

STATE BOARD OF EDUCATION

Update

March 19, 2019

SUBJECT: Status Report - Turnaround Option Plan for Nocatee Elementary School, DeSoto County

PROPOSED BOARD ACTION

None

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

Jacob Oliva, Chancellor, K-12 Public Schools will provide an update on actions taken by the School District of DeSoto County to complete the conditional approval measures identified at the August 2018 SBOE meeting.

Supporting Documentation Included: Nocatee Elementary School External Operator Services – Monthly Report

Invited Presenters: Adrian Cline, Superintendent, DeSoto County Public Schools; Jacob Oliva, Chancellor, K-12 Public Schools; and Julio Nazario-Valle, Regional Executive Director, Bureau of School Improvement

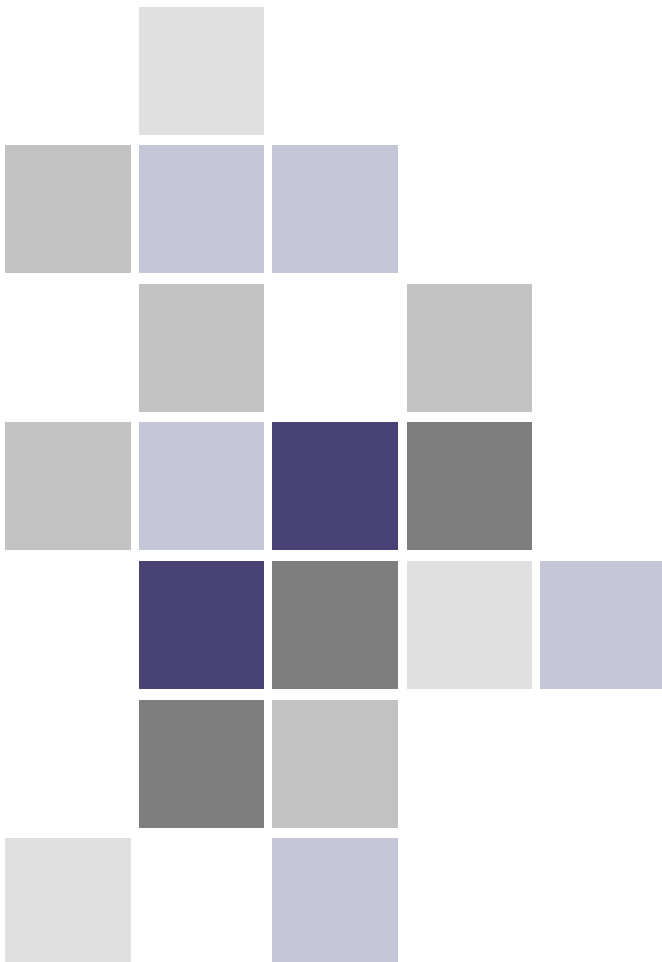


NOCATEE ELEMENTARY SCHOOL EXTERNAL OPERATOR SERVICES

DESOTO COUNTY PUBLIC SCHOOLS

MONTHLY REPORT

March 4, 2019



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Desoto County Public Schools

Nocatee Elementary School External Operator Services

March 4, 2019

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CHAPTER I. KEY ACCOMPLISHMENTS, KEY ACTIVITIES PLANNED, AND OPPORTUNITIES

GENERAL OVERVIEW

Nocatee Elementary continues to educate the whole child through strong partnerships with their parents and the community. Parent conference week was conducted in February to provide parents an opportunity to meet with their child's teacher for a one-on-one conversation regarding the progress of each student, including early warning signs if appropriate. The school reported that approximately 300 parents participated in Parent Conference week. On February 6, 2019, Dr. Babette Moreno from MGT along with Dr. Longenecker, the first-grade lead, conducted a bilingual parent workshop for first grade parents. The workshop provided attendees with strategies to reinforce literacy at home. Approximately 20 parents participated in this workshop. The school hosted Counselor's Week, highlighting social and emotional learning, as well as careers. Special Olympics was held in DeSoto County with 15 students from Nocatee Elementary School participating.

The month's activities concluded with an Instructional Review conducted by the DOE Regional Team. On February 28, 2019, Dr. Lucinda Thompson, Assistant Regional Executive Director and three team members conducted a site visit. Classroom walkthroughs were conducted along with Jermaine Andrews, School Principal, Nikki Meredith, Assistant Principal and Dr. Susan Moxley from MGT. The visiting team shared our concern with instruction in third grade and strategies were discussed with the group. The action plan for NES was updated with specific next steps identified to be accomplished prior to the administration of FSA.

EARLY WARNING SIGNS

Early warning signs continue to be monitored by the teachers and administrators at NES. Approximately 124 students have at least two (2) early warning signs and 30 students have at least three (3) warning signs. These students continue to be monitored along with their student progress on the STAR progress monitoring assessment. February had a slight increase in excused absences when compared to the same time period last year. This may be due to the flu season and other various illnesses that are common to winter months. The attendance secretary continues to carefully monitor absenteeism and maintains communication with parents as appropriate.

Behavioral incidents (classroom and office referrals) for the month of February 2019 are outlined in the chart below. A total of 44 students were involved in 72 behavioral incidents for the month of February. This represents 6.68% of the student population at NES.

CHAPTER I. KEY ACCOMPLISHMENTS, KEY ACTIVITIES PLANNED, AND OPPORTUNITIES

Behavior Incidents February 2019		
Grade	Number of Students	Number of Incidents
K	3	4
1 st grade	2	2
2 nd grade	6	15
3 rd grade	9	14
4 th grade	7	9
5 th grade	17	28

FACULTY VACANCIES

Nocatee Elementary School is fully staffed at this time. During the month of February, the physical education teacher transferred out of district to be closer to family and home. The administration immediately interviewed and hired a replacement to ensure a smooth transition. Classroom instruction in core and/or intervention time was not interrupted or negatively impacted. Weekly teacher attendance continues to be monitored. As of February 28, nine (9) teachers (24%) currently have 10 or more absences for the school year. Due to several illnesses, teacher absenteeism has increased this past month. In situations that resulted in long term absences, the administration has secured qualified long-term substitutes for continuity of instruction.

TRAINING

A total of eight (8) collaborative planning sessions were conducted for teachers in grades K-5. Four (4) were focused specifically on the development of content rigor and depth in ELA and Mathematics to strengthen core instruction. The remaining four (4) collaborative sessions focused on reviewing data and using it to plan instruction for Tier I instruction and intervention blocks per grade level. Templates were utilized to identify student needs based upon student progress on the monthly STAR assessment. Team planning was conducted to design specific interventions. On February 13, 2019, Nocatee Elementary teachers participated in the district's professional development day on site. One main topic discussed was the integration of writing and calibration with the FSA rubric, and the importance of planning for student learning and tasks. Teachers used rubrics, scales and checklists to evaluate student work. In addition, teachers in grades 3-5 focused on teaching fractions and number lines during the math professional learning time. A complete listing of all professional development conducted during February is provided in Appendix A.

