

Peekskill City School District

Facilitator and Team Guidebook 2015-2016

School Learning Teams (SLT)
(School Based Team)

Grade Level Teams
(Pre-k to 5)

Department Teams
(6 to 12 by Content/Planning Area)
(K-12 by Special Subject Area)

School Learning Teams

Introduction

In order to facilitate a professional culture designed to enhance collaboration, the development of School Learning Teams and Grade Level/Department Teams will serve as an extension of the District Curriculum, Instruction and Assessment Council. Regardless of the performance results of our students on state examinations and local assessments, it is clear that improving student literacy and reading is a priority. Toward that end, the district has made a commitment to develop a true professional and collaborative culture among teachers and administrators focused on improving student literacy and reading.

Current research on schools that “beat the odds” highlights the value and positive impact of creating a collaborative professional culture that focuses on the student. Through the CIA and SLT process, we are able to communicate a clear purpose and vision on what it is we want to achieve. The change process we are calling for is to implement initiatives that will improve literacy. ***Our goal is that by the year 2020, all children will be at the appropriate level of literacy by Grade 3. Our concomitant goals include a 100% graduation rate and elimination of our performance gap by the year 2020 as well.***

The SLT provide proactive administrative and teacher leadership that is closest to the classroom and will help shape the kind of school structure that supports a total school approach to improving literacy and student learning. The overarching principles of CIA and SLT framework supports (and by extension grade level/department teams):

- Teachers and administrators working collaboratively
- Assigning research-based strategies to improve student learning.
- Assisting teachers, students and parents with specific knowledge and skills that are relevant to their successfully graduating from high school
- Focusing on the essential components directly related to significant learning
- Enabling the SLT, teacher teams and teachers to monitor results at the classroom level
- Fostering a commitment to continuous improvement

School Learning Teams

According to Ernest Boyer, there are 4 basic components that lead to a professional culture:

- School as a community with a vital and compelling mission where the work of the school is to fulfill that mission
- A curriculum with coherence, where literacy is the first and most essential goal
- A climate for learning where teachers are mentors and engage in ongoing professional renewal
- A commitment to character. The school continually addresses the ethical and moral dimensions of a child's life.

Based on the above, a primary goal of the SLT and Grade level-Department Team process is to insure that conversations among professionals are focused on the student's learning through a variety of means:

- SLTs focus exclusively on instruction. You will work together to increase your teaching skills and students' learning in your classrooms. As you engage in collaborative work, you will assume collective responsibility for the academic well-being of all students.
- SLTs place decision-making in the hands of the teachers. You will determine your own goals as well as procedures and activities for meeting those goals. Teachers are in charge of what they learn, where they learn, and how they learn.
- In SLTs teachers focus on developing supportive relationships. Important characteristics of SLTs include developing collegial relationships, supporting one another, and relying on one another. Teams have shared norms and values and interdependence among members.
- Your SLT work should create a welcoming, friendly meeting environment.
- SLTs provide ongoing teacher professional development. You will learn and grow as a teacher in the best possible context—at the school site and possibly during the school day.
- SLTs increase teaching expertise for participating teachers. If implemented throughout the faculty, these teams can raise the quality of teaching throughout the school. This pays vast benefits for students and teachers.

School Learning Teams

1. Who serves on the SLT?

The SLT is a collaborative team similar to a Principal's curriculum, instruction and assessment council. The members of the SLT are as follows by level (*=Ad hoc member):

