

Just Ask Them



McMinnville School District Kindergarten Teachers:
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“We didn’t know what they could do, because we had never asked them to do it before.”

MSD Kindergarten Teacher



MCMINNVILLE SCHOOL DISTRICT

- Communities of McMinnville and Lafayette
- 35 miles southwest of Portland
- 35,000 population
- 6 elementary schools
2 middle schools
1 high school



McMinnville School District Demographics

Enrollment	Economically Disadvantaged	Hispanic	English Learners	Students with Disabilities	First Generation Students (neither parent has a college degree)
6,683	60%	32%	16%	13%	78%

McMinnville Kindergarten Demographics

Elementary Schools	Enrollment	Economically Disadvantaged	English Learners	Students with Disabilities	Hispanic
Buel	93	34%	40%	10%	46%
Columbus	84	32%	29%	8%	39%
Grandhaven	99	24%	30%	14%	45%
Memorial	86	22%	12%	5%	26%
Newby	86	34%	28%	6%	31%
Wascher	67	28%	34%	9%	52%

McMinnville School District

Kindergarten Readiness Assessment

Average Correct Responses

KRA Items		Approaches to Learning			Early Mathematics	Early Literacy	
		Self Regulation	Interpersonal Skills	Total	Numbers & Operations	Letter Names	Letter Sounds
		(1-5)	(1-5)	(1-5)	(0-16)	(0-100)	(0-110)
State	Total	3.5	3.9	3.6	8.0	18.5	6.7
Yamhill County	Total	3.4	3.8	3.5	7.7	17.4	6.7
McMinnville	Total	3.2	3.7	3.4	7.1	13.8	3.9

Kindergarten Q4 Fountas and Pinnell Benchmark Assessment Data

District Benchmark Level 4 (emergent reader)

**2011-2012 raised benchmark from level 2 to level 4

Readers at this stage have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words, and are able to decode CVC words.

Emergent readers are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.


Books at this stage have:

- Increasingly more lines of print per page
- More complex sentence structure
- Less dependency on repetitive pattern and pictures
- Familiar topics but greater depth

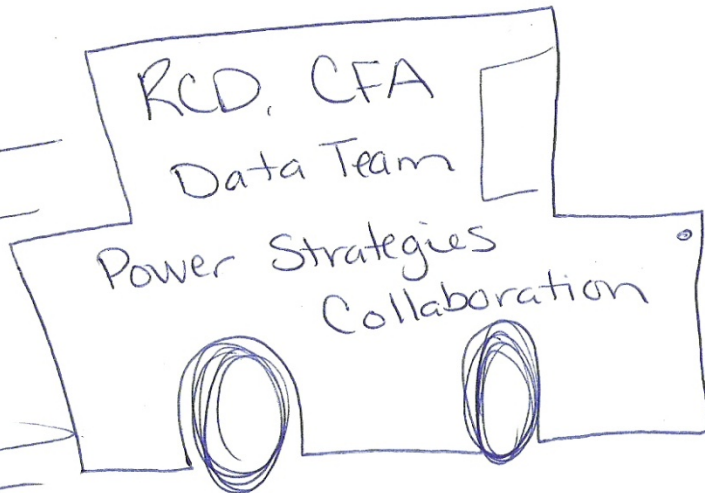
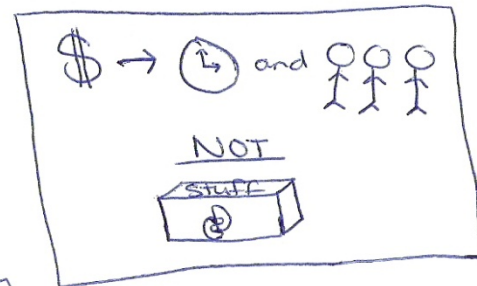
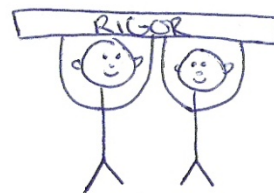
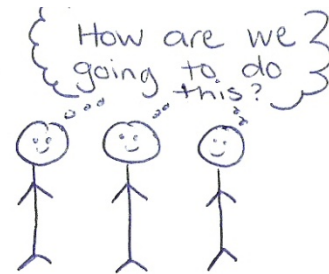
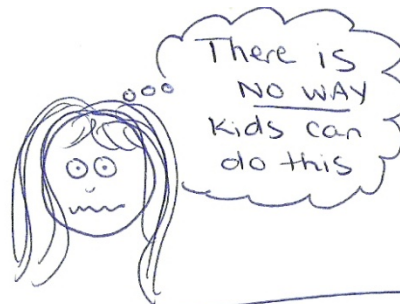
PERCENT OF LEVEL 4 OR ABOVE KINDERGARTEN READERS

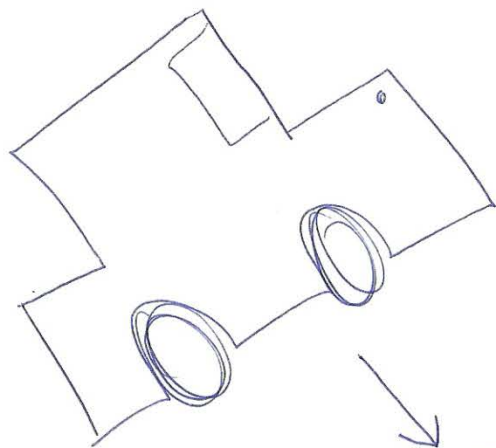
School	2010-11 %meet/exceed		2011-12 %meet/exceed		2012-13 % meet/exceed	
Buel	46		68		74	
Columbus <small>Dual Language Program~50/50 model</small>	English/Spanish 62		English/Spanish 65		English/Spanish 57	
Grandhaven	51		72		80	
Newby <small>Dual language Program-90/10 model</small>	English 38	Spanish 17	English 66	Spanish 52	English 66	Spanish 48
Memorial	48		66		71	
Wascher	83		71		97	

Our Story

Pre 
- letters
- some sounds
- reading @
level 2
- id #s to 10

2010
Oregon
adopts 





RCD

Rigorous Curriculum Design

- used unwrapped standards to create ELA and Math units and pacing calendar
- units are a framework to guide effective teaching
- units include CFAs (common formative assessments)