CHAPTER I. KEY ACCOMPLISHMENTS, KEY ACTIVITIES PLANNED, AND OPPORTUNITIES

COACHING AND CLASSROOM WALKTHROUGHS(CWTS)

Individual coaching continues to be conducted based upon individual needs and aligned with the collaborative planning content. The principal and assistant principal have started the implementation of the Marzano instructional evaluation process at NES. This is a new evaluation system and the administrators are focusing their formative CWTs based upon this protocol. Prior to each observation the school administrator, working with the teacher, holds a pre-observation conference to discuss expected outcomes and other details of the upcoming observation. Following the observation, the administrator again meets with the teacher to debrief the observation. Separate, and in addition to these specific CWTs, administrators and members from MGT continue to conduct walkthroughs focused on the specific indicators identified at the conclusion of the week’s collaborative planning sessions. Weekly lesson plans continue to be closely monitored and used for CWTs. During the month of February all grades were visited during walk throughs conducted by school administrators and/or MGT staff. 75% of these walkthroughs occurred in the third through fifth grades. Teachers were provided feedback either personally or through written communication. Coaching and classroom walkthrough data are in the Appendix.

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CHAPTER 2. ACADEMIC PROGRESS UPDATE

Nocatee teachers continue to participate in monthly data team meetings with administrators and the MGT team to analyze the data and determine growth targets and next steps to meet the academic needs of each student. This month, teachers once again compared the student growth to the FSA correlations. MGT facilitated data meetings and supported teachers in completing data worksheets where they identified the current performance level of each student and determined what was needed to increase the student's proficiency to the next level. Each month the benchmark for proficiency increases as students move closer to the state assessment and benchmark score necessary to score proficient. Because of this moving number, teachers are aware that students who do not make enough progress may score within a lower proficiency level even with an increased score. Teachers determined how to ensure the student did not slip to a lower proficiency level when there was little growth in scores.

The following data is reflective of the February STAR data results. Students were assessed on STAR during the first week of the month. In addition to the ongoing analysis of the scale scores, this month the school was able to look at the Student Growth Percentiles (SGP). SGPs are calculated in the STAR system once the students have taken at least two assessments within certain time periods. As stated in the STAR manual, "The SGP score compares a student's growth from one period to another with that of his or her academic peers nationwide—defined as students in the same grade with a similar scaled score history" (Renaissance Learning, Inc. 2017, p. 5). An SGP score of 50 is considered typical growth, however many districts use a range of somewhere between 35-65 to determine growth. For our purposes we are using the SPG of 50 as our benchmark. By combining the data from the scale score progress and the SPG, a teacher is better equipped to understand both the student's progress towards proficiency using the scale score, and growth using the SPG.

Analysis of Star Data – Overall

Using a combination of scale scores correlated to the FSA levels and the SPG, the following chart indicates the current progress towards proficiency on the FSA. Although at this time current scores are below expected targets, we recognize that this data is based on predicting what the students would score today if they took the FSA. Monitoring is ongoing to ensure the students continue to grow in proficiency and meet the desired growth expectations by the FSA assessments. This data is being analyzed by grade level teachers along with the MGT and Administrative team and instructional plans are being updated.

Table 1 FSA Progress

Nocatee Elementary Progress Towards Proficiency												
	Proficiency 2018	Current	Goal 2019	GAP	Gains 2018	Current	Goal 2019	GAP	BQ Gains 2018	Current BQ Gains	BQ Gains Goal 2019	GAP
ELA	25	22	35	13	42	41	52	11	42	71	52	-19
Math	35	32	45	13	46	43	56	13	45	42	55	13

CHAPTER 2. ACADEMIC PROGRESS UPDATE

Scale Score results:

This month, Nocatee experienced a slight increase in the number of students showing gains (14 students) in both reading and math. Three hundred thirty-seven (337) students in grades one through five showed an increase in both their reading and math scores according to the STAR assessment. The number of students who decreased in both areas remained steady with three (3) students showing decreases. Upon analysis of the data, none of the students from January remained in this category. Of the three students who showed decreases in both subjects this month, one is an identified student in the lowest quartile for reading. The teacher is aware of this drop and is monitoring the student closely. Please note that average scores by month are recalculated each month based on student enrollment, this may cause past months' scores to fluctuate slightly from past submissions.

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Chart 1: Student Score Increase January to February

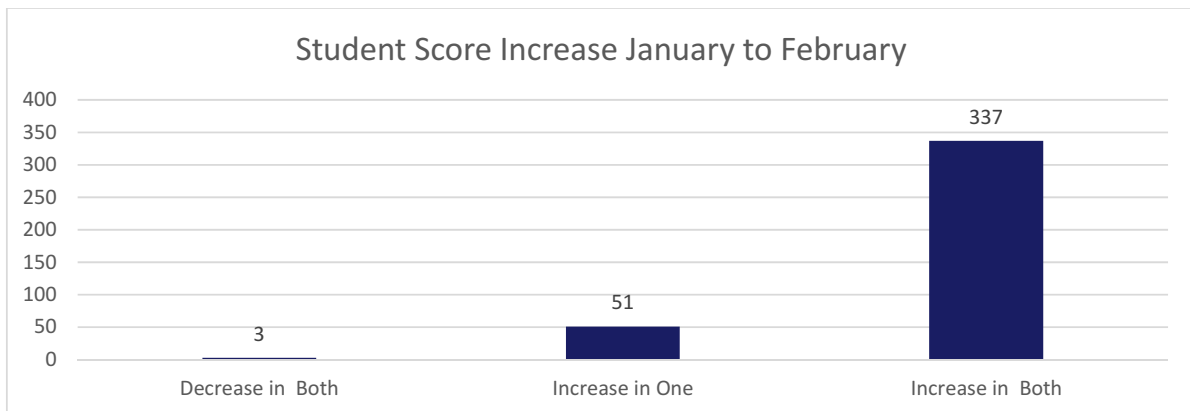
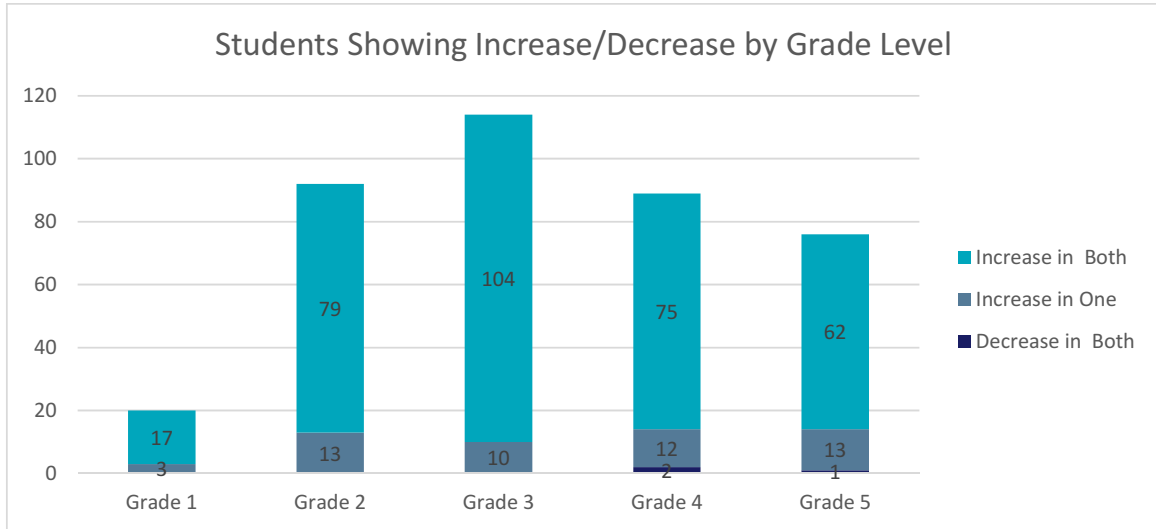


Chart 2 demonstrates the score fluctuation by grade level. Once again, during this month, Grade 3 showed the greatest improvement in the number of students increasing their scores in both areas and no students dropping in both areas. MGT and the school administration is continuing the additional support to the third-grade.

