|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Problem of Practice Statement/Question:**  **Over the past few years, Lawrence County Schools have focused on a variety of research-based instructional strategies and techniques. In the implementation of these strategies and techniques, our teachers are at various stages ranging from the need for introduction to the need for refinement and sustainability.**  **Evidenced by:**  Based on LC Instructional Program Data Collection analysis, 71% of instructors implement evidence-based formative assessment techniques; 42.9% of instructors implement data-driven instructional plans.  **Phase 1: Based on walkthrough data and student achievement, our schools/district needs a system of formative assessment that everyone (students, teaches, principals, and parents) uses to personalize instruction.**    **Phase 2: Based on walkthrough data and student achievement, our schools/district needs a system of core instructional strategies (aligned to the gradual release model) that everyone (students, teaches, principals, and parents) use to ensure student learning outcomes.** | | | | | |
| **Inputs** | **Levers** | | | | **Outcomes** |
| **(Existing resources, strategies, talents, conditions)** | **Community Partners**  /Users/anna.prince/Desktop/Screen Shot 2017-10-24 at 11.45.50 AM.png | **District**/Users/anna.prince/Desktop/Screen Shot 2017-10-24 at 11.45.50 AM.png | **Principals**/Users/anna.prince/Desktop/Screen Shot 2017-10-24 at 11.45.50 AM.png | **Teacher**/Users/anna.prince/Desktop/Screen Shot 2017-10-24 at 11.45.50 AM.png | **Short Term**  /Users/anna.prince/Desktop/Screen Shot 2017-10-24 at 11.45.50 AM.png  /Users/anna.prince/Desktop/Screen Shot 2017-10-24 at 11.45.50 AM.png  **According to Spring 2017 MAP data, the combined math/reading index was a 68.1 on the MAP assessment. By spring 2018, the combined math/reading index will be 75.1.**  **Based on Spring 2017 MAP data, the percentage of GAP students scoring at proficiency or better was 56.5% (combined math/reading) on the MAP assessment. By spring 2018, the combined percentage of GAP students scoring at proficiency or better in math/reading will increase to 64.5%.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Start Here: Expected Results and Long Term Impact for**  **According to Spring 2017 MAP data, the combined math/reading index was a 68.1 on the MAP assessment. By spring 2019, the combined math/reading index will be 80.**  **Based on Spring 2017 MAP data, the percentage of GAP students scoring at proficiency or better was 56.5% (combined math/reading) on the MAP assessment. By spring 2019, the combined percentage of GAP students scoring at proficiency or better in math/reading will increase to 70.5%.** |
| Training/Review of the Gradual Release of responsibility  District Resource Teachers will provide resources to LEES teachers on formative assessments that correlate with the Gradual Release Model  PLCs weekly to introduce/review formative assessment strategies and common assessments.  Google Drive will be used to store and share ideas for formative assessments strategies | By Feb. 2018, Family Resource Centers will offer a training for parents to be better informed of the common core standards and strategies for helping their child.  By May 2018, KVEC will provide trainings and support for teachers and support staff. | By June 2018, district will complete three cycles of Instructional Program Data Collection.  By June 2018, district will have completed final round of classroom observation calibration in order to triangulate data with instructional program data, principal learning walks, and calibration findings.    By May 2018, District Resource Teachers will have shared resources and provided professional development for 100% teachers on formative assessment techniques. | By May 2018, 100% of teachers will receive an observation and a coaching session.  By May 2018, the principal will video during observations to create a collection of resources for teachers ($600 video camera)  By Dec. 2017, Communication will be establish a “Team Drive” for sharing formative assessments and strategies by Dec. 2017.  By May 2018, the principal will facilitate weekly PLCs for curriculum, instruction, and assessment.  By May 2018, the principal will participate in continuous professional learning, strategies/coaching, collaboration with other principals  By May 2018, principal will complete one Micro Credentialing for formative assessments. | By Dec. 2018, Micro-Credentialing  10 teachers will complete a micro-credential in Formative Assessments. ($1000)  By Dec. 2018, teachers from each grade level will network with high performing schools. Teachers will share with other staff members their findings. ($500 for travel expenses)  By May 2018, Monthly videos of instructional strategies used for coaching/mentoring during PLC.  By August 2018,Purchase instructional materials to assist with formative assessments ($1,400 ex. whiteboards, chart paper, Kagan Mats, etc.) |