

PARTIAL SAMPLE AEI Literacy Plan

Focus: All teachers will provide direct instruction on critical thinking skills to all students.

Action Steps / Timeline	Persons Responsible	Resources Needed	Monitoring Tools / Data Points	Monitoring Date	Anticipated & Actual Results
<p>1. ILT Meeting</p> <p><u>Meeting Outcome:</u> By the end of the meeting we will have analyzed the MSA student performance data.</p>	<ul style="list-style-type: none"> • AEI Literacy Coach • Staff Development Teacher • Principal • ILT 	<ul style="list-style-type: none"> • MSA Data • MSA Patterns and Trends capture sheet 	<p><u>Level 0</u> MSA Patterns and Trends capture sheet</p>	<p>Leadership Week: 7/14/09 (One 2 hour session) 9AM – 11AM</p> <p>Evaluate meeting at the end of meeting.</p>	<p><u>LEVEL 0</u></p> <ul style="list-style-type: none"> ➢ In order to meet AYP in 2010, our school will need to increase the percentage of all school groups passing the MSA at the advanced level by 5% from 37.8% to 42.8% in reading and from 23.9% to 28.9% in math with a particular focus on the African American, Hispanic, FARMS, special education, and LEP subgroups.
<p>2. ILT Meeting</p> <p><u>Meeting Outcome:</u> By the end of the meeting we will have analyzed student responses to CSQs.</p>	<ul style="list-style-type: none"> • Staff Development Teacher • ILT 	<ul style="list-style-type: none"> • Student responses to CSQs • CSQ rubrics • Instructional Guides • Analysis Sheet 	<p><u>Level 0</u> Analysis Sheet</p>	<p>Leadership Week: 7/14/09 (One 2 hour session) 1PM – 3PM</p> <p>Evaluate meeting at the end of meeting</p>	<p><u>LEVEL 0</u></p> <ul style="list-style-type: none"> ➢ 78% of student responses stated a claim in response to the question. ➢ 32% of student responses thoroughly justified their claim with appropriate support. ➢ ILT identified direct instruction of critical thinking skills as a need for students.
<p>3. Provide a modified session of <i>Rigorous Instruction</i> from MSR Training 2007 to provide background information to new staff members.</p> <p><u>Training Objectives:</u></p> <ul style="list-style-type: none"> • Identify traits of rigor. • Evaluate instructional materials for rigor. <p>Pre-Service: 8/25/09 (One 90 min. session) 10AM – 11:30AM</p>	<ul style="list-style-type: none"> • AEI Literacy Coach • Staff Development Teacher 	<p>Portions of the <i>Rigorous Instruction</i> training plan and resources from MSR Training 2007</p> <ul style="list-style-type: none"> • Critical Thinking (8 Elements) <i>the Big Box</i> • Measure of Rigor (PACE) • Applying the Measure of Rigor (PACE and <i>the Big Box</i>) 	<p><u>Levels 1&3</u> evaluation survey</p>	<p>9/10/09 ILT Meeting Analyze and discuss evaluation data and determine next steps</p>	<p><u>LEVEL 1</u></p> <ul style="list-style-type: none"> ➢ All participants felt the structures and process of the session supported their learning. <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> ➢ Most participants indicated they need more professional development on the 8 Elements of Thought. ➢ Almost all participants indicated they need practice using the measure of rigor (PACE) as they plan for instruction. ➢ Six participants requested coaching.
<p>4. Provide individual coaching to self-identified teachers on using PACE.</p> <p><u>Coaching Objectives:</u></p> <ul style="list-style-type: none"> • Identify traits of rigor. • Evaluate instructional materials for rigor. <p>Pre-Service: 8/26/09 during individual appointments</p>	<ul style="list-style-type: none"> • AEI Literacy Coach 	<ul style="list-style-type: none"> • Measure of Rigor (PACE) • Content specific instructional materials 	<p><u>Level 2</u> responses to coaching questions</p> <p><u>Level 3</u> personal Plus/Delta</p>	<p>Evaluate participant data on-going.</p> <p>9/24/09 ILT Meeting Update ILT on overall data trends</p>	<p><u>LEVEL 2</u></p> <ul style="list-style-type: none"> ➢ Four out of the six participants were able to accurately apply the measure of rigor to instructional materials. <p><u>LEVEL 3</u></p> <ul style="list-style-type: none"> ➢ All participants identified the experience as helpful. ➢ Three participants requested additional coaching.
<p>5. Provide a session on the first part of <i>Planning for Rigorous Instruction</i> from MSR Training 2009 to all staff members.</p> <p><u>Training Objective:</u></p> <ul style="list-style-type: none"> • Integrate the three components of rigorous instruction (the selection of inst materials, the use of appropriately matched and differentiated instructional strategies and the explicit 	<p><u>Session 1:</u> One Team Leader from each grade level with grade-level AP/ASA</p> <p><u>Session 2:</u> One Team Leader from each grade level with grade-level AP/ASA</p>	<p>Portions of the <i>Planning for Rigorous Instruction</i> training plan and resources from MSR Training 2009</p> <ul style="list-style-type: none"> • Transition to Rigor - Data Analysis (5m) • <i>Rigor on Trial (Article)</i> (30m) • Definition of Rigor (8m) • Sorting the Rigorous Instructional Practices (22m) • Using Practices to Support Our Rigor Triangle (10m) • Explicit Opportunities for Critical 	<p><u>Level 3</u> reflection responses (and self-reported Level 2 learning)</p> <p><u>3-2-1 Reflection</u> 3 New Insights 2 Things I need to enhance my learning about rigor 1 Way I might use the Rigorous Instructional</p>	<p>9/10/09 ILT Meeting Analyze and discuss evaluation data and determine next steps</p>	<p><u>LEVEL 2 (self-reported)</u></p> <p>Patterns and trends based on the responses to “new insights” indicated:</p> <ul style="list-style-type: none"> ➢ There was new learning for all participants ➢ There was new learning related to the definition of rigor ➢ Sorting the rigorous instructional practices was a new and useful way to examine the instructional strategies <p><u>LEVEL 3</u></p> <p>Patterns and trends based on “things needed” to enhance their learning included:</p> <ul style="list-style-type: none"> ➢ More authentic examples of the definition of rigor ➢ More conversation and planning using the Rigorous Instructional Practices ➢ Interest in using the Rigorous Instructional Practices Reference Packet in cohort planning ➢ More professional development on Planning for Rigorous Instruction

