

Elk Grove Associate Feedback
School: Anna Kirchgater ES
Associate: David LaRose

Visit 1: 09/16/2016

What was accomplished?

Connected with key staff. Visited with leaders for their systemic intervention for Tier III behavior needs. Visited with assistant principal and with several members of the leadership team (at the end of the day). These teachers were focused, engaged, excited about the prospects of greater clarity around PLC language, structure for their meetings, and greater focus on essentials/results driven intervention. Learned a great deal about their students (high behavior needs - highest % of suspensions for the district). Visited multiple classrooms, observed Tier III behavior intervention, and engaged leadership in goal setting for next meeting.

What are the next steps?

Find a date that works (principal had concerns with future dates). Engage full staff in the conversation - as the work, common language, sense of purpose, etc. is not present. Establish a frame for the work - from purpose to products. "Rally" the team around the "why" of PLCs.

What homework was assigned?

Principal - become more versed in the essential elements of PLCs; develop a vision and goals that align with this work (that I can support). Build a schedule that will maximize our time together.

Visit 2: 11/10/2016

What was accomplished?

Clarity of why and what, established common language. Evaluated current use of Early Out Thursday time. Discussed culture, school identity, values and beliefs. Collectively identified the lack of clarity and conviction with regards to mission, vision and values. Compared and contrasted Traditional vs. Professional Learning Teams. Team Goals for next EOT meeting. Unpackaged the why and what of meaningful norms - also a need of team. LT shared their goals/message for full staff (shared that afternoon).

What are the next steps?

Lay the foundation - mission, vision and values. Clarify and Commit to Question 1 - process and protocol. Evaluate Current Interventions - through the lens of evidence. Build leadership capacity - how do they take the work back to their teams? Consider moving to a central location - especially for M, V, V work.

What homework was assigned?

Establish regular time for Leadership Team meeting to meet. Establish school-wide norms. Begin the work of "why do we exist?" and "who do we need to be for our kids?" and "how must we behave/what commitments must we make?"

Visit 3: 12/06/2016

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| What was accomplished? | Deeper on the 4 questions. Analysis of current interventions (do we have evidence that the intervention works? is it aligned with an essential standard? can we guarantee that every student who needs it will get it?). Laying the Foundation Work - analysis of Mission and Vision - does not exist currently. No key school language - purpose, vision, mantra, etc. exists. Engaged in process to begin (and model for their work with the full staff), articulated their purpose, who they must become, what commitments need to be made. Team built goals, agenda, activities and assigned roles for their 90 minute meeting on Jan 3rd. |
| What are the next steps? | Jan 20 and Feb 3 day goals: Meet with grade level teams. LT will lead their work on Jan 3 - connecting Mission/Vision/Values as the foundation of any high functioning PLC; will affirm critical language - PLC defined; 3 Big Ideas and 4 Essential Questions. LT team member will engage their GL teams in the M, V, V Continuum after the Jan 3 meeting. |
| What homework was assigned? | See above. Principal to work with GL leads to identify goals/questions for our visit in Feb. |

Visit 4: 1/20/2017

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| What was accomplished? | <p>Common Language</p> <p>Current Reality Checks within common language - teams identified where a greater sense of urgency was needed (common theme was interventions and lack of any real evidence of what is and is not working).</p> <p>Deep discussion of what effective and meaningful collaboration looks like - focus on learning, etc.</p> <p>Common goals moving forward as a team - applying Essential Standard Chart/protocol to an upcoming unit</p> <p>Teams reviewed their perceived outcomes of their Jan 3 PD (led by the leadership team and focused on shared vision - work we had done together in December)</p> |
| What are the next steps? | <p>Direct work with Coach and Principal around the role he needs to play in moving this work forward - including his expectations of his AP</p> <p>Next steps with Vision work</p> <p>Closer look at Question 3 and the systems in place to support struggling learners</p> <p>Complete individual team meetings</p> <p>Establish a vision for remaining visits - possibly align with their late start day</p> |
| What homework was assigned? | <p>Teams encouraged to use the Essential Standard resource in collaboratively planning a future unit.</p> <p>Principal will be provided resources about the role of the principal in this work.</p> |

Visit 5: 2/3/2017**What was accomplished?**

Engage teams in understanding the why and what of PLC - common language, 3 big ideas, 4 essential questions, etc. Built understanding and enthusiasm for a more intentional, K-6 approach to collaboration.

1. PLC Defined
2. Review of the 4 Essential Questions of a PLC with Emphasis on Question 1
3. Deepen Understanding of Essential Learning – Redefined, Criteria, Products and Commitments
4. Review and Discuss Mike Mattos Clip: Getting Insanely Clear About What Our Kids Must Learn
5. Review Tool for Essential Standards

What are the next steps?

