



Lovejoy
High School
Improvement/
Professional
Development
1/7/2019



CCPS-Committed to High Performance

Vision Statement



Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.

Mission Statement



Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

School Improvement plan to Increase the Graduation Rate

This presentation will provide information to the following questions to the school community?

- What is our five year plan and the goals to reach?
- How do we improve the graduation rate by identifying 4 objectives?
- How do we differentiate instruction to increase scores?
- How do I take all student needs into consideration in my responsive teaching plan?
- What are the assessments and terms to become familiar with?

Strategic Improvement Plan



Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of students scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.

Performance Objective 2: Over the next five years, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.

Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.

Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.

Essential Question #1

What does differentiation imply and how does differentiation fit into the standards-based education process?



Differentiation

Differentiation is a way of teaching.

Teachers **proactively** modify curriculum, teaching methods, resources, learning activities, and student products to address the needs of students to maximize the learning opportunity for each student in the classroom.

--Facilitator's Guide, *At Work in the Differentiated Classroom*, 103.

What is Differentiation?

Differentiation adapts

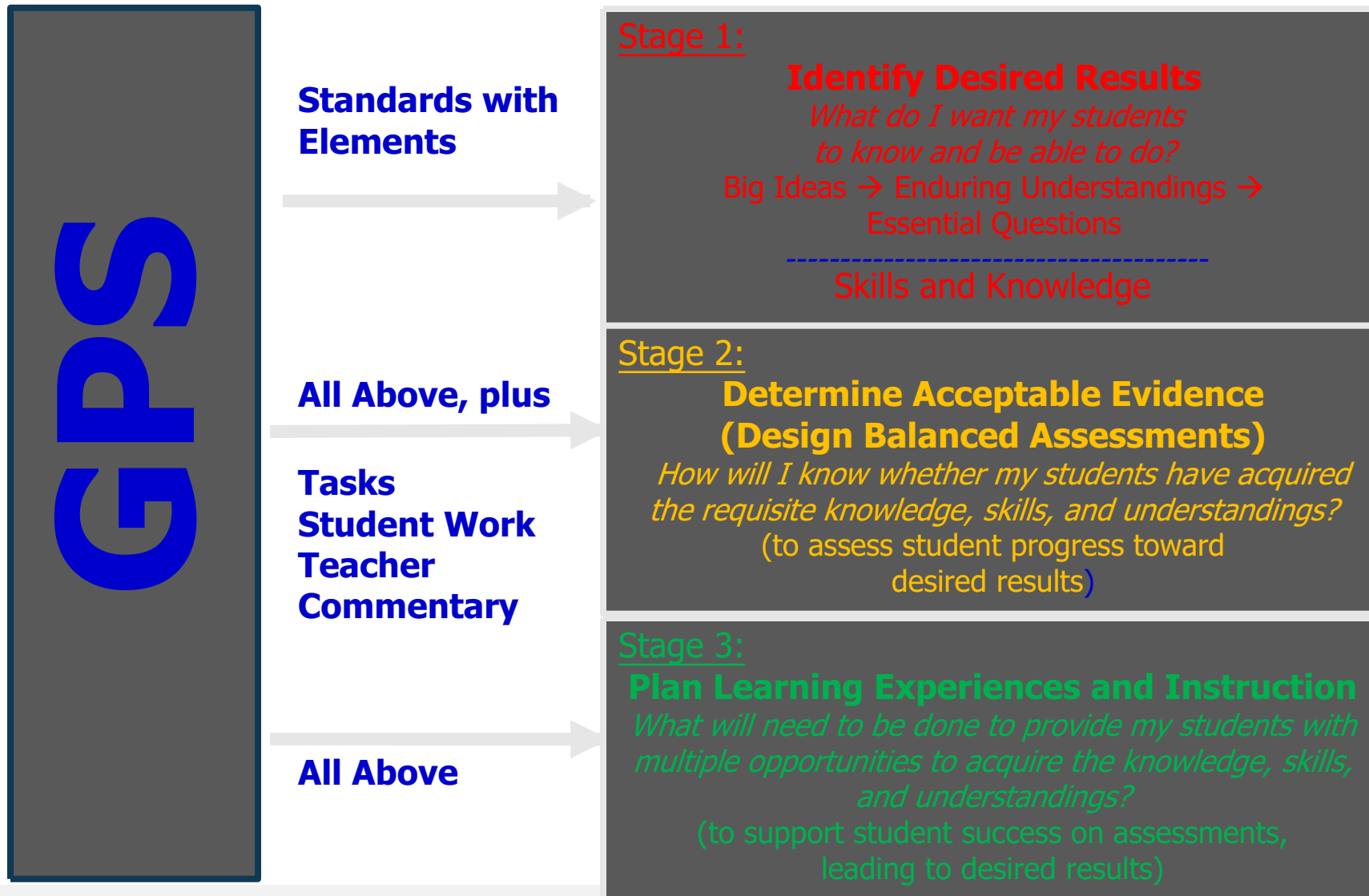
- what we teach,
- how we teach and how students learn,
- and how students show what they have learned