Data Teams

- use CFAs/formative data to look at where our students are and where they need to go
- collaborate with grade level team 2x/month

PSET

Power Strategies for Effective Teaching

COLLABORATION

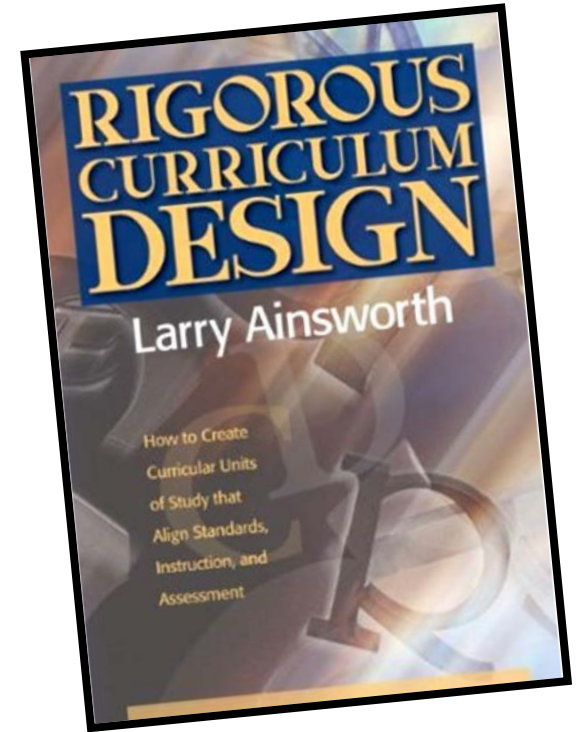
- district level
- building level
- grade level

AND flexibility to make professional decisions for our students!

RIGOROUS CURRICULUM DESIGN

*Curricular Units of Study that Align
Standards, Instruction, and Assessment*

- A do-it-yourself process
- Completed by teams over time
- To create a rigorous and engaging curriculum in any content area



KINDERGARTEN ELA PACING CALENDAR

Narrative 1	Explanatory 1	Opinion 1	Narrative 2	Explanatory 2	Opinion 2
Sept. 9-Oct.16 23 day unit with 3 day buffer	Oct. 17-Nov.27 23 day unit with 3 day buffer	Dec. 2-Jan. 24 26 day unit with 3 day buffer	Jan. 27-Mar.7 25 day unit with 3 day buffer	Mar.10-Apr.25 25 day unit with 3 day buffer	Apr.28-June 6 26 day unit with 3 day buffer
PRIORITY K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (PRIORITY) K.RL.2 With prompting and support, retell familiar stories, including key details. (PRIORITY)	PRIORITY K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (PRIORITY) K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. (PRIORITY) a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. (PRIORITY)	PRIORITY K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). (PRIORITY) K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (PRIORITY) a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text. (PRIORITY)	PRIORITY K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (PRIORITY) K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (PRIORITY) K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (PRIORITY) a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	PRIORITY K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (PRIORITY) K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (PRIORITY) a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. (PRIORITY)	PRIORITY K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). (PRIORITY) K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (PRIORITY) K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (PRIORITY for a. & f. only) a. Print many upper- and lowercase letters. f. Produce and expand complete sentences in shared language activities. K.SL.3 Ask and answer questions in order to see help, get information, or clarify something that is not understood. (PRIORITY)
SUPPORTING	SUPPORTING	SUPPORTING	SUPPORTING	SUPPORTING	SUPPORTING
K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.SL.5 Add drawings or other visual	K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	K.RL.1 With prompting and support, ask and answer questions about key details in a text. K.RL.3 With prompting and support, identify characters, settings and major events in a story. K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking	K.RL.4 Ask and answer questions about unknown words in a text. K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. K.RI.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures) K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (PRIORITY for a. & f. only) a. Use frequently occurring nouns and verbs. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g.,

COMMON CORE ELA KINDERGARTEN UNIT

UNIT NUMBER FIVE			
Explanatory Two			
Unit Length	March 10-April 25, 2014 (25 day unit with a 3 day buffer)		
Unwrapped PRIORITY Standards	<p>K.W.2 USE a combination of drawing, dictating, and drawing to COMPOSE <u>informative/explanatory texts</u> in which they NAME what they are <u>writing about</u> and SUPPLY some <u>information</u> about the <u>topic</u>.</p> <p>K.L.4 DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. IDENTIFY <u>new meanings</u> for familiar words and APPLY them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. USE the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>K.RI.4 With prompting and support, ASK AND ANSWER questions about unknown words in a text.</p>		
Unwrapped PRIORITY Standards Graphic Organizer	Concepts	Skills	Blooms
	Informative/explanatory text	COMPOSE	6
	Combination of drawing, dictation and writing	USE	3
	What they are writing about	NAME	1
	Some information	SUPPLY	1
	Meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content	DETERMINE or CLARIFY	4
	New meanings for familiar words	IDENTIFY	1 (2)
	New meanings and words accurately	APPLY	3
	the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	USE	3
	Questions about unknown words in a text	ASK	4
Supporting Standards	Questions about unknown words in a text	ANSWER	5
	<p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures)</p> <p>K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems).</p>		
Essential Questions	<ul style="list-style-type: none"> How do writers inform about their topic? What do writers tell about their topic? Why do writers need to know the vocabulary of their topic? 		
Big Ideas	<ul style="list-style-type: none"> Writers inform by recording their observations about a topic. Writers provide information about the topic. Writers understand the meaning of the vocabulary of the topic and how to apply it. 		
Engaging Scenario	Writers learn new things by reading non-fiction text and talking with each other about what we have learned. Then writers can share what they know by writing about what they learned for others to read. When we write about things we have learned we can share this information with our school community.		
Task 1	Exit Ticket- unknown words		
Task 2	Venn Diagram		
Task 3	Interacting with Text: Vocabulary		
Task 4	Collaborative Writing		
Key Concepts/skills	<p>Informative</p> <p>Topic</p> <p>Details</p> <p>Supplying information</p> <p>Unknown words</p> <p>Connections between two ideas, information, events</p> <p>Ask and Answer questions</p>		

COMMON FORMATIVE ASSESSMENT (CFA)

EXTENDED CONSTRUCTED RESPONSE Standards Assessed		
<i>Highlighted PRIORITY Standards are assessed in this portion of the assessment.</i>		
Concepts	Skills	Blooms
Informative/explanatory text	COMPOSE	6
Combination of drawing, dictation and writing	USE	3
What they are writing about	NAME	1
Some information	SUPPLY	1
Meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content	DETERMINE or CLARIFY	4
New meanings for familiar words	IDENTIFY	1 (2)
New meanings and words accurately	APPLY	3
the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, -ful, -less) as a clue to the meaning of an unknown word.	USE	3
Questions about unknown words in a text	ASK	4
Questions about unknown words in a text	ANSWER	5

EXTENDED CONSTRUCTED RESPONSE Reading Passage, Article, Graph, Chart, Website
Any non-fiction text or graphic organizer that fits with unit activities or theme.

