# A Guide to School-Wide Cycle Reviews

The Results-Oriented Cycle of Inquiry (ROCI) is designed to support individuals and teams in sharpening their focus on results and developing habits that fuel continuous improvement. ROCI focuses our attention directly on student learning; allows us to learn from our successes and to diagnose and problem-solve challenges; and then leads us to implement our solutions and monitor how they are working. At regularly scheduled intervals (every six to eight weeks) we conduct benchmark cycle reviews. This is an opportunity to pause and reflect, to inquire as to whether we are moving closer to our vision of for teaching and learning and refine our plan moving forward.
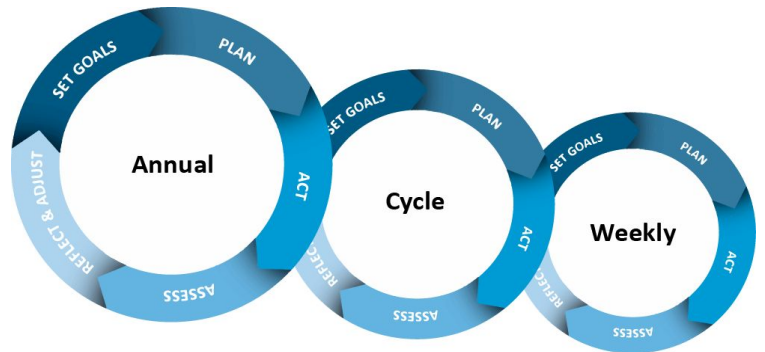
Look Back

Step 1:
Remind yourself of what goals you set and what you planned to do as a team. Review your year-long goals on your Theory of Action and your current Cycle Action Plan or Professional Learning Plan (if you were able to create one)
- Did you do what you said you were going to do? Why or why not? How well did you do it?

Step 2:
Use data to reflect and adjust:
- **Student Learning**: Start with one powerful data set connected to your annual goal. Look for school-wide trends, grade level trends, and subgroup trends.
- **Teacher Practice**: Use walkthrough notes, grade level planning notes, or unit plans. If you don't have them share general strengths and challenges of adult practice as it connects to your annual goals.
- **School Systems**: Reflect on strengths and challenges of your school systems - PD, Collaboration, Coaching, and Instructional Leadership Team.
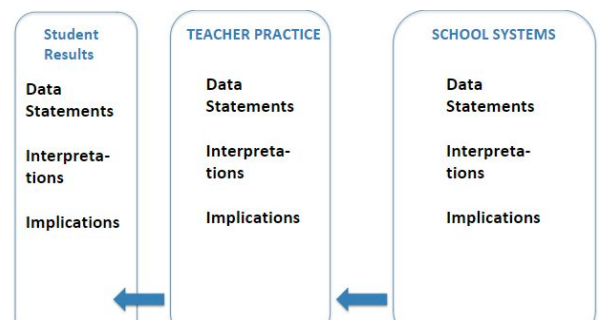
Choose a meaningful set of data and **use a data analysis protocol** (one system at a time)
1. **Data Statements** (only what you see)
2. **Interpretations** (what do you think is behind the data?)
3. **Implications** (what should we do about it?)

* **Note:** As you work, consider the *below the green line* dynamics at play in each level of reflection. How are relationships, identity, and information impacting how well teachers, students and families are able to work together toward your vision?
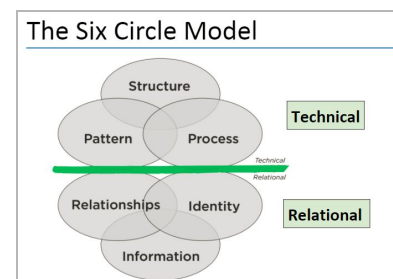
Step 3:
Make Connections across your three areas of reflection. What connection do you see between how you spent your learning systems time, what adults were able to do in classrooms, and current student learning outcomes?

Step 4
Highlight key implications for the upcoming cycle (6-8 weeks). Of all the implications that you named while reflecting on the last cycle - what is most important to put into action for the next cycle?