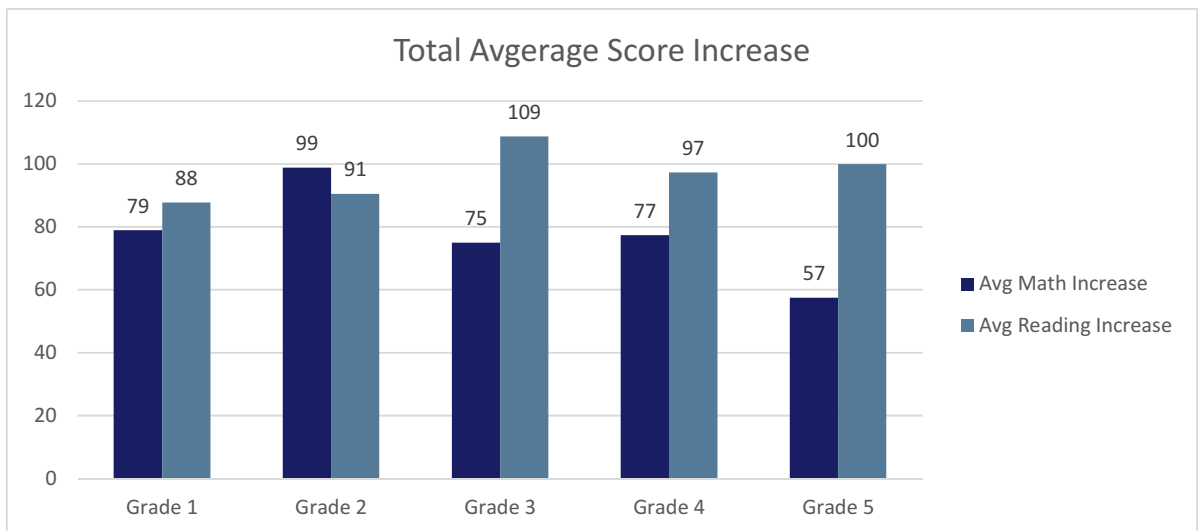
CHAPTER 2. ACADEMIC PROGRESS UPDATE

Chart 2: Increase/Decrease in One or Both Subjects



There continues to be average growth across all subjects and grade levels. Reading growth has been a concern this year and this month's scores indicate substantial growth in reading of at least 88 points at each grade level. The largest growth is in third grade with 109 average growth points, followed by 100 points in grade five and 97 points in fourth grade. In both reading and math there was an overall increase in the average scores in all grade levels as compared to the January gains.

Chart 3: Total Average Increase



CHAPTER 2. ACADEMIC PROGRESS UPDATE

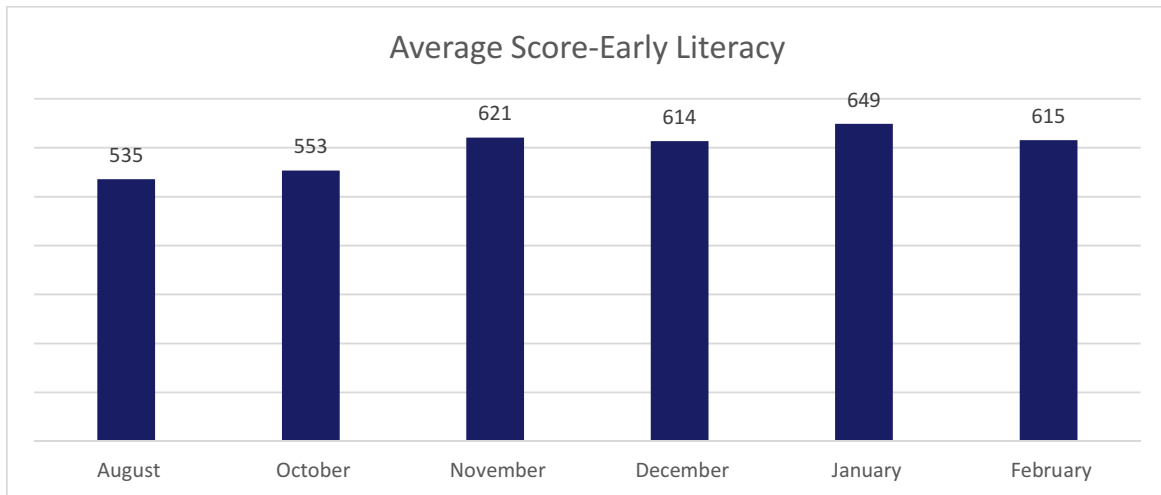
READING PROGRESS

Early Literacy

Most Kindergarten students continue to be assessed each month using the Early Literacy Assessment. Currently, the grade level average is still on track for reaching the year-end goal of a scale score of 595. 79 Kindergarteners took the February benchmark assessments. Of these students, 41% are scoring above the 50th percentile as compared to other district schools. 33% percent are scoring in the 25-49% and 25% are scoring in the lowest percentile. There are still students in first grade taking the early literacy assessment; however, the majority have moved to the STAR assessment. The average scores on the Early Literacy Assessment continues to show ongoing progress. Teachers in both Kindergarten and First grade are continuing to utilize the intervention component of the EL curriculum for student interventions.

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Chart 4: Average Early Literacy Scores by Month

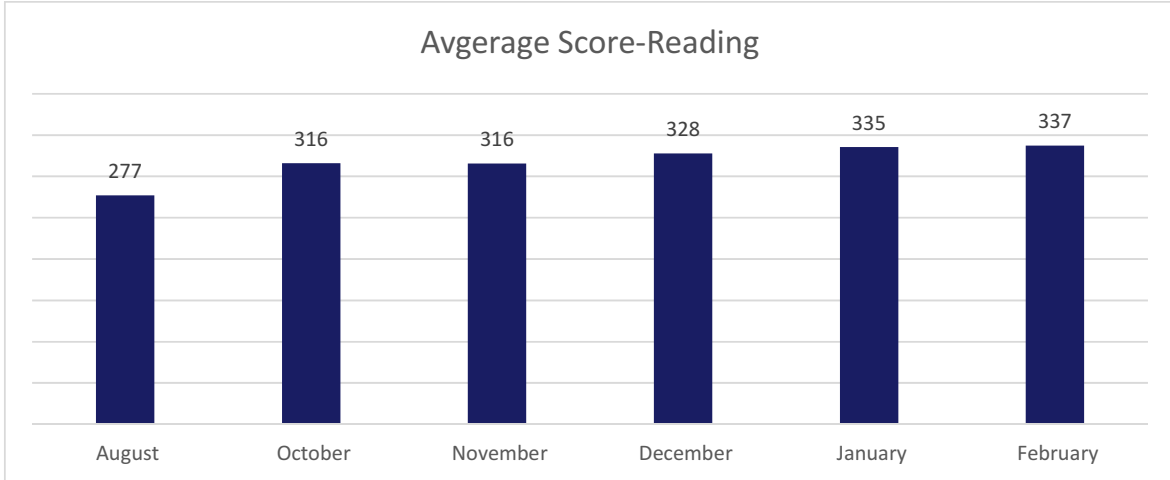


Reading Grades 1-5

First through fifth graders showed overall minimal growth in the February STAR Assessment in Reading. Average scores increased by only two points from the January results.

