

## How School Leaders Create a Results-Focused Learning Environment

Panther Lake Elementary School

Systems and Structures for Collaboration and Dialogue

Who (Representative Members)	Purpose	When	Why
<b>Leadership Team</b> Administrative staff Teacher representatives Classified employee representatives Parents and community members	Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs)	Monthly	Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Meeting minutes are kept and published to the school community. Team members assume responsibility for collecting and disseminating critical communication to their representative group.
<b>Intervention Team</b> Principal/Assistant Principal Instructional coach Certificated intervention staff	Monitor and ensure fidelity of implementation of interventions (RTL); data analysis, progress monitoring and next steps, problem(s) of practice	Monthly	Build leadership capacity among staff. Monitor student progress, make adjustments as needed. Ensure that interventions are implemented as intended and assess if they are working.
<b>Teacher Leaders</b> Principal/Assistant Principal Instructional coach Teachers who have been identified to assist in the implementation of the Instructional Framework and the Teacher Evaluation System (4 teachers representing primary, intermediate and special education)	Collaborative development of staff PD; Teacher/Principal Evaluation Project (TPEP), Instructional Framework, CCSS	Monthly	Build leadership capacity among staff. Teacher leaders are also liaisons/resources for teachers learning and implementing the framework and the TPEP model.
<b>New Teachers/Staff</b> Principal/Assistant Principal Instructional coach Certificated staff new to teaching and/or new to Panther Lake	Support and induction; upcoming events, PD, hearing from teacher leaders and visiting highly effective classrooms/teachers	Monthly	Keep new staff connected to building leadership (principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to "meet" about any longer). Provide opportunity to ask questions, ensure implementation of building processes and culture (how we do things around here), observe and reflect on learning from colleagues and classrooms (noticings and wonderings).

Who (Representative Members)	Purpose	When	Why
<b>Grade Level Professional Learning Communities</b> Grade level teams Special education team Specialists	Grade level team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 30 days.	Weekly	Build leadership capacity among staff – it is the foundation of all of our work. Monitor student achievement in a collaborative, data driven model. Focus on “our kids”. Keeps achievement and our work transparent and moving forward.
<b>CAST Meetings (Collaborative Academic Support Team)</b> Principal/Assistant Principal Instructional coach Grade level teams	½ day per semester with each grade level team. Analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD.	2x per year	Monitor student achievement for all. A protected block of time with each team to analyze the results of benchmark assessments and have deeper discussions about “the work”. Provide instructional supports where warranted.
<b>Learning Walkthroughs</b> Principal/Assistant Principal Instructional coach Principal intern	Part of the supervision/evaluation process; informal walkthrough look-fors are aligned to the instructional framework – provide feedback to instructional staff.	As often as possible	Monitor fidelity of instruction, implementation of the framework; identify needed supports either individually or for the large group aligned to building trends.
<b>Professional Development</b> <i>Created and lead by</i> Principal/Assistant Principal; Instructional coach, teacher leaders (formally identified and other instructional leaders in the building)	Provide necessary training, support, resources and materials for the whole group, small group and individual staff. Build on and coordinate with district initiatives and training (e.g., In-service, Book Studies, Model Classroom Observations)	Late arrival days (5); workshop days (2); “staff meetings”	Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary supports to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.
<b>Committees</b> All staff participate on a building committee: PBIS, Family Engagement, ASB, Sunshine, Assemblies, Safety.	Staff lead and participate on building committees as part of our commitment to “The Basic School” philosophy, which is based on the belief that everyone plays a role in the running of the school.	Monthly	These are all important and necessary functions of the school; committee work allows for a focus on these issues while keeping conversations and work around SIP, PD, PLC’s, etc., focused on teaching and learning.