|  |  |  |
| --- | --- | --- |
| **Agenda Item** | **Criteria** | **Exemplar Response** |
| 1. **Welcome, Norms** (2 min.)
 | Norms meet all **three** criteria:1. discussed
2. internalized/evident
3. take no more than 2 minutes
 | 1. **SAY** “Before we begin, let’s anchor ourselves in our meeting norms.”

**Exemplar** – principal begins the meeting with norms 1. **SAY** “Take one minute to read the norms and make notations on these two questions on a sticky note or piece of paper:
2. What is one norm that stands out or resonates with you?
3. How will adhering to it and other norms help us meet leadership team meeting outcomes?”

**Exemplar** – members of the meeting comment and reflect on norms such as example above1. **Exemplar –** norms take no more than 2 minutes. Ideally norms are posted somewhere in the room for easy reference
 |
| 1. **Celebrations and Leader Actions** (3 min.)
 | Celebrations meet all **three** criteria for all participants: 1. named
2. leader actions identified
3. celebrations quantified and data-based
 | 1. **SAY**, “To kick off the meeting, let’s take a few minutes to share some celebrations. What is one celebration you would like to make regarding any of our ACE big rocks?”

**Exemplar** – principal celebrates ACE big rock performance after norms are discussed 1. **SAY**, “What leader actions did you take that led to the celebration you noted?”

**Exemplar** – AP or CIC identifies leader actions. Example, “I co-planned weekly quiz creation with the 3rd grade team and showed them how to use *Lead4ward* to create weekly quizzes that were rigorous and aligned.”1. **Exemplar** - celebrations quantified and data-based. Example, “Ms. Rodriquez’s class grew 10 points on 3.4K from the weekly quiz last week to this week’s quiz, it was 45% and now it is 55%!”
 |
| 1. **Annotated IPC update – PLC Look Forward Lesson Planning** (30 min.)
 | Annotated IPC update meets all **eight** criteria: 1. review SEs for upcoming week
2. use assessment frequency to identify highest leverage priority SE(s) for PLC
3. discuss focus part of the SE
4. review key question stems from STAAR and CAs
5. discuss school-wide implementation data based on campus goal for lesson delivery
6. identify gap in teacher performance on lesson delivery and name trend if present
7. name coaching actions to support teachers to fill gap
 | 1. **SAY** “Let’s review our SEs for the upcoming week for reading and math for all key grades.” (*3 – 5 or 6 – 8*)

**Exemplar** – AP or CIC names all upcoming ELA and Math SEs taught and aligned to the IPC and punched for all grades (3, 4 & 5; OR 6, 7 & 8)1. **SAY** “What one of these SEs is the highest leverage and priority for the PLC? By highest leverage we mean it is coming up on the common assessment, is high frequency on STAAR according to the Lead4ward frequency chart and/or is on the ACP blueprint.”

**Exemplar** – AP or CIC names the upcoming ELA and Math priority SE for the PLCs for all grades (3, 4 & 5; OR 6, 7 & 8) and the AP or CIC gives evidence for why each is a priority based on STAAR frequency, upcoming common assessment, or ACP blueprint.1. **SAY** “What is the focus part of the priority SE? How are the unpacked, what are the key knowledge and skills according to the know/show chart?”

**Exemplar** – AP or CIC shows know/show chart to name a bite-sized, focus portion of each priority SE to unpack for the PLC. Example, “Based on our created know / show cart for math 4.2G we are going to focus on decimals to the hundredths because they are doing well with decimals to the tenths.”1. **SAY** “Which question stems match from STAAR and CAs?”

**Exemplar** – AP or CIC references any pertinent STAAR or CA question stems for each priority SE1. **SAY** “Where are we with our goal this week of \_\_\_\_\_\_\_\_\_\_\_\_(lesson delivery goal aligned to GBF / TEI)? Alignment? Tight I Do? Internalize Lesson Plan? Aggressive Monitoring? Engagement?”

**Exemplar** – AP or CIC names school-wide implementation data that is quantifiable using tracker.1. **SAY** “What are the biggest gaps in teacher performance based on (lesson delivery goal)? Was there a trend?”

**Exemplar** – AP or CIC names specific GBF or TEI gaps in teacher execution and possible reason why it is a gap such as lack of planning adequately, concept knowledge, etc.1. **SAY** “What is/are your coaching actions to help teachers plan and execute lessons more effectively to meet GBF / TEI goals and fill the gap?”

**Exemplar** – AP or CIC punches the specific coaching action to help the teachers fill the gap such as:* co-planning sessions with the teachers to help them plan, script, and/or deliver lessons
* research and send to teachers sample exemplar lessons to help ensure it is planned and executed correctly
* perform more targeted observation and feedback sessions with practice on specific GBF / TEI competencies
* mini PD with key practice on (skill that will close teacher gap )
 |
| 1. **Student Achievement SE Data – PLC Look Back Weekly Data Meeting** (30 min.)
 | SE data analysis meets all **six** criteria: 1. analyze data from Quick-check and prioritize highest leverage SE to re-teach
2. identify student gap in learning and best re-teach option
3. punch the key understandings
4. discuss school-wide implementation data based on campus goal for lesson delivery
5. identify gap in teacher performance based on re-teach lesson delivery and name trend if present
6. name coaching actions to support teachers fill gap
 | 1. **SAY** “Based on the data from Quick-check, what is the highest leverage SE the team is analyzing and planning re-teach for in the PLC look back meetings?”

**Exemplar** - AP or CIC names highest leverage ELA and Math priority SE to re-teach for all grades (3, 4 & 5; OR 6, 7 & 8) and references Quick-check data when naming the SE1. **SAY** “What is the student gap in learning and best re-teach option; guided discourse or modeling?”

