# Pitt County Schools Facilitating Teachers

Facilitating Teachers (or FTs as we refer to them) are expert teachers who are regular classroom teachers *and* who spread their influence by leading what we call a Community of Practice (CoP). A CoP is made up of one FT and between two and six Collaborating Teachers (or CTs).

The CoP, led by the FT, plans together, implements strategies together, and collects and analyzes data all in an effort to solve the identified problem of practice. Each CoP shares what they learned with their school and/or the district each year. As part of their sharing, FTs and CoPs have created one-pagers or a one-page summary of their work, its impact and their hopes for next steps.

In the 22-23 school year, CoPs worked in several different arenas within their schools. These areas are as follows:

Literacy Communities of Practice
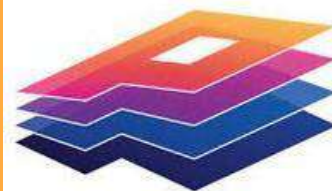
Literacy CoPs worked on diverse Problems of Practice (PoP) across the K-12 age span. However, all of the CoPs worked to improve literacy outcomes in their classrooms and schools. Many of them focused on vocabulary and morphology, while others explored specific teaching strategies targeted on building critical thinking and deeper understanding of texts.

K-5 Literacy CoPs

6-8 Literacy CoPs

9-12 Literacy CoPs

What strategies can low performing students use to access grade level material to show growth and become proficient?
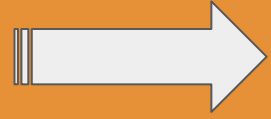
Presenting Problem

- What is your problem of practice?
  - Accessing Grade level material for below grade level students through small group

- What data was used to identify the problem?
  - iReady, CFA, Mclass

- Based on your data, what research question did you develop?
  - What strategies can low performing students use to access grade level material to show growth and become proficient?

- Who is your target audience?
  - Target audience consists of 3-4 students per teacher

Impact of Your Work

- What, specifically, was your impact?
  - Student reading growth from BOY to EOY

- What change happened as a result of your work?
  - Focus included context clues and strategies to improve reading proficiency.

- How were you able to create this change?
  - Collaboration, analyzing data, sharing instructional strategies/materials

Next Steps

- What is your goal by the end of 2024?
  - Students will show 30% growth in reading and we will help influence our grade levels to incorporate small group instruction pertaining to vocabulary.

- What is your plan moving forward?
  - Implementing vocabulary strategies through small group instruction from the beginning of the year.

- How might you involve others in this plan?
  - Share strategies at PLCs or committee meetings

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To learn more about our work, please visit this link: https://tinyurl.com/222p5zn6

How can we improve vertical alignment in ELA for grades 3-8?
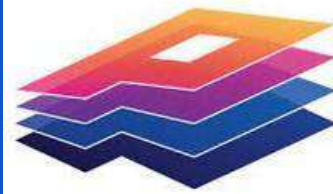
Presenting Problem

- What is your problem of practice?
How can vertical alignment improves ELA assessment scores in grades 3-8?

- What data was used to identify the problem?
-Macro: I-ready data from EOY and BOY
- Micro: Pre and post tests for target students
- A students survey

- Based on your data, what research question did you develop?
We researched ways to improve online ELA tests by modeling consistent white paper strategies.

- Who is your target audience? All students (3rd-8th) as well as a target group of 6-10 lower achieving ELA students.

Impact of Your Work

- What, specifically, was your impact? We positively impacted ELA assessment scores by improving from 51%- 78% in 3rd-5th grade and from 39%- 72% in 6th- 8th grade!

- What change happened as a result of your work? Students are now consistently using the SWARM white paper strategy to analyze questions and answers in online assessments!

- How were you able to create this change? By modeling and teaching the SWARM strategy, students felt more confident and successful!
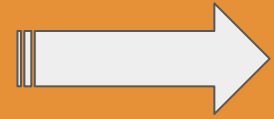
Next Steps

- What is your goal by the end of 2024?
The goal is to push the SWARM test taking strategy out for other teachers in our school to use it. (The more students using it, the better aligned our school will be!)

- What is your plan moving forward? Our hope for next year is to increase the usage and improve it to meet the needs of tech enhanced question types!

- How might you involve others in this plan?
We plan to present our data for the school at the BOY to increase involvement!

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To learn more about our work, please visit this link:
https://tinyurl.com/3n6rf7w3

How will direct instruction of Science of Reading strategies improve reading proficiency?

Presenting Problem

- What is your problem of practice? **Consistency with small group instruction**

- What data was used to identify the problem? **Ki, 1st, 3rd grade mClass data 4-5 iReady Reading data**

- Based on your data, what research question did you develop? **How will direct instruction of Science of Reading strategies & techniques improve students reading proficiency?**

- Who is your target audience? **K-5 students who are 2-3 years below grade level in Phonological Awareness, Decoding & Sight Recognition.**
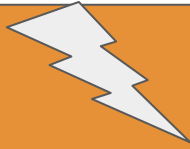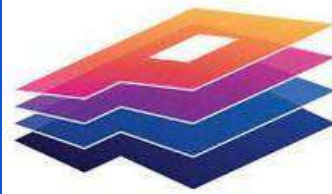
Impact of Your Work

- What, specifically, was your impact? **Teachers have a deeper understanding of how students learn to read and write and strategies to use with struggling readers.**

- What change happened as a result of your work? **CoP members understand the importance of constantly analyzing data and adjusting our teaching to meet students' needs. Small group instruction helps us meet the needs of many students.**

- How were you able to create this change? **Consistent structure during our meetings using Working Agreements, Norms of Collaboration and analyzing data using the Cycle of Inquiry. And always sharing WHAT, WHY & HOW.**

Next Steps

- What is your goal by the end of 2024? **Schoolwide implementation of a small group instruction.**

- What is your plan moving forward? **Create a literacy block in all K-5 ELA classrooms that fits in Language Comprehension & Decoding so that instruction in all grade levels is structured the same. Share small group resources with all ELA teachers to explore and open our classrooms for instructional rounds.**

- How might you involve others in this plan? **CoP members will be given space during grade level PLC's to share strategies.**

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To learn more about our work, please visit this link: (https://bit.ly/43WESyZ)

How will vocabulary direct instruction increase comprehension across K-5 grade levels?

Presenting Problem

- Problem of Practice Reading comprehension across K-5
- Data Used– We used iReady data for grades 3-5 from last school year to help identify our PoP.
- Based on your data, what research question did you develop? How will vocabulary direct instruction increase comprehension across K-5 grade levels?
- Who is your target audience? - Our target audience is students in K-5.