Blue – Review of student data and MSR 2007/2008 Content

Green – Required MSR Training Summer 2009

Black – Expectations for MSR Implementation

Red – School-specific use of professional development data

Level 0 – Planning

Level 1 – Teacher Satisfaction

Level 2 – Teacher Learning

Level 3 – Organizational Support & Structure

Level 4 – Teacher Application

Level 5 – Student Achievement

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<p>opportunities for critical thinking) into the planning process.</p> <p>Pre-Service: 8/26/09 (Back to Back 95 min. sessions with half of the staff in each session) <u>Session 1</u> 10:15PM –11:50PM <u>Session 2</u> 1:00PM – 2:35PM</p>	(Not the same team leaders as session one)	Thinking – CSQs (20m)	Practices Reference Packet		
<p>6. ILT Meeting</p> <p><u>Meeting Outcome:</u> By the end of the meeting we will have analyzed the staff level 3/organizational support and structure data from the 3-2-1 Reflection completed during the 8/26/09 training. <i>Planning for Rigorous Instruction.</i></p>	<p>AEI Literacy Coach SDT</p> <p>ILT</p>	<ul style="list-style-type: none"> • ORID process 	<p><u>Level 0</u> ORID Capture Sheets</p>	<p>9/10/09 ILT Meeting 3PM – 4PM</p> <p>Evaluate meeting at the end of meeting.</p>	<p><u>LEVEL 0</u> Patterns and trends in ORID process indicated the following:</p> <ul style="list-style-type: none"> ➤ ILT came to consensus on the focus for the AEI Literacy Plan. ➤ The focus will be: All teachers will provide direct instruction on critical thinking skills to all students.
<p>7. Provide a session on the first part of <i>Planning for Rigorous Instruction</i> from MSR Training 2009 to all staff members.</p> <p><u>Training Objective:</u></p> <ul style="list-style-type: none"> • Integrate the three components of rigorous instruction (the selection of inst materials, the use of appropriately matched and differentiated instructional strategies and the explicit opportunities for critical thinking) into the planning process. <p>9/21/09 3PM – 3:45PM Simultaneous 45 min. Department Meetings</p>	Content Specialists	<p>Portions of the <i>Planning for Rigorous Instruction</i> training plan and resources from MSR Training 2009</p> <ul style="list-style-type: none"> • Transition to Rigor – CSQ activator (10m) • Planning for Explicit Opportunities for Critical Thinking (30m) • Summarizer / Exit card – Identify one success and one challenge experienced during the planning (5m) 	<p><u>Level 1</u> Exit card</p> <p><u>Level 2</u> Planning Around Critical Thinking template</p>	<p>10/1/09 ILT Meeting Analyze and discuss evaluation data and determine next steps</p>	<p><u>LEVELS 1 (Anticipated)</u> Exit card responses indicated the following:</p> <ul style="list-style-type: none"> ➤ ➤ ➤ <p><u>LEVEL 2 (Anticipated)</u> The percentage of participants whose feedback included the following:</p>
<p>8. ILT Meeting</p> <p><u>Meeting Outcome:</u> By the end of the meeting we will have decided how to gather input from all staff related to possible questions used to <i>Engage Student Voices.</i></p>	<p>Principal</p> <p>ILT</p>	<p>Handouts from MSR Training 2009</p> <ul style="list-style-type: none"> • Expectations for Implementation • Engaging Student Voices - Level 0 Planning Data • Small group work from Summer 2009 Collaborative Planning for Implementation 	<p><u>Levels 1&3</u> Individual meeting evaluation on results, process, relationship and readiness</p>	<p>9/24/09 ILT Meeting 3 PM – 4PM</p> <p>Evaluate meeting at the end of meeting.</p>	<p><u>LEVELS 1 & 3 (Anticipated)</u> Responses indicated the following:</p> <ul style="list-style-type: none"> ➤ ___% of ILT members were satisfied they had accomplished the outcome (results) ➤ ___% of ILT members felt the decision-making process was collaborative (process) ➤ ___% of ILT members felt their opinions were acknowledged and valued (relationships) ➤ ___% of ILT members were confident they could take the next steps with their teams/departments (readiness)

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