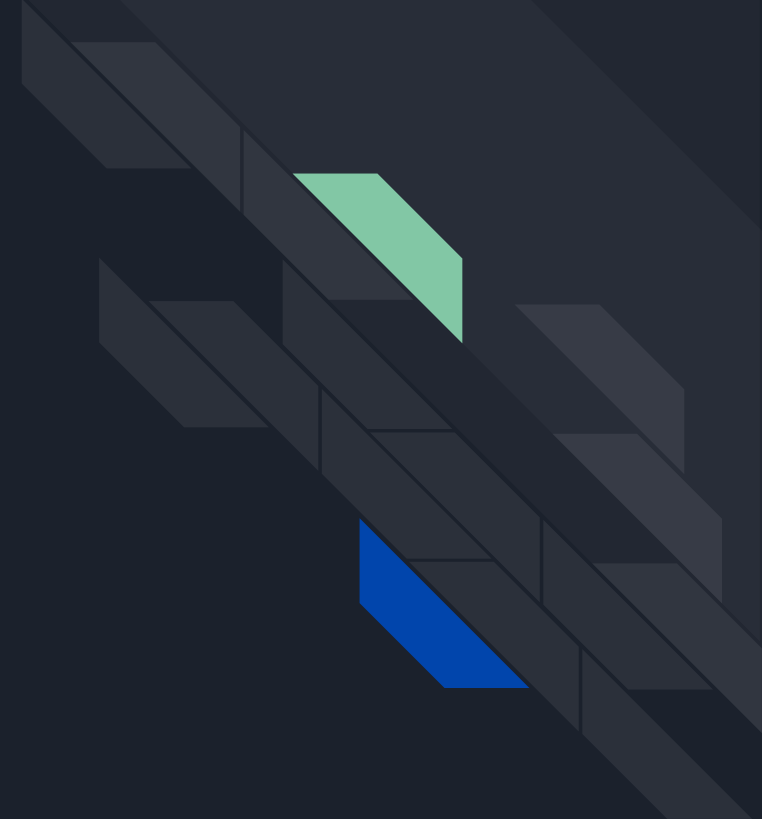
- We would plan to address the inevitable fact that in virtually every unit of instruction, some students do not learn.
- We would guarantee that every struggling student receives additional time and support for learning.
- This support would be timely, precise, directive, and systematic rather than continuing the educational lottery that leaves this question to each individual.
- We would guarantee that students who are already proficient have opportunities to extend and enrich their learning.

BUILDING A CULTURE OF COLLABORATION



“Clarity precedes
competence...
Redundancy is a
powerful form of
communication”

- DuFour





OCTOBER 2016

INDIVIDUAL
ACADEMIC
TEAM
MEETINGS

3 BIG IDEAS

4 CRITICAL
QUESTIONS

Continuing to Define the PLC Process at BMS

...

Brentwood Middle School
January 5, 2017

Academic teams are the foundation of the PLC process...without high functioning teams, we will not achieve our vision or mission.

**So let's define the PLC
Process...**

STEP 1:

7. Analyze the summative assessment results, and provide supplemental intervention for all students that have not demonstrated mastery of essential learning. This intervention will be provided during T.H.R.I.V.E. Time and Focus.

6. Administer the common summative assessment created at the beginning of the unit by the academic team.

5. Academic teams will execute the intervention plan created in step 4 to provide additional time and support to all students that have not demonstrated mastery of essential learning. The academic team will also offer enrichment to all students that demonstrated mastery. All intervention and enrichment will be provided during T.H.R.I.V.E. and Focus. This process will be repeated throughout the unit of instruction.

1. What do we want students to know and be able to do at the end of the unit?

- Academic teams work together to clarify the Guaranteed and Viable Curriculum.
- Identify the power standards in the unit that pass the test of endurance, leverage, & necessity?
- What does every student have to know VS. what is nice to know?

4. Begin the learning-assessment-feedback cycle to create an intervention plan that guarantees high levels of learning for all students throughout the unit.

- Academic teams will analyze formative assessment data together.
- Academic teams will work together to design an intervention plan that provides additional time and support to students in need, and provides enrichment to students that demonstrated mastery.

2. Build a common summative assessment that assesses what students need to learn within the unit of instruction. Identify two common formative assessments that you will use to monitor student learning as the unit progresses.

- Align the assessments to the essential standards identified in Step 1.
- Each question must align to a specific standard.
- 80 percent or at least 25 questions must be common.

3. Create a unit pacing guide that specifically outlines the unit of instruction.

- Agree upon when the unit will begin and end.
- Identify within the unit when you will formatively assess student learning.
- Agree upon when you will give the common summative assessment at the end of the unit.

Step 1: Defining the Guaranteed and Viable Curriculum

- Working with your academic team, you should complete the common unit plan at the beginning of every unit of instruction.
 - The plan should answer the question, what do we want all students to know and be able to do at the end of the unit of instruction?
 - This plan should follow the state standards, district scope and sequence, and take into account the TNReady Blueprint.

The plan must address how the teaching team plans to **extend and challenge the learning for more advanced learners** in each classroom, as well as how the teaching team will **provide additional scaffolds and support for struggling students** in each classroom.

STEP 1...

STEP 1: CLARIFY THE GUARANTEED AND VIABLE CURRICULUM

ACADEMIC TEAM:

UNIT OF INSTRUCTION:

***Step 1 is to be completed with your academic team prior to beginning the unit of instruction.

QUESTION 1: WHAT DO WE WANT OUR STUDENTS TO KNOW AND BE ABLE TO DO AS A RESULT OF THIS UNIT OF INSTRUCTION?

- What is it we expect students to learn in this unit of instruction?
- What do students have to know as a result of this unit (be clear about what students have to know vs. what is nice to know)?
- Resources – TN State Standards, WCS Scope & Sequence, TN Testing Blueprint, Last Year's Common Assessment Results ...

What do we want students to know as a result of this unit?

What do we want students to be able to do as a result of this unit?

STEP 2:

7. Analyze the summative assessment results, and provide supplemental intervention for all students that have not demonstrated mastery of essential learning. This intervention will be provided during T.H.R.I.V.E. Time and Focus.

6. Administer the common summative assessment created at the beginning of the unit by the academic team.

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4. Begin the learning-assessment-feedback cycle to create an intervention plan that guarantees high levels of learning for all students throughout the unit.

