



Let's celebrate
Seminole
Springs
30 Years

Welcome

Back!



Community Circle



One Word

Great people can be described in

if you want to break free from the chains of mediocrity, really make an impact, then it starts with finding your one word.

Martin Luther King Jr - equality.
Oprah Winfrey - heart.
Steve Jobs - impact.
You _____?



Readers are Leaders

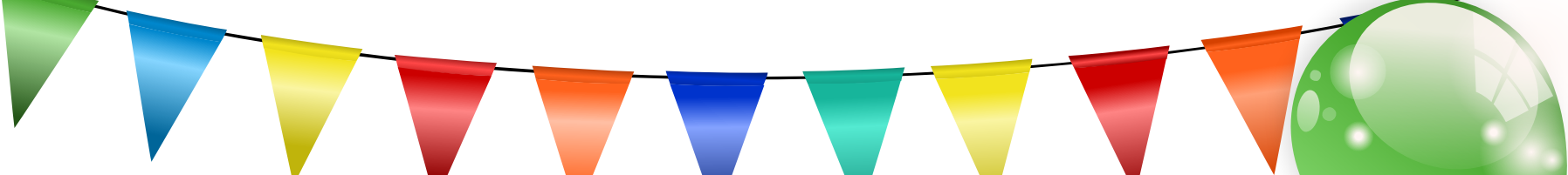
Name your
favorite book or
your favorite
author.



