

# MEETING AGENDA – DISTRICT TLC

## DISTRICT TEACHING & LEARNING ADVISORY COUNCIL

### MEETING INFORMATION

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Objective: SUPPORT CONTINUOUS STUDENT GROWTH  
Date: May 25th, 2017  
Location: Spitler  
Time: 3:45-4:45 p.m.

### PREPARATION FOR THIS MEETING

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Please read all pages of this agenda prior to our meeting & bring your own, personal copy.  
(The TLC survey is at <https://surveymonkey.com/r/PetoskeyTLC>.)

### TLC SURVEY RESULTS AND RECOMMENDATIONS FOR 2017-2018

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1. Where have we been (2016-17)?
2. Where are we going (2017 and beyond)?
3. How are we going to get there (2017 and beyond)?
4. Final Thoughts
5. Thank you!

### REMEMBERING DUFOUR'S FOUR ESSENTIAL QUESTIONS

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1. What do we expect our students to learn? (Curriculum, Goals, & Expectations)
2. How will we know they are learning? (Assessments & Data)
3. How will we respond if they don't learn? (Interventions)
4. How will we respond if they already knew it? (Differentiation)

### PURPOSE & RESPONSIBILITIES OF THE DISTRICT TLC

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District representatives sit as an advisory team to enhance district-wide communication systems, analyze data, make recommendations for improvement, facilitate and assess improvement work, and share collective responsibility to improve student learning.

## Basic Elements of Current District Improvement Plan (2016-19)

Updated May 25<sup>th</sup>, 2017

Goal Areas	District's State Proficiency Targets	Goal: Strategies	Goal: Activities	2015-16 Percent Proficient
Math	74% (2019)	<p><b>PLCs &amp; Professional Development:</b> Alignment of Curriculum to MI Content Standards &amp; Associated Practices</p> <hr/> <p><b>Interventions:</b> Academic &amp; Behavioral</p> <hr/> <p><b>Engagement</b></p>	<p>Common PLC Curriculum/Practices Common PLC Curriculum Pacing Common PLC Learning Targets Common PLC Assessments (formative/sum) Common PLC Tier II Vocabulary Reading Apprenticeship (RA) Use of Illuminate Growth Mindsets STEM/STEAM Coaching</p> <hr/> <p>Data-Driven Dialogs/Data Coach Collaborative Team Meetings Multiple Tiers of Support Credit Recovery &amp; Online Learning Supports Summer School &amp; Summer Learning School-wide PBIS/SEL Models Math Interventionist</p> <hr/> <p>Growth Mindsets Full Value Agreement (FVA) RA, Student Talk, Active Learning, &amp; Feedback Stakeholder Communication (2-way) STEAM/STEM Program</p>	<p>3-8<sup>th</sup>= 52.2% 11<sup>th</sup>= 45.1%</p>
Reading	83% (2019)	<p><b>PLC &amp; Professional Development:</b> Alignment of Curriculum to MI Content Standards &amp; Associated Practices</p> <hr/> <p><b>Interventions:</b> Academic &amp; Behavioral</p> <hr/> <p><b>Engagement</b></p>	<p>Common PLC Curriculum/Practices Common PLC curriculum Pacing Common PLC Learning Targets Common PLC Assessments (formative/sum) Common PLC Tier II Vocabulary Reading Apprenticeship (RA) Use of Illuminate Growth Mindsets</p> <hr/> <p>Data-Driven Dialogs/Data Coach Collaborative Team Meetings Multiple Tiers of Support Credit Recovery &amp; Online Learning Supports Summer School &amp; Summer Learning School-wide PBIS/SEL Models Reading Interventionist</p> <hr/> <p>Growth Mindsets Full Value Agreement (FVA) RA, Student Talk, Active Learning, &amp; Feedback Stakeholder Communication (2-way) STEAM/STEM Program</p>	<p>ELA (Rdg + Wrt) 3-8<sup>th</sup>= 61.3% 11<sup>th</sup>= 70.6%</p>

