

WRES January Governance Meeting

January 5, 2018



Agenda

- Opening Remarks
- Previous Action Items Update
 - Reconstitution Plan Overview
 - Look For Analyses
 - Curriculum and Instruction: Benchmark Analyses
 - Reading
 - Math
 - Science
 - Tiered Interventions
 - Reading
 - Math
 - SWD
 - Science
- PLC Feedback
- Discipline Data
- Attendance Data
- Summary and Review of Action Items





Previous Action Items: Update

- Comparison between Q1 TTM/Imagine Math 2016-17 and 2017-18
- Reconstitution Action Plan
- Look For Analysis
- Benchmark Data-Driven Action Plan
 - Math
 - Reading
 - Science
- Intervention Progress Monitoring
 - Gen. Ed (Reading and Math)
 - SWD (Reading and Math)
 - Science
- PLC Feedback





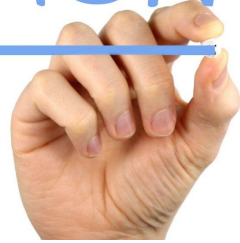
TTM/Imagine Math Comparison

Grade 4:

<https://drive.google.com/file/d/1iZNnZiSpKammvdgxdOV0cMHomgBstL7R/view?usp=sharing>

Grade 5:

<https://drive.google.com/file/d/13EGqDxVF92b13CPW0hcJWjXkL92DxN7-/view?usp=sharing>



Reconstitution Action Plan

Progress on RAP:

- Teachers **create mastery objectives in PLC meetings** with support from instructional coaches, instructional specialists, and interventionists.
- **Increased Look Fors** with support from Instructional Specialists
- Created a **tracking doc** to support even distribution of Look Fors
- Created protocol to meet with teachers to **provide individual feedback on Look For observations**
- Quarterly grade level meetings for **data analysis of Look For results and next steps**



Reading Look For Data Analysis

(Look For)

Plus:

Small group instruction increased in alignment to division and school expectations

There is an **increase in the variety of balanced literacy components** being used across grade levels (especially independent reading)

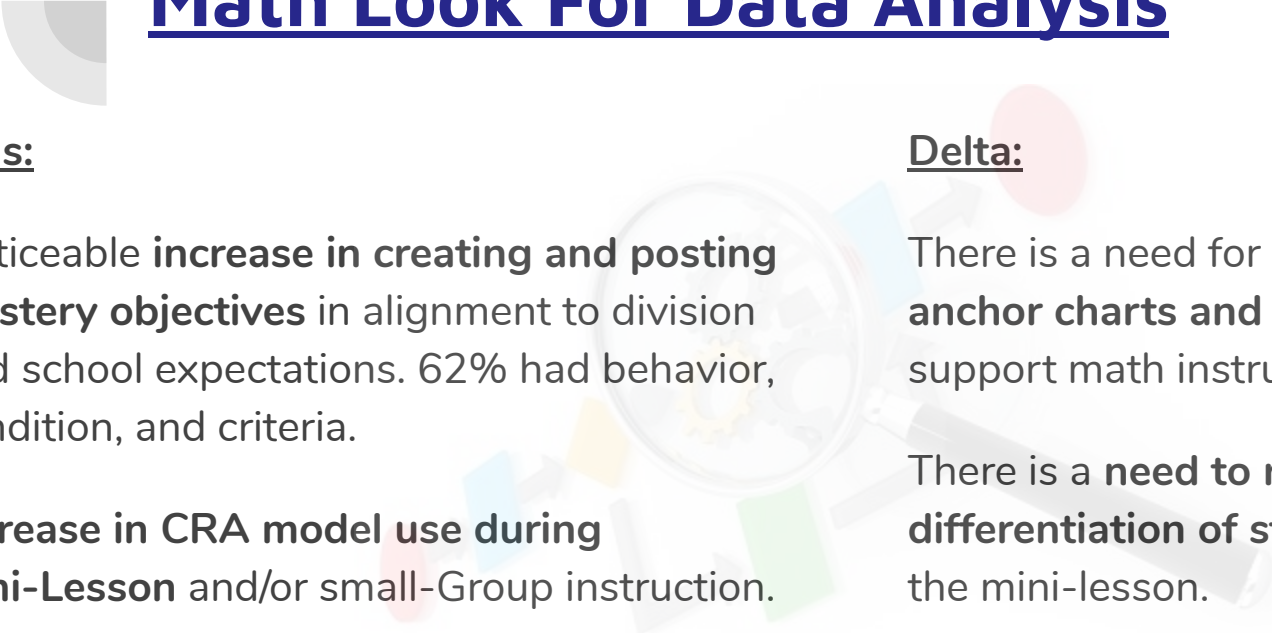
Noticeable **increase in variety of co-teaching models** utilized

