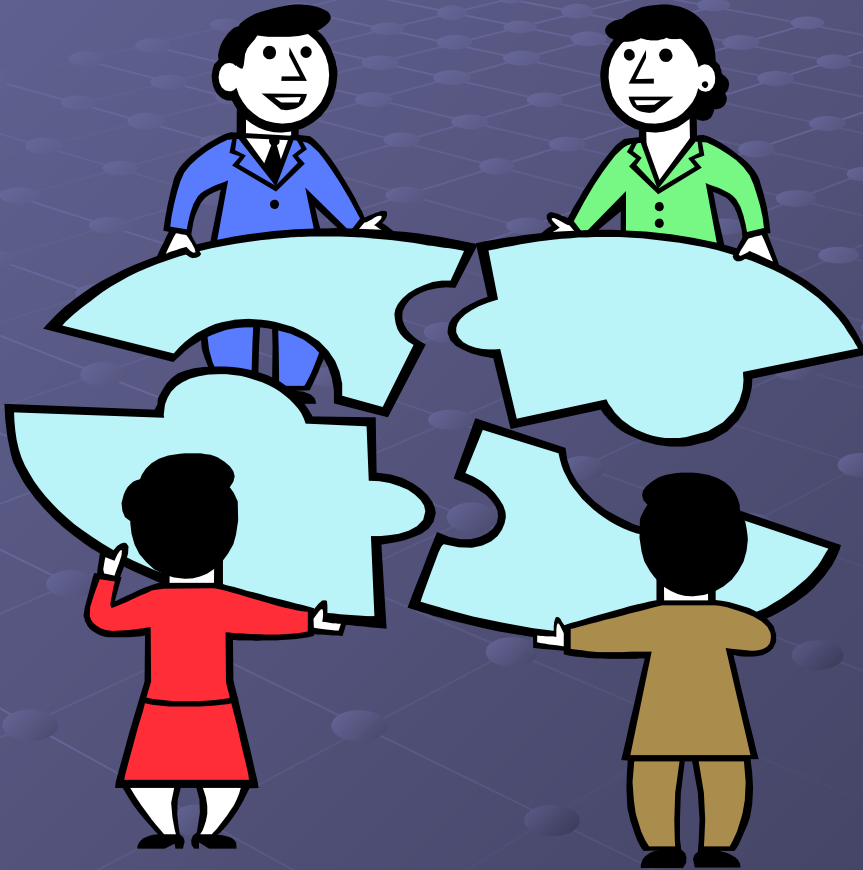


Continuous Improvement



Getting to Know You!

Let's take a second and get to know each other.

Introduce yourself by telling us...

- Your name
- What you teach
- What school you are from
- Something about your summer that also begins with the same letter as your name.

What's Your Comfort Level

Using your dot tell me how comfortable you are with Continuous Improvement?

How often do you use the process?

Use the Consensogram to gather data.

Continuous Improvement is a practical way of getting better that teachers and students use to build and improve high-performing classroom learning systems.



Continuous Improvement is...

A measure of parts and connections.

How good are the parts?

How good are the connections between the parts?

A blueprint for building good, well-connected parts.

A process for determining which parts and which connections add value and which do not.

Students

Support Staff

Teachers

High Performing
Classroom
Learning Systems

Administrators

Parents

Volunteers

Continuous Improvement Categories

Six Steps to Improvement

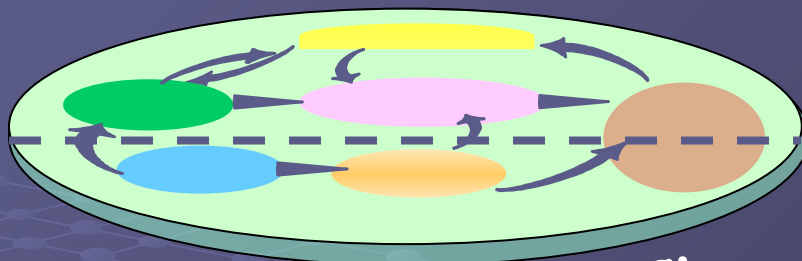
Continuous Improvement Core Values



So, how does all this fit
together?

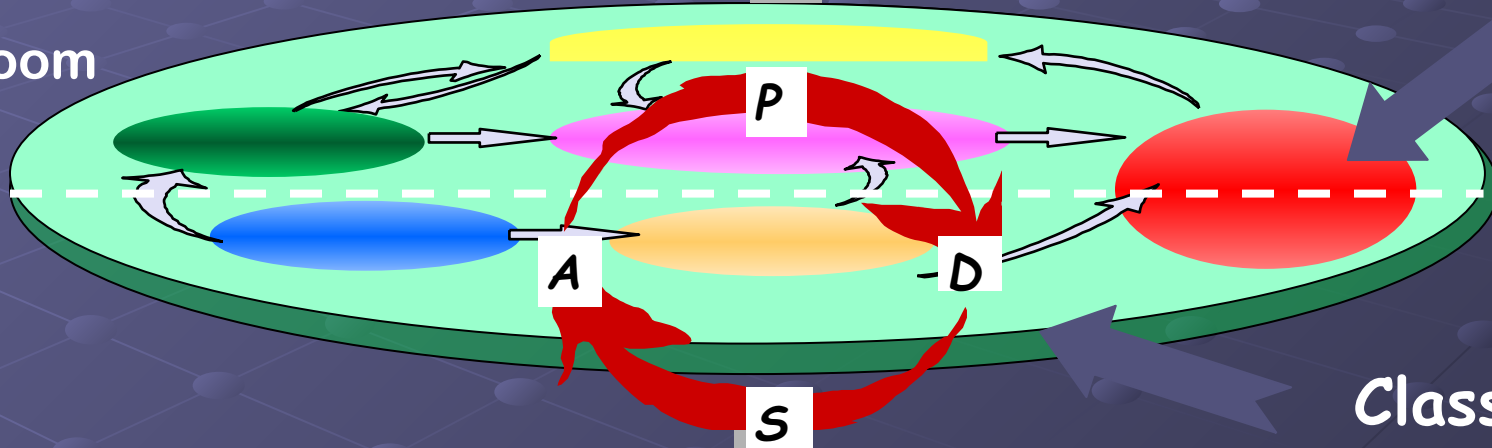
Let's look at the layer cake that is
CONTINUOUS IMPROVEMENT.

Learner



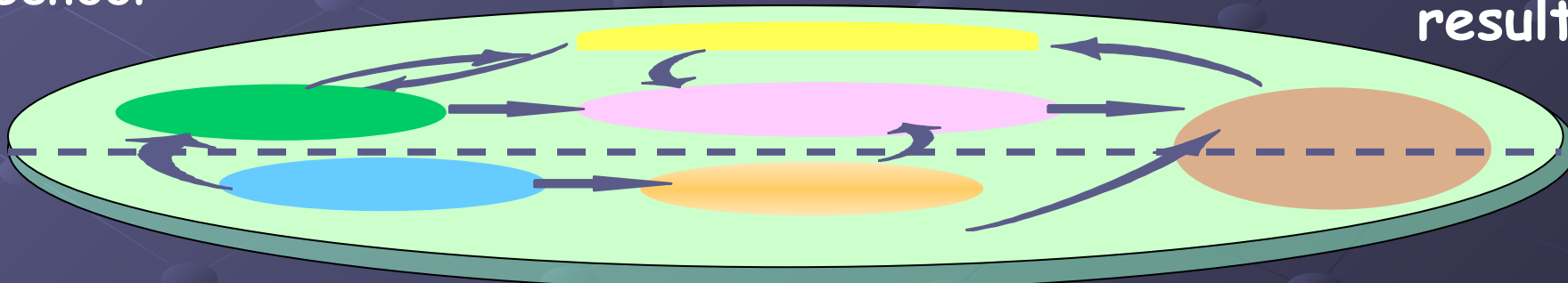
Classroom strategic learning results and...