EXTENDED CONSTRUCTED RESPONSE Questions
<i>Directions for Teacher:</i> Provide informational text (Example: big book, pictorial input, diagram, process grid or other informational text) during a whole group learning activity. Provide students with writing paper that has a place for an illustration and lines for writing.
<i>Questions/Prompt for students:</i> Compose, and/or illustrate, and/or dictate information about (topic being discussed.)

COMMON FORMATIVE ASSESSMENT (CFA)

EXTENDED CONSTRUCTED RESPONSE

Scoring Guide

Exceeds

- ☐ All of the “meets” criteria and
- ☐ Elaborates on key details and provides additional information

Meets

- ☐ Use a combination of drawing, dictating and writing
- ☐ Identifies main topic of informational text
- ☐ Supplies some information about the topic

Nearly Meets

- ☐ Meets 2 of the “Meets” criteria

Low

- ☐ Meets 1 of the “Meets” criteria

Very Low

- ☐ Meets fewer than 1 of the “Meets” criteria
- ☐ Task to be repeated after re-teaching
- ☐ Comments:

COMMON FORMATIVE ASSESSMENT (CFA)

EXTENDED CONSTRUCTED RESPONSE- CONVENTIONS

Scoring Guide

Exceeds

- ☐ All “meets” criteria and at least one of the following:
- ☐ Demonstrates command of space between words
- ☐ Student capitalizes most nouns and/or pronouns
- ☐ Student spells most words correctly demonstrating advanced skills in letter sound relationship

Meets

- ☐ Student capitalizes the first word in a sentence
- ☐ Student capitalizes the pronoun I (*if applicable, if not don’t count against them)
- ☐ Student uses end punctuation
- ☐ Student writes letters for most consonant and short-vowel sounds
- ☐ Student spells simple words phonetically

