

Continuous Improvement

2019-2020



Groups

Group 1--Faith: Nora, Sara, Steve, Amy, Ursula, Jane

Group 2--Becky: Darcy, Nikki, Linda, Jordyn, Lesa, Colleen

Group 3--Madelyn: Mark, Rich, Adam, Lindsay B., Jordie, Abbie

Group 4--Mike: Hannah, Alison, Samantha, Carrie, Chaz, Max

Group 5--Kailah: Natalie, Greg, Lindsey R., Tyler, Amber, Nate,
Betsy

Group 6--Emily: Luke, Anna, Bob, Lisa, Eric, Trevor, Jen

2 truths and a lie

- Think of 2 fun facts about yourself and one lie that...is believable.
- Go around the table, one at a time, and share your 3 “facts.”
- After one person shares their 3 “facts,” everyone makes a guess about the lie, with their fingers. (1, 2, or 3)

Disney · PIXAR

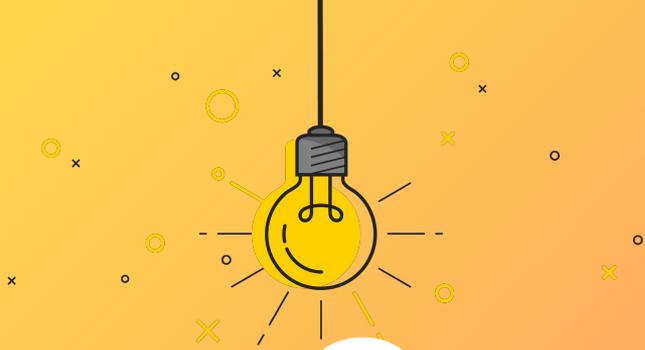
piper



Today's Story: What Are Your Waves?

- What are your waves? What are your obstacles?
- The hermit crab helped guide Piper and taught her how to tackle the wave. Who helps you be courageous? Who's your team?





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Planning My Story

- As you create your own story for this year, what are 2 ways YOU, the HERO of your own story, are going to take courageous steps this year?



Presentation Format

1. Opener (Mike and Emily) --split into groups stay in one room (7 min)
2. Video (Faith)--Show all groups in main room (3 min)
3. Writing Prompt (Becky)-- Hand out books and allow time for staff to address prompt (5 min)
4. Discussion Circles (Madelyn)--Split into circles to discuss writing--separate areas (10 min)
5. Closure --Goals (Kailah)--all be back together in main room (5 min)

Potential PLC Proposal

1. Purpose (promoting leadership opportunities and positive relationships among all students)
2. Classroom layout (size and cross-grade level)
3. Scripted out Lessons created by committees
4. Focus on Writing
5. Fulfilling Dr. Moore's Vision
6. Variance

Small-Group Discussion

What are potential positive impacts this plan could have on Moore's school culture?

What questions do you have?

2018-2019 Continuous Improvement Goal: **Moore Middle School**

LPS District Goal

Prepare ALL students to be college, career, and civic-life ready with a goal of 90% on-time graduation.

District Focus Areas for Continuous Improvement:

Instruction • Student Supports • Equity

School Goal: **We will increase academic achievement in all curricular areas through writing.**

End of Q3

Along with weekly SIP reminders, one of our professional learning hours during 3rd quarter was focused on the book "The Writing Revolution." Our presenters provide specific strategies to improve writing skills for all teachers. Also, our SIP committee

asked our staff for feedback on our weekly emails, and how we can improve as a SIP to better support our teachers with our school goals. Below are our most recent results from writing assessments across all grade levels.

MindMap Assessment given on 3/8/18:

183 students tested, 159 proficient

86.8% of 6th grade population reached proficiency

TDA(Text Dependent Analysis) for 7th Grade given on 3/1/19::

208 students tested, 180 were proficient

86.5% of 7th grade population reached proficiency

TDA(Text Dependent Analysis) for 8th Grade 3/1/19:

71 students tested, 61 were proficient

85.6% of 8th grade population reached proficiency

Based on the March results, ALL grades have reached the end of school goal!!

