

# DODGE CITY MIDDLE SCHOOL

## PROFESSIONAL LEARNING COMMUNITIES LEADERS

### AGENDA

August 17, 2017

11:00 – 11:30

Library Conference Room

The professional learning communities at Dodge City Middle School are central to the middle grades philosophy. The PLC is formed to look at student needs, learning styles, and grade level standards as parts of a whole and collaboratively improve teacher professional practices to achieve specific results in student learning. Our PLC approach includes decisions that all members of the team support about scheduling, staff development planning, and when and how to include interventions.

#### **The responsibilities for grade level PLC's are as follows:**

- Review of curriculum units as applied to instructional practices.
- Review assessments to drive instructional practices ensuring mastery and application of standards.
- Equally discuss the rigor of content and how to apply learning concepts to real world problems as a part of the assessment process.
- Select and refer students to intervention programs based on below grade level performances on required standards.

#### **TOPICS OF DISCUSSION:**

##### **REVIEW OF SPM (STUDENT PERFORMANCE MEASURES)**

- [SPM Resource/Guidelines](#)
- **STATUTE:** Kansas school districts will include student performance as a significant factor in the evaluation of classroom teachers and building leaders.
  - District approved student performance measures will document the specific amount of student growth attributable to the teacher or building leader between two identified points in time.
  - Multiple measures of student growth (more than one) must be met before an educator can be rated as effective or highly effective.
  - State assessments are not required to be used, but may be one possible measure. Commercially purchased assessments and locally developed performance assessments may also be used.
  - The required number of performance measures to be met to be considered proficient is determined by the district (Two or more).

##### **SPM Criteria**

- Common assessments must be created in consultation with a school administrator with expertise in assessments, special education, ELL specialist and content expert.
- Assessments cover all key subject/grade level content standards.
- Number of test items should correlate to distribution of % of time spent teaching the content.

- Assessments should allow high and low achieving students to demonstrate their knowledge.
- Assessments should require higher order thinking as appropriate
- Assessments should measure accurately what it is designed to measure and produce similar results for students with similar levels of ability.
- Assessments may carry over across school years
- A State Assessments (KITE) is not required as a SPM by KSDE

### **Developing a Measure**

- Review Standards and Content while Identifying Key Enduring Skills
- Gather and Analyze Prior Student Data
- Develop/Select a means of gathering evidence from multiple sources to establish a baseline
- Develop the growth target and proficiency target along with a rationale
- Identify instructional activities and methods to best meet student growth
- Submit Measure for Admin Approval
- Load approved SPM into building repository and upload to district annually
- Include Measure on E4e SPM Rating Section

### **Timeline for Implementation**

- Available for Review Fall 2017
- Completion a Maximum of Four
- Use Grade Level PLC Time to Review and Construct
- Will receive Coaching Support for Construction, Revision and Approval
- Must be the same at each grade level by subject taught
- In order to be used must be approved and meet criteria by First Quarter of 2017
- [List of Approved SPMS](#)

### **REVIEW OF ALL SCHOOL WRITING INITIATIVES**

- Our goal would be to engage students in informational reading and writing at least 50% of the allocated time in all subjects.
  - Writing and reading portion is to be shared with other subjects such as social studies and science.
  - The Common Core intent is for the student to be engaged in 50% informational reading and writing throughout the school day.
  - Narrative would remain primarily an ELA responsibility.
  - ELA teachers spend 25% of our year on information and research (informative) as well as part of the argumentative/historical fiction (10-20%) unit.

### **GRADE LEVEL PLC SCHEDULE AND AGENDAS**

[PLC Leaders Agendas, Meeting Dates and Resources](#)

## **REVIEW OF STATE ASSESSMENT DATA**

Student scores will now be reported based on four performance levels. Students scoring on levels 4 or 3 are considered at or above academic expectations for college and career readiness. In other words, their work has successfully met the higher expectations set by the new standards. Students scoring on level 2 are considered at or above academic expectations for their grade level. While they are meeting the work required for their grade, they are not yet demonstrating work on track for college and career readiness. Students scoring on level 1 are working below

- [School Math/Reading Results](#)

## **REVIEW OF STATE ASSESSMENTS CONCEPTS AND PROCEDURES RUBRIC**

- [A Guide to Kansas State Assessments](#)
- [Content Emphases](#)
  - Specifies DOK Levels & Time Devoted to Assessment Targets
- [Item Specification](#)
  - Provides evidence of what is required for student learning under each target
- [Concepts and Procedures](#)
  - Describes what students should be like at each rubric level