

Lackawanna High School

Instructional Plan Updated Spring 2021



LHS Mission

ALL students will earn a MEANINGFUL High School Diploma.

LHS Goals

Increase Graduation Rate to 75.2% (20-21)

Increase Average Daily Attendance to 95%

Increase Student Access to Instructional Technology and Appropriate Use

Build Strong Relationships with Families through Consistent, Quality Communication

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The calendar below has been distributed to staff and families to assist with tracking days students should be in attendance. These days align with the learning models on the next page.

Lackawanna High School Learning Models

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A Hybrid 2-1-2 Model	Face-to-Face 	Face-to-Face 	Synchronous Remote Learning (Students work from home and Staff work from school) 	Asynchronous Remote Learning with Staff Check in 	Asynchronous Remote Learning with Staff Check in 
Group B Hybrid 2-1-2 Model	Asynchronous Remote Learning with Staff Check in 	Asynchronous Remote Learning with Staff Check in 	Synchronous Remote Learning (Students work from home and Staff work from school) 	Face-to-Face 	Face-to-Face 
Group C 100% Remote	Synchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 

Instructional Expectations

Lesson Planning

Teachers are expected to plan standards based lessons that will encompass direct instruction for face-to-face learning, lessons that can be taught via the computer for synchronous Wednesdays, as well as independent lessons that include instructional videos, web quests, castle learning, gizmos, etc. for asynchronous student learning days. Asynchronous learning days should have some sort of student generated work product either online or on paper that will be completed as documentation of attendance.

Meaningful Student Contact

We are required to maintain meaningful student contact on days that students are participating in asynchronous learning activities. To accomplish this, teachers are expected to;

- Reach out to and respond to student e-mails during either a prep or PD period, as time allows.
- Plan and post standards based learning activities to be completed and submitted on asynchronous learning days.
- Document Parent and Student contact in the eSchool Teacher Journal.

Learning Platforms

Teachers are expected to utilize district and BOCES supported technology platforms to provide instruction. A list of resources include the following, and should be accessed through the district webpage;

- Microsoft Teams
- Castle Learning,
- Lackawanna High School Library – many resources linked on this site.
<https://destiny.wnyric.org/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>
- Gizmos
- Project Wisdom - please check your email for directions to access resources
- Teacher web pages and e-Mail

Culturally Appropriate Materials

Teachers are expected to carefully select learning materials and proof read anything being sent for printing. Without the benefit of an in class room explanation and discussion, materials that may be perceived as inflammatory for any population of students must be avoided. We want to provide a rich, diverse curriculum in an appropriate manner. Please Mrs. Biastre or Mr. Lyons if you have any questions.

Instructional Priorities

The LHS Instructional Priorities set the annual instructional focus for the building and foster conversations about school practice.

Instructional Priorities help our school reflect upon and refine our practice in order to strengthen the integration of district-wide initiatives to prepare all students, including Students with Disabilities and English Language Learners, to graduate college and career ready. Implementation of the expectations will support our school in building coherence among culture, structures, and instructional core and support us in reaching the benchmarks for school quality described in the Diagnostic Tool for School & District effectiveness.

PLC Surveys and conversations with teachers and support staff have helped to define the following principles that anchor our 2020-2021 LHS Instructional Priorities:

- Schools need time to reflect upon and refine their practice, including the emphasis and assessment of Priority Standards and remote learning for every course;
- Selecting only a few high-leverage actions to deepen the ongoing work of preparing students for college and careers helps us make sense of multiple initiatives, including implementation of the Next Generation Learning Standards, DTSDE Rubric, the District Strategic Plan and our “Super Seven” instructional strategies.
- Using a common language and building a shared understanding of high-quality instruction enhances LHS educators’ ability to communicate and align resources within and across departments.

Summary of the 2020-2021 LHS Instructional Expectations

In the 2020-2021 school- year, our school will reflect on previous years’ successes and areas for growth in order to create and refine the building SCEP and PD plans that best support our students. **Specifically, the 2020-2021 LHS Instructional Priorities call on each department and staff member to:**

1. **Ensure knowledge of students and their work**, and use this knowledge as the starting point for planning; Data Driven Decision Making
2. **Identify and teach “Priority Standards”** for every course at the appropriate Depth of Knowledge or Blooms level. Know the nouns and verbs in your standards.
3. **Develop a culture of collaborative professional learning** that enables school and individual development. Learning walks, book study, common assessments, peer coaching/training.
4. **Utilize and unpack learning targets** to ensure all students have the underlying skills to master grade level and course essential standards.
5. **Use of the “Super Seven”** adapted as needed to align with remote and socially distant learning.
6. **Use of Success Criteria** to ensure all students understand instructional expectations and what “good work” looks like.

