

American Elementary School – Becky Devahl Principal since July 1, 2019. Rob Bray prior principal for 10 years +

Date of visit: Jan. 7, 2020 @ 9:00 am

Interview with Becky Devahl:
 “The child is the parents’ most prized commodity.”

Contributing factors to student learning outcomes:

#1

District System to School system and focus- Stay the Course

School Name: <u>American Elementary</u>		Date: <u>10/18/2019</u>		
School Focus: <i>District Focus: Student Outcomes</i> <i>School Focus: Students will use higher order thinking skills to access the core curriculum.</i>				
Outcomes: If our school focus is encouraging higher order thinking skills to access the core curriculum, then given a growth mindset frame of reference students will increase their DOK level as indicated by evidence of learning.				
● Success Indicators (SI)	● Staff Practices (SP)	● School Supports (SS)	● Evidence of Learning (EOL)	● Timeline
1. Students will engage in collaborative conversations using academic vocabulary at DOK 2-3. 2. Students will use problem solving skills to answer higher order thinking questions. 3. Students will use logic to justify their reasoning when answering higher order thinking questions. 4. Students will be able to transfer their learning to new contexts.	1. Teachers will incorporate collaborative conversations using academic vocabulary. 2. Teachers will model higher order thinking skills (ie: Think Aloud) using academic vocabulary. 3. Regularly commit planning time to focus on DOK/HOTS, differentiation, & Response to Instruction & Intervention (RTI ²). 4. Teachers will provide opportunities for students to reason and justify responses. 5. Teachers will create rubrics and student exemplars.	1. Provide grade level teams with planning time to analyze/evaluate effects of implementation plan on student outcomes and determine next steps. 2. Continue professional development to increase teachers' efficacy and high yield instructional practices that supports student achievement. 3. Identify RTI ² process & provide resources...	1. Use regular cycles of inquiry to evaluate student learning. 2. Use assessments linking DOK levels to determine students' performance in the classroom. 3. Students express reflections and use error analysis through the use of rubrics. 4. Teachers conduct Learning Rounds looking for visible evidence of student learning using higher order thinking skills.	•

3-4 years with Innovate Ed to develop a system that includes sustainability. If then statements were created by leadership team and followed by the staff. American Elementary focused on using higher order thinking (DOK 3 and 4).

Universal Screening for all students enrolling into school with benchmark assessments

Universal Screening and Diagnostics 2019-20

Response to Instruction and Intervention (RTI²)

READING	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
Universal Diagnostic Illuminate	RUSD Phonological and Phonemic Awareness Inventory Aug 14-Sept 6	RUSD Phonological and Phonemic Awareness Inventory August 14 - Sept 6	RUSD Phonological and Phonemic Awareness Inventory August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6	Moby Max Reading Level Assessment August 14 - Sept 6	Moby Max Reading Level Assessment August 14 - Sept 6	Moby Max Reading Level Assessment August 14 - Sept 6
Universal Screening (Norm Referenced)	FastBridge aReading February 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aReading Oct. 14-18 Feb. 3-7 May 11-15
<p>If more than 20% of the students are scoring below the 30th percentile then Tier 1 instruction must be addressed first.</p> <p>If less than 20% of the students are scoring at the 30th percentile or below teachers must administer further testing. Intervention is assigned according to the deficit found in further testing. Progress monitoring must match the intervention.</p>									
SOME options (Screening tools identify deficits that guide intervention to match selection)	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max Skill checker	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max Skill checker	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max Skill checker	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max Skill checker	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max Skill checker	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max Skill checker	Wonders Oral Reading Fluency w/Comp Moby Max Foundational Reading	Wonders Oral Reading Fluency w/Comp Moby Max Foundational Reading	Wonders Oral Reading Fluency w/Comp Moby Max Foundational Reading
FEW options (Screening tools identify deficits that guide intervention to match selection)	FastBridge ER Sub Tests Moby Max Foundational Reading	FastBridge ER Sub Tests Moby Max Foundational Reading	FastBridge AutoReading Oral Reading Fluency w/Comp Moby Max	RUSD Phonological and Phonemic Awareness Inventory FastBridge	RUSD Phonological and Phonemic Awareness Inventory FastBridge	RUSD Phonological and Phonemic Awareness Inventory FastBridge	Wonders Phonics Survey FastBridge AutoReading Oral Reading	FastBridge AutoReading Oral Reading Fluency with Comp	FastBridge AutoReading Oral Reading Fluency with Comp