Impact of Your Work

- What, specifically, was your impact? This year the impact has been more focused on our CoP learning the "what" of what we need to focus on in terms of comprehension. We developed a Frayer Model to use with our students to teach vocabulary strategies.
- What change happened as a result of your work? Within the Frayer model strategy one component is the movement strategy.Students began to use movement independently to demonstrate knowledge of vocabulary. .
- How were you able to create this change? We focused on what is needed in K-1 so that 3-5 students will come with skills to understand how to comprehend a word.
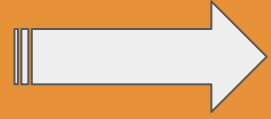
Next Steps

- What is your goal by the end of 2024? - Our goal is to show growth on End of Year assessments K-5 within the language domain. We also hope to see our strategy work in our CoP, and then work towards a gradual release of implementation school wide.
- What is your plan moving forward? Next year we will begin at the beginning of the year to identify small groups and teach our strategy consistently.
- How might you involve others in this plan? As we see success within our CoP we will branch out to teammates within our own grade levels to implement the strategy. We also think Letrs will provide research based information to help with growth.

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To learn more about our work, please visit this link:
https://tinyurl.com/ywsxmjhk

How can we increase student engagement with Informational texts in efforts to increase academic achievement on Assessments?

Presenting Problem

- **Problem of Practice:** Low student Proficiency in the Area of Informational Texts on I-Ready Reading Diagnostic Tests

- **Data used to identify the problem:** IREADY EOY data from 2021-2022, IREADY BOY data from 2022-2023

- **Based on our data, here's the research question we developed:** How can we increase student engagement of Informational texts in efforts to increase academic achievement on Assessments?

- **Target Audience:** Students in grades 3-5 who are, at least, two to three grade levels below in Reading based on I-Ready Diagnostic results

Impact of Your Work

- **What, specifically, was your impact?** Due to our work, we were able to close the reading gap of 88% of our target group of students by, at least, two grade levels this year.

- **What change happened as a result of your work?** Students felt more comfortable with Informational texts and as a result they performed better on Reading Assessments.

- **How were you able to create this change?** In the beginning we focused on all students grades 3-5, soon we realized that our group was too large, so we decided to focus on a smaller group to allow us the opportunity to implement more interventions and change strategies as needed. We did chose this strategy, so if an intervention didn't work, we had less students to adjust to the new intervention/change.

Next Steps

- **What is your goal by the end of 2024?** By June 2024, the percentage of 4th and 5th graders reading below grade level will decrease by 30%, which will increase proficiency on EOGs.

- **What is your plan moving forward?** Considering what we did this year we feel that we should continue the work on small group instruction with our target groups. We will focus on the students who are reading two or more years below grade level.

- **How might you involve others in this plan?**

- Beginning Aug. 28, 2023, you, the 2nd grade teachers at Falkland Elementary schools can help to identify students who are two or more grade levels behind to ensure that they begin receiving skill-specific instruction in efforts to prevent the gap from widening before they go to upper grades.

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To learn more about our work, please visit this link :https://tinyurl.com/2t3wpdns

How can we extend our previous strategies to further strengthen reading comprehension

Presenting Problem

- Bridging the comprehension gap between second and third grade using comprehension strategies.

- 73% of 3rd graders and 86% of 2nd graders were not proficient in comprehension as assessed by Dibels.

- What comprehension strategies can we implement to support non proficient students to become proficient as measured by the Dibels Mclass assessment?

- Our Target audience is 2nd, 3rd, and 4th grade teachers.

Impact of Your Work

- Motivating students to create their own goals and graph their own progress has created self motivated students.

- Students confidence and comprehension skills are growing.

- Using our interventions, we were able to increase our proficient readers by 25%.

- Using the strategies, our students are more confident in using context clues to understand the meaning of unknown words.
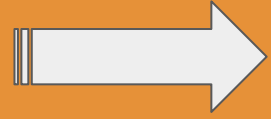
Next Steps

- Due to our late start, we plan on continuing interventions with a larger target group for the next school year.

- We will continue to research and implement a new strategy for our upcoming 2nd and 3rd graders.

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To learn more about our work, please visit this link:
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How would the explicit teaching of decoding skills increase reading performance across the grade levels?

Presenting Problem

- What is your problem of practice?
  - Decoding skills

- What data was used to identify the problem?
  - mClass and iReady

- Based on your data, what research question did you develop?
  - How would the explicit teaching of decoding skills increase reading performance across the grade levels?

- Who is your target audience?
  - The students performing just below grade level.

Impact of Your Work

- What, specifically, was your impact?
  - Target group received explicit and direct instruction based on skill deficit

- What change happened as a result of your work?
  - Students fluency increased

- How were you able to create this change?
  - Using resources from Razplus, mclass, and other sources. to specifically target the area of need.
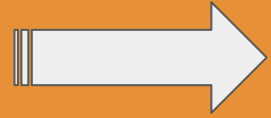
Next Steps

- What is your goal by the end of 2024?
  - That this model of small group instruction is being utilized in every classroom.

- What is your plan moving forward?
  - Review and assess the data and need at the beginning of the school year.

- How might you involve others in this plan?
  - Share with grade level chairs who can share with the grade level. Show them the data tp support the method.

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Patrila Hardy
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To learn more about our work, please visit this link: https://bit.ly/3Pc2kUH

How do we support biliteracy instruction and bridge languages to increase dual language learners' growth and proficiency?

Presenting Problem

- **PoP**: Spanish and English phonology differ and dual language learners are expected to become fluent and skilled readers in both languages. Students also have limited vocabulary in one or both languages.

- **Data**: mClass benchmark and progress monitoring data, observational notes

- **Research Question:** How can intentional targeted interventions impact dual learner success?

- **Target Audience:** teachers, administration, dual language stakeholders

Impact of Your Work

- **Impact:** Targeted specific dual learners in areas of need.

- **Results:** Students made growth in area of intervention; Students became aware of cross-linguistic connections and how they are beneficial.

- **How we created change:** Targeted and intentional interventions with focus students

Next Steps

- **2024 Goal:** Increase in student achievement in both languages

- **Moving Forward:** Continued research and implementation of interventions based off student need;

- **Involving Others:** As dual language expands, invite other teachers to look for ways to bridge the languages.

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To learn more about our work, please visit this link: https://shorturl.at/kDPTZ

How can direct phonics instruction impact the achievement gap in reading K-5?

Presenting Problem

- **What is your problem of practice?**

  To close the achievement gap in literacy grades K-5

- **What data was used to identify the problem?**

  iReady, mClass, EOG,PAST, Classroom observations

- **Based on your data, what research question did you develop?**

  How can direct phonics instruction impact the achievement gap in reading K-5?

- **Who is your target audience?**

  Low performing students in grade 2-5.

Impact of Your Work

- **What, specifically, was your impact?**

  The direct phonological awareness instructions improved the students' scores on the PAST test.

- **What change happened as a result of your work?**

  Their improvements in phonemic awareness caused the students' comprehension to also improve.

- **How were you able to create this change?**

  Small group and/or one-on-one interventions in phonological awareness at least 2 times per week
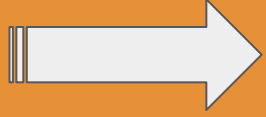
Next Steps

- **What is your goal by the end of 2024?**

  To increase fluency, accuracy, and comprehension in all grade levels.