Knowledge of Students

All students should experience rigorous instruction that is aligned our school-wide goal for earning a meaningful diploma and for preparing students for success in college and careers. It remains the responsibility of the classroom teacher to know how each of his or her students is progressing towards mastery of the content and standards. It is the responsibility of the school to ensure that each student's academic and social-emotional development and progress toward meeting the benchmarks for college and career readiness are well known and addressed. Our school will strategically align our work, including our instructional focus, professional learning, and related supports based on regular assessment of student strengths and needs.

Identify Essential Standards

In order to ensure a rigorous, coherent curriculum that allows all students access to course content, teachers will work together to identify Priority Standards for all courses and teach and assess them at the appropriate rigor level. Teachers will utilize the verbs in the standards and align them with the appropriate instructional level according to Blooms Taxonomy or the Depth of Knowledge Chart. This applies to both in-person and remote teaching.

Culture of Collaborative Professional Learning

As a key element of professional learning, collaboration supports both teacher and student growth. It is the collective responsibility of all school members to engage in professional collaboration that serves the needs of our students. The culture of reflecting on and refining practice to drive the work within our school builds upon previous years' expectations. Collaborative professional learning among school leaders, staff, families and communities increases the impact of strong instruction. In 2020-2021, schools will refine and develop systems and structures that foster collaborative professional learning in support of their instructional foci and identified areas for teacher and student growth.

School teams that work together to study and implement prioritized instructional practices have a strong impact, not only on student learning, but on their own professional learning. Professional collaboration can happen in a variety of ways, including:

- Colleagues from similar content areas meet to look at the standards and to coordinate when each standard is addressed in the year;
- Teachers engage in professional development and then bring instructional strategies back to department and faculty members;
- School leaders support teacher' reflection on their practice and development of pedagogical strengths based on identified areas for growth by providing professional learning opportunities, facilitating visitations, and modeling a commitment to their own learning goals and strategies;

- Targeted intervention teams (SST or Restorative), comprised of administrators, teachers, and other staff regularly analyze relevant screening and diagnostic data, student work, and observation notes to develop targeted interventions and engage in ongoing process monitoring protocols.
- Throughout the year, our school will analyze multiple sources of information to assess the impact of professional learning and inform the refinement of collaborative structures and practices. The impact of this collaboration will be seen in classroom practice and related student work.

Learning Targets

Unlike instructional objectives, which are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons, **learning targets** frame a lesson from the student point of view. A learning target helps students grasp the lesson's purpose--why it is crucial to learn this chunk of information, on this day, and in this way. Learning targets written in a student friendly way, posted beginning with the words "I CAN..." will be utilized and unpacked in all classrooms.

For example, if you own a global positioning system (GPS), you probably can't imagine taking a trip without it. Unlike a printed map, a GPS provides up-to-the-minute information about where you are, the distance to your destination, how long until you get there, and exactly what to do when you make a wrong turn.

But a GPS can't do any of that without a precise description of where you want to go. Think of shared learning targets in the same way. They convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. The intention for the lesson is one of the most important things students should learn.

No matter what we decide students need to learn, not much will happen until students understand why they are supposed to learn during a lesson and set their sights on learning it. Regardless of how important the content, how engaging the activity, how formative the assessment, or how differentiated the instruction, unless all students see, recognize, and understand the learning target from the very beginning of the lesson, one factor will remain constant: The teacher will always be the only one providing the direction, focusing on getting students to meet the instructional objectives.

The students, on the other hand, will focus on doing what the teacher says, rather than on learning. Students who don't know the intention of a lesson expend precious time and energy trying to figure out what their teachers expect them to learn. And many students, exhausted by the process, wonder why they should even care.

Although teachers derive them from instructional objectives, “I CAN” Statements differ from instructional objectives in both design and function. Instructional objectives are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons. They are not designed for students but for the teacher.

An “I CAN” Statement, on the other hand, frames the lesson from the students' point of view. A shared learning target helps students grasp the lesson's purpose -- why it is crucial to learn this chunk of information, on this day, and in this way. Students can't see, recognize, and understand what they need to learn until we translate the learning intention into developmentally appropriate, student-friendly, and culturally respectful language.

Super Seven:

1. Higher order questions connected to learning targets
<https://medicine.wright.edu/sites/medicine.wright.edu/files/page/attachments/QuestionTemplates.pdf>
2. Unpacked learning targets <https://blog.masteryconnect.com/four-steps-unpacking-standards/>
3. Positive classroom culture <https://thehighlyeffectiveteacher.com/6-ways-to-build-a-positive-classroom-culture/>
4. Students engaged in rigorous tasks <https://knowledgeworks.org/resources/rigorous-tasks/>
5. Continual checks for understanding
<http://www.ascd.org/publications/books/111017/chapters/Questioning-to-Check-for-Understanding.aspx>
6. Student to teacher discourse 60/40% or greater
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/459/How-Rich-Is-Your-Classroom-Discourse.aspx>
7. Students working with partners or in groups <https://www.elearners.com/education-resources/online-learning/how-to-survive-virtual-group-work/>

Success Criteria:

Success criteria is a description of what it means to do quality work in today's lesson in terms so that students can use these descriptions to assess the quality of their work while learning. Success criteria are specific to a learning target, understandable, and public.