- Academic teams will analyze formative assessment data together.
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- Agree upon when the unit will begin and end.
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- Agree upon when you will give the common summative assessment at the end of the unit.

Step 2: Build a Rigorous Common Unit Assessment

- Working with your academic team, you should build a rigorous common unit assessment.
 - The assessment should rigorously assess what we want all students to know and be able to do at the end of the unit of instruction?
 - The assessment results should provide clear evidence for where each student is in mastering each standard and skill assessed in the unit
 - The common unit assessment must have a minimum of 25 questions **OR** be 80% common if the assessment is less than 25 questions.

It is critical that our common
unit assessments prepare
every student for success on
standardized assessments.

STEP 2...

STEP 3: CREATE A COMMON SUMMATIVE UNIT ASSESSMENT

***Step 3 is to be completed with your academic team prior to beginning the unit of instruction.

QUESTION 2: HOW WILL WE KNOW STUDENTS HAVE LEARNED THE ESSENTIAL STANDARDS WITHIN THE UNIT OF INSTRUCTION?

- With your academic team, create a common unit summative assessment that rigorously assesses what we want students to know and be able to do at the end of the unit of instruction. Make sure the assessment primarily focuses on the essential standards identified in Step 2 above.
- For each question on the assessment, identify the standard/learning target being assessed. This will help drive your targeted intervention for students, and support students as they reflect on how they can improve their own learning.
- The unit assessment must meet the following criteria:
 - The common summative assessment must have at least 25 common questions **OR**
 - The common assessment must be 80% common if your assessment is less than 25 questions.
- Upload the common summative assessment to your academic team folder on the T-Drive.

STEP 2...

STEP 4: IDENTIFY HOW YOU WILL FORMATIVELY ASSESS STUDENT LEARNING WITHIN THE UNIT

QUESTION 3: HOW WILL WE PROVIDE ADDITIONAL TIME AND SUPPORT WHEN STUDENTS DO NOT LEARN?

QUESTION 4: HOW WILL WE EXTEND AND ENRICH THE LEARNING FOR STUDENTS THAT DEMONSTRATE PROFICIENCY?

- With your academic team, identify at least 2 common formative assessments that you will use to monitor student learning as you move towards the common unit summative assessment.
- Each common formative assessment should only focus on 2-3 essential learning standards/targets.
- Each teacher on the academic team should grade their student's assessments, and discuss the results with their academic team in order to provide timely, diagnostic, and directive intervention to students during THRIVE and Focus prior to the common summative assessment.

STEP 3:

7. Analyze the summative assessment results, and provide supplemental intervention for all students that have not demonstrated mastery of essential learning. This intervention will be provided during T.H.R.I.V.E. Time and Focus.

6. Administer the common summative assessment created at the beginning of the unit by the academic team.

5. Academic teams will execute the intervention plan created in step 4 to provide additional time and support to all students that have not demonstrated mastery of essential learning. The academic team will also offer enrichment to all students that demonstrated mastery. All intervention and enrichment will be provided during T.H.R.I.V.E. and Focus. This process will be repeated throughout the unit of instruction.

1. What do we want students to know and be able to do at the end of the unit?

- Academic teams work together to clarify the Guaranteed and Viable Curriculum.
- Identify the power standards in the unit that pass the test of endurance, leverage, & necessity?
- What does every student have to know VS. what is nice to know?

2. Build a common summative assessment that assesses what students need to learn within the unit of instruction. Identify two common formative assessments that you will use to monitor student learning as the unit progresses.

- Align the assessments to the essential standards identified in Step 1.
- Each question must align to a specific standard.
- 80 percent or at least 25 questions must be common.

4. Begin the learning-assessment-feedback cycle to create an intervention plan that guarantees high levels of learning for all students throughout the unit.

- Academic teams will analyze formative assessment data together.
- Academic teams will work together to design an intervention plan that provides additional time and support to students in need, and provides enrichment to students that demonstrated mastery.

3. Create a unit pacing guide that specifically outlines the unit of instruction.

- Agree upon when the unit will begin and end.
- Identify within the unit when you will formatively assess student learning.
- Agree upon when you will give the common summative assessment at the end of the unit.

Step 3: Determine the Date for the Common Unit Assessment

- Working with your academic team, agree to the date you will administer your common unit assessment.
 - This step will help the team of teachers map out the unit of instruction and formative assessment throughout the unit.
 - Within this step the academic team will determine the beginning and ending date for the unit, and it is important the team agrees on the date they will administer the common unit assessment.
 - All teachers on the team need to give the common unit assessment within a couple of days of each other.

STEP 3...

STEP 5: PACE THE UNIT OF INSTRUCTION WITH YOUR ACADEMIC TEAM

*****Step 5 is to be finalized by your academic team prior to beginning the unit of instruction.**

➤ What date does the academic team agree to begin the unit?

➤ When does the academic team agree to give formative assessment #1?

➤ When does the academic team agree to give formative assessment #2?

➤ When does the academic team agree to give the common summative assessment at the end of the unit?

STEP 4:

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- Agree upon when you will give the common summative assessment at the end of the unit.

Step 4: Begin the Instruction/Formative Assessment Cycle

- Each teacher begins the instruction/formative assessment cycle within their own classroom to help ensure that every student masters the essential learning.
 - It is important to our success that we are collecting daily evidence of student learning and mastery.
 - Early intervention is critical for struggling learners. We cannot wait until the end of the unit of instruction to intervene.
 - How do you effectively monitor the learning of each student, on each essential skill, on a timely basis?
 - Which students need additional time and support for learning and how will we make sure they receive it?

STEP 5:

7. Analyze the summative assessment results, and provide supplemental intervention for all students that have not demonstrated mastery of essential learning. This intervention will be provided during T.H.R.I.V.E. Time and Focus.

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3. Create a unit pacing guide that specifically outlines the unit of instruction.

- Agree upon when the unit will begin and end.
- Identify within the unit when you will formatively assess student learning.
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Step 5: Provide Additional Time and Support to Struggling Students

- Each teacher will provide additional time and support everyday to students that have not demonstrated mastery of essential learning as you prepare for the common unit assessment.
 - Differentiation within classroom instruction
 - Focus Intervention
 - DIBS Days (M-ELA; Tu-Math; W- Social Studies; Th-Science)
 - Double dose of instruction - Re-teaching
 - Previewing Essential standards and skills prior to instruction
 - Tutoring
 - Small Group
 - 1-on-1

STEP 6:



STEP 6:

**As an academic team,
administer the common unit
assessment.**

STEP 7:

7. Analyze the unit assessment data and develop a plan for providing follow-up intervention and instruction for students that have not mastered the essential learning.