- **What is your plan moving forward?**

  To continue small group interventions in phonological awareness and begin interventions in phonics instruction.

- **How might you involve others in this plan?**

  At the beginning of next year, we will share our interventions and strategies during PLC for other teachers to use with their struggling readers

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To learn more about our work, please visit this link:
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What are the best approaches to teach phonological awareness to reach literacy proficiency?

Presenting Problem

- Our problem of practice is to determine approaches to teach phonological awareness to reach literacy proficiency.

- We used Beginning of Year Nonsense Word Fluency Data to determine eligibility.

- Any student that was well-below grade level in NWF and composite score based on Mclass BOY data was included

Impact of Your Work

- Sound Box Manipulation with a focus on segmenting, writing and blending sounds in nonsense and real Consonant Vowel Consonant words

- 88% of intervention students met expected growth in Correct Letter Sounds

- 94% of intervention students met expected growth in Whole Words Read

- It incorporates many of the first components of Mclass testing in a developmentally appropriate way
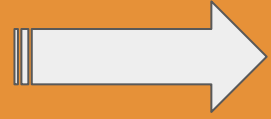
Next Steps

- By June 2024, the Community of Practice students in K-2 at Sugg Bundy who completed the Nonsense Word Fluency interventions, will increase by 1 color range, which will increase the probability of showing proficiency based on 3-5 End Of Grade scores.

- We will continue this intervention in our k-2 classes next year

- Students who were part of our interventions are now familiar with the process and should be ready to continue using this strategy next school year in their new grade level.

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To learn more about our work, please visit this link:
https://rb.gy/zepz0

How does vocabulary and morphology instruction impact comprehension?
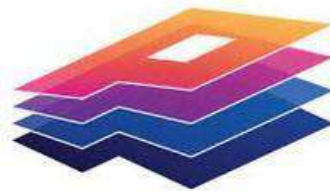
Presenting Problem

- Our problem of practice is increasing reading comprehension through the use of morphology and vocabulary

- Previous EOG and IReady Data as dictated by Principal

- How does explicit morphology and vocabulary strategies increase comprehension?

- Our Target Audience is ELA teachers and Principals

Impact of Your Work

- 4th Grade showed an overall growth of 28%, 5th grade showed a growth of 17.5% if received morphology instruction

- Students showed more growth on iReady due to direct instruction

- This change was created by using small group word work and morphology instruction. Lessons were pulled from Curriculum Associates lessons, iReady Lessons and manipulatives.

Next Steps

- By 2024 we hope to have more classes using this model of vocabulary instruction. We also hope to use an ELA Spiral Review.

- We plan to continue using direct instruction of morphology as well as incorporating this into spiral review

- We can involve others by sharing data at PLC Meetings to inspire others to follow this model

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Taylor Moore and Amy Cook

To learn more about our work, please visit this link: https://tinyurl.com/22muhhh2

How can multisensory decoding strategies help support non proficient students to become proficient as measured by dibels mclass assessment?
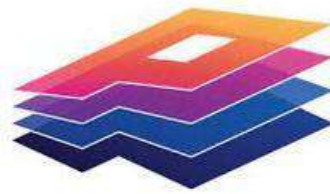
Presenting Problem

- Closing the Achievement Gaps in K-2 Foundational Reading Skills Through Vertical Alignment.?

- 57% of students were proficient BOY on mclass dibels composite.
- 43% were not proficient at BOY

- How can multisensory decoding strategies help support non proficient students to become proficient as measured by dibels mclass assessment?

- Our Target audience is all K-2 teachers

Impact of Your Work

- Our implementation of interventions are important to help close the achievement gap for our non-proficient readers and build fluency and automaticity while reading grade level text.

- 48% at BOY were non proficient in our COP classes (31 students)

- 30% of MOY were still non proficient (19 students) 70% currently are proficient out of our COP data group.

- Using our intervention we increased our proficient readers by 18%

- 26% of our COP target group are EC students and served in reading

- Our intervention is increasing decoding and fluency skills with 100% of

  COP target students.
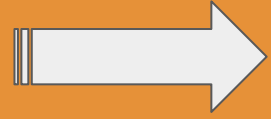
Next Steps

- Due to effectiveness we will continue orthographic word mapping and decoding drills in word families

- Next year we hope to utilize an additional assessment that targets individualized student needs in phonics by word families and adjust groups using these skill areas of need. We hope to implement using decodable books grouped by word family skill level to increase the proficiency of the phonics skill area of need

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To learn more about our work, please visit this link:
https://tinyurl.com/y46et6k7

How does instruction of vocabulary acquisition impact student performance in reading comprehension?

Presenting Problem

- Our problem of practice was vocabulary acquisition and reading comprehension.

- We used Reading EOG and iReady Diagnostic data.

- How does instruction of vocabulary acquisition impact student performance in reading comprehension?

- The target audience is ELA teachers grades 3-5.

Impact of Your Work

- Third grade students increased from 63% to 87% proficiency in mClass Vocabulary benchmark scores. Fourth grade students increased from 63% to 78% proficiency on the iReady Vocabulary benchmark. Fifth grade students increased from 50% to 62% proficiency on the iREady Vocabulary benchmark.

- Students increased in proficiency in Vocabulary Acquisition.

- We created this change through weekly root & affix direct instruction, quizzes for weekly affixes, affix games, flash cards, student-created kinesthetic movements for each affix. Application level of practice through defining, matching, fill-in-the-blank and create your own sentence using the taught affixes/roots.

Next Steps

- Our goal by the end of 2024 is to improve our students' ability to understand word meaning and grade-level content across all curriculum areas.

- Moving forward we plan to continue implementation of what has been established this year.

- We will involve other educators by sharing our fully developed vocabulary instructional model.

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CoP members-
Mandria Cheely, Casey Potts, Amanda Potter

To learn more about our work, please visit:
https://tinyurl.com/2p9avtdm

How can we help students obtain the necessary vocabulary knowledge to independently comprehend grade level text?
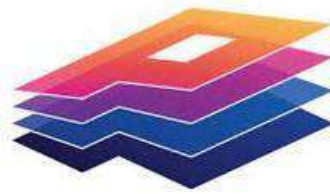
Presenting Problem

- Literacy/Vocabulary

- **BOY** iReady **On grade level**-

  Math: 15%

  Reading: 22%

- How does strategic/specific vocabulary instruction impact students' comprehension, measured by their iReady diagnostic growth?

3 Target Groups:

6th ELA-10 students

7th ELA-10 students

7th math-9 students

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CT-Abby Garner
CT-Monica Moye

Impact of Your Work

- Using iReady diagnostic averages proved to show a negative impact for the ELA target groups while the math target group had a 20.63 point gain.

- Participating in this action research project has opened our eyes to the different types of vocabulary instruction and how much our colleagues are eager to learn.