Success criteria answers an important question about the lesson from the student's point of view: “How will I know when I hit the target?”

There are three major ways in which we share success criteria in a lesson. In each of these cases they let students know at the beginning of the lesson what a good quality response looks like. Too often when we get poor quality work it is because we have not communicated to student what good quality looks like.

1. Check Lists: Use these every day when you assign a task for students to complete. Remember we are asking student to think and do complex work every day, so they need clarity about what good work looks like.

Learning target: I can change a sentence from passive to active voice.

Task: Change the sentences in the story from passive to active verbs.

Success Criteria: (You will know you hit the target when you...)

- Removed the “to be” form, en, or ed from the passive verb to make it an active verb.
- Turned the subject of the passive sentence into the direct object.
- Turned the object of the passive sentence into the “star,” or the subject, of the active sentence.

2. Using Rubrics: When you are assigning a lesson that involves writing a persuasive essay, charting the effects of earthquakes on buildings, researching the history and culture of x, or solving complex math problems, that require more than one lesson, you should use a rubric to show students what a quality product looks like. A quality rubric, especially an analytic rubric, stipulates the essential elements of a complex performance and describes levels of quality (success criteria) for each element. There are countless ways to use rubrics before, during and after a lesson to share the learning targets and success criteria for a particular performance.

The following are ways to use rubrics to make expectations for a high-quality product evident to students. These examples help make students more assessment capable and give them ownership of their learning and make clear the criteria for success.

- Give students a piece of student work that matches the task you are giving them and ask them to use the rubric to score the piece of work. Social Studies – give students a constructed response and the state rubric and ask them to score it before having them write a constructed response. The quality of their work will improve. Math give them a completed problem and have students use the rubric to score the problem as review prior to the test.
- Show students a video of a performance and ask them to use the rubric to score the performance in the video. Discuss the attributes and make an anchor chart to use as checklist as they are preparing their own.

- Give students a few examples of a written task and ask them to sort these by putting them in piles that match the level of performance in the rubric. Defend their scoring to the group.
- Create rubrics as a class for a small piece of work and have students use it to monitor their progress as they work on their piece. Technology – have students describe what high quality work looks like when they complete a task, ask them what medium and low- quality work looks like. Post this rubric as a guide for students as they complete their work. When students create the rubric, it clarifies their understanding of the success criteria and guides their work.
- At the mid-point of a lesson ask students to use the rubric to self-assess their progress and set a goal for next steps. Have student use the rubric to peer assess their peer’s product. Decide next steps. Use green, yellow, and red dots to indicate where in the task you are ready to go on, need to work on this more, and I need help and cannot go on without talking to the teacher.
- Give the rubric to the students and ask the student to self-assess where they are. Student uses a yellow highlighter to mark the levels of performance on the rubric that reflects where they think they are. The teacher reviews the work and uses a blue highlighter to assess where they are. Where yellow and blue agree it will make green and show agreement on the student’s application of the criteria for success. Areas that remain main blue are places where the teacher can help the student to better understand what they need to do to improve.

3. Using Models to show student what good quality looks like. Checklists help, rubrics are important, but models make high-quality clear to students. Using a model and then making an anchor chart listing the attributes of the model that meet the target will provide significant guidance to students as they complete a task. You can use models in small lessons to show what a good answer looks like. Use it with a math lesson to show what complete work looks like – use a notice and wonder protocol to ask student what they see in this model that meets the target. Wonders will help you understand the questions they have. Use models all the time.

- It is a challenge to think of a skilled profession that does not rely on models, critique, and descriptive feedback to improve performance. Imagine fields such as medicine, journalism, or software development without clear models, and without continual critique and revision. Professionals in these fields know what a high-quality product looks like—whether it is a Pulitzer Prize–winning article or a software application with record-breaking sales—and these models provide them with a reference point for productive critique and feedback that will enable them to improve their own work. Professional dancers have watched thousands of dance performances and have those etched in their minds. Professional basketball players have watched thousands of games. They have a clear picture of where they want to go, and they need continual critique from coaches and colleagues to get there. Picture a ballet troupe without someone continually adjusting posture and position, or a basketball team never critiquing strategies during halftime or analyzing their play on video. These ongoing feedback practices, which help us improve, are essential in nearly every field. Despite its prevalence in the world, this kind of on-the-job, on-the-spot feedback, based on strong models, is still strangely absent from many schools and classrooms. To be sure, grades and test scores abound,

and occasionally students get assignments returned with comments, but these “results” are often thin and too distant from the moment of learning or effort to be useful. Now more than ever, with the introduction of rigorous Next Generation Standards., students need models of work that meet standards, and they need structured opportunities for critique and descriptive feedback so that they too can produce work that meets the standards. Students and teachers alike will benefit from seeing—sometimes even holding in their hands—examples of what they are aiming for.