

INSTRUCTIONAL PRACTICES

Teach Like A Champion

Lesson Preparation

Comprehensible Input

Building Background

Strategies

Interaction

Practice Application

Lesson Delivery

Review/Assessment

Stretch It

Everybody Writes

Control the Game

Own & Track

Art of the Sentence

At Bats



GET ZAPPAR

ZAP ME!

Poster Design by Mike King

DODGE CITY MIDDLE SCHOOL

We are on a compelling quest to find ways to hold higher expectations for our instructional practices and improve student achievement.

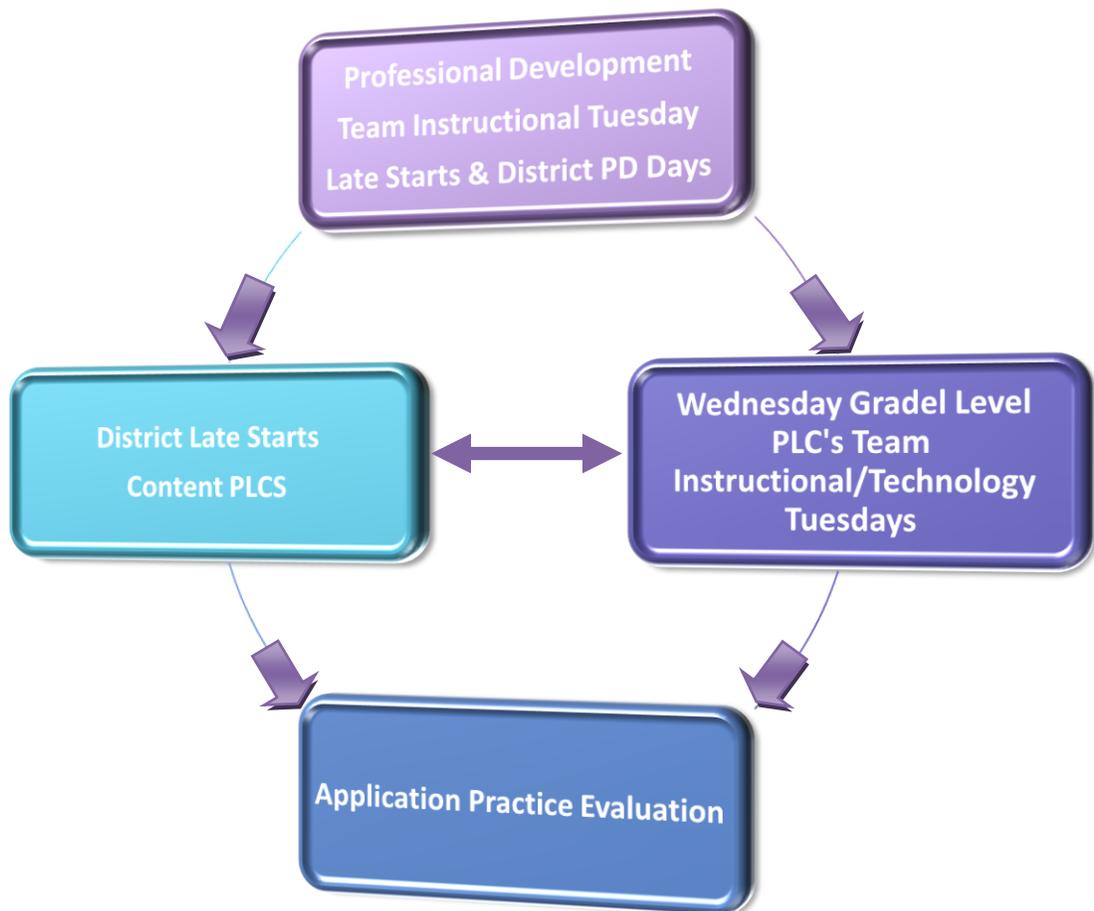
PROFESSIONAL LEARNING COMMUNITIES

LATE START PROPOSAL

2017 - 2018

DEFINING A PROFESSIONAL LEARNING COMMUNITY

Professional Learning Communities (PLC) 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. We believe that professional learning communities and professional development should be integrated into practice to provide comprehensive impact on student learning. Our long term goal is to sustain attention to improvements in teaching and learning and to signal a broad conception of professional development encompassing the full range of activities, formal and informal, that engage teachers or administrators in new learning about their professional practice.



