

Learning Culture: a MUST for Improving Schools

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Where Eagles Soar.....

East Gresham Elementary School

Our Journey: Year One

East Gresham Elementary

One School's Story

“Never underestimate the power of a small group of committed people to change the world. In fact, it is the only thing that ever has.”

Margaret Mead, Anthropologist

What would you do if....

- **you just got the assignment to start the work of turning around a school?**
- **you need to answer the question, “Is it working?”**
- **you don’t have a ‘crystal ball’, but you need to answer, where do we go from here?**

Our Story: Chapter 1	Your Thoughts

East Gresham 2015-16 CAP

Comprehensive Achievement Plan

Our goals are to build a strong school learning culture that will...

- Invest in teachers by equipping them with the most effective teaching strategies in reading, writing and math to improve and enhance instruction
- Provide high quality targeted on-going professional development
- Develop teachers as leaders to support collaborative decision making
- Committed to equitable student growth and achievement for all of our students
- Value every student by providing for their social, emotional, and instructional needs

CULTURE	INSTRUCTION	PROFESSIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Growth Mindset training for all staff • <i>Engaging Students with Poverty in Mind</i> book study • Improve collaboration through Instructional Data Teams • Ongoing Restorative Justice training for ALL staff • Continue PBIS team school-wide system efforts • Strengthen the SUN after-school program • Initiate Play Works • Enhance Attendance Care Team Routines & Protocols • Provide Upgrades to the building (new paint, bulletin boards, art installation) • Develop more 5th grade Leadership Team Activities • Standardized monthly grade level team communication with families • Post school activities and celebration in social media • Send "Got Grit" postcards to parents for students showing perseverance and effort • Establish more parent events and celebrations • Regular Spanish Family Liaison outreach • Support PTSO connections <p>See DSC1.6, LDR5.4 in Indistar</p>	<ul style="list-style-type: none"> • Focus on literacy and math priority standards • Align CCSS instruction & assessments within and across grade levels • Increase rigor • Gradual release of responsibility model • Deepen data team process, role of collaboration, • Inform instruction with short-cycle formative assessments • Improve data analysis • Monitor the products of the data team process • Collaborative scoring of student work samples • Engage students in the learning process • Develop 40 min. reading and math intervention blocks in the Master Schedule • Continue RTI - six week cycle to support student growth • Progress monitoring regularly in literacy and math • Use DIBELS, STAR Math and Reading in-program interim / short-cycle assessments • Participation in Early Kindergarten Transition • Create All day Kindergarten • Pilot push in ELD-Kinder <p>See EE2.2, EE2.3, TL4.1, TL4.4 in Indistar</p>	<ul style="list-style-type: none"> • With our partner, HMH Educational Services, provide PD and coaching in the following areas: • Collaboration • Data Team process • Gradual Release of Responsibility • Growth Mindset • Learning Targets • Success Criteria • Common Formative Assessments • Writing to Learn • Math Review • High yield instructional strategies • Evidence-based practices • Student Engagement Strategies • Rigor • Leadership Trainings • Coaching <p>Other PD provided:</p> <ul style="list-style-type: none"> • Systematic ELD three day training for all teachers • Tier I & II ECRI for K-2 • Journey's PD- District • STAR Math • Principal weekly 25 min. grade level PD around instruction • 1.0 FTE Instructional Coach on site to support teachers <p>See EE2.3, LDR5.4, EE2.2I, TL4.1,</p>

Master Schedule: Non-negotiable expectations set by the East Gresham Leadership Team:

- 90 minute ELA block & 30-45 minute Reading Interventions Blocks
- 75-90 minute Math Block & 30-45 minute Math Interventions (Math Review)
- 25 minute ELD block with pilot push in ELD instruction in kindergarten
- 25 minute daily specials including, computer lab, PE/Music, library, & Playworks
- 25 minute weekly data team meeting with each grade level team & specialist

Who is in responsible?