- We were able to learn from this experience because of consistency and communication.
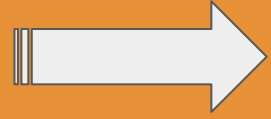
Next Steps

- What is your goal by the end of 2024?

  -Identify the best practice vocabulary strategy that produces the most student growth.

- What is your plan moving forward?

  -Once the strategy is identified, a school wide roll-out is the vision.

- How might you involve others in this plan?

  -Expand with new CT members in a variety of content areas.
  -Word Study collaboration between ELA and science/social studies teachers

To learn more about our work, please visit this link: bit.ly/43CbwX7

How might the use of high engagement vocabulary strategies impact student reading and comprehension?

Presenting Problem

- What is your problem of practice?
Poor vocabulary and reading skills

- What data was used to identify the problem?
iReady Diagnostic data and pre/post vocabulary tests

- Based on your data, what research question did you develop?
In what ways can we use our strategies to reach students who struggle with higher academic vocabulary?

- Who is your target audience?
Middle school students

Impact of Your Work

- What, specifically, was your impact?
An increase in academic vocabulary through characteristics and context

- What change happened as a result of your work?
Most students showed an increase in vocabulary skills on the post test.

- How were you able to create this change?
Frayer Model Maps, weekly strategies and quizzes, Flocabulary introduction

Next Steps

- What is your goal by the end of 2024?
According to iReady, 60% or more of our students will be on grade level in vocabulary skills.

- What is your plan moving forward?
To increase use of the Flocabulary resource and continue our vocabulary skills books

- How might you involve others in this plan?
We will help others implement and utilize Flocabulary.

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CoP Members:
Emery Miller-Emery, Chassidy Averette

To learn more about our work, please visit this link:
https://bit.ly/VocabGRW

Will direct instruction of how to break words down by teaching word parts (prefixes, suffixes, and root words) as well as emphasizing common vocabulary cause student's reading levels to grow?
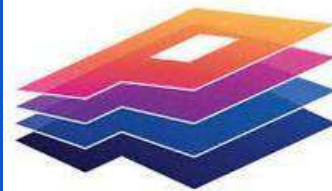
Presenting Problem

- Growing literacy and fluency school wide.

- To identify this problem we used data from the San Diego Quick screening process. This provided us with information on a students ability to read grade level material. We also used data from the easy CBM screening to measure reading fluency.

- Based on our data, we developed the question: Will teaching word parts and emphasizing common vocabulary within our instruction cause student's reading levels to grow?

- Our target audience were freshmen.

Impact of Your Work

- We were able to grow 76% of our target group students from *not proficient* to proficiency compared to growing 33% of our comparison group to proficiency.
- **What change happened as a result of your work?** We as teachers became more aware and began using literacy strategies regularly within our instruction. Students also became more aware of word parts and the need to understand them.
- We were able to create this change by dedicating class time to teaching word parts and new vocabulary while modeling decoding skills. We were also intentional of going over tier two words within our instruction.
- While we incorporated these strategies, our reading specialist pulled small groups of freshmen for specific interventions 2-3 times a week.

Next Steps

- By the end of 2024, we intend to create a school culture in which our staff intentionally use literacy strategies within each lesson-creating norms and providing structure for times when students encounter words they do not recognize.

- Our plan moving forward is to pick a simple strategy that can be used across all content areas

- We will involve the staff by creating a survey with a list of interventions in order to gauge staff buy-in. We will then hold a training meeting at the beginning of the next school year for anyone interested in using these strategies.

Ginny Collins- colling@pitt.k12.nc.us
CoP members: Jonathan Gay, Derek Cappillo, Shannon Zarnesky, Melissa Elliott (equity partner)

To learn more about our work,
https://tinyurl.com/y9w3vs8n

# How can we improve school-wide literacy for ALL students?
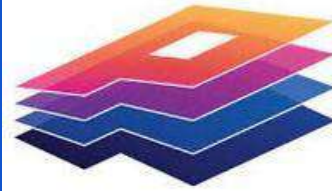
Presenting Problem

- What is your problem of practice?
  - The development of a school-wide set of academic vocabulary words and word parts (prefix/suffix/root words) that are taught and reinforced consistently in all classrooms.
- What data was used to identify the problem?
  - EOC Scores, ACT Scores, CTE State Assessments, School Report Card
- Based on your data, what research question did you develop?
  - How will the teaching and reinforcement of school-wide vocabulary impact students' academic literacy?
- Who is your target audience?
  - All students and teachers across all content areas

Impact of Your Work

- What, specifically, was your impact?
  - Based on Quizizz data, this is what we saw:
    - In Cycles 1 and 2, the majority of students scored above a 70 in 1-2 minutes.
    - 63.39% of students were proficient on Talon Target words in Cycle 2.
    - 51.6% of students were proficient on Word Parts in Cycle 1.
- What change happened as a result of your work?
  - Increased knowledge of academic vocabulary (talon target words and prefix/suffix/root words) in target students
- How were you able to create this change?
  - Word walls
  - Common definitions of Talon Target Vocabulary
  - Common prefix/suffix/root word posters
  - Deliberate instruction of vocabulary by teachers
  - Engaging vocabulary games (Quizizz)
 - Staff volunteers
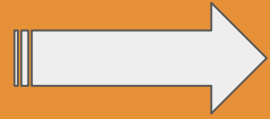
Next Steps

- What is your goal by the end of 2024?
  - Continue to improve upon students knowledge of the Talon Target Words
  - Reach 70% proficiency on Word Parts
- What is your plan moving forward?
  - Games and manipulatives for vocabulary development (created and piloted by the CoP), such as:
  - "I Have/Who Has" for Talon Target Words
  - "Memory" games and flashcards for word parts
  - Online quiz and practice activities
- How might you involve others in this plan?
  - PLCs working to identify content-specific prefixes, suffixes, and roots
  - Inclusion of vocabulary look-fors on walkthroughs
  - All teachers can participate in vocabulary instruction and activities
  - Students can actively engage in vocabulary instruction and activities

FT name and email: Stephanie Ybarra - ybarras@pitt.k12.nc.us
CoP members' names: Jennifer Boleyn, Madilyn Callahan, Molly Nelson, Isaiah Ybarra

To learn more about our work, please visit this link: bit.ly/AcademicVocabularyCoP23-24

Math Communities of Practice
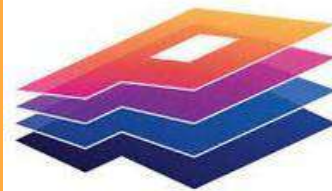
In the 22-23 school year, math CoPs focused their efforts in the K-8 schools. These CoPs worked on PoPs such as writing and critical thinking in math, developing specific strategies to increase targeted skills with students, effective small group instruction, and others.

K-5 Math CoPs

6-8 Math CoPs

How can our students effectively communicate in mathematics to increase proficiency in grade level content?

Presenting Problem

A Cycle of Inquiry on current 4th and 5th grade math students using the previous years EOG scores was used to help us identify the problem.