The responsibilities for Building Level PLC leaders are as follows:

- 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.
- Dialogue on curriculum, common formative assessments, instruction and needed job-embedded professional development on lesson study and effective instructional strategies.
- Challenge and question each other's practice in spirited but optimistic ways.
- Collectively problems solve and learn through applying new ideas and information that address student needs.
- Analyze current practices in relation to student results, experiment with new practices, and assess the relationship between practice and the effects of practice.
- Work together to question, search, analyze, develop, test, and evaluate new skills, strategies, awareness, attitudes, and beliefs that promote student learning.
- Create Plans and Tasks

Vision Based Guide Post for Professional Learning Communities

An effective PLC strongly adheres to a vision of student learning, a vision that acts as a consistently articulated and referenced guidepost in making decisions about teaching and learning.

- **Rigor:** We employ a rigorous project-learning college & Career ready curriculum that sets high expectations for everyone, and we give our students the skills and motivation to meet them.
- **Relationships:** Our school is a school within a school where personalized learning and teams of teachers provide students with academic and social guidance.
- **Relevance:** Our teachers create curriculum around current events, personal backgrounds, and historical realities while emphasizing competency in twenty-first century skills.
- **Results:** We focus on the results of student learning using multiple indicators so our teachers can adjust their practices and our school can offer personalized support to students.

DEFINING ELEMENT OF A PROFESSIONAL LEARNING COMMUNITY

The First Step is to clearly understand the characteristics, elements, and attributes of PLCs. We have defined two levels of PLC's one designated at the building level and the second established by the district as late starts. Late starts are use to meet district goals as these goals are distributed throughout the district from a district level needs assessment.

Supporting District Wide Initiatives

The building level PLC team will meet one week prior to the designated late start date and formulate a plan to support district initiatives. Once this plan has been established an agenda will be formulated and sent to the assistant superintendent of secondary instruction for approval. Goals for this year's late start topics would include elements of ESL instruction, curriculum alignment/assessment and literacy techniques. The teaching staff will be provided an energy level of acceptance survey to establish a priority list for the following topics:

ESL Indicators of Instruction (See Cover Page)

- Lesson Preparation
- Building Background
- Comprehensive Input
- Strategy
- Review and Evaluation
- Practice and Application
- Lesson Delivery
- Interaction

Building Literacy Techniques (See Implementation Priority List)

- Stretch It
- Everybody Writes
- Control the Game
- Own & Track
- Art of the Sentence
- At Bats

Late Start Goals

- We will establish plans for our next late start to include at least one of more of the following topics:
 - 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.
 - Dialogue on curriculum, common formative assessments, instruction and needed Job embedded professional development.

Late Start and Professional Development Dates (2017 – 2018)

- September 13 , 2017 (Late Start)
 - To Be Determined Based on District Needs Assessments
- October 26 (Middle Schools Combined)
 - Literacy or EL Strategies – See Page 5 & Cover Page
 - Professional Development 8:00 – 11:30
 - Lunch 11:30 – 12:30
 - Parent Conferences 12:30 – 7:00
- December 13, 2017 (Late Start)
 - To Be Determined Based on District Needs Assessments
- February 14, 2018 (Late Start)
 - To Be Determined Based on District Needs Assessments
- March 2 (Dodge City Middle School Only)
 - Literacy or EL Strategies – See Page 5 & Cover Page
 - Professional Development 8:00 – 11:30
 - Lunch 11:30 – 12:30
 - Professional Development 12:30 – 3:15

- March 22 (Middle Schools Combined)
 - Literacy or EL Strategies – See Page 5 & Cover Page
 - Professional Development 8:00 – 11:30
 - Lunch 11:30 – 12:30
 - Parent Conferences 12:30 – 7:00
- May 9, 2018 (Late Start)
 - To Be Determined Based on District Needs Assessments

GRADE LEVEL PROFESSIONAL LEARNING COMMUNITIES DEFINED

The very essence of the grade level Professional Learning Community (PLC) is a focus on and a commitment to the learning of each student. We know at the building level if we embrace high levels of learning for all students as both the reason for the existence of grade level PLC's and the fundamental responsibility of those who work within it. In order for us to achieve this purpose, the members of each grade level PLC are guided by a clear and compelling vision of what we must become in order to help all students learn.