CHAPTER 2. ACADEMIC PROGRESS UPDATE

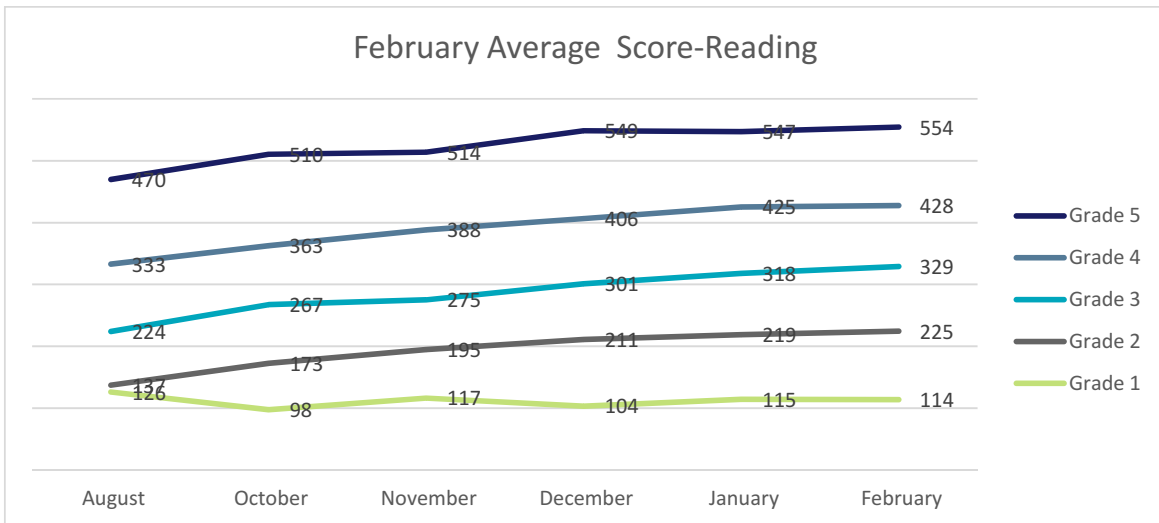
Chart 5: Average Reading Score Increase by Month



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Chart 6 demonstrates the overall longitudinal growth of the school in reading by grade level. As indicated in the graphs, all grades continue to make growth. First grade growth continues to fluctuate due to the number of students moving from Early Literacy each month.

Chart 6: Average Reading Score Increase by Grade and Month



CHAPTER 2. ACADEMIC PROGRESS UPDATE

Year-to-date growth on Chart 7 demonstrates overall growth from the initial benchmark assessments through February 2019. As noted last month, despite these gains, the overall population continues to score below the expected proficiency.

Chart 7: Average Overall Growth in Reading through February

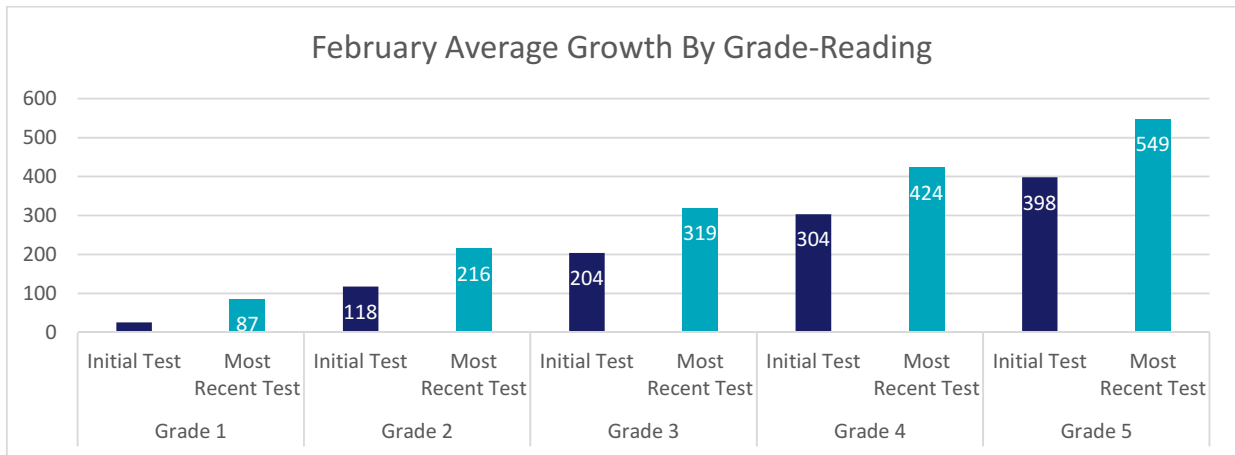
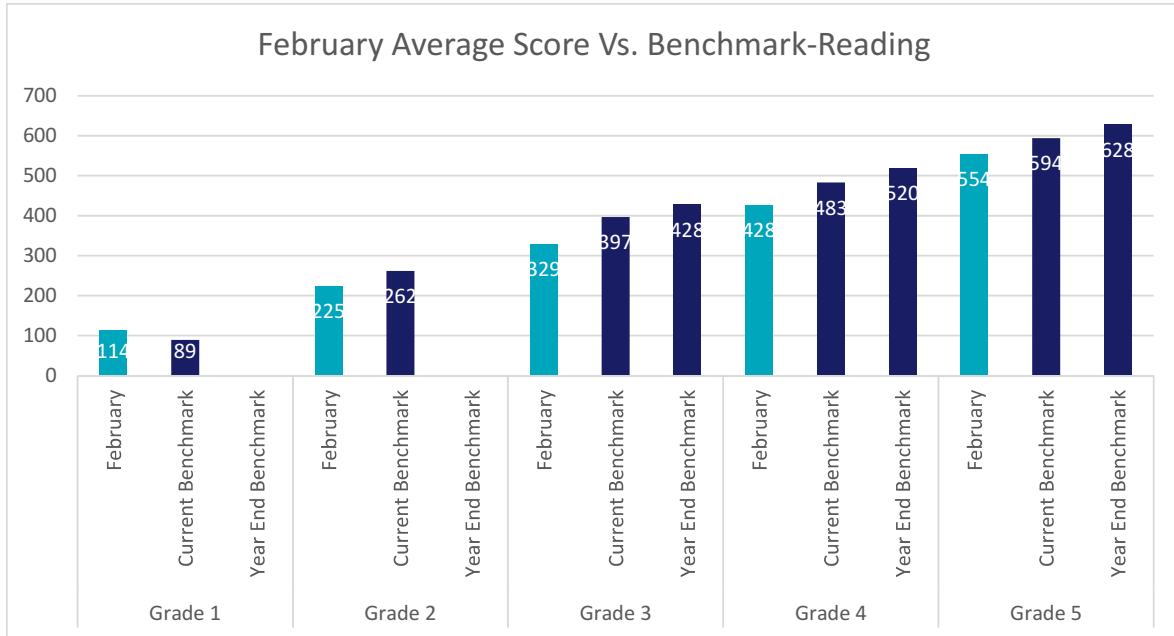


Chart 8 indicates the average scores across grade levels are below the benchmark expectation for the month. The exception to this is first grade due in part to some first graders taking the Early Literacy Assessment. Third through fifth grade is scoring an average of 60 points below the expected benchmark for this month. Each grade level has reviewed this data and is continuing to design instruction to address these gaps. Third grade continues to be an area of concern due to the large student population. As noted previously, teachers in third grade are getting increased support. Beginning March 4th, teachers in third grade are being provided with intentional lesson planning templates and more intensive coaching to plan and deliver high quality lessons.