Work with site intervention and building leadership teams. We will review team themes, address current reality and build in a protocol for the spring to critically analyze (evidence) the effectiveness of teams and interventions. Will begin building a more intentional and interdependent model for GL teams, Leadership Team and Intervention Team.

What homework was assigned?

Principal - addressed the need expressed by his team to be more actively engaged in supporting the work (even if he doesn't feel prepared to lead it, they need to see and hear and feel his support). Prep work with the building leadership team and intervention team to evaluate their current interventions. Recommended he walk the full staff through a simple exercise to demonstrate the need for alignment/articulation between grade levels and K-6 (i.e. pre-requisites and essentials). Will be sending an article for principal to read about his role in impacting school improvement through the PLC framework.

Visit 6: 3/10/2017

What was accomplished?

1. Deep discussion re: What are Our Top Priorities as a School? Why?
2. Aligned critical nature of team identified Essential Standards for effective interventions.
3. Teams/teachers identified specific students lacking Essential Skills as behaviors for success at the next grade level.
4. Teams and teachers differentiated specific students needs - struggling with current grade level concepts or struggling because of a lack of being proficient with prerequisite skills.
5. Teams committed to grade level articulation as a critical next step - discussions driven by student, by standard (what is most important learning that MUST occur to increase odds of student success in the next grade level?).
6. Team affirmed a shared vision for what the school MUST be unified on - the why and the what of PLCs (3 Big Ideas and 4 Essential Questions)
7. Team identified several goals for future work with Coach - and affirmed the need for the school leadership team to "step up" and lead this work.
8. Committed to alignment of teams/committees - GL Teams, Intervention Team and Leadership Teams working interdependently to support and advocate for this work

What are the next steps?

1. Road Map development with LT at next visit.
2. 90 Minute Staff Development for Full Staff at Next Visit:
 - Clarity and Common Language
 - Essential and Prerequisite Exercise by Grade Level
 - Templates and Tools for Effective Collaboration: Norms and Agenda Structure
3. Plan for Last Session with Coach and Possible Full Staff, Summer Training

What homework was assigned?

1. GL Leads to engage their teams in Essential Standard Charts for future unit planning
2. Affirm and re-purpose current teams to evolve into the 3 Critical Teams (GL, LT and Intervention)
3. Articulate the Vision School-Wide

Visit 7: 3/28/2017

What was accomplished?

- LT identified the purpose of their team, who should be on the team, and what goals and behaviors should drive their work
- LT reviewed a sample "Anna Kirchgater PLC Statement Paper" and shared with full staff
- LT reps committed to work with all GL teams to - revise and review existing norms, review PLC document for common language and build on current essential - prerequisite work.
- Student Intervention Team committed to renewed focus, shifted goals based on current "intensive" student needs and accepted ownership for evaluating current intervention focus.
- Full staff reviewed the 3 big ideas and 4 essential questions of a PLC.
- Full staff, in grade levels reviewed current rosters and identified students who would begin the next year NOT possessing the academic and behavioral skills necessary to learn at the next grade level.
- Teams committed their future team work to go deeper with Question 1 and discuss what mastery should look like and what prerequisite skills are needed at their grade level.
- Teams committed to future GL articulation to align essentials and prerequisites across grade levels.

What are the next steps?

- LT action - their meeting dates, goals and modeling; work they will all do with their GL teams and targeted agenda for future full staff PLC meeting
- Coach will seek opportunity to meet with new principal when named
- Establish shared vision and "road map" for 17-18
- ID possible summer dates for full staff PD

What homework was assigned?

See above.

Visit 8: 4/25/2017

What was accomplished?

Agenda for the day included:

Leadership Team/Guiding Coalition

- Review LT Work to Date: Celebrate
- Outcomes from Recent Guiding Coalition Led EOT
- Team Feedback – Momentum and Barriers
- Clarity: Work to Date:
- AK PLC Statement Paper
- 8Ps of Our PLC – Evaluate Current Reality
- 3 Interdependent Teams
 - My Current Team
 - Guiding Coalition: Who and What
 - Intervention Team: Who and What

- Leadership Team/Guiding Coalition
- So What, Now What: Goal Setting for School and Teams
- Why
- What
- Who
- When
- How
- Communication Plan

The team completed self-assessment on their team and school wide current reality and identified goals they needed to be "tight" on moving forward. Goals, products and timelines were established for their remaining Early Out days - essential standards/pre-requisites, cross grade level articulation (by standard, by students), AK PLC Statement Document and Celebration protocol. A vision was established for what must be shared with the new principal.

What are the next steps?

Remaining Early Out days will be facilitated by the LT and will include common goals, expected products. A binder of essential products to reflect their work this year is being created to share with the new principal. LT members will engage their GL teams in a consistent message, vision for the work moving ahead; Intervention team goals/agenda was established for June 2nd.

What homework was assigned?

See above.