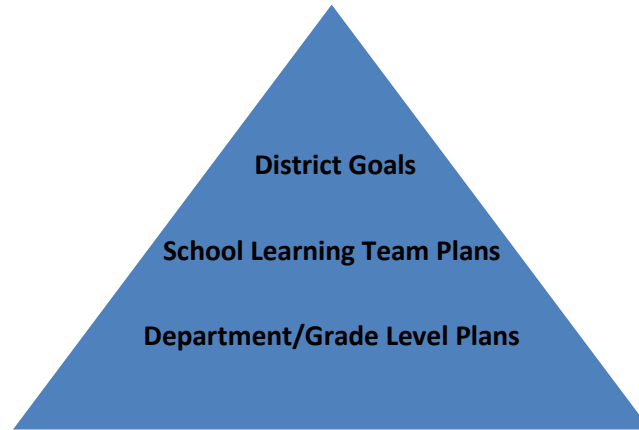
- a) Elementary
 - Principal/Administrators
 - Teacher Leaders
 - **Assistant Superintendent for Elementary Education*
- b) Middle School
 - Principal and Assistants
 - Department Leaders
 - **Teacher Leaders*
 - **Director of Teaching and Learning*
 - **Assistant Superintendent for Secondary Education*
- c) High School
 - Principal and Assistants
 - Department Teachers
 - **Teacher Leaders*
 - **Director of Teaching and Learning*
 - **Assistant Superintendent for Secondary Education*

2. What does the SLT do?

- a. Teams serve as vehicles for professional collaboration and systemic alignment.
- b. Development and ongoing learning focused on instruction.
- c. Team goals are determined by student data and needs.
- d. Teams meet regularly throughout the school year and use a systematic approach to guide their work.
- e. Team activities revolve around an action-inquiry cycle that engages teachers in questioning, studying, planning, experimenting, reflecting, and assessing.

School Learning Teams

- f. Team members share responsibilities equally.
- g. Teams keep documentation of their work and share this publicly.
- h. The SLT analyzes student assessment data and develops plans for improving student learning based on district aspirational goals.
- i. The team is responsible for formative assessments and uses this data to adjust plans quickly.
- j. The school plans are carried out by respective departments and/or grade levels.



The Grade level and Department Team plans are reviewed by the SLT, and the SLT plan is reviewed by the Core CIA Team.

3. What do Grade Level and Department Teams Do?

Grade Level and Department Teams are led by the respective leader. The goal of the team is to develop specific plans in response to the SLT Plan. These plans are approved by the SLT.

Plans are assessed regularly and adjustments are made in consultation with the principal and/or SLT.

4. What are the district/school assessments?

District school assessments are selected based on what we can learn from them with respect to informing instruction to improve student learning. The district assessment plan is in three parts:

School Learning Teams

5

1. State Assessments: measure the performance of students on all district assessments
 2. Local Assessments: locally selected assessments that are used to measure student, school and district growth. These are the assessments we use to measure the continuous improvement of student learning through like pairs. The district uses the following assessments to measure continuous improvements:
 - a) Grades K to 8: Fountas & Pinnell
 - Measures literacy and reading
 - See APPR Chart in Appendix B (Draft)
 - b) Regents Exams
 3. Common school level assessments.
- 5. What are the specific forms and procedures that SLT and their support teams will use?**
- a. Meetings:**
 - i. Team Meetings: Department and grade level teams will meet once a week. SLT's will meet twice a month or more depending on need.
 - ii. Summer planning will be dedicated for each team to develop their plan for district and then school review. Hours TBD.
 - b. Procedures:**
 - i. By August 30, the SLT will use district-school student assessment data to build plans for improving student learning along with professional development
 - See district-school assessment report and School Learning Plan form
 - ii. At the first Faculty Meeting, the SLT plan is presented to the faculty.
 - iii. By the September 15, department and grade level leaders will meet with their respective teachers to fine tune their plans to meet the school SLT plan.
 - c. The planning and facilitation process:**
 - i. The conversations among school teams and professionals relative to using assessment to instruct teaching and guide practice to improve student learning will generate the ideas and best practices to be used at the school and classroom level. Given the professional development area that the district is committed to along with creating an in district professional in-service program, will provide ample opportunity for improve instruction based on the needs of our students.

School Learning Teams

6

ii. Given the need areas that the district has identified: improving literacy, reducing the reading gap, improving and developing student character and acceptance qualities, providing an enriched program for all students and improving college acceptance and graduation rates, the following questions-prompts, are examples that can be used to guide conversations and problem solving:

- **Current beliefs and reality:**

- a. What specific needs do our students have in this area?
- b. What do we believe about accomplished teaching in this area? What does it look like?
- c. What are our current instructional practices in this area?
- d. What assumptions about teaching, learning, and students drive these practices?
- e. Is there a gap between what we believe and what we do? If so, why? What keeps us from changing?