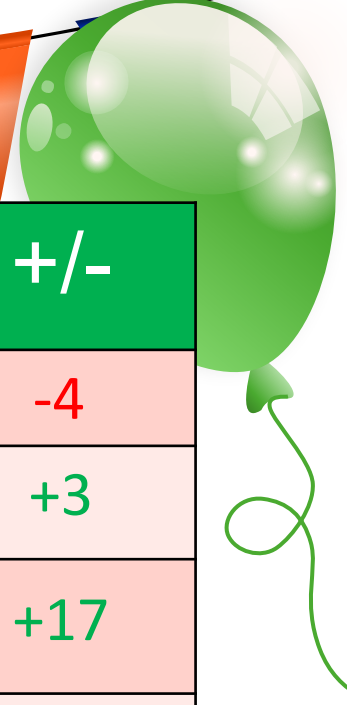
Data

Build Upon Current Levels of Success

Review

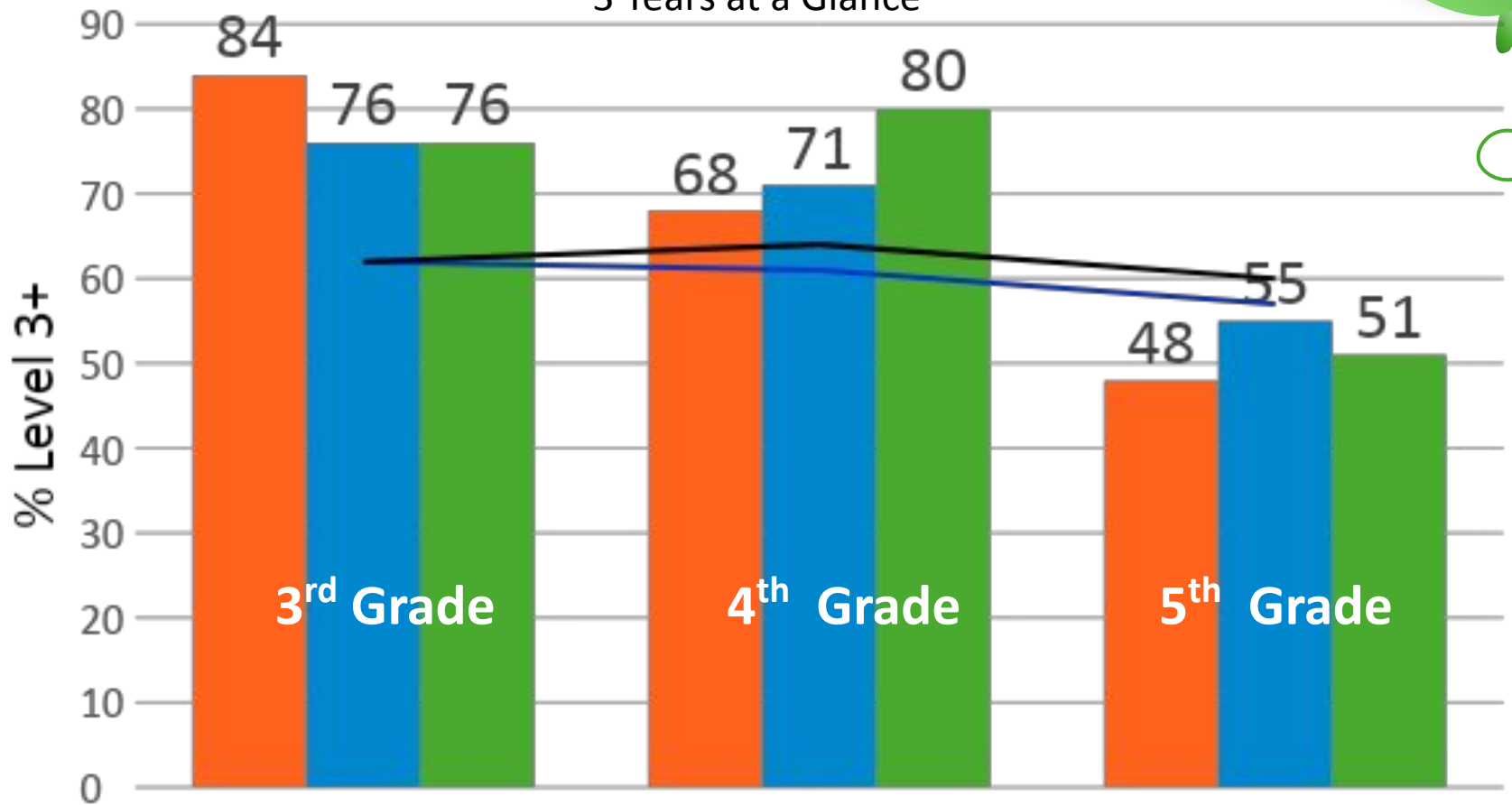


F S A D at a G r a d e s 3-	Category	2017/18 Results	2018/19 Results	+/-
	ELA Proficiency	67%	63%	-4
	ELA Learning Gains <i>ALL Students</i>	58%	61%	+3
	ELA Lowest 25	45%	62%	+17
	Math Proficiency	69%	71%	+2
	Math Learning Gains <i>ALL Students</i>	44%	56%	+12
	Math Lowest 25	43%	41%	-2
	Science Proficiency	68%	60%	-8
	Points Earned	394	414	+20
	% of Points	56%	59%	+3
School Grade	B	B	😊	