Nearly Meets

- ☐ Meets 4 (3*) of the “Meets” criteria

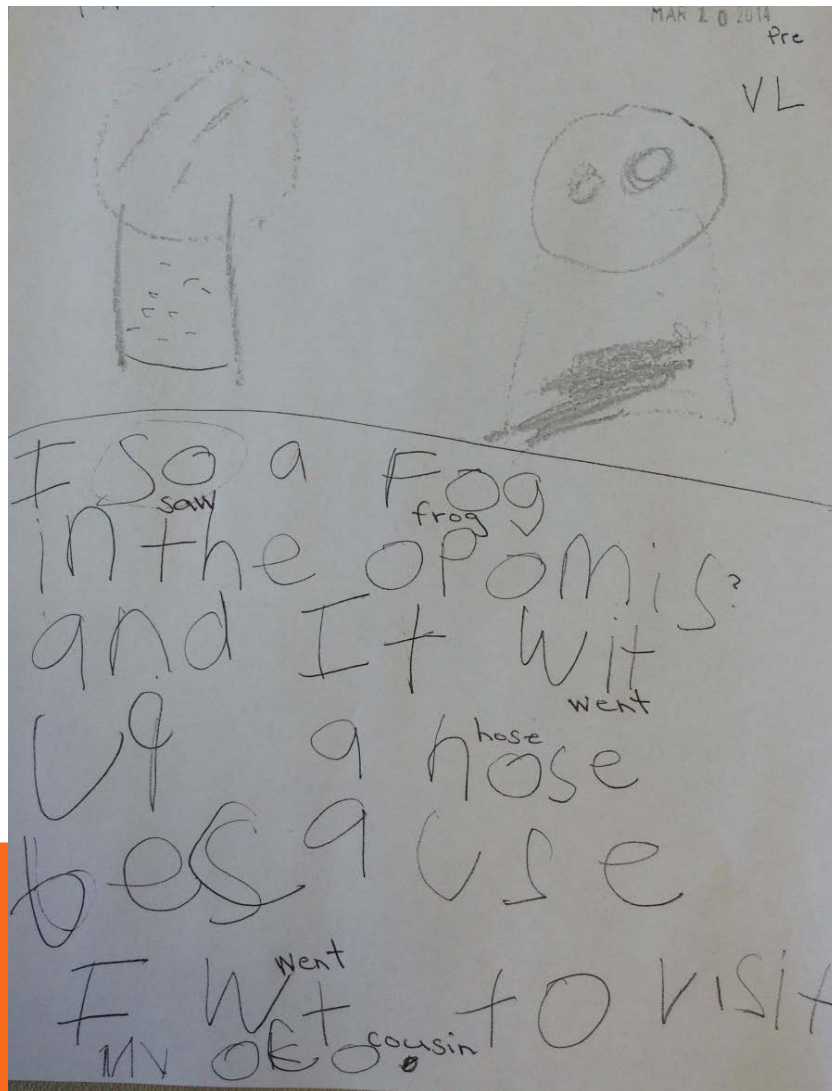
Low

- ☐ Meets 3 (2*) of the “Meets” criteria

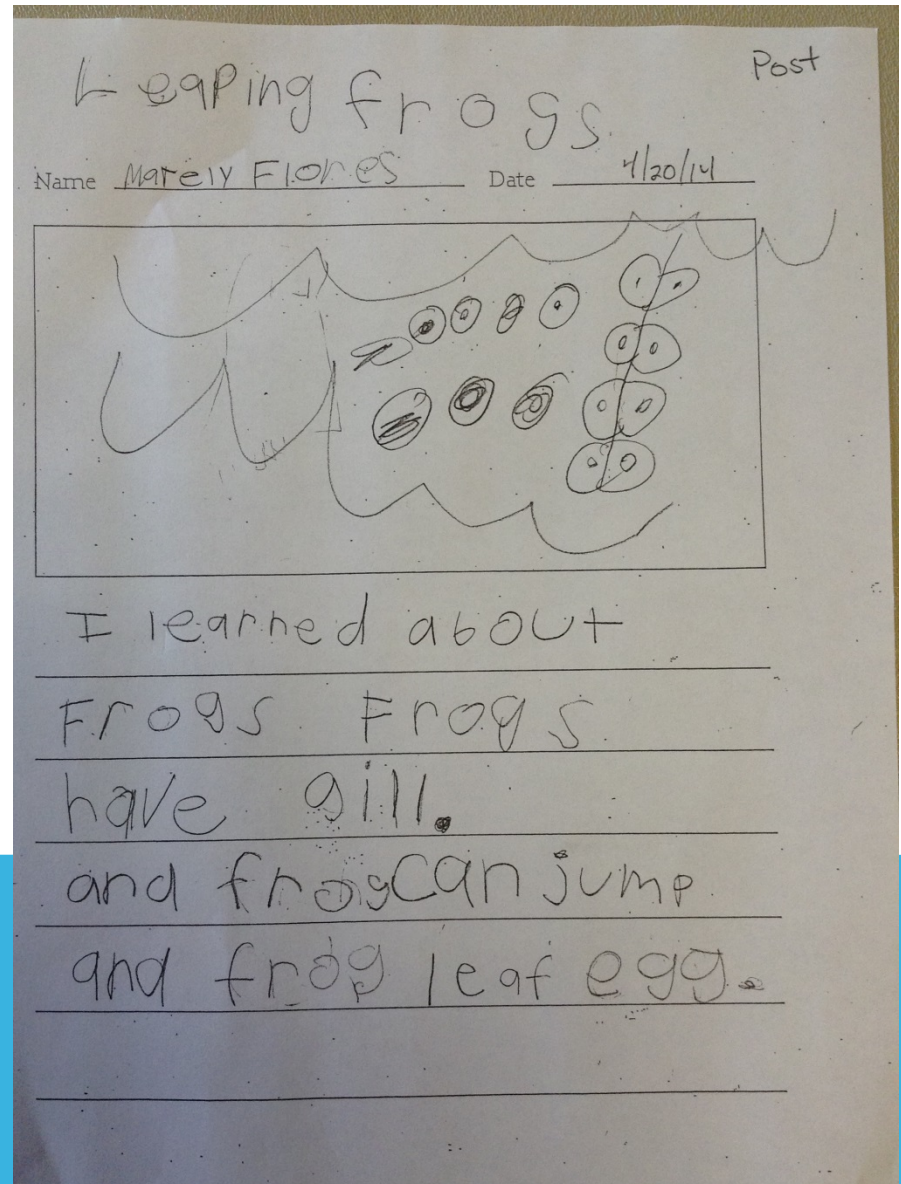
Very Low

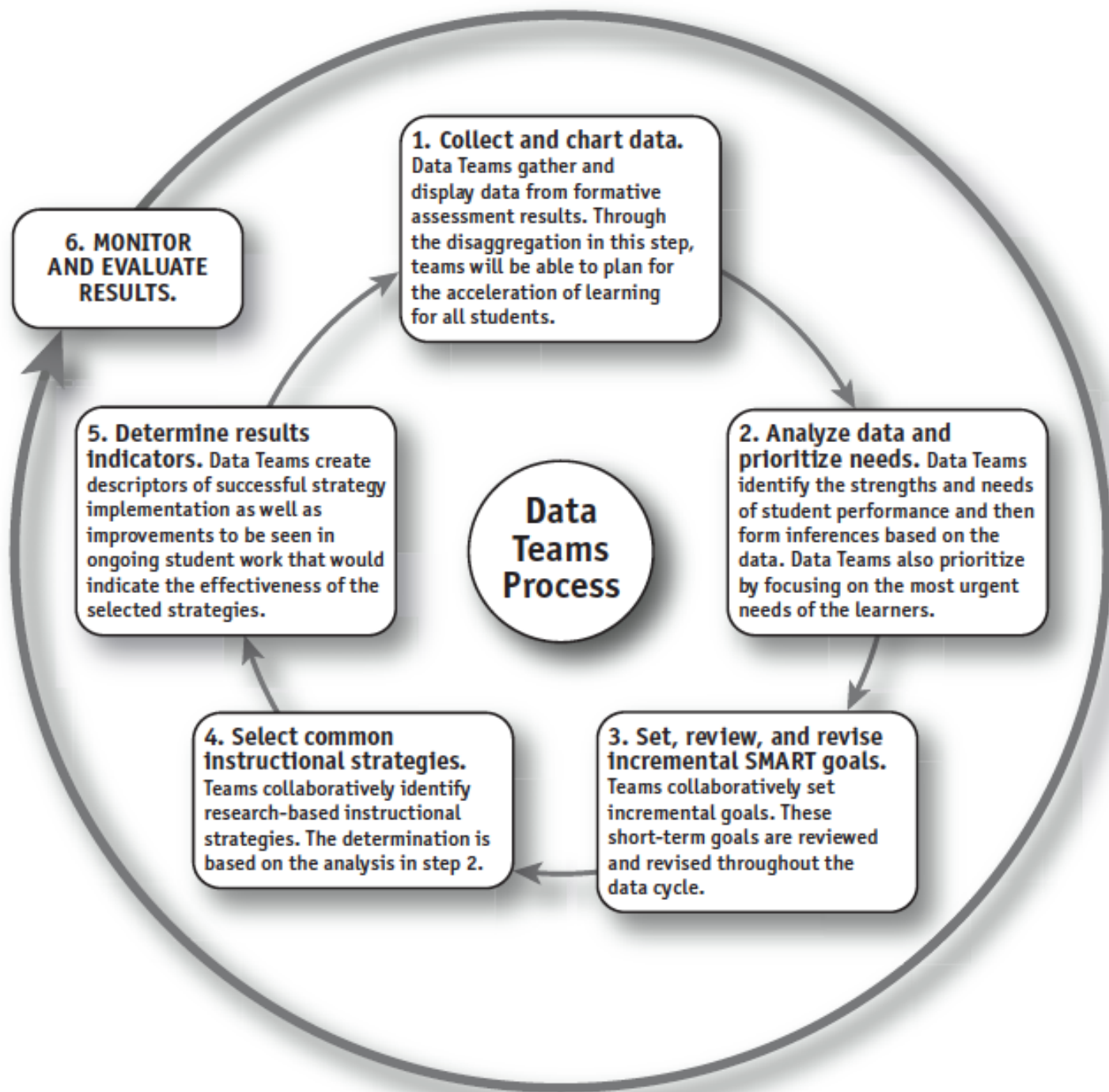
- ☐ Meets fewer than 3 (2*) of the “Meets” criteria
- ☐ Task to be repeated after re-teaching
- ☐ Comments:

