☆ PARTICIPANTS/TEAM MEMBERS   ⌃ ✖

School	North Lauderdale K-8 (2231)	**Date of Visit**	2018-10-29
Cadre Director	David Hall	**Instructional Facilitator**	Shelley Lunde
Principal	Nichelle Williams	**Assistant Principal(s)**	Nicole Neunie
Instructional Coach(s)	Ms. Daniels, Mr. Fursetzer, Ms. Moise	**Other**	
Content/Curriculum Focus	☐ ELA ☐ Writing ☑ Math ☐ Science ☐ Social Studies ☐ Other		
Grade Level	☐ Pre K ☐ K ☐ 1 ☐ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☑ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12		

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Problem of practice

- Math performance has decreased overall
- Based on our diagnostic #1 I-Ready Reading Data, 66 students in 3rd grade are identified as Tier 3.
- Deficit in Phonics (3rd Grade)
- Our fourth-grade students are weak in Vocabulary. Decreased in Vocabulary (4th Grade)
- In middle school, 23 students in 6th grade are reading significantly below grade level or at a Level 2 or lower based on I-Ready.

Notes:

- *Departmentalized in fifth grade - strategic move of a teacher that generally scores high in math to fifth grade*
- *Specials teachers pushed in to assist in math*
- *Ms. Neunie is assigned to 5th grade ELA*
- *Ms. Daniels is assigned to 4th grade ELA and 7th grade ELA*
- *Ms. Williams reached out to Academics to assist with Social Studies*

Evidence to support problem of practice

IREADY	Phonics	Voc.
3rd	73	94
4th	45	89
5th	20	84

2018 FSA Data disclose that in comparison to 2018:
- Math Achievement 2016 (48% proficient), 2017 (50%), 2018 (50%)
- Math Learning Gains 2016 (59% proficient), 2017 (52%), 2018 (45%)
- Math Learning Gains of the lowest 25% 2016 (52%), 2017 (26%), 2018 (33%)

Notes:
- *School has completed the iReady Diagnostic Assessment Period 1 - iReady Representative meets with leadership team once per month and with teacher once per month to review data and make instructional decisions*
- *School is using Vocabulary.com - to address deficiencies in phonics and vocabulary*
- *Third grade participate in Phonics instruction for 30 minutes a day - students are receiving third grade for interventions and enrichment*
- *Fourth and Fifth grade - identifying students to participate in vocabulary and phonics instruction - students will be grouped based on needs to receive specific instruction.*

What is your current plan to address your problem of practice?

- Monitoring Instructional Practices
- Students with a phonics deficit "WALK TO READ" for 30 minutes daily of phonics instruction. All other proficient students are grouped together for enrichment.
- Fourth grade is working on Vocabulary.com to improve in this area.
- Middle school (6B) students are receiving push in reading intervention daily for 60 minutes.
- Adult learning- PLC –Revise PLC structure. Teachers are grouped based on content area since we are departmentalized. Math/Science teachers meet weekly with the math coach to monitor data and plan next step actions for teaching and learning. teaching practices based on data.
- Student learning- I-Ready – This program is used not only to assess students during progress monitoring, but it's also used as a teaching resource. Before and after cycle assessments using Standards Mastery, teachers perform "test in hand analysis" to align instruction to the depth and rigor of standards. Progress monitoring grade level standards. Teachers also use the I-Ready Teacher Tool to access teaching resources for small/whole group instruction.
- Student Tracking of Data- We know that based on research when students can talk and write about their individual data that they make an increase of 34%. Teachers and students track data and use data chats to increase student buy-in.

Notes:

- *PLCs have been restructured to have a laser focus on Math - lowest quartile students for math have been identified*
- *Acaletics is being used with fidelity - a schedule has been created to assist in monitoring mathematics progress*
- *Students lack foundational skills (fluency) in mathematics*
- *Maximizing mathematics block by implementing centers and small group*
- *Math Coach primarily supports fourth and fifth grade by co-teaching and facilitating PLCs*
- *Teachers participating in Cadre 10 District Training*
- *Students are tracking data and setting goals - Teachers are conducting data chats with students*

Current status of BEST Blueprint Practices

BP#1: Focus on PLC – Teacher Professional Development that center around academic data, disaggregation to drive Balanced Literacy Instruction. Grade level weekly meetings (K-2 scheduled on Tuesday and 3-8 scheduled on Wednesday)

