Elk Ridge Leadership Team

November 10, 2022

Agenda

Role & Norms

Celebrations & Check In

Belonging Survey Discussion

Unwrapping a Standard

Formative Data Review

Nuts and Bolts

Role and Norms

The Building Leadership Team

We perform the following functions:

- Collaboratively develop role definitions and shared commitments.
- Develop team norms and accountability protocols.
- **Focus on learning.**
- **Meet regularly, and send out and follow agenda.**
- Set improvement goals.
- **Practice and rehearse the work of grade-level and content-area collaborative teams.**
- **Analyze student learning, seek best practice, and share findings.**
- **Monitor results using a continuous improvement cycle.**
- **Model the behavior expected of others.**
- **Celebrate improvement.**

(Eaker, Keating, Hagadone, & Rhoades, 2021)

Norms

The White River Promise

2022-2023 Norms

★ Be on task, be on time

★ Be prepared

★ We are here for the kids, keep the end in mind

★ Be positive, but real

★ Ask for help and support

★ What is said stays in the room

★ Have open communication, seek to understand

★ Be respectful of perspectives of others

★ End with summarization, common agreement and next steps

2022-23 Leadership Team

ELK RIDGE

Meeting Norms

○ Be on task, be on time
○ Be prepared
○ We are here for the kids, keep the end in mind
○ Be positive, but real
○ Ask for help and support
○ What is said stays in the room
○ Have open communication, seek to understand
○ Be respectful of perspectives of others
○ End with summarization, common agreement and next steps

Accountability Protocol

○ Phrase "Ranger"
○ Everyone looks at norms & self-reflects silently
○ Get back on track

Conflict Resolution

• Open discussion as a team about issue
    -reach *consensus* (everyone is heard & actively solicited & the will of the group is evident, DuFour et al., 2016)
    -fist to five strategy
• Check in with Nina or Katie privately

Productive Listening

Practices to Develop Listening Skills	
Buddy up with **quietness**	Get comfortable with empty space that allows reflection and thinking about what messages you have sent or received.
Kick **unproductive patterns** to the curb	Recognize when you're engaging in autobiographical, inquisitive, judgment / criticism, or solution listening. These patterns of listening shift the focus to you and get in the way of seeking to understand.
Focus, focus, focus	Get rid of distractions and potential distractions. Recognize when your focus shifts away from the speaker and correct it. Practice concentration, determination, and intention
Process **more than words**	Words matter. But Albert Mehrabian's (1981) groundbreaking work showed that nonverbal communication matters more. 7% of meaning is from spoken words, 38% is from paralinguistic information (the tone or way we say the words), and 55% is from facial expressions, gestures, posture, and other forms of body language.
Name **values, beliefs, and assumptions**	Listen carefully for word choices that represent the speakers' unexamined systems of belief. Identify clues as to how the they perceive the world, people, and events. Help them name language.
Reflect what you hear	Skillfully paraphrase or mirror (repeat verbatim) to: help the speakers hear their own thoughts, check for understanding, show that you are interested and engaged, and encourage speakers to continue.

Check In

With a partner:

How are you today?

What is something you do to rest & reset?

What celebrations do you have for you or your team?

Belonging Survey Discussion

WHITE RIVER SCHOOL DISTRICT: Belonging Road Map

The Why

Ensuring high levels of learning means creating learning environments where every adult and student feels safe, valued, included, and empowered to learn.[1] Bringing this vision to life requires intentional leadership. The sense of belonging to a school community is directly correlated with achievement outcomes.[2] As Krownapple and Cobb point out in their work, the belonging gap is a fundamental element that hinders academic achievement and thus a sense of belonging and a culture of dignity are important precursors to achievement.
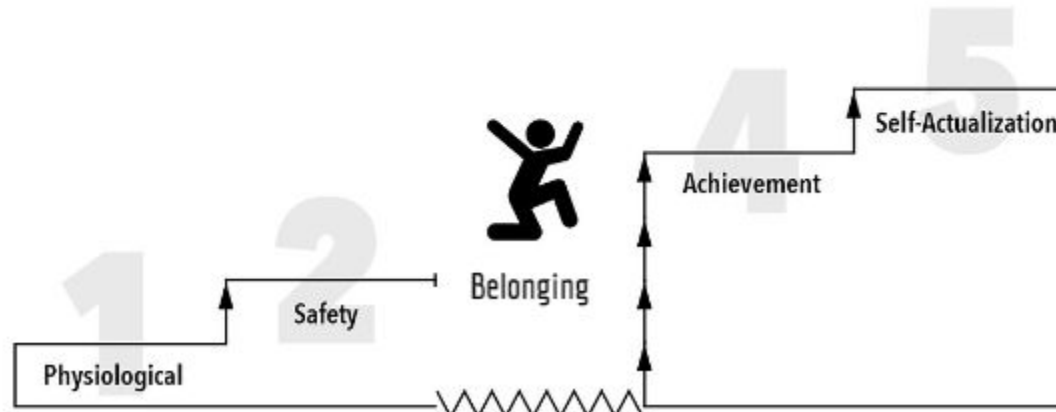
Source: Belonging through a Culture of Dignity (2019); by Floyd Cobb & John Krownapple, p. 54, adapted from Abraham Maslow's Hierarchy of Needs

