

**Priority Statement #2**

**Priority Statement #2** *(auto populated from Needs Assessment Tab)*

**We will support our faculty with the time required to work collegially for rigorous instruction and to analyze individual student data.**

**Measurable Goal #1** *(district outcome goal or school-based goal. Should include target numbers)*

**70% of staff will rate the school as supportive based upon their opportunity to work collegially for rigorous instruction and analysis of individual student data.**

Anticipated Outputs for Goal #1	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
Collegial work at Parkway NW through common planning time will result in more cross-curricular planning, more students thinking and discussing in the classroom, and better student products through their assessments.	40% of staff will feel supported by the common planning time provided for rigorous instruction and analysis of student data at Parkway NW HS as measured by a quarterly survey.	50% of staff will feel supported by the common planning time provided for rigorous instruction and analysis of student data at Parkway NW HS as measured by a quarterly survey.	60% of staff will feel supported by the common planning time provided for rigorous instruction and analysis of student data at Parkway NW HS as measured by a quarterly survey.

Evidence-based Strategy/Approach for Goal #1	Monitoring/Evaluation Plan for Goal #1
To ensure this goal is met, we will utilize the implementation of bi-monthly common planning time meetings, follow-up planning meetings based on departments, individual meetings with the fully-released SBTL on a monthly basis (check-ins), and instructional rounds at Parkway NW HS involving all teachers.	The monitoring of this goal will be conducted by providing feedback on the data meeting protocol developed at Parkway NW, by confirmation of monthly meetings with all faculty members with the SBTL, and by monthly instructional rounds at Parkway NW involving all faculty members at least once during the school year. Evaluation will occur quarterly by the leadership team to determine if the approaches are effective (common planning time, check-ins and instructional rounds) in order to modify as needed.

Action Steps for Goal #1	Frequency	Subgroup	Materials/Resources/Supports Needed	Person Responsible for Implementation	Position	Person Responsible for Monitoring	Position
Establish the schedule for rigorous instruction support (Common planning support, SBTL schedule, Instructional rounds schedule)	one time	Whole School	Google school calendar; Coordination of leadership schedules; Communication of plan	Marino; Ige; Santana; Zotter; Wilson; Morris	Leadership Team	MacFarland	Principal
Implement professional development around the purpose of instructional rounds at Parkway NW related to implementation of the instructional core	one time	Whole School	District and school-level PD time; Support with instructional core; SBTL follow-up; Instructional rounds protocol available for school	Zotter; Individual teacher; Teaching and Learning rep	SBTL; Teacher model; Teaching and Learning rep	MacFarland	Principal
Data teams will focus on one standard per month to increase student achievement	monthly	Whole School	Data team protocol; Benchmark data and classroom data availability; Lesson plan implementation	Santana; Marino; Glenn; Ige; Morris	Data Team heads	Zotter	SBTL
Teachers will focus standards-aligned instruction around the monthly standard chosen by the data team	on going	Whole School	Lesson planning around chosen standard; Plan for supporting struggling students; Grade-level assessment	Individual teacher	Faculty members	Zotter	SBTL
Teachers will work with the fully-released SBTL for individualized needs around devising rigorous learning tasks	on going	Whole School	Classroom visit with SBTL; School-level PD support around learning tasks; District-level PD support; Follow-up plan for professional growth	Individual teacher	Faculty members	Zotter	SBTL
Instructional rounds at Parkway NW will be conducted to determine school level needs for instructional rigor and student achievement	on going	Whole School	Coordinate schedules for monthly rounds; Conduct instructional round; Discuss evidence of instructional rigor; Determine next steps for supporting instructional rigor	Individual teachers; SBTL; Teaching and Learning rep; Principal	Instructional rounds team	MacFarland	Principal

Professional development will be tailored to feedback from instructional rounds	monthly	Whole School	PD plan for instructional rigor around next steps from instructional rounds	Zotter; Burke; McGladey	SBTL; Teaching and Learning	MacFarland	Principal
Evaluation of the approaches (common planning time, check-ins and instructional rounds) by the leadership team in order to modify as needed.	quarterly	Whole School	Collect evidence on impact of planning time; Collect evidence from SBTL check-ins; Collect evidence from informal walk throughs; Collect evidence from instructional rounds; Determine changes or tweaks to support student learning	Marino; Ige; Santana; Zotter; Wilson; Morris	Leadership Team	MacFarland; CAB	Principal; SAC

<b>Professional Learning - Describe the Professional Development Plan to achieve this goal.</b>							
<b>Professional Learning Goal #1:</b>	<b>100% of staff will implement rigor and relevance in their daily instruction.</b>						
<b>Target Audience</b>	All teachers						
<b>Topics to be Included</b>	Expectations of rigor at PWNW HS and what it looks like in the classroom.						
<b>Evidence of Learning</b>	It will be evident in formal observations in the coherent instruction in the classroom component.						
<b>Anticipated Timeframe</b>	<b>Start Date:</b>	August 2019					
	<b>Completion Date:</b>	June 2020					
<b>Lead Person(s) Facilitating</b>	Zotter						

<b>Measurable Goal #2</b> <small>(district outcome goal or school-based goal. Should include target numbers)</small>	<b>At least 47% of students will score at Proficient or Advanced on the English Keystone exam.</b>						
--	--	--	--	--	--	--	--

<b>Anticipated Outputs for Goal #2</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
We will use common planning time and professional development time to help our teachers continue to focus on instructional shifts necessary for our students to achieve in the classroom and to develop the critical thinking and communication skills necessary for post-high school success. We will see our teachers continue to improve their use of whole group and small group reteaching and blended learning interventions.	There will be at least an average of 55% of questions answered correctly on the quarterly ELA benchmark assessment.	There will be at least an average of 55% of questions answered correctly on the quarterly ELA benchmark assessment.	There will be at least an average of 55% of questions answered correctly on the quarterly ELA benchmark assessment.