- Lesson warm-ups
- Mini lessons/Differentiation
- Focus

6. Administer the common unit assessment created at the beginning of the unit.

5. Provide additional time and support every day to students that have not demonstrated mastery of essential learning as you prepare for the common unit assessment.

- Differentiation within instruction.
- Focus
- Homework Club
- AID or working lunch

1. What do we want students to know and be able to do at the end of the unit?

- What knowledge and skills are essential for future learning or success at the next level?
- Identify the power standards within the unit that pass the test of endurance, leverage, and necessity?
- Guaranteed and Viable Curriculum

2. Build a common assessment that rigorously assesses what we want students to know and be able to do at the end of the unit.

- Align the assessment to the essential standards identified above.
- 80% of assessment must be common among academic team.

3. Create a lesson-by-lesson, unit blueprint that provides an overarching plan for the instruction within the unit.

- Lesson-by-lesson overview
- Agree to a schedule for teaching the unit...how many days on each lesson?
- Include an assessment plan for the unit that outlines formative checkpoints for understanding.

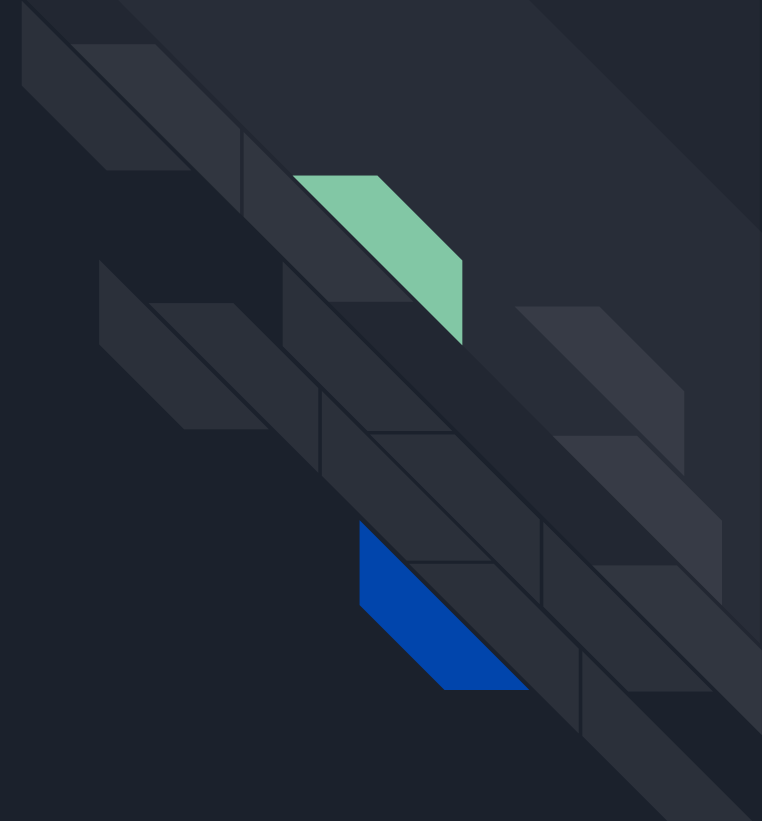
4. Begin the instruction and assessment cycle to ensure the mastery of every student.

- How will we monitor the learning of each student, on each essential skill, on a timely basis?
- Which students require additional time and support for learning?
- How will we provide the additional time and support for the learning to take place?

Step 7: Analyze the Common Unit Assessment Data

- As individual teachers **and** with your academic team, we will analyze the common unit assessment data and develop a plan for providing follow-up intervention and instruction for students that have not mastered the essential learning.
 - The ultimate goal is to produce high levels of student learning for every student...**student by student, skill by skill.**
 - We must develop a plan for follow-up instruction, intervention, and/or support for all students that did not demonstrate mastery of the common unit assessment.
 - The plan should answer how we plan to ensure that each of the students that did not demonstrate mastery will gain mastery as we move forward into the next unit.

PHOENIX
PLC SUMMIT
FEBRUARY 2017





MARCH 2017

INDIVIDUAL
ACADEMIC
TEAM
MEETINGS

Level 10
Team

Tight
Elements of
a PLC

The Path to Becoming a Level 10 Team

Brentwood Middle School
March 27, 2017

THE 3 BIG IDEAS THAT DRIVE THE WORK OF A PLC...

1. A Focus on Learning - Educators within the organization embrace high levels of learning for ALL students as the reason the organization exists and the fundamental responsibility of those who work within it.
2. A Collaborative Culture - In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student.
3. A Results Orientation - To assess our effectiveness in helping all students learn at high levels, educators focus on results...evidence of student learning.

THE PATH TO BECOMING A LEVEL 10 TEAM...

1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.

THE PATH TO BECOMING A LEVEL 10 TEAM...

2. The fundamental structure of the school becomes the academic team in which all members work interdependently to achieve common goals for which all members are mutually accountable.

THE PATH TO BECOMING A LEVEL 10 TEAM...

3. All members of the academic team work interdependently to establish a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.

THE PATH TO BECOMING A LEVEL 10 TEAM...

4. All members of the academic team work interdependently to develop common formative assessments to frequently gather evidence of student learning.

THE PATH TO BECOMING A LEVEL 10 TEAM...

5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

THE PATH TO BECOMING A LEVEL 10 TEAM...

6. All members of the academic team uses evidence of student learning to inform and improve the individual and collective practice of its members.

Mike Mattos on Becoming a Level 10 Team



Why Level 10 Teams Matter...