CHAPTER 2. ACADEMIC PROGRESS UPDATE

Chart 8: Average Reading Growth Compared to Benchmarks



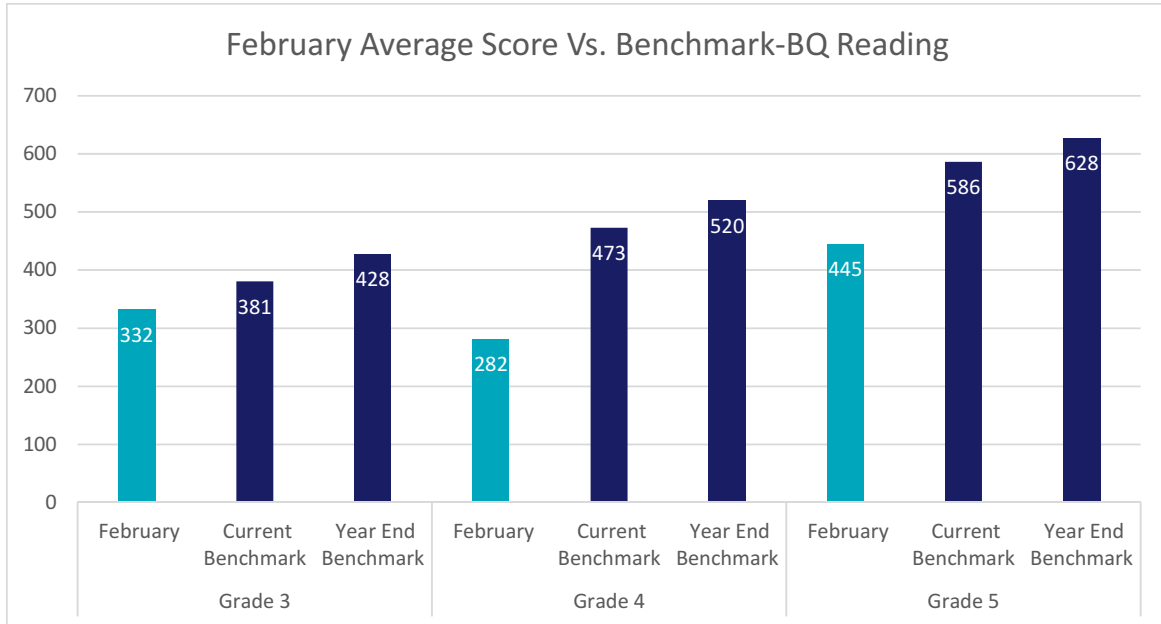
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Lowest Quartile Progress -Reading

As noted in Chart 9, students’ average scores are below the expected benchmark. Fifth grade students showed the greatest growth this month by increasing the average score by over 100 points since the January assessment. Third and fourth grade did not show ongoing progress and demonstrated a slight decrease in scores since January, 3 points in third grade and 9 points in fourth grade. While this is alarming, we understand monthly fluctuation of scores are often due to student movement, attendance and testing environment. These factors are considered when reviewing the data with teachers. This does not diminish the significance of the decrease in scores but merely recognizes that data provides initial information that requires deeper analysis to understand the root cause.

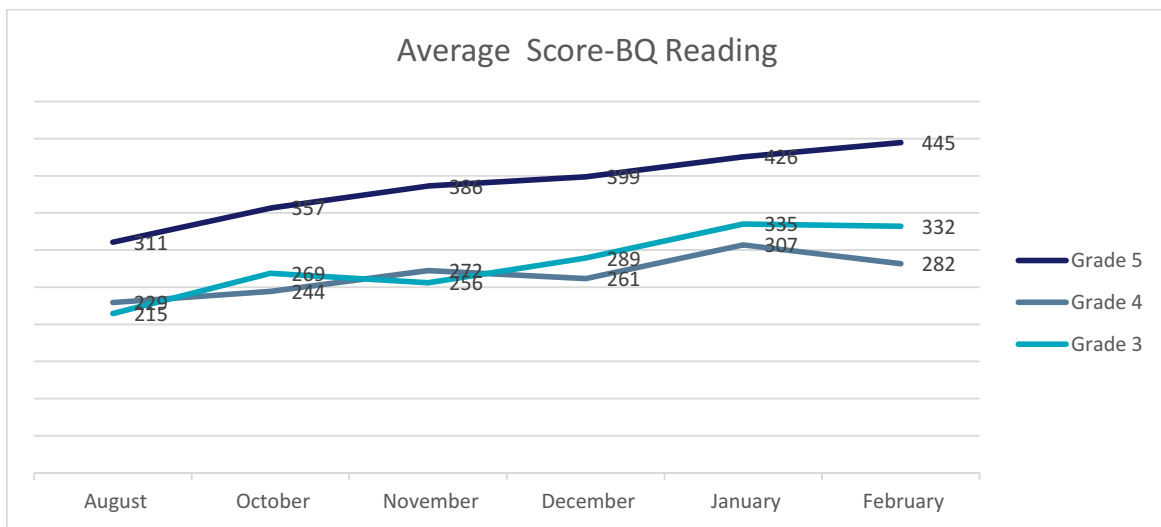
CHAPTER 2. ACADEMIC PROGRESS UPDATE

Chart 9: Average Reading Growth for BQ Compared to Benchmarks



Growth by grade level indicates fifth grade is experiencing the most consistent gains. Third grade is also showing increases across multiple months, surpassing the fourth-grade scores. Fourth grade BQ has been showing some progress, however scores dropped significantly in February and have remained below the third grade BQ since December. Although part of this is due to the number of BQ students in each grade, the expectation for continuous improvement in fourth grade is not being met. This will be addressed specifically with teachers on March 1 and again the week of March 4 during collaboration.