<b>Evidence-based Strategy/Approach for Goal #2</b>	<b>Monitoring/Evaluation Plan for Goal #2</b>
We will utilize blended learning and classroom-based assessment data analysis, small group instruction in the classroom and instructional rounds highlighting student actions in the classroom to successfully meet this goal.	The monitoring of this goal will be conducted by monitoring bi-weekly lesson plans outlining shifting instructional groupings, student quarterly benchmark results, and learning tasks aligned to Keystone eligible content. Evaluation will be reviewed quarterly by the school leadership team to determine effectiveness of approaches (blended learning and classroom-based assessment data analysis, small group instruction, and instructional rounds) and modify as needed.

<b>Action Steps for Goal #2</b>	<b>Frequency</b>	<b>Subgroup</b>	<b>Materials/Resources/Supports Needed</b>	<b>Person Responsible for Implementation</b>	<b>Position</b>	<b>Person Responsible for Monitoring</b>	<b>Position</b>
Select, purchase, and roster appropriate ELA and math interventions for blended learning	one time	Whole School	Determine interventions necessary for student learning; Consult blended learning team; Allocate money in budget	Zotter; Marino	SBTL; Math Lead Teacher	MacFarland	Principal

Schedule time in the roster to support blended learning instruction focusing on the 9th grade	one time	Whole School	Roster time for blended learning; Provide prep time for 9th grade Math and ELA teachers; Provide access intervention data	Ziegenfus; Bear	9th grade English and Math	Zotter; Marino	SBTL; Math Lead Teacher
Implement data analysis routines during common planning time focusing on student achievement and classroom assessment data	on going	Whole School	Complete data team protocol; Train teams on effective use of time; Proactively communicate common planning time agendas; Complete protocol during each meeting	Zotter	SBTL	MacFarland	Principal
Provide PD opportunities for successful small group instruction	on going	Whole School	SBTL work with individual teachers; School-level PD around small groups; District-level PD around small group work	Zotter; Teacher leaders; Burke; McGladey	SBTL; Teacher leaders; Teaching and Learning	MacFarland	Principal
Conduct informal and formal observations focusing on grade-level assessment expectations and the use of small groups during instruction	on going	Whole School	Schedule informal walk through times (minimum 5 / week); Schedule formal observations in first MP of each semester; Discuss small group work with teachers; Determine 1-2 action steps per teacher	MacFarland	Principal	MacFarland	Principal
Instructional rounds at Parkway NW will be conducted to determine school level needs for boosting rigor in the classroom through student actions	on going	Whole School	Coordinate schedules for monthly rounds; Conduct instructional round; Discuss evidence of instructional rigor; Determine next steps for supporting instructional rigor	Individual teachers; SBTL; Teaching and Learning rep; Principal	Instructional rounds team	MacFarland	Principal
Evaluate the successful implementation of data analysis and instructional impact at Parkway NW to make adjustments necessary for success	quarterly	Whole School	Collect evidence on impact of data analysis; Collect evidence from SBTL check-ins; Collect evidence from informal walk throughs; Collect evidence from instructional rounds; Determine changes or tweaks to support student learning	Marino; Ige; Santana; Zotter; Wilson; Morris	Leadership Team	MacFarland; CAB	Principal; SAC
Apply professional development around student data analysis and small group instruction	on going	Whole School	Lesson planning around data analysis and small group instruction; SBTL follow up; Targeted informal walk throughs	Zotter	SBTL	MacFarland	Principal
Leadership team will review lesson plans each month outlining shifting instructional groupings, student quarterly benchmark results, and learning tasks aligned to Keystone eligible content and provide feedback as necessary.	bi-weekly	Whole School	Collect evidence on impact of lesson plans; Collect evidence from SBTL check-ins; Collect evidence from informal walk throughs; Collect evidence from instructional rounds; Determine changes or tweaks to support student learning	Marino; Ige; Santana; Zotter; Wilson; Morris	Leadership Team	MacFarland; CAB	Principal; SAC
The school leadership team will evaluate the effectiveness of approaches (blended learning and classroom-based assessment data analysis, small group instruction, and instructional rounds) and modify as needed.	quarterly	Whole School	Collect evidence on impact of planning time; Collect evidence from SBTL check-ins; Collect evidence from informal walk throughs; Collect evidence from instructional rounds; Determine changes or tweaks to support student learning	Marino; Ige; Santana; Zotter; Wilson; Morris	Leadership Team	MacFarland; CAB	Principal; SAC

<b>Professional Learning - Describe the Professional Development Plan to achieve this goal.</b>								
<b>Professional Learning Goal #1:</b>	<b>100% of educators will apply student data leading towards the creation of small groups.</b>							
<b>Target Audience</b>	<b>All teachers</b>							
<b>Topics to be Included</b>	<b>Understanding data sources, Analysis of data, Interpreting data for instructional purposes, creation of small groups</b>							
<b>Evidence of Learning</b>	<b>Process of identification of students struggling within classes through the use of specific data, creation of target small groups to help students</b>							

<b>Evidence of Learning</b>	struggling in specific classes			
<b>Anticipated Timeframe</b>	<b>Start Date:</b>	August 2019		
	<b>Completion Date:</b>	June 2020		
<b>Lead Person(s) Facilitating</b>	MacFarland, Marino, Zotter			