66% of our 3rd grade boys passed	51% of our 4th grade boys passed.
72% of our 3rd grade girls passed.	45% of our 4th grade girls passed.

5th Grade teachers identified 3 girls to work with and 4th grade teachers identified 3 boys to work with as our focus group.

Impact of Your Work

We created and steadily implemented writing prompts with areas to show the problem, their "game plan", work, and explanation. We then used the PCS writing rubric to score them and discussed scores with students inbetween each prompt.

On the first writing prompt, all students in our focus groups scored Level 1s. By the final writing prompt, there were four Level 3's, six Level 2's, and 2 Level 1's, showing growth.

On End-Of-Grade Tests, 7/12 of our focus students passed (having not previously) and all 12 showed growth from the previous year.
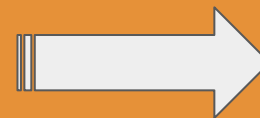
Next Steps

We plan to start the year strong with writing prompts and modeling expectations for all students with consistent implementation.

If by Christmas, we are continuing to see positive impacts from the writing prompts, we plan to create one for each standard for 4th and 5th and begin creation of 3rd grade prompts.

Our hope is once all prompts are created, we may present them to Heidi Criswell as additions to each grade levels Math Canvas Course.

Jessy Pearsall pearsje@pitt.k12.nc.us
William Keys, Amanda Bullock, Travis Such

https://tinyurl.com/4xt2tmvx

How can we develop our students' math fluency in order for them to succeed in math throughout their school career?

Presenting Problem

- Developing math fluency for students to succeed in grade level mathematics
- Students without fluency are struggling
- They are doing multiple steps for one problem and wasting brain power
- Without fluency, students have no stamina

- We used iReady Diagnostic data to support our POP

- **Research Question:** How can we teach math fluency to our students so that they are successful in grade level mathematics?
- Our curriculum standards imply the learning of fluency with number lines, arrays and other manipulatives
- Using manipulatives does NOT actually teach fluency
- We want to impact all K-5 teachers.

Impact of Your Work

- Our students gained mathematics fluency in the 4 basic operations
- With this fluency, they were readily able to learn their grade level mathematics standards and practice it with proficiency
- Students were able to complete long assessments with stamina and success
- 100% of students grew in each grade level: 1st through 5th

- **Interventions:**
    - Xtramath
    - Fluency Drills

Next Steps

- **Goals:**
    - Inspire all GRW K-5 to integrate these interventions
    - School wide mathematics growth

- We will continue using these interventions with our students next year. We also want to incorporate some more interventions in the areas of Geometry/Measurement. We need to also focus on mathematics vocabulary. Ideally, we would love to involve our grade level team mates so that we are impacting the majority of students at GRW.

MOY Data			
Grade Level	Green	Yellow	Red
1st Grade	38%	62%	0%
2nd Grade	24%	53%	24%
3rd Grade	55%	36%	9%
4th Grade	78%	22%	0%
5th Grade	49%	28%	23%

| EOY Data			
Grade Level	Green	Yellow	Red	Growth in Proficiency BOY-EOY
1st Grade	55%	45%	0%	46%
2nd Grade	42%	41%	17%	31%
3rd Grade	64%	33%	3%%	46%
4th Grade	90%	6%	4%	47%
5th Grade	67%	15%	19%	18%

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Olivia Reynolds, Devin Cooke, Jaime Jalali, Jenna Keel

To learn more about our work, please visit this link:
https://tinyurl.com/4ns2rbr2

How can we close the gaps K-5 in measurement while teaching place value?
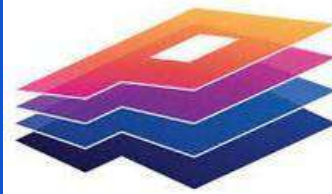
Presenting Problem

- Students K- 5 are low in the measurement i ready math domain

- Data: IReady, math CFA's, comparison school's data

- Question:
-
- Target Audience: Students that are receiving tier 1 and tier 2 instruction.

Impact of Your Work

- Impact: Giving students differentiated instruction based on their mathematical needs and abilities.

- Change: Students are using manipulatives and written responses to show and explain their problem solving.

- We chose to explore articles focused on math and stem in the classroom to integrate a blending learning atmosphere. We observed our comparison school to reflect on current mathematical practices in whole group and small group.

Next Steps

- Goal- Reflect on our K-5 observations from our comparison school
- Use spiral reviews to implement more measurement and place value standards

- What is your plan moving forward? To continue using school wide place value interventions (class dojo points and days of school chart)

- How might you involve others in this plan? We would like to present this plan to our SIT team in hopes that other teachers in the building will start to implement this plan.

Katelin Miller - millerk2@pitt.k12.nc.us, Haley Longest, Hunter Pardue, Mistry Price, Cheri Baker, and Mellisha Morris

To learn more about our work, please visit this link: https://tinyurl.com/5cf6zayz

"What strategies can be implemented consistently to vertically align math instruction across third through eighth grade?

Presenting Problem

- At the beginning of the 2022-23 school year, **56%** of 3rd-8th grade students were two or more grade levels below, limiting their chances of meeting grade level expectations.

- The data used to identify the problem was our BOY Math IReady data.

- Based on your data, our driving question became, What strategies can be implemented consistently to vertically align math instruction across 3rd through 8th grade?

- For our interventions, we decided to target 8-10 students per grade identified as being one grade level behind.

Impact of Your Work

- With such a broad grade span, we decided to target Direct Instruction with Math Vocabulary using Frayer Models.

- When implementing our interventions, we saw an overall 27% increase of students on grade level. There was an increase in every grade span.

- As a result of consistently pulling these target groups in small groups, we saw a increase in knowledge of Math Vocabulary, which directly impacted success with general math concepts.

Next Steps

- By June 2024, the number of students 2 or more grade levels behind will decrease by 20%, increasing their chances of meeting grade level expectations.

- Moving forward, we will continue our work with vocabulary beyond just our target group. We will continue to research and explore new ways to deepen our students knowledge and understand of the math standards across our grade spans..

- We plan to spread our findings with our colleagues through our PLCs, and really encourage the use of vertical alignment in other subject areas.

Jessica Fisher, (fisherj1@pitt.k12.nc.us)
Laura Prullage, Samuels Tripp, Rayne Witherspoon, Sabrina Whitley, Lizabeth Sutherland.

To learn more about our work, please visit this link: https://tinyurl.com/2wxb2erp

How might the use of restating the question in a single step word problem affect student proficiency?

Presenting Problem

- Single step word problems in math

- iReady Diagnostics, Previous EOG Data, Check-in Data, Exit Tickets

- How might the use of restating the question in a single step word problem affect student proficiency?

