

Tenet 3 or Tenet 4		REVIEWER FEEDBACK
A1. DTSDE Pillar	Tenet 4 - Instruction	-
A2. DTSDE Sub-Pillar (if applicable)	Instructional techniques that deepen engagement.	-
		<u>REVIEWER FEEDBACK ON BASELINE DATA</u>
B1. Baseline Data: Provide the most recently available information.	As of June 2019, according to the PLC Associate's Student Voice Survey, approximately 40% of students reported that they often work with partners or in groups.	
		<u>REVIEWER FEEDBACK ON GOAL</u>
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4	By June 2020, 50% of students will report that they are provided opportunities to interact with classmates on higher-order thinking questions.	
		<u>REVIEWER FEEDBACK ON AREA(S) OF NEED</u>
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on the PLC Associate's Student Voice Survey, the lack of classroom engagement stems from students' lack of interest in classes and discussions. The survey shows only 36% of students are interested and attentive in classes. Data shows that 49% of students feel comfortable asking questions in classes, and 43% of students do not believe teachers provide adequate time for students to discuss topics and share ideas with each other.	

E1. Action Plan - August 2019 through January 2020			
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	REVIEWER FEEDBACK ON ACTIVITIES
9/9/2019	10/11/2019	During ASP meetings, administration will provide teachers with resources and strategies to bolster student dialogue.	
9/9/2019	11/1/2019	Create posters with questioning stems and strategies to display in classrooms.	
10/7/2019	11/1/2019	Administrators will revise the walk-through tool with updated instructional look-fors.	
11/4/2019	1/31/2020	Administrators will utilize walk-throughs to provide verbal and written feedback on student/teacher classroom discussions, partner/group discussions, and engagement strategies.	
10/14/2019	1/31/2020	Teachers will apply the strategies provided during ASP meetings to model what effective classroom discussions entail and how to implement various protocols to foster student discussion.	
			REVIEWER FEEDBACK ON BENCHMARK(S)
F1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		By January 31, 2019: (1) Administrative walk-through data will show 45% of teachers are facilitating meaningful classroom discussions, and (2) 45% of students will report they are provided opportunities to interact with classmates on higher-order thinking questions.	

G1. Action Plan - January 2020 through June 2020			
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.	REVIEWER FEEDBACK ON ACTIVITIES
2/3/2020	3/13/2020	During ASP, administrators will reference walk-through data to provide teachers with feedback and additional strategies/resources to facilitate student dialogue.	
2/3/2020	5/1/2020	Provide teachers with professional development on "Talk Moves" from Math Solutions (Mike Stevens).	
3/2/2020	6/12/2020	Provide thought provoking follow-up questions based on responses students provide to activate higher-order thinking.	
3/16/2020	6/12/2020	Review revised walk-through tool based on teacher and administrator feedback.	