PRE-TEST



POST-TEST





DATA TEAM PROCESS

STEP 1: CHART DATA

Data Team: Buel Kindergarten Team

Subject: SIT

Meeting Date: November 16, 2012

Meeting (circle one):

Before Instruction

(pre-assessment data)

Mid Instruction

(mid-assessment data)

After Instruction

(post-assessment data)

Step 1: Collect and Chart the Data (used during **Before**, **Mid** and **After Instruction** meetings)

Teachers' Names	# Students Who Took Assessment	# Students Proficient and Higher	% Students Proficient and Higher	# Students Not Proficient	#/Names of Students Likely to Be Proficient – Already Close	#/Names of Students Likely to Be Proficient – Far to Go	#/Names of Students Not Likely to Be Proficient – Extensive & Intensive Support Needed	
DeLatte Pre	20	1	5%	19	Fred Tom Suzie Jim	Clark Ralph	Joe Bill Mary Beth Emma Julie Kelsey	Kim Nathan Terri Anne Jan Adam
DeLatte POST								
Pre Totals:	20	1	5%	19	4	2	13	
Post Totals:								

STEP 2: ANALYZE STUDENT PERFORMANCE DATA

Student Performance Behavior	Inferences
<p data-bbox="106 271 280 307">Strengths:</p> <ul data-bbox="154 357 898 606" style="list-style-type: none">· Learning sounds quickly· Movement is happening· Few students at zero sounds· Impressive that these are January scores· Pre data looks like post data! 😊· 	<ul data-bbox="1033 357 1632 664" style="list-style-type: none">· Literacy block· LLI program· Motivated by reading· Communication with parents· Personalized Learning goals· Started rotations early· Intervention model for low group
<p data-bbox="106 842 280 878">Obstacles:</p> <ul data-bbox="154 928 956 1142" style="list-style-type: none">· Speech issues make it hard to discern if they are saying the right letter.· English development needs to come first· Low frequency letters are more difficult· Letters that sounds similar get mixed up	<ul data-bbox="1033 928 1700 1099" style="list-style-type: none">· Speech and language development· ELL· Not as much practice· b/d/p, v/b, y/w

STEP 3: MAKE A PLAN AND A GOAL

Instructional Strategies (actions of adult to increase cognition of students)

- **Cooperative learning in small group** ☆
- **Personalized Learning Goals** ☆
- **Immediate feedback for letters** ☆
- Reflective process (Identifying sounds in authentic settings including during writing and while using graphic organizers)
- Nonlinguistic images (Dr. Seuss letter hunt)
- Communication with parents
- Sorting and Concept Attainment for uppercase and lowercase

Resources (materials and conditions used to support instruction)

- LLI Kit
- Intervention model developed several years ago
- Title One
- Literacy Centers

Goal:

By the end of March, 80% of kindergarteners will know all 26 sounds on SIT assessment.

CONCEPT ATTAINMENT

Definition: A method by which students determine shared attributes of a group or category that the teacher has in mind; examples and non-examples are provided to help students inductively draw conclusions and make inferences.

Rationale: Develops a deeper understanding of concepts, moves student thinking from concrete to abstract, extends retention

Critical Attributes:

- Examples (yes) and non-examples (no)
- Examine yes example similarities
- No examples share no commonalities
- Determine differences between yes/no examples
- List characteristics of yes examples
- Name/label the concept

When:

- Introduction of content
- Review of content

Other:

- Identify critical components of concept before creating yes/no examples, not all concepts will work with concept attainment
- Not a sorting activity

Benefits	
Student	Teacher
<ul style="list-style-type: none">▪ Requires higher level thinking, deeper understanding▪ Better chance of remembering concept	<ul style="list-style-type: none">▪ Increases student engagement▪ Students learn critical components of a concept begin taught▪ Student metacognition

POWER STRATEGIES FOR EFFECTIVE TEACHING

I. Activating Knowledge

1. Personalized Student Learning Goals
2. Advance Organizers
3. Anticipation Guides
4. Teacher-and Student- Generated Comparisons

II. Engaging the Learner

1. Powerful Questioning
2. Concept Attainment
3. Teacher-and Student- Generated Nonlinguistic Images
4. Collaborative Learning

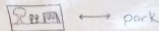
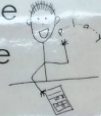
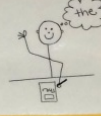