Chart 10: Average Longitudinal Reading Growth BQ

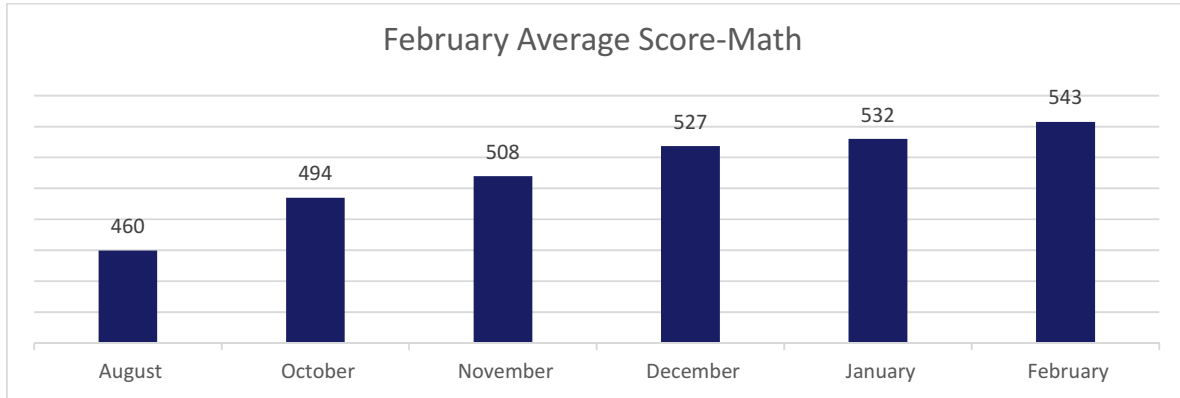


CHAPTER 2. ACADEMIC PROGRESS UPDATE

MATH PROGRESS

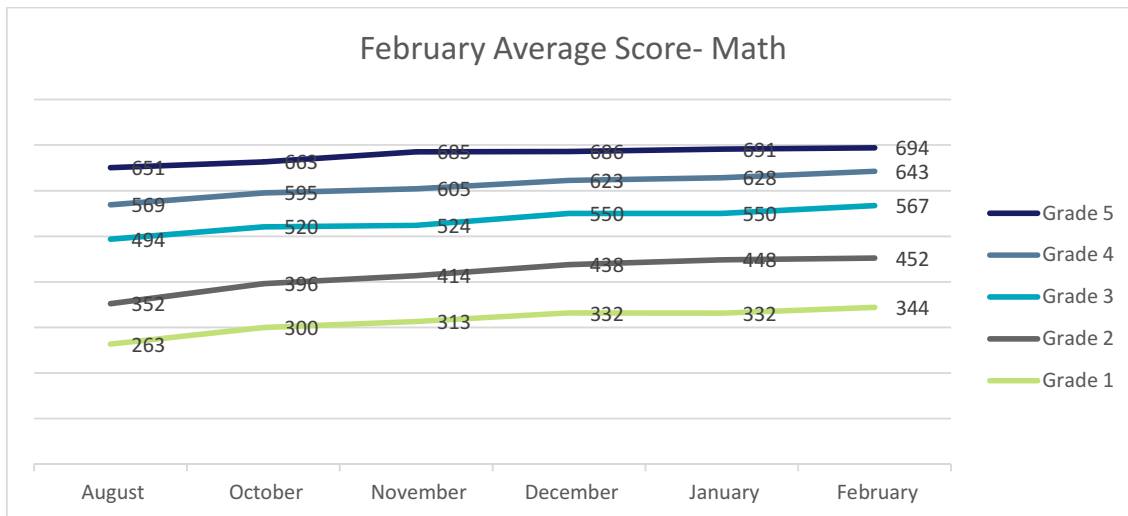
Nocatee continues to show upward progress with an average 11-point gain since January assessment and an overall gain of nearly 80 points throughout the year.

Chart 11: Average Math Score Increase by Month



Longitudinal data by grade level indicates all grade levels are making some progress. Third and fourth grades are showing the largest gains of 17 and 15 points respectively this month and fifth grade is showing a minimal 4-point gain. Grade 2 is showing the most overall average longitudinal growth of over 100 points from the initial benchmark assessment. Despite the gains in third grade there is a concern with pacing of instruction. Teachers will be working directly with the math specialists to re-assess their current pacing of instruction and to ensure all third-grade students are taught all third-grade standards.

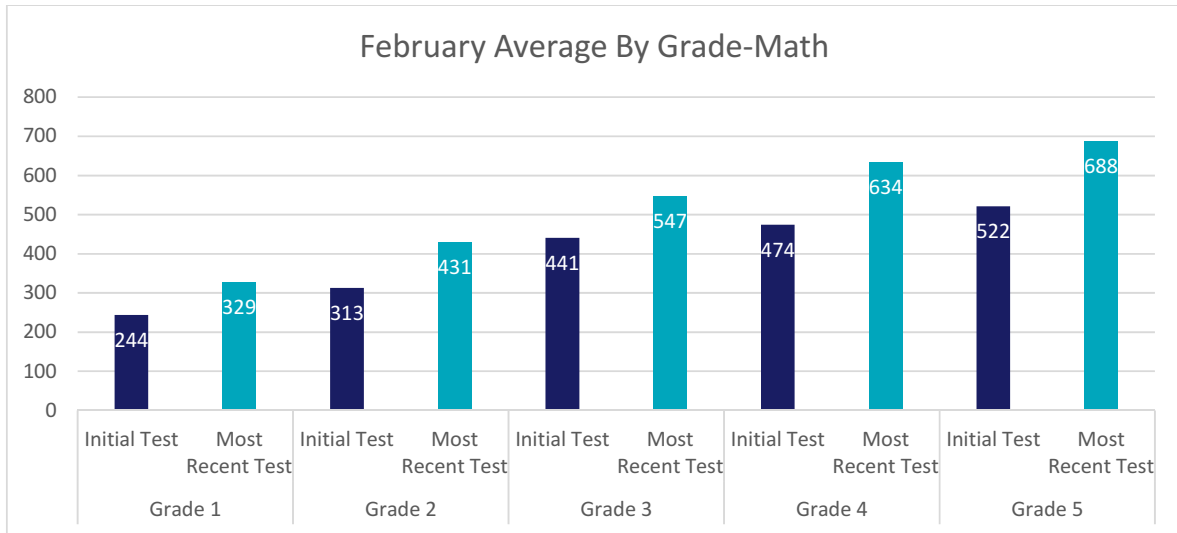
Chart 11: Average Longitudinal Growth in Math through February



CHAPTER 2. ACADEMIC PROGRESS UPDATE

Longitudinal growth in math is very positive. As demonstrated in Chart 12, second, third, fourth and fifth grades have experienced gains of over 100 points. Fifth grade has increased the average score by 166 points, followed by fourth grade (160 points), second grade (118 points) and then third grade (106 points). First grade continues to show growth with an average grow of 85 points longitudinally.

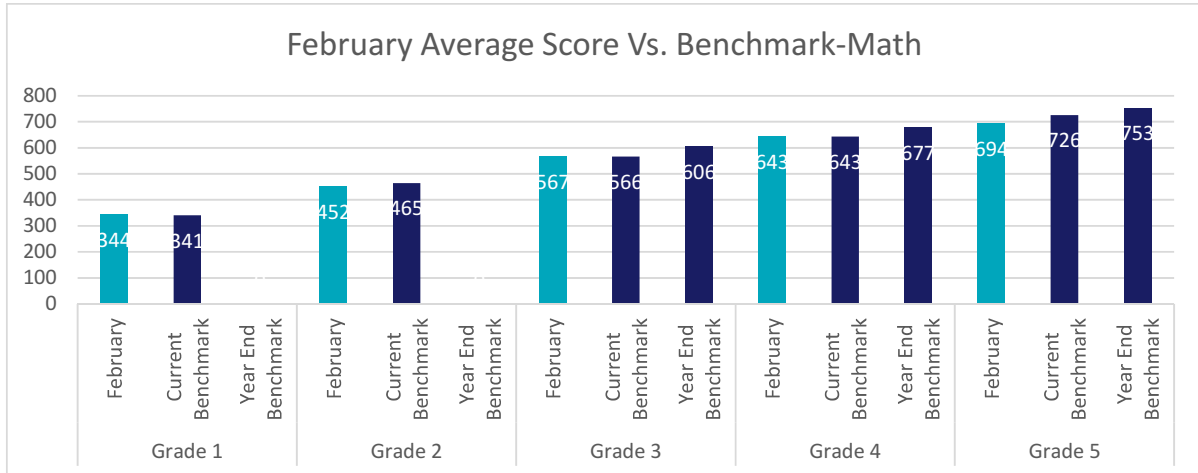
Chart 12: Average Overall Growth in Math through February



While measuring and monitoring ongoing average growth gives us important data to consider, to understand and predict proficiency it is necessary to use the monthly and year-end benchmarks. Based on those goals, third and first grades are slightly exceeding the average benchmark by one point in third grade, three points in first grade. The average fourth grade score is meeting the current benchmark threshold average and fifth grade is lagging by an average of 34 points. As noted earlier, current fifth grade is predicting 23% overall proficiency and learning gains of 41%. The fifth-grade math teacher is working closely with the MGT math specialist to plan and deliver instruction.