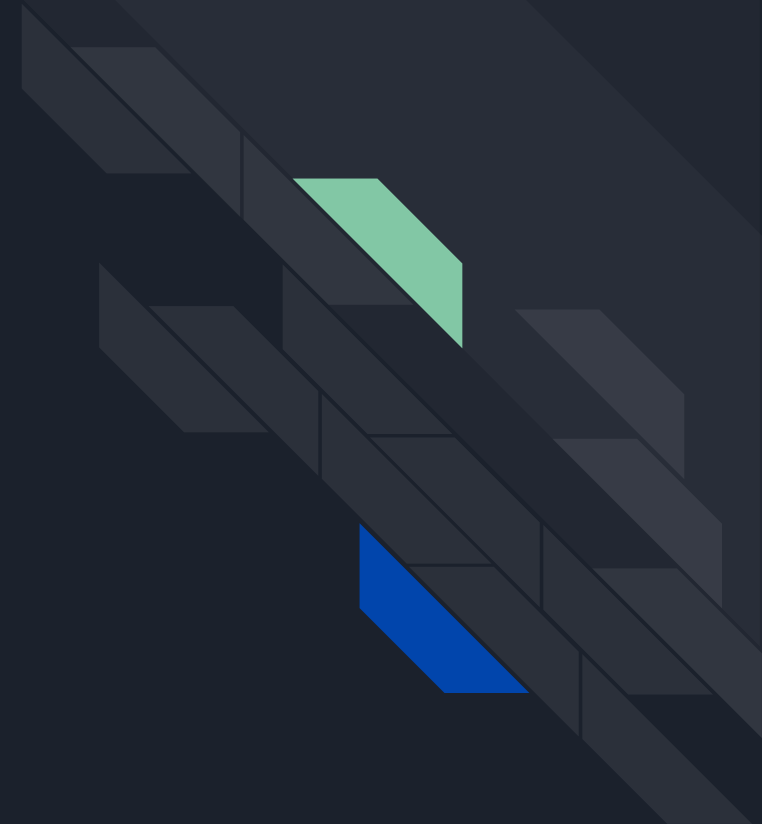
“Our mission is all. We can’t achieve all unless we collaborate at a very high level.” - Mike Mattos

Why We Can't Settle for Level 5...

“If you think that type of relationship is going to overcome a child multiple years below grade level, who will get no help at home, then you're greatly mistaken. That relationship won't overcome that.

- Mattos

ATLANTA
PLC AT WORK
CONFERENCE
SUMMER 2017



THE PATH TO BECOMING A LEVEL 10 TEAM...

5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

BMS T.H.R.I.V.E.

August 11, 2017
August 22, 2018

How Does THRIVE Work?

- Every Monday students receive a schedule of THRIVE sessions offered by grade level teachers.
- Teachers determine the sessions each week based on student data and what they believe their students need.
- Students use Monday to reflect on their performance, and select THRIVE sessions that will maximize their learning.
- <https://www.wcs.edu/bms/families/resources/>

THRIVE Weekly Schedule

- **MONDAY - STUDENT DATA NOTEBOOKS - LOOKING AHEAD**
 - Reviewing and graphing their weekly performance by class
 - Choosing which THRIVE Sessions they want to attend
- **TUESDAY, WEDNESDAY, & THURSDAY - THRIVE SESSIONS**
 - Students record their 1st, 2nd, and 3rd choice in their agenda.
- **FRIDAY - STUDENT DATA NOTEBOOKS - LOOKING BACK**
 - Students complete a weekly reflection of their THRIVE sessions.
 - Students chart their attendance and reflect on their work in Achieve 3000.

What is Offered During THRIVE?

- **WHAT WILL BE OFFERED IN THRIVE SESSIONS?**
 - **Enrichment and extension activities to deepen student learning**
 - **Weekly homework help and extra practice**
 - **Reteaching of important concepts and essential learning**
 - **Chromebook labs to complete classroom assignments, Internet research, write a paper, complete ACHIEVE 3000 articles, etc.**
 - **Quiz and test review sessions**
 - **Silent, Independent Work Sessions or Physical Activity Sessions (1x per week in Library, Cafe, or gym)**

WE ARE, **BMS!**

ASPIRING TO BE A
HEALTHY & SMART SCHOOL
FOR ALL BMS STUDENTS

2018-2019

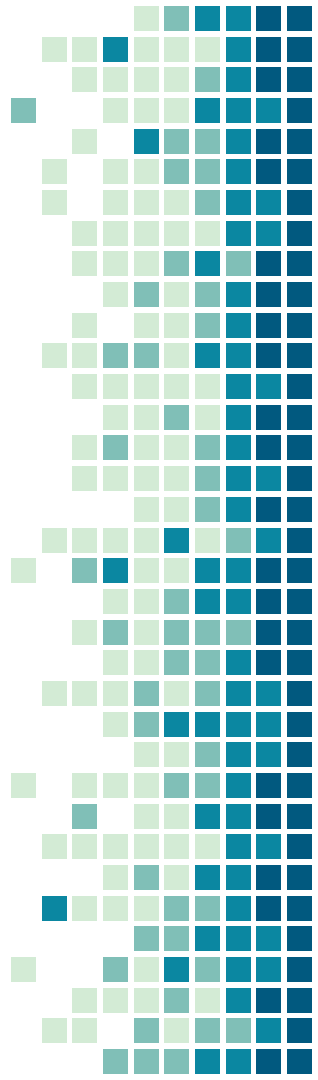


Any organization that really wants to maximize its success must come to embody two basic qualities...

**IT MUST
BE
SMART**

&

**IT MUST
BE
HEALTHY**



“I’ve become absolutely convinced that the seminal difference between successful organizations and mediocre or unsuccessful ones has little, if anything, to do with what they know or how smart they are; it has everything to do with how healthy they are.”