2019-2020 Continuous Improvement Goal: **Moore Middle School**

LPS District Goal

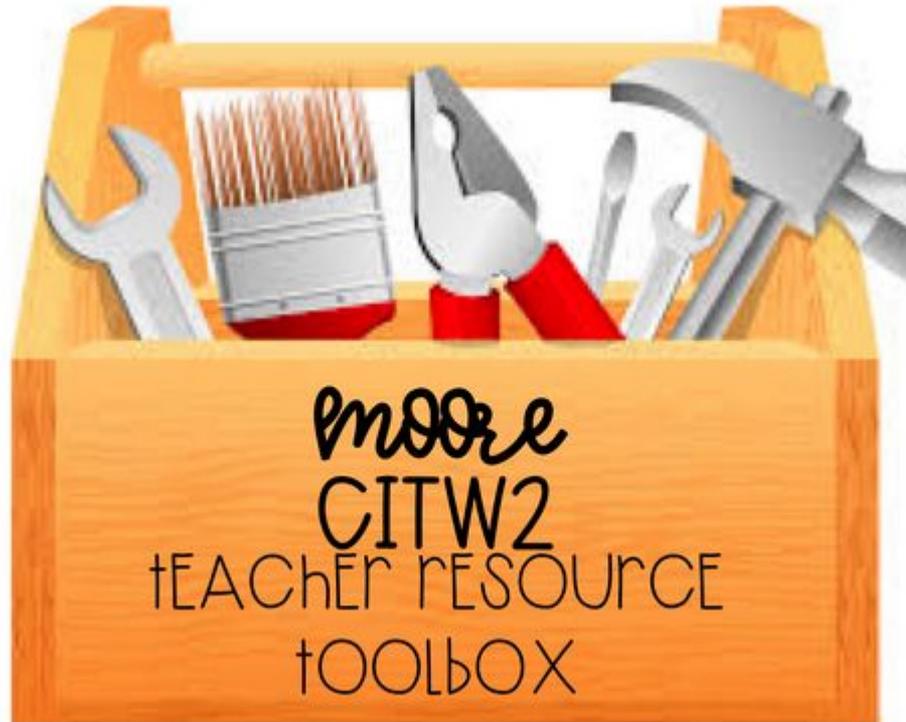
Prepare ALL students to be college, career, and civic-life ready with a goal of 90% on-time graduation.

District Focus Areas for Continuous Improvement:

Instruction • Student Supports • Equity

School Goal: **We will increase academic achievement in all curricular areas through writing by creating an environment for learning for all students.**

SIP Staff Resources



STAFF

Gallery Walk

2018–2019

Activity Name: Parking Lot for Review or Exit

Teacher: Becky Wilhelm

Activity Description and Resources:

- **Have a posterboard on the wall or place in the room that is the “parking lot”.**
- **You can ask a question or ask for feedback.**
- **Students write their response on a sticky note and post on the parking lot.**

Note: My parking lot is “open” at all times for comments, questions, ideas, shares, etc. Students are welcome to leave a note at any time. There are times I use the parking lot as an exit ticket type activity when students are asked to leave a note on a specific topic or answer a question.

I have also used an electronic parking lot using Google forms, but have found the paper/pen one is most effective for general use.

Activity Name: Speed Friending (Cooperative learning, team builder)

Teacher: Faith Thomas

Activity Description and Resources:

- **Alternative for short-answer response activities (Where there are multiple short answer questions)**
- **Have students do some pre-writing in response to your question(s), then have them line up across from each other in two lines**
- **Set a timer (2-3 minutes). Their responsibility is to a) share a fact about themselves (hobby, favorite ice cream flavor, etc.) and b) share answers/perspectives for Question #1 and then negotiate a “team” answer they both are comfortable with/proud**
- **When the timer goes off, have one line shift down one student. Rinse + repeat (with Question #2 this time)**
- **Optional: Play jazz music in the background**

Activity Name: Increasing Writing in 8th Grade Spanish this year

Teacher: Madelyn McGowan

Activity Description and Resources:

Google Questions: Fostering communication using writing. Students can reply to each other. Quick and easy way for me to grade

Timed Formative Writing: 10 minutes per unit, students write about a certain topic (without notes), graph the number of words they can write then later graph number of errors

Writing around the room: "Situations" students read the situation then give that student advice

How does your idea connect to Classroom Instruction That Works, Innovation, or our SIP

? Writing more in the Target Language not only satisfies our SIP goal, but gets students out their ideas down on paper and get feedback from me/others.

Activity Name: **Crime Scene Analysis**

Teacher: **Kailah Ward**

Activity Description and Resources: **During this activity, we transformed the makerspace into an abandoned school vandalism crime scene.**

- **Students looked at various pictures of the scene, read a preliminary case file, and analyzed each picture in an evidence log with potential explanations of each photo.**
- **They then worked in teams to combine their evidence and defend a claim about what THEY believe happened at the scene of the crime. Most convincing evidence prevails!**

How does your idea connect to Classroom Instruction That Works, Innovation, or our SIP goal?