			Foundational Reading	AutoReading Oral Reading Fluency w/Comp Moby Max Foundational Reading	AutoReading Oral Reading Fluency w/Comp Moby Max Foundational Reading	AutoReading Oral Reading Fluency w/Comp Moby Max Foundational Reading	Fluency w/Comp		
--	--	--	----------------------	---	---	---	----------------	--	--

MATH	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th
Universal Diagnostics	Moby Max Fact Fluency Aug. 14 - Sept. 6	Moby Max Fact Fluency Aug. 14 - Sept. 6	Moby Max Fact Fluency Aug. 14 - Sept. 6	Moby Max Fact Fluency Aug. 14 - Sept. 6	Moby Max Fact Fluency Aug. 14 - Sept. 6	Moby Max Fact Fluency Aug. 14 - Sept. 6	MobyMax Fact Fluency Math Module Aug. 14 - Sept. 6	MobyMax Fact Fluency Math Module Aug. 14 - Sept. 6	MobyMax Fact Fluency Math Module Aug. 14 - Sept. 6
Universal Screening	FastBridge aMath Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15	FastBridge aMath Oct. 14-18 Feb. 3-7 May 11-15

If more than 20% of the students are scoring below the 30th percentile then Tier 1 instruction must be addressed first.

If less than 20% of the students are scoring at the 30th percentile or below teachers must administer further testing. Intervention is assigned according to the deficit found in further testing. Progress monitoring must match the intervention.

SOME options (Intervention to match deficit)	MobyMax Math Module	MobyMax Math Module	MobyMax Math Module	MobyMax Math Module	MobyMax Math Module	MobyMax Math Module	Moby Max Skill checker	Moby Max Skill checker	Moby Max Skill checker
FEW options (Intervention to match deficit)	FastBridge Subtests from Early Math MobyMax	FastBridge Subtests from Early Math MobyMax	FastBridge CBMmath Automaticity CBMmath Process MobyMax	FastBridge CBMmath Automaticity CBMmath Process MobyMax	FastBridge CBMmath CAP CBMmath Process MobyMax	FastBridge CBMmath CAP CBMmath Process MobyMax	FastBridge CBMmath CAP CBMmath Process MobyMax	FastBridge CBMmath CAP CBMmath Process MobyMax	FastBridge CBMmath CAP MobyMax

Cycles of Inquiry required every 6 weeks. Each grade level meets and goes over student evidence analysis protocol. Interim assessments - each grade level team meets and goes over student evidence/assessment analysis

Rosedale Union School District
Student Assessment Analysis Protocol

Assessment: Interim 1 Grade Level/Subject: 2 / Math

DATA ANALYSIS - Successes Defined

Assessment Overview - Overall performance, standard performance, and specific student skill application
What patterns do you see? How well did students transfer their understanding of the concepts taught?

Evidence: Students in all classes performed well on interim. 85% of all students exceeded or met the expectations.

DATA ANALYSIS - Challenges Defined

Response Frequency Report - Target lowest performing questions and analyze student responses, question type, and DOK.
What were the common misconceptions held by students?

Evidence: Lowest performing question is #5 it is Multiple Choice with a DOK 2. It was a word problem. Students probably thought they needed to add the two numbers together.

GAP ANALYSIS and SYNTHESIS

Based on the successes and challenges defined above, what critical skills are still needed for students to achieve mastery?
Are there patterns by student groups? (Refer to priority standards and prerequisite skills)

Priority Standards: OA.1

Missing Skills/Prerequisites: More practice with story problems and forming an equation.