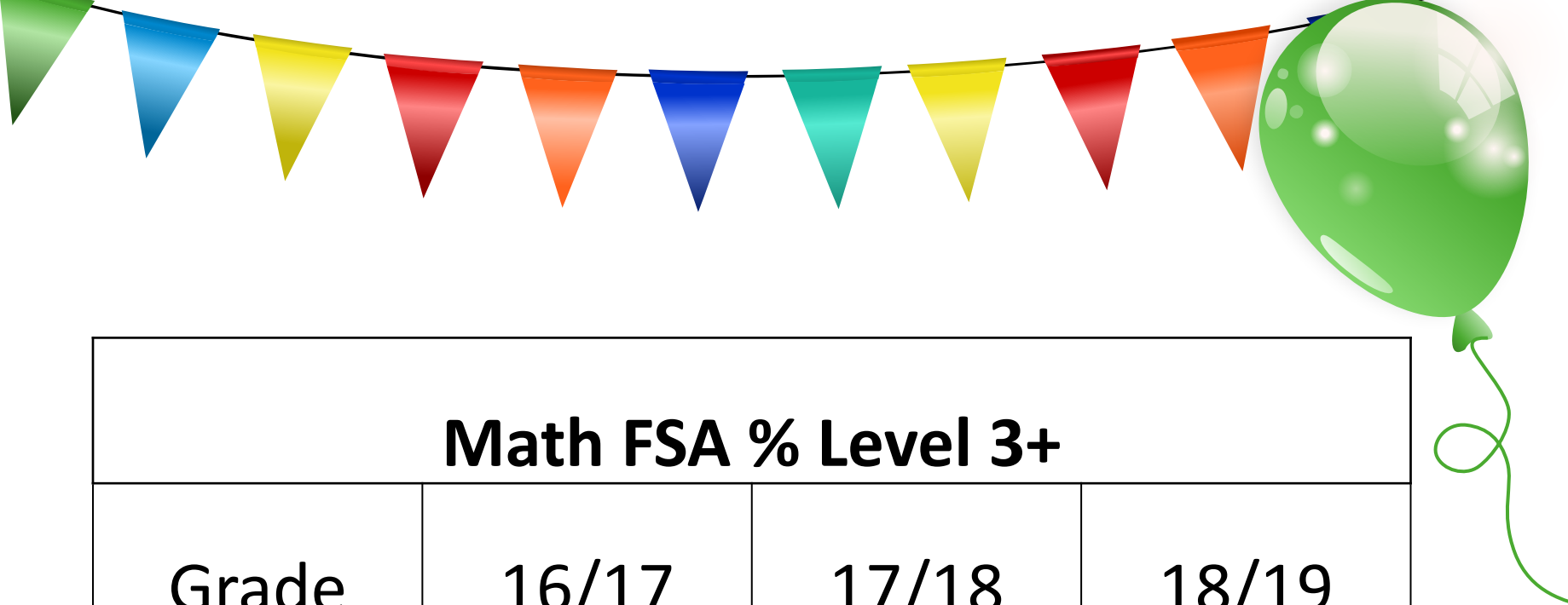
Math FSA Proficiency Results

3 Years at a Glance



3rd, 4th, & 5th Grade Math FSA

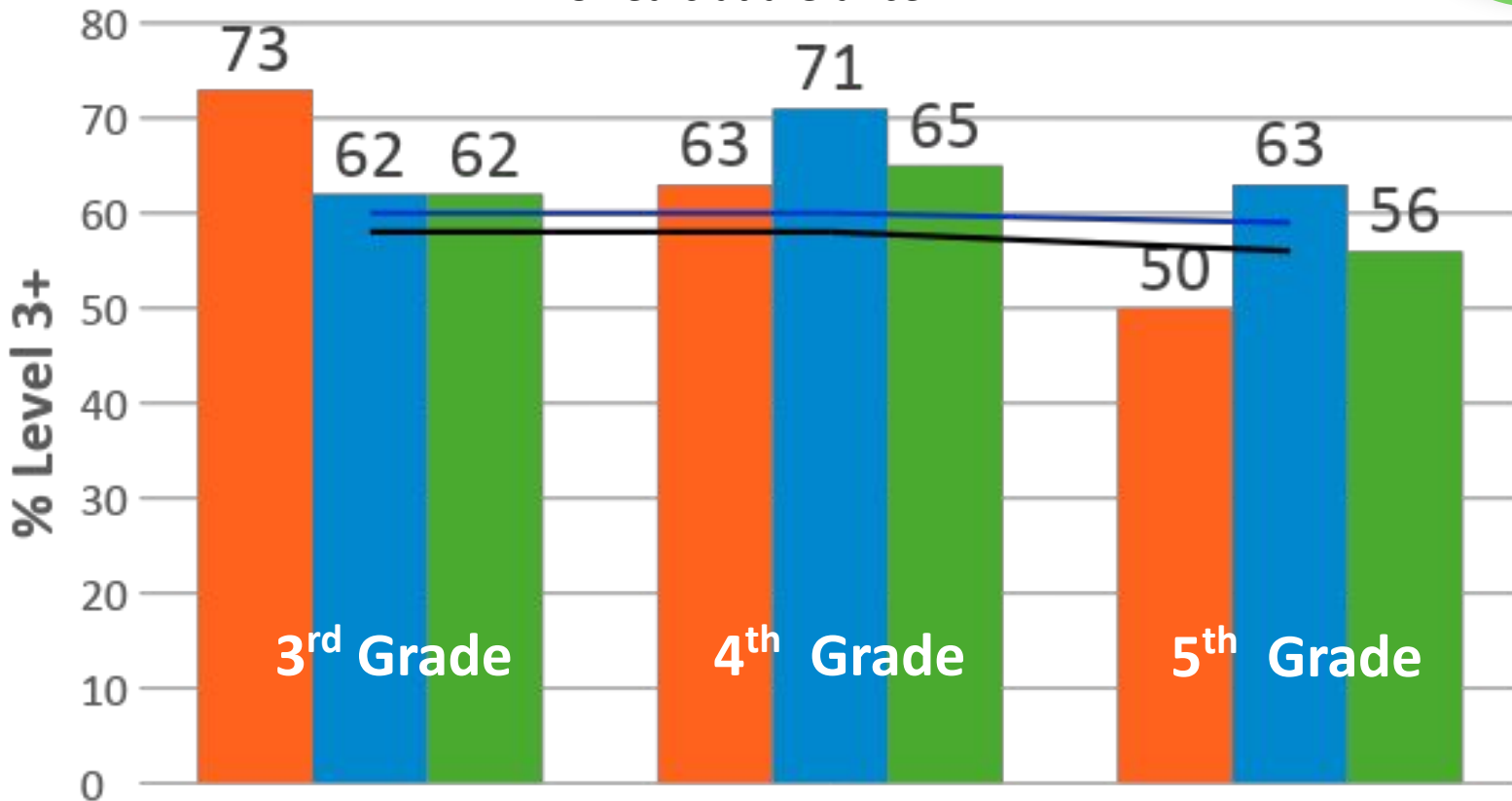
■ 16/17 ■ 17/18 ■ 18/19 - 18/19 Lake - 18/19 State