This was an engaging, innovative way to introduce students to the analysis portion of their text dependent analysis assessments.



Jump Code for Gallery Walk

Template:

**P
F
Y
L**

Moore Goals for this School Year

reminder for Quarter 1:

Moore teachers are working to incorporate writing in EVERY subject area this year.

We set a goal every year as teachers to make our school better in one certain area.

Writing Discussion: Teachers

Quarter 1 Reflection:

Teachers share the following information with your students.

How have you incorporated writing so far this quarter in your classroom?

What ideas do you have to use for quarter 2?

What is a goal that you have for quarter 2 to incorporate our school goal in your classrooms?

Writing Discussion: Students

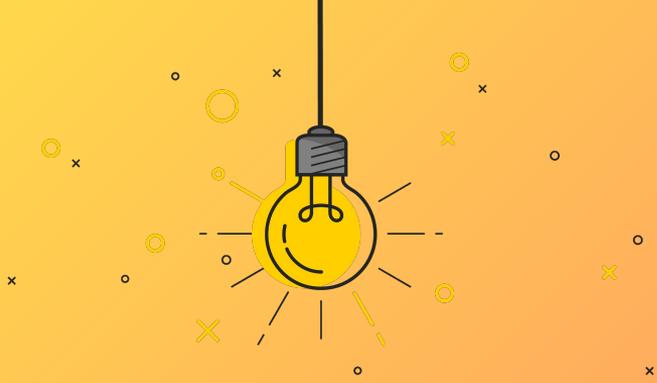
Quarter 1 Reflection:

Students answer the following questions:

This past quarter, how have you used writing in your classes throughout the day?

How would you say your writing has improved?

What would be a goal you would like to set for quarter 2 with your writing?