Identified **6 teachers** for individualized coaching

Delta:

Formative assessment in guided reading needs to increase (*observed in fewer than half of Look Fors that included guided reading*)

Fluency/rereading needs to increase (*observed in only 12% of Look Fors that included guided reading*)



Math Look For Data Analysis

Plus:

Noticeable **increase in creating and posting mastery objectives** in alignment to division and school expectations. 62% had behavior, condition, and criteria.

Increase in CRA model use during Mini-Lesson and/or small-Group instruction.

Identified **7 teachers for individualized coaching**

Delta:

There is a need for an **increase use of anchor charts and sentence frames** to support math instruction.

There is a **need to raise the rigor and differentiation of student activities** during the mini-lesson.

There is a need for **increased use of small-group workshop model**.



Science Look For Analysis

Look for

Plus:

Noticeable **increase in creating and posting mastery objectives** in alignment to division and school expectations

Teachers are consistently making efforts to **activate students prior knowledge** and **frame the learning**

Students were consistently **engaged in scientific activities** aligned with ACPS Tier 1 Science expectations.

1 in 3 Look Fors found students **planning and carrying out scientific investigations**

Delta:

Identified teachers for individualized coaching

Perceptions about **student engagement** were split between actively and ritually engaged.

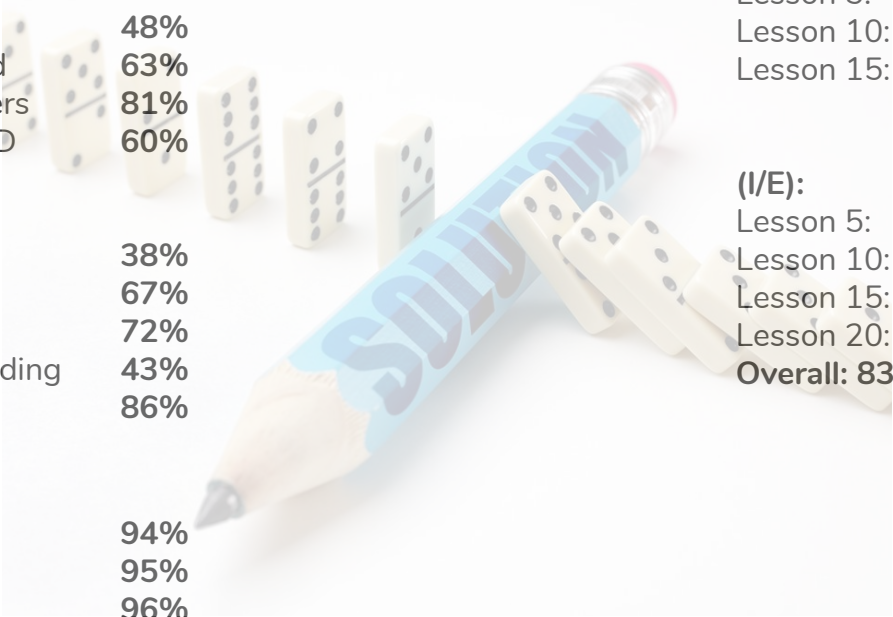
Need to **consistently apply 10 to 2 rule** to direct instruction across classrooms

Need more Science Look Fors in **primary grades**.

