

Parkview Elementary School

SOARING Grant Reflection Presentation

Parkview Elementary School

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PRINCIPAL
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Evidence/Root Cause(s) 2013-2017

Data Revealed:

Students with disabilities were not progressing at the same rate as their regular education peers.

Root Cause:

- *Lack of culture focused on core literacy education*
- *Need for coaching and professional development related to teaching core literacy curriculum*
- *Disjointed reading curriculum with no clear focus or vision and no coherent progression of skills taught*
- *Lack of curriculum with defined learning targets and exit outcomes*
- *Collective ownership of structure and routine as it related to Literacy in the district*

Goals and Benchmarks, 2013-2017

School will increase reading achievement in students with disabilities.

School will increase reading achievement in students without disabilities.

School will create a comprehensive reading curriculum grades 4K-6.

Strategies 2013-2017

2013-2014			
Activity (Action Steps)	Timeline	Roles and Responsibilities	Measures for the Activity
Attend Intensive Interventions conference	August 12	Principal, Reading Specialist, Math Specialist, Special Education Teachers, Psychologist	Attendance at Conference
Plan for In-service	August 13	Reading Specialist and Special education teacher	Planning of in-service day
Conduct reading In-service with staff	August 14	Grade level teachers, Reading Specialist and Special Education Teachers	Full participation in in-service day
Purchase of reading materials aimed at increasing reading comprehension Instruction provided to staff on the use of the materials	August 14	Principal/Reading Specialist and Special Education Teacher	Material delivered to school prior to in-service day Participation in in-service day
Purchase of intervention materials instruction provided to staff on the use of the materials.	After August 14	Principal/Reading Specialist and Special Education Teacher	Material delivered to school prior to in-service day Participation in in-service day

Strategies 2013-2017

2014-2015			
Activity (Action Steps)	Timeline	Roles and Responsibilities	Measures for the Activity
Attend Daily 5 and Cafe conference	Sept. and April	Principal, Reading Specialist, Special Education Teachers, Grade level teachers	Attendance at Conference
Attend Intensive Interventions conference	Nov.	Principal, Reading Specialist, Special Education Teachers, Two Grade level teachers	Attendance at Conference
Development of Intervention Manual	Nov. to May	Principal, Reading Specialist, Special Education Teachers, Two Grade level teachers	Completion of manual
Systematic Review of Progress monitoring data for special education students and students identified in Tiers 2 and 3 interventions.	Dec. to May	Principal, Reading Specialist, Special Education Teachers, Two Grade level teachers	Monthly meeting notes and progress monitoring data
All staff will participate in a systematic literacy assessment.	Feb. to May	Principal, Reading Specialist, Special Education Teachers, Grade level teachers	Analysis and recommendations from contracted CESA staff provided to representatives of the Parkview School District

Strategies 2013-2017

2015-2017			
Activity (Action Steps)	Timeline	Roles and Responsibilities	Measures for the Activity
<p>Development of curriculum time-line for grades 4K-6</p> <ol style="list-style-type: none"> 1. Focus Standards are identified 2. Interventions identified 3. Learning intentions were identified 4. Common Literacy activities identified 5. Specific common Making Meaning activities are identified and linked 6. Common assessments are identified and linked. 7. Teacher reflections are included and suggestions for improvement to instruction included. 	<p>By the end of the 2016-2017 School Year</p>	<p>Principal, Reading Specialist, Grade Level Teachers Special Education Teachers, Psychologist</p>	<p>Completion of curriculum time-line for grades 4K-6</p>

Strategies 2013-2017

- Develop role of reading coach for the elementary building
- Create Professional Learning Communities within the elementary to enhance relationships (as we combined 3 staffs)
- Reorganized/Resurrected the District Curriculum Committee
- Focused Professional Development around literacy
 - Sent staff to:
 - PRESS Training
 - Daily 5
 - CAFE
 - Making Meaning
 - Adolescent Literacy

Barriers we overcame 2013-2017

- Consistency in core instruction due to 3 elementary buildings- each supporting its own agenda
- Closing of 2 of the elementary buildings and bringing 3 groups of students and 3 separate staffs together
- Moving actual physical space after combining the 3 schools into one
- Individuals' desire to remain autonomous in classrooms
- Fear of the unknown
- Fear of judgement by the “new” staff
- Administration consistency for literacy vision
- Lack of curriculum examination and tracking vehicle for the district