CHAPTER 2. ACADEMIC PROGRESS UPDATE

Chart 13: Average Math Growth Compared to Benchmarks

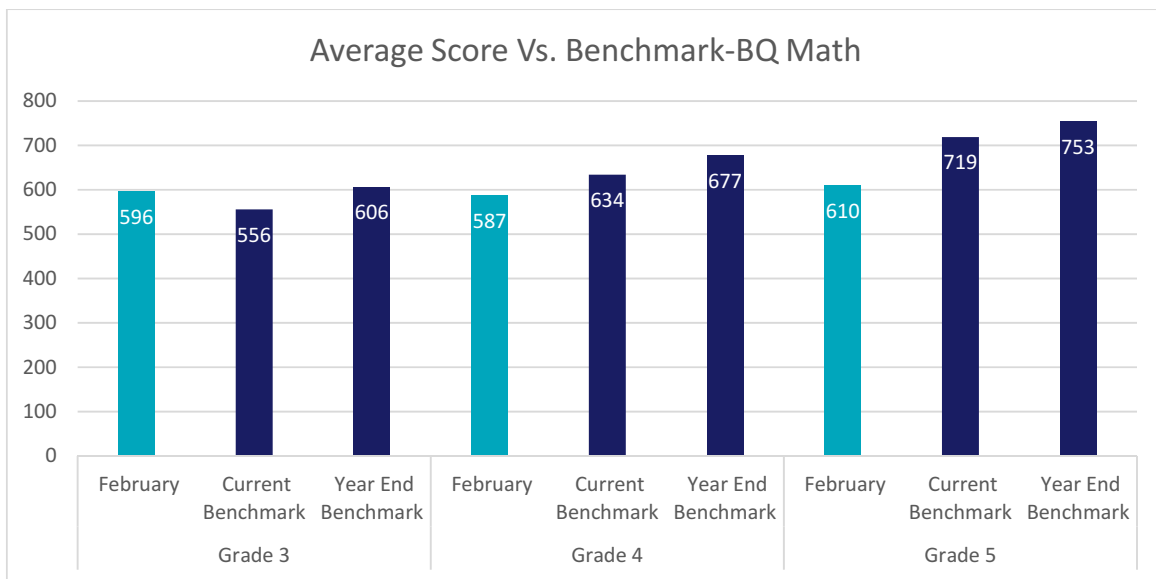


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Lowest Quartile Progress- Math

Progress with students in the lowest quartile is most positive in third grade, with the average score surpassing the February benchmark by 40 points. Grades 4 and 5 are showing less progress with the average scores 47 points below benchmark in fourth grade and over 100 points lower in fifth grade. This is concerning and the math specialist will be on campus the week of March 4 to work directly with the teachers of these students.

Chart 14: Average Math Growth for BQ Compared to Benchmarks

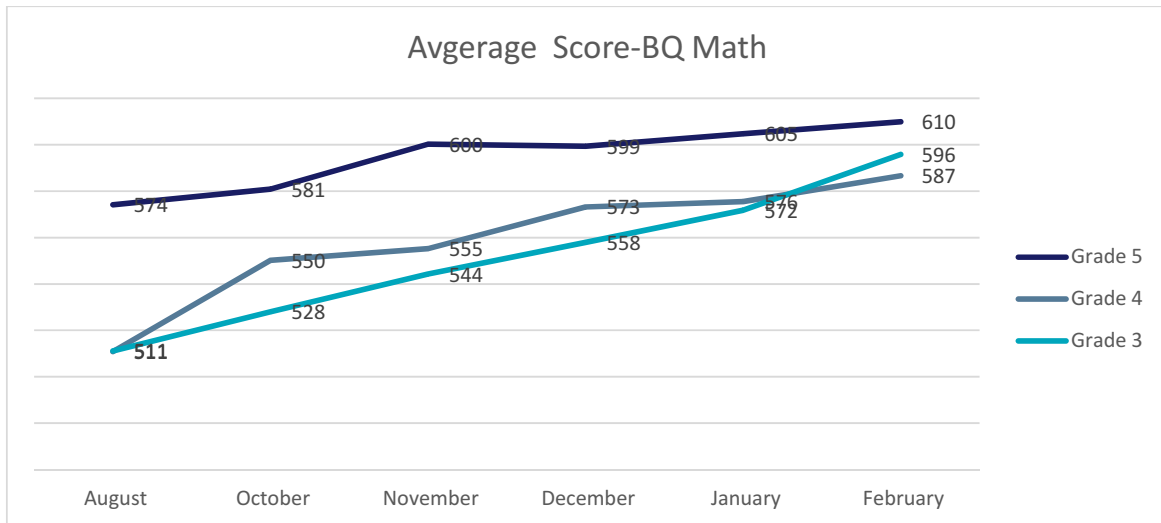


CHAPTER 2. ACADEMIC PROGRESS UPDATE

As noted above, there is continued concern regarding the progress of the BQ students in math. A longitudinal review shows this group of students is making strong longitudinal gains in all grade levels, but most noticeably in third grade. Although this progress is quite positive, there is continued focus on this group of students to ensure they reach the highest level of proficiency as possible. As noted earlier, there is a refocus on the strategies being used both during tier 1 instruction and during the intervention blocks. Teachers will be working with the math specialist to create intentional plans focusing on the needs of these students. Each grade level is identifying the most crucial skills and standards for their students utilizing STAR data as well as classroom observation information.

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Chart 15: Average Longitudinal Math Growth BQ



APPENDIX A – PROFESSIONAL DEVELOPMENT

Professional Development -February					
Date	Presenter	Professional Development Topic	Audience	Evaluation Method	Expected Outcome
2/28/2019	Lima	Meeting rigor of the math standards	Grade 4	Classroom walk-through and student formative assessment	Participants will be able to implement rigorous instruction aligned with the expectations of FL standards (MAFS.4.NF.2.4).
2/28/2019	Lima	Designing instruction to support student understanding	Grade 3	Classroom walk-throughs and student achievement data	Participants will organize instruction using instructional strategies that support student achievement of standards MAFS.3.NF.1.2 and 3.
2/28/2019	Lima	Design math routines to improve mental math skills	Grade 1	Classroom walk-throughs and student achievement data	Participants will be able to implement math routines to improve student ability to utilize mental math to solve problems.
2/19/2019	Moreno	Data Teams	Grades K-5	Walkthroughs	Plan leveled instruction based on data
2/14/2019	Lima	Planning Instruction	Grade 3-5	Lesson plan reviews and classroom walk-throughs	Participants will be able to use various linear models to promote the conceptual understanding of fractions as numbers expressed in multiple, equivalent forms.
2/14/2019	Lima	Math routines	Grades K-2	Classroom walk-through and lesson planning	Participants will be able to use math routines to promote student procedural fluency and mathematical discourse.
2/13/2019	Cohen	ELA Standard Alignment, Student Mastery of content	Grades K-4	Survey	Develop and use checklists and rubrics to respond to student work products. Respond to student work products to provide feedback and/or to evaluate the mastery of student knowledge and skills in alignment with the expectations of the standards

APPENDIX A – PROFESSIONAL DEVELOPMENT

2/13/2019	Lima	Rigorous Instructional Practices, Planning Instruction	Grades 3-5	Participants will anchor the instruction of fractions on the use of number lines and other linear models	Model the use of select concrete manipulative materials to model conceptual learning of fraction concepts and operations.
2/13/2019	Lima	Rigorous Instructional Practices and Planning, Math Standards Mastery	Grades K-2	Participants will add at least one math routine to their daily instruction of mathematics	Plan small group instruction and mathematical routines based on student performance in number-related standards.
2/6/2019	Moreno	Parent Workshop	Parents	Parent feedback	Provide strategies for parents to use at home
2/5/2019	Moreno	Planning Instruction	Grades K-5	Observed differentiated expectations in class	Scaffolded instruction based on student need