Classroom



Classroom learning process results

School



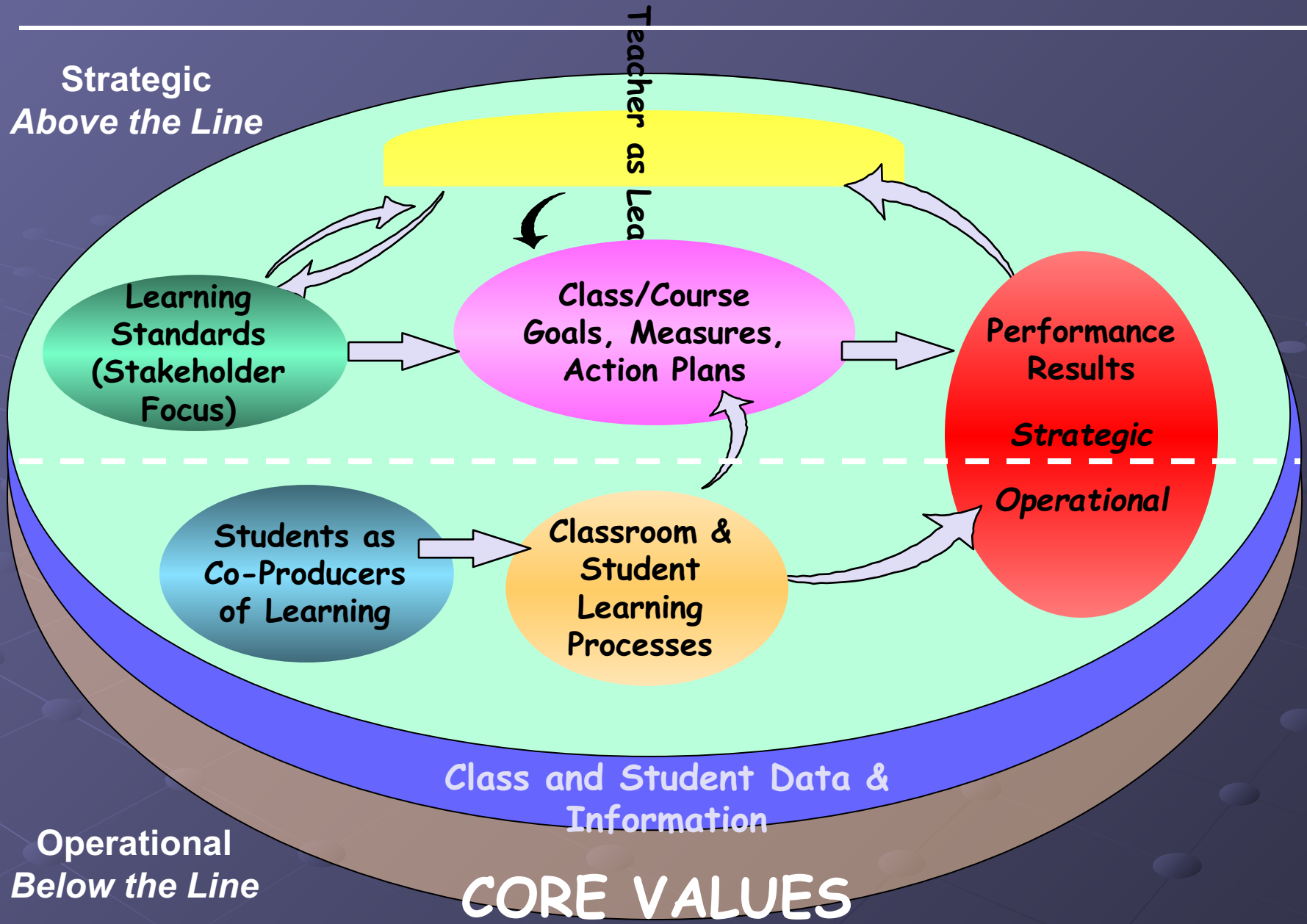
Standards,
district

Teacher as

- How powerful is your current classroom learning system?
- How do you know?
- How much high quality learning can your and your students produce in the current system?

Classroom & Student Data

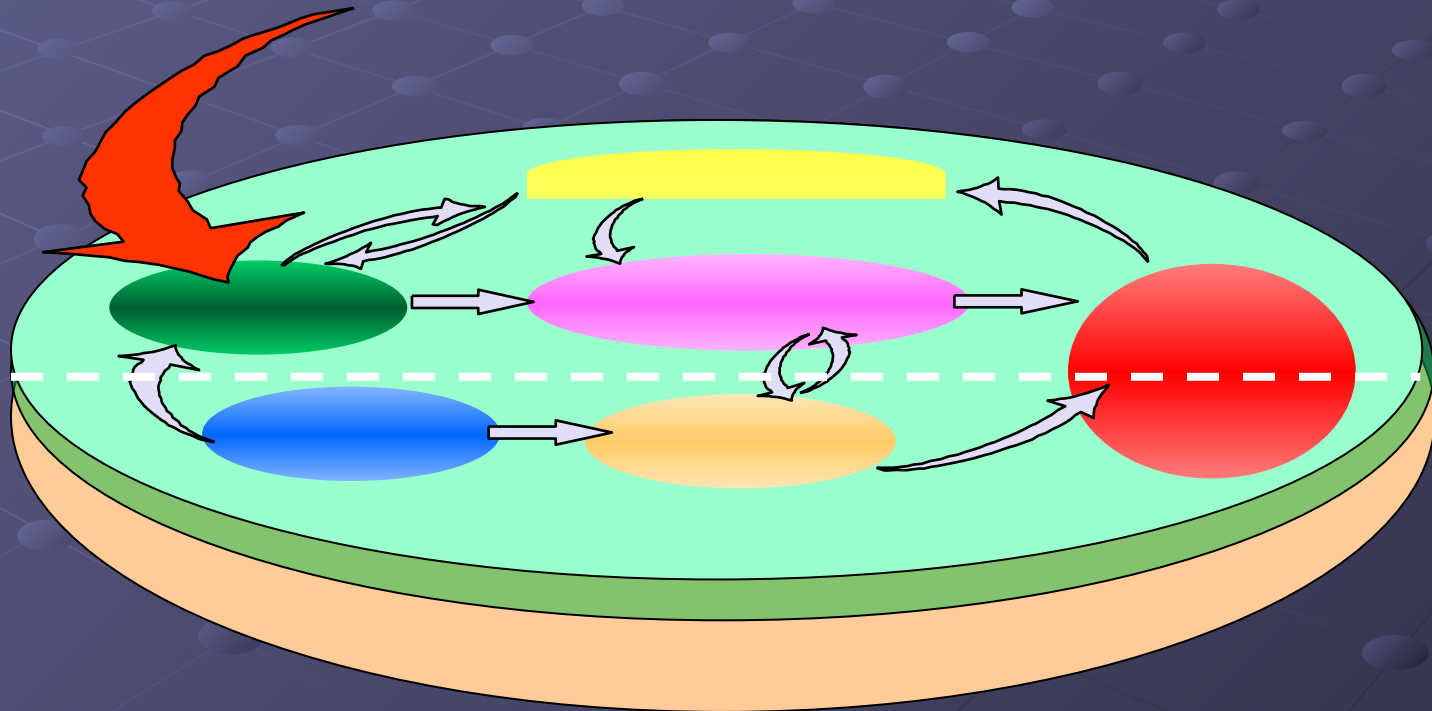
CORE VALUES



What are Learning Standards (Student and Stakeholder Focus)?

Why are they important?

What would it look like in action?



Student and Stakeholder Focus

Stakeholders: all groups that are affected by the school's actions and success (e.g., parents, staff, community, other schools).

Parents

The State (TEKS)