Writing	77% (2019)	See Reading.	Same as Reading	See Reading.
Social Studies	75% (2019)	See Reading.	Same as Reading	3-8 <sup>th</sup> = 29.3% 11 <sup>th</sup> = 49.6%
Science	70% (2019)	See Math.	Same as Math with Addition of Increasing STEM/STEAM Learning Connections	3-8 <sup>th</sup> = 52.2% 11 <sup>th</sup> = 39.8%
Climate: Supportive Growth	75% (2019)  75% of Our Bottom 30% Students Will be Proficient in ELA by S2019	Supports for Economically Disadvantaged Youth	Wrap-Around Services (e.g., + Community) Professional Development- <ul style="list-style-type: none"> <li>• Poverty, Trauma, Hope</li> </ul> Reading Apprenticeship (RA) Collaborative Team Meetings Adult Mentorships & Peer Links Mult. Tiers of Support- Academic/Behavioral Growth Mindsets RA & Active Learning Use of District PBIS/SEL Models	

## District TLC K-12<sup>th</sup> Task Forces

### Primary Tasks, Strategies, & Associated Activities

#### **STEM/STEAM/Science District Task Force (Also connected to Math): Becky, Patrick, & Jon**

*PRIMARY TASK: Alignment to MI Science Standards & Associated Practices*

**STRATEGIES-** Common curriculum, assessments, and pacing  
Identify spiraled lessons & activities

**ACTIVITY #1-** Common rubrics & data collection/analysis

**ACTIVITY #2-** Identify & prioritize resources

#### **District Math Task Force (Also connected to STEM/STEAM): Cal, Lynn, & Mandy/Jon**

*PRIMARY TASK: Alignment to MI Math Standards & Associated Practices*

**STRATEGY-** Common curriculum, assessments, and pacing

**ACTIVITY #1-** Support areas of weakness or gaps

**ACTIVITY #2-** Multi-tiered supports, interventions, & preventions

#### **District Writing Task Force: Carol & Mandy**

*PRIMARY TASK: Alignment to MI Writing Standards & Associated Practices*

**STRATEGY-** Common curriculum, assessments, and pacing

**ACTIVITY #1-** Increase informational writing

**ACTIVITY #2-** Associated professional development

#### **District Social Studies Task Force: Sean & Mike**

*PRIMARY TASK: Alignment to MI Social Studies Standards & Associated Practices*

**STRATEGY-** Common curriculum, assessments, and pacing

**ACTIVITY #1-** Develop focus areas

**ACTIVITY #2-** Make connections with C3 Framework

#### **District K-5 Report Card Task Force: K-5<sup>th</sup> Admin. & Lynn**

*PRIMARY TASK: Review of Current Elementary Report Card*

**STRATEGY-** Improve report card system for conveying student growth/achievement

**ACTIVITY #1-** Analysis and recommendations concerning function, format, and process

**ACTIVITY #2-** Further understanding and use of new PowerTeacher Pro

## S2017 District TLC Survey Results

21 out of 30 TLC members responded by 5/24/2017 (12:22 p.m.)

1. K- 12th PLCs represented
  - a. 11 from K-5<sup>th</sup>,
  - b. 5 from PMS,
  - c. 6 from PHS,
  - d. 5 from District or other
2. All buildings & district level responded (except Montessori)
3. All TLC Task Forces & Committees responded
4. PLC/PD Mapping Progress-
  - a. Good (at least 1 subject/course complete or close to completion) (43%)
  - b. Fair (at least 1 subject/course is about ½ complete) (19%)
  - c. Poor (at least 1 subject/course is less than ½ complete) (00%)
  - d. N/A to me (~~38%~~)
5. Optional Question on **District Mapping Process** - See comments below.
6. Items PLC has completed-
  - a. Common curriculum aligned to MI Standards (62%)
  - b. Common curriculum aligned to MI Practices (10%)
  - c. Common assessments (33%)
  - d. Learning targets aligned to MI Standards (14%)
  - e. Common performance tasks (10%)
  - f. Common activities, labs, etc. (19%)
  - g. Common resources and technology (14%)
  - h. Common pacing (38%)
  - i. N/A to me (~~38%~~)
7. Optional Question on **PLC Alignment Progress**- See comments below.
8. DIP Reading Elements- Agreed (86%), No (05%), Undecided (10%)
9. DIP Math Elements - Agreed (75%), No (05%), Undecided (20%)
10. DIP Writing Elements - Agreed (86%), No (00%), Undecided (14%)
11. DIP Social Studies Elements - Agreed (86%), No (00%), Undecided (14%)
12. DIP Science Elements - Agreed (81%), No (00%), Undecided (19%)
13. Optional Question on **2017-2019 DIP**- See comments below.
14. Progress by STEAM Task Force- Good (15%), Fair (05%), Poor (00%), N/A (~~80%~~)
15. Progress by Math Task Force- Good (10%), Fair (14%), Poor (00%), N/A (~~76%~~)
16. Progress by Writing Task Force- Good (00%), Fair (05%), Poor (15%), N/A (~~80%~~)
17. Progress by Social St. Task Force- Good (00%), Fair (10%), Poor (05%), N/A (~~85%~~)
18. Progress by El Report Card Committee- Good (10%), Fair (05%), Poor (05%), N/A (~~80%~~)
19. Progress by Wellness Committee- Good (05%), Fair (00%), Poor (00%), N/A (~~95%~~)
20. Progress by Tech Committee- Good (20%), Fair (00%), Poor (05%), N/A (~~75%~~)
21. Human Growth & Dev. Committee- Good (00%), Fair (05%), Poor (05%), N/A (~~90%~~)
22. Optional Question on **TLC Task Force & Committee Progress**- See comments below.
23. Optional Question for **Additional Thoughts**- See comments below.

