

Vernon Parish School Board **Proposed Plan for Deliverables and Outcomes** **2016-2017 School Year**

The following scope of services provides Vernon Parish School Board with a research-based approach to improving teacher and leadership effectiveness. This four-part proposal is based on the Center for Educational Leadership’s (CEL’s) theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high quality instruction along with the role they play in improving teacher practice.

Outcome 1: Leadership Cohort to include central office leaders, principals and assistant principals will develop a deeper understanding of how teachers should use the Louisiana Standards, the Louisiana Guide Books V2.0, and best practices in literacy instruction to plan, teach, and assess in order to analyze instruction and lead for improved teaching and learning at their schools.

Deliverables

- Central office leaders, principals, and assistant principals will have a set of criteria through which they can analyze lesson plans for evidence of LA standards-based planning used with the Louisiana Guidebook V2.0 curriculum.
- Central office leaders, principals, and assistant principals will have a process for observing instruction using the Compass Rubric to look for evidence of the teacher’s use of the LA Standards and the LA Guidebook V2.0 Units of Study in instruction.
- Central office leaders, principals, and assistant principals will grow their ability to coach teachers for improved instruction based on the Compass Rubric, LA Standards and the LA State Guidebook Units of Study V2.0.

Evidence of Successful Implementation

- Teacher lesson plans will reflect a logical sequence, connection to the LASS, Guidebook, V2.0 , and assessed student needs.
- Teachers’ anecdotal assessment records will reflect their implementation of the LA Guidebook V2.0 units of study as well as best practices in literacy instruction.
- Central office leaders, principals, and assistant principals will provide teachers with feedback on evidence of standards-based instruction using the LA Guidebooks V.20 and best practices in literacy instruction.

Outcome 2: Teacher Leaders in Graded 3-12 will continue to deepen their understanding of the LA State Standards, the Louisiana Guidebook Units of Study V2.0 and best practices in literacy instruction in order to improve their own practice and lead the work with colleagues at their school sites.

Deliverables

- Teacher Leaders will have a process for analyzing the **LASSS, Louisiana Guidebook V2.0 Units of Study and assessment data** to plan for literacy lessons (including lessons specifically for writing).
- Teacher Leaders will be able to make intentional instructional decisions *while teaching* based on their **assessment of standards-based student learning**.
- Teacher Leaders will have a process that they can use to share their learning and collaborate with their peers to build capacity at their school sites around standards-based planning, teaching, and assessing for student learning.

Evidence of Successful Implementation

- Teacher Leader lesson plans reflect a logical sequence, connection to the Guidebook, the LASS, and assessed student need.
- Teacher Leaders have a system for keeping formative assessment data (such as conferring notes) and are using that data to plan for instruction.
- Teacher Leaders are creating and teaching specific mini-lessons for each part of the writing process directly linked to the LASS and LA Guidebook V2.0 Units of Study.
- Teacher leaders are leading their colleagues and providing peer collaboration in standards-based planning, teaching, and assessing for learning.

Outcome 3: Grade 5 Intensive Cohort Teachers at four schools (identified by testing data- Vernon Middle School, Pickering Elementary, Evans K-12 and Pitkin K-12) will deepen their understanding of the LA State Standards, the Louisiana Guidebook Units of Study V2.0 and best practices in literacy instruction in order to improve their own practice around planning, teaching, and assessing student learning.

Deliverables

- Grade 5 Teachers will have a process for analyzing the **LASSS, Louisiana Guidebook V2.0 Units of Study and assessment data** to plan for literacy lessons (including lessons specifically for writing).
- Grade 5 Teachers will be able to make intentional instructional decisions *while teaching* based on their **assessment of standards-based student learning**.
- Grade 5 Teachers will have a protocol for collaborative work in which they use an inquiry cycle to continue to improve teaching and learning.

Evidence of Successful Implementation

- Lesson plans reflect a logical sequence, connection to the Guidebook, the LASS, and assessed student need.
- Grade 5 Teachers have a system for keeping formative assessment data (such as conferring notes) and are using that data to plan for instruction.
- Grade 5 Teachers are creating and teaching specific mini-lessons for each part of the writing process directly linked to the LASS and LA Guidebook V2.0 Units of Study.
- Grade 5 Teachers are meeting in grade-level meetings and using the Cycle of Inquiry to analyze student work, create a theory and action plan, gathering data while implementing the action plan, meeting to assess and reflect, and then working their way through the cycle again based on results.

Outcome 4: Grade Level Cohorts will deepen their understanding of the LA State Standards, the Louisiana Guidebook Units of Study V2.0 and best practices in literacy instruction in order to improve their own practice around planning, teaching, and assessing student learning.

Deliverables

- Grade 5 Teachers will have a process for analyzing the **LASSS, Louisiana Guidebook V2.0 Units of Study and assessment data** to plan for literacy lessons (including lessons specifically for writing).
- Grade 5 Teachers will be able to make intentional instructional decisions *while teaching* based on their **assessment of standards-based student learning**.
- Grade 5 Teachers will have a protocol for collaborative work in which they use an inquiry cycle to continue to improve teaching and learning.

Evidence of Successful Implementation

- Lesson plans reflect a logical sequence, connection to the Guidebook, the LASS, and assessed student need.
- Teachers have a system for keeping formative assessment data (such as conferring notes) and are using that data to plan for instruction.
- Teachers are creating and teaching specific mini-lessons for each part of the writing process directly linked to the LASS and LA Guidebook V2.0 Units of Study.
- Teachers are meeting in grade-level meetings and using the Cycle of Inquiry to analyze student work, create a theory and action plan, gathering data while implementing the action plan, meeting to assess and reflect, and then working their way through the cycle again based on results.

Dates for Proposed Work

August 29-Sept 1 (4 days)

October 17-20 (4 days)

November 7, and 9-10 (3 days) (Nov 8th is a holiday)

January 17-20 (4 days)

February 15-17 (3 days)

March 13-16 (4 days)

22 days total