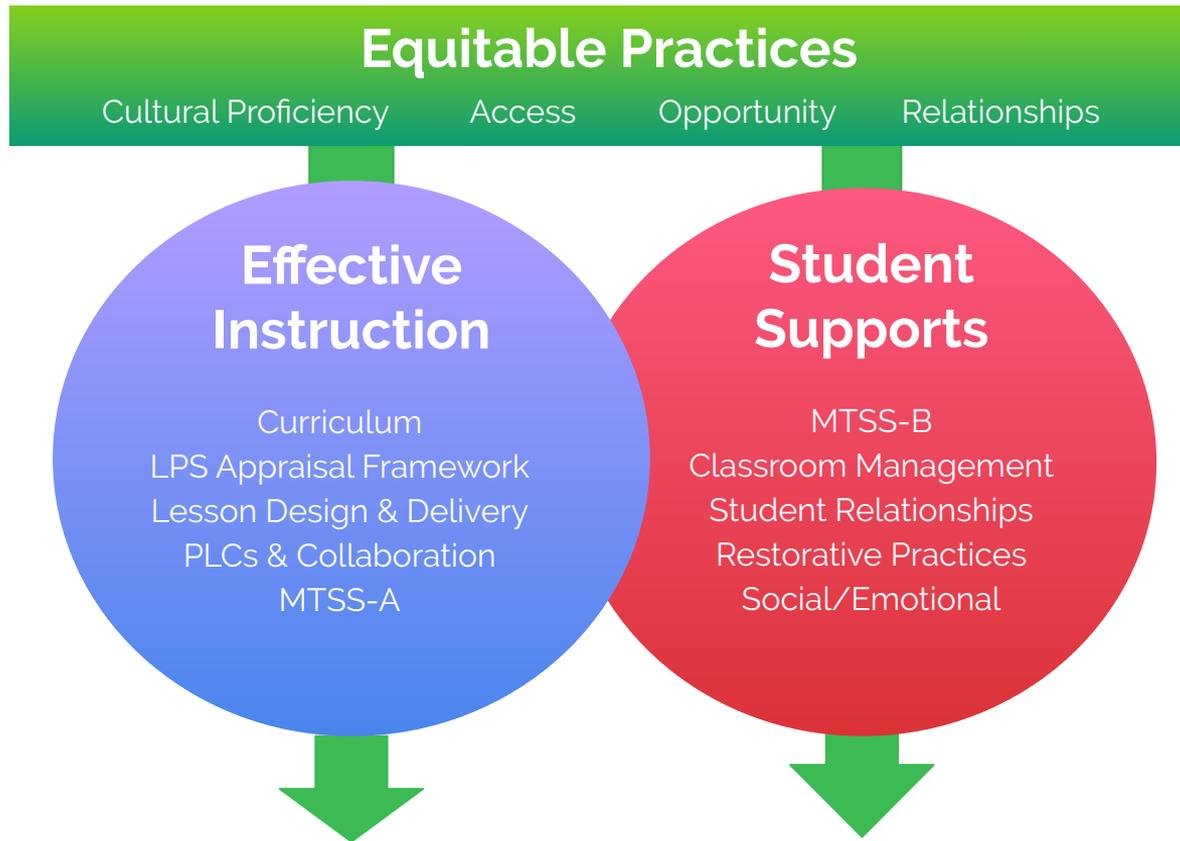
PLC Framework

2019-2020

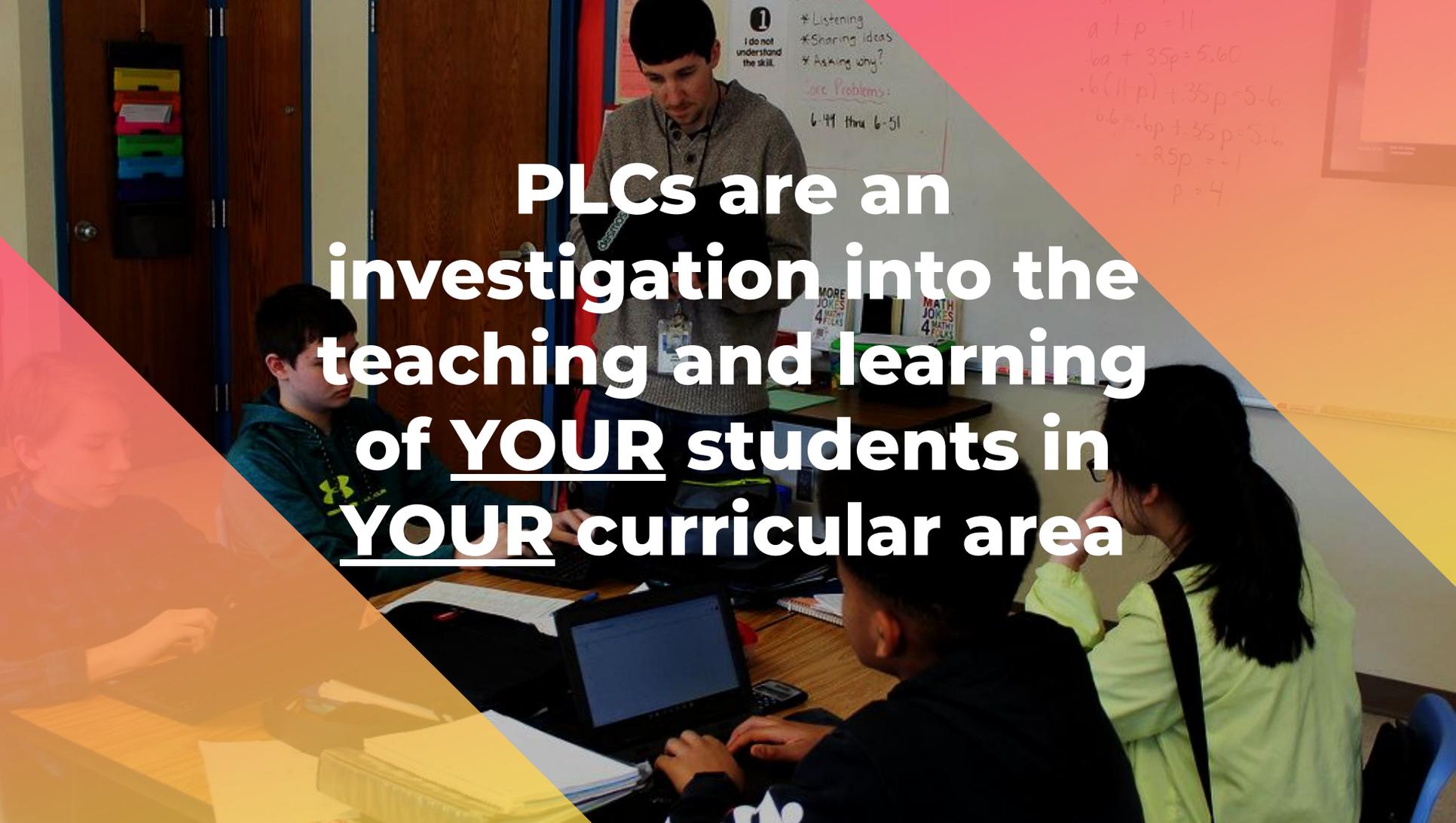
**Prepare ALL students
to be college, career,
and civic-life ready
with a goal of 90%
on-time graduation.**