Intervention Update (Reading/Math)

PALS:

Data Point 1:



PALS Letter ID	48%
PALS Letter Sound	63%
PALS Capital Letters	81%
PALS Lowercase ID	60%

Data Point 2:

Letter ID	38%
Capital Letters	67%
Letter Sounds	72%
Pseudoword Decoding	43%
Spelling	86%

LLI:

Grade 1	94%
Grade 2	95%
Grade 3	96%
Grade 4	96%

Do the Math

(ELO):

Lesson 5:	63%
Lesson 10:	76%
Lesson 15:	74%

(I/E):

Lesson 5:	83%
Lesson 10:	78%
Lesson 15:	78%
Lesson 20:	91%
Overall:	83%

Interventions for SWD (Tier II and III)

Reading

Orton Gillingham:

64% Expected Progress

27% Minimal Progress

9% No Progress**

Reading Mastery:

100% Expected Progress

Foundations:

50% Expected Progress

50% Minimal Progress

Corrective Reading:

71% Expected Progress

21% Minimal Progress

7% No Progress**

Math

Number Worlds:

84% Expected Progress

16% Minimal Progress



* Case managers assessed progress based on IEP goals.

** Represents one student, individualized support provided

Interventions Science (Grade 5)

3D Science (I/E)

Average Performance, by week:

Week 1: 59%

Week 2: 70%

Week 3: 78%

Week 4: 78%

Science Scholars (Saturday)

Average Performance, by week:

Week 1: 67%

Week 2: 71%

Week 3: 61% (67% without 3 outliers)

Week 4: 68%

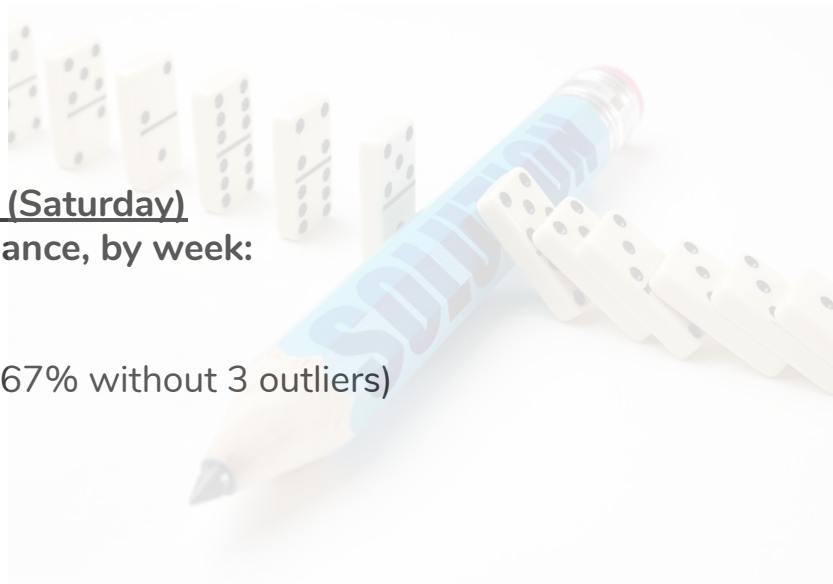
Week 5: 81%

Science ELA

Average Performance, bi-weekly

Assessment 1: 71%

Assessment 2:

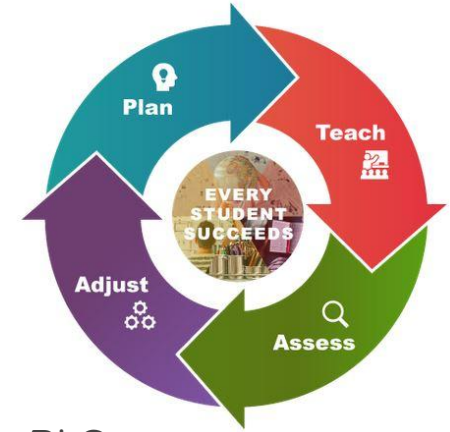




Benchmark Analysis

Benchmark Data Analysis Action steps:

1. Teachers completed a [analysis](#) prior to the PLC.
2. Admin./Coaches created a [protocol](#) for Benchmark data PLCs.
3. Action steps were determined by teams of teachers (next slides).
4. Follow-up occurred by coaches and administrators on the implementation of the action steps and the impact on student achievement.