III. Strengthening Literacy

1. Cornell Notes
2. Socratic Seminars
3. Interacting with Text
4. Argumentation

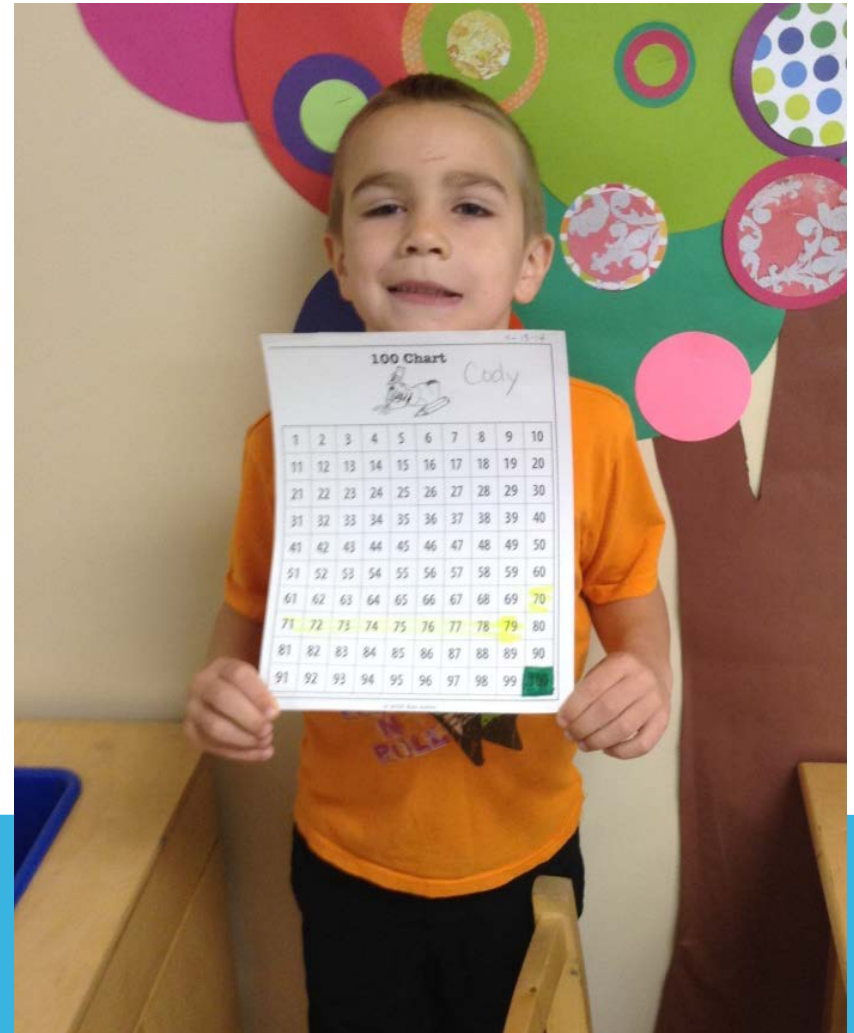
PERSONALIZED LEARNING GOALS



Our Writing Goals

I can make my picture and story match. 	
I can pull out the sounds and write what I hear. 	Rio Aydin
I can use our snap words. 	Guillermo Desmond Raul Zamareli
I can use finger spaces. We  went  to  the park.	Caleb Jarllyn Kimberlin Andrea Enrique
I can add to my picture and add to my words. 	Emma Trenton
I can use a capital letter to start my sentence. We went to the park.	Luis Brayden Freddie Brandie Fabian
I can use punctuation to end my sentence. We went to the park.	Brooklyn
I can do my best and keep going! 	Brandie Rico Brayden Emma Guillermo Luis Fabian Freddie Brandie

