



## **DRAFT for the AED PSO Principal Retreat**

**Plan for November 20-21, 2009**

**By November 13**

We are asking that each principal / team share with us via email their responses to the following questions regarding their intended focus area for the retreat:

- What do you hope to learn / explore / work on during the Saturday session?
  - What has your faculty and staff been working on in this area to date?
  - What data and evidence do you have to indicate the successes and challenges your school has experienced in this area?
  - What are your goals moving forward in this area?

**Responses can be sent to [risasackman@mac.com](mailto:risasackman@mac.com)**

**Friday, November 20 from 5:30 pm to 9:30 pm**

- In our evening meeting we will provide a session updating teams on AED's progress on the Indicators for Success: Interventions and Supports (ISIS).
- Each group will receive updated data on their students and will be guided through an analysis and discussion to better understand which students are on track for success and which students need supports/interventions.
- We will ask each team to look for trends, anomalies, and interesting findings.

**Saturday, November 21 from 8:00 am – 3:00 pm**

### **Analyzing Literacy Data to Plan Grade-Wide Curriculum & Instruction**

**8:00 – 8:30:** Breakfast

**8:30 – 12:00:** Working Group Session

AED will offer strands on Rigorous Literacy Across the Curriculum, Social Emotional Learning, and PLCs (see back for snapshot of these sessions), or you can use this time to focus on your own work and your own topics)

**12:00 – 1:00:** Lunch

**1:00 – 2:00:** Poster preparations (illustrate how this work will be implemented in your school)

**2:00 – 2:45:** Gallery Walk and shared practices – professional feedback from colleagues

**2:45 – 3:00:** Wrap up and next steps

## **Analyzing Literacy Data to Plan Grade-Wide Curriculum & Instruction**

- Establishing Power-Standards in Literacy (based on student challenge areas and skills that are most often tested)
- Analyze student challenge area (looking for patterns in test questions)
- Plan for one formative assessments that measure student progress in one skill area
- Plan a lesson that will effectively teach this skill

## **PLCs: The Agent for School Improvement**

- Come to a shared definition of highly effective professional learning communities
- As a team, evaluate the current levels of effectiveness in your school-based PLCs
- Analyze current strengths and areas for growth and plan a strategy for empowering teacher teams and ensuring that they can become agents of change
- Explore tested strategies and protocols for highly effective teacher teams
- Create in-school PD around PLCs
- Create a calendar and timeline for implementing these changes

## **Social and Emotional Learning (SEL)**

- Conduct a self-evaluation around your school's current support for students' development of social and emotional skills
- Map the SEL competencies across your advisory program and/or content areas
- Create a plan for integrating SEL into your school structure and program