Hephzibah High School Strategy Map

- **Increase the % of the overall students scoring Developing Learner or above on all content areas on the GMAS by a minimum of 10%**.
  
  - **High Academic Achievement and Success For All**

- **Decrease the number of discipline referrals by a minimum of 25%**.
  
  - **High Performing Culture and Workforce**

- **Decrease the absentee rate by a minimum of 5% of students missing 6 or more days**.
  
  - **High Academic Achievement and Success For All**

- **Develop rigorous instruction and assess students’ understanding. Analyze results and make adjustments.**

- **Incorporate Marzano’s 9 effective instructional practices into each lesson.**

- **Create and implement IB Unit Plans. Develop an interdisciplinary unit and implement by the end of the year.**

- **Recognize students within your classroom for academic achievement.**

- **Participate in the school’s PBIS Program and follow the school-wide expectations.**

- **Implement classroom management strategies based on PIS and recommendations.**

- **Develop, implement, and consistently follow the discipline protocol for your classroom.**

- **Contact parent if discipline is a concern. In addition, contact parent to praise student.**

- **Take attendance daily for each of your classes in IC during each class period.**

- **Contact parent if the student has missed 3 consecutive days from your class period. Document in IC.**

- **If student missed more than 5 days within your class period notify the student’s counselor via email.**

2018-2019
WHERE ARE YOU NOW?

PLEASE COMPLETE THIS SHORT PRE-ASSESSMENT

https://goo.gl/forms/XoBAm3xsdA9L0LbD2
Learning Targets

- I can tell you what a clear learning target is.
- I can classify learning targets by type (knowledge, reasoning, skill, product and disposition).
- I can develop a learning target for at least one class that I teach.
“Please, Ms. Sweeney, may I ask where you’re going with all this?”
WHAT IS A CLEAR LEARNING TARGET?

• Designed in student-friendly language “I can...” and “I know...” statements Demonstrate what students will be able to do.
• Consists of concept (noun), skill (verb) and often a specified context Students perceive information as interesting and relevant.
• Directly reflect learning goals: Accomplished in a few days at most.
• Specific to what and how: Empower students to take ownership of their own learning.
WHAT ARE LEARNING TARGETS?

https://youtu.be/eea0OHP3Kt8?t=6

- Be posted **daily** for students to see
- Be discussed with students at the **beginning** of the lesson
- Be reviewed with students at the **end** of the lesson
- How do you know students reached the target? (formative assessment)
You be the Judge – Learning Target or Not?

I can identify the protagonist, theme and voice of a piece of literature.

I can flip a coin 100 times to determine the probability of heads.

I can watch a video about the causes of the Civil War.

I can use authentic ancient Egyptian techniques to mummify a chicken.

I can describe how materials change when they are heated or cooled.
Five Types of Learning Targets

To build clear learning targets we need to understand that there are actually five kinds of learning targets.

- **Knowledge**: facts and concepts we want students to know
- **Reasoning**: use what they know, reason or solve problems
- **Skills**: use knowledge and reasoning to act skillfully
- **Products**: use knowledge, reasoning, and skills to create a concrete product
- **Disposition**: attitudes about school and learning
ELAGSE2SL4:
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Friendly Learning Target (Performance)
Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Student Friendly Learning Target (Performance)
I tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Writing Clear Learning Targets

**Review Learning Goals**

- Personalize for the student...
  - “I can...”
  - “I know...”

**Ask Yourself**

- Can students understand the target?
- Do I need to modify the language of the goals to create student-friendly targets?

**Write Targets**

- What is the process for deconstructing standards into teacher targets?
- Taking teacher targets and turning them into student-friendly targets.
It’s Your Turn......
Choose one of your standards.
Rewrite in Teacher Friendly Language.
Rewrite in Student Friendly Language.

What type of learning target is this? (Knowledge, Reasoning, Skills, Products, or Disposition)
Closing

- I can tell you what a clear learning target is.
- I can classify learning targets by type (knowledge, reasoning, skill, product and disposition).
- I can develop a learning target for at least one class that I teach.