LPS Instructional Division: FOCUS AREAS



Prepare all students to be college, career, and civic-life ready with a goal of 90% on-time graduation.



**PLCs are an
investigation into the
teaching and learning
of YOUR students in
YOUR curricular area**

1
I do not understand the skill.

- * Listening
- * Sharing ideas
- * Asking why?

More Problems:
6-44 thru 6-51

$$a + p = 1$$
$$6a + 35p = 5.60$$
$$6(1 + p) + 35p = 5.6$$
$$6 + 6p + 35p = 5.6$$
$$6 + 41p = 5.6$$
$$41p = -0.4$$
$$p = -0.0097561$$

LPS Instructional Design

LPS Instructional Design

This outline includes components of an effective lesson, or series of lessons. You may decide to move between these steps, depending on the needs of your students. This is not a checklist, rather a structure to collaboratively plan coherent lessons. Use the right-hand column to plan out your questions, formative assessments and increase opportunities for students to respond throughout the lesson.

Learning Objective: What is the purpose of my lesson?	Checks for Understanding: Opportunities to respond Questioning Feedback Retrieval Practice
posted · referenced throughout · student-friendly language · tied to assessments	
Lesson Opener: How will I draw students into the lesson?	
tied to objective · quick · activate/build knowledge · advance organizer · retrieval practice	
Teaching /Modeling ("I do"): What content will I deliver explicitly?	
tied to objective · teacher-led · demonstrations · direct instruction · new material	
Guided Practice ("We do"): What do students need to practice with my support?	
tied to objective · reinforce effort · anticipate mistakes · monitor · specific feedback	
Independent Practice ("You do"): What should my students be able to do independently?	
tied to objective · determine progress · specific feedback · build student ownership	
Lesson Closure: How will I determine student progress toward the learning objective?	
revisit objective · summary · check for understanding · connect to unit · retrieval practice	

Considerations as you plan...

- Which students already know this information? Who will need additional background knowledge? Plan for each?
- What materials/resources do I need for this lesson or set of lessons?
- Which classroom expectations, routines, and procedures do I need to pre-teach prior to this lesson?
- Based on my goals for this lesson, when/how might technology facilitate learning?
- When/how would cooperative learning structures improve this lesson for students?