The What

The journey toward a school and district climate where all stakeholders experience a sense of dignity and belonging is one that cannot be achieved through mechanistic solutions. It requires us to accept the fact that many of us are well-served by the status quo and that change requires us to come to terms with those that we have harmed along the way. It requires deep listening, vulnerability, courage, and a genuine commitment to the principles of dignity and belonging. We will learn those together and apply our learning with feedback and collaboration every step of the way.

The How

One tool that we will use to gather feedback is a version of The Psychological Sense of School Membership (PSSM) Scale (Doodenow, 1993). The Belonging Survey, or PSSM Survey[3], measures the degree to which adults and students feel they belong at school. The Belonging Survey will provide actionable data and track the progress of the WRSD Strategic Directions through the lens of staff and students, and the school community. It can also help to identify areas for celebration or improvement and demonstrate a commitment to inclusion and a sense of belonging. Our goal is to provide the social and academic environmenst in schools where staff and students thrive.

The Plan

The White River School District will administer a survey of staff and students, as well as the school community, including families. Following the survey, district and building teams will analyze participants' responses for the purpose of taking action in the form of a "Belonging Challenge" at all levels. Data collection, analysis of data, action steps, reflection, and data collection are a part of the continuous cycle of improvement. Throughout the process, stakeholder groups will benefit in the following ways:

Students	Staff	Building Leadership	District Leadership	School Community
Will be able to reflect on and give voice to their experiences of belonging in school	Will have data to set classroom-level and district-level priorities aligned to the school and district focus on belonging	Will have actionable data to understand and improve the social and academic environment in the school	Will have actionable data to understand and improve the social and academic environment in the district. We will track the progress of the WRSD Strategic Plan, through the lens of the staff, students, families, and community.	Will know that the WRSD is committed to improving the educational environment for all students and will collaborate with district staff and students in a continuous cycle of improvement

Unwrapping a Standard

Why?

- Priority 1 Goal: For Teams to develop **skill specific** instruction and assessment, and then respond in a timely manner with interventions based on formative data and misconceptions.
- Helps us get skill specific, more focused for extension and intervention (not just WTM/WTR, but adjusting lessons, reteaching, front loading info)
- It is important for us to have deep knowledge of our standards to support student learning and our teammates
- We can help our teams build knowledge of content and what is expected of students' learning

4th Grade Example

Unit 2 Assessment: Multi-Digit Multiplication and Division

Cluster 4.NBT.B
- Fluently add and subtract multi-digit whole numbers (not the focus of this unit)
- Multiply 4-digit by 1-digit and 2-digit by 2-digit whole numbers, using strategies based on place value and the properties of operations.
- Find whole-number quotients and remainders with up to 4-digit dividends and 1-digit divisors using strategies involving place value.

Score	The preponderance of the evidence shows that the student can:	Evidence
4	Not available on this assessment	
3	* Standards listed as 2.5 would qualify as level 3, however this assessment does not have end of year level of rigor necessary to receive a 3. Success on this assessment only allows students to score a 2.5.	
2.5	• Multiply two-digit numbers using efficient strategies based on place value and properties of operations. (4.NBT.B.5)	Item 4
	Successfully demonstrates the skills from the 2.0 list	
2	• Recognize or recall mathematical vocabulary in context.	
	• Illustrate calculations using strategies based on place value, properties of operations, equations, and/or models. (4.NBT.B.4)	Item 1, 2, 3, 6
	• Find whole number quotients and remainders with up to 2-digit dividends and 1-digit divisors. (4.NBT.B.6)	Item 5
1.5	With help, the student may demonstrate partial success with the 2.0 list.	
1.0	There is not yet evidence of partial success with the 2.0 list.	