based on the readiness levels, interests, and preferred learning modes of students.

- Differentiation is classroom practice that looks **eyeball to eyeball with the reality** that kids differ, and the most effective teachers do whatever it takes to **hook the whole range** of kids on learning.

--Facilitator's Guide, *At Work in the Differentiated Classroom*, 103, 113.

Standards Based Education Model



According to Grant Wiggins:

"Good planning leaves room for the unplannable. You do not know what you'll be doing on April 11, and you're a fool if you think so. If you do, then the curriculum is more important to you than your students."

(Grant Wiggins, "Designing and Using Student Reflections and Self-Assessment," ASCD Summer Conference on Differentiated Instruction and Understanding by Design, June 2005)

Essential Principles of Differentiation

1. Good Curriculum Comes First
2. All Tasks Should Be Respectful of the Learner
3. When in Doubt, Teach Up
4. Use Flexible Grouping
5. Become an Assessment Junkie
6. Grade for Growth

--Tomlinson & Eidson, *Differentiation in Practice, Grades 5-9*, 13-15.

Essential Answer #1– Let's Discuss

What does differentiation imply and how does differentiation fit into the standards-based education process?

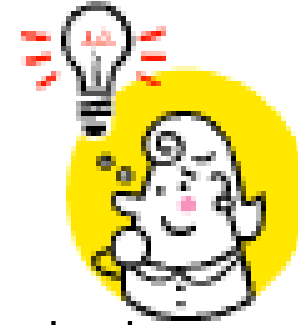


Essential Question #2

How do I know what to differentiate, how to differentiate, and why to differentiate in order to best meet the needs of the students in my classroom?



Pre-Assessment

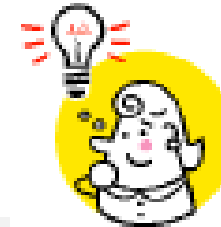


- A way to determine what students know about a topic before it is taught or the skill level of students before instruction begins. It should be used regularly in all curricular areas. Teachers can use the information gained in pre-assessment to make instructional decisions about student strengths and needs.
- A means to help the teacher determine flexible grouping patterns as well as which students are ready for different levels of instruction

Pre-Assessment Strategies

- ✓ **guess box**
- ✓ **place mat**
- ✓ **teacher prepared pretest**
- ✓ **KWL charts and other graphic organizers**
- ✓ **writing prompts/samples**
- ✓ **questioning**
- ✓ **picture interpretation**
- ✓ **prediction**
- ✓ **teacher observation/checklists**
- ✓ **student demonstrations and discussions**
- ✓ **initiating activities**
- ✓ **informational surveys/questionnaires/inventories**

- ✓ **student interviews**
- ✓ **student products and work samples**
- ✓ **self-evaluations**
- ✓ **portfolio analysis**
- ✓ **game activities**
- ✓ **show of hands to determine understanding: every pupil response**
- ✓ **drawing related to topic or content**
- ✓ **standardized test information**
- ✓ **reader response survey**
- ✓ **anticipation journals**



What Do We Differentiate?