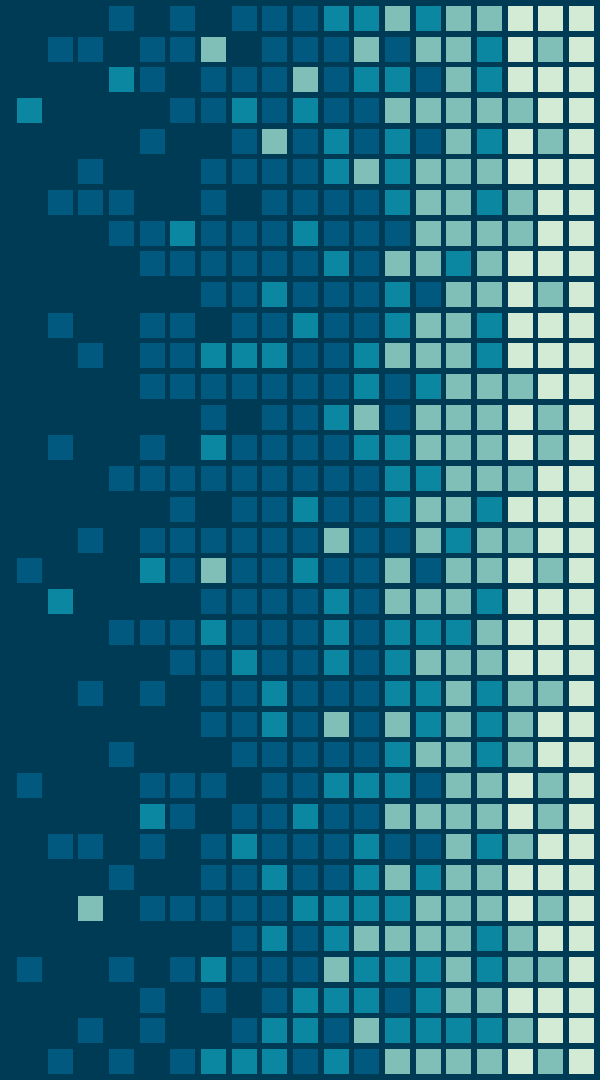
Patrick Lencioni - The Advantage

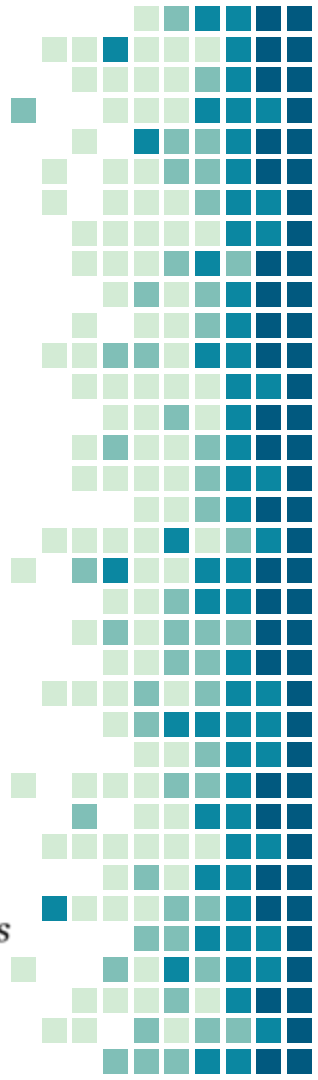
So, how do we continue to develop a **smart** and **healthy** school at BMS?

We must create **smart** and **healthy**...

- Grade level Teams
- Department Teams
- Academic Teams

The Steps to Building Cohesive Teams...

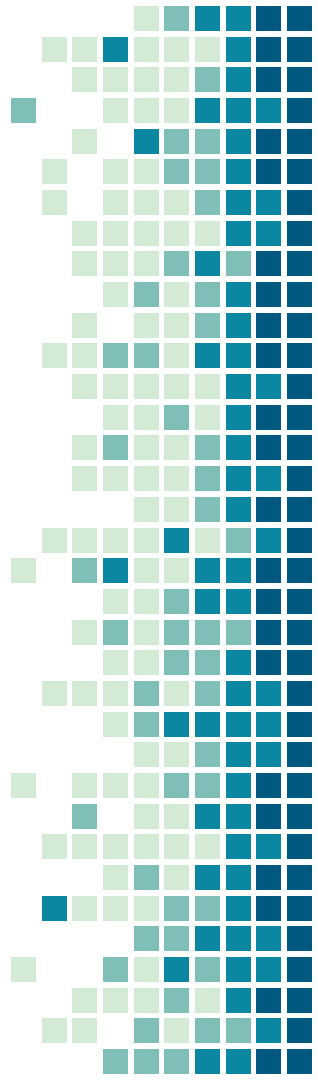




Focusing on Results...

The ultimate point of building greater trust, conflict, commitment, and accountability is one thing: the achievement of results.

There is no getting around the fact that the only measure of a great team - or a great organization - or a great school - is whether it accomplishes what it sets out to accomplish.



Taking it back to the PLC Process...

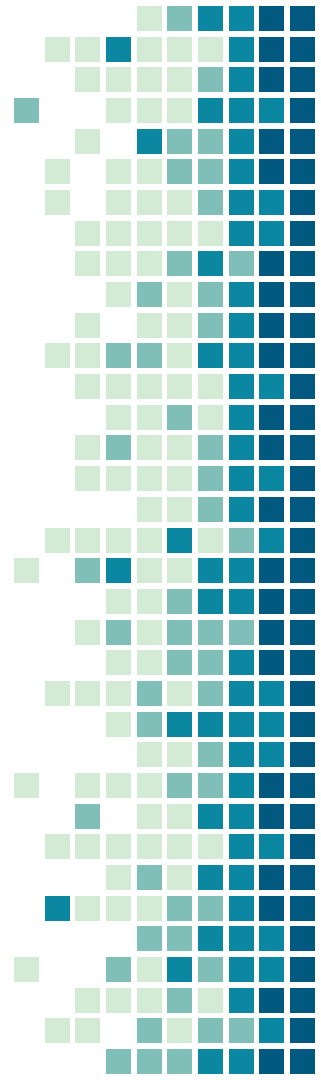
The 3 BIG Ideas of a PLC:

1. A focus on Learning
2. A Collaborative Culture
3. A Results Orientation

A focus on evidence of student learning

What WE are TIGHT About at BMS...

1. Educators work in collaborative teams and take collective responsibility for student learning.
2. The team establishes a Guaranteed & Viable Curriculum, that explicitly outlines the essential learning, unit by unit.
3. The team develops common formative assessments to frequently gather evidence and monitor student learning.
4. Provide Systematic Interventions and Enrichment that are timely, directive, and diagnostic.
5. Teams use evidence of student learning to inform and improve the individual and collective practice of its members.