Who are our **STAKEHOLDERS?**

Students

**The teacher in
the next**

The community

Teacher input from the grade level above

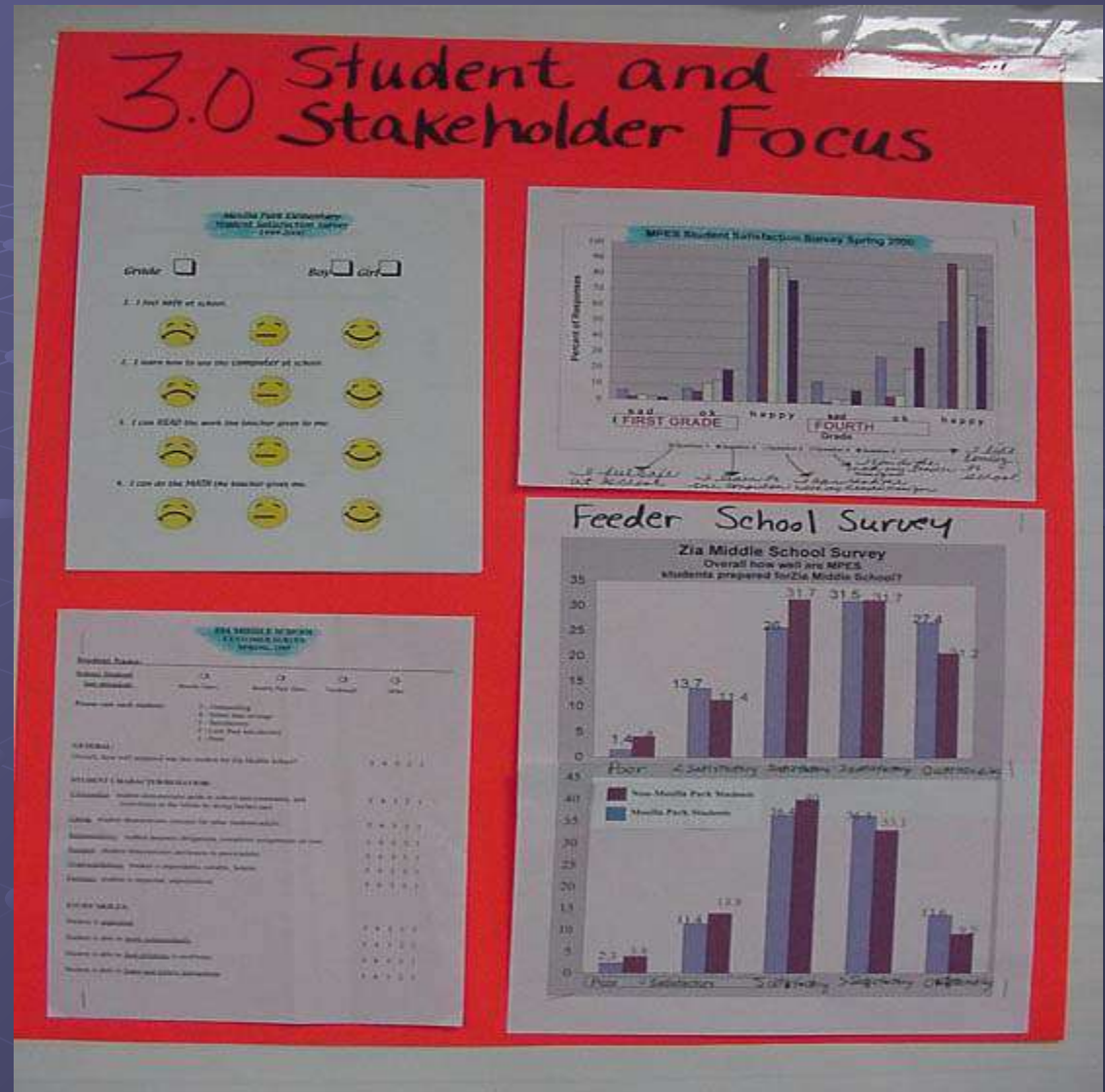
Stakeholder Focus

What the second grade teachers said ...

What we need to "learn"	Our behavior
Know alphabet letters	Respect teachers, classmates
Know your sounds	And school
Good quality handwriting that touches right lines	Tell the Truth
Add and subtract to 10 in 30 seconds	Try your best
Know 100 spelling words	Be a TQ kid
Know the calendar	Be good listeners
Know the morning message	Raise your hand when you want to talk
Know the animated alphabet signs and letters	Follow the GOK super rule
Write stories with beginning, middle and end	Follow directions the 1 st time
Know all your numbers	Be helpful and kind
Have good reading skills	Be a quiet worker
	Speak at the appropriate time
	Stay in your seat
	Return homework on time
	Remember to write your name on your paper
	Keep your hands to yourself

Stakeholder Focus

A 5th grade teacher and her students surveyed middle school teachers to determine their level of satisfaction with the readiness of entering 6th graders.



The State's Expectations

- It is clear that the state has expectations for us.
- Our district also has the expectation that you are posting your TEKS.
- This helps communicate all that your students have to learn and your road map as you prepare them for the next grade.

Essential Learning



Every state in the nation describes essential learning in its standards for Reading, Writing, Math, Social Studies, Science, and Special Programs

The State's Expectations

By the end of the 2007-2008 school year, 100% of fourth-grade ELA students will meet or exceed the fourth-grade ELA standards as measured by a score of 75% or better on the ELA benchmark tests we will take throughout the year, and the TAKS tests we will take in February and April.



How do we get to fifth grade?

I think we have to travel the Fourth Grade Language Arts Trail.



4th Grade
4th Grade

1st

- Chapter & Writer's Notebook
- The Six Writing Traits and how to use it
- Drafting Strategies
- The Friendly Letter Format
- Proofreading Marks
- Types of Sentences
- Parts of Speech

2nd

- Types of Figurative Language
- How to focus on a topic
- Enumeration
- Transitions
- Organization with General Organization
- Sentence Variety
- How to use appropriate reference sources

3rd

- Writing a paragraph
- Writing Formative and Summative
- Narrative elements
- Informative Writing

4th

- How to respond to a prompt
- Persuasive Writing
- Peer Editing
- What Makes a 4?
- Drafting Techniques

5th

- Types of Poetry
- Other forms of Writing to analyze
- Compare/Contrast Writing
- Interpret how pictures can affect the writer's message

6th

- Issue-Taking Strategies
- How to write a research paper with a variety of sources
- Third Grade Writing Goals
- Appropriate Strategies for communication
- Graphic Publishing

3rd 6 Weeks

know what!, mean

blends

nk, ch, wh

a_e

read decodable texts

long vowel patterns

compound words

DRA 7-10

fluency - 30wpr

compare / contrast themes in stories

beginning, middle, end

genres - story, poem, informational text

use ABC's to locate information

connect himself / herself to multicultural literature

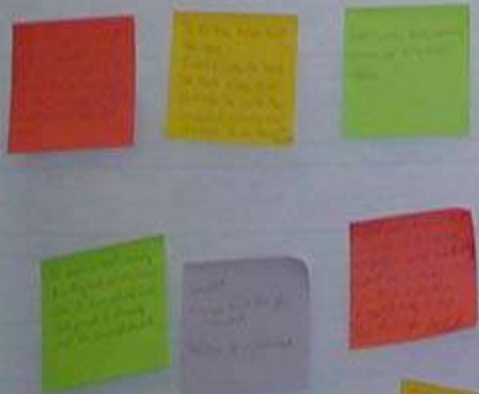
compare/contrast characters of different cultures

Parent Expectations

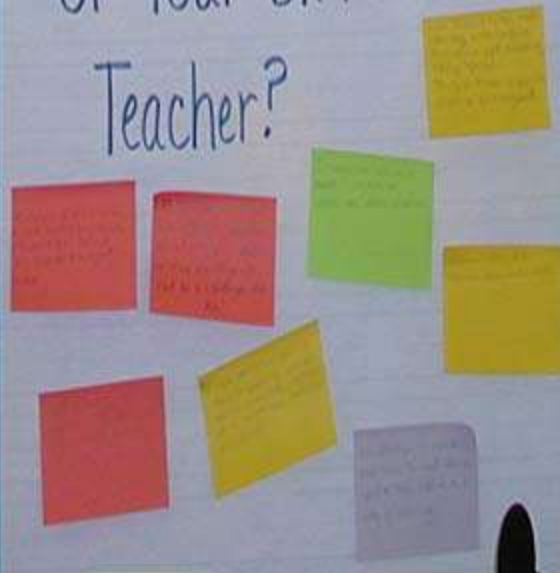
Why is that important?

Parents' Expectations

What Do You Expect of Your Child in Third Grade?



What Do You Expect of Your Child's Teacher?



