Southern High School   30-60-90 Day Plan

2012-2013   **Component: Learning Leaders**

Priority Needs	Goals
- According to the School Leadership Assessment Summary Report, 2011, the school needs to ensure teachers are held accountable for implementing varied research based strategies during daily instruction. - Based on Walk-Throughs, lecture remains a prevalent method of teaching with high levels of teacher talk dominating classrooms. - Based on conversations with teachers, teachers' knowledge of research based strategies is inconsistent or limited. - Based on observations made during Walk-Throughs and informal conversations with students, there is low level of student engagement in classrooms. - According to the School Leadership Assessment Summary Report, 2011, the school needs to collaboratively develop and continuously monitor teacher progress toward attainment of individual professional growth plan goals.	A. To build teacher capacity so as to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning as evidenced by classroom observations, teacher reflections, lesson plans, and students' academic performance data. B. To build a community of learners focused on shared responsibility for improving teaching and learning as evidenced by lesson studies, peer classroom observations, teacher reflections, classroom visitations, minutes from PLC work, and PLC data analysis.

Goal 30 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To build teacher capacity so as to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning as evidenced by classroom observations, teacher reflections, lesson plans, and students' academic performance data.	A.1 Recruit teachers who are interested and show potential for becoming a learning leader and member of the Teacher Cohort Team.	March 2012	The school will develop a critical mass of teachers committed to the increased use of research based strategies in the classroom.	List of Cohort Teachers	Out of 26 recruited teachers, 17 teachers accepted.	Bryce Hibbard ER Team
	A.2. Develop a PD plan and focus for the summer work with the teacher cohort team. • Research Based Strategies that Work • Learning Styles • Hidden Skills of Academic Literacy • Lesson/Curriculum Design • Professional Learning Communities	May 2012	Teacher Cohort Team will share a common knowledge and have a common focus for the 2012-2013 school year.	Agendas Training Packets	Well planned and developed professional development focused on the needs of the school.	ER Team
	A.3. Conduct 8 half days of PD for the Cohort team members.	June 2012	A critical mass of teacher leaders will be developed who can begin to implement research based strategies in the classroom and share information with colleagues.	Refection Logs Informal Conversations Participation Levels Teacher Feedback	A positive and excited team of teachers committed to changing instructional practices.	ER Team Bryce Hibbard James Thornsbury

Goal	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To build teacher capacity so as to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning as evidenced by classroom observations, teacher reflections, lesson plans, and students' academic performance data.	A.4. Teacher Cohort Members meet regularly with ER Staff for the purpose of reflecting on Desired and Present State during planning periods and monthly meetings after school.	August 27 September 7 September 18	Teachers will have a clear focus for the work ahead of them during the 2012-2013 school year.	Agenda Scheduled Meeting Days for September	Teachers knew the plan for September/ *teachers were uncomfortable with the demands on their planning time. As a result, the scheduled meeting times were amended to one planning period per month. One teacher dropped from the Cohort Team.*	ER Team
	A.5. Teacher Cohort Members meet in small, nested Learning Communities during ½ day release time for the purpose of learning new tools, strategies, reflecting on practices, conducting lesson studies, and learning protocols for structured conversations.	September 13	Teachers will learn the protocol for a Structured Conversation.	Agendas Teacher Reflections Resource Materials	Teachers reflected on present practices in PLCs in comparison to Structured Conversations/*Teachers realized that many similarities exist between current PLC structure and protocol for a structured conversation. Significant differences noted were active listening by the presenter and focused work on a single task.*	ER Team Teacher Cohort Members
			Teachers will work through an inquiry process to explore tools.		Teachers worked through the process with CCR data using a Structured Conversation./*Teachers immediately recognized the need for interventions during the school day. Several cohort members volunteered to be part of an intervention committee for SHS.*	

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A. To build teacher capacity so as to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning as evidenced by classroom observations, teacher reflections, lesson plans, and students' academic performance data.	A.6. Teacher Cohort Members meet in small, nested Learning Communities during ½ day release time for the purpose of learning new tools, strategies, reflecting on practices, conducting lesson studies, and learning protocols for structured conversations.	September 13	Teachers will review Reading for Meaning through a Lesson Study. Teachers will reflect on new learning and plan next steps.	Agenda Reflection log Lessons embedding Reading for Meaning	Teachers walked away with a better understanding as to how to plan a Reading for Meaning lesson./*Teachers realize the importance of identifying theme, central ideas and key details prior to planning meaningful anticipatory statements. Teachers liked the planning template provided and seemed eager to plan a lesson using the template. One teacher felt overwhelmed and will need additional support.* Teachers committed to continued efforts in promoting new research based strategies and tools into their content PLCs/*Cohort teachers questioned how to get everyone onboard and how to deal with people who are resistant to new ideas. It is imperative that we publically support the Cohort teachers as they endeavor to share the work and are met with resistance.*	ER Team Teacher Cohort Group