Math FSA % Level 3+			
Grade	16/17	17/18	18/19
3	84	76	76
4	68	71	80
5	48	55	51

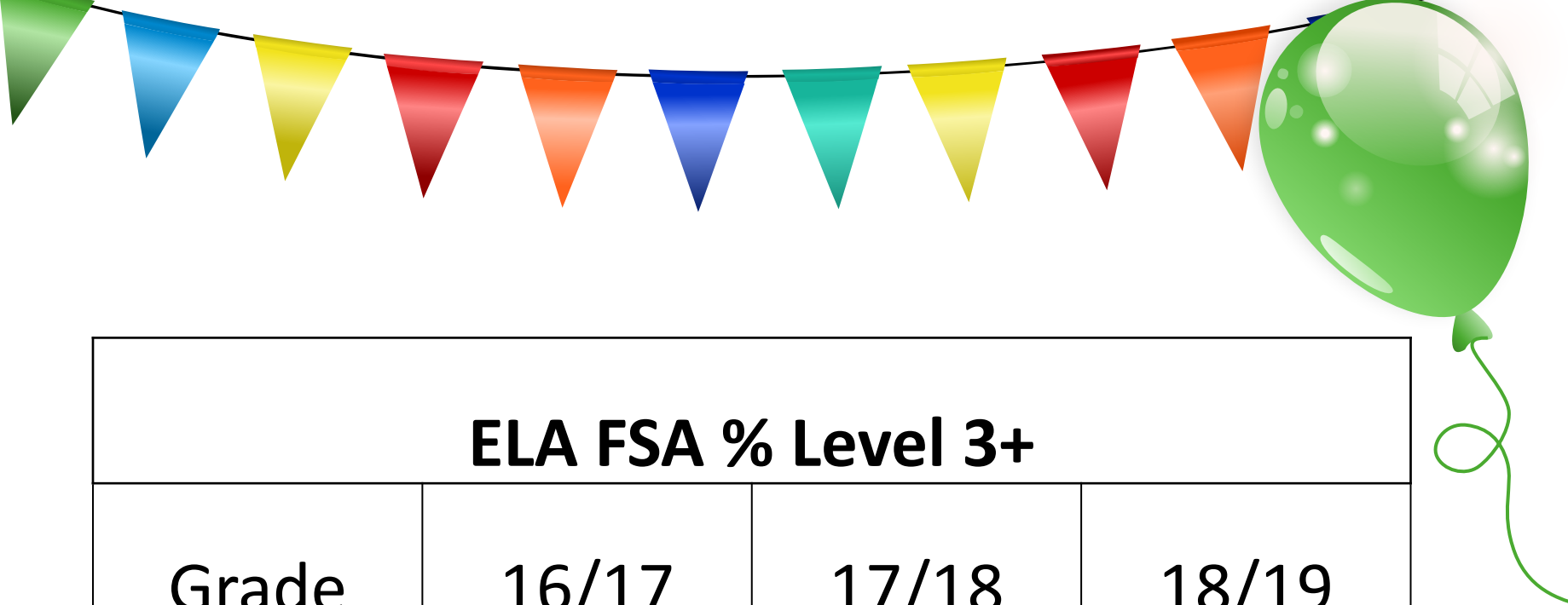
ELA FSA Proficiency Results

3 Years at a Glance



3rd, 4th, & 5th Grade ELA FSA

■ 16/17 ■ 17/18 ■ 18/19 — 18/19 Lake — 18/19 State



ELA FSA % Level 3+			
Grade	16/17	17/18	18/19
3	73	62	62
4	63	71	65
5	50	63	56



2019-2020 Wildly Important Goals

Category	2018/2019 Meeting Positive Expectations	2019/2020 Path to an "A" Targets
Proficiency Goals		
Reading	63%	66%
Math	71%	74%
Science	60%	63%
Ensuring High Levels of Learning for ALL		
ELA Learning Gains	61%	64%
ELA LG Lowest Quartile	62%	65%
Math Learning Gains	56%	60%
Math LG Lowest Quartile	41%	50%

Path to an "A"

= 442 total points
=63%

"A" = 62% of
points or greater

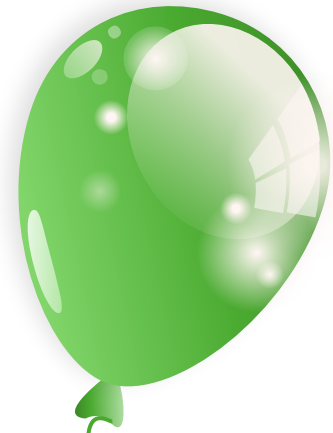


What are we
committed
to getting better at?
How will we achieve our VIGs?

