"Inspire One. Inspire Many."

McSpedden Elementary

est. 2014

McSpedden Mission
A collaborative community inspiring each other to achieve.

TABLE OF CONTENTS

PROFESSIONAL LEARNING COMMUNITIES

Three big ideas that drive the work of a PLC
1. The purpose of our school is to ensure all students learn at high levels.
2. Helping all students learn requires a collaborative and collective effort.
3. To assess our effectiveness in helping all students learn we must focus on results evidence of student learning and use results to inform and improve our professional practice and respond to students who need intervention or enrichment.

DuFour, Richard. Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree, 2006. Print.

Campus Vision and Mission

When opening a new campus, the staff at McSpedden utilized protocols that allowed us to collectively share philosophies and develop our campus mission and vision statements. We believe that clarity around the vision and mission allows for goal setting and decision making to be strategic in nature. In each classroom the vision and mission are posted. As we shared the mission and vision with our learning community, we spent time in each classroom discussing them in great detail and allowing students time to think about how they impact them each and every day. As decisions are made on campus, we consider the relation to the campus vision and mission, as well as, the district mission and vision.

McSpedden Elements of Collaborative Planning

Collaborative Planning is a process that allows all teammates to have collective learning and be involved in the understanding of standards, lessons, assessments, and instructional practices to support a range of student needs. Each team has designated days which they meet. It is an expectation that all members come to the planning session prepared with their resources and questions to discuss in regards to the standard. Specific duties may be assigned depending on the norms of the team to make sure the team adequately prepares for the following week or cluster. The student and teacher behaviors that generate during the planning process are used to guide the instruction that takes place. Collaborative planning is a time to not only determine the plan for instructional practices but also for new professional learning, reviewing student work samples, sharing with one another, and asking questions to allow for clarity. Documents that support the planning process provide each subject with specific resources available for support. These resources are either provided to the team or can be checked out with the Instructional Coach (IC). Teams share these backwards-planning documents with the administration and IC. The IC provides support with collaborative planning process and structure as needed. Teams serve as resources for one another to ensure this process is beneficial for all.

Questions to Guide the Work of our PLC:
1. What is it we want all students to know and be able to do as a result of this course, grade level, or unit of instruction.
2. How can we be sure each student has access to the same knowledge and skills regardless of who is teaching the course?
3. What knowledge and which skills in our curriculum pass the four-part test: endurance, leverage, necessity for success at the next level, and likely to be assessed on high-stakes external tests?
4. What material can we eliminate from our curriculum?
5. How should we pace the curriculum to ensure that all students have the opportunity to master the essential learning?
6. Have we agreed on what proficient student work looks like? Can we consistently apply our agreed-upon criteria for student work to ensure students receive reliable feedback?

Expectations

Preplanning	During Planning	After Planning
1. Be aware of the focus of the upcoming planning session. 2. Read resources on GPS before coming to planning (cluster planner & lessons, professional books, Lead4ward, etc.) and come prepared to discuss them. 3. Fill out and/or read team backwards planning document. 4. Gather ideas you want to share - especially in the areas of intervention, extension, and assessment.	1. Review norms. 2. Discuss unpacked TEKS. 3. Discuss student behaviors. 4. Discuss teacher behaviors. 5. Discuss or create CFAs. 6. Discuss and plan for small groups.	1. Follow through on commitments or agreements made during planning. 2. Use CFA data to adjust plans as needed.

Example of McSpedden Elementary Pre-planning Document. HERE
McSpedden Elements of Collaborative Planning. HERE

McSpedden Collaborative Planning Schedule

Planning time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:40 5th		ELAR/SS and Math		Science and Writing	
8:45-9:30 3rd	Science	ELAR/SS and Writing, Math			
9:30-10:20 4th	Writing/ Grammar Science/SS			Math/ELAR	
11:35-12:20 K		Math and Science		ELAR/SS and Writing	
12:25-1:10 1st	Math	Reading and Writing			
1:15-2:00 2nd	ELAR/SS and Writing	Math and Science			

Backwards Planning (BP) Document Expectations

Teachers follow these guidelines to create and save planning documents.

- Save all files with the TEKS listed first, and then add whatever pertinent information the team wants after. For example: 4.3(a),4.3(b) October 5-9 Cluster 2 etc.
- Save a copy or the original in the grade level's content folder in the McSpedden Backwards Planning folder in the Google Drive.
- If the team elects not to type detailed plans in Eduphoria, paste the link to the BP document each week.

