| ***Components*** | ***Which Includes . . .*** | ***What it Will Look Like . . .*** | ***Train*** | ***Time*** | ***Plan*** | ***Check*** |
| --- | --- | --- | --- | --- | --- | --- |
| Instruction is aligned to the State Standards. | Instructional coherence is in place through vertical and horizontal alignment, such as --   * Learning goals are clearly stated. * Student work shows alignment to the CCSS and/or the HCPS III. * Rubrics and the CCSS/HCPS III are visual on common formative and summative assessments. * Pacing Guide/Curriculum Maps are a living document (updated as needed). * ~~Diary Map should be aligned to the lessons that are being taught (Daily Planner) to review in grade level articulation time.~~ * GLOs are integrated daily. * State approved ELA and mathematics programs. * Teachers integrate English Language Arts, Mathematics, Social Studies, Science, Health Science, Physical Education, Technology, and Fine Arts into lessons. | Learning goals posted in a kid friendly manner.   * Students can articulate what they are learning.   Summative-Rubrics, Program assessments (Wonders)  Formative-exit pass, program assessments (Wonders)  Wonders teacher resources  Teachers reference GLOs/standards during lessons and independent work time; i.e. “I need a complex thinker to answer this question.  Wonders and school wide math program (Stepping Stones) implemented with consistency and fidelity.  Wonders, Achieve 3000 and STEM, and teacher-developed lessons. |  |  |  |  |
| Instruction is targeted. | Learning objectives assess students’ proficiency toward the targeted standards.  All grade levels articulate and collaborate, through the Data Team process, on a weekly basis to…  -analyze student work  -determine instructional strategies to address identified needs  -determine result indicators  T – what are teachers doing?  S – what are students doing?  -Create SMART (Specific, Measureable, Attainable, Relevant, and Time-Bound) goals for writing.  -Review SMART goals for reading & math  -During weekly articulation time, diary maps will be shared and discussed and  update curriculum maps and pacing guides | Teachers will meet in Pre-2 and 3-5 groups weekly.  One meeting a month dedicated to data analysis with extra time.  Teacher teams meet every Friday, during second block, to collaborate, plan, and meet with Instructional Coach.  Meetings will be focused and data-driven. |  |  |  |  |
| Instruction is differentiated to address needs of students. | Teachers plan for whole group instruction with mini lessons and guided practice.  Classroom teachers plan for small group instruction.  Classroom teachers plan for individual instruction through student conferences.  Students know their learning goals. Teachers provide timely feedback. Students know their progress toward the goals.  A variety of learning styles (multi-modalities) are addressed. | Teachers will implement learning centers to address student need areas.  ~~Project GLAD, Wonders levels~~  ~~Students will understand the different types of assessments teachers use.~~  Use of STAR data and classroom and program formative assessments to form groups.  Teachers create a school wide structure for students to track their individual progress—classroom tracker; kid biz weekly graph, scrimmage?  GLAD strategies, Total Participation Techniques, Concrete-Pictoral-Abstract representations in math, multiple student engagement strategies. |  |  |  |  |
| Schoolwide instructional practices are research-based. | Teachers will implement inclusionary practices for --   * Special Education students * English learners   Teachers will select new research based strategies based upon student learning data. | ~~GLAD strategies specific to ELL,~~ ***~~Corrective Reading (K-2),~~***  Wonders and Stepping stone components  Teachers will implement agreed upon powerful practices taken from PLC professional reading; like ~~Concrete-Pictoral-Astract~~, Close Reading, Goal Setting  Teachers will continue to implement ~~CPA and~~ close reading with increased focus. |  |  |  |  |
| Instruction is intellectually demanding. | Teachers apply Depth of Knowledge (DOK) levels 1-4 to instructional tasks, questions and assessments to develop critical thinking skills.  Teachers use a variety of instructional tasks to teach all academic vocabulary levels.  Teachers use texts that represent the grade level’s Lexile and text-complexity band.  Teachers use a balance of Literary and Informational texts in their instruction.  Teachers ensure that all students apply math practices.  Teachers use STEM to teach Inquiry Based Learning. | Teachers will examine and utilize the DOK levels embedded in curricular materials—Stepping Stones, Wonders.  Teachers will practice higher level questioning.  Vocabulary component of Wonders implemented with fidelity.  Teacher post agreed upon academic vocabulary in all classrooms—Rituals and routines, accountable talk, Lexile levels, 3 personal standards.  Teachers commit to utilizing Wonders texts in the upper level of your grade band for instruction.  Students will continue to read a wide variety of genres ~~and track their own progress.~~  ~~End MWC, replace with portfolio day~~  See Stepping Stones |  |  |  |  |