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APPENDIX B – COACHING

Coaching -February				
Date of Session	Teacher(s) impacted	Topic	Length of Session (Hrs)	Measurable Impact (what will you observe?)
2/6/2019	Grade 2	Instructional Strategies	45 Minutes	Implement collaboration with small groups- discussed a possible strategy: 360 math for checking for understanding
2/6/2019	Grade 3	Instructional Strategies	45 Minutes	Student Collaboration, higher order questioning
2/12/2019	Grade K	Planning	45 Minutes	Increased opportunity for writing and speaking across subject
2/12/2019	Grade 1	Planning	45 Minutes	Students will be reading informational text and building research skills; Modeling, students independent and collaborative work
2/12/2019	Grade 2	Planning	45 Minutes	Shared group and independent writing specific to topic
2/12/2019	Grade 3	Planning	45 Minutes	Identify and explain main idea to understand a given text; Students collaborate as they write to explain their point of view
2/12/2019	Grade 4	Planning	45 Minutes	Analyzing questions more deeply; Integrated writing and reading with Science and SS
2/12/2019	Grade 5	Planning	45 Minutes	Specific time allocated to writing on a consistent basis in addition to integrating writing in other content areas
2/26/2019	Grade K	Planning	45 Minutes	Use of additional materials to compliment writing process
2/26/2019	Grade 1	Planning	45 Minutes	Assessment for lesson will be done in small groups and writing will include strategies from systemic writing process
2/26/2019	Grade 2	Planning	45 Minutes	Evidence of systemic writing components in pollination journals and presentations
2/26/2019	Grade 3	Planning	45 Minutes	Evidence in systemic writing process with a focus on peer editing using COPS strategy
2/26/2019	Grade 4	Planning	45 Minutes	Evidence of systemic writing planning component for better prompt understanding.

APPENDIX B – COACHING

2/26/2019	Grade 5	Planning	15 Minutes	Evidence of systemic writing process focus on planning for writing, sharing and peer editing.
1/15/2019	Grade 5	Planning	45 Minutes	Utilization of the vocabulary strategy of 'fast, focused, and needed' for the text; Lessons planned through end of module.
1/16/2019	Grade 4	Planning	60 Minutes	A 50% increase in the use of HOTQs when facilitating whole group mathematical tasks
1/22/2019	Grade 3	Planning	45 Minutes	Use of FSA type questions in instruction
1/29/2019	Grade 5	Planning	45 Minutes	Students will be mapping events and characters based on what is being read and discussed
1/30/2019	Grade 4	Planning	45 Minutes	Students using feedback forms in upcoming lessons on fluency passage practices

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APPENDIX C – CLASSROOM WALK THROUGHS

Classroom Walk Through -February

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Date of Walk Through	Classes visited by grade level	Walk Through Focus	Area of Need	Next Steps
2/5/2019	Third Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Modeling and scaffolding question	Modeling and scaffolding questions to lead students to high order thinking
2/6/2019	Third Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Teacher gave purpose for learning shades of meaning- asked probing questions	Encourage teacher to continue using questioning
2/6/2019	First grade	ELA Core Action 2: Integration of standards to understand content and context of text	Deepening understanding of content	Continue to ask questions, use partners to brainstorm ideas
2/6/2019	Fifth Grade	Science	Checking for understanding	Use of guided questions directly related to the science standard, small group discussion of questions
2/6/2019	Fifth Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Questioning strategies	Continue to use higher level questioning with students
2/6/2019	Fourth Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Scaffolding questions	Continue to use scaffolded questioning and using student collaboration
2/7/2019	Fourth Grade	Math Core Action 2: Rigorous Instructional Practices	Questioning strategies	Higher Order Questioning
2/20/2019	Third Grade	Math Core Action 2: Rigorous Instructional Practices	Correlation to standard	Ensure lesson activity correlates with posted standard.

APPENDIX C – CLASSROOM WALK THROUGHS

2/20/2019	First grade	ELA Core Action 2: Integration of standards to understand content and context of text	Transitioning between activities	Revisit class, provide strategies to summarize learning before moving to next topic.
2/20/2019	First grade	ELA Core Action 2: Integration of standards to understand content and context of text, ELA Core Action 4: Student Mastery of content	Increase opportunities for independent work during centers	Provide teacher with additional center ideas
2/20/2019	First grade	ELA Core Action 2: Integration of standards to understand content and context of text, ELA Core Action 3: Student engagement	Monitoring of students during independent activities	Provide strategies such as use of timer or signal system for independent work.
2/20/2019	First grade	ELA Standard Alignment	Intervention - vowel sounds, blending, phonics	Providing explicit instructions before activity and pacing to begin activities
2/20/2019	Fourth Grade	Math Core Action 2: Rigorous Instructional Practices	Students were doing warm up- subtracting with regrouping	Shorten time spent on warm-up/ keep using white boards for checking student work
2/20/2019	Fourth Grade	Math Core Action 3: Use of Mathematical Practices	Math fluency; standard algorithm to subtract	Reduce time used to practice warmup in order to give opportunity for students to engage in posted standard.
2/20/2019	Fourth Grade	ELA Core Action 4: Student Mastery of content	Exemplar/template that includes a checklist/rubric of non-negotiables to articulate a progression of writing.	Include a checklist of "look-fors" for students to use while writing, to be included on each writing prompt.
2/20/2019	Second Grade	Math Core Action 2: Rigorous Instructional Practices	Managing whole and small group instruction	Intervention strategies
2/20/2019	Second Grade	Math Core Action 3: Use of Mathematical Practices	Increase student proficiency	Use class as exemplar to others

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APPENDIX C – CLASSROOM WALK THROUGHS

2/20/2019	Second Grade	Math Core Action 3: Use of Mathematical Practices	Release more responsibility of learning to the students to explain answers	Address strategies during collaboration.
2/20/2019	Kindergarten	ELA Core Action 2: Integration of standards to understand content and context of text	students were listening to a story and answering questions	student collaboration
2/20/2019	Kindergarten	Math Standards Mastery	Students were working in their work stations- personalized to each student	Continue to individualize learning experiences
2/22/2019	Third Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Use of open-ended questions	Student collaboration during discussion
2/22/2019	Third Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Annotating text to develop the understanding of the correlation of main idea and details	Use short passages to review text features, context clues, and author's purpose.
2/22/2019	Fifth Grade	Science	Students were copying notes about force- teacher asking questions about types of force	Questioning- higher order questioning
2/22/2019	Fifth Grade	ELA Core Action 2: Integration of standards to understand content and context of text	High level questioning and check for evidence using text within teacher in small group	Develop questions to review S.S. text based upon DOK/FSA question stems
2/22/2019	Fifth Grade	Math Core Action 2: Rigorous Instructional Practices	Class was reviewing before a quiz on fractions	Student engagement and accountability during review
2/22/2019	Fifth Grade	ELA Core Action 3: Student engagement	Clarity of lesson purpose	Develop an I CAN or TODAY WE WILL sentence frame that is connected to the activity/lesson.
2/22/2019	Fourth Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Student expectations	Discussed student accountability- words with meanings, application of words

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APPENDIX C – CLASSROOM WALK THROUGHS

2/22/2019	Fourth Grade	ELA Core Action 2: Integration of standards to understand content and context of text	Holding students accountable during discussion	Discussed: student accountability with discussion
2/22/2019	Fourth Grade	ELA Core Action 4: Student Mastery of content	FSA level question stems	Review FSA test item specs to develop questions that can be asked as everyday evidence/performance tasks for Wit & Wisdom.

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