Example of McSpedden Elementary Backwards-planning Document. HERE

Data Notebooks

Each student on campus has a data notebook that houses his or her goal setting sheets, reflection sheets, flash drafts/rubric and common formative assessments. These documents provide parents with information about progress and are a great visual for what students are doing in the classroom and the growth that students are making from the beginning to the end of a unit or cluster.
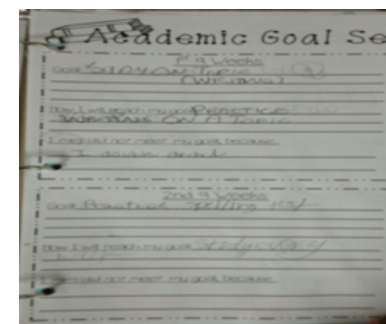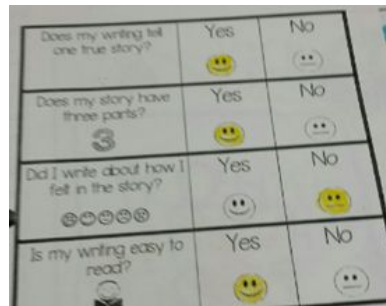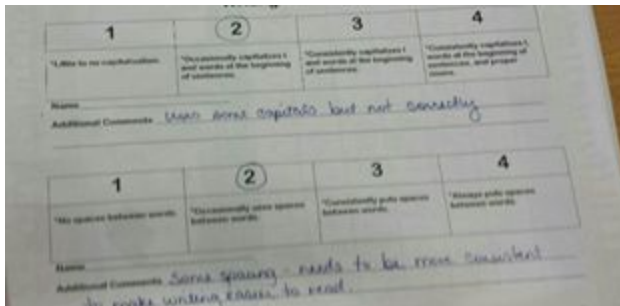
PLC Evidence Room

Establishing clarity on the team norms and collective commitments are the foundations of a productive Professional Learning Community. By making these visible, teams review them often and adhere to the established goals and commitments.

As a leadership team, it is essential to provide additional time per week for teams to meet to discuss instruction. The focus of the extra planning time per week centers on the four PLC critical questions. Teams determine their agenda based on student discoveries and needs for continued development to support student achievement.
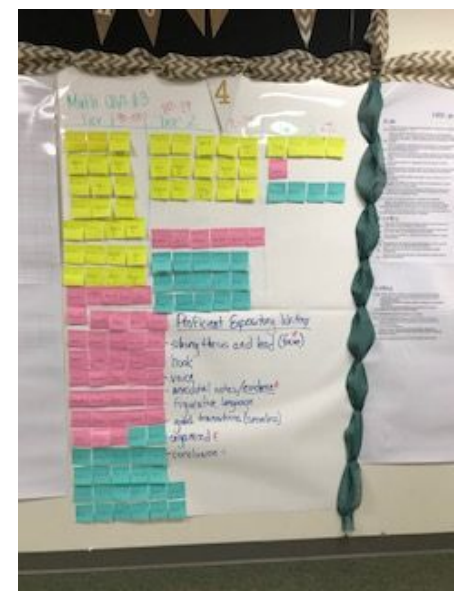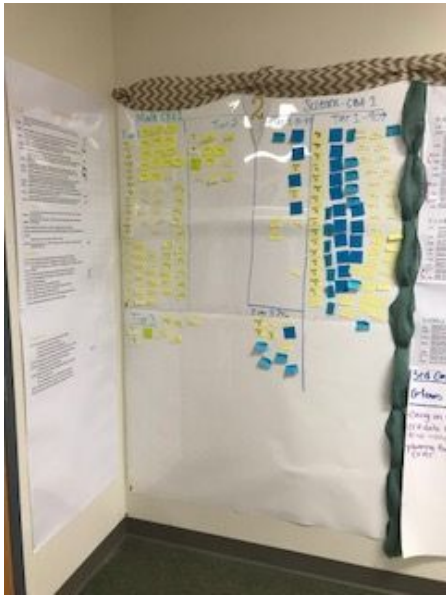
IDENTIFYING THE ESSENTIALS

What's important?

Use the following criteria to determine the essentials:

1. Endurance - will these standards provide students with the knowledge and skills that will be valuable beyond a single test?
2. Leverage - will these standards be valuable in more than one discipline?
3. Readiness - will these standards provide students with the knowledge and skills that are necessary for success in the next grade level?

Another way to think of the criteria are: What do students need to know to be successful in school, life, and on state tests?

The Process:

1. Individually, identify those standards that meet the above criteria.
2. Each member of the team shares the standards he or she feels is essential. Use one shared document to mark those standards.
3. As a team, come to a consensus and choose the essentials.
4. Vertical team representatives will meet and share each grade level's standards and discuss possible changes to the selected standards.

McSpedden Essentials

K.2A	count forward and backward to at least 20 with and without objects.				
K.2B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.				
K.2H	use comparative language to describe two numbers up to 20 presented as written numerals.				
K.2I	compose and decompose numbers up to 10 with objects and pictures.				
K.3B	solve word problems using objects and drawings to find sums up to 10 and differences within 10.				
K.5A	recite numbers up to at least 100 by ones and tens beginning with any given number.				
K.6D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.				
K.7B	compare two objects with a common measurable attribute to see which object has more of / less of the attribute and describe the difference.				
K.8B	use data to create real-object and picture graphs.				
K.8C	draw conclusions from real-object and picture graphs.				
K.4A	identify U.S. coins by name, including pennies, nickels, dimes, and quarters.				

Kindergarten
Reading

K.2A	identify a sentence is made up of a group of words.				
K.3A	identify the common sounds that letters represent.				