- Classroom teachers plan and deliver all 90 minutes of core reading and math instruction, both whole and small groups
- Small group reading Interventions provided by Title I Team, classroom teachers, and general support staff
- Classroom teachers plan Math Intervention Block for daily Math Review, supported by SPED teachers during small group instruction

Whole Group Instruction:

- Instructional Strategy: Standard-based learning target with success criteria
- Gradual Release of Responsibility Instructional Framework
- Student Engagement Strategies

Differentiated Reading Instruction:

- Classroom, Title & SPED teachers will meet with ALL students each week including students who are at grade level, below grade level and significantly below grade level

Progress Monitoring

- Grade Level and Advanced students: (potential for enrichment)
- Meet with teacher at least 2-3 days per week / Group size: unlimited
- Differentiated, independent, meaningful literacy activities tied to standard
- Progress monitored with DIBELS NEXT once a month by classroom teacher
- Below grade level students: Just below grade level
- Meet with teacher at least 4-5 days per week, Group size: 5-6
- Differentiated, independent, meaningful literacy activities tied to standard
- Progress monitored with DIBELS twice a month by classroom teacher
- Title 1 will progress monitor the students they serve during the Intervention time
- SPED will progress monitor the students they serve during the Intervention time
- Below grade level students students: (more practice, chunking, & enforcement)
- Meet with teacher 5 days per week / Group size: 4-6
- Differentiated, independent, meaningful literacy activities tied to standard
- Progress monitored with DIBELS once a week by classroom teacher
- Title 1 will progress monitor the students they serve during the Intervention time
- SPED will progress monitor the students they serve during the Intervention time

What materials do I use?

- Read Well, gr K, 1, 2 *Comprehension Toolkit, grades 3-5 *K-2 ECRI *K-ERI
- Journey grades K-5 *SPED Reading Mastery *Read Naturally *Rewards

Date	Day	Hours	Use	Topic	C&I Days	HMH Coaching Polly Patrick	Mon./Tues. Instructional Learning Team Meeting
Sep-9	W	7:30-8:45 AM (1.25 hrs.)	Teacher WD		9/25/2015	9/2/2015, 9/3/2015 9/15/2015, 9/16/2015 9/29/2015, 9/30/2015	Mondays: K 1:15-1:40 pm 1st & 2nd 1:45-2:10 pm 3rd 10-10:25am Tuesdays: 4th & 5th 10-10:25 am
Sep-15	T	7:30-3:30 PM (??)	HMH PD	CFA's, Collaborative Learning Teams, CCSS with Karen			
Sep-15	T	3:30-5:30 pm	Leadership Team				
Sep-16	W	7:30-8:45 AM (1.25 hrs.)	Instructional Learning Teams				
Sep-23	W	7:30-8:45 AM (1.25 hrs.)	Teacher WD				
Sep-25	F	3 hours (Building)	C&I	Journeys Training with Terri Klemm			
Sep-29	T	3:30-5:30 pm	Leadership Team				
Sep-30	W	7:30-8:45 AM (1.25 hrs.)	Instructional Learning Teams				
Oct-7	W	7:30-8:45 AM (1.25 hrs.)	Teacher WD		10/16/2015	10/13/2015, 10/14/2015 10/27/2015, 10/28/2015	Mondays: K 1:15-1:40 pm 1st & 2nd 1:45-2:10 pm 3rd 10-10:25am Tuesdays: 4th & 5th 10-10:25 am
Oct-13	T	3:30-5:30 pm	Leadership Team				
Oct-14	W	7:30-8:45 AM (1.25 hrs.)	Instructional Learning Teams				
Oct-15	TH	1/2 Day (either 7:30-11:30 or 11:30-3:30)	HMH PD	Instructional Learning Team with Polly			
Oct-16	F	3 hours (Building)	C&I	PBIS and RJ (including EA's)			
Oct-21	W	7:30-8:45 AM (1.25 hrs.)	Teacher WD				
Oct-27	T	3:30-5:30 pm	Leadership Team				
Oct-28	W	7:30-8:45 AM (1.25 hrs.)	Instructional Learning Teams				

Instructional Team Cycle Notes (Data Team, PLC, Learning Team)

Grade Level Team: _____

Date: _____

Cycle Timeline: _____ to _____

What do we expect our students to learn and master?