* Before acting on your plan .. what additional stakeholders do you need to include in the discussion? What data/interpretation can they add to the conversation?

Look Forward

Step 5:
Adjust/ set new goals and plan for the upcoming cycle.

Adjust/ set goals: In 6-8 weeks what are your school-wide student achievement goals? What shifts in adult practice will you observe?

Plan: Create a new Professional Learning Plan or Cycle Action Plan - How will you use your system time (PD, Collaboration, and Coaching) in order to support adults to change their practice? What will you do as a transformation team? What role will your ILT play?

Specific
names a clear who, what and when

Measurable
specifies observable outcomes and clear methods of assessment

Accelerated and Attainable
sets high expectations which balance rigor and realism

Relevant
are meaningful to those who are working toward them

Timely
specifies a clear timeline for achievement

Equitable
they address access, cultural proficiency and courageous conversations

School Professional Learning Plan (PLP)   2015-2016

August-Dec 2015	August	September Respect	October Responsibility	November Conflict Resolution	December Cooperation
Tuesday Meetings & PD	8.25 (2hr) Nuts & Bolts; PBIS	9.1 *Professional Duties* 9.8 *Professional Duties* 9.15 (2hr) PBIS Data, Norms, General BOY 9.22 (2hr) iReady Training 9.29 Conferences	10.6 Conferences 10.13 (2hr) 2 Hour: Title I Schools: SEAL & PBL 10.20 1 Hour: Theory of Action Introduction 10.27 Professional Duties	11.3 Professional Duties 11.10 1 Hour: Backwards Planning PD 11.17 (2 hr) 2 Hour: Title I Schools: SEAL & PBL 11.24 Thanksgiving break	12.1 1 Hour: CCSS ELA/ELD PD 12.8 (2hr) 2 Hour: Title I Schools: SEAL & PBL 12.15 Professional duties 12.22 & 29 Winter Break
ILT	8.11 • Roles & responsibilities of an ILT • District values introduction • Analyze preliminary data, draw conclusions, & next steps • New 6-week plans expectations	9.3 • Determine the purpose of ILT & set goals • Intro to the Master Calendar • Grade level share whip around • Data analysis-CAASPP 9.17 • Grade level & coach share • Drafting schoolwide student goals • Instructional program expectations ILT to GLC: Work with team to set class goals for ELs, iReady and CAASP and be prepared to share at 10.15 meeting	10.15 • Grade level & coach share • Share grade level goals • Reviewed a draft Theory of Action and provided feedback in order to revise it. ILT to GLC: 10.22 • Grade level & coach share • analyzed feedback from staff regarding Theory of Action and agreed on next steps/adjustments for the Literacy section, including key messages that ILT members will share with their grade level teams • shared initial thinking for this year's professional learning systems (focus on Teacher Collaboration, PD, and ILT) and gathered feedback to finalize plans ILT to GLC:	11.5 • Grade level & coach share • Learn about literacy TOA expectations • Review Professional Learning Plan (PLP) • Provide input on 11/10 staff PD • Discussed RTI Tier I ILT to GLC: • Share Guided Reading Self-Assessment with teammates. • Watch GR video with team; share strengths and needs with colleagues.	12.3 • Grade level & coach share - Reflection on Release Days • Guided Reading - Review data and next steps • PLP - Reflect on 12/1 PD and look ahead to upcoming ELA/ELD PD ILT to GLC:
GLC • report cards, assessments, conference dates		• Analyze iReady, CAASPP and other data in order to set class goals	Release Day #1: M Oct 19: 4th gr	Release Day #1 (cont'd): M Nov 2: 3rd F Nov 6: 5/6/bilingual M Nov 9: 2nd-re-scheduled M Nov 30: TK/K/1	iReady #2 Dec 7-18 Release Day #1: M Dec 8: 2nd

Step 6:
Communicate your learning from the cycle review process with your staff and families and gather input/ feedback from those stakeholders.