K.3B	use knowledge of letter-sound relationships to decode regular words in text and independent of content (VC, CVC, CCVC, CVCC).				
K.3D	identify and read at least 25 high-frequency words from a commonly used list.				
K.4A	predict what might happen next in text based on the cover, title, and illustrations.				
K.4B	ask and respond to questions about texts read aloud.				
K.6A	identify elements of a story including setting, character and key events.				
K.8A	retell a main event from a story read aloud.				
K.8B	describe characters in a story and the reasons for their actions.				
K.10B	retell important facts in a text, heard or read.				

Kindergarten
Writing

K.16B	speak in complete sentences to communicate.				
K.16C	use complete simple sentences.				
K.17A	form upper- and lower-case letters legibly using the basic conventions of print (left-to right and top-to-bottom progression.				
K.17B	capitalize the first letter in a sentence.				
K.17C	use punctuation at the end of a sentence.				
K.18A	use phonological knowledge to match sounds to letters.				
K.18B	use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words.				
K.13A	plan a first draft by generating ideas for writing through class discussion (with adult assistance).				
K.13B	develop drafts by sequencing the action or details in the story (with adult assistance).				
K.13D	edit drafts by leaving spaces between letters and words (with adult assistance).				

First-grade
Math

1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120.				
1.2G	represent the comparison of two numbers to 120 using the symbols >,<, or =.				
1.3C	compose 10 with two or more addends with and without concrete objects.				
1.3D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.				
1.3F	solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.				
1.4A	identify US coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them.				
1.4C	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.				
1.5A	recite numbers forward from any given number between 1 and 120.				
1.5E	understand that the equal sign represents a relationship where expressions on each side or the equal sign represent the same value.				
1.6E	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms.				
1.6H	identify examples and non-examples of halves and fourths.				
1.7A	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.				
1.7E	tell time to the hour and half hour using analog and digital clocks.				
1.8A	collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.				

First-grade
Reading

1.4	comprehend a variety of texts drawing on useful strategies as needed.				
1.5	read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency and comprehension.				
1.6	understand new vocabulary and use it when reading and writing.				
1.12	read independently for sustained periods of time and produce evidence of their reading.				

1.9(A)	describe the plot and retell a story's beginning, middle, and end with attention to the sequence of events.				
1.9(B)	describe characters in a story and the reasons for their actions and feelings.				
1.10(A)	determine whether a story is true or a fantasy and explain why.				
1.14(A)	restate the main idea heard or read.				
1.14(B)	identify facts or details in texts heard or read.				

First-grade
Writing

1.17B	develop drafts by sequencing ideas through writing sentences.				
1.17C	revise drafts by adding or deleting a word, phrase, or sentence.				
1.17D	edit drafts for grammar, punctuation, and spelling using a teacher developed rubric.				
1.19A	write brief compositions about topics of interest to the student.				
1.18A	write brief stories that include a beginning, middle, and end.				
1.19B	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions.				
1.21B	recognize and use basic capitalization.				
1.21A	form upper and lower case letters legibly in text, using basic conventions of print, including spacing between words and sentences.				
1.22B	use letter sound patterns to spell.				
1.22C	spell high frequency words from a commonly used list.				
1.20B	speak in complete sentences.				

Second-grade
Math

2.2(A)	use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.				
2.2(B)	use standard, word, and expanded forms to represent numbers up to 1,200.				
2.2(D)	use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (<,>,or =).				
2.3(B)	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.				

2.4(A)	recall basic facts to add and subtract within 20 with automaticity.				
2.4(C)	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.				
2.4(D)	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.				
2.5)A)	determine the value of a collection of coins up to one dollar.				
2.8 (B)	classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.				
2.9(E)	determine a solution to a problem involving length, including estimated length.				
2.9(G)	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.				
2.10(C)	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.				

Second-grade
Reading

2.5(B)	use context to determine the relevant meaning of unfamiliar words or multiple meaning words.				
2.9(B)*	describe main characters in works of fiction, including their traits, motivations,and feelings.				
2.14(A)	identify the main idea in a text and distinguish it from the topic.				
2.19(D)	make inferences about text and use textual evidence to support understanding.				
2.14(C)*	describe the order of events or ideas in a text.				
2.14(D)*	use text features (e.g., table of contents, index, headings) to locate specific information in text.				

Second-grade
Writing

2.17 B*	develop drafts by sequencing ideas through writing sentences.				
2.17 C*	revise drafts by adding or deleting words, phrases, or sentences.				

2.17 D*	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.				
2.19 A*	write brief compositions about topics of interest to the student.				
2.21 B*	use complete sentences with correct subject-verb agreement.				
2.22 B*	use capitalization.				
2.22 C*	recognize and use punctuation marks.				
2.23 B*	spell words with common orthographic patterns and rules.				
2.17 E	publish and share writing with others.				
2.18 A	write brief stories that include and beginning, middle, and end.				
2.18 B	write short poems that convey sensory details.				

Grammar

2.21 A	understand and use the following parts of speech.				
	(i) Verbs (past, present, and future)				
	(ii) Nouns (singular/plural, common/proper)				
	(iii) Adjectives (descriptive: old, wonderful; articles: a, an, the)				
2.21 C	distinguish among declarative and interrogative sentences.				
2.22 C	recognize and use punctuation marks including:				
	(i) Ending punctuation in sentences				
2.23 B	Spell words with common orthographic patterns and rules:				
	(iii) long vowels (VCe)				
	(iv) vowel digraphs (oo, ee,), dipthongs (ou,ow,oi,oy)				

16

2.23 C	spell high-frequency words from a commonly used list.				
2.23 D	spell base words with inflectional ending (-ing and -ed).				