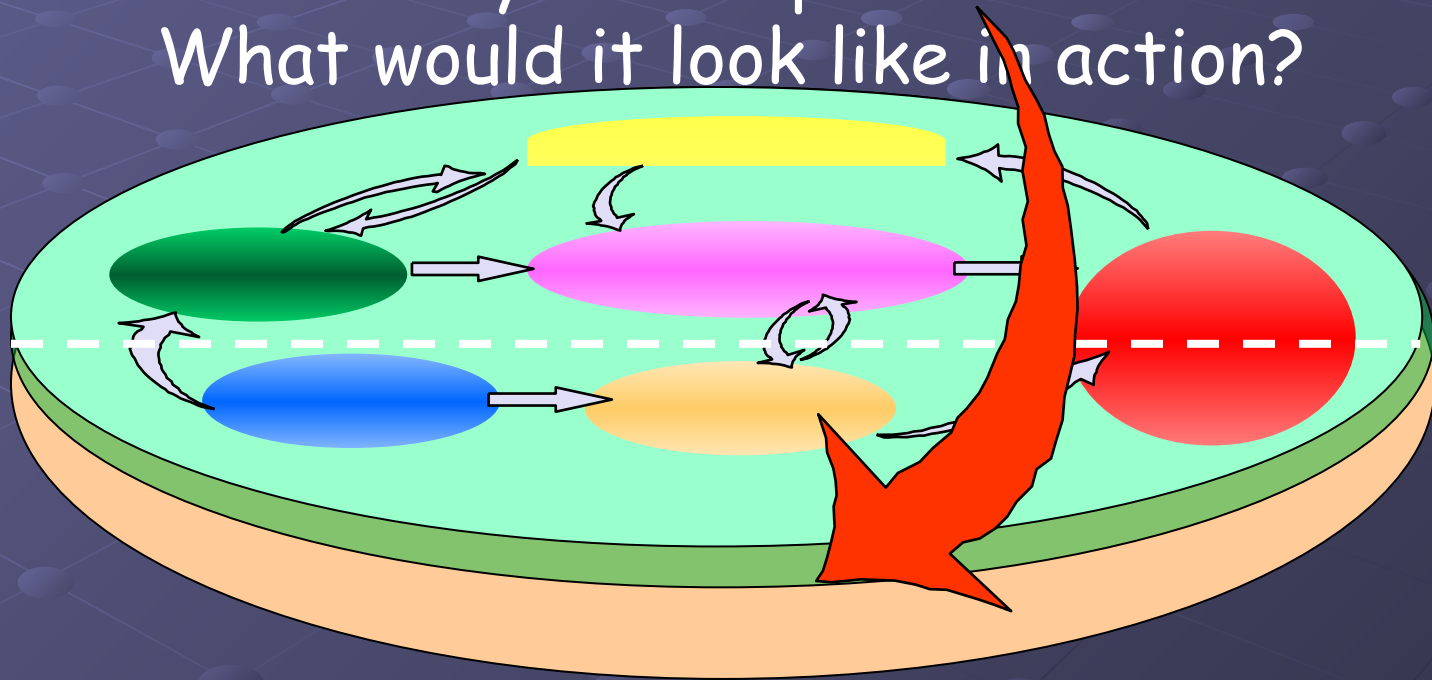
What Can the Teachers Expect of You as Parents?



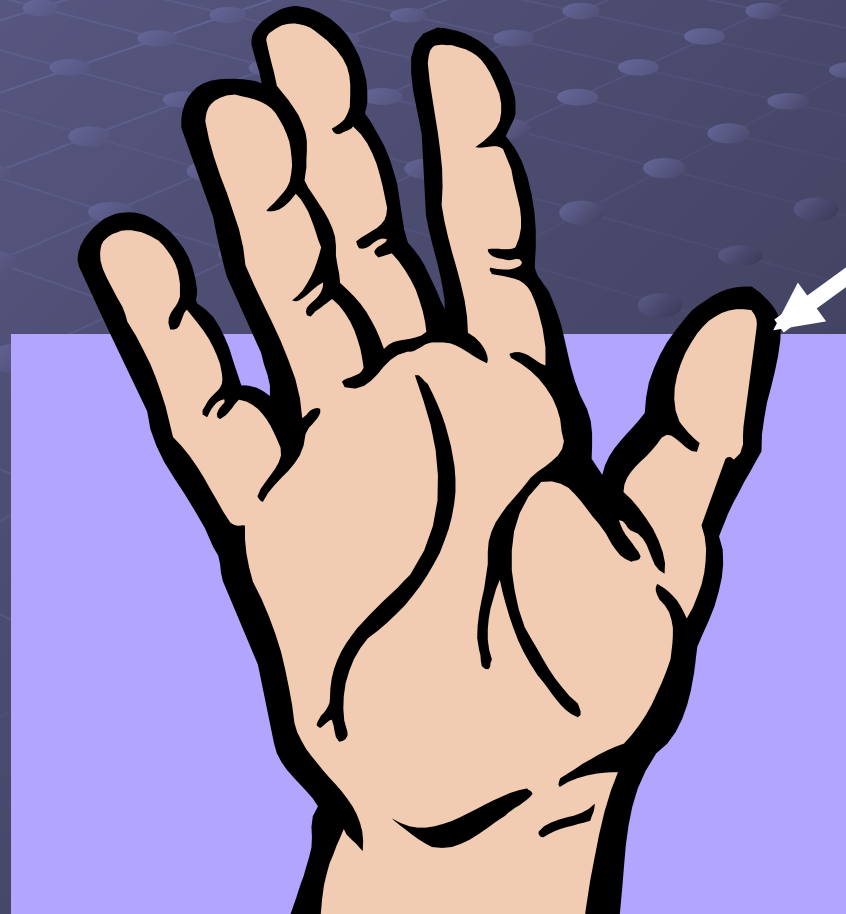
What is Class and Student Data & Information
(Measurement, Analysis, & Knowledge
Management)?

Why is it important?

What would it look like in action?

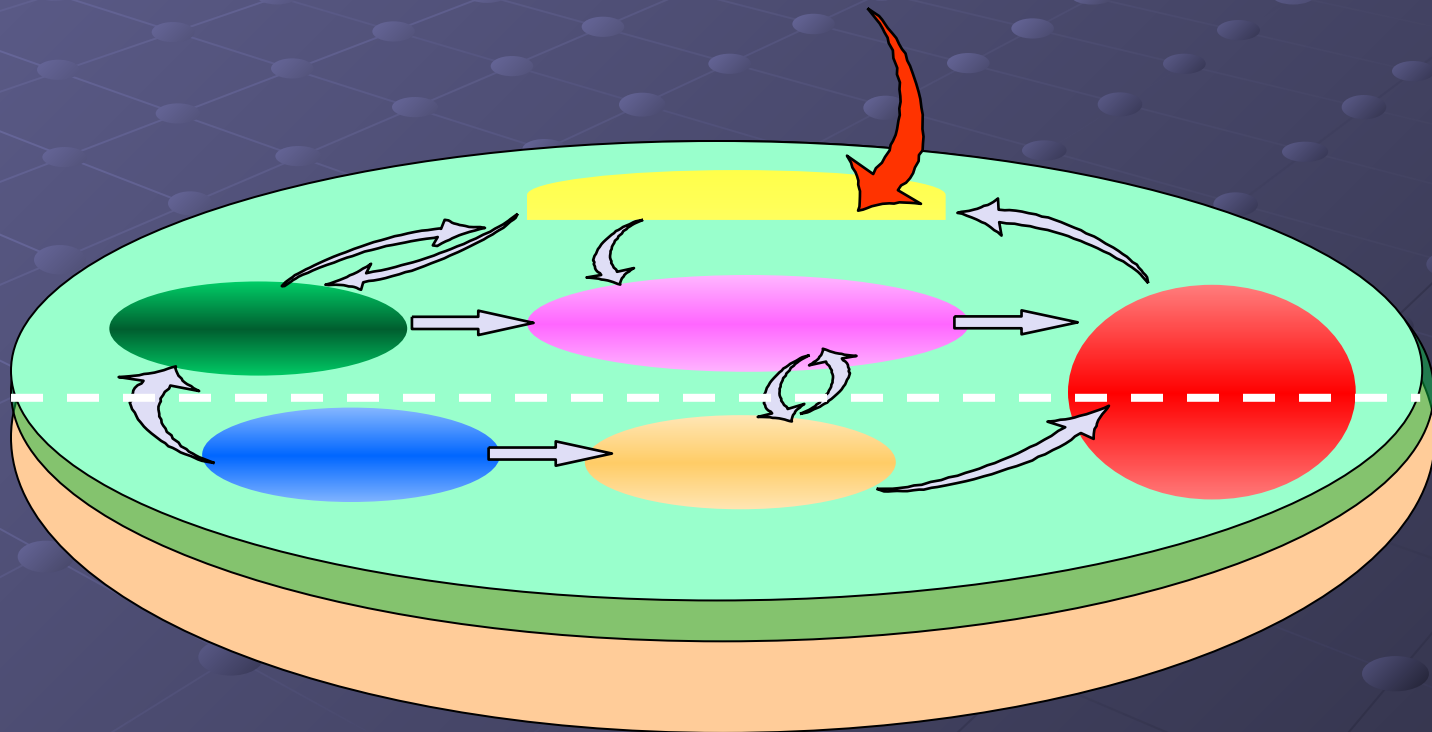


What kind of data is at your fingertips?



