



Heritage Elementary School



Building Leadership Team

Sept. 8, 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:	<u>Stacy Barker</u>
Note Taker:	<u>Rachel Barhorst</u>
Time Keeper:	<u>Rachel Barhorst</u>
5-Step Process Checker:	<u>Rachel Barhorst</u>
Reflective Questioner:	<u>X</u>

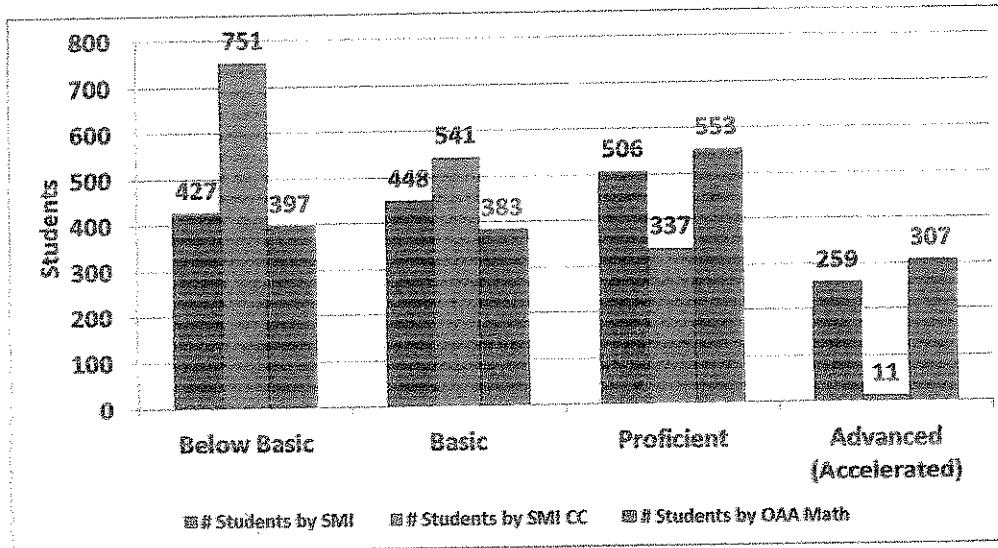
Heritage BLT

Sept. 8, 2014

Step 1: Collect Common Data –

We looked at 2014 Total Students by SMI (district wide data) OAA Performance Level Alignments, as well as Heritage Grade 3 and 4 2014 OAA Math results.

TOTAL STUDENTS SMI AND OAA PERFORMANCE LEVEL ALIGNMENTS



2014 Math OAA Results

School/Grade	Limited	Basic	Proficient	Accelerated	Advanced	Grand Total
Heritage – 3rd	7 (10%)	20 (29%)	30 (44%)	11 (16%)	1 (1%)	69
Heritage – 4th	16 (19%)	23 (27%)	34 (40%)	8 (10%)	3 (4%)	84

Step 2: Analyze the Data

1. What are overall strengths?

- SMI - Below Basic and Basic # of students decreased. (Below Basic 427 to 397, Basic 448 to 383)
- SMI – Proficient and Advanced # of students increased. (Prof. 506 to 553, Adv. 259 to 307)

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

- SMI – We looked at the predictions that math solutions projected to be norms once the assessment changes to PARRCC testing. We discussed the need for rigor in our math classes in order to keep up with the higher expectation.
- OAA – only 61% of our third graders were proficient or above on the Spring Math OAA
- OAA - only 54% of our fourth graders were proficient or above on the Spring Math OAA

3. Is there a trend?

- Students continue to struggle after the third grade into fourth grade.

4. Prioritize needs for next step.

We discussed that students have holes in their learning. There are obvious deficits in their math knowledge in the lower grades. Therefore, we need to provide interventions according to what level the students are at now. Teachers are expected to do the math workshop model at least 2 times a week as well as Fast Math 3 to 5 times a week. We are implementing Do The Math intervention in grades 2-4.

Step 3: Plan Support Strategies

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

We discussed the math solutions training with the Core Group with the BLT members. Many of the learned strategies and observations will be brought into TBTs, as well as, formative assessments and students work. Building Leadership Team members also discussed interventions for math in grades 2-4. Our second grade teachers are using the DTM number core intervention. Third grade is using Addition and Subtraction A with their students. Fourth grade teachers have given the pretest to the fourth graders. They are using Addition and Subtraction B as well as Multiplication A with their students. They are also utilizing title one and SPED support for small group.

2. Determine length and frequency of strategies.

DTM lessons take approx.. 30 minutes daily in addition to core math time. Fourth grade teachers are hoping to work on their schedule to allow for a common intervention time with the title and SPED supports. All grade levels are closing the gap in number sense with daily number talks and the strategy of talk moves in their classrooms. Lastly, the core math teachers will meet monthly with Mrs. Barhorst as well as Stephanie Warner, our math solution coach. Together they will work on strategies and rigorous tasks to support grade level TBTs and impact student learning.

3. What support / training is needed?

We continue to get support from Math Solutions as well as the building coach. Mrs. Barker is also attending TBTs and supporting strategies. There will be support given pre and post observation of the math core group. Also, Mrs. Barhorst is completing observations during math class between Math Solutions cycles.

4. How will we know that the support provided is making improvement and what will be our post-assessments?

- Observation notes and walk throughs
- SMI scores (benchmarking periods looking for growth)

Step 4: Implement

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

Mrs. Barker and Mrs. Barhorst will be completing observations during math classes. TBT cycles will include Math solutions training and core teacher's learning experiences and ideas.

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)

4. Where are we in relation to our goal of 100% of our Staff Will Implement TBTs with Fidelity by Spring 2012 ?

Start Process Again