### Narrative Comments

#### #5- District Mapping Process

- I'm so sick of standards being shoved down our throat from the state. Every time they change something, we have to start over.
- I would like to see an online piece where new teachers can find all assessments easily for each PLC. I don't believe ours are online.
- We need K-12 alignment for ELA in order to better align our grade level content.

- This is so critical for us to accomplish so that we can move forward on a unified front to give students the best of us, the best that our district can offer. I am pleased with the direction we've been given and confident that, despite differences, we can become a stronger force and improve student learning.
- Is it possible to make the maps a link on our district website?

#### #7. PLC Alignment Progress

- I would hate to see Engage NY abandoned... our district has a history of not sticking with something for very long... we have put so much time into this, and it's an excellent program. I feel like we are finally all on the same page with math, and I want us to stay there!
- Learning targets are in process, but again K-12 alignment is truly necessary to solidify these with fidelity and to incorporate the best teaching and learning strategies
- We are finding this process very challenging. We know what we are supposed to do and we know how we want to approach it, but we don't have the materials necessary to complete the task effectively. I know this is a common complaint, and I'm eager to hear how other PLCs are getting over this hurdle and moving forward.
- Common curriculum maps forms are nice. I wish we had received this earlier. We need to make sure these maps are revisited frequently to keep them a living document.
- When new general education teachers joins our staff, do they have access to their grade level maps, common curriculum, common assessments currently? Do they have time to investigate these resources as part of the mentor process or during other times?
- PLCs have been very diligent.

#### #13. 2017-2019 DIP

- Maybe this is covered in the other "common" topics, but a common list of vocabulary used at each grade level would be very helpful.
- If the items in red are meant for PLC's to accomplish next year, it seems a bit too much. **(Note- These were additions or changes from our previous year's DIP based on feedback or other required modifications.)**
- We need to align K-12 especially for ELA and at least consider looking at the progression of learning targets, pacing and activities to be certain that they make sense when looking at the big picture. For example, if argumentative writing is always covered at the very end of the year is it getting short-changed every year? Another example would be with learning targets. How are they changing from year to year and is it developmentally appropriate? What prerequisite skills do students need so that the current year can build on them?
- I think Activity #2 for math (identify & prioritize resources) could play an important part in all of the content areas.
- Social studies standards have not been decided yet. They are still in process. However, what we have seen is almost the same as the last time they made changes.
- Can RA be added to all content areas? We have teachers from multiple areas going to the training...
- This is a solid plan.

#### # 22. TLC Task Force & Committee Progress

- I'm honestly not sure if we accomplish things during our Technology Task Force Meetings. I do wish that we met more often, as technology is a big topic now, and I feel like the members of this task force should know the direction that things are headed and also have a say in making decisions as far as where things are headed.
- The writing/ ELA task force has not met. It has been very difficult to develop a strong and effective pacing guide, curriculum map and especially learning targets and assessments without having the broad picture of K-12 progression of skills with this subject area.
- Writing task force needs to look at reason for and use of data pertaining to the district writing prompt.
- Seems as if some task forces have not been meeting.

#### #23. Additional Thoughts

- Doing what we know is right is infinitely more important than any mandate from the state or any score on a state assessment.
- Are the recommendations made from the TLC used at the building level to guide professional development and collaborative conversations particularly for new staff?