Lincoln Public Schools

LPS Instructional Design: Definitions

Learning Objective: What is the purpose of my lesson?	Checks for Understanding:
<p>The learning <i>objective</i> is different than a learning <i>activity</i>, and more than a list of facts. It should be displayed prominently on the board, on top of handouts or on a poster. If students know the purpose of the lesson, they are better able to assess their progress. Objectives can be created as a PLC which will help teams answer the first question: "What do all students need to learn?" Using specific academic language within the objective is an effective strategy for all students, but even more important when working with ELL students and other students who need specific prompts to personalize the objective.</p>	<p>How will I monitor learning to make adjustments throughout the lesson?</p> <p>Insist and ensure that students make their learning visible. The goal is to engage students in the learning by providing many opportunities for students to respond in writing, verbally, as a whole class, or to a partner.</p> <p>Depending on the results of your frequent checks for understanding, you may need to reteach a portion of the lesson to a small group or whole group. You may also need to come up with a plan to adjust the current or next lesson.</p>
<p>Lesson Opener: How will I draw students into the lesson?</p> <p>This is a quick activity designed to spark student curiosity and/or to activate prior knowledge. Teachers may preview material, tell a story, review prior learning, do a warm-up activity or ask a question. It is important that this quick activity be tightly aligned to the objective, to increase the effectiveness of the activity. Use a critical eye when selecting your opening activity to ensure that it is not just interesting, but that it moves students forward toward the learning objective for the day.</p>	
<p>Teaching /Modeling ("I do"): What content will I deliver explicitly?</p> <p>Think about your lesson or unit in terms of chunks. You can teach each chunk of information while providing opportunities for students to interact with the material being presented. Research shows that students struggle to go more than 10 minutes without time to process with a partner or by practicing the skill. In the gradual release of responsibility model (I do, we do, you do) this step would be considered the "I do" or the teacher directed segment. Using this model, you may cycle between the "I do" and the "we do" a number of times before students are ready to be independent.</p>	<p>How will you ensure students respond to different points in the lesson?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Individual responses <input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Triads <input type="checkbox"/> Partners <input type="checkbox"/> ITT tools
<p>Guided Practice ("we do"): What do students need to practice with my support?</p> <p>Do not allow too much time to go by before allowing students to practice or demonstrate their thinking. Guided practice is a chance for students to "try out" their understanding of the new learning with support and feedback to correct their mistakes quickly. Both during and after guided practice the teacher will check for understanding and make adjustments for individuals, groups, or the entire class. Wear your comfortable shoes, because you will be circulating around the room A LOT in order to provide specific feedback to students.</p>	
<p>Independent Practice ("you do"): What should students be able to do independently?</p> <p>The segments above, may have to be repeated a number of times in a lesson or unit. Independent practice allows for all students to demonstrate what they are able to do on their own. This may be an assignment, project or activity that allows students a chance for continued mastery. The "you do it" part of the lesson may include students working alone or engaging in cooperative learning, or both. When using cooperative learning, ensure that all students are still accountable for learning.</p>	
<p>Lesson Closure: How will I determine student progress toward the learning objective?</p> <p>Remind students of the objective of the lesson. You want to have students do a self-reflection on their progress toward the objective. Give students your chance to leave students with a summary of the learning and put the learning into their own context. Show how today's lesson will connect with what will happen tomorrow.</p>	

Lincoln Public Schools

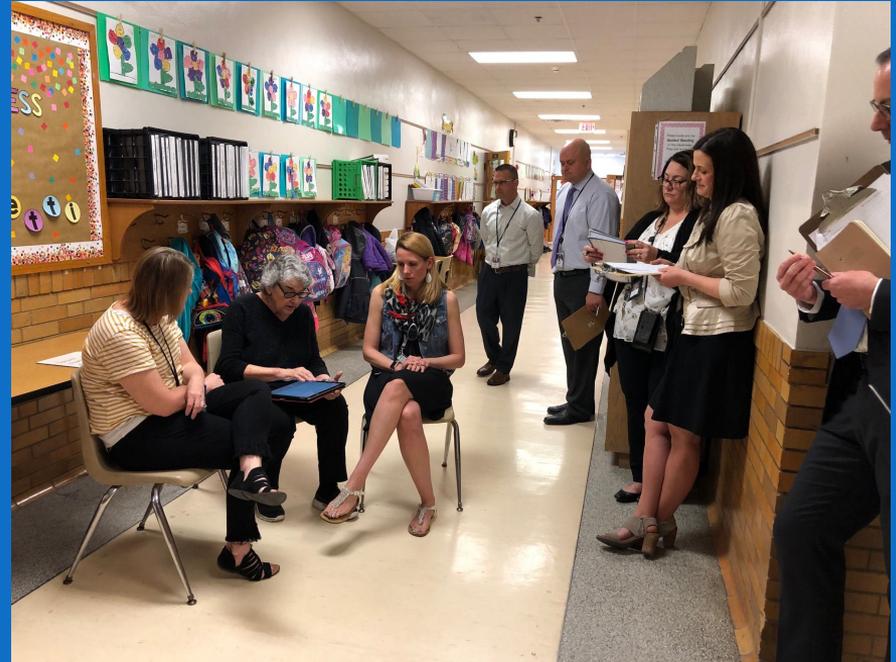
Lesson Design Template

While we are not requiring all teachers to submit every lesson plan, we would like every school to find some way to incorporate quality lesson design into their work this year.

*****Please remind teachers that the power of deep lesson planning is not about a perfect form, it is the discussion and conversation around what instructional decisions we are making and why it is the best way to present the material to students. Some of the parts of the template may be flipped for a given lesson, but it is important that we understand *WHY* we have made the intentional decision to structure the learning progressing in that way*****

Function Over Form

What is the
purpose for this?



Cycle of Teaching & Learning



PLAN



TEACH



STUDY



ACT

PLCs do the same thing...in a team!