Authentic Literacy Block

Mini Lesson □
Individualized Daily
Reading (IDR) &
Conferring

Instructional
Framework
Focus:
PURPOSE



Intervention & Acceleration
Data Driven
W.I.N Time

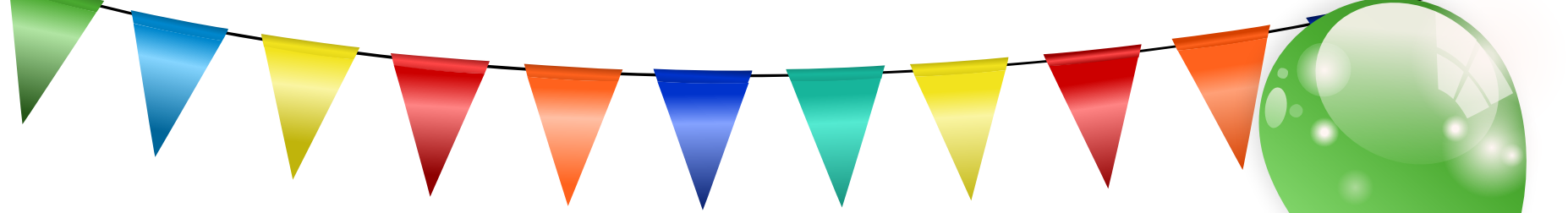


Shared
Mission

Shared
Vision

Collective
Commitments

Shared
Goals



The Foundation of a PLC

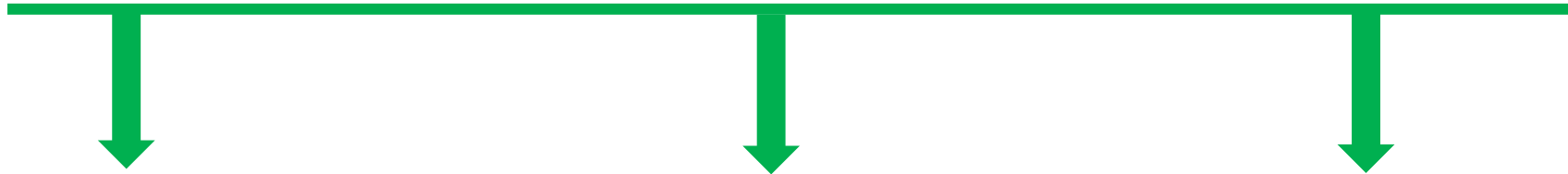
The Foundation of a PLC

Rebecca DuFour



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Authentic Literacy Block


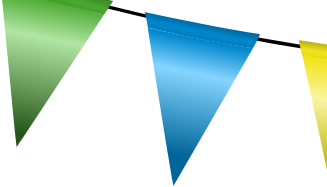
*Mini Lesson □
Individualized Daily
Reading (IDR) &
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Instructional Framework

*Focus:
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Intervention & Acceleration