- Target group of five students each in grades 3, 4, and 5.
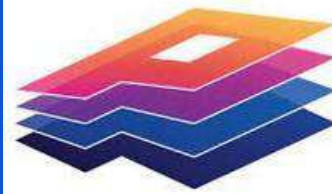
Impact of Your Work

- When reviewing our data we noticed that students were able to complete single-step word problems with a higher accuracy explicitly with the skill and an increase in proficiency within the iReady domain.

- The students were more aware and cognizant about the word problems and the operations they should use to solve different scenarios. The students also discovered a new profound sense of confidence for solving single step word problems.

- This change was created through the use of small group instruction with a given strategy. We also found the underlying concern of how to intrinsically motivate students to automatically use the strategy without being redirected.
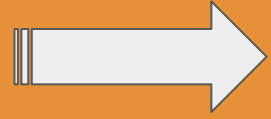
Next Steps

- Our goal by the end of 2024 is to find ways to intrinsically motivate our students to utilize the strategy without being prompted to achieve success when working on word problems. Our hope is that students will be able to use the strategy for single and multi-step math word problems.

- Our plan moving forward is to continue researching intrinsic motivating factors for students in grades 3-5 to automatically use the strategies they have been taught to solve mathematical word problems.

- This year we invited the second grade teacher and the middle school math teacher to participate and provide input/feedback. We would like to extend our reach with other leaders in the school.

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Camille Dupree / Abbie Stanley

https://tinyurl.com/2p9nfzm: presentation link

How can implementing the use of Fan Five spiral review impact math proficiency?

Presenting Problem

Problem of Practice:
To increase student proficiency through the use of spiral review

Data:
2021-2022 math EOG data

Question:
How can our CoP increase student proficiency in math?

Target Audeince:
3rd, 4th, 5th grade math teachers

Impact of Your Work

- Fan Five spiral review was implemented into our daily instruction.

- Students completed weekly quizzes and monthly assessments to check for mastery.

- Iready was used to check for proficiency and growth.

3rd Grade CoP Average Growth BOY-EOY	32.50%
3rd Grade Non CoP Average Growth BOY-EOY	22.50%
4th Grade CoP Average Growth BOY-EOY	36%
4th Grade Non CoP Average Growth BOY-EOY	32.25%
5th Grade CoP Average Growth BOY-EOY	20%
5th Grade Non CoP Average Growth BOY-EOY	20%

Change:
- Increased understanding of math concepts in target students
- Daily spiral review instruction
- Small groups based on data

Next Steps

Goal by the end of 2024:
3rd, 4th, and 5th grade students will be at least 55% proficient on Math EOG

- Continue using Fan Five spiral review for the 2023-2024 school year.
- Create and implement 9 week assessments
- Create tech enhanced quiz questions

- All 3-5 teachers will implement spiral review into their math instruction

FT-Kimberly Wisely-
 wiselyk@pitt.k12.nc.us
CoP members-Sarah Cavanagh, Katie Adams, Aubrey Rollins

To learn more about our work, please visit this link:
https://tinyurl.com/39t9ejrx

How can strategic small group instruction (based on pre-assessment data) improve student performance in math?

PROBLEM

Our problem of practice is using pre-assessment data to inform small group instruction in math.

Our problem of practice was identified from beginning of year iReady math assessment data. The data showed only 4% of 2nd grade students and 9% of 3rd grade students at WHR scored on grade level in math (proficient). Additionally 39% of 2nd graders and 39% of 3rd graders scored at least 2 grade levels below proficient (far below proficient).

Based on this data, we developed the research question "How does strategic small group instruction (based on pre-assessment data) improve student performance in math?"

Our target audience was 2nd and 3rd grade students at W.H. Robinson.
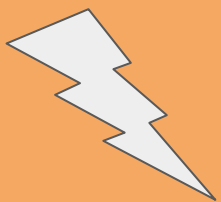
IMPACT

After delivering whole-group instruction and assessing for understanding, we then evaluated the data and grouped students for small group instruction based on this information. Groups were flexible and changed with each unit of study and assessment. All students participated in daily differentiated instruction based on the pre-assessment data. Following the small group reteaching and/or enrichment students who had not yet demonstrated proficiency were reassessed for growth and proficiency.

After implementation, proficiency (on grade level scores) rose from 4% to 35% for 2nd graders and from 14% to 56% for 3rd graders. Students who scored at least 2 grade levels below proficient (far below proficient) fell from 39% to 12% among 2nd graders and from 37% to 14% for 3rd graders. Students also experienced increased motivation, self-esteem, collaborative skills and growth mindsets.

NEXT

Next year, we plan to continue this grouping strategy with a few improvements. We want to use this strategy for all units of study from the beginning of the year, whereas this year we were not able to truly put the strategy in place for all standards starting from the first day of the school year.. We also want to spread the message to other teachers who are not part of our COP so that they can also try this strategy and grow their students.

If you are looking for a way to differentiate math instruction for all of your students, increase student motivation, improve the overall math proficiency, and cultivate a strong relationships among students and teachers in your grade level, you may want to consider cross-grade level instructional grouping!

Amanda Pierce, Facilitating Teacher - piercea1@pitt.k12.nc.us

Donna Bell, Cooperating Teacher
Mallory Best, Cooperating Teacher
Molly Carpenter, Cooperating Teacher

Annie Mills, Cooperating Teacher
Arnetta Ojo, Cooperating Teacher
Keyonna Williams, Cooperating Teacher

To learn more about our work, please visit this link:
http://bit.ly/PierceCOP2223

How can teachers explicitly teach problem solving strategies to ensure all students are proficient in algebra and algebraic thinking?

Presenting Problem

- **What is your problem of practice?**
  78% of students K-2 are not on grade in the area of algebra and algebraic as of BOY 2022
- **What data was used to identify the problem?**
  iReady data in the area of algebra and algebraic thinking
- **Based on your data, what research question did you develop?**
  How can teachers explicitly teach problem solving strategies to ensure all students are proficient in algebra and algebraic thinking?
- **Who is your target audience?**
  K-2 students

Impact of Your Work

- **What, specifically, was your impact?**
  Increase in student success in the areas of algebra and algebraic thinking and the as well as teacher capacity to instruct more effectively in the area
- **What change happened as a result of your work?**
  Student success increased and we were able to learn different strategies to teach algebra and algebraic thinking
- **How were you able to create this change?**
  We researched different strategies that had statistically worked and triealed them

Next Steps

- **What is your goal by the end of 2024?**
  By exposing students to strategies that will increase their success in algebra and algebraic thinking students will be more familiar and confident solving these kids of problems.
- **What is your plan moving forward?**
  We will continue these strategies with our students and research new strategies to try
- **How might you involve others in this plan?**
  We may share quarterly in PLCs as we see success with strategies

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Kari Collier, Sarah James, Cristy Mitchell

To learn more about our work, please visit this link:
https://bit.ly/45J1wfQ

How will the implementation of students writing their thinking process to solve a word problem impact their reasoning and test scores?

Presenting Problem

- Our PoP is increasing math scores.

- Baselines and iReady data were used to determine this problem.