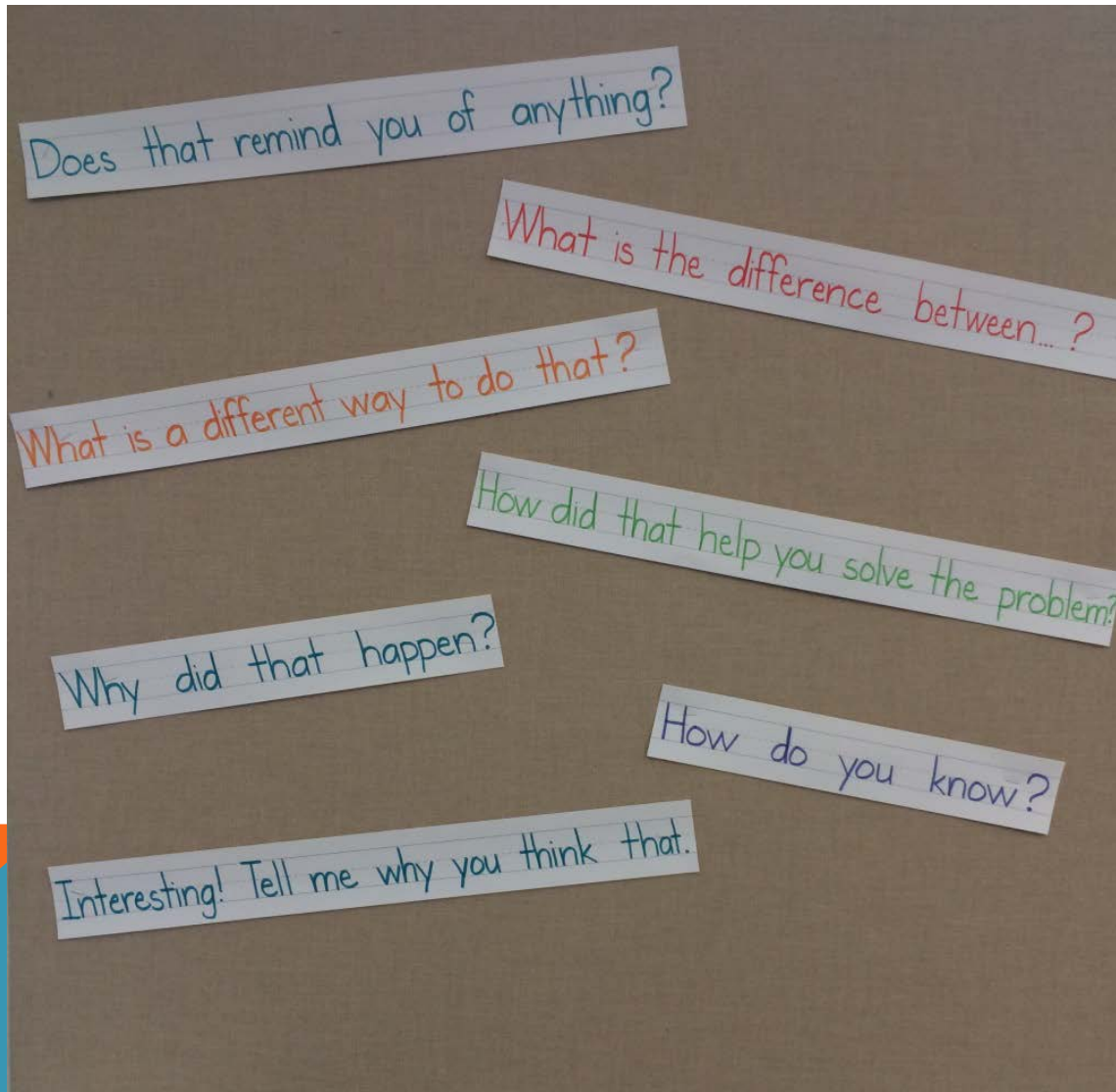
PERSONALIZED LEARNING GOALS



COMPARISONS



POWERFUL QUESTIONING



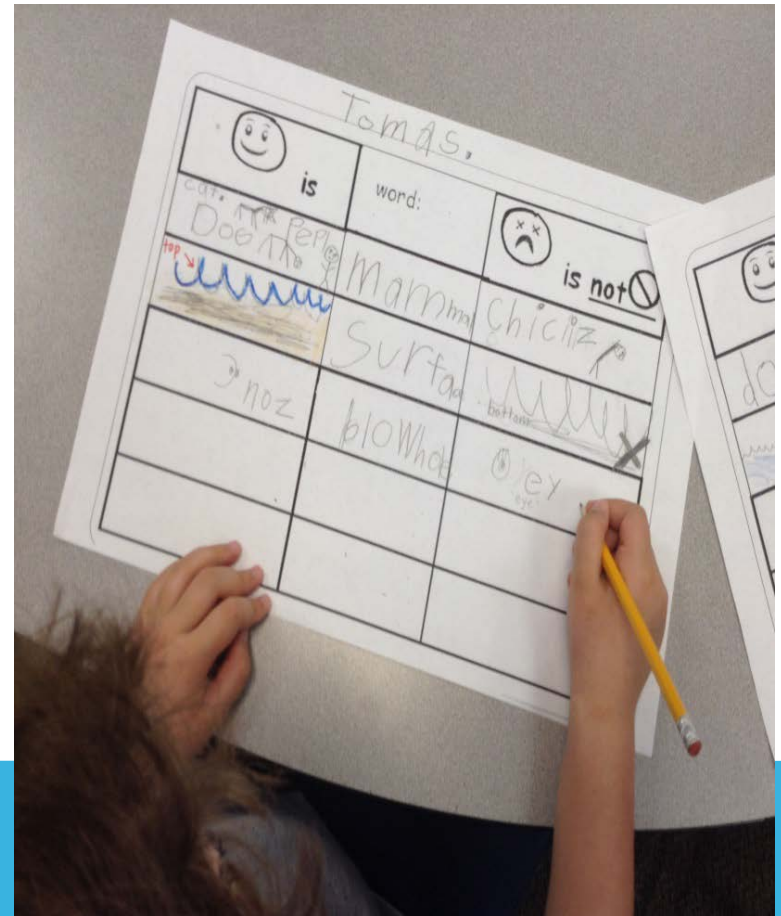
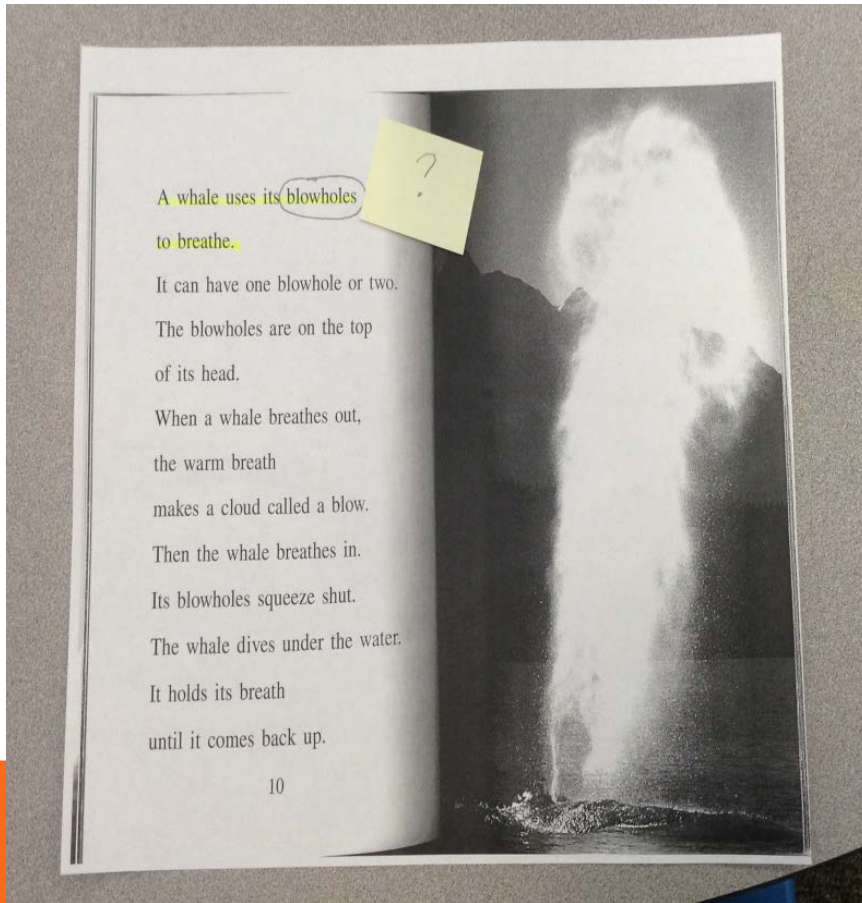
COOPERATIVE LEARNING



NON-LINGUISTIC REPRESENTATION (KINESTHETIC)

