








Date	Event	Narrative
<b>2017-2018 School Year</b> <b>Katherine Grykien became principal</b>	<ol style="list-style-type: none"> <li>1. District Commitment to PLCs</li> <li>2. John Hattie</li> </ol>	<ol style="list-style-type: none"> <li>1. Early Release on Wednesdays 2:00-4:00 PLCs</li> <li>2. Sharing of John Hattie's research through Visible Learning</li> </ol>
<b>October 2017</b>	Faculty Meeting Building A Common Understanding of Interventions	<a href="#">Slide deck</a>
<b>2018-2019 School Year</b>	<ol style="list-style-type: none"> <li>1. Begin training with Solution Tree</li> <li>2. Provided Intervention During Literacy Block</li> <li>3. Form collaborative teams for PLCs</li> </ol>	<ol style="list-style-type: none"> <li>1. Solution Tree Training Begins <ol style="list-style-type: none"> <li>a. We learn we put it into action</li> </ol> </li> <li>2. Intervention <ol style="list-style-type: none"> <li>a. All hands on deck</li> <li>b. Double Dose</li> <li>c. We realized that our interventions were not producing the results we had expected. We realized there was a need for professional development in the science of teaching reading at Tier 1</li> <li>d. Committed to pilot for the district 2019-2020- PD Lead To Read Program (ony school to do this)</li> </ol> </li> <li>3. Met weekly for 1 hour (everyone even Unified Arts)during Early Release time <ol style="list-style-type: none"> <li>a. Led by Guiding Coalition</li> <li>b. Established norms and roles</li> <li>c. Used common planning agenda</li> <li>d. Looked at fresh data to plan next steps using Solution Tree protocols</li> </ol> </li> </ol> <p> Self-Directed or Collaborative Group PD time - shows collective commitment</p> <p> 09/04/18 Faculty Meeting slide 9 common meeting template</p> <p> Faculty meeting 11/27 slide 3 our purpose of guiding coalition presented to staff</p> <p> Inservice 11/19/20 slide 17 now what</p> <p> KH Copy of PLC Key Terms Assessment Karen Harvey. A testament to resistors changing their thinking</p>

<b>November 12-14 2018</b>	PLC At Work Atlanta	(Katherine, Chana, Kim, Jess, Rachel, Kaylie) First group of teachers goes to an Institute. Afterward they lead the building inservice in November highlighting the power of PLCs, biggest take aways and next steps which included <ul style="list-style-type: none"> <li>• Viable and GUaranteed curriculum-defining essential standards at grade levels</li> <li>• <a href="#">Slideshow</a>- 17 outlines our next steps</li> <li>• <a href="#">Picture</a></li> </ul>
<b>March 18-20 2019</b>	PLCs At Work Quebec City	Second group of teachers go (Karen S, Karen H and Colleen) Share out at faculty meeting
June 3-5 2019	PLC at Work Las Vegas	Chrissy
2019-2020 School year	<ol style="list-style-type: none"> <li>1. District Commitment to Essential Standards</li> <li>2. Building Commitment to PD in the Science of Reading</li> <li>3. Added WIN block to Master Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Met once a month as a district by grade level. Principals lead these meetings to establish essential standards in Reading, Math and Writing. COVID interrupted this work...we established essential standards in reading and math</li> <li>2. All K-3 teachers and Kindergarten Interventionist did Lead to Read Program through the Stern Center</li> <li>3. All hands on deck for WIN blocks includes classroom teachers, SPED and interventionists, classroom teachers began to share kids during intervention blocks</li> </ol>
<b>October 14-16 2019</b>	San Antonio PLCs at Work	Marcy, Joe, Chrissy, Julie F, Katherine All teachers have now gone to a PLC at Work Training Participants share takeaway and next steps <ul style="list-style-type: none"> <li>• Some grade levels begin using 15 day challenges with common formative assessments</li> </ul> <a href="#">Picture</a>
<b>January 20-23 2020</b>	RTI at Work Workshop	Anne, Jen O, Rachel (first time bringin special educators on)
<b>School Closure COVID</b>		<a href="#">April 9- slide 4</a>
<b>June and July 2020</b>	RTI Portable Events	Guiding Coalition participates and plans next steps <b>*picture of triangle GC- identities need for Site Intervention team</b>
<b>2020-2021 School Year</b>	<ol style="list-style-type: none"> <li>1. District Commitment to Foundations</li> </ol>	<ol style="list-style-type: none"> <li>1. All K-3 teachers trained in Foundations</li> <li>2. All teachers using Common formative assessments to plan interventions</li> </ol>

	<ol style="list-style-type: none"> <li>2. District Investment in Senior Advisor Jack Balderman with Solution Tree</li> <li>3. Whole school commitment to using learning targets</li> </ol>	<ol style="list-style-type: none"> <li>3. All SMartGoals use learning targets as a means to increase student learning</li> <li>4. District formed a committee to look at SEL standards and got feedback from grade levels</li> </ol> <p><a href="#">Floating Request Day</a> - shows collective commitment</p>
<b>Spring 2021 and End of Year</b>	<p>Learning and Establishment of Site Intervention Team</p> <ol style="list-style-type: none"> <li>2. Preparation for Beginning of School year 2021-2022</li> </ol>	<ol style="list-style-type: none"> <li>1. Interested people Read Tier 2 Essential Actions and Tier 3 Essential Actions from <b>Taking Action</b> and form Site Intervention Team for 2021-2022 school year</li> <li>2. Identify students needing Tier 3 to begin right away with interventions when we start school in the fall</li> </ol> <p> Copy of Identified Students for Start of the School Year...</p>
<b>May 11, 2021</b>	GC meets with Jack Balderman at Hiawatha	<b>Artifact</b>
<b>2021-2022 School Year</b>	<ol style="list-style-type: none"> <li>1. Roll out of Site Intervention Team</li> <li>2. Relook at Essential standards</li> <li>3. District</li> </ol>	<ol style="list-style-type: none"> <li>1. Site Intervention <b>Artifact</b>- side 2 teams defined, slide 10 <ol style="list-style-type: none"> <li>a. The why</li> <li>b. Referral process</li> <li>c. Site Intervention Team meets weekly</li> </ol> </li> <li>2. Some of the standards we chose are not assessed at mastery so we began to relook at essential standards</li> </ol> <p><b>Artifact</b></p> <ol style="list-style-type: none"> <li>3. Implemented essential SEL standards with common learning targets with the use of Cassel across grade levels</li> <li>4.</li> </ol> <p> Kindergarten WIN data 2021-2022 tab "Dec 2" with student gains</p>
<b>Dec 2, 2021</b>	District Leaders and Guiding Coalitions meet with Jack Balderman	Component of PLC and RTI
<b>Feb 15-17 2022</b>	RTI at Work Austin	Katherine, Chrissy, Anne, Jen O, Karen H Huge takeaway- Using the month of March to reflect and commit to essential standards that will have the biggest impact on our kids. Grade level teams, including special education, interventionists and ELL

		<p>decided on a standard, connected with vertical teams for feedback, planned first instruction with common formative assessments and interventions</p> <p><a href="#">What's Best for Kids</a>  <a href="#">March</a>  <a href="#">Picture</a></p>
<b>March 17 2022</b>	<ol style="list-style-type: none"> <li>1. District Leaders and Guiding Coalitions meet with Jack Balderman</li> <li>2. Jack meet with me, Kaylie and Jackie</li> </ol>	<ol style="list-style-type: none"> <li>1.Engagement</li> <li>2. Consultation around Hiawatha's journey and next steps</li> <li>3. Began Writing Standard work</li> </ol>