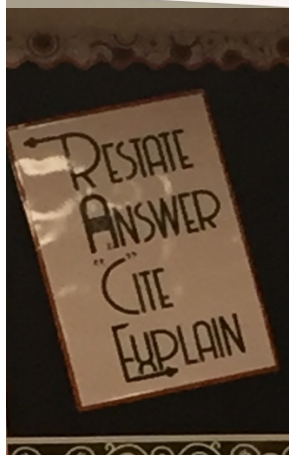
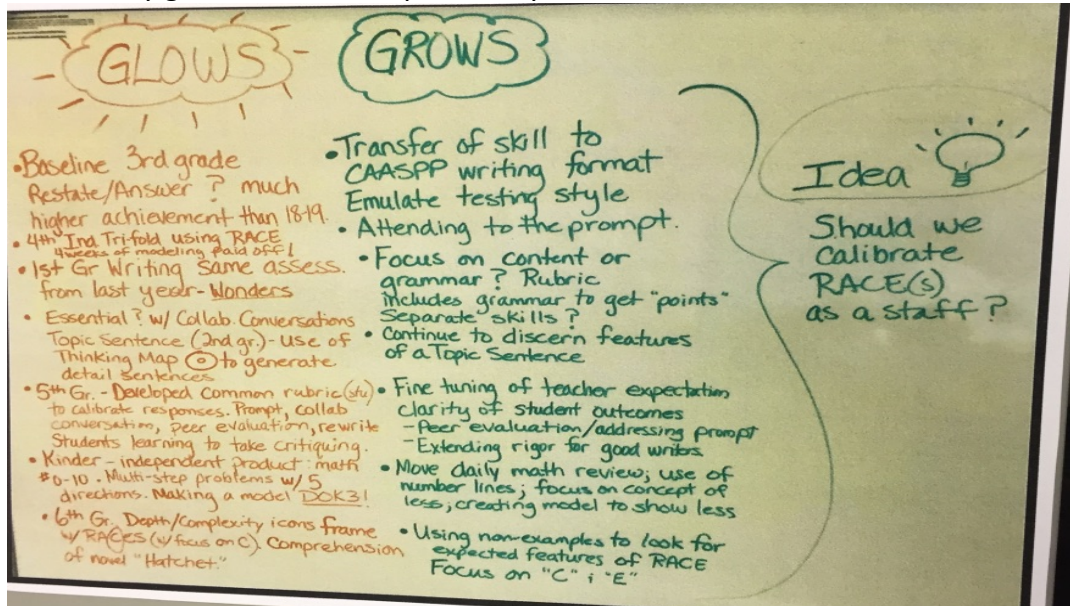
INSTRUCTIONAL STRATEGIES and Next Steps

How will you engage students in further learning based on their needs?
What additional instructional strategies/supports can be provided to meet their needs?

Next Steps: Further learning will be supported with GoMath using Think Central, Go Deeper and Math on the Spot.

Completed during PLC – every Wednesday of early release. If more teachers need.

Glows and Grows are created by grade level team during PLC. If PLC time is not enough, then teachers by grade level can request a day out of the classroom to collaborate.



Staff meeting once a month that corresponds to evidence of student learning.

#2 Quarterly Learning Rounds- School site teacher teams are formed (see schedule). The students are observed under topics set within student focus set by school site.

Learning Rounds Norms

Teams spread out
 Speak to students if appropriate
 Smile
 Take notes after you leave the room (leave clipboards outside)
 Focus on student behavior and work
 Think about DOK and our School Focus

K-1 visit	Hill	Congdon	Thompson	Goosen	Bolton	Lindsey	Fox
8:25-8:35	Davenport Henry	Lau Austin	Wood Ellis	B/L Quincy			
8:40-8:50					Davenport Henry Wood	Lau Austin Ellis	B/L Quincy
8:50-9:05	Back	in	data	room	to	debrief	

2-3 visit	MacDonald	Maier	Townson	Lucas	Henry	Davenport
9:30-9:40	Crayley Bolton	Lindsey Riley	Fox Brothers	Crissman Lyons		
9:45-9:55	Lindsey Riley	Crayley Bolton			Fox Brothers	Crissman Lyons
9:55-10:10	Back	in	data	room	to	debrief

4-5 visit	Fox	Brothers	Crissman	Wood	Lyons	Ellis	B/L	Quincy
10:35-10:45	Rogers Blanchard	Hall Riley	Hill Congdon	Goosen Thompson	Devahl Spec. Ed			
10:50-11:00		Goosen Thompson				Rogers Blanchard	Hall Riley	Hill Congd
11:00-11:15	Back	in	data	room		to	debrief	

5-6 visit	Rogers	Blanchard	Hall	Austin	Lau		
12:35-12:45	Goosen Thompson	Congdon Hill	MacDonald Maier	Lucas Townson			

Examining Evidence of Student Learning

Learning Rounds Guide: VESL & DOK

Gradually releasing students to successfully attain and consistently demonstrate each of these skills and behaviors requires careful attention to rigor and complexity and must include higher order thinking skills such as use of analysis, evaluation, logic, reasoning, problem-solving, justifying, and transfer of learning to new contexts via planning and creativity.