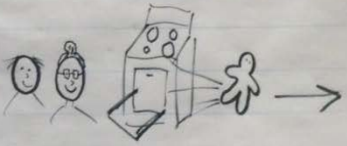




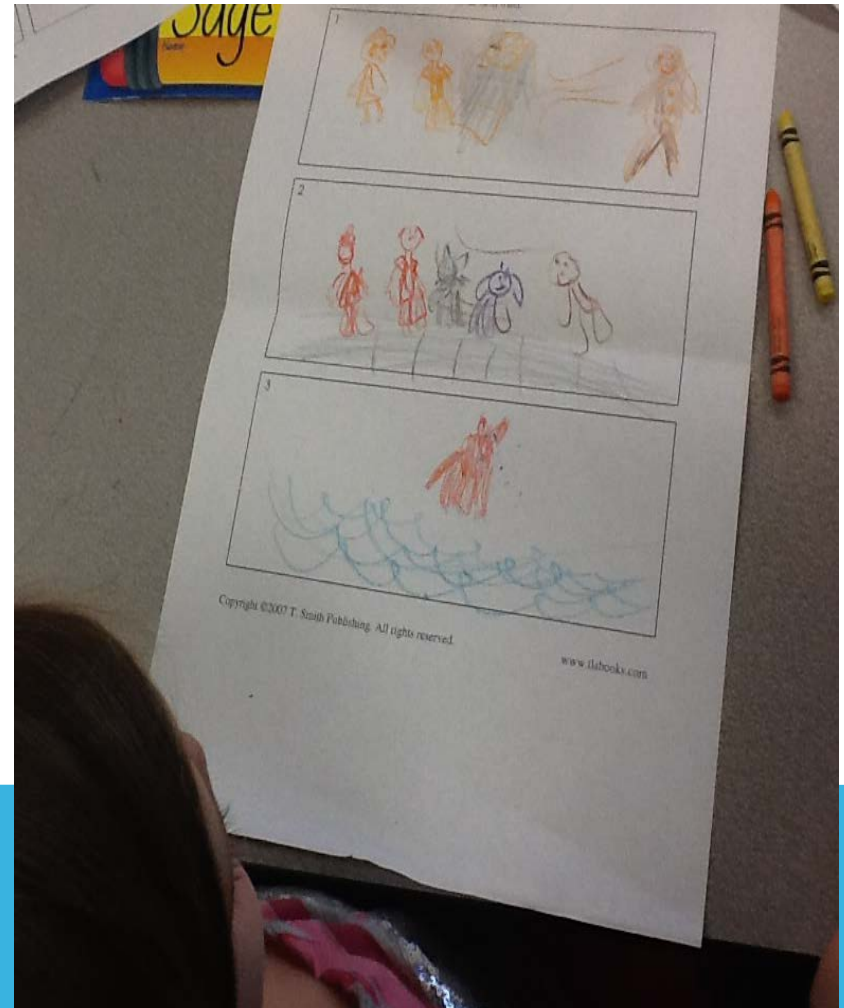
INTERACTING WITH TEXT



CORNELL NOTES

The Gingerbread Man

Main Ideas	Details
What happened at the beginning?	
What happened in the middle?	
What happened at the end?	

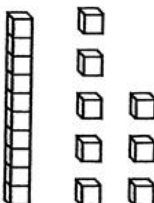

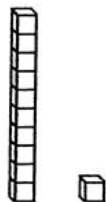

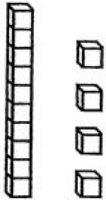


MATH REVIEW

(PERSONALIZED LEARNING GOALS, PROVIDING FEEDBACK, FORMATIVE DATA POINT)

Name: _____

Date: _____

5	<p>Write the missing numbers:</p> <p>_____ 5 _____ 9 _____</p>	 <p>_____</p>
	 <p>5 - _____ = _____</p>	 <p>_____</p>
	 <p>_____ + _____ = _____</p>	 <p>_____</p>

FACT FLUENCY



VIDEO





INTERSESSION AN ADDITIONAL HOUR OF KINDERGARTEN

- English Language Learners receive ELD instruction
- Struggling students receive reading and/or math intervention
- Students receive lunch
- Transportation included



“Research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e., high probability) of working well with students. Individual classroom teachers must determine which strategies to employ with the right students at the right time. “

R. Marzano, 2007



READY for Kindergarten

- ☐ 800 families served over the last three years
- ☐ 60% of participating families are Hispanic/English Learners
- ☐ 95% of participating families are economically disadvantaged
- ☐ Series of three child development workshops (fall, winter, spring) offered in English and Spanish, targeted to the age of the child (birth to one, one to two, etc.)
- ☐ Each participating family receives
 - Child development binder
 - Bag of new, high-quality, developmentally appropriate toys and books
 - Healthy family meal and opportunity to network and connect to other community- based services
- ☐ Transportation provided for Lafayette families
- ☐ All workshop components are provided at NO COST to families
- ☐ Families on the Head Start wait list are given priority enrollment in READY



Public schools did not create the achievement gap, but we have to be the ones to eliminate it.

Early childhood is the most potent time to prevent achievement gaps from developing and becoming entrenched

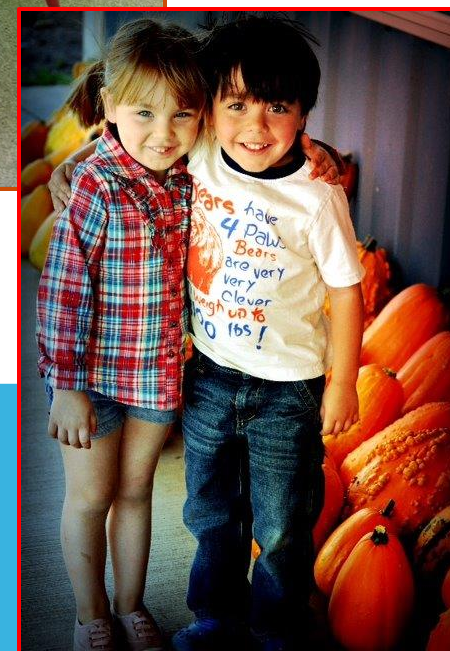
READY for Kindergarten is an effective component of a high quality continuum of early learning:

- READY for Kindergarten
- Pre-K for disadvantaged 4 year olds
- Extended-day Kindergarten



PRE-KINDERGARTEN PROGRAM

- **Newby Elementary School (4 days)**
 - Migrant Preschool AM
8:00 –10:45 AM
 - English Learner Preschool PM
11:45-2:30 PM
- **Buel Elementary School (4 days)**
 - AM preschool session
8:00 –10:45 AM
 - PM preschool session
11:45 -2:30 PM
- **Parents**
 - Volunteer a minimum of 3 hours a month for the program.
 - Attend the “READY! For Kindergarten” parent program which is held at Sue Buel Elementary.



WHEN WE HAVE FULL DAY KINDERGARTEN

- Gross motor development
- Executive functioning (social/emotional)
- Community experiences
- Interdisciplinary connections
- More time to go deeper
- More time to build relationships
- Feed each child breakfast and lunch



OUR JOURNEY CHANGED OUR TEACHING AND THE SUCCESS OF OUR STUDENTS

Urgency... We teach like our hair is on fire!!

LEARNING is the constant - not time

We do this because of the results we see with kids!