- Based on data, we developed the following question: How can we increase intermediate mathematics eog scores utilizing specific varied interventions focused towards children working below grade level due to pandemic related lack of face to face instruction?

- Our target audience is 3-5 math teachers.

Impact of Your Work

- We were able to raise scores across the board via CFAs, iReady, and EOG Math proficiency.

- As a result of this work, we were able to have a combined proficiency of 85.5% on the 2023 Math EOG.

- This change was able to happen through weekly math writing prompts. We started with modeling how to answer a question verbally. We then moved to answering a question in written form. We focused on making sure students were able to explain their thinking step by step.
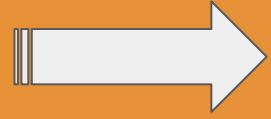
Next Steps

- By the end of the 2024 school year, we would like to see an increase in math proficiency across the school. We would also like to see this work used across both schools, primary and intermediate.

- Moving forward, we will continue to implement these writing strategies. Next school year, we would like to begin the process earlier with hopes to gain more.

- Now that we have "experimented" and have proof that it works, we would like to involve more people on our grade levels.

Ashlee Thomas
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Kristy Letchworth, Katy Schaer, Kim White

To learn more about our work, please visit this link: https://bit.ly/3qGUF6T

# How can vertical alignment positively impact student growth in Math for grades 3-8?

Presenting Problem

- **What is your problem of practice?**
  * Increase problem solving skills vertically

- **What data was used to identify the problem?**
  * Macro - iReady
  * Micro - Error Analysis Questions

- **Based on your data, what research question did you develop?**
  *How to build math reasoning vertically through Error Analysis?

- **Who is your target audience?**
  * Low performing subgroups from EVAAS Data

Impact of Your Work

- **What, specifically, was your impact?**
  * Through the use of error analysis questions, we were able to show growth for our academically gifted students.

- **What change happened as a result of your work?**
  *Students became more proficient in analyzing math problems using math vocabulary and problem solving skills.

- **How were you able to create this change?**
  *Teachers were intentional on using math vocabulary to describe processes and errors.
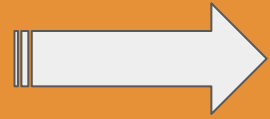
Next Steps

- **What is your goal by the end of 2024?**
  * To have all Math teachers in grades 3-8 implementing error analysis questions into their lesson plans.

- **What is your plan moving forward?**
  * Create a uniform error analysis template for all grade levels to use
  * Create EA questions to give to grade levels (book)

- **How might you involve others in this plan?**
  *We have reached out to other teachers vertically to begin the process next school year.

FT - Joy Ramey - rameyj@pitt.k12.nc.us
CT - Stephanie Bossolono, Kyle Dawson, Addie Modlin, Kaitlyn Taylor

To learn more about our work, please visit this link:
https://tinyurl.com/4vmjdkcy

How might small group instruction impact EOG proficiency?

Presenting Problem

- Our problem of practice is to raise math EOG proficiency school wide.

- We used the 2021 - 2022 EOG scores to identify the problem.

- Research: How might small group instruction impact EOG proficiency?

- The target audience of this study was the *bubble students* based on their EOG scores.

Bubble students are students whose scores are near or just at the proficiency level.

Impact of Your Work

- According to our pre- and post- assessment data, the majority of our students showed a better understanding of the content after small group instruction.

- Based on EOY i-Ready diagnostic test data, 75% of our target students showed growth from the beginning of the year to the end of the year.

- This was all made possible by the hard work and perseverance of our students as well as the teachers implementing the strategies.

Next Steps

- By the end of 2024, our goal is to have all of our grade level math EOG scores exceeding expected growth.

- Moving forward, we plan to continue with small group instruction as well as implement daily spiral review using the Get More Math program.

- We welcome all educators to our meetings to learn more about our work.

Theresa Boggs - boggst@pitt.k12.nc.us
Nicole Hawkins, John Paul Alvarez, Beverly Pryor

To learn more about our work, please visit this link:
https://tinyurl.com/y3jzsth4

# Equity Communities of Practice

Our Equity CoPs tackled the complex issues involved in ensuring educational equity for all students. They examined the diverse populations of their classrooms and schools and began to explore what might need to be done to ensure opportunity and access for all.

Equity CoPs

How do we create an equitable learning environment for our school population?
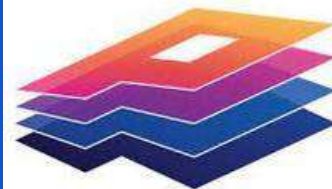
Presenting Problem

- **PoP:** School suspension rates are extremely high and impact mostly African-American students.

- **Data:** Educator's Handbook provided the macro data that informed this PoP.

- **Based on the data, we decided to explore,** "*How do we create an equitable learning environment for our school population?*"

- **Our target audience** were 6th and 7th-grade students who received in-school or 1-3 days suspension for level infractions.

Impact of Your Work
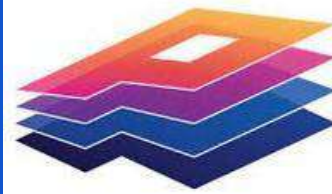
After implementing Restorative Chats,
- 9 students remained in school instead of being suspended.
- 7 of 9 students met their weekly behavior goals.
- New student-teacher relationships

- **What change happened as a result of your work?**

Students learned conflict management skills skills.

- **How?**
We met with students and engaged them in restorative dialogue that included reflection and accountability
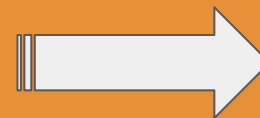
Next Steps

- **What is your goal by the end of 2024?** Incorporate Restorative Chats into the Capturing Kids' Hearts model.

- **What is your plan moving forward?** Continue to implement Restorative Chats and track the data.

- **How might you involve others in this plan?**

-Involve other teachers in the student goal-setting and accountability process.

- Encourage admin to use the restorative dialogue during "behave out" conversations in CKH implementation.

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CTs: S. Atkinson, C. Biggs, C. Bissette

To learn more about our work, please visit
https://bit.ly/3p4BqTU

How will implementing Culturally Responsive teaching practices impact student behavior?

Presenting Problem

- **What is your problem of practice?**
  Culturally Responsive Teaching

- **What data was used to identify the problem?**
  Teacher Working Conditions survey data comparing our school to the county and state as well as student survey data identifying student needs for our school.

- **Based on your data, what research question did you develop?**
  What are Culturally Responsive Teaching Strategies? How will implementing them improve the culture of our classroom?

- **Who is your target audience?**
  Students in our classrooms.

Impact of Your Work

- **What, specifically, was your impact?**
  Based on student surveys and Educators Handbook data, students
  → At least 35 % of students have adjusted and feel safer at school
  → Less reports of bullying were reported
  → More students are mentioning friendships and better organizational skills
  → Inspired by peers, family, and teachers

- **What change happened as a result of your work?**
  Students have improved socially and emotionally and had fewer Educators Handbook incidents in classrooms implementing Culturally Responsive Teaching strategies.