*Data Driven
W.I.N Time*

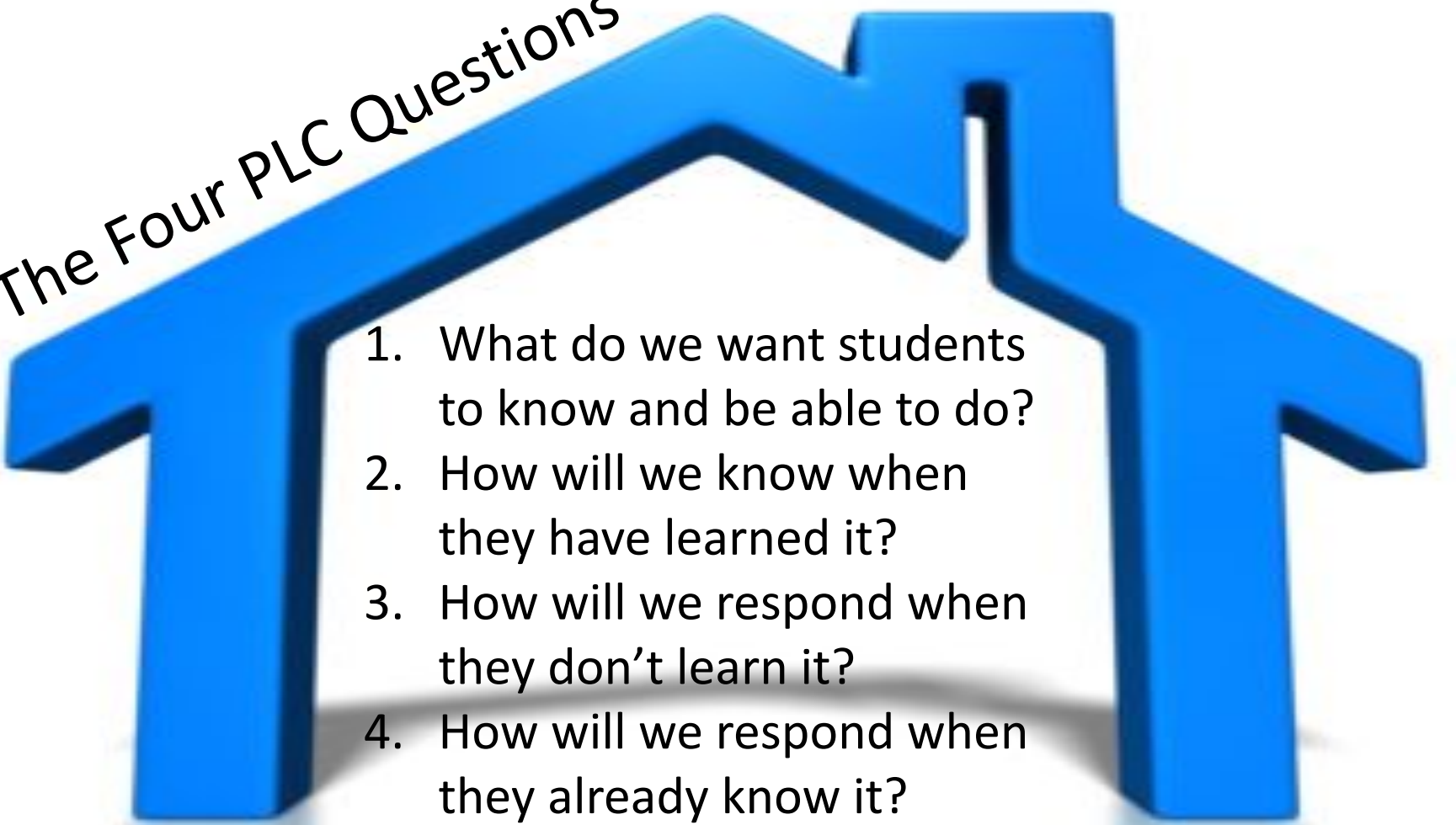


**"IF WE CREATE A
CULTURE WHERE
EVERY TEACHER
believes THEY
NEED TO IMPROVE,
NOT BECAUSE
THEY ARE NOT
GOOD ENOUGH,
BUT BECAUSE THEY
CAN BE *even better*,
THERE IS NO LIMIT
TO WHAT WE CAN
achieve."**

District Instructional Framework

<p style="text-align: center;">Modeling Thinking</p> <p>Using “I statements” to explain thinking while demonstrating the task or strategy. Teacher may alert learners about errors to avoid, or show them how to apply new thinking.</p>	<p style="text-align: center;">Guided Instruction</p> <p>Teacher questions, prompts, cues students, facilitates. Only if those don't work, go to direct explanation.</p>
<p>Purpose</p> <p>Focuses on student learning rather than a task, activity or assignment and must be interesting and relevant.</p> <p>Students can state:</p> <ul style="list-style-type: none">• what they are learning,• why they are learning it,• how they will know they have learned it.	
<p>Students consolidate their understanding of the content and explore opportunities to problem solve, discuss, and negotiate thinking through productive tasks with their peers.</p> <p style="text-align: center;">Collaborative Learning</p>	<p>Addresses the most important goal of good instruction- provide students with practice in applying skills and information in new ways independently.</p> <p style="text-align: center;">Independent Learning</p>

The Four PLC Questions



1. What do we want students to know and be able to do?
2. How will we know when they have learned it?
3. How will we respond when they don't learn it?
4. How will we respond when they already know it?

Shared
Mission

Shared
Vision

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Shared
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3 Big “Ideas” of a PLC

- **Ensure high** levels of learning for **all** students.
- Create a **culture** of **collaboration**.
- Focus on **results**.

Shared
Mission

Shared
Vision

Collective
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**What will it
take?**



The Task at Hand

“If schools are to be transformed into learning communities, educators must be prepared first of all to acknowledge that the traditional guiding model of education is no longer relevant in a post-industrial, knowledge-based society.

Second, they must embrace ideas and assumptions that are radically different than those that have guided schools in the past.”

-DuFour & Eager, *Professional Learning Communities at Work* (1998)



Healthy School Culture

“Educators have an unwavering belief in the ability of all of their students to achieve success, and they pass that belief on to others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student.”

-Peterson (in Cromwell, 2002)



Toxic School Culture

“Educators believe that student success is based on students’ level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of school, and they articulate that belief in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the impossibility of universal achievement.”

-Peterson (in Cromwell, 2002)



Overcoming the Achievement Gap



What was then and still is now....

Public School Purpose

ACCESS

All children have the right to have their gifts and talents cultivated through the process of education.

EQUITY

All children can learn and become educated.



What was then and still is now....

The **Teacher** is still the most important factor affecting student learning.

Teachers meeting together to collaborate.

Leadership matters and it matters a lot!



A Major Shift in Paradigm



Invitation
to learn



Guarantee
to learn

Let's guarantee this for EVERY family!