Goal 30 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To build teacher capacity so as to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning as evidenced by classroom observations, teacher reflections, lesson plans, and students' academic performance data.	A.7. Teacher Cohort Members meet in small, nested Learning Communities for 3 hours for the purpose working collaboratively to plan a reading for meaning lesson in preparation for an instructional teaching round.	September 27	An aligned reading for meaning lesson will be developed collaboratively. The process of backward design planning will be practiced as teachers develop a standard(s) based lesson. Teachers will design lessons with a literacy focus across content areas. Teachers will become more confident and competent in planning standards based lessons.	Lesson Plan Observation Lesson Plan Individual Reflection Log Group debriefing		ER Team Teacher Cohort Members

Goal 60 Days	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
B. To build a community of learners focused on shared responsibility for improving teaching and learning as evidenced by lesson studies, peer classroom observations, teacher reflections, classroom visitations, minutes from PLC work, and PLC data analysis.	B.1.The teacher cohort team members will work in small nested communities and implement a Reading for Meaning lesson through participating in an Instructional Teaching Round.	October 15	Teachers will gain confidence and comfort in the use of the Reading for Meaning strategy which will result in increased use of the strategy in the classroom.	Teacher Reflections		Teacher Cohort Members ER Team
	B.2.Teachers will reflect on the lesson afterwards and analyze student work samples. B.3.Teachers will refine their understanding of the Reading for Meaning Strategy.	October 15	Teachers will become more collegial as professional learning communities focused on improving both teaching and learning.	Teacher Reflections Scored Student Work Samples Lesson Plans		Teacher Cohort Members ER Team
	B.4.Teachers will make plans for refining and implementing the strategy into their own classroom practices and initiate the introduction of the strategy and/or tools to members of their content PLCs.	November 5	Increased use of research based strategies, such as Reading for Meaning throughout the school.	Classroom Walk-Throughs Lesson Plans Structured Conversation Protocol		Teacher Cohort Members Administrators ER Team

Goal 60 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
B. To build a community of learners focused on shared responsibility for improving teaching and learning as evidenced by lesson studies, peer classroom observations, teacher reflections, classroom visitations, minutes from PLC work, and PLC data analysis.	B.5. Substitutes will be provided for ½ day to plan a lesson using research based strategies/tools learned (e.g. Concept Attainment, Compare and Contrast, Questioning Techniques, etc.).	November 15	Increased use of research based strategies and improved academic performance of students.	Teacher Reflections Walk-Throughs Scored Samples of Student Work		ER Team Teacher Cohort Members
	B.6. Teachers will participate in Instructional Teaching Rounds to implement the lesson designed.	November 30	Teachers will become more collegial as professional learning communities focused on improving both teaching and learning.	Teacher Reflections Scored Student Work Samples		ER Team Teacher Cohort Members
	B.7.Teachers will reflect on the lesson afterwards and analyze student work samples.	November 30				Teacher Cohort Members
	B.8.Teachers will refine their understanding of the Reading for Meaning Strategy.	Ongoing	Increased use of research based strategies, such as Reading for Meaning throughout the school.	Lesson Plans Classroom Observations		Teacher Cohort Members ER Team
	B.9.Teachers will make plans for refining and implementing the strategy into their own classrooms and introducing the strategy in content PLCs.	Ongoing	Improved instructional practices resulting in improvement in students' academic success.	Classroom Walk-Throughs Lesson Plans		Teacher Cohort Members

Goal 60 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To build teacher capacity so as to increase the use of research based strategies, improve students' academic performance, and engage students in more active learning as evidenced by classroom observations, teacher reflections, lesson plans, and students' academic performance data.	A.8. Teacher Cohort members will analyze student work after implementing the Reading for Meaning Strategy over a three week period to assess the impact of the strategy upon students' abilities to comprehend and cite evidence from a text.	November 15	Teachers will develop a protocol for analyzing student work, reflect on the impact of instructional decisions upon students' learning, and adapt instructional practices to best meet the needs of learners.	Protocol Process Teacher Reflections/ Adaptations Scored Student Work Samples Walk-Throughs		ER Team Teacher Cohort Members
	A.9. Teacher Cohort Members meet in small, nested Learning Communities for 3 hours for the purpose of exploring new strategies such as: • New American Lecture, • Compare and Contrast Strategy, • Inductive Learning Strategy, or • Concept Attainment • Note-making • Vocabulary • Questioning Small nested learning teams will identify a focus strategy to explore and master.	November 30	Increased use of varied research based strategies throughout the school.	Agenda Teacher Reflections Plans for Next Steps		ER Team Teacher Cohort Members