Successes to celebrate 2013-2017

Successes due to having the Grant

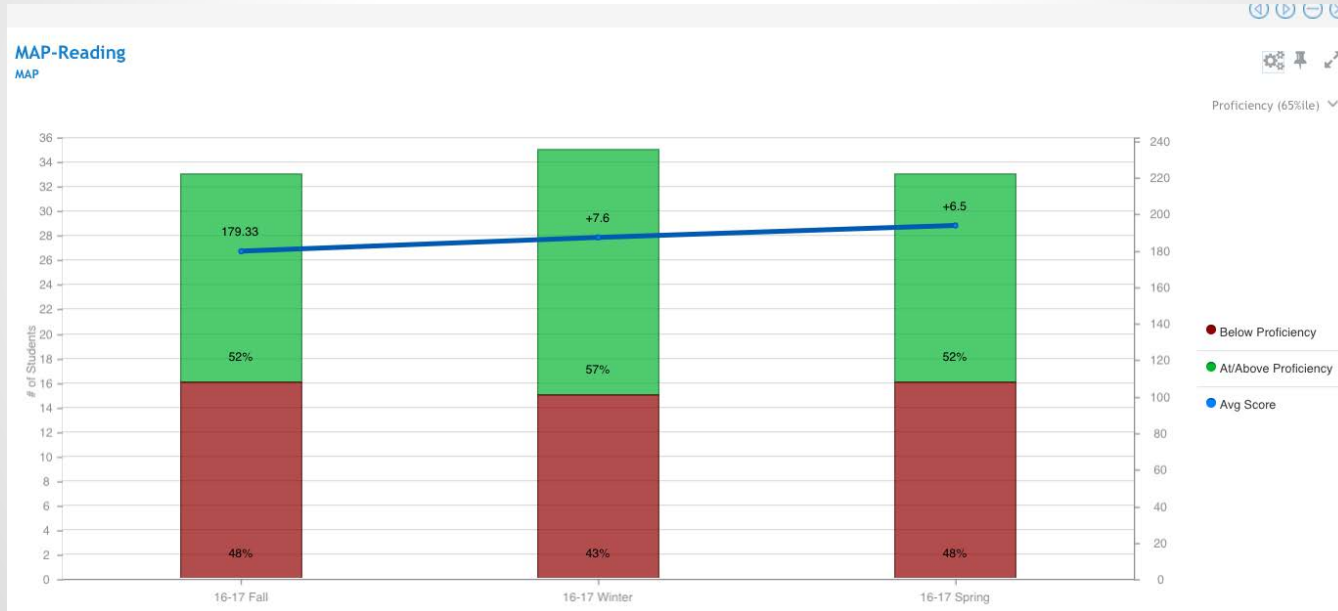
1. Rtl handbook creation- including Tier 2 and Tier 3 interventions
2. Assisted in the development of eduCLIMBER- a data management system that is being used nation-wide.
3. 4K- 6 documented and aligned reading curriculum
4. Vision for literacy instruction K-6- including recommendations for John Hattie's *Visible Learning*
5. Training on PRESS, Making Meaning, and Daily 5

Opportunities for growth 2017-2020

1. Having a defined curriculum allows us the opportunity to reflect upon the curriculum and determine next steps for continued growth.
2. Expand on writing and speaking/listening standards.
3. Incorporation of technology in the area of literacy.
4. Coaching to increase conferring with individual students in order to set individualized SMART goals for students.