**Building Shared
Knowledge
*A Week Overview***

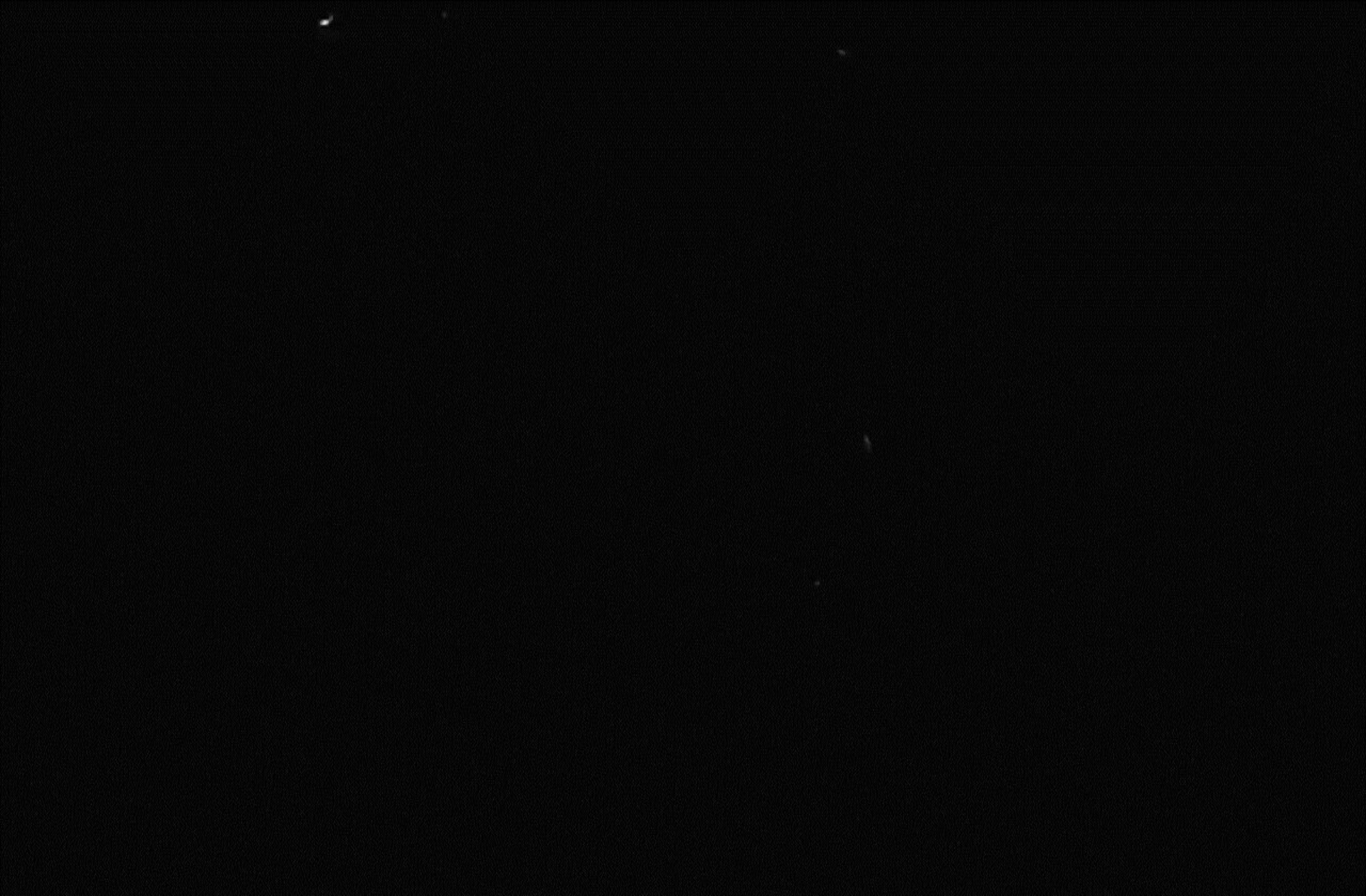


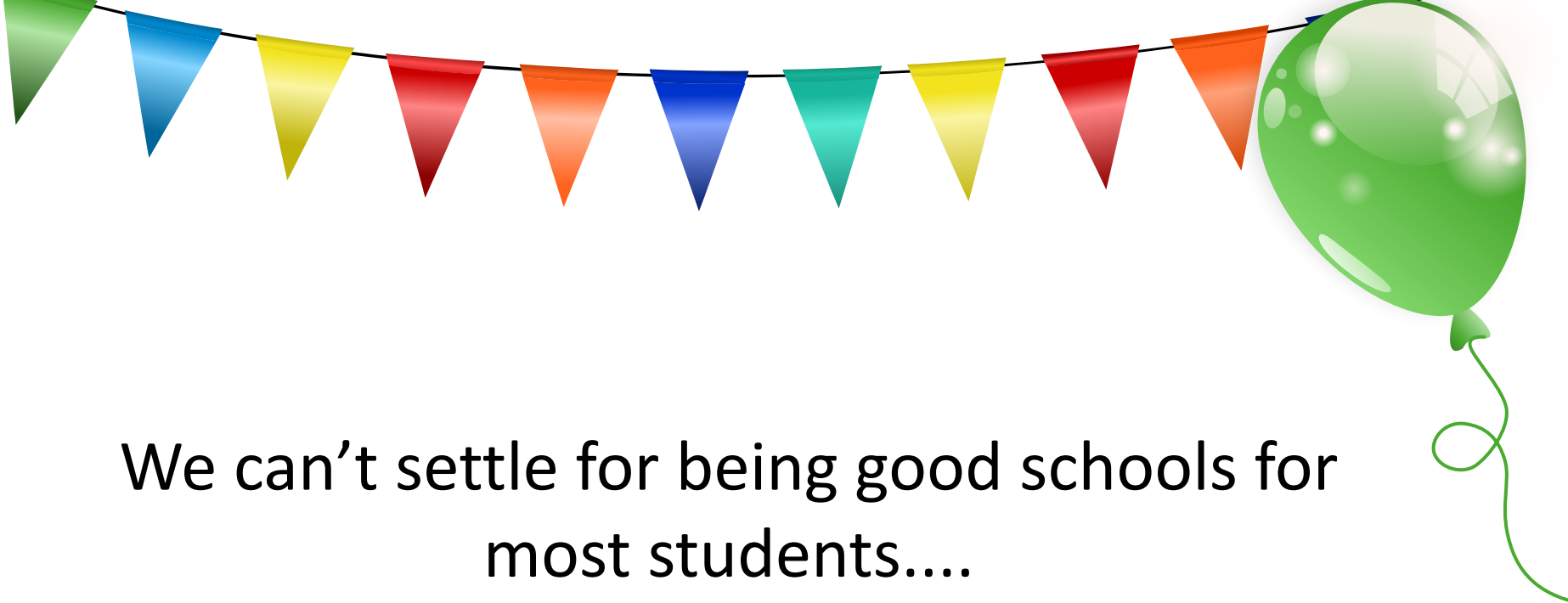
We've Come to Far to Quit Now

Category	2018/19 Results
ELA	63%
ELA Learning Gains	61%
ELA Lowest 25	62%
Math	71%
Math Learning Gains	56%
Math Lowest 25	41%
Science	60%

When we stop debating what we think a student can or cannot do and instead change the question to:

How will we get **every** child there?





We can't settle for being good schools for
most students....

**We must become great schools for
every student.**



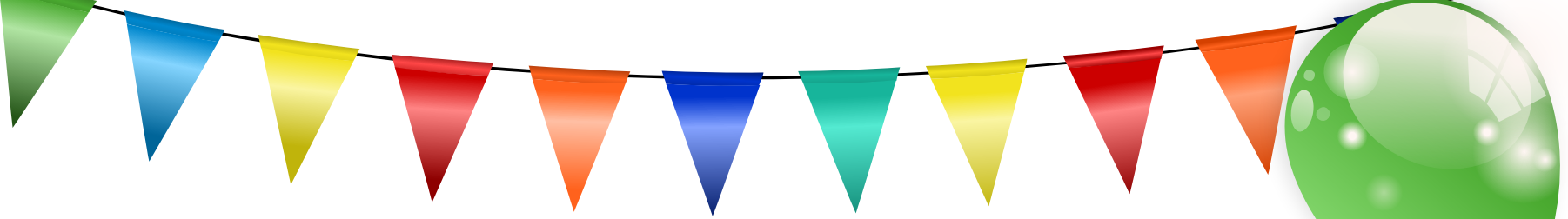
LCS Vision Statement

A dynamic, progressive, and collaborative learning community where **every** student will graduate with the skills needed to succeed in post-secondary education and the work place.



LCS Leadership Expectations

1. Provide time for intervention/acceleration
2. Meet the agreed upon goal for Learning Walks and provide feedback to teachers
3. Conduct quarterly data chats with teachers
4. Provide opportunities for students to read/write/think/talk in every class, every day
5. Actively participate in Collaborative Planning Time
6. Lead Learning in the school



What
Are You
Willing
to Do?

What are we
collectively willing to
commit to in order to
achieve our vision?



August 5

Time	Session	Audience	Location
8:00-9:45	Welcome Back Continental Breakfast! School Improvement Plan & Instructional Overview	Instructional Staff	Media Center
10:00-11:30	PLC Framework <i>Presenter</i> <i>Susan Emrick & Tracy Wood</i>	4 th and 5 th Grade Teams	607
12:00-12:50	PLC Framework <i>Presenter Susan Emrick</i>	3 rd Grade Team	607