BP#2: Revised RTI Process
  a. Chunking RTI Process in PLC's
  b. Full RTI meetings on Thursday
  c. District support through DPI (Mr. V Watson)

BP#3: Continuous relationship with stakeholders
  a. Partnerships with City of North Lauderdale
  b. Supportive relationship with Business partners
  c. October Literacy Book Give Away night
  d. December Math night

BP#4: Enhancing BEST Practices
  a. Teachers Teach Teachers- Upon return of Professional Development, teachers will train other teachers to implement strategies and resources they uncovered
  b. Teachers Opening Doors – A schedule will be created with teachers who have volunteered to model components of instruction they have mastered
  c. SIMS visit -teachers visit team using SIMS document
  d. PLC in math in ELA-lowest 25th percent 2 times per month

Based on your plan what should participants expect to see related to the problem of practice (lookfors)?

- Organic participation in PLC to guide and ensure that data guides instruction through Balanced Literacy
- I-Ready Tracking Data posted in classrooms and students working on the I-Ready
- Student will be aware of data cycle and accountable for tracking their data
- Provide students and teachers with incentive based on Data checkpoints to target Social Emotion Learning

☆ PHASE I: ANALYZE EVIDENCE/PREPLANNING   ⌃ ✖

What are participants likely to see today related to the problem of practice?

- Participants will witness student engagement
- Teachers checking for understanding
- Teachers administrating diagnostic assessment to guide Balanced Literacy instruction

☆ PHASE II: Observation/Debrief with Principal by Cadre Director   ⌃ ✖

Noticings	Wonderings
Student engagement, authentic student work, teacher enthusiasm, Acaletics	How much of the mathematics block is dedicated to whole group, small group and centers? How much time is dedicated to teaching the standards? Where are the manipulatives and how are students able to access them?
Student work is posted, lots of anchor charts, students were enthusiastic.	How do students use math manipulatives duirng math instruction? How do students feel about their names being posted with scores for iReady results?
Use of anchor charts	Be careful about overwhelming students with too many anchor charts.
Use of technology	How do you ensure students have opportunities to read independently to increase stamina? How do you ensure that text-based writing is embedded into instruction?
Anchor Charts are evident in classrooms	Caution on using anchor charts that refer to using specific words when solving a problem. Anchor charts should focus on process.
Teachers are very personable with the students.	How do teachers progress monitor mastery of the standards?
	Is the warm-up time being used to its fullest potential?
Students are engaged in warm-ups.	How do students evaluate their own progress towards meeting goals?
Whole group instruction	How are teachers using centers during the mathematics block? Consider including students in the making of the anchor charts. Focus on conceptual understanding of the standards.
Evidence of Acaletics during math block	How can teachers provide differentiated centers for students?
	How can teachers ensure smooth transitions during instrucitonal blocks to be able to follow to the classroom schedule?
Evidence of small group instruction	How can we ensure that the standard is tied to the warm-up and actively engage students?

What is going well at this site? What are some areas of growth?

Going Well:
- PLCs
- Tracking Data

Areas of Growth:
- Professional learning for mathematics

What next steps are suggested based upon today's problem of practice?

- November 6: Teachers will be able to participate at District training at Park Lakes - focusing on measurement
- Middle School Math teachers to attend District Training and Cadre 10
- Follow-up fro District Staff - develop "look fors" for classroom teachers to implement professional learning into instruction practices

Evidence of plans being implemented - pay attention to details. How are ELL students provided support during instruction? Review instructional focus calendars to ensure that all areas of need are addressed and implemented with fidelity. How are teachers tracking data to ensure that students are able to master standards? Develop a protocol for teachers to follow when conducting data chats with students. Provide students with specific feedback to ensure that they are able to self-monitor.

☆ PHASE III: AREAS OF FOCUS/SUPPORT　　　　⌃　✖

What support might be arranged to assist the principal or school team?

Area of Focus/Task	Next Step	Department Responsible	Person Responsible	Target Date for Completion	Status

☆ Debrief with Cadre Director by Team　　　　⌃　✖

What Questions Might Be Asked of the Principal to Stimulate Further Problem Solving?

Team Feedback to Cadre Director Based on Coaching Conversation to Principal:

☆ PHASE IV: PROCESS FOLLOW-UP/ANALYZE RESULTS　　　　⌃　✖

Area of Focus/Growth	Student Learning	Teaching Practice	Evidence to Support Growth/Change

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