Third-grade
Math

3.2A	compose and decompose numbers up to 100,000.				
3.3F/H	represent equivalent fractions and compare fractions.				
3.4K	solve one- and two-step addition and subtraction problems.				
3.5A	represent one- and two-step multiplication and division problems.				
3.5B	solve one- and two-step multiplication and division problems.				
3.5E	represent real-world relationships using number pairs in a table and verbal descriptions.				
3.6A/B	use attributes to recognize examples of quadrilaterals and formal geometric language of three-dimensional figures.				
3.6C/D	determine area of rectangles and composite figures using multiplication				
3.7B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.				
3.8B	solve one- and two-step problems using data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.				

Third-grade
Reading

3.1A	reading and sounding out multisyllabic words.				
3.2B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from the text.				
3.4B	use context clues to determine the relevant meaning of unfamiliar words or distinguished among multi-syllabic words and homographs.				

3.8B	describe the interaction of characters including their relationships and the changes they undergo.				
3.5A	paraphrase theme and supporting details of various texts.				
3.13A	identify the details or facts that support the main idea.				
3.8A	sequence and summarize the plot's main events and explain their influence on future events.				
Fig.19 D	make inferences about the text and use textual evidence to support understanding.				
3.13B	draw conclusions from the facts presented in the text and support those assertions with textual evidence.				

Third-grade
Writing

3.23	students write legibly and use appropriate capitalization and punctuation conventions in their compositions.				
3.22B	use the complete subject and the complete predicate in a sentence.				
3.22 A	use and understand the function of the following parts of speech in the context of reading writing and speaking.				
3.22C	use complete simple and compound sentences with correct subject verb agreement.				
3.20A	create brief compositions that establish a central idea in a topic sentence, include supporting sentences with simple facts, details and explanations, and contain a concluding statement.				
3.17 A-E	students use elements of the writing process (planning, revising, editing, and publishing) to compose a text.				
3.24G	use print and electronic resources to find and check correct spelling.				

Fourth-grade
Math

4.2 B	represent the value of a digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.				

18

4.2G	relate decimals to fractions that name tenths and hundredths.				
4.3D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols <, >, =.				
4.3E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations.				
4.4A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.				
4.4H	solve with fluency one and two step problems involving multiplication and division, including interpreting remainders.				
4.5A	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.				
4.5B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence.				
4.5D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers.				
4.6D	classify two dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.				
4.7C	determine the approximate measures of angles in degrees to the nearest whole number using a protractor.				
4.8C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, and division as appropriate.				
4.9A	represent data on a frequency table, dot plot, or stem and leaf plot marked with whole numbers and fractions.				

Fourth-grade

Reading

4.2(A)	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.				
4.2(B)	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.				

Fig.19B	ask literal, interpretive, and evaluative questions of text.				
Fig. 19 D	make inferences about text and use textual evidence to support understanding (fiction, drama, poetry, literary nonfiction, expository text).				
4.11(A)	summarize the main idea and supporting details in text in ways that maintain meaning.				
4.11(D)	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.				
4.6(A)	sequence and summarize the plot's main events and explain their influence on future events.				
4.3(A)	summarize and explain the lesson or message of a work of fiction as its theme.				
4.5(A)	describe the structural elements particular to dramatic literature.				
4.8(A)	identify the author's use of similes and metaphors to produce imagery.				

Fourth-grade
Writing

4.15A-E	writing Process (planning, drafting, revising, editing, final draft, publishing).				
4.20A	use and understand the following: verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions, and transition words.				
4.20B	complete subject and predicate in a sentence.				
4.20C	complete simple and compound sentences with subject-verb agreement.				
4.21 A-C	write legibly, use correct writing conventions.				
4.22A-D	written and oral conventions of spelling; emphasis on homophones.				

Fifth-grade
Math

5.2B	compare & order two decimals to thousandths and represent comparisons using the symbols >, <, or =.				

5.3E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers.				
5.3G	solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm.				
5.3I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models.				
5.3L	divide whole numbers by unit fractions and unit fractions by whole numbers				
5.4B	represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.				
5.4C	generate a numerical pattern when given a rule in the form y=ax or y= x + a and graph.				
5.4D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph.				
5.4H	represent and solve problems related to perimeter and/or area such as rectangles and composite figures formed by rectangles and related to volume such as rectangular prisms.				
5.5A	classify two-dimensional figures by attributes and properties				
5.8C	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.				
5.9C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.				

Fifth-grade
Reading

|					
5.6 B	summarize, infer and make connections about the roles, functions, and relationships about characters in various plots.				
5.2A	Determine the meaning of grade level academic English words derived from Latin, Greek, or other linguistic roots and affixes.				