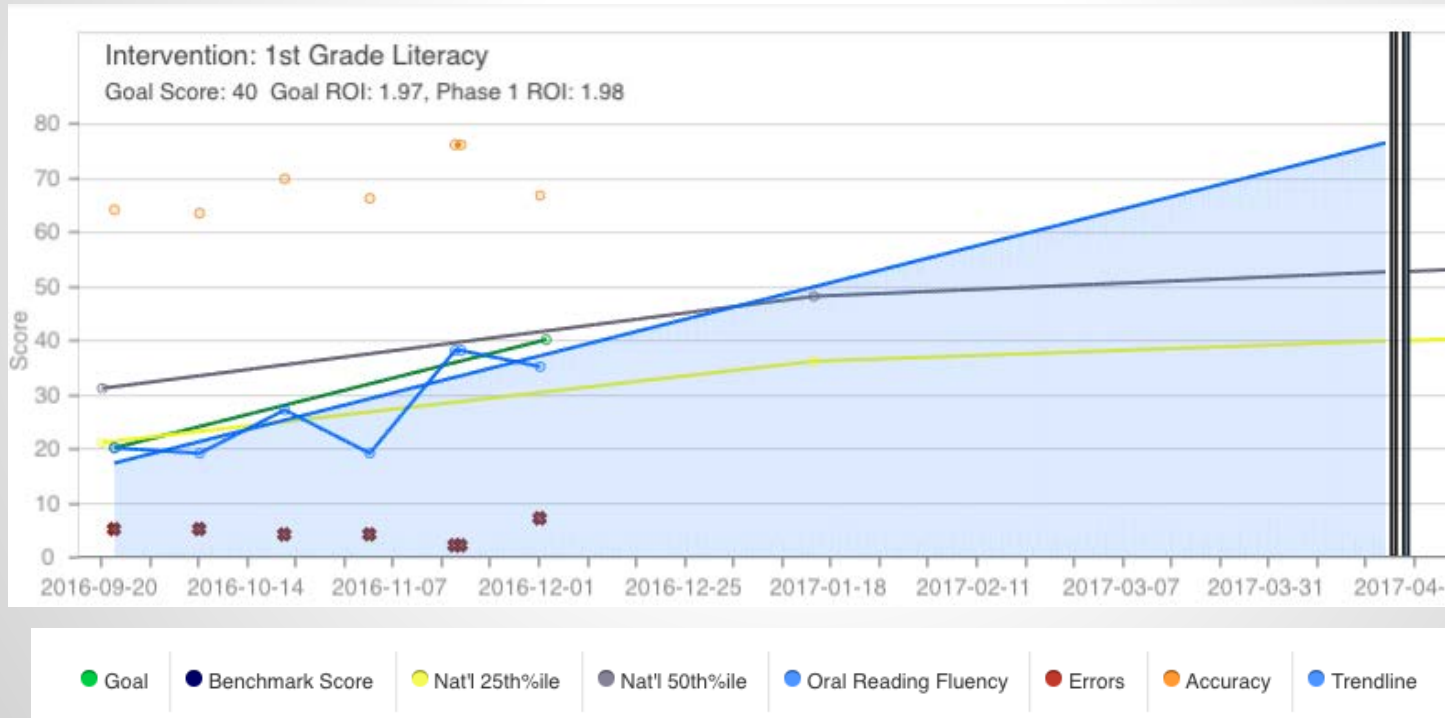
The story our data tells in 2017

We are no longer comparing ourselves to the 30th percentile, but rather the 65th percentile which is more in line with the college and career benchmarks.



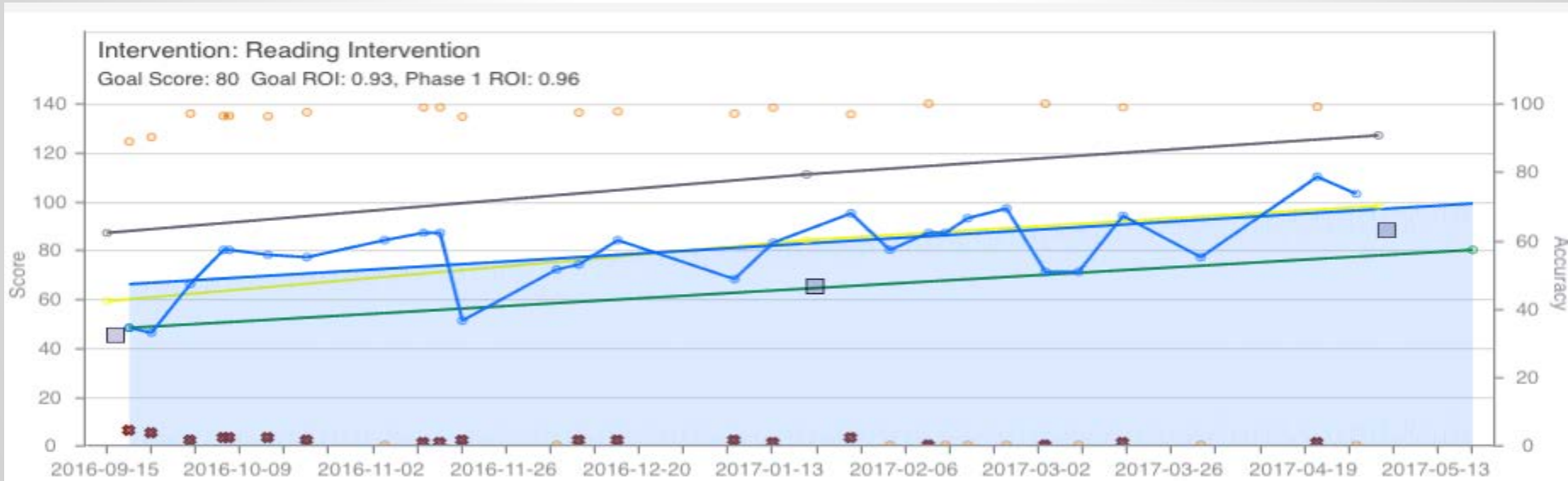
The story our data tells in 2017

Development of our tiered interventions and data progress meetings on individual students in order to consistently track interventions and the impact upon student progress.



The story our data tells in 2017

Progress monitoring and interventions in place to assist SwD with literacy in order to close the achievement gap.



● Goal ● Benchmark Score ● Nat'l 25th%ile ● Nat'l 50th%ile ● Oral Reading Fluency ● Errors ● Accuracy ● Trendline

The system we want to be in 2022 is based on the work of John Hattie

1. Tiered System of support that are measured and monitored- continue to guide and coach teachers to explore and examine the effectiveness of strategies through systematic use of data and reflection.
2. In order to close the achievement gap progress is not enough. When providing interventions to students gains need to exceed the progress that students normally make over the course of a school year.
3. Teachers are paramount. We must continue to build teacher capacity so that they are able to provide powerful instructional effects result from teacher high expectations for students, creating clarity around instruction, demonstrating credibility, and giving effective feedback.
4. We must increase rigor of our curriculum. Most learning stops at the surface level- surface-level learning is a necessary prerequisite to deeper learning, they point out that educators spend far too little time emphasizing depth.
5. Continue to research best practices as Professional Learning Communities so we continue to grow as professionals. Individuals are never done learning.

Sustainability Plan 2017-2022

- Working K-12 to develop cohesive curriculum for literacy (including specials)
- Coaching positions in place
- School Improvement Team
- Curriculum Committee
- District-wide implementation of PLCs