- **Questions used to design a School Learning Plan**

- a. What knowledge and experience do we already have in this area?
- b. What do we need to know, explore, learn, and be able to do in order to reach our goal?
- c. How and where will we get this information and skill?
- d. What resources will we need?

- **Questions used to build an action plan:**

- a. What specific tasks do we need to accomplish by the end of the school year? (Keep this doable.)
- b. What assessments and evidence will we use to determine whether we met our goal?
- c. What are our main tasks for the first month?
- d. What kind of timeline do we propose for the remainder of the tasks? Put on calendar.)

iii. **Examples of Focus questions:**

- What can we do differently in our classrooms to improve student achievement in math across all grade levels?
- What research-based teaching strategies can we use to increase student reading comprehension in all content areas?

School Learning Teams

7

- What differentiated instructional practices can we use in our classrooms to effectively teach all ethnic groups in our school?
- What can we do differently in our classrooms to assess students effectively and use this information to guide our instructional strategies?

iv. Examples of constructing goal setting statements

- We will build a literacy program based on research based assessment and instructional practices that will result in ongoing improvement in student learning and achievement.
- We will gain knowledge and skill in using inquiry-based methods of teaching science to engage students in higher levels of thinking and learning.
- We will use small-group instruction and other research-based methods of increasing students' writing proficiency.
- We will use research-based teaching strategies designed for gifted students to motivate and engage all students in higher-order thinking and to help them take more responsibility for their own learning