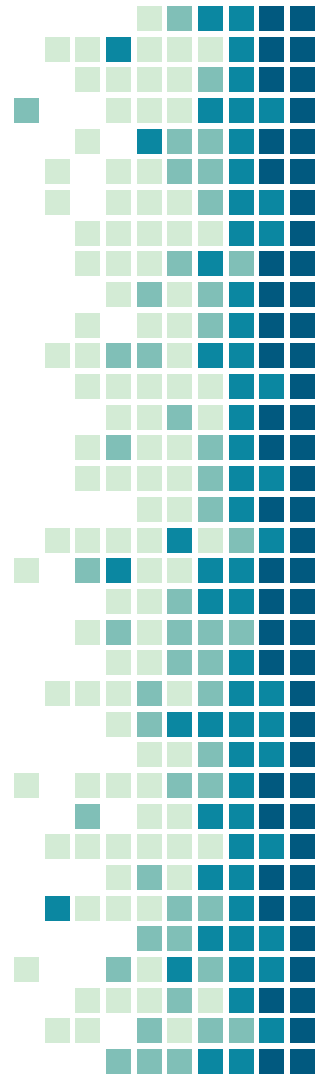
BMS Unit Planning Cycle - Step 1

1. What do we want students to know and be able to do at the end of the unit?
 - **Guaranteed and Viable Curriculum**
 - **KNOW = Standards/Knowledge**
 - **BE ABLE TO DO = Skills/Apply the Knowledge**
 - **Power/Essential Standards**
 - **Endurance, Leverage, & Necessity**
 - **Have to Know VS. Nice to Know**
 - **Very clear/explicit on ESSENTIAL STANDARDS**



BMS Unit Planning Cycle – Step 2

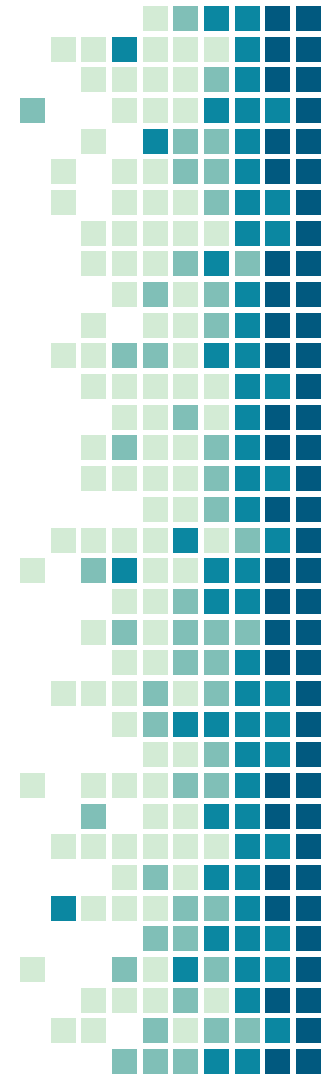
- 2. The team develops common formative/summative assessments to frequently gather evidence and monitor student learning.**
 - Design the unit summative assessment 1st
 - Create frequent (at least 2 per unit) formative assessments to gather evidence of student learning by essential standard
 - This will allow you to monitor learning student by student, standard by standard.



BMS Unit Planning Cycle - Step 3

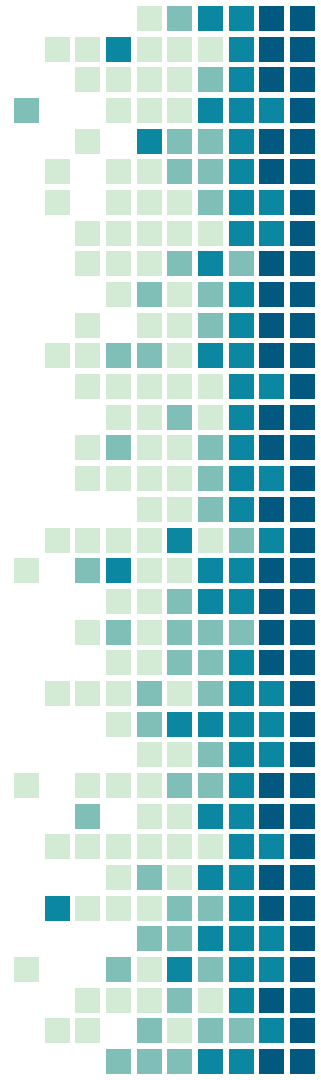
3. Create a unit pacing guide that specifically outlines the unit of instruction.

- **When will the unit begin?**
- **When will the unit end?**
- **When will the TEAM give CFA #1**
- **When will the TEAM give CFA #2**
- **When will the TEAM give CFA #3...**
- **When will the TEAM give the common summative assessment?**



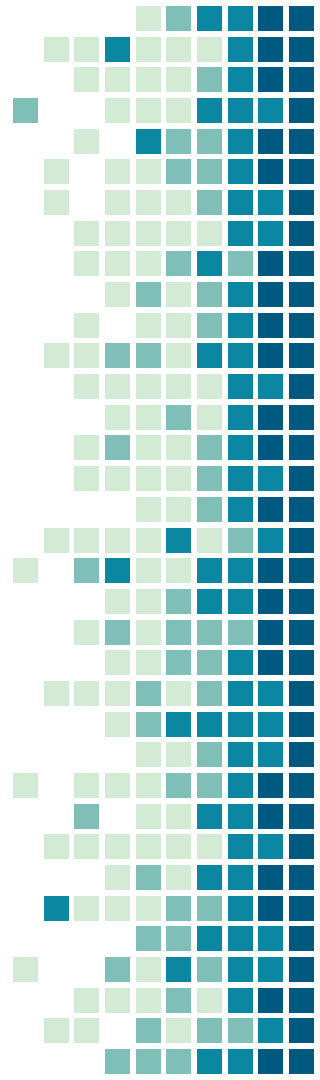
BMS Unit Planning Cycle – Step 4

4. The team provides systematic interventions and enrichment during THRIVE & FOCUS that are timely, directive, and diagnostic.
 - Academic teams analyze CFA data and identify students who need additional time and support on essential learning.
 - Academic teams create closed THRIVE sessions for all students that have not demonstrated mastery of essential learning.

