

# Heritage Elementary School



**Building Leadership Team**  
 Date November 25/Jan. 13, 2013



## 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
- Focus on the agenda
- Every voice counts (all actively involved)
- Stay positive, constructive, and professional

### Building Leadership Team

X	Stacy Barker		Crystal Miller (attended Jan. 13)
X	Rachel Barhorst		Staci Sims
	Denise Thomas	X	Angie Miller
X	Erica Marshall	X	Jenna Bica
	Nicole Hughes		Dawn Smith
X	Tracy Wehner		Val Robb
X	Val Conrad		Jackie Blosser

### Roles:

Facilitator: Stacy Barker

Note Taker: Rachel Barhorst

Time Keeper: Crystal Miller

5-Step Process Checker: Erica Marshall and Tracy Wehner

Reflective Questioner: X

## Heritage - BLT Agenda –

### Step 1: Collect Common Data –

We looked over the building's quarterly assessment proficiency scores in grades K-4 for reading and math. We then took a data walk dividing the members up and assigning them to a particular grade level. We posted strengths and weaknesses for all grade levels. We then shared out.

### Step 2: Analyze the Data

1. What are overall strengths?

Kindergarten – 86% proficient in math was the highest percentage building wide

First grade – 60% proficient in reading and math

Second grade – strongest score was math at a 52%

Third grade – African American subgroup was evenly dispersed in red, yellow, and green areas. In the past there were concerns that most AA were in the red.

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

Fourth grade – 10% proficient in reading and 27% proficient in math

3. Is there a trend?

Third grade – 10 of the same 12 students were red in reading and in math

4. Prioritize needs for next step.

The DLT and our ELA curriculum team leader have discussed the constructed response portion of 4<sup>th</sup> grade's reading Pro-Core test. It was decided that the constructed response portion was inappropriate at this time. We have eliminated the constructed response for the second quarter, which will help the fourth grade students' achievement scores improve.

### Step 3: Plan Support Strategies

1. <u>As the Building Leadership Team, what strategies will we use to support the TBTs needs?</u> Constructed response has been removed from the assessment for the second quarter.
2. <u>Determine length and frequency of strategies.</u>
3. <u>What support / training is needed?</u> Mrs. Barker stated that PARCC has released sample questions for fourth grade. The teachers felt like the vocabulary in the questions was very difficult. Therefore, using the sample questions in the classroom weekly would be helpful for all students. Mrs. Barker is going to show the fourth grade teachers how to access the sample questions.
4. <u>How will we know that the support provided is making improvement and what will be our post-assessments?</u> Third quarter common quarterly assessments.

### Step 4: Implement

<u>How will we know that the support strategies are being implemented?</u>  We will be able to see PARCC sample questions in fourth grade teachers' lesson plans. The teachers will share those sample questions with their students during the reading block 2 to 3 times a week for 5 to 10 minutes.
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### Step 5: Evaluate

1. <u>What was our level of implementation?</u> Fully _____, Partially _____, Not at All _____.
2. <u>What we learned</u> (Successes and Obstacles)
3. <u>Our recommendation:</u> (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**