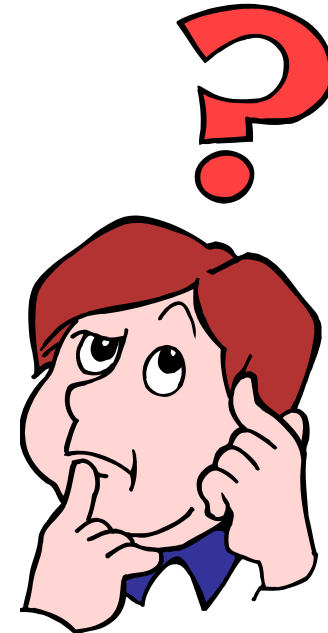
Pre-assessment information helps teachers to respond to students' needs and to match students' traits to specific, most effective means of differentiation:

Content

Process

Product

Learning Environment



Content

Content consists of ideas, concepts, descriptive information, and facts, rules, and principles that the student needs to learn. Content can be differentiated through depth, complexity, novelty, and acceleration. Content includes the means by which students have access to information. Materials can vary according to reading level or by employing text materials on tape.

Process

Process is the presentation of content, including the learning activities for students, the questions that are asked, as well as the teaching methods and thinking skills that teachers and students employ to relate, acquire, and assess understanding of content.

Product

Products are the culminating projects and performances that result from instruction. They ask the students to rehearse, apply, or extend what s/he has learned in a unit. A product or performance provides the vehicle that allows students to consolidate learning and communicate ideas.

DIFFERENTIATION

Learning Environment

The learning environment is the way the classroom looks and/or feels, including the types of interaction that occur, the roles and relationships between and among teachers and students, the expectations for growth and success, and the sense of mutual respect, fairness, and safety present in the classroom.

Content

Content consists of ideas, concepts, descriptive information, and facts, rules, and principles that are presented to the learner. Content can be differentiated through depth, complexity, novelty, and acceleration.

Examples of differentiating content include the following:

- using materials at varying readability levels
- putting text materials on tape
- using spelling or vocabulary lists at readiness levels of students
- meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners

(Tomlinson, C.A., Differentiation of Instruction in the Elementary Grades, August 2000)

Some Strategies for Differentiating Content

Readiness testing	Concept based teaching	Learning Contracts	Multiple and/or supplementary texts	Small group
Learning styles and Multiple Intelligences	Interest based mini lessons	Curriculum compacting	Technology	Varying rate of learning and complexity

Ways to Differentiate Content

- Reading Partners/ Reading Buddies
- Read/Summarize
- Read/Question/Answer
- Visual Organizer/ Summarizer
- Parallel Reading with Teacher Prompt
- Choral Reading/ Antiphonal Reading
- Split Journals (Double Entry-Triple Entry)
- Highlights on Tape
- Digests/ “Cliff Notes”
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Midview-Postview
- Books on Tape
- Flip Books

Process

Process is the presentation of content, including the learning activities for students, the questions that are asked, as well as the teaching methods and thinking skills that are used.

Examples of differentiating process or activities include the following:

- using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity
- providing interest centers that encourage students to explore subsets of the class topic of particular interest to them
- developing personal agendas (task lists written by the teacher and containing both in common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early
- offering manipulatives or other hands-on supports for students who need them
- varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth

(Tomlinson, C.A., *Differentiation of Instruction in the Elementary Grades*, August 2000)

Some Strategies for Differentiating Process

Student Choice	Tiered Curriculum	Cubing	Learning Stations	Similar Readiness Grouping
Mixed Readiness Grouping	Learning Contracts	Choice of Work Arrangement	Anchor Activities	Varied Journal Prompting

Ways to Differentiate Process

- Fun and Games
- RAFTS
- Cubing
- Think Dots
- Centers
- Choices (Intelligences)
- Tiered Lessons
- Contracts

Products

Products are the outcomes of instruction that consolidate learning and communicate ideas. Examples of differentiating products include the following:

- giving students options of how to express required learning in their preferred learning style (e.g. create a puppet show, write a letter, develop a mural with labels, etc.)
- using rubrics that match and extend students' varied skills levels
- allowing students to work alone or in small groups on their products
- encouraging students to create their own product assignments as long as the assignments contain required elements

(Tomlinson, C.A., Differentiation of Instruction in the Elementary Grades, August 2000)

Some Strategies for Differentiating Products

Tiered products	Student choice	Interest-based investigations	Independent study	Mentors
-----------------	----------------	-------------------------------	-------------------	---------

Ways to Differentiate Product

- Choices based on readiness, interest, and learning profile
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics
- Evaluation

Learning Environment

The learning environment is the way the classroom looks and/or feels, including the types of interaction that occur, the roles and relationships between and among teachers and students, the expectations for growth and success, and the sense of mutual respect, fairness, and safety present in the classroom.