Thumbnail
Sketch
AEIS report

What is Teacher as Leader?
Why is it important?
What would it look like in action?



What we need in order to create a mission statement.

Expectations

State's expectations, TEKS, parent survey results, teacher above them list of expectations, etc



Data

Use the data that is at your fingertips from last year and also collect data so that you know where to begin.

Make sure your students know what is expected of them and where they are now before you create a mission and set goals as to where they need to be.

Creating a mission

Ask your students 3 questions to begin the mission process.

- Why are we here?
- What do we have to do well together?
- How will we make that happen?

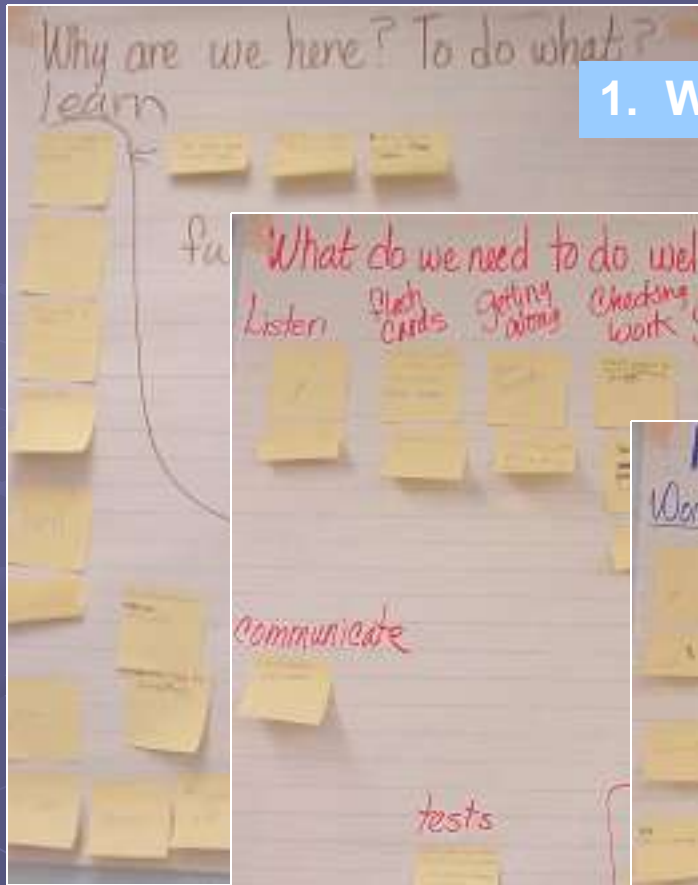
*The process is more important

*Define a constancy of purpose

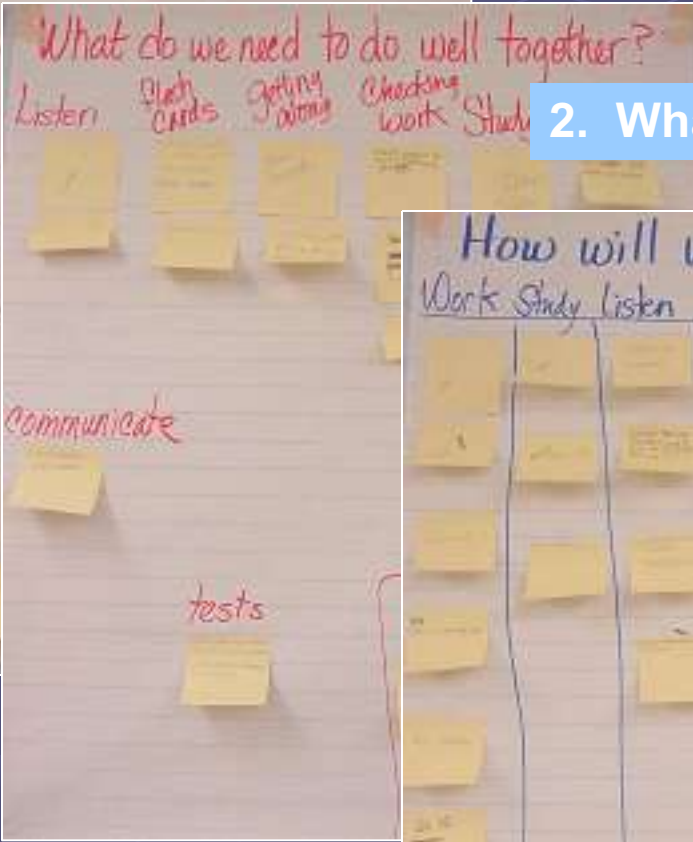
*Short, sweet and memorable

Let's brainstorm

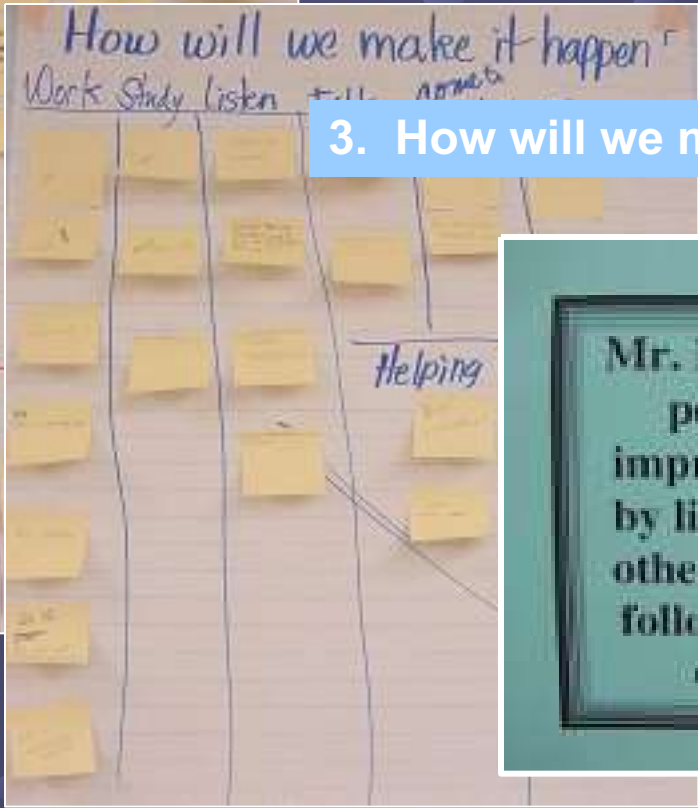
- On your CI template list some ideas that you will use as you begin the process of writing a mission with your class this year.



1. Why are we here? To do what?



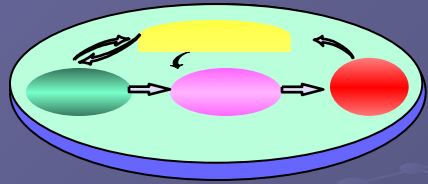
2. What do we need to do well together?



3. How will we make it happen?

Mr. McDermott's seventh period students will improve their math skills by listening, helping each other, doing assignments, following directions, and coming to school.

Tohatchi Middle School
Tohatchi, NM

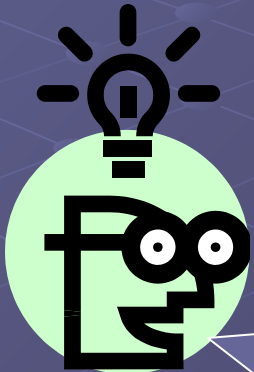


Setting Classroom Learning Priorities Developing a Class/Course/Program Mission Statement



Work with students to develop a class/course/program mission statement that aligns to learning requirements and reflects a commitment to closing the achievement gap.

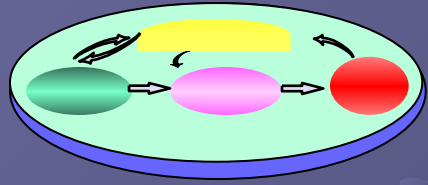
We are here to learn, to be respectful, to work together and get ready for 4th grade.



3rd grade mission statement and consensogram of commitment

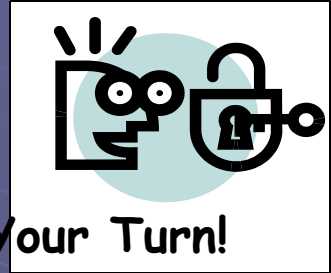
Degree of Commitment to our Mission

0 1 2 3



Setting Classroom Learning Priorities Developing a Class/Course/Program Mission Statement

As a table group answer the following questions.