Class and Analytic Reading of Various Media Types	<ul style="list-style-type: none"> Students participate with a clear purpose and group that requires: <ul style="list-style-type: none"> • Analytical, higher-order questions, multiple readings, note-taking, and use of analysis • Multiple sources to gain knowledge and transfer to evidence-based conversations and writing tasks
Communicative Using Precise Academic Language	<ul style="list-style-type: none"> Students speak and write precisely using academic language that requires: <ul style="list-style-type: none"> • Effective use of general academic and domain-specific vocabulary • Productive discourse centered on concepts, issues, themes, and artifacts appropriate to the domain of study • Meaning of academic terms and syntax solidified through conversation and applied in writing
Structured Collaborative Conversations	<ul style="list-style-type: none"> Students effectively work in pairs or groups on clearly defined tasks that require: <ul style="list-style-type: none"> • Accountability for roles, responsibilities, and completion of tasks/assignments • Structured academic discourse to explore, evaluate, and use evidence based reasoning for problem-solving • Conveying understanding, making claims, critiquing, and building upon the reasoning of others
Evidence-based Arguments	<ul style="list-style-type: none"> Students develop claims, conjectures, and hypotheses that require: <ul style="list-style-type: none"> • Analyzing information and applying reasoning to justify with evidence • Constructing, applying, and justifying mathematical/scientific models
Evidence-based Writing	<ul style="list-style-type: none"> Students clearly communicate through a range of writing tasks that require: <ul style="list-style-type: none"> • Short constructed responses and process writing (journals, draft, revise, edit, and publish) • Responding to a variety of prompts and audiences, and justifying opinions and arguments with reasoning and evidence • Use of writing across content areas to show understanding of concepts and transfer of learning

<p>DOK 4: Extended Thinking</p> <p>An investigation or application to real world; requires time to research, problem solve, and process multiple conditions; could require synthesis of information across multiple sources and/or disciplines</p> <p><i>Example: Develop a thesis, hypothesis, and/or solution to a real-world problem and support it with evidence from multiple sources or content areas.</i></p>	<p>DOK 3: Strategic Thinking</p> <p>Requires reasoning or developing a plan or sequence of steps; requires decision-making or justification</p> <p><i>Example: Develop a thesis/prediction/hypothesis and support it with evidence and reasoning.</i></p>
<p>DOK 2: Basic Application of Skills/Concepts</p> <p>Use of information, two or more steps with decision points along the way, explain relationships</p> <p><i>Example: Support a given main idea, thesis, prediction, or hypothesis with evidence.</i></p>	<p>DOK 1: Recall & Reproduction</p> <p>Recall of a fact, term, principle, concept; perform a routine procedure, locate details</p> <p><i>Example: Retell details of a story/text: who, what, when, where, how...</i></p>

Evidence Based Arguments

Students develop claims, conjectures, and hypotheses that require:

- Analyzing information and applying reasoning to justify with evidence
- Constructing, applying and justifying mathematical/scientific models

check math prob. using inverse relationship
making predictions in math DOK 2

"Why isn't working as expected" ^{DOK 3-4}
(Making Slime)

Students analyzed ethical problems in chapter
based on text evidence and gave opinion. ^{DOK 4}
topics: sexism, lack of parenting, robbery

- Text + Evidence - small group
Topic: Man vs. Man or Man vs. Nature.

- analyze word problem: came up w/ strategy to solve. Constructing
models to justify: solve ^{DOK 3-4}

- teacher shared that there are many names for same thing:
count up/down, subtract, take away, etc. (DOK 3)

- Students drew pic to prove math problem
Non example given (DOK 3)

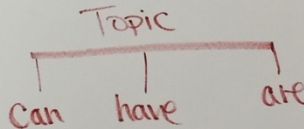
- sorting words

Structured Collaborative Conversations

Students effectively work in pairs or groups on clearly defined tasks that require:

- Accountability for roles, responsibilities and completion of task/processes
- Structured academic discourse to analyze, evaluate, and used evidence-based reasoning for problem-solving.
- Conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others.

- Working in small groups
- whisper aloud and with partner ^{Dok 2}
- small group discussions
- Kagan Strategies (stand up, hand up, pair up)
- students collaborating using Icon Frames ^{Dok 3}
- Students analyzed a word problem (multi-step). Had meaningful collaborative conversations that used academic vocabulary and strategies to organize information and solve the problem. (Dok 3)
- pairshare ~ justify answer (2)
- face your partner (on carpet) in order to communicate.
- Whisper pair-share



Evidence Based Writing

Students clearly communicate through a range of writing tasks that require:

- Short constructed responses and process writing (pre-write, draft, revise, edit, and publish)
- Responding to a variety of purposes and audiences, and justifying opinions and arguments with reasoning and evidence
- Use of writing across content areas to show understanding of concepts and transfer of learning.

• Book marks

• analyze the text DOK 2

• Citing textual evidence DOK 3

- Citing evidence from novel

ex: Rising Action, Climax, Falling Action

• Students used 1/2 sheets to record problems / take notes
DOK 1-2

• editing & revising narrative

Communicate Using Precise Academic Language

Students speak and write precisely using academic language that requires:

- Effective use of general academic and domain-specific vocabulary
- Productive discourse connected to prompts, starters, frames, and scaffolds appropriate to the domain of study
- Meaning of academic terms and syntax solidified through conversation and applied in writing.

check your answer w/ your neighbor DOK 1

• Students teaching each other
(ex: Ethics) DOK 3

• Labeled Math problem Answers (DOK 1)

• used lang. to explain strategies for subtraction (DOK 1)
eg: cross out, count up,
draw a picture,
visualize

• Math academic language
(subtract, ~~ex~~ grouped etc.)