Goal 90 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
B. To build a community of learners focused on shared responsibility for improving teaching and learning as evidenced by lesson studies, peer classroom observations, teacher reflections, classroom visitations, minutes from PLC work, and PLC data analysis.	B.10.The teacher cohort team members will work in small nested communities to plan a standards based lesson using appropriate tools and research based strategies. ½ day substitutes will be provided for work time.	January 15	A culture of collaboration and collegiality will develop as teachers work together to support instructional change.	Teacher Reflections Lesson Plans Structured Conversation Protocol		Teacher Cohort Members ER Team
	B.11.The teacher cohort team members will participate in an Instructional Teaching Rounds to implement the lesson design. ½ day substitutes will be provided for the Instructional Round.	January 31	Teachers will become more collegial as professional learning communities focused on improving both teaching and learning.	Teacher Reflections & Lesson Plans Classroom Walk-Throughs		Teacher Cohort Members ER Team
	B.12.Teachers will reflect on the lesson afterwards and analyze student work samples.	January 31	A culture will develop where teachers value reflection and regular analysis of student work as a means of improving teaching and learning.	Reflective Journals		Teacher Cohort Members
	B. 13.Teachers will refine their understanding of new strategies and tools.	Ongoing		Lesson Plans		Teacher Cohort Members
	B. 14.Teachers will make plans for refining and implementing the strategies and tools into their own classrooms.	Ongoing	Increased use of research based strategies, such as Reading for Meaning throughout the school.	Classroom Observations		Teacher Cohort Members ER Team

Goal Beyond 90 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
B. To build a community of learners focused on shared responsibility for improving teaching and learning as evidenced by lesson studies, peer classroom observations, teacher reflections, classroom visitations, minutes from PLC work, and PLC data analysis.	B.15. Initiate Peer Observations throughout the school. Teacher Cohort members open classroom doors for facilitated peer observations to occur. B.16. Extend invitations for content PLC members to participate In an Instructional Round. B.17. Teacher Cohort members will continue to meet and work twice monthly during the school year. Teachers will work through the cycle of collaborative planning, reflecting on practices, analyzing student work and adapting instructional practices based on both professional needs and students' needs.	February March May	Teachers will have models for effective practices and reflect on new learning through facilitated coaching. Teacher observers will learn a process for working collaboratively and reflectively with peers and be better prepared for the Professional Growth and Evaluation System Kentucky is putting into place in 2014-2015. Quality instruction in all classrooms and improve academic performance of students.	Observations Teacher Reflections Teacher Feedback Lesson Design Teacher Reflection Logs Coaching Notes		ER Team ER Team Teacher Cohort Members & Colleagues ER Staff Teacher Cohort Members

Southern High School　　　30-60-90 Day Plan

2012-2013　　　　　　　　　　　　**Component: PLC Work**

Priority Needs	Goals
1. Based on PLC observations, minutes and agendas, teachers have limited understanding of how to use the process of inquiry for continuous improvement (teaching and learning). 2. Based on teacher feedback and informal conversations, work completed in Academy PLCs for the 2011-2012 school year lacked purpose. 3. Based on informal observations by administrators, ER team members, and SLC Resource Teacher, there was limited use of data to adapt instruction and limited use of interventions for Tier II and Tier III students.	A. To increase the effectiveness of PLC work for continuous improvement in teaching and learning within all PLCs as evidenced by informal observations of PLCs, minutes, teacher surveys, agendas and improved student performance. B. To develop PLCs focused on improving students' learning as evidenced by planned differentiated instruction within the classroom, scheduled interventions for at-risk students, and reduced achievement gaps.

