



# Heritage Elementary School



## Building Leadership Team

Oct. 6, 2014

### The Seven Norms of Collaborative Work

	Pausing	Paraphrasing	
	Putting inquiry in the center	Probing	
	Placing ideas on the table	Paying attention to self and others	
	Presuming positive intentions		

### Heritage Elementary Norms

Start and end on time	Active Participation
Limit side bars	
Be professional	Come with a positive attitude
Have an agenda	

### Building Leadership Team

X	Stacy Barker	X	Staci Sims
X	Rachel Barhorst	X	Crystal Miller
X	Denise Thomas	X	Dawn Smith
X	Erica Marshall	X	Angela Miller
X	Ashley Klay	X	Jenna Bica
X	Tracy Wehner		Jackie Blosser
X	Val Conrad		Val Robb

### Roles:

Facilitator: _____ Stacy Barker _____
Note Taker: _____ Rachel Barhorst _____
Time Keeper: _____ Stacy Barker _____
5-Step Process Checker: _____ Rachel Barhorst _____
Reflective Questioner: _____ X _____

**Heritage BLT**  
**Oct. 6, 2014**

**Grade Level TBT Updates**

Preschool – Preschool is on step 1, collecting common data on rote counting.

Kindergarten – Kindergarten just completed their cycle on rhyming. They used the strategy of repeated practice and non-linguistic representations.

Pre-test test scores: All 51% SWD 25% AA 39%

Post-test scores: All 75% SWD 58% AA 72%

First Grade – First grade is currently working on a cycle over comparing numbers. They are using tens frames and providing opportunities to use the tens frames in class 2 to 3 times a week for approx. 30 minutes. They are doing Number Talks 3 to 5 times a week for 15 minutes focusing on subitizing.

Second Grade – Second grade is working on arrays in math class. They have been using the strategy of repeated practice in whole group and small group daily for 60 minutes.

Pretest data: All .5% SWD 13% AA 0%

Third Grade – Third grade has been working on regrouping to the 1000s. They are collecting common data for step one.

Fourth Grade – Fourth grade is working on multiplication facts. They have chosen the strategies of homework and practice, as well as repeated practice. Students are using Fast Math focusing on multiplication 5 times a week for 10 to 15 minutes. The pretest was a 3 minute 100 problem time test. Teachers decided that 75% would be considered proficient. At the time of the pretest 0% of the students were proficient.

## Step 1: Collect Common Data –

### 2013-2014 Heritage OAA Predictions

School	Data Sources:	Estimate	prev OAA	AIM S	SRI	Weekly OAA tests	ProCore	qtrly assess	attendance	Tchr obs./cl.work	SMI	TBT-weekly common core test
Heritage	3	Reading	49	prev OAA	AIM S			quarterly assessments			SMI	
	3	Math	43									
	4	Reading	65									
	4	Math	49									

### 2013-2014 Heritage OAA Actual Scores

#### READING

School / Grade	Adv	Acc	Prof	Basic	Limit	Total	Passing %	Passing % 2013	Passing % 2012
Heritage ES	10	32	64	26	26	158	67.1%	60.5%	53.9%
3	7	15	25	14 (4 Sped)	10 (3 Sped)	71	66.2%	52.0%	46.7%
4	3	17 (1 Sped)	39 (1 Sped)	12 (1Sped)	16 (7 Sped)	87	67.8%	69.0%	60.8%

#### MATH

School / Grade	Adv	Acc	Prof	Basic	Limit	Total	Passing % 2014	Passing % 2013	Passing % 2012
Heritage ES	4	20	65	44	24	157	56.6%	59.5%	59.9%
3	1	11	30	21 (2 Sped)	8 (5 sped)	71	59.0%	63.0%	63.9%
4	3	9	35 (1 Sped)	23 (2 Sped)	16 (7 sped)	86 (1INV)	54.60%	56%	55.7%

We also looked at Value Added OAA results

## Step 2: Analyze the Data

### 1. What are overall strengths?

The team felt like previous reading and math OAA scores and AIMS were good predictors for OAAs. Fourth grade predictions were very close (math OAA prediction 49% actual 54.6%, reading OAA prediction 65% actual 67.8%).

### 2. What is/are the area/s and locations of highest need?

The team felt that quarterly assessments were not a good predictor. Occasionally the quarterly assessments veered away from the district pacing. Also since it was encourage to retest quarterly assessments they felt like scores were not valid. The team felt like SMI was not a good predictor. The 2-4 grade teachers stated that the higher achieving students in the class were still designated as basic on SMI.

### 3. Is there a trend?

Fourth grade teachers' predictions were more on track then third grade. When asked why, teachers felt that fourth grade had third grade math and reading OAAs to use as a predictor. Third grade teachers only had fall reading OAA scores to use when predicting.

Third grades reading and math predictions were low. Teachers discussed being reserved with predictions. Third grade reading improved 17% between the predictions and actual scores. This was attributed to common intervention time with all third grade teachers as well as Sylvan tutoring. Teachers felt that math scores improved 16% due to the fact that the students were more successful reading the math OAA.

### 4. Prioritize needs for next step.

We are hoping that SLOs will be more of a predictor this year, since those are our new quarterly assessments. We are also hoping Sylvan tutoring will be an option again. Teachers also discussed using teacher observation/classwork and SRI as a predictor this year.

## Step 3: Plan Support Strategies

### 1. As the Building Leadership Team, what strategies will we use to support the TBTs needs?

BLT members will encourage TBTs to focus on SLOs (quarterly assessments) in TBT and discuss growth targets as a team. It will be encouraged for all grade level TBT teams to use data from the SLOs to drive instructions and effect students learning. These TBT cycle can be worked on all year and dipsticked along the way.

### 2. Determine length and frequency of strategies.

Weekly 40 minute meetings focusing on adult behavior (strategies) that will have the most impact on student learning.

### 3. What support / training is needed?

Mrs. Barker, Mrs. Barhorst, and BLT members will continue to support TBTs by providing resources on strategies and bringing student work to the weekly TBT meetings.

4. How will we know that the support provided is making improvement and what will be our post-assessments?  
We will look at the predictions and actual 2014-2015 OAA results in the Fall next year. We will again compare the predictions to the actual scores, as well as if predictors were a good choice.

#### Step 4: Implement

How will we know that the support strategies are being implemented?

Mrs. Barhorst and Mrs. Barker will attend and observe weekly 40 minute TBT meetings. They will also make observations in classrooms.

#### Step 5: Evaluate

1. What was our level of implementation? Fully \_\_\_\_\_, Partially \_\_\_\_\_, Not at All \_\_\_\_\_.

2. What we learned (Successes and Obstacles)

3. Our recommendation: (Continue with this strategy for..., Get additional PD, Abandon, Select alternative, Adapt)

**Start Process Again**