

Feedback from Impact Review

OVERALL- collaboration with planning

Math

Everyone was on same standard (3rd grade)

All in different spaces on that lesson

Clarification: Monitoring- do you know at the end of the lesson- exactly who gets it and who doesn't (pen to paper)

Majority of teacher talk during lesson- while students were responding to questions in whole group fashion

positive culture, manipulatives, tasks aligned, collaboration

Next steps:

Implement and **monitor** accountable talk- aligning what tasks (with entire grade level) will be monitored and then sharing out about what works and what didn't

Wondering: how are students grouped during stations?

Students appeared to be struggling with equivalent fractions and work needed to be scaffolded.

ELA

Partial evidence in both task and lesson

Next steps:

varying who is being called on, preparing and planning questions for all students, implementing and continue monitoring (what is comfortable to teacher and best for students)- WHAT DO YOU DO WITH THAT INFORMATION

Science – SET UP TIME FOR TESKE TO COME IN FOR “SCIENCE FOR US” and “Discovery Ed”

1st grade- met full intent/rigor of standard lesson and task- planned questions, accountable talk all engaged, lesson delivery differentiated

Next steps: task differentiation (scaffold: i.e. providing a word list, pre-drawn diagram), CORE curriculum Science for Us

5th grade- transferring vocabulary words onto paper, filling out study guide, words being used in instruction aligned to standard, collaboratively planning evident

Next steps: are we putting tasks in front of our kids that are meaningful, know the standards and content limits, differentiated tasks

Wondering: What is the core curriculum and how is it being used?

<p>Conclusion of Findings (15 minutes) School Based Action Plan Development 2 hours</p>	<p>Procedure: The principal will synthesize the findings schoolwide and by department and reconfirm findings and give suggestions for Implementation Steps for the Effective Practices. The team will work together to develop Quarter 3 School Based Action Plan that may consist of modifying the School Improvement Plan to ensure alignment of strategies. The action steps contain specific steps that are time-bound and based on the expected action taken by teacher leaders, transformation coaches, instructional staff, and the School's Leadership team to address the instructional priorities at the school. The plan will be uploaded recorded on electronic SIP template no later than 48 hours after the review.</p>	<ul style="list-style-type: none"> ✓ Ensure that there is a clear understanding of the Effective Practices and the implementation steps that will need to occur to successfully sustain or improve instructional practices. ✓ Ensure that there is a clear system to monitor the action steps and provide feedback. ✓ How will you know that School Improvement Process is successful and sustaining and improving Effective Practices to maximize return on investments? ✓ Ensure the School Improvement Process is a topic of every School Leadership Team (SLT) meeting. ✓ Ensure a status of the Implementation Steps is provided at faculty meetings, Leadership Meetings, SAC etc. ✓ After the Action Steps are completed evaluate the success of the implementation and adjust if needed. ✓ Use the Action Steps during walkthroughs and formative classroom data chats to decide on the success of the implementation and the impact on student outcomes.
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