5.2B	Use context to determine or clarify the meaning of unfamiliar or multiple meaning words.				
5.11A &Fig 19 E	Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order and across text.				
Fig 19 D	Make inferences about text and use textual evidence to support understanding.				
5.3A	compare and contrast the themes or moral lessons of several works of fiction from various cult.				

District Curriculum & Instruction

Frisco ISD writes its own rigorous curriculum with specific learning objectives to challenge students at every grade level. From building vital critical thinking, problem solving and interpersonal skills to encouraging teamwork, creativity and high academic achievement, instruction is designed to meet the demands of a changing world.This approach and reflection ensures the District is constantly evaluating our practices in light of their impact on learning.

Frisco ISD Professional Learning Community Essentials. **HERE**
Frisco ISD professional Learning Community Vocabulary. **HERE**
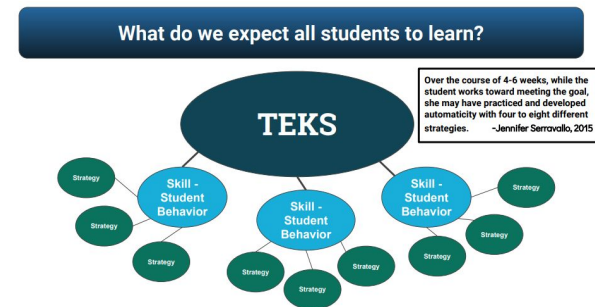
"FISD's mission is to know every child by name and need."

Data Talks

At McSpedden, we believe that having a dialogue with each other about all students supports our overall goal and mission. Each grade level conducts data talks to discuss students' specific behaviors, and actions are put in place to address student needs. Data talks focus on CFAs, CBAs, and other assessments. When coming to a data talk, bring data that has been previously reviewed and analyzed as well as student work samples. Invite administration to the grade level data talks. This collaboration allows all members of the McSpedden team to play an active role in knowing students by name and need and collaboratively discuss potential ways to address students that are performing below, on, or above level.

Questions that guide the talk:
1. What did we notice or learn while administering the assessment?
2. (For CBA's/Simulations) What TEKS are strengths for our students? Why were students successful?
3. (For CBA's/Simulations) What TEKS are areas of growth for our students?
4. What misconceptions do we notice in student work?
5. What instructional strategies proved to be successful with students?
6. What is our plan of action to provide intervention for this learning target?
   a. Who are our Tier 1, Tier 2, and Tier 3 students?
   b. What will our intervention lessons look like at each level of RTI.
   c. What strategies will we use?
7. How will we measure student learning after the intervention (CFA)?
8. How will we extend the learning for students who are proficient?
9. Based on individual teacher strengths, who will provide intervention and enrichment?
10. How can we use this information to set a goal for our students and our team?

FISD Benchmark Data Protocol. **HERE**
Student Data Analysis Protocol. **HERE**

Small Group Instruction

 At McSpedden, small group during the workshop provides students with targeted instruction based on individual needs. CFAs, CBAs, and other classroom data will be used to determine small groups. The teams will work together to decide on proper instructional strategies that meet the needs of each group during planning and data meeting time. Before reviewing formative assessments during data time, come prepared with the student work, and the assessment analyzed and reviewed, which will allow for conversations to be focused and tailored on the next steps. Small group instruction will enable students to focus on their specific needs. Keeping documentation of students served as well as the concepts and progress made by students is best practice. This documentation will be needed when bringing up students during Name and Need meetings and at SST.

Strategy Group lesson template: **HERE**

WIN (What I Need) Time

 Each team sets aside 30 minutes per day, five days per week to flexibly group students to meet their needs.
- Intervention groups focus only on essentials
- Current data is used to plan groups and instruction
- Teachers share responsibility for the learning of ALL students
- Teachers' instructional strengths are utilized to teach groups
- Friday's WIN time will be used for classroom meetings
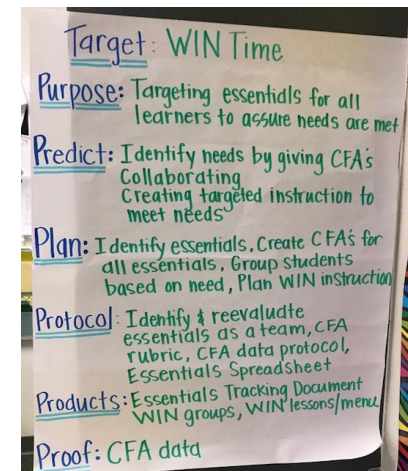
Name & Need Meetings

Name and Need Meetings occurs three times a year. Name and Need is a time to discuss general education students that you have concerns about academically, behaviorally, or social-emotionally. Bring talking points with you (with data as a reference) to help the meeting run smoothly, including current report card grades. A student who is failing or failed in the past will be discussed (see the list of data points below). A timer will be used to keep the meeting running smoothly. Each teacher will have a set amount of time to share his or her student concerns (approximately 3-5 minutes per teacher depending on the size of the team), so take some time to prioritize which students will be discussed. **Bring a printed list of students** and ensure that all names are spelled correctly to give to the note taker. The following is a list of items to bring depending on the concern. Only bring the data that reflect your concerns.