**Exemplar** – AP or CIC names the student gap in learning and best re-teach option as either guided discourse or modeling for ELA and Math priority SEs in all grades (3, 4 & 5; OR 6, 7 & 8) 1. **SAY** “What are the key understandings?”

**Exemplar** – AP or CIC punches key understandings for ELA and Math for all grades (3, 4 & 5; OR 6, 7 & 8) based on know/show chart aligned to misconception1. **SAY** “Where are we with our goal this week of \_\_\_\_\_\_\_\_\_\_\_\_(reteach lesson delivery aligned to modeling/guided discourse)? ”

**Exemplar** – AP or CIC names school-wide implementation data that is quantifiable using tracker.1. **SAY** “What is the gap in teacher performance based on re-teach lesson delivery? Was there a trend?”

**Exemplar** – AP or CIC punches specific gap in teacher performance such as: * modeling lesson did not provide students with a clear listening / note-taking task
* guided discourse lesson did not start from student work – teacher did not post or display a student response
* re-teach lesson did not align to student gaps based on data analysis
1. **SAY** “What is/are your coaching actions to help teachers fill these gaps?”

**Exemplar** – AP or CIC punches specific coaching actions such as:* co-planning session with the teachers to help them plan the guided discourse or modeling re-teach lesson for the SE
* research and send to teachers sample guided discourse or modeling re-teach lesson to help ensure it is planned and executed correctly
* perform more targeted observation and feedback sessions with practice
* mini PD with key practice on (skill that will close teacher gap )
 |
| 1. **Instructional Block Execution** (15 min.)
 | Instructional block execution analysis meets all **five** criteria: 1. discuss school-wide implementation data based on instructional block goals (i.e. guided reading, preview challenge, etc.)
2. identify gap in teachers performance and name trend if present
3. name coaching actions to support teachers fill gap
 | 1. **SAY** “Where are we with our goal this week of \_\_\_\_\_\_\_\_\_\_\_\_ (literacy or math block component-i.e. guided reading or preview challenge)? ”

**Exemplar** – AP or CIC punches data for each instructional block classroom goal. Example, “We are now at a 2.5 out of 3 with respect to all classrooms being on schedule with their balanced literacy block, 2.2 out of 3 with respect to having independent reading tracker stamina trackers for Daily 5 posted in classrooms.”1. **SAY** “What is the gap in teacher performance based on (goal)? Was there a trend?”

**Exemplar** – AP or CIC punches specific gap in teacher performance such as:* “Based on the data, we are finding there is a large gap in teachers posting guided reading groups and reading levels in those groups. This has been a trend across 3-5. “
* “There are 2 teachers that are not connecting the preview challenge to the day’s lesson.”
1. **SAY** “What are the coaching actions to fill the gap?”

**Exemplar** – AP or CIC names coaching actions such as:* We will do a PD next week to address how to post the appropriate groups for guided reading with either Lexile or F & P reading levels noted. Key practice we need to make sure we plan is for all of the teachers to look at the most recent Lexile level for their class, make a chart of each level with each scholar, and post next to the guided reading table.”
* We are upgrading our lesson plan ppt to include a connections slide for the transition from preview challenge to lesson. We will model this during planning with the two teachers then co-plan next week to ensure they are comfortable with planning this.
 |
| 1. **Culture** (7 min.)
 | Culture analysis meets all **four** criteria: 1. discuss school-wide implementation data based on weekly culture goals
2. identify gap in teachers performance and name trend if present
3. coaching actions to support teachers or leaders fill gap and follow-up named
 | 1. **SAY** “Where are we with our goal this week of \_\_\_\_\_\_\_\_\_\_\_\_ (morning meetings, dismissal, redirection hierarchy)?”

**Exemplar** – AP or CIC names goals and explicit data. Example, “Last week we had 84% of students on-task in classrooms when we real time coached and collected data on the redirection hierarchy and our goal is 90% for the whole school and each classroom.” 1. **SAY** “What is the gap in teacher performance based on (goal)? Was there a trend?”

**Exemplar** – AP or CIC punches teacher performance gap such as:* (*whole school areas*) Not enough supervision. Staff not actively monitoring students - narrating positive behavior and making corrections for mis-behavior
* (*in-classrooms*) Teachers not consistently following the steps of the redirection hierarchy for time, voice and body
1. **SAY**, “What is/are your coaching actions to fill the gap?”

**Exemplar** – AP and CIC punch specific coaching action. Examples include: * (*whole school areas & in-classrooms*) Real-time coach using the redirection hierarchy
* co-plan with individual teachers to practice scripting what they will say to students in the hallway who are not meeting expectations. Practice delivery with the teachers
 |
| 1. **70% Priority Calendar** (14 min.)
 | * **100%** of leadership team members calendar big rock action items, or establish a timeline to complete calendars
* Calendared big rock action items occupy **> 70%** of the instructional day
 | * **100%** of leadership team members calendar big rock action items, or establish a timeline to complete calendars

[either devote additional time during the leadership team agenda to have A-TEAM members complete big rock calendars or establish a day and time for the A-TEAM to have them completed and submitted to the school leader]* Calendared big rock action items occupy **> 70%** of the instructional day:
* [school leader schedules time to inspect and give feedback to each member of the A-TEAM on big rock calendars ensuring an outcome of >=70% of instructional day spent implementing big rock action items]
* [school leader calendars one of the following coaching actions with each member of the A-TEAM:
* *teach* A-TEAM on big rock planning and implementation
* *observe and debrief* A-TEAM on big rock implementation
* *real-time coach* in the moment
* *co-plan* with A-TEAM on big rock planning and implementation]
 |