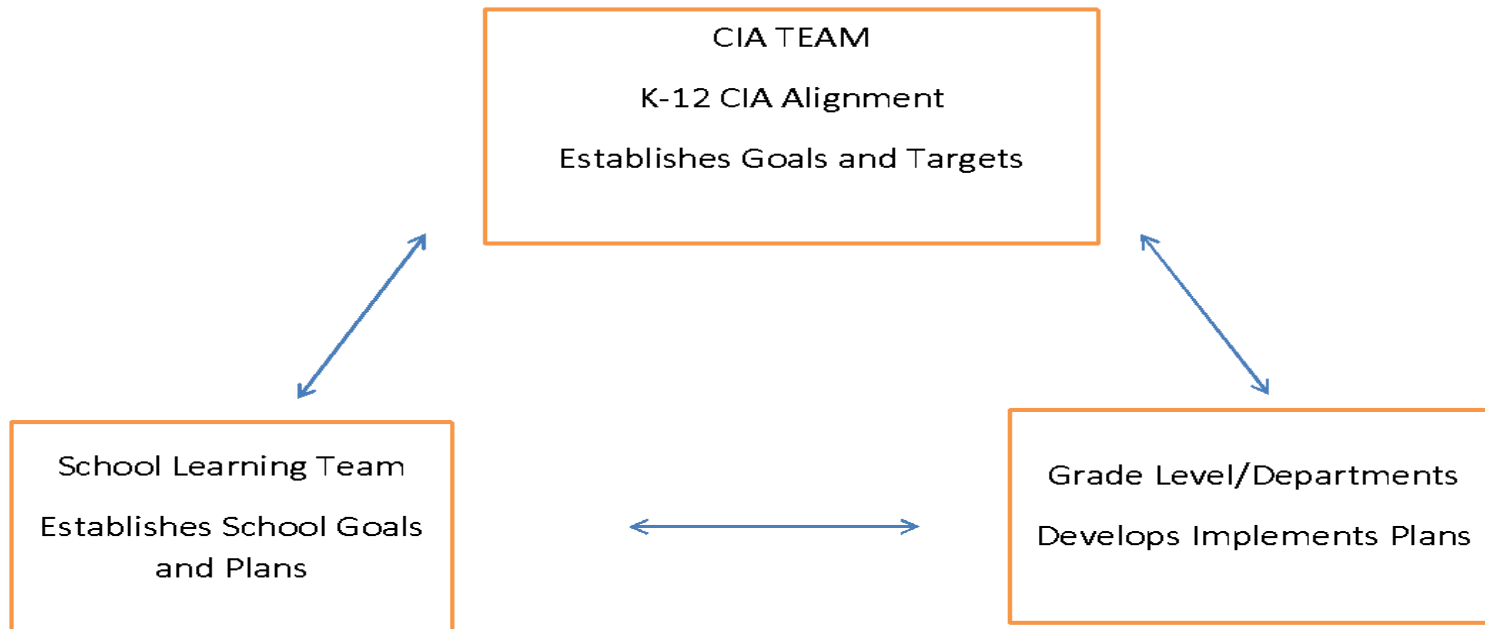
APPENDIX A

TEAM

ALIGNMENT

School Learning Teams

TEAM ALIGNMENT: CIA---SLT---GRADE LEVEL/DEPARTMENT



APPENDIX B

FORMS

Student Learning Team Goal Attainment and
District Target Worksheets

School Learning Teams

School Learning Teams

PEEKSKILL CITY SCHOOL DISTRICT
SCHOOL LEARNING TEAM (SLT)
GOAL(S) ATTAINMENT WORKSHEET & CONTINUOUS IMPROVEMENT PLANNING
2014-2015

School: Click here to enter text.

Check appropriate location/focal point and goal for this particular worksheet plan:

This plan relates to our:

School-Wide Goal(s): Click here to enter text.

Department: Click here to enter text.

Goal(s): Click here to enter text.

Grade-Level: Click here to enter text.

Goals(s): Click here to enter text.

Describe the Current Reality (embed/attach data, history, interventions, purpose, results, and program) relative to goal:

Strategies and Action Steps

Responsibility

Time-

Assessment Tool(s) and

School Learning Teams

		Line	other Evidence of Effectiveness

APPENDIX C

District and School Assessments

Peekskill System: SLO/Local Proposal
DRAFT: All In!

Grade(s)/Content	SLO	Local
Kindergarten	<ul style="list-style-type: none">• Letter Naming/Sound Fluency• Math Designed Assessment	F and P (Achievement)

School Learning Teams

1 st - 2 nd	<ul style="list-style-type: none"> ● F and P (Growth) ● Math Designed Assessment 	F and P (Achievement)
3 rd	<ul style="list-style-type: none"> ● ELA State Exam ● Math Exam <i>(Pre-assessment is teacher created)</i> 	F and P (Growth)
4 th – 5 th	ELA State Exam Math State Exam	F and P (Growth)
ELA, 6 th – 8 th Math, 6 th – 8 th Science, 4 th and 8 th only	ELA State Exam Math State Exam Science State Exam	SRI (Growth)
6 th – 8 th (SS/Science, Excluding Science 8)	Teacher-Designed assessment within Content (Growth)	SRI (Growth)
3 rd – 8 th (all other staff/teachers)	ELA Exam (<i>Math exam TBD</i>) Points/Percentages/Bands TBD	SRI (Growth)
ELL	NYSESLAT	F/P (k-5, Growth) SRI (MS)

School Learning Teams

9 th – 12 th (if the course ends in a state exam)	State Exam	Regents (Five Average), TBD Points/Percentages/Bands
9 th – 12 th (CORE courses, not ending in a state exam/Common Branch Courses)	Connected to State Exam within Department (i.e. English 9 would be the ELA Regents; Global I would be the Global Regents; and so forth)	Regents (Five Average), TBD Points/Percentages/Bands
9 th – 12 th (Encores)	ELA Regents and/or Benchmark Assessment and/or Literacy Based Assessment (teacher designed/vocabulary exam)	Regents (Five Average), TBD Points/Percentages/Bands

School Learning Teams

Overall District

Assessments and Quality Indicators

PLANNING FOR SCHOOL QUALITY & CONTINUOUS IMPROVEMENT

Results by Grade by School

Quality Benchmarks	K	1	2	3	4	5	6	7	8	9	10	11	12	Result of School Experience
District Assessments & Standards	ELEMENTARY			MIDDLE				HIGH						
	→													L E A R N I N G O B D I S T R I C T M
	→													
	→													
	→													
	→													
	→													
	→													
	→													
	→													
	→													

School Learning Teams

J
E
C
T
I
V
E
S

I
S
S
I
O
N

18

ANNUAL GOALS FOR IMPROVEMENT BY SCHOOL