How and when will you engage your students in developing a class/course/program mission statement? (List the steps you'll take and the processes you'll use.)

Where will you post it?

How often will you refer to it?

How will you share it with families? Other partners of your classroom learning system?

When will you revisit it to verify whether or not it needs to be refined?

Fifth Grade Is On A Mission

Mrs. Sanders' Class Goal

100% of Mrs. Sanders' Homeroom Class will be ready for sixth grade by learning all language arts skills as measured by commended performance on TAKS and report card averages by the end of the 2006/2007 school year.

The mission of Mrs. Sanders' Homeroom Class is to give 100% effort and help each other in order to persevere so we can be prepared for sixth grade.

Mrs. Rhodes' Class Goal

100% of Mrs. Rhodes Class will be ready for sixth grade by learning all language arts skills shown by commended performance on the TAKS test and mastery on our report card averages by the end of the year.

The mission of Mrs. Rhodes' Homeroom Class is to do our best by giving 100% effort, being respectful, and cooperating with each other so that we will be prepared for sixth grade.

Mrs. Brown's Class Goal

100% of Mrs. Brown's Class will get commended on Reading TAKS and a good yearly average in order to show we mastered all of our Language Arts skills so we can go to the sixth grade by May 2007.

The mission of Mrs. Brown's Homeroom Class is to work together and give 100% effort to master all of our Language Arts objectives so we can go to sixth grade.

01/09/2007

This group of 5th grade teachers decided to post their teams' mission statements in the hallways for all stakeholders to see as well as in their classrooms

Ms. Belknap's Block 1 Mission Statement

Our mission is to achieve our goals in writing and reading by working together, staying focused, and practicing with our friends and on our own to make the red team tops in Texas.

"THE RED TEAM. THE BEST TEAM!"

Mission Statement

We come to school to learn reading, math, science, history, and writing so we can be super smart and ready for 2nd grade.

Leah [unclear]

Patricia [unclear]

Henry Davis (HIMSELF)

TOP DRAFTS

Mica

[Signature]

Mission Statement

The drafting class will provide students with entry level drafting skills in a variety of software packages and help students gain employment in the industry utilizing their skills.

[Signature]

[Signature]

[Signature]

[Signature]

Joe Edwards

[Signature]

Austin Bomer

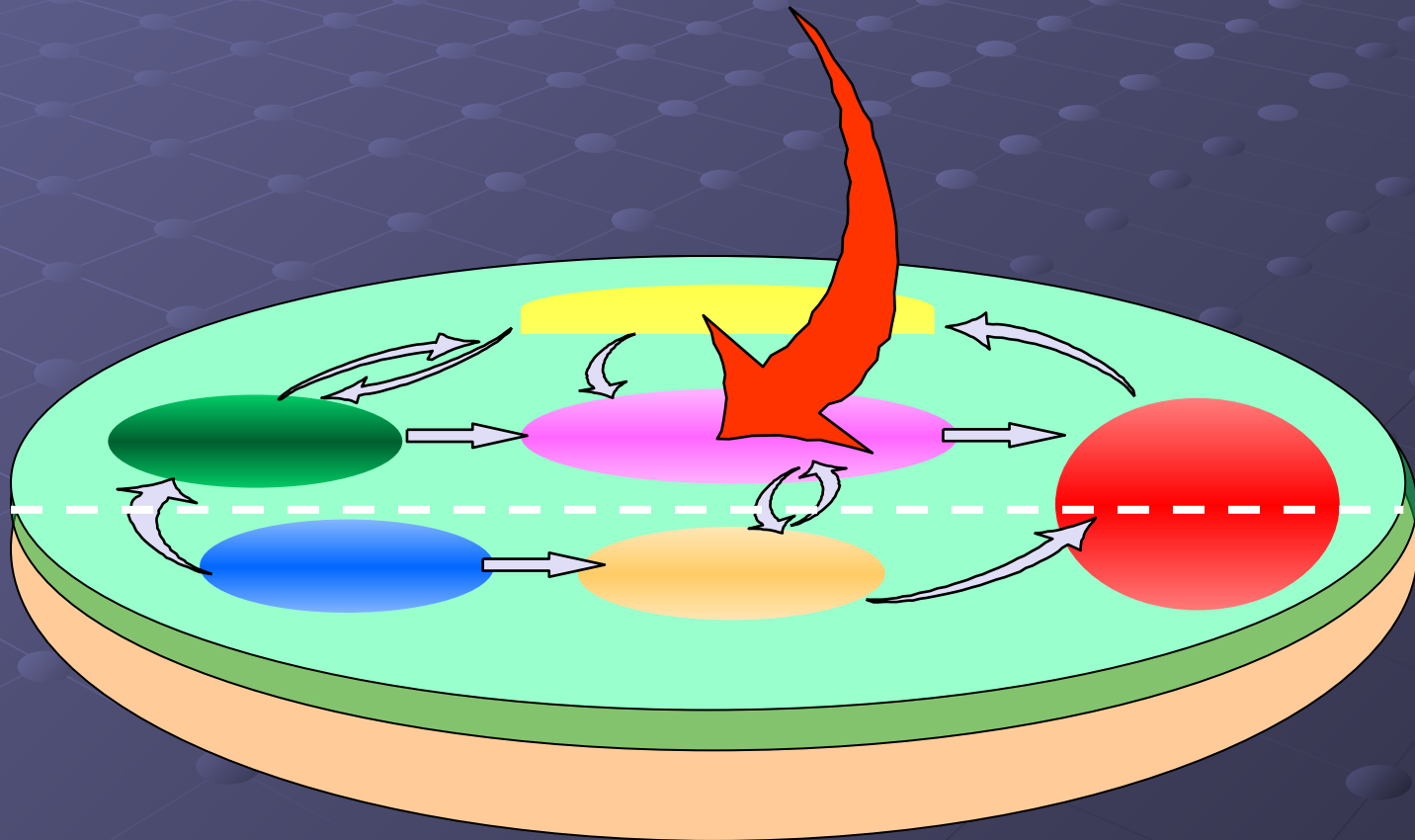
[Signature]

[Signature]

Points to Remember

- Every class needs a mission statement.
- This is a process you will do with every group of students.
- Don't put a mission statement up that will never be looked at and is not written by your students.
- Make learning and discipline connect to mission-make their behavior accountable to their statement.

What are Class/Course Goals, Measures and Action Plans? Why are they important? What would they look like in action?



Strategic Goals

- ✓ Publish and post classroom learning goals that align to the state standards, focus on the class learning priority, and address closing the performance gap.

Strategic Goals are goals that carry you through the school year or the semester.

These should be long-term goals.

Writing Strategic Goals

Keep in mind Strategic Goals should be...

- Long-term (end of year or end of semester)
- SMART

Specific

Measurable

Aligned

Reasonable

Timely

Example of an 3rd grade strategic math goal

By the end of the school year, 100% of Mrs. Minix's 3rd graders will meet or exceed the 5th grade math standards as measured by a score of 75% or better on the math assessments at the end of each six weeks, CBAs that will be given 3 times a year and the STAAR test that they will take in April.

Practice writing a SMART strategic goal

Practice writing a smart goal:

_____ (number or %) of students will
score a _____ or will increase by a
minimum of _____ % from _____
(baseline) as measured by _____.

EXPECT MORE FROM YOURSELF

effort.
Not an excuse.

By the end of the trimester, 100% of our Algebra 2 class will meet or exceed the Algebra 2 TEKS by a score of 75% or better on the Algebra 2 unit tests and the Final Exam.

SAT $11/3$
Deadline $10/$

1ST

2ND

Our mission is...

3RD

4TH

Our mission is to work together to complete a higher percentage of our homework and excel beyond the districts expectations by passing TAKS with a commended score.

Our mission statement is to pass the TAKS, have no zeroes and to turn in our homework. We will be on time. We will do this by working hard and staying focused. We will ask questions when confused in order to be successful in the future!

Our mission in Algebra 2A is to stay focused and listen, to dedicate our time to success, to have no tardies, to help each other, and to get along. Our mission is to also prepare for college and life, and to maintain an average of an 85 or above!

Our mission in AP Taks Math is to come with the knowledge of the calculator, be on time, and stay on task. We will take the time to read each question twice and we will listen to our instructor; not spending so much time talking. CRANK DAT TAKS MATH!!!

