

Professional Learning Community

Critical Questions and Components for Student Success

What do we expect our students to learn and be able to do?

To address the components below we need to study national standards, state standards, college transitional standards, district benchmarks, curriculum maps, textbooks, and frameworks for standardized tests, etc.

- 1. Each team member must be clear on the intended outcomes of each core subject that is being taught in each grade level in both general content and concepts as well as the specific skills each student will attain by the end of each unit.**
- 2. The team has developed learning outcomes of each core subject that have been aligned to our state standards and assessments such as the WKCE and the WRCT exams.**
- 3. The team has identified the prerequisite knowledge and skills needed to master the intended outcomes of each core subject or unit.**
- 4. The team has agreed on how to best sequence the content of each core subject to help students achieve the intended outcomes.**
- 5. The team has identified content and or topics that can be eliminated so we can devote more time to essential curriculum.**

How will we know if students have learned it?

To address the components below we need to study our formal and informal classroom assessments, district level assessments, and standardized tests such as the WKCE and ACT, etc.

- 1. The team has identified strategies and created instruments to assess when the students have the prerequisite knowledge and skills.**
- 2. The team has developed formative assessments that help us identify strengths and weaknesses in individual students.**
- 3. The team has established the proficiency level we want all students to achieve on our assessments.**

4. The team has developed summative assessments that help us assess the strengths and weaknesses of our program.
5. The team has taught students the criteria to be used in judging the quality of the work and have provided students with examples.
6. The team has agreed on the criteria to be used in judging the quality of students' work in key areas of the subject such as reading, writing, speaking, and projects.
7. The team has analyzed student achievement data and established measurable team goals that we are working together to achieve.

What will we do for those students who don't learn it or who already know it?

To address the components below we need to review our thresholds for response to student academic and behavioral progress, classroom, building, and district intervention strategies, policies, and procedures, etc.

1. The team has analyzed student data around the four critical areas essential to successful student learning. These areas are student assignment completion, student achievement (grades, test scores, etc), student behavior, and student attendance.
2. Within these four areas, each school team has identified the bottom thresholds of acceptance. Any student identified below these thresholds would activate a systematic and sequential response at the classroom level, school level, and district level.
3. The team has contacted and requested parents to be integral educational partners in the response for students at each level.
4. The team has developed a process and structure to systematically and sequentially implement a coordinated plan within a classroom, across a grade level, throughout a school, and across a school district by developing and implementing Student Action Plans for students identified crossing below the assignment completion, achievement, behavior, or attendance thresholds. This Student Action Plan could be as minor as working with the student and parent informally to improve student performance in the identified area, to a comprehensive individualized written plan identifying teacher, school, student, and parent commitments to facilitate student improvement.

5. The team reviews and modifies the written plan as needed and it remains in effect as long as the student is in need of such a plan.
6. The team continually evaluates and revises classroom, school and district intervention strategies, policies, and practices to ensure maximum student learning for all school district students.

*If we believe all kids can learn
Then we align our practice and procedures of what we do!*

*School improvement is never quick and easy
Even the grandest of design eventually degenerates into handwork.
-Fullan*

*It's Never Quick and Easy
It is the realization that change is non-linear. It's just one thing after another.
-Fullan*