Examples:

- Current Grades
- DRA
- I-Station
- Anecdotal Notes
- Flex grouping data
- CFA
- CBA
- Work samples (ie: unedited writing samples, problem solving examples)

Be prepared to share the 504 students and their progress quickly (ie: doing great or having problems in math) so a determination can be made whether a 504 meeting is needed.

Example of Individual Student Action Plan. **HERE**

Name and Need Meeting Template:

| Homeroom Teacher	Date of Meeting	Concerns and Data	Strategies tried so far:	Goal	Actions/New Strategies to implement	How will I collect data:	Data collected	Date of Meeting	Progress Update
Barnes		Attention and focus. She will stare off in to space during independent work time and not get any work done -Attention and focus -highly inconsistent and at times deliberatly acts helpless -STAAR did not meet grade level -impulse	Timers. Verbal reminders to stay on task. Seating at the front of the room. Wroking at the teacher table in order to focus. -also goes to math success academy	To improve focus on assignments and to be self motivated. She scored an approaching on the practice STAAR and I believe that she could get in to the meets level. -reduce inconsistencies - increase STAAR score - improve confidence	I not sure of next steps to motivate her. We have also tried incentives with tickets but I know that we can't do that on STAAR so I don't want to start that and then have it stop. -more success academies	Through STAAR	Formative assessments, Skills Mastered, and Skills being retaught	4/6	inconsitent performance in math, gaps showing up, previously understood concepts being forgotten, looses focus while working
Figueroa	4/6/2018	Overall low academically - missing a lot of the foundations and vocabulary attention/focus	Reteach in small groups during WIN time, teacher table, and Success Academy	He scored on an approaching level for the simulation so I would like to move him up to the meets expexpectatoions level on the real STAAR.	I have invited him to a weekly Success Academy group so that I can focus on those missed skills. I am also working with him daily at teacher table and he is in most of the WIN time flexible groups. (same for Reading)	Through STAAR	Formative Assessments, Skills Mastered, and Skills being retaught	4/6	gaps in math - division, place value struggles with multi step processes

Common Formative Assessments

Common formative assessments are created collaboratively by grade level or course teachers. These assessments are frequently used throughout the year to identify:

1. individual students who need additional time and support for learning,
2. the teaching strategies most effective in helping students acquire the intended knowledge and skills.
3. Curriculum concerns-areas in which students generally are having difficulty achieving the intended standard.
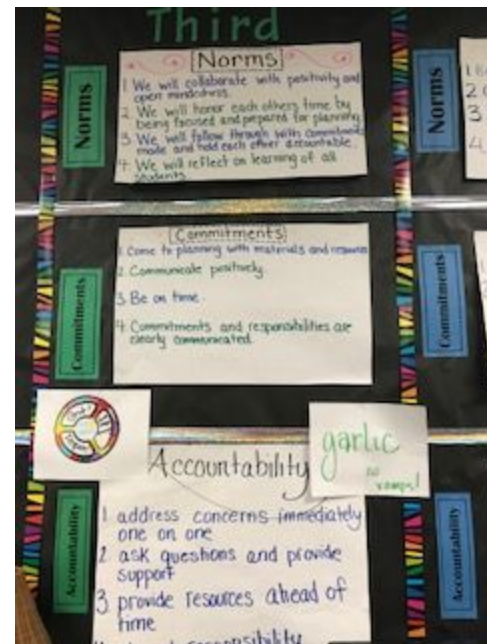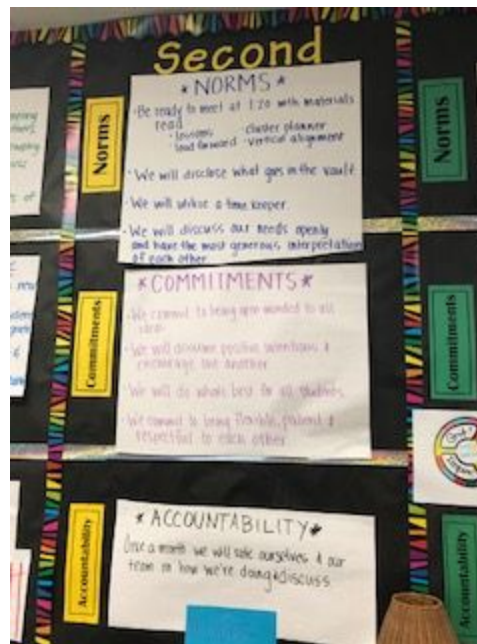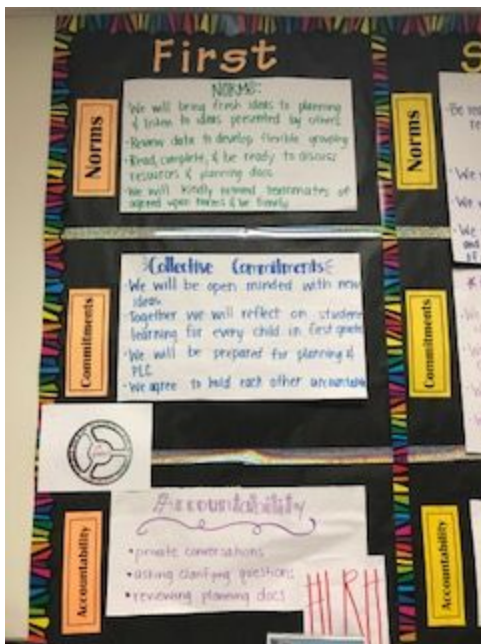4. Improvement of goals for individual teachers and the team.