Goal 30 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To increase the effectiveness of PLC work for continuous improvement in all PLCs. B. To develop PLCs focused on improving students' learning.	A.1/ B.1.The school shall revamp: • school schedule • PLC protocol • Interventions	August 1 Ongoing Ongoing	Effective use of PLC time focused on quality instruction and improved student learning.	• School Schedule • PLC minutes and agendas • Improved academic performance	• Teachers regularly meeting in PLCs using a common protocol for looking at student work. • Recognition and awareness that interventions must take place during the day	Greg Wilson Jeff Gossett ER Team Resource Team Intervention Committee
	Professional Development shall be provided for SHS staff on PLC work: • A.2 Inquiry process • B.2 Unpacking Standards • B.3 Research based strategies with emphasis on reading and writing	Ongoing	Teacher knowledge will increase and PLCs will become focused on improving teaching and learning.	• Sign In Sheets • Materials from PD • Survey Monkey	Positive reaction of teachers to the PD and increased knowledge of the work with Professional Learning Communities.	Jeff Gossett Julie Lawrence James Thornsbury ER Team Sharon Stone

Goal 30 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
	B.4. PLC members will meet regularly throughout the school year (both content PLCs and Academy PLCs) for the purpose of improving learning.	Ongoing	Improved instructional practices and reduction in student failure rates.	• Minutes/ Agendas • Schedule • Lesson Plans • Formative Assessment Data • Analyzed Student Work • Scheduled Interventions & Impact	• Content PLCs are creating CFAs and examining student work • Academy PLCs have established a watch list of at-risk students • Documentation process for students at risk of failing introduced	Department Lead PLC Leads Teachers Jeff Gossett ER Team
	A.3. PLC members of both content PLCs and Academy PLCs will develop Norms for operating as a learning community	August 17	Effective and efficient use of time and work in PLCs.	• Informal PLC observations • Norms • PLC reflections on effectiveness of group work	Collegial PLCs working together with common expectations for behavior.	PLC members

Goal 60 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To increase the effectiveness of PLC work for continuous improvement in all PLCs.	A.4. The school shall revamp the daily schedule to provide time for academic interventions.	November 14	School-wide intervention schedule for at-risk students.	• Students' schedules • Revised Master Schedule		Greg Wilson Intervention Committee
B. To develop PLCs focused on improving students' learning.	Continuing embedded Professional Development for SHS staff on PLC work: • A.2 Inquiry process • B.6 Modeling in individual PLCs the Protocol for Analyzing Student Work. • B.3 Research based strategies with emphasis on reading and writing	Ongoing	Teacher knowledge will increase and PLCs will become focused on improving teaching and learning.	• Completed PLC Protocol templates • Compilation of data from CFAs • Survey of PLC members • Reflections from each PLC • Walk-through observations		Admin Team Resource Team Sharon Stone
	B.4. PLC members will meet regularly throughout the school year (both content PLCs and Academy PLCs) for the purpose of improving learning.	Ongoing	Improved instructional practices and reduction in student failure rates	• Completed PLC Protocol templates • Lesson Plans • CFA Data • Analyzed Writing Pieces		Department Lead PLC Leads Teachers Jeff Gossett ER Team

Goal 90 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
A. To increase the effectiveness of PLC work for continuous improvement in all PLCs. B. To develop PLCs focused on improving students' learning.	A.5/ B.5.Monitor the impact of the interventions through regular conversations and data analysis.	Ongoing	Reduced achievement gaps and improved academic performance.	• Intervention data • State assessments		Admin Team Resource Team PLC members
	Continuing embedded Professional Development for SHS staff on PLC work: • A.2 Inquiry process • B.2 Unpacking Standards • B.3 Research based strategies with emphasis on reading and writing	Ongoing	Teacher knowledge will increase and PLCs will become focused on improving teaching and learning.	• Completed PLC Protocol templates • Compilation of data from CFAs • Walk-through observations		Admin Team Resource Team Sharon Stone
	B.4. PLC members will meet regularly throughout the school year (both content PLCs and Academy PLCs) for the purpose of improving learning.	Ongoing	Improved instructional practices and reduction in student failure rates	• Completed PLC Protocol templates • Lesson Plans • CFA Data • Analyzed Writing Pieces		Department Lead PLC Leads Teachers Jeff Gossett ER Team

Southern High School

30-60-90 Day Plan

2012-2013

Component: Culture

Student ownership in learning

Priority Needs	Goals
• Student engagement/ ownership in their own learning • Increase Attendance • Increase Learning and Test Scores • Decrease time out of class due to ISAP/Suspensions	• Connect to every student • Increase Attendance 1% for the year • Decrease failure rate by 20% • Decrease suspensions by 10% • Decrease ISAP time by 25% • Student ownership of learning