- **A Vision Driven Culture:** What is our collective vision defining student success?
 - Driving Question One: What do we want students to do and be like at the completion of each grade level?
- **A Collaborative Culture:** What is a Collaborative Culture?
 - **Driving Question Two:** How do we acquire a goal directed learning process in which grade levels work together to analyze the impact of professional practices to improve student learning?
- **A Culture of Inquiry:** What is Collective Inquiry?
 - **Driving Question Three:** How do we analyze current practices in relationship to student results, experiment with new practices, and assess the relationship between practice and the effects of practices?
- **Result Oriented:** What do we mean by Results Oriented?
 - **Driving Question Four:** How do we work together to question, search, analyze, develop, test, and evaluate new skills, strategies, awareness, attitudes, and beliefs that promote student learning based on results?
- **How do we define PLC leadership?**
 - **Driving Question Five:** How do we provide growth mindset culture providing opportunities for teacher involvement resulting in full participation & ownership in the PLC process?

Guiding Elements Of Grade Level PLC's

As a school we must make collective commitments clarifying what each member will do to create a learning environment that has results-oriented goals to mark our progress. All grade level PLC's must work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. (See Grade Level PLC Schedule)

- Think of innovative ways to make multi-discipline applications in math and reading.
- Place PLC share-outs on next day team meeting agendas.

- Grade Level PLC's can set their own agendas but must include a balance of time between the following topics
- Review of curriculum units as applied to instructional practices.
- Bring student samples of work for the discussion of common trends in student learning.
- 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.
- Grade level principals will monitor accountability for these expectations.

To build a culture of inquiry through the continued development of lesson study and effective instructional strategies we will:

- We will establish talking points for revision of MTSS, Tiered Support
- Challenge and question each other's practice in spirited but optimistic ways.
- Collectively solve problems and learn through applying new ideas and information that address student needs.
- Analyze current practices in relation to student results, experiment with new practices, and assess the relationship between practice and the effects of practice.
- Work together to question, search, analyze, develop, test, and evaluate new skills, strategies, awareness, attitudes, and beliefs that promote student learning.

Priority 3: Literacy Technique Matrix – VOTING 4-26-17

ROSE STANDARD ONE

Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. The Kansas definition of college and career ready advocates for employability skills through the subset of Basic Skills. These Basic Skills encompass reading, writing, listening, speaking and performing math computations.

- **Reading comprehension** is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.
- The main goal when providing reading **vocabulary instruction** is to develop an association between the printed form of a word and its meaning or meanings, in the case of a word with more than one meaning.
- **Grammar skills** are the ability to understand how sentences are constructed and how different types of sentences are formed. Students should have an understanding of how to punctuate each type of sentence correctly and how to combine different sentence types for effective written communication.
- **Critical thinking** is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.
- **Real-world connections** draw from, or upon, actual objects, events, experiences and situations to effectively address a concept, problem or issue. It allows students to actually experience or practice concepts and skills, as opposed to learning that is theoretical or idealistic.

LITERACY TECHNIQUES	READING COMPREHENSION	GRAMMAR	VOCABULARY	CRITICAL THINKING	REAL WORLD APPLICATION
1. Stretch It #13 (14 votes) (FG) p. 169 (TLC) p. 108 <i>Unit 2</i> Reward “right” answers with harder questions QUESTIONING	5 votes	4 votes	5 votes	24 votes	5 votes
2. Everybody Writes #37 (8 votes) (FG) p.385 (TLC) p. 137 <i>Unit 3</i> Give students the chance to reflect in writing before you ask them to discuss.	5 votes	1 vote	5 votes	14 votes	12 votes
3. Control the Game #23 (8 votes) (FG) p. 271 (TLC) p. 172 <i>Unit 2</i> Ask students to read aloud frequently, but manage the process to ensure expressiveness, accountability & engagement.	9 votes	2 votes	9 votes	1 vote	6 votes
4. Own & Track #10 (6 votes) (FG) p. 127 (TLC) p. 77 <i>Unit 1</i> Students track their corrections after studying their errors. REFLECTION	2 votes		7 votes	9 votes	16 votes
5. Art of the Sentence #38 (5 votes) (FG) p. 395 (TLC) p. 285 <i>Unit 3</i> Ask students to synthesize a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.	5 votes	18 votes	6 votes	13 votes	6 votes
6. At Bats #25 (4 votes) (FG) p. 287 (TLC) p. 188 <i>Unit 2</i> Succeeding once or twice won't bring mastery; give students lots & lots of practice mastering knowledge or skills. ACADEMIC DISCOURSE	1 vote	3 votes	1 vote	12 votes	16 votes