When teacher teams identify students who are experiencing difficulty in their learning, teams provide those students with additional support in a way that does not remove them from new direct instruction, and give them additional opportunities to demonstrate their learning.

5th grade reading CFA Example. **HERE**
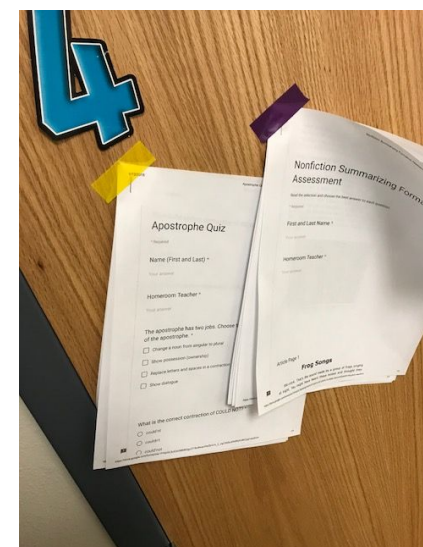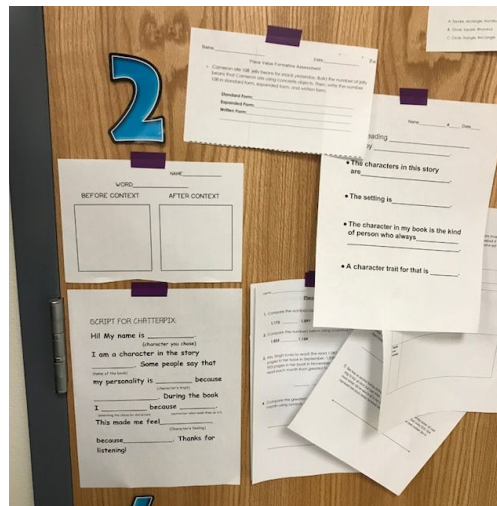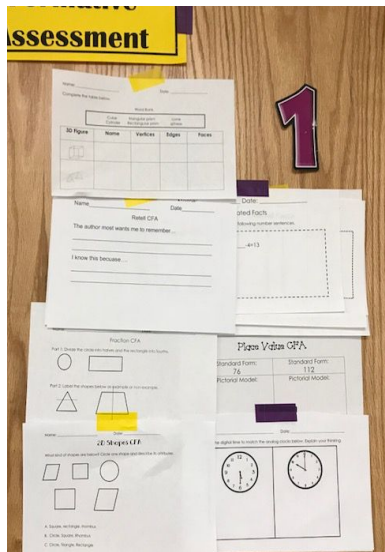
Norms, Collective Commitments and Accountability

During staff development, we take the time to rally together to create norms and commitments that ultimately further our initiative to achieve positive results for student success. These norms and commitments are revisited throughout the year with a collective inquiry to determine what actions are needed to see continuous improvement. We make team collaboration a priority to ensure that teachers have enough time to fulfill their commitments. Each team also takes the TEAM survey to evaluate where they are on the continuum at least twice a year.

McSpedden Coach Culture

Team Coach Role	
Framework	**Action Steps**
We will communicate McSpedden and District initiatives in a concise and positive manner so that we are all seen as a united front and communicating the same information.	Be prepared, hold each other accountable.
We will communicate our meeting outcomes to our teammates within timeline agreed upon during our ITL meeting. We understand that we are solution oriented problem solvers	Building capacity.
We will come prepared to fully participate in the discussion at hand.	Mindshift
We will be good stewards of the DLC and IC position by working alongside her to build instructional capacity of our teams through peer coaching, lesson design discussions, peer learning walks and job embedded PD.	We guide problem solving discuss with our team.
We will maintain confidentiality at all times. We understand that our meetings will require openness, vulnerability, and honesty at all times.	Model shared leadership with our teams by coaching not telling.
Because we care about each of the leadership team members, we will address a teammate if they don't stand true to these commitments.	Model shared leadership in planning.
Team leaders will facilitate activities to set grade-level norms, accountability and commitments and revisit it periodically to ensure it's relevant.	
We will hold our grade level teammates accountable to the expectations of our campus and district by addressing issues and disagreements with each other first before sharing with admin.	

Instructional Coach	
Role	**Action Steps**
Serves as the lead learner by modeling and facilitating learning opportunities for campus staff.	Attends monthly instructional coaching meetings to learn new and innovative teaching strategies to model and implement on campus.
Supports the implementation of state standards through district adopted curricula and the use of effective instructional strategies.	Staff utilizes campus IC for support in teaching skills, application of new knowledge, and ongoing learning.
Increases the quality and effectiveness of classroom instruction.	Provides learning walk opportunities for campus staff members.
Builds capacity within teams through a gradual release model.	Provides job embedded professional development for staff that communicates the vital behaviors of best practices.
Supports and communicates campus and district initiatives with the community.	
Fosters a shared responsibility between campuses and the district to know every student by name and need.	