Goal 30 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
Connect to every student	• Southern Advisory Time (SAT) every week. • Academy Watch List (SA) • Principal talk with every class	6/5/13 6/5/13 8/31/12	Students will know they have an advocate at school- also that we are checking on them- tracking. Connection will lead to the students feeling a part of the school.	Student surveys SAT reflection sheets	Students were attentive- conversations are being had by students about college and career ready.	Hibbard Admin Academy teams Konermann
Student ownership of learning	• SAT scorecard • Daily announcements	6/5/13 6/5/13	Students will know how tests are aligned. Students will be able to set goals since they will know their own data. Higher Student Achievement (SA)	Test scores Less failures and summer school needed Climate of the school		Hibbard Admin Academy teams Konermann
Increase attendance	• Attendance watch list • Academy watch list • Celebrate success • Attendance goal sheet • Weekly admin discussing SA	6/5/13 6/5/13 6/5/13 9/20/12 6/5/13	Higher GPA More courses passed Reduced behavior events Students are aware of the importance of being in school.	Attendance data Grade reports Behavior reports	Met with two watch list groups- 2011-2012 students with high absences and present students with 3 or more absences already this year. Students know we are tracking data	Hibbard Admin Academy teams Attendance committee
Decrease failures	• Academy watch list • Celebrate success • Scorecard • Weekly admin discussing SA	6/5/13 6/5/13 6/5/13 6/5/13	Higher GPA More courses passed Reduced behavior events Students are aware of their credits	GPA Fewer retentions Higher graduation rate Fewer drop outs		Hibbard Admin Academy teams

Decrease out of class time ISAP/Suspensions	• Academy watch list • Weekly admin discussing SA • RtI- intervention plan	6/5/13 6/5/13 11/1/12	Higher GPA More courses passed Reduced behavior events	GPA Fewer retentions Higher graduation rate Fewer drop outs	.	Hibbard Admin Academy teams

Goal 60 Days	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
Connect to every student	• Southern Advisory Time (SAT) every week. • Academy Watch List (SA)	6/5/13 6/5/13	Students will know they have an advocate at school- also that we are checking on them-tracking. Connection will lead to the students feeling a part of the school.	Student surveys SAT reflection sheets		Hibbard Admin Academy teams Konermann
Student ownership of learning	• SAT scorecard • Daily announcements	6/5/13 6/5/13	Students will know how tests are aligned. Students will be able to set goals since they will know their own data. Higher Student Achievement (SA)	Test scores Less failures and summer school needed Climate of the school		Hibbard Admin Academy teams Konermann
Increase attendance	• Attendance watch list • Academy watch list • Celebrate success • Weekly admin discussing SA	6/5/13 6/5/13 6/5/13 6/5/13	Higher GPA More courses passed Reduced behavior events Students are aware of the importance of being in school.	Attendance data Grade reports Behavior reports		Hibbard Admin Academy teams Attendance committee
Decrease failures	• Academy watch list • Celebrate success • Scorecard • Weekly admin discussing SA	6/5/13 6/5/13 6/5/13 6/5/13	Higher GPA More courses passed Reduced behavior events Students are aware of their credits	GPA Fewer retentions Higher graduation rate Fewer drop outs		Hibbard Admin Academy teams

Decrease out of class time ISAP/Suspensions	• Academy watch list • Weekly admin discussing SA • RtI- intervention plan	6/5/13 6/5/13 11/1/12	Higher GPA More courses passed Reduced behavior events	GPA Fewer retentions Higher graduation rate Fewer drop outs		Hibbard Admin Academy teams

Goal 90 Day Plan	Actions	End Date	Expected Impact	Evidence	Outcomes/ Reflections	Person(s) Responsible
Connect to every student	• Southern Advisory Time (SAT) every week. • Academy Watch List (SA)		Students will know they have an advocate at school- also that we are checking on them- tracking. Connection will lead to the students feeling a part of the school.	Student surveys SAT reflection sheets		Hibbard Admin Academy teams Konermann
Student ownership of learning	• SAT scorecard • Daily announcements		Students will know how tests are aligned. Students will be able to set goals since they will know their own data. Higher Student Achievement (SA)	Test scores Less failures and summer school needed Climate of the school		Hibbard Admin Academy teams Konermann
Increase attendance	• Attendance watch list • Academy watch list • Celebrate success • Attendance goal sheet • Weekly admin discussing SA		Higher GPA More courses passed Reduced behavior events Students are aware of the importance of being in school.	Attendance data Grade reports Behavior reports		Hibbard Admin Academy teams Attendance committee
Decrease failures	• Academy watch list • Celebrate success • Scorecard • Weekly admin discussing SA		Higher GPA More courses passed Reduced behavior events Students are aware of their credits	GPA Fewer retentions Higher graduation rate Fewer drop outs		Hibbard Admin Academy teams

Decrease out of class time ISAP/Suspensions	• Academy watch list • Weekly admin discussing SA • RtI- intervention plan		Higher GPA More courses passed Reduced behavior events	GPA Fewer retentions Higher graduation rate Fewer drop outs		Hibbard Admin Academy teams