TAKS GOAL
During the second six weeks 100% of our Senior TAKS Math class will show mastery of the TAKS math objectives as measured by meeting or exceeding a score of 80% on the practice TAKS test given in October and on the TAKS test on October 24th.

83.6

Completed Homework

TEST - Chap 1 & 2

84.1

Completed Homework

TEST - Chap 1 & 2

80.8

Completed Homework

TEST - Chap 1 & 2

85.0

f.5

TAKS PROGRESS CLASS AVERAGE ON TESTS

TEST DAY IS OCTOBER 24th!

RATE OF CHANGE IS SLOPE

DAY IS OCTOBER 24th!

Algebra 2 Worksheets

4th Period
3rd Period





**Strategic Learning Goal: By the end of the 1st tri
100% of students will have worked the required
180 hours with a grade of 70% or better.**



Strategic Learning Goal

100% of our class will meet or exceed reading goals for 3rd grade as measured by the May TPRI test.

Students will achieve this goal by reading the 4th or 5th story with a fluency of at least 90 words correct per minute and scoring developed on comprehension.

Graph Progress Data

- ✓ Create a graph for charting strategic classroom learning results.

Graph data that shows progress of strategic goal.

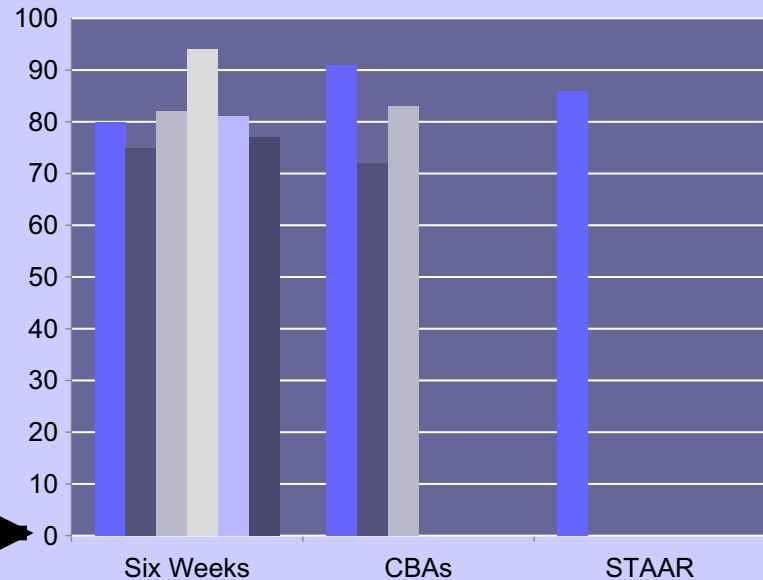
Post data next to your goal.

3rd Grade Math PDSA Board

We are here to learn, to be respectful, to work together and get ready for the 4th grade.

Math Goal

By the end of the school year, 100% of us will meet or exceed 3rd grade math standards as measured by a score of 75% or better on the six weeks assessments, CBAs and STAAR.



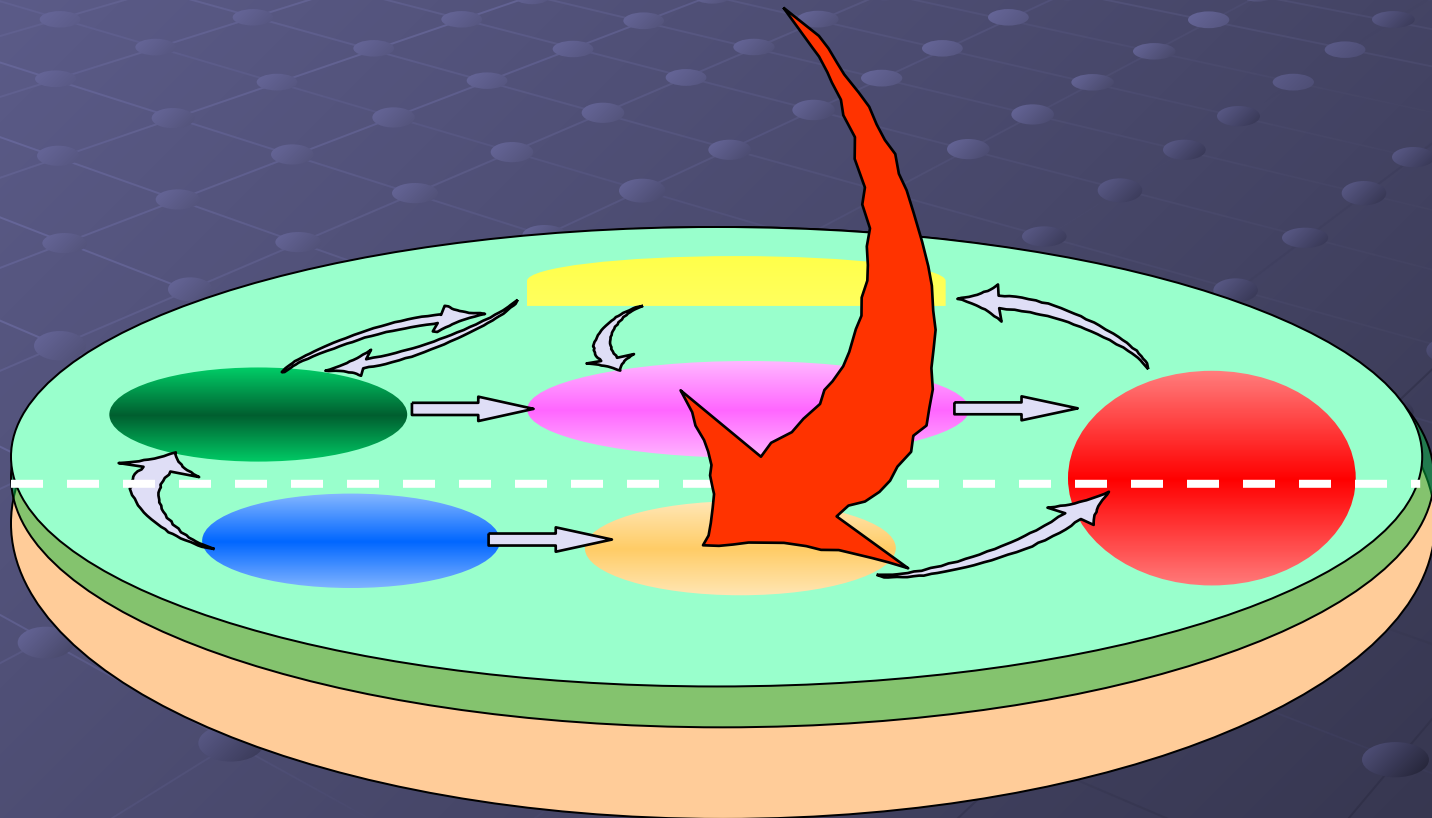
Now we are ready to begin the PDSA cycle to focus on the learning processes that will help us achieve that goal.

This is a good place to
pause!



Do we need a Break?

What is Classroom and Student Learning Processes? Why is it important?
What would it look like in action?





High Performing
Classroom
Learning Systems

Students

Administrators

Support Staff

Parents

Teachers

Volunteers

CI Categories CI Core Values

Six Steps to Improvement

6 Steps to Improvement

PLAN

- Validate the need for improvement
- Clarify purpose, goals, and measures

DO

- Adopt and deploy an approach to continual improvement
- Translate the approach to aligned action

STUDY

- Analyze results

ACT

- Make improvements

Repeat the cycle

PLC and CI



Plan Part I-*What do we plan to learn?*

- ✓ Identify the essential knowledge and skills that students must learn to achieve the classroom learning goal.
- ✓ Target on or more competency that your students can master in the next learning cycle.
- ✓ PLC question 1: What do you want students to know an be able to do?
- ✓ Must be crystal clear. Non-negotiable.

Tips for your Plan

Use clarifying documents.

Have to use Eduphoria.

The hardest part is picking the spotlight TEK for the week.

This does not have to be SMART.

What do you want them to show you that week?

Plan- Part II

How will you know they learned it? (PLC question 2)

Assessments-how will you assess what they learned. Set the stage for that and establish your expectation.

Remember assessments come in all shapes and sizes!

Don't overcomplicate but strive for validity.

Write your weekly goal.

Does not need to be SMART just clear.