Team Reflection form. HERE

										LUNCHES	RECESS
Kindergarten											
Monica Johnson	7:45—10:00 2hr 15mins	Recess 10:00-10:30	Lunch 10:30-11:00	11:00-11:35 35 Minutes	Specials 11:35-12:20	12:20-2:55 2hr 35mins	12:30-2:55	12:30-2:55 →	Dismissal 2:55	Kinder Lunches	Kinder Recess
Tabby Fahrney								CP		10:30-11:00	10:00-10:30
Natalie Rankins								Mondays			
Mala Azeez								2:05-2:45			
Sarah Chrestman											
1st Grade											
Kailey Hessel	7:45-10:30 2hr 45mins	Recess 10:30-11:00	Lunch 11:00-11:30	11:30—12:25 55mins	Specials 12:25-1:10	1:10-2:55 1hr 45mins	1:10-2:55	1:10-2:55 →	Dismissal 2:55	1st Grade Lunches	1st Grade Recess
Ashley Cain								CP		11:00-11:30	10:30-11:00
Sondra Taylor								Tuesdays			
Heidi Kendle								2:05-2:45			
Jenna Fahrney											
2nd Grade											
Elizabeth Kopil	7:45-11:00 3hr 15mins	Recess 11:00-11:30	Lunch 11:30-12:00	12:00-1:15 1hr 15mins	Specials 1:15-2:00	2:00-2:55 55mins	2:00-2:55	2:00-2:55 →	Dismissal 2:55	2nd Grade Lunches	2nd Grade Recess
Whitney Davies								CP			
Lauren Ricca								Wednesdays		11:30-12:00	11:00-11:30
Tori Aubele											
Myesha Varner								2:05-2:45			
3rd Grade											
Figueroa & Todd	7:45-8:45 1hr	Specials 8:45-9:30	9:30-12:00 2hr 30mins	Recess 12:00-12:30	Lunch 12:30-1:00	1:00-2:55 1hr 55mins	1:00-2:55	1:00-2:55 →	Dismissal 2:55	3rd Grade Lunches	3rd Grade Recess
Alexander & Gilder								CP		12:30-1:00	12:00-12:30
Porchia Barnes & Max Hurlimann								Thursdays 2:05-2:45			
4th Grade											
Krauskopf & Crosby	7:45-9:35 1hr 45mins	Specials 9:35-10:20	10:20-11:30 1hr 10mins	Recess 11:30-12:00	Lunch 12:00-12:30	12:30-2:55 2hr 25mins	12:30-2:55	12:30-2:55 →	Dismissal 2:55	4th Grade Lunches	4th Grade Recess
Mahoney & Brown								CP Friday 2:00-2:40		12:00-12:30	11:30-12:00
Pierson and Rossi											
5th Grade											
Elrod, Merolla & Solomon	7:45-7:55 10minutes	Specials 7:55-8:40	8:40-12:30 2hr 50mins →	8:40-12:30	8:40-12:30	Lunch 1:00-1:30	Recess 12:30-1:00	1:00-2:55 1hr 55mins	Dismissal 2:55	5th Grade Lunches	5th Grade Recess
Chriesman & McFarland								CP Friday 2:40-3:20		1:00-1:30	12:30-1:00

Learning Walks

At McSpedden Elementary we use informal learning walks for ongoing professional development. Our instructional coach periodically creates a needs assessment to evaluate what our staff is wanting to learn from other educators. Based on the needs and interests of staff members we schedule learning walks on campus and off campus to meet the needs of our teachers. We have discovered that learning walks have empowered our educators to gather information about new learning to implement in their own classroom. After the learning walk is complete, our staff members fill out a reflection form which then helps us further support and assist our teachers to reach their educational goals.

Learning Walk Reflection form. **HERE**

Vertical Team Evidence

Decisions are made based on the Campus Action Plan. This process allows all work to have meaning to the overall student achievement and outcomes that are listed. As vertical teams meet, grade levels utilize the essentials to analyze work and reflect on next steps for moving forward. By providing time for collaboration across grade levels, discussions center around vertical alignment that supports overall growth and consistency in instructional practices.

Sample reading Vertical Team-work. HERE

References

DuFour, Richard. *Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree, 2006. Print.*

Ainsworth, L., & Viegut, D. (2006). Common formative assessments: An essential part of the integrated whole. Thousand Oaks, CA: Corwin Press.

Corley, M., & Kimbrough, P. (n.d.). Instructional Coach's Role within a PLC. Retrieved May 4, 2018, from https://schd.ws/hosted_files/instructionaldigitalcoachin2017/e2/Instructional Coaching Conference.pdf

Frisco ISD, 2018, Curriculum & Instruction. Retrieved May 4, 2018, from
http://www.friscoisd.org/departments/curriculum-instruction/guiding-principles

Fisher Douglas, & Frey Nancy. (2014). Using Teacher Learning Walks to Improve Instruction. Retrieved May 4, 2018, from http://www.scsk12.org/memo/files/files/learning%20walk2.pdf