1:00-1:50	PLC Framework <i>Presenter Susan Emrick</i>	2 nd Grade Team	607
2:00-2:50	PLC Framework <i>Presenter Susan Emrick</i>	Kindergarten & 1 st Grade Teams	607




**Let's celebrate
Seminole
Springs
30 Years**





What Has History Taught Us?

All students have not benefited equally from access to educational institutions.



A decorative banner at the top of the slide features a string of colorful triangles in shades of green, blue, yellow, red, and orange. To the right of the banner is a large, shiny green balloon with a green string that loops down.


The Opportunity Myth

- 40% of college students take at least one remedial course
- Only 53% of students who enter college actually graduate
- Employees report that high school graduates enter the workplace missing the skills they need to do their jobs well



The Opportunity Myth

- 500 hours a year, students spent on assignments that weren't on grade level = 6 months of instructional time wasted
- 55% of the time students said their experiences were engaging
- 80% of teachers supported college-ready standards, but less than 50% of those same teachers actually believed students could reach that bar



Students need these four key resources
in their daily school experiences:

1. Consistent opportunities to work on **grade-appropriate assignments**
2. **Strong Instruction** where students do most of the thinking in a lesson
3. **Deep Engagement** in what they're learning
4. Teachers who hold **High Expectations** for students and believe they can meet grade-level standards

Let's guarantee this for EVERY family!