4.NBT.A.1 conceptually: power of ten
- being able to explain

↳ Supporting: NBT.B 4-5

Skill: multiply 2 by 2
{Area model or Decompose}
Skill: divide by 1 digit

Preskills

concept	skill
• break apart #s by place value	• multiply — loops & groups w/ base 10
↳ 10 X 9 IIIIII	ex.: 40 X __ = 200

*Checks have to be beyond computation, but understanding

40   80   120   160   200

extend

concept	skill

• multiply by powers of ten

4   8   12   16   20
40   80   120   160   200

Protocol

- Look at [Coherence Map](#) , Unit Assessment & Proficiency Scale for Unit 3
- Talk with your partner about the following:
  - What does mastery look like for this standard?
  - What pre skills might students need in order to meet your grade level standard?
  - What are next steps if students master the standard before end of unit?

Formative Data Review

The White River Promise: Priority 2

The White River Promise

Priority 2: A culture of collective staff efficacy
We believe in a collective, research-based model for teaching our students in order to gain higher levels of learning year after year. Success is achieved by collaborating around a guaranteed and viable curriculum, timely assessment practices, providing additional time, support and extensions, as well as, celebrating the progress of each student and teacher team.

Building Priority 2 Goal(s) (end of 1st Semester)
Utilize collaborative leadership team to analyze student data across grade level teams.
Celebrate and identify areas of need within the building.

Unit 1 Standards- ELA

	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard	K.RF.3a-b	1.RF	2.RF	3.RLI	4.RLI	5.RLI
Essential Learning	Letter sounds -consonants (a) -vowels (b)	Fluency (rate & accuracy)	Fluency (rate & accuracy)	Ask & answer questions (found in text/evidence)	Answer questions with text evidence	Quote accurately when answering questions (text evidence)

Data Protocols

How we will collaboratively review and analyze data

- <u>Priority 2 Data Reflection</u>
- K-2 together, 3-5 together
- What do we want students to know? (standard)
- How will we know if they know it?
- What will we do if they aren't getting it? (Intervention ideas, teacher needs for implementation)
- What will we do if they are getting it? (Extension, practice to model whole staff or on your team?)
- What data are we going to bring next time?

Celebrations

Math Unit 1

Takeaways:

- We are making progress over time.
- We are getting more students to learn more this year than we did last year.
- The previous grade level is setting the next grade level up for success!

Math Unit 1

Kindergarten:

		21-22 School Year	22-23 School Year
KCC1- counting to 100	Intensive	29.7%	34.1%
	Approaching	62.8%	31.4%
	Meeting	4.3%	20.7%
	Exceeding	3.2%	1.25%

Math Unit 1

1st Grade:

		21-22 School Year	22-23 School Year
1.NBT.1	Intensive	1%	0
	Approaching	28.7%	28.1%
	Meeting	62.3%	71.9%
	Exceeding	N/A	N/A

Math Unit 1

2nd Grade:

		21-22 School Year	22-23 School Year
2.OA.2- add/subtract w/in 20	Intensive	10.6%	8.1%
	Approaching	89.4%	91.9%
	Meeting	N/A	N/A
	Exceeding	N/A	N/A

Math Unit 1

3rd Grade:

		21-22 School Year	22-23 School Year
3.OAD- addition/subtraction	Intensive	26%	16.4%
	Approaching	73%	83.6%
	Meeting	N/A	N/A
	Exceeding	N/A	N/A

Math Unit 1

4th Grade:

		21-22 School Year	22-23 School Year
4.OAB factors	Intensive	37.7%	33.9%
	Approaching	45.2%	35%
	Meeting	17.1%	31.2%
	Exceeding	N/A	N/A

Math Unit 1

5th Grade:

		21-22 School Year	22-23 School Year
5.OAA- numerical expressions	Intensive	20.2%	22.1%
	Approaching	53.5%	42.8%
	Meeting	13%	35%
	Exceeding	N/A	N/A

Nuts & Bolts

Nuts & Bolts

- Dismissal reminder
- Planning on weather-affected late starts
- Staff Meeting Agenda Review
  - Nov. 15-Team time & Office Hours for RTI
  - Nov. 29- Belonging Survey

End with clarity

- Short on time- email
- What did we accomplish?
  - ○
- What is the next step with our teams?
  - ○
- What do we need to revisit at our next team meeting?
  - ○
- What formative data have we committed to bringing to our next team meeting?
  - ○

Have a great day!

- Pick up a card and a treat on your way out the door!