Examples of differentiating learning environment include:

- making sure there are places in the room to work quietly and without distraction as well as places that invite student collaboration
- providing materials that reflect a variety of cultures and home settings
- setting out clear guidelines for independent work that matches individual results
- developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately
- helping students understand that some learners need to move around to learn, while others do better sitting quietly

(Tomlinson, C.A., Differentiation of Instruction in the Elementary Grades, August 2000)

Some Strategies for Differentiating Learning Environment

Class Meetings	Shared Decision Making	Response Journals	Responsibility for Learning	Established Protocols
----------------	------------------------	-------------------	-----------------------------	-----------------------

What Does Differentiated Instruction Look Like?

Differentiated Instruction is...	Differentiated Instruction is not...
1. Assessing students before a unit of instruction to determine what they already know	1. All students in the class completing the same work for a unit/chapter
2. Adjustment of the core curriculum by content (below to above grade level), process (concrete to abstract), and product (simple to complex)	2. Limiting how and what is taught by teaching to the average student
3. Providing assignments tailored for students of different levels of achievement	3. Assigning more work at the same level to high achieving students
4. Having high expectations for ALL students	4. Focusing on student weaknesses and ignoring student strengths
5. Educational experiences which extend, replace, or supplement standard curriculum	5. Activities that all students will be able to do
6. Structuring class assignments so they require high levels of critical thinking and allow for a range of responses	6. Giving the same kind of problems or questions and expecting more
7. Students participating in respectful work	7. Creating more work-extra credit, do when done
8. Students and teachers collaborating in learning	8. Using higher standards when grading
9. Putting students in situations where they don't know the answer- often	9. Providing free-time challenge activities
10. Differing the pace of instruction	10. Using capable students as tutors
11. A blend of whole class, group, and independent learning	11. Using individualized instruction

Essential Answer #2

Let's Discuss.



How do I know what to differentiate, how to differentiate, and why to differentiate in order to best meet the needs of the students in my classroom?

Essential Question #3

What is the teacher's role in a differentiated classroom?



Differentiating Instruction: Rules of Thumb

- Be clear on the key concepts and generalizations or principles that give meaning and structure to the topic, chapter, unit or lesson you are planning.
- Lessons for all students should emphasize critical thinking.
- Lessons for all students should be engaging.
- In a differentiated classroom, there should be a balance between student-selected and teacher-assigned tasks and working arrangements.

Essential Question #3 (Video)

<https://www.youtube.com/watch?v=OTJFX6UEciE>





LOVEJOY HIGH SCHOOL



OPERATION GRADUATION

We believe that graduation is attainable through Excellence!

- **Students: Excellence in learning and behavior**
- **Teachers: Excellence in instructional delivery**
- **Counselors: Excellence in guidance**
- **Administration: Excellence in leadership**
- **Community: Excellence in partnership**



Building a school of Excellence

Vision for Lovejoy 2018-2021



Building a school of Excellence

Vision for Lovejoy 2018-2021



2018-2019 Foundation

Culture, climate, rituals, routines, standard operational procedures

Building a school of Excellence

Vision for Lovejoy 2018-2021



2019-2020 Framework
Walls/ Roof

Frame work/Walls: Rigor and relevance instructional framework
practice of monitoring, personalized instruction, integration of STEM

Roof-Consistency of practice, practice of monitoring

Building a school of Excellence

Vision for Lovejoy 2018-2021



2020-2021 Furniture/
Decor

Sustainable supports and programs, high level of collaboration, business and community alignment

It's a great day to be a Wildcat!

