

Developing a School-wide Instructional Model at Wea Ridge Elementary School

Through observations and collecting survey data, we found that instructional practices varied greatly in most classrooms. Our school leadership team, consisting of teachers and administrators, worked collaboratively to lead in the development of a school-wide instructional model at Wea Ridge Elementary. By developing an instructional model, teachers have a better understanding of the instructional practices that should be taking place in the classroom each day.

Wondering

How does clarifying the focus of our schoolwide instructional model improve the focus for grade level planning?

Based on results of our level 2 survey, we chose focus on indicator 2.1: The school communicates a clear vision of how instruction should be addressed in the school.

Wea Ridge's Instructional Model

Always

- Student engagement
- Checks for understanding
- Best practices instruction
- Consistent procedures and common language
- Positive learning environment
- Evidence of lesson planning
- Posted objectives
- Common academic language

Sometimes

- Celebrating successes
- Formal assessments
- Extension activities
- Mixed modalities
- Reviewing procedures
- Reflection/ goal setting
- Real world connection

Never

- Power struggle
- Student disengagement
- No procedures/ routines
- Inconsistent classroom management
- Low student expectations
- Staff unpreparedness
- Poor teacher collaboration

Leadership Team developed the Instructional Model for Wea Ridge Elementary

Goal Statement: *Identify a professional growth goal using the SMART format. Include how you will know that your goal has been achieved*

During the 2021-2022 school year, I will meet with my grade-level team on a weekly basis to plan, analyze data, set student goals, etc. My grade-level team will update the weekly team meeting document on a weekly basis.

Measure of Success: *End of Year Benchmark Indicators. Establish at Beginning of Year Goal Conference and reviewed at year's end*

Highly Effective must be written to reflect student outcome/action.

Highly Effective (4 Points)

Effective (3 Points)

All of Effective and:

- Students are aware of their growth goal(s). Students chart their progress, growth goals, and scores on formative assessment(s).

All of Improvement Necessary and:

- The grade-level planning sheet was completed and updated each week.
- Grade-level meetings took place every week.
- Grade-level team met with Mrs. Chesterman for data meetings (BOY, MOY, & EOY)
- Assessment goals are set for each student.
- Assessment goals are set for each grade-level and displayed on the data wall.

Improvement Necessary (2 Points)

Ineffective (1 Point)

All of Improvement Necessary and:

- The grade-level planning sheet was completed and updated each week.
- Grade-level meetings took place every week.
- Grade-level team met with Mrs. Chesterman for data meetings (BOY, MOY, & EOY)
- Assessment goals are set for each student.
- Assessment goals are set for each grade-level and displayed on the data wall.

- Grade-level planning sheet was not completed.
- I did not meet with my grade-level team.
- Grade-level meetings were not scheduled on a weekly basis.

All of Ineffective and:

- Grade-level meetings were scheduled on a weekly basis.
- I attended some of the meetings.
- I occasionally contributed to the conversations during grade-level conversations.
- Grade-level planning sheet was rarely updated on a weekly basis, and/or partially completed.

Teacher's Educational Development Goal

Data Collection

Weekly grade level team meetings

Grade level meeting logs

Data meetings

IIB

Surveys

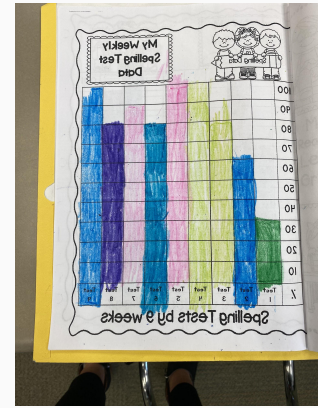
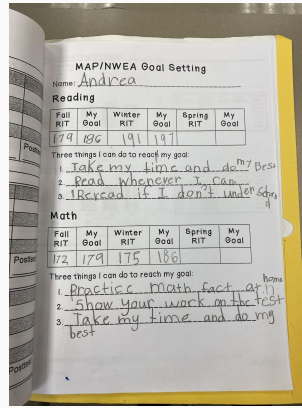
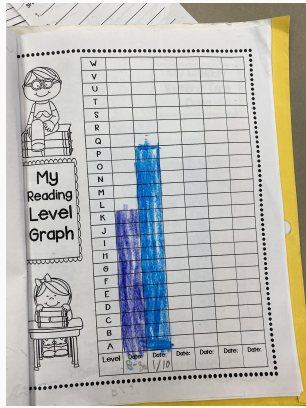
Student data folders

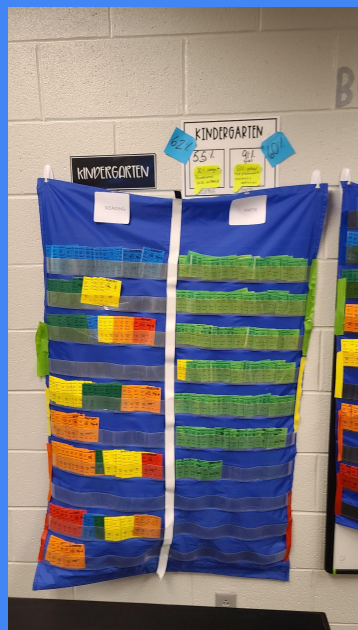
EDG Goal

Our Discovery

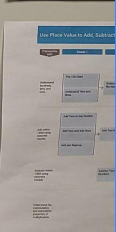
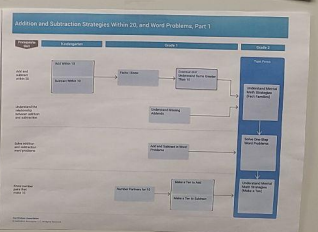
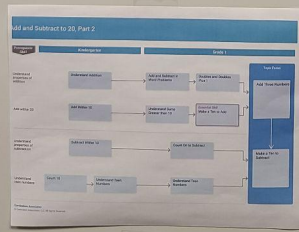
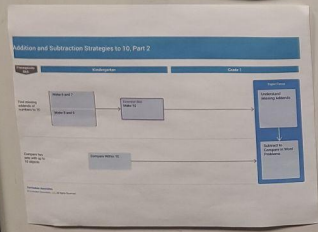
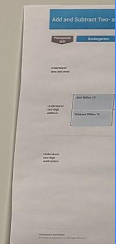
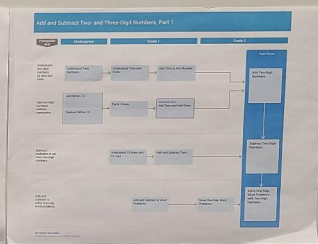
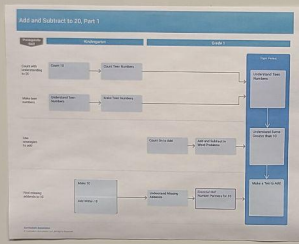
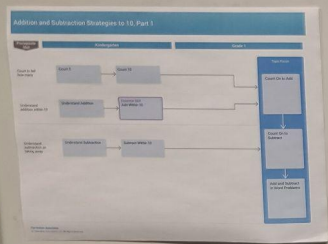
- Objectives posted each day and written consistently.
- Grade-level notes for meetings each week - Shared with Admin
- Professional-development focus
- Students take ownership in their goals.

Data Analysis





What leads to — grade success in — grade?



Priority Standards identified as focus at each grade-level. What leads each grade-level to success the following year?

Next Steps

- Instructional Model breakdown by subject.
- Continue to dissect the standards.
- Develop consistent academic vocabulary
- Reshape the focus of our PLC's
- Develop Curriculum Maps
- Develop Common Assessments