Math: Tier I Benchmark Action Items

Grade Level	Trends	Priorities
3	• Place value students did best on. • Hot Spot & Drag Drop for rounding needs work. • Lack of 2nd grade skills (orally saying numbers, identifying value of 3-digit numbers) • 3.17c Graphs needs work	1. Discuss with admin strategies of support 2. Hot spot & Drag-n-drop type questions to be added to mini-lessons, stations, tests and quizzes.
4	• Did well on standards taught. • LCM/GCF questions had 3 numbers • Associative property not taught • Geometry Unit not taught yet • Hot Spot questions	1. Explicit teaching of word problem types w/ math coach (on-going) 2. Data analysis of Unit 3 standards 3. Communicate and coordinate with orchestra during testing windows.
5	• Students struggled with distributive property questions. Only taught one way. • Word Problems: language heavy, reading comprehension. • Variables & open-sentences- not explicitly and fully taught	1. Workstation review Dec. 18-21st. 2. Word problem types (on-going) 3. Explicit teaching of variables and open-sentences Dec. 18th-21st. Assessment on progress Dec. 20th.
K-2	• Model lessons, embedded professional development, observations with feedback. • Facilitate PLC's, provide modeling of specific math strategies, and guided reading structure.	

Reading: Tier I Benchmark Action Items

Grade	Strategies/Priorities
3	Explicit lessons on homophones, affixes, synonyms and antonyms, teach word attack strategies in guided reading, use more passages and text dependent questions, close reading, incorporate a mini unit on test taking strategies after this unit, use PowerSchool assessments to analyze data, monitor impact of reteaching, and prepare students for standardized tests, increase volume of reading
4	Add test taking skills/test practice/text dependent questions, mini lessons to alternative teach with co-teacher during review week, use PowerSchool assessments to analyze data, monitor impact of reteaching and prepare students for standardized tests, use more passages- text dependent, close reading, reteach main Idea embedded into the the end of Unit 3
5	SOL test look at specific questions, during GR dictionary type questions (1-2 min.), Prefix/suffix each week, Use PowerSchool assessments to analyze data, monitor impact of reteaching and prepare students for standardized tests, expose students to higher rigor text dependent questions

K-2 Support from Science Instructional Coach and Science Interventionist:

- Model lessons, embedded professional development, observations with feedback
- Facilitate PLCs, provide guided lesson planning support and unit planning support
- Provide professional development on best practice in literacy instruction

Science: Tier I Benchmark Action Items

During Benchmark Data meetings, teachers identified data trends and shared instructional delivery strategies, and developed a timeline for implementation.

Grade Level	Priorities/Strategies
3	Explicit vocabulary instruction, explicit instruction on test taking strategies (TEI, question stems, RAPS), teachers will implement Science Day to reteach concepts.
4	Explicit vocabulary instruction, particularly Tier II words, ensure that all strands are taught within standard, small group instruction for reteaching, weekly quiz with question stems
5	Data Analysis, plan for spiraling and reteaching in small groups/ flexible grouping during tier 1 instruction, strong focus on vocabulary, GLAD, and hands on investigations. Strands of focus based on Benchmark Data are 5.3-Light Unit, 5.4a- Matter, and 5.1e/f Variables

K-2 Support from Science Instructional Coach and Science Interventionist:

- Model lessons, embedded professional development, observations with feedback
- Facilitate PLCs, provide guided lesson planning support,
- Teach modified GLAD strategies, explicit vocabulary instruction strategies, EL teachers create assessments and Tier 2 vocabulary lists



Science Intervention Next Steps

I/E Session 2:

- Students tiered for participation in Science I/E, Saturday Scholars, Science ELA, and Science Enrichment (new!)
- Teachers provided with professional development on making lessons accessible for ELs

Saturday Scholars Session 2:

- Engineering is Elementary lessons with embedded literacy connection
- Students complete STEM activities for inquiry-based cooperative learning
- Teachers provided with professional development on making lessons accessible for ELs
- Assessments with various formats

- Reflected on team norms and behaviors via Google Form
- Reassigned team roles and re-established protocols
- Created a schedule proposal for PLC meetings, based on need, through April
- Self-identified concerns and needs for additional support from Central Office staff, WRES administrators, and instructional coaches

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