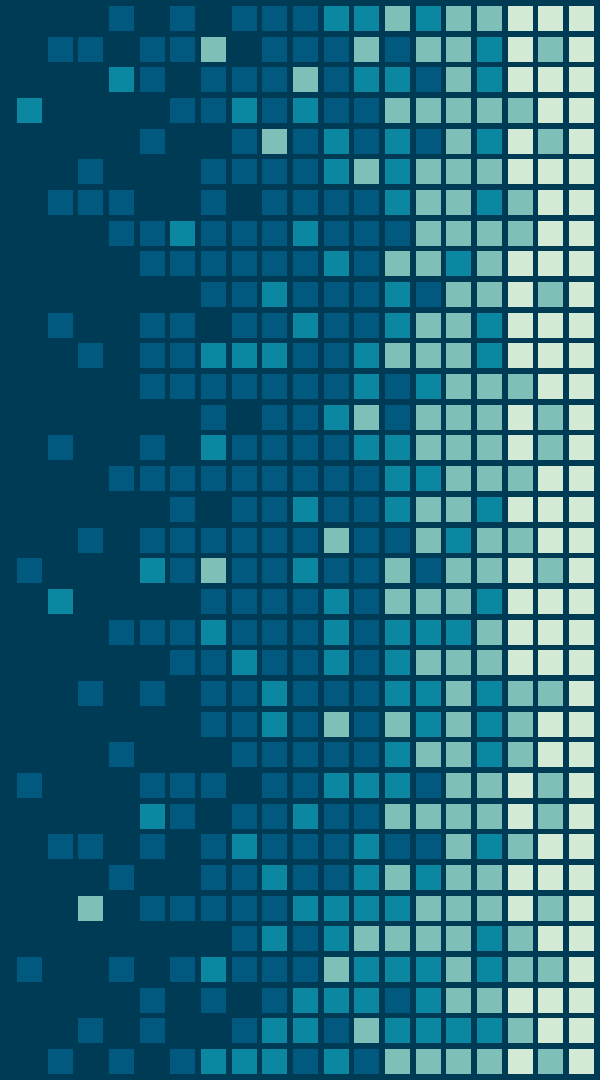


BMS Unit Planning Cycle - Step 5

- 5. The team uses evidence of student learning to inform and improve the individual and collective practices of each team member.**
 - **The team continuously improves and learns from one another, as they discuss the most effective instructional strategies and activities within their classrooms.**



A GREAT
to
GREATER
School...



HERE IS OUR **CHALLENGE...**

GOOD is the **ENEMY** of **GREAT!**

&

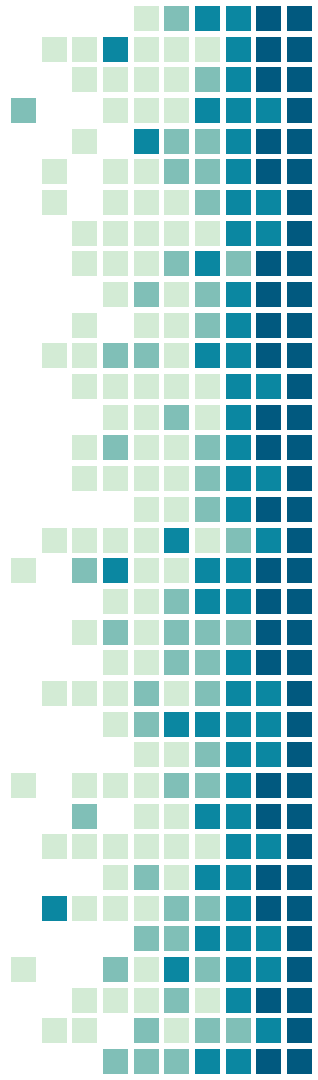
GREAT is the **ENEMY** of **GREATER!**

GREAT to GREATER Schools

have a **“RELENTLESS ASSAULT”** on

COMPLACENCY

EVERYDAY!



**A “RELENTLESS ASSAULT”
TO LIVE OUT OUR CORE VALUES EVERYDAY...**

THE NEEDS OF EVERY STUDENT COME FIRST!

EXCELLENCE

Produce high levels of student learning for all students through exemplary instruction and service.

ATTITUDE

Committed to being a solutions oriented problem solver everyday.

TEAMWORK

Work interdependently with all team members to achieve our common goals.

PERSEVERANCE

Resolve to overcome any obstacle through dedication and hard work.

Continually aspiring to become a
GREAT to GREATER School...

At their core, GREAT schools for
kids, have 3 characteristics...

1. They are **SAFE & SECURE.**
2. They make **KIDS FEEL SPECIAL.**
3. They ensure **ALL STUDENTS LEARN
AT HIGH LEVELS.**

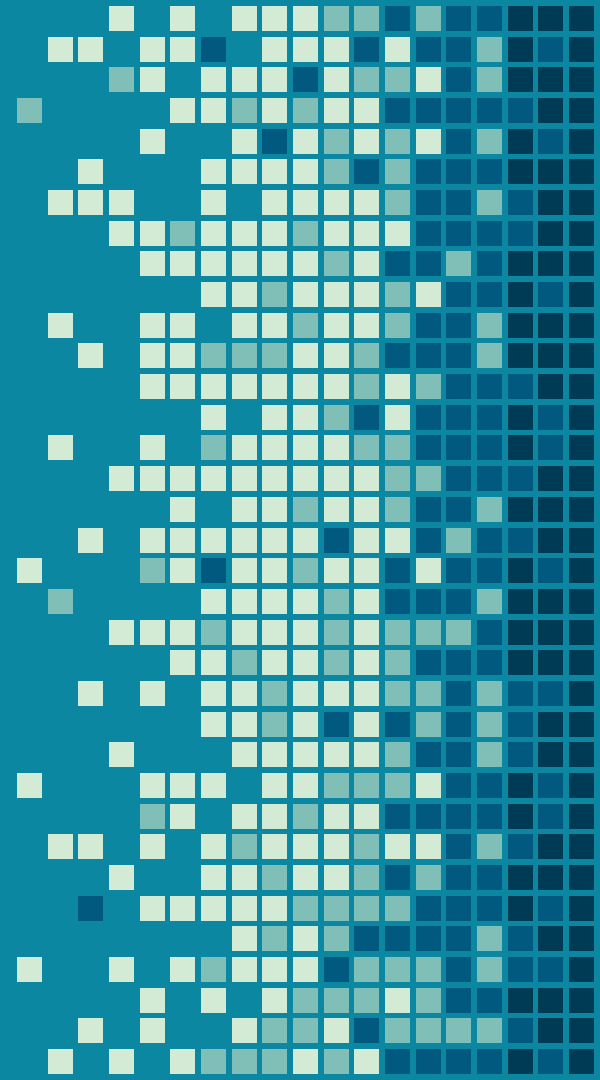
Great schools make sure students are **SAFE & SECURE**...

- Physical safety is NOT enough.
- Kids must be emotionally and psychologically safe, too.
- For many students, the time they spend at school will be the safest part of their day, both physically and psychologically.