PLC is about **individual** kids

PLC is about **individual** kids

Samples

My Drive > Continuous Improvement

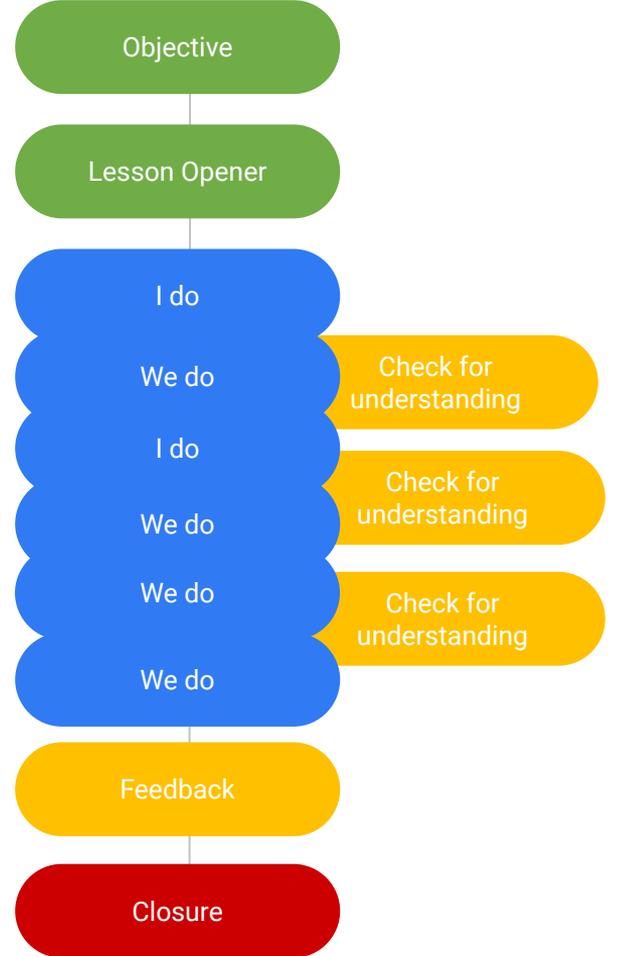
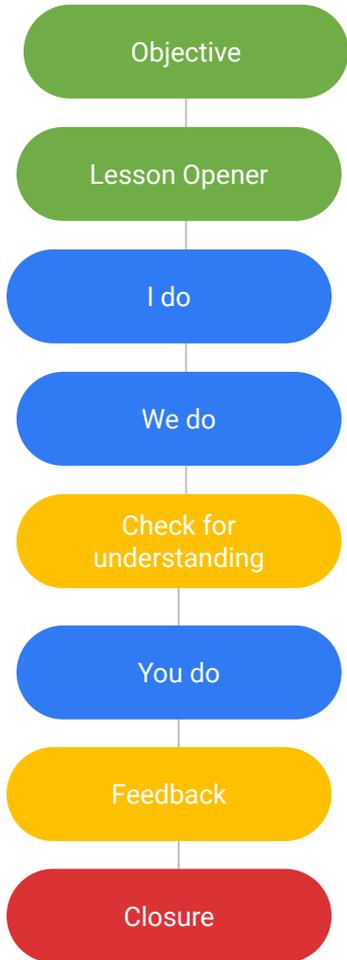
Name ↑

-  Copy of DRA PLC Form 
-  **Data Snapshot** 
-  Full Form (Make a Copy) 
-  Medium Form (Make a Copy) 
-  Slim Form (Make a Copy) 

Create your own!

What are you curious about?

What evidence would help you make decisions?





PLAN



TEACH



STUDY



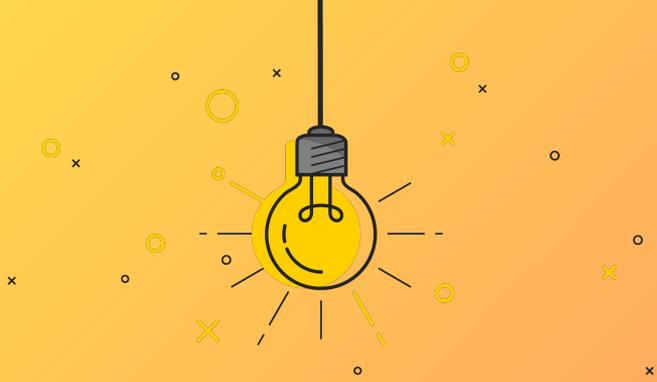
ACT

Using the **Plan, Teach, Study, Act** model, where do you believe your school is strong in the PLC process? Where is your biggest area for growth? What ideas do you have for your team?