You can always use pictures but remember that the TEK needs to be posted next to the pictures.



Example

Plan

Our learning target for this week:

3.4B Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.




We will take a quiz on Friday that lets us demonstrate our understanding.

A score of 70% or better means we've got it!

Let's Practice

Use your SMART goal to write the Plan to reach that goal.

Do-What will we do to learn it?

-  Work with your students to identify key learning processes that you and your students will use to learn the target skill or content.
-  Work with your students to create an action plan that describes what you, the teacher as well as what your students will do to assure all students can demonstrate competency on that targeted learning.
-  Do the classroom action plan for one week.

Do

This is the lesson planning part.

What are we going to do to help them learn it?

What strategies, structures, resources, and student tasks will we use?

How will we improve engagement, differentiate, account for learning styles, etc.

Formative assessments- What will you do to check for understanding?

What will you do in small groups for those who need more support?

What will we do if they already know it? (PLC question3)
How will extend?

Tips for Dos

Would any of the activities that we did last week work?

Some things we “have” to do and others we can work together to choose to do.

It should be quick.

Provide choice, but you can control the choices given.

Facilamanipulate

Build a collaborative culture so that they feel as though they have ownership in this.

DO

Examples of "Dos".

Mrs. Lemoine will...	The students will...
<ul style="list-style-type: none">- help students- teach- give hints if we're stuck- modeling	<ul style="list-style-type: none">- doing your math- listen to teacher- follow instructions- do your homework- raise your hand to speak- ask for help when you need it- try your best every day

Grade ESL
DO

teacher- show us pictures
show a movie
answer our questions
make a web
read to us & with us

Students- listen, watch and
pay attention in ESL.
participate
share ideas & materials
help each other
encourage

Academic Example

Do

The teacher will:

Set aside class time for us to practice with a friend.

Give us lot of examples of how to round.

The students will:

Listen carefully when the teacher shares examples.

Make good use of our practice time.

Tic-Tac-Toe Choice Board

Tic-Tac-Toe is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills. Typically, the Tic-Tac-Toe board has 9 cells in it, like that of the game. This can, of course, be adjusted.



Tic-Tac-Toe Choice Board

Adaptations

- Allow students to complete any 3 tasks--even if the completed tasks don't make a Tic-Tac-Toe.
- Assign student tasks based on readiness.
- Create different Tic-Tac-Toe boards based on readiness.
- Create Tic-Tac-Toe boards based on learning styles or learning preferences.

Tic-Tac-Toe Board

Independent practice	Cooperative group activity	EXCEL activity
Higher level thinking activity	Activity with repetition	Pencil and paper activity
Problem Solving activity	ESL activity	Activity with manipulatives

A great idea for giving the students choices on the “do” however still having some teacher control over what they do. Have them pick 3 things to make a tic-tac-toe.

Let's Practice

Use your SMART goal and your plan to determine what you will do. Prepare a tic-tac-toe choice board of activities.

Study-*What do our results tell us?*

- ✓ Work with your students to assess weekly progress toward the targeted skill. Chart and analyze the data.
- ✓ Do a classroom plus/delta.

Study-Part I

How will we know they learned it? (PLC question 2)

Graph your results by class

Go beyond looking at the data-use it to drive what you do.

What do our results tell us? Who met the target, missed the target, are progressing, or regressing?

How do individuals compare to the group?

What do the results not tell us?

Tips for Study

Graph data from assessment on skill.

Assessments should be short and meaningful—a quick check for understanding.

If you had 75% of your class pass, take 5 minutes and decide as a class what you can do to help those that did not pass.

Plus/Delta to assess what worked well for students and what did not.

Act-What will we do differently?

-  Work with your students to develop and implement a new action plan for next week.

Act

What will we do when they haven't learned it?
(PLC question 4)

RTI and tutorials

What is your response to those who did not learn the standard?

Will you reteach? If so, when and how?

Which students are in need of intervention?

What things will you keep, change or modify for use in the future?

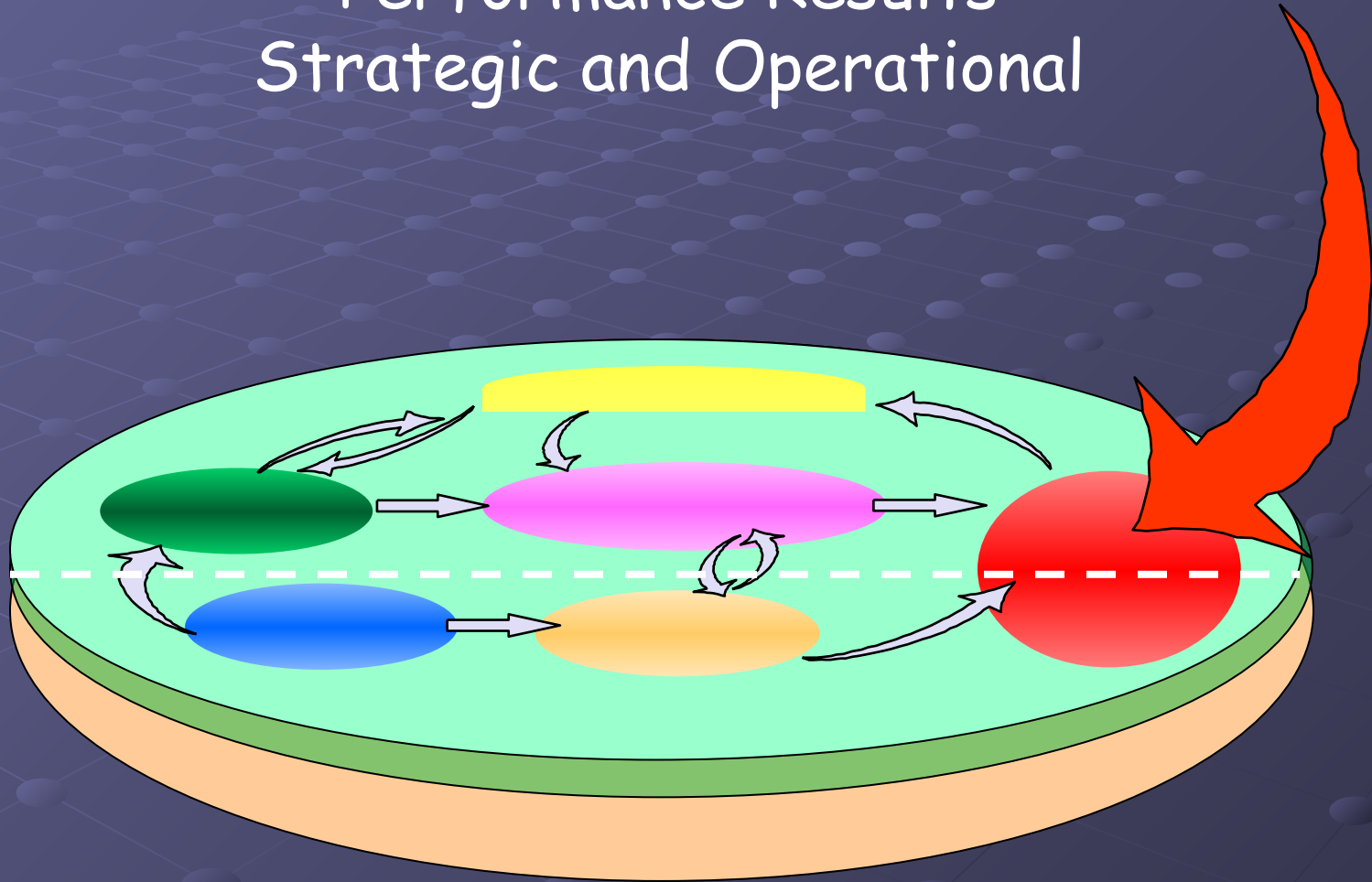
Tips for Act

Rx-how are you going to fix the deltas?

Create a list of what the teacher can do differently and what the students can do differently.

Repeat the cycle making changes on what things did not work.

Performance Results Strategic and Operational





Tools for CI

Issue Bin/Parking lot/

Plus/Delta

Affinity Diagram

Consensogram

Data Folders

Graphs-bar graphs, line graphs, Run charts,
pie charts, etc.

Fail Fast!

Don't be afraid to mess it up!

It is what makes this work is figuring out your mistakes, learning from them and trying again.

GRIT!

Questions?



Survey

<http://schools.birdvilleschools.net/survey>

S

Code is 171