“

**On your worst day
on the job, you are
still some child's
best hope.**

- Larry Bell



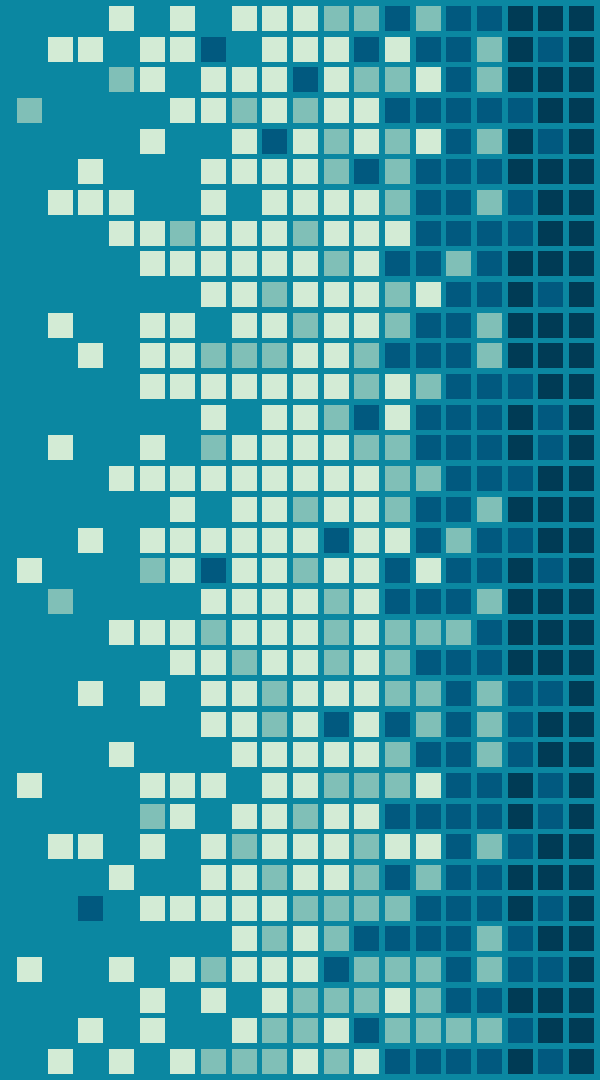
Great schools make sure all **STUDENTS FEEL SPECIAL...**

- Great schools find a way to make every student feel special.
- They help each student find their place.
- Every staff member makes it a priority to connect and build a healthy relationship with each student they come in contact with.

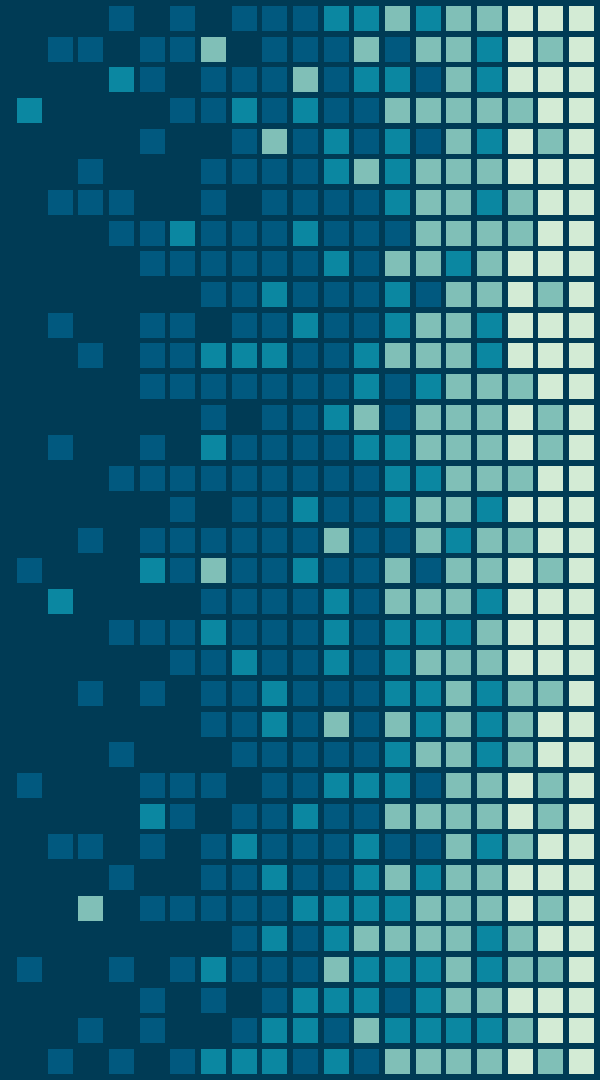
“

Every child deserves a champion. An adult who will never give up on them, who understands the power of connection, and insists they become the best they can possibly be.

- Rita Pierson



You never know the
power
of making a child
feel special...



Make them feel special...

1. YOU ARE IMPORTANT.
2. WHAT WE DO MATTERS.
3. YOU CAN DO IT.
4. I WON'T GIVE UP ON YOU.

- Saphier

Teachers can change a kid's life forever.

It's what makes teaching such a heroic profession.

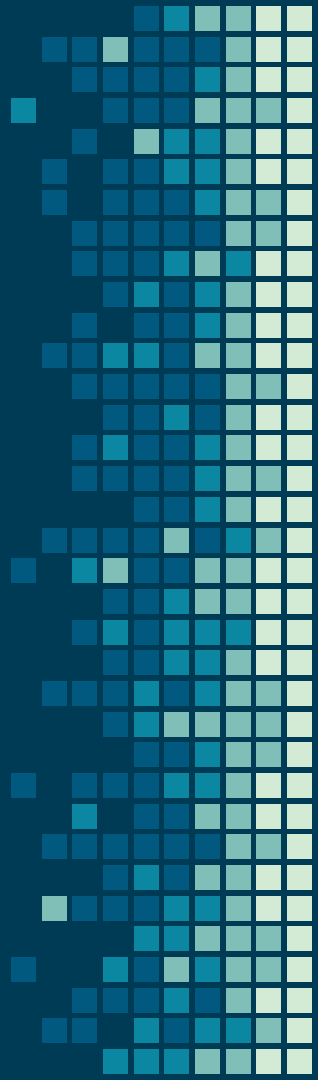
Your students will take you with them for the rest of their lives...

It's hard to imagine the bond that can be established in one year's time...



They may not remember
everything you say...

But they'll never forget
the way you made them feel...



Kids don't care how
much you know, until
they know how much
you care!

They'll know how much you care,
when you make them feel special...