• initial & final sound academic language

• using topic vocabulary (Snood, Tom, fiction,
Binary code, etc.)

• scientific vocab
"pit tag" "endangered"

Close and Analytic Reading of Various Media Types

Students read/observe with a clear purpose and prompt that requires:

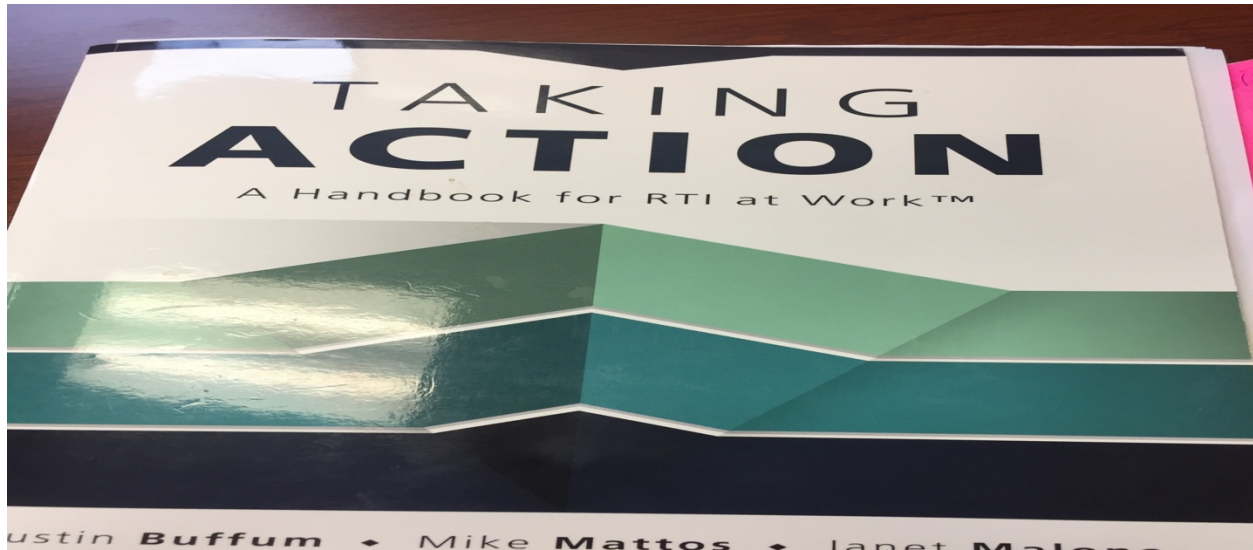
- Annotation, source-dependent questions, multiple readings, note-taking, use of analysis
- Multiple sources to gain knowledge and transfer to evidenced-based conversations and writing tasks

- transferred prior knowledge from multiple sources to a study guide. DOK 2
- Citing text evidence when analyzing the story DOK 2
- word problem - st. had to do multiple steps to solve DOK 2
- Teacher lead collaborative conversation
Multiple perspectives, character developments
- Use of Gate Icons.
- Note taking: identify can, are, have of a Turkey from story and video
- circled/underlined key #'s: Academic vocab. in math problems (DOK 2)
- class w/ broken Smartboard learned to "improvise" using large whiteboard, students seated on carpet

Teachers meet school wide to go over the learns from the Learning Rounds.

#3 The School Leadership team, including the school counselor dean, principal, lead teacher, are involved in a day of “data dive” . The strengths and weaknesses are observed and given to previous grade level (i.e. weakness seen in 3rd grade, then data will be shown to 2nd grade) so that adjustments can be made in student learning outcomes.

#4 Intervention: School Wide Book Read



Previous thinking _ Where can we send student to have dedicated intervention outside of the classroom.

Now looking at MTSS model of having differentiation of instruction inside of the classroom. Using a 30-minute shared/ common time, students who are struggling with the same power standards, as shown on the formative assessment, are given focused learning time with a teacher.

Social Emotional Learning – Psychologist on site, Dean , Restorative Justice – All administrative staff trained in “Don’t Suspend Me- Alternatives to suspension”.

Positive School Climate- All students come with expectation to high standards – behavior and academic. The culture is the same at home.

#5 Universal Screening for All students coming on to campus.