As a team, what is the guaranteed and viable curriculum we have agreed upon?

Identify Priority Standard

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Unwrap Priority Standard

Skills	Concepts	DOK

Learning Progression and Target(s)

<p>Pre-requisite skills:</p> <ol style="list-style-type: none">1. I can...2. I can...3. I can...4. I can...
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How will we know they are learning?

What is the Assessment plan?	Assessment Dates:
Formative:	Pre : Checks for Understanding:

Summative:	Post:
	Summative:

Step 1: Collect & Chart Student Formative Data: (Pre-) Attached

How will we respond when they don't learn?

Step 2: Analyze Strengths and Errors of formative data:

Benchmark or Higher	Strategic	Intensive
Strengths:	Strengths:	Strengths:
Errors:	Errors:	Errors:

Based on the errors, what inferences can you make?

Step 3: SMART Goal: Establish goals; set, review, revise.

The percentage of ____ grade students at benchmark or higher in _____ will increase

from ____% to ____% by _____ as measured by _____.

(date)

(tool)

Step 4: Select the Teams Instructional Focus - Effective Teaching Strategies:

Benchmark or Higher	Strategic	Intensive

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INSTRUCTION...Teach, Teach, Teach.....

How will we respond if they already know it?

Higher - Extensions	Benchmark

Step 5:Determine Results Indicators: Analyze Instruction/Look at data, student work

Teacher Actions (Cause)	Student Actions (Effect)

What was the impact of our teaching on student learning?

Our SMART Goal was:

The percentage of ____ grade students at benchmark or higher in _____ will increase

from ____% to ____% by _____ as measured by _____.

(date)

(tool)

Our results are:

Benchmark % Strategic % Intensive %

Celebrations?	What did we learn?	Next time we will....

Notes:

Master Schedule for 15/16

8:35			Breakfast				8:35	
8:40							8:40	
8:45	Morning meeting						8:45	
8:50							8:50	
8:55							8:55	
9:00	Phonemic Awareness						9:00	
9:05							9:05	Specialist Schedule KG
9:10							9:10	9:05:00 Monday Tuesday Thursday Friday
9:15	Language Development + ELD 25 min.	Math (90 min.)	Language Development + ELD 25 min.	ELA Block 90 min.	ELA Block 90 min.	ELA Block 90 min.	9:15	Music/PE A B A B
9:20			specials				9:20	Library B C A A
9:25							9:25	Computer C C B B
9:30							9:30	Playworks C A C C
9:35							9:35	Specialist Schedule 2nd
9:40	specials						9:40	9:35:00 Monday Tuesday Thursday Friday
9:45							9:45	Music/PE A B A B
9:50							9:50	Library B C B A
9:55							9:55	Computer C C B A
10:00							10:00	Playworks C C B A
10:05							10:05	
10:10							10:10	
10:15							10:15	
10:20							10:20	
10:25							10:25	
10:30	Math (75 min.)	Language Development + ELD 25 min.	Math (90 min.)	recess (10:10 - 10:26 AM)			10:30	Specialist Schedule 1st grade
10:35							10:35	10:35:00 Monday Tuesday Thursday Friday
10:40							10:40	Music/PE A B A B
10:45							10:45	Library B C A A
10:50							10:50	Computer C C B A
10:55							10:55	Playworks C A C C
11:00							11:00	
11:05							11:05	KINDER C 1ST C 2ND C 3RD C
11:10							11:10	SECOND PE/MUSIC PE/MUSIC PE/MUSIC PE/MUSIC
11:15							11:15	MONDAY TUESDAY THURSDAY FRIDAY
11:20	Lunch	Reading Interventions	Math Interventions	Math (90 min.)	Math Interventions	Lunch	11:20	10:00-10:25 11:00-11:25 11:00-11:25 2:10-2:35
11:25							11:25	
11:30	Recess					Recess	11:30	
11:35							11:35	
11:40							11:40	
11:45							11:45	
11:50							11:50	
11:55							11:55	
12:00							12:00	
12:05							12:05	
12:10							12:10	
12:15							12:15	
12:20							12:20	
12:25							12:25	
12:30							12:30	Specialist Schedule 5th & HUB
12:35							12:35	12:35:00 Monday Tuesday Thursday Friday
12:40							12:40	Music/PE A B A B
12:45							12:45	Library B C A A
12:50							12:50	Computer C C B A
12:55							12:55	Playworks C A C C
1:00							1:00	Specialist Schedule 4th grade
1:05							1:05	1:05:00 Monday Tuesday Thursday Friday
1:10							1:10	Music/PE A B A B
1:15							1:15	Library B C A A
1:20							1:20	Computer B A B A
1:25							1:25	Playworks C A C C
1:30							1:30	
1:35							1:35	
1:40							1:40	
1:45							1:45	
1:50							1:50	
1:55							1:55	
2:00							2:00	
2:05							2:05	
2:10							2:10	
2:15							2:15	
2:20							2:20	
2:25							2:25	
2:30							2:30	Specialist Schedule 3rd
2:35							2:35	2:30:00 Monday Tuesday Thursday Friday
2:40							2:40	Music/PE A B A B
2:45							2:45	Library B C A A
2:50							2:50	Computer C C B A
2:55							2:55	Playworks C A C C
3:00							3:00	
3:05							3:05	

