**Meeting #1: Reflective Collaboration Meeting**

**Part A and Part B**

**Part A and B:**

**Purpose/Goal:**

This meeting will be utilized to analyze and reflect on instructional strategies and student performance. Following this dialogue, teachers will identify the standard(s) and corresponding learning goals for the following unit and develop a scale/rubric that monitors students’ progress toward the learning goal.

**Part A:**

**Guiding Questions:**

1. What are common student misconceptions for this learning target? Is this a trend for all students or just a specific subpopulation?
2. How have I now differentiated instruction based on the current performance data to reteach and reassess for those not mastering the content while extending and refining for those requiring added rigor?
3. How do we provide assessment feedback to students and what interventions have been initiated?
4. How does the result of this common assessment cycle cause me to reflect on my instructional practice?

**Intended Results:** Students have received additional instruction and formative assessment intended to increase the number of students demonstrating mastery of the standard(s) addressed. Teachers have discussed student outcomes and utilized the data to inform instructional decisions.

**Part B:**

**Guiding Questions:**

• Which standard(s) will be taught during this unit or assessment cycle?

• What are the key learning goals and objectives aligned to the standard(s) being taught?

• How will I translate learning goals into a scale or rubric utilized to design and score formative classroom assessments developed for this cycle?

**Intended Results:**

Teachers will create a scale or rubric to monitor students’ progress toward the learning goal.

**Meeting #2: Curriculum Design**

**Goal/Purpose:** Toidentify and share research-based strategies that will guide students’ experience through multi tiered levels of cognitive complexity.

**Guiding Questions:**

• How will we assess and know that students have learned the standard(s) addressed?

• How will I differentiate to meet the needs of those students who have demonstrated mastery and those who have not?

• Should we complete our quarterly Writing Across the Curriculum within this Unit? (If yes, determine the prompt).

• Which strategies will you implement to illustrate progression of rigor within each lesson?

• Which design question (2,3, or 4) best illustrates the level of complexity associated with each of the lessons you have planned?

**Intended Results:**

Strategies addressing tiered instruction for the agreed upon assessment will be developed. Teachers will demonstrate through selection of effective instructional strategies, that they can instruct students to effectively interact with new knowledge, practice and deepen their understanding of new knowledge, and generate and test hypotheses about new knowledge.

**Meeting #3: Technology and Common Core Applications**

**Purpose/Goal:** Teachers will attend one Staff Development Training session that will take place during their planning period in the Media Training Lab. These trainings will address common core strategies that include the use of various technologies (software, web based instruction, etc.).

**Guiding Questions:**

• How could this staff development enhance the teaching and learning experience for me and my students?

• What do I need to consider changing or adapting for this strategy to best support the needs of my students?

**Intended Results:** After attending each staff development determine the level of implementation that best supports the needs of your students.

**Meeting #4: Data Meeting**

**Purpose/Goal:** Teachers collaborate with like subject and grade level colleagues to analyze and interpret common assessment data that includes whole group, the lowest 25% of students, and AYP subgroups.

**Materials:** Completed Data Analysis Form

**Guiding Questions:**

• What were the results of the assessment? (Lowest 25%, ESE, ESOL, AYP Subgroup performance)

• Where did students show common strengths, weaknesses, trends?

• How will this data influence your future instruction?

• How will you differentiate to meet the needs of students requiring more rigorous instruction?

• How will you reteach and reassess for students not mastering the content?

• Which research based strategies had the most and least impact on students’ performance?

• How will you provide feedback to students?

**Intended Results:**

By the end of this meeting, you should have identified what and how you will instruct to enhance, reinforce, or improve student learning. Teachers determine level of mastery of content for each student and subgroup to determine how to proceed with supporting students’ individual needs.

**Meeting # 5: Student Success Meeting**

**Purpose/Goal:** To diagnose and provide layered support for students struggling across all content areas.

Once a month,teams will meet in 2 hour blocks to discuss the academic progress of their students across curriculums. All teachers will be provided substitutes for these meetings.   During the first hour, teams will analyze various forms of data which include but are not limited to the previous year's FCAT scores, FAIR and Core K-12 data, writing portfolios, formative assessment data, etc.  During the second hour, a forum of coaches/instructional support personnel will assist teachers in using a step-by-step, problem solving method to make decisions about their students' academic progress through the lens of core instruction (Tier 1), supplemental instruction (Tier 2), and/or intensive instruction (Tier 3).

**Guiding Questions**:

 • Which students are exhibiting significant academic deficits across content areas?

 • Grouping students into 3 levels of support, which students would you place in Tier 1, Tier 2, Tier 3?

 • Has the individual teacher discussed Tier 1 core instruction interventions with their PLC?

 • What supplemental instruction resources do you use?

 • For students in Tier 2 and 3, has the team read over the cumulative file for the student(s)?

 • Are there other referrals that need to be made for the student (i.e., nurse, speech, guidance, social worker)?

 • Are there other identified supports already in place (i.e., IEPs, 504s)?  Is the case manager involved in the discussion?

 • Is the parent aware of the child's academic weakness?

 • Has the team completed the referral for review at the Student Success Meeting?

 • Can the interventions be implemented with integrity?  Does the teacher (interventionist) fully understand the interventions?  Does the teacher fully support the use of the intervention?

 • Have the teachers collected data for interventions after implementation?

**Intended Results:**

Teachers will implement high quality academic interventions to address the identified student problem. For students requiring intensive instruction, an academic intervention plan will be collaboratively developed.  The instructional support staff will continue to "coach" teachers so interventions are implemented with integrity.  Students will strengthen areas of academic deficit through the implementation of interventions.