WEDNESDAY Grade Level PLC Schedule 2017-2018

Content	Time	Teachers	Room
Math 7	8:30-9:12	Lapka, Chilton, Nystrom, Sigmund <i>**Wk 1: Copenhaver**Wk 2: Dutton</i>	112
Electives 678	9:15-9:57	Dark, Royle, Barnett, Jenkner, Kemper, West, Holeman, Ralston, Schuette, Steib	402
Support 678	10:00-10:42	Bakke, Tacka, TBA-ELA Seminar	305
ELA 6	10:45-11:27	Sandoval, Pogue, Woods, Boles <i>*Wk 1: Busch **Wk 2: Lovitt</i>	501
Math 6		Dierksen, Burns, Studt, DeLaTorre <i>*Wk 1: Lovitt **Wk: Busch</i>	504
Social Studies 6	11:30-12:12	Baker, Jackson	502
Science 6		Pelton, Buckner, Cooper	503
ELA 7	12:15-12:57	Black, Weber, Kolsky, Gerke, Davis <i>*Wk 1: Dutton **Wk 2: Copenhaver</i>	110
Social Studies 7		Johnston, Spencer, Amaro	103
Science 7		Schaffer, Camacho	106
Math 8/ELA 8 (*Alternating)	1:45-2:27	Wk 1: B Self, Mercado, Paul, <i>VanNahmen</i> Wk 2: Priest, Rich, Kerr, <i>Shillington</i>	204 206
ELA 8/Math 8 (*Alternating)	2:30-3:12	Wk 1: Priest, Rich, Kerr, Beach, <i>Shillington</i> Wk 2: B Self, Mercado, Paul, Beach, <i>VanNahmen</i>	206 204
Social Studies 8	2:30-3:12	Ramos, Lee, <i>Shillington</i>	211
Science 8		K Self, Hiers	203

Professional Development Schedule 2017-2018 Alternating Tuesdays: Technology/Instructional

- Professional Development TUESDAYS will be held in the **Library Conference Room**. Teachers will need to bring their **iPads**.
- Professional Development Tuesday FOCUS will be Priority 3 Literacy Techniques, interventions & technology.
- Teams will have the option of meeting as a grade level on PD Tuesdays.

Team(s)	Time	Teachers
ODYSSEY 7	8:30-9:12	Lapka, Black, Copenhaver, Camacho, Johnston, Nystrom, Sigmund
EXPLORERS 678 (Electives)	9:15-9:57	Barnett, Kemper, Ralston, Schuette, Royle, Dark, West, Holeman, Jenkner, Steib, Amaro, Bakke, Tacka, TBA-ELA Seminar
SPARTANS 6	10:45-11:27	Sandoval, Busch, Baker, Buckner, Pogue, Dierksen, M Woods, Studt
OLYMPIANS 6	11:30-12:12	Boles, Pelton, Jackson, DeLaTorre, Burns, Lovitt, Cooper
VOYAGERS 7	12:15-12:57	Chilton, Kolsky, Weber, Schaffer, Spencer, Dutton, Gerke, Davis
DEFENDERS 8	1:45-2:27	Ramos, Kerr, B. Self, Hiers, Rich, Shillington
ALLSTARS 8	2:30-3:12	Priest, Lee, K. Self, Mercado, Paul, Beach, VanNahmen, <i>Sewell, Maxwell</i>