Data Team Calendar – EAST GRESHAM

February-March, 2015 Revised 2/12

Four Week Cycle: Weeks A-D: Focus of weekly meetings, and classroom/team Data Team work

FEBRUARY	
PREP WEEK: Team decision on “slice” of the standard, Give pre-assessment, Chart Data, Step 1	
16 Mon	President’s Day – No School
17 Tues	Grade level meetings: Principal PD
18 Wed	Late Opening Professional Development: Close Reading from Sarah and Samantha
19 Thurs	
20 Fri	
Week A	DATA TEAM meetings week: Be prepared with pre- assess. Data / Begin instruction in classroom
23 Mon	Grade level Data Team meetings: Analyze data in Step 2, strengths and weaknesses, Step 3 SMART goal
24 Tues	Grade level Data Team meetings: Analyze data in Step 2, strengths and weaknesses, Step 3 SMART goal
25 Wed	Late Opening Professional Development: DATA TEAM TIME in the Library: Continue work started M, Tu through STEP 4, Instructional Strategies
26 Thurs	
27 Fri	
MARCH	
Week B:	Principal PD meetings week: (Data team work in classrooms: Teach, Teach, Teach)
2 Mon	Grade level meetings: Principal PD
3 Tues	Grade level meetings: Principal PD
4 Wed	Late Opening: Teacher Directed
5 Thurs	C&I Day: LLC Training, NO SCHOOL
6 Fri	
Week C:	DATA TEAM meetings week: (Teach, Teach, CFA, Teach in classrooms)
9 Mon	Grade level Data Team meetings: Bring student work, decide on CFAs / Step 5
10 Tues	Grade level Data Team meetings: Bring student work, decide on CFA’s / Step 5
11 Wed	Late Opening Professional Development: DATA TEAM Time in the Library - Continue work started M, Tu through STEP 5, Results Indicators
12 Thurs	
13 Fri	
Week D:	Principal PD meetings week: (DT work: Post Assessment this week/ determine who needs RETEACH)
16 Mon	Grade Level meetings: Principal PD
17 Tues	Grade Level meetings: Principal PD
18 Wed	Late Opening Professional Development: Principal Directed PD
19 Thurs	
20 Fri	
SPRING BREAK	