PLC DYNAMICS

1. I was at my **best** during PLCs when...
2. The **expertise** I brought to my team was...
3. It probably **frustrated** my team when I...
4. Next year I am **excited** for my PLC to focus on...





Personal Growth

2019-2020

Goal based
on school
focus.

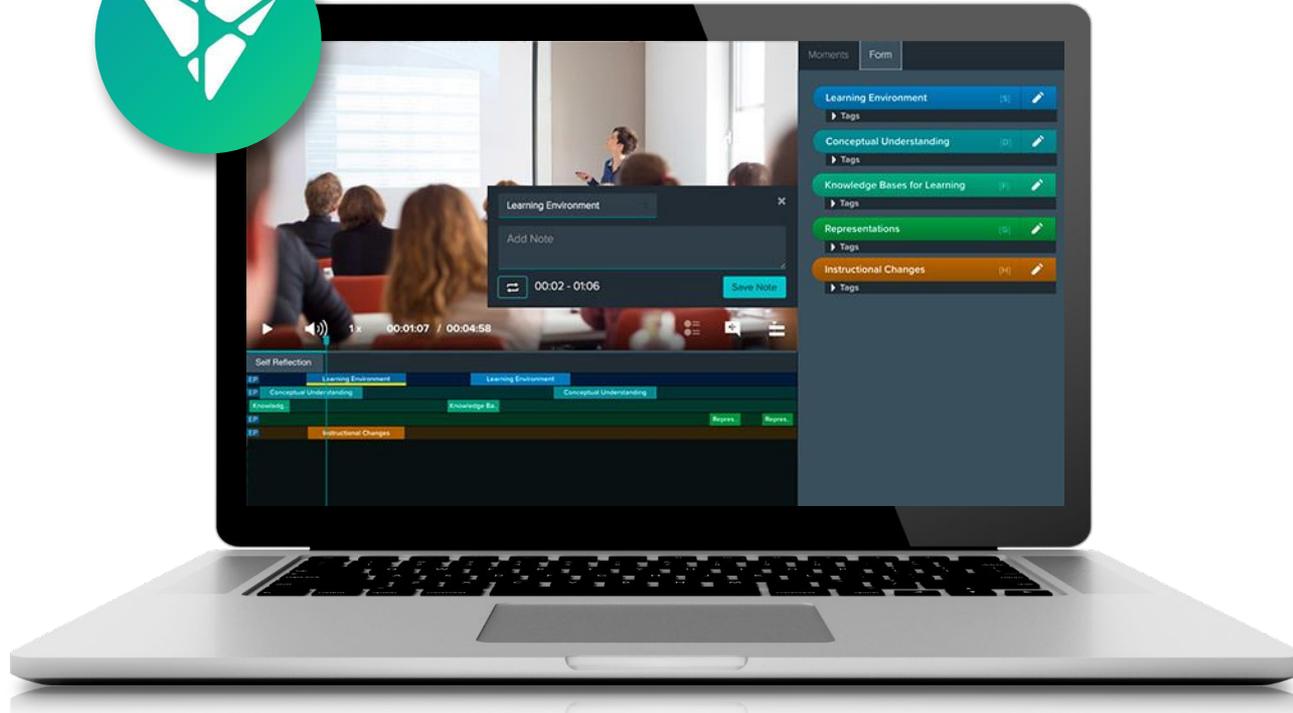
Goal based
on a
domain.

Keep your goals fresh...

hire a coach
watch yourself
peer observations
ask your students



Classroom footage



LPS Professional Learning

Required District Professional Learning

set by curriculum specialist or district department



3.5 Hours

During first contract week in August

7 Hours

Outside of contract time

Due at end of 3rd Quarter

Compensated with paid day off (during spring break)
set by curriculum specialist or district department to align with focus areas for that area.

Required Building Professional Learning

set by school principal or supervisor



3.5 Hours

During first contract week in August

7 Hours

Outside of contract time

Due at end of 3rd Quarter

Compensated with paid day off (during spring break)
set by school principal or supervisor to align with focus areas for your school.

Building Professional Learning 2019-2020

Structure of Lessons: Objectives, academic vocab, feedback, cooperative learning, MOTR, questioning & closing - focus on a lesson that incorporates writing!

- First Quarter - short Professional Learning sessions
 - Second Quarter - observe another teacher, meet in teams and discuss observations
 - Third Quarter - video reflection in partner groups
- 