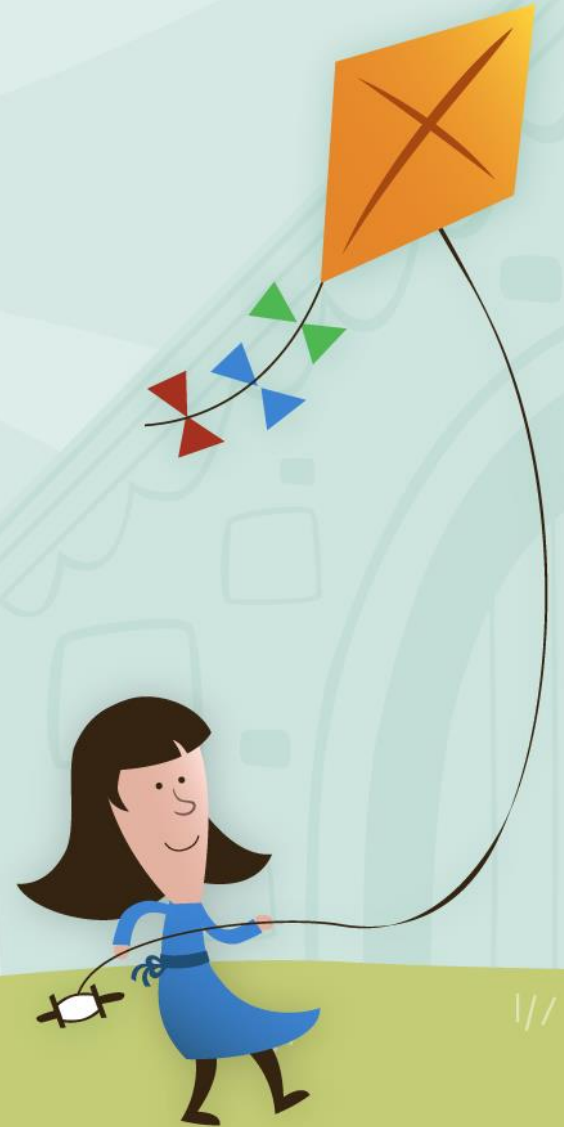


Area Learning Walk

Bing Elementary School



Introductions of ALT and School Based Team



Norms

- Be present and engaged
- Respect differences
- Speak your truth
- Begin and end on time
- Assume best intentions
- Monitor airtime



Form 1 Math Data

	District Average	School Average	BQ Average
Grade 4	49.14%	39.92%	25.13%
Grade 5	44.74%	34.04%	20.74%

	White student average	Black student average
Grade 4	40.55%	36.5%
Grade 5	36.11%	30.9%



Form 1 Reading Data

	District Average	School Average	BQ Average
Grade 4	50.19	41.58	26.52
Grade 5	53.3	39.71	28.50

	White student average	Black student average
Grade 4	44.17%	35.34%
Grade 5	42.12%	40.23%



Form 1 Science Data

	District Average	School Average
Grade 5	51.87%	40.52%

	White student average	Black student average
Grade 5	47.5%	39.2%



Learning Target Feedback

100% You have a Learning Target posted

100% Your Learning Target starts with “I Can” And is focused on the student (F)

67% Your Learning Target includes an Action (cognitive demand of the brain) (A)

74% Your Learning Target states the resources/materials/content the students are using or engaging with (C)

30% Your learning target states how the student will know if they have hit the target (what is the hand doing) (E)



Equity Plan

Equity discussion began during preplanning, 4 conditions for equity in schools

Shared Article [Equity vs. Equality: 6 Steps Toward Equity by Shane Safir](#)

October 2- Equity PLC- Consensus map to begin conversation of defining equity, gallery walk to evaluate data from last year's FSA results



RADAR Plan/ Teacher Observation Updates

- Continuing to build capacity with Learning Targets and alignment to standards through our 1st inquiry cycle
- Feedback provided regarding learning targets week of October 2
- Using data from walk through, informal and formal observation process and Learning Walks to determine goals for 2nd inquiry cycle
- Formal and informal observations started October 2. Formal observations on all new employees to teaching will be completed by October 12



Instructional Priorities

Instructional Priority #1: Student achievement will increase when student learning tasks and product success criteria are aligned with the appropriate Depth of Knowledge/Cognitive Complexity of the learning target to meet the grade level standard.

Instructional Priority #2: To utilize the standards based learning target as a tool for teachers and students to connect “why is this important” learning to make it relevant.



Look fors:

Environment

A grade level standards based “I Can” Learning Target is posted and the standard language is evident

(I can, So I can, I know I’ll have it when...)

The Standards based learning target starts with “I Can” and is focused on the student

The Standards based learning target includes an Action

The Standards based learning target states the resources/materials/content the students are using or engaging with

The Standards based learning target states how the student will demonstrate if they have hit the target (I know I’ll have it when)

Student

Student can explain what they are learning

Student are able to explain why their learning is important, make connections to progression of learning, OR why the learning is relevant to their lives.

Student can explain how they will know when they learned it

Teacher

The “I Can” Learning Target is connected to the standard

The learning target is communicated throughout the lesson

The learning target relevancy (WITI) is communicated throughout the lesson

The teacher’s instruction is aligned to the Standards based learning target