- **How were you able to create this change?**
  By implementing Culturally Responsive Teaching strategies based on student needs.
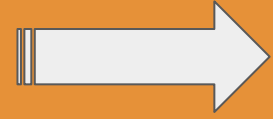
Next Steps

- **What is your goal by the end of 2024?**
  Students at EBA will have fewer office referrals and absences in the 2023-2024 school year than in the 2022-2023 school year.

- **What is your plan moving forward?**
  To focus on improving the culture of our school and specific strategies that will impact our teaching.

- **How might you involve others in this plan?**
  Next year we want to involve our schools Booster Club in school cultural improvements as well as creating "model" classrooms to be examples of Culturally Responsive teaching and share our learning with other teachers in the building.
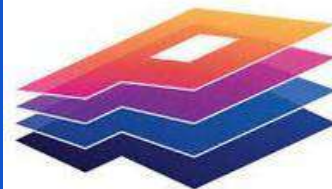
Jessica Denton
dentonj@pitt.k12.nc.us
Tonya Speight   Crystal White
Doris Fletcher   Steven Emory

To learn more about our work, please visit this link: http://bit.ly/3pkEQT3

How can the use of educational supports on a targeted student cohort increase diversity and student success in higher level courses?

Presenting Problem

- Diversity in classes is not reflective of our diverse student population.

- JHR enrollment data from 2019-2013

- Between 2019 and 2022 less than 15% of honors/AP courses at JHR are composed of students of color, despite the fact that students of color make up more than 50% of the student body. This can lead to disadvantages when applying to college and beyond.

- JHR Rise 2022-2023 Cohort

Impact of Your Work

- 62.5% of Rise students saw a RISE in their GPA.

- All Rise students have signed up for the college and career planning program Major Clarity, The understand how GPA works, and have been educated about their options after high school.

- Specialized registration, cohort meetings, open dialogue and support.

Next Steps

- By June 2024 the percentage of students of color in honors/AP classes at J.H. Rose will increase 5-10%, which will increase their chances of college admissions and scholarship acquisition.

- We will continue to research supports and provide interventions for students of color through the RISE program.

- We are reaching out to teachers, so that we could be another point of contact for the students in RISE

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To learn more about our work, please visit this link: https://tinyurl.com/JHRRISE23

How can Diversity Enrichment Opportunities Create Equity with Social Engagement

Presenting Problem

- **What is your problem of practice?**
  ⇨JH Rose has a significant issue with social engagement opportunities: most planned activities respond to the needs of limited groups of students

- **What data was used to identify the problem?**
  ⇨Feedback from school culture and climate survey Data of participation in extracurricular activities (e.g. honor societies, clubs, etc.)

- **Based on your data, what research question did you develop?**
  ⇨How can we help all students make meaningful connections at JH Rose to support their overall growth?

- **Who is your target audience?**
  ⇨All JHR students and staff, especially those with limited connections

Impact of Your Work

- **What, specifically, was your impact?**
  ⇨We hosted 3 new social enrichment activities called Connection Carnivals and also collaborated with the previous existing Diversity Day Celebration event

- **What change happened as a result of your work?**
  ⇨Strong relationship-building (peer to peer and teacher to peer)

  ⇨Student attendance increased in the culturally diverse social events that we hosted

  ⇨Students felt heard in their meaningful feedback about school culture and climate

- **How were you able to create this change?**
  ⇨By offering new diverse social opportunities and developing exit tickets to gain feedback from students
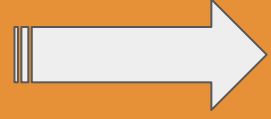
Next Steps

- **What is your goal by the end of 2024?**
  ⇨To host diversity enrichment social opportunities at least once a month from September - November and February - May

- **What is your plan moving forward?**
  ⇨Get our diversity enrichment opportunities on the school master calendar for 2023-2024 school year and expand our student audiences

- **How might you involve others in this plan?**
  ⇨Present these events to the Leadership Team to pass along to their departments.

  ⇨Creative advertising to attract more students to attend these events

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To learn more about our work, please visit this link:
https://tinyurl.com/2ha7kn7t

What are the most productive ways to decrease cost of days due to behavior? If we give students emotional coping mechanisms will we see a decrease of cost of days due to behavior?

Presenting Problem

- Students are missing instruction due ISS and OSS.

- Data: IReady, EOG, MClass, and Educator's Handbook

- Question: What are the most productive ways to decrease cost of days due to behavior? If we give students emotional coping mechanisms will we see a decrease of cost of days due to behavior?

-

- Target Audience: Students that are missing instruction due to behavior.

Impact of Your Work

- Impact: Giving students coping mechanisms to prevent negative behavior.

- Change: Students are learning coping skills to help prevent outbursts and negative behaviors.

- We chose three research based coping mechanisms and modeled how to use them during our morning meetings. We created a poster to serve as a visual for students so they are able to decide how the want to calm their bodies or minds down.
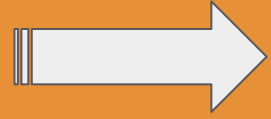
Next Steps

- Goal- To decrease the number or days lost due to behavior so that our students will all have the ability to be successful in the classroom.

- What is your plan moving forward? Continue to use these coping strategies and share with other teachers in the school.

- How might you involve others in this plan? We would like to present this plan to our PBIS team in hopes that other teachers in the building will start to implement this plan.

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To learn more about our work, please visit this link: https://tinyurl.com/5cf6zayz

ACT Communities of Practice

Although the strategies they implemented varied widely, all of the ACT CoPs focused on the PoP of raising ACT scores in their schools. Strategies implemented included prep classes and revising schedules in order to allocate time for ACT prep in the school day.

ACT CoPs

How might introducing ACT Strategies earlier impact ACT proficiency scores?

Presenting Problem

- Our problem of practice is ACT proficiency scores.

- The datas used to identify our problem was ACT scores from the past few years.

- Our target audience originally was juniors that were "on the bubble" of proficiency but we have moved to include all juniors. Most recently we began to involve underclassmen.

Impact of Your Work

- We began by having an ACT Prep course during our Refresh period with juniors. Here we taught specific ACT strategies.

- We also created a Canvas course that all students were added to. This course went over strategies and had lots of practice.

- We have seen a rise in English and Reading scores over the past three years. Science and Math have increased but not as significantly as the others.
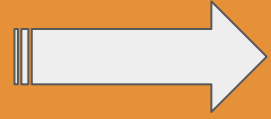
Next Steps

- Our goal by the end of 2024 is to have more awareness around the school of the ACT and how important scores are to the school.

- We would also like to involve more teachers within the school to help promote the strategies taught in the Refresh course and Canvas course.

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To learn more about our work, please visit this link:

https://docs.google.com/presentation/d/1pOAmdPvNCQ0Nq0_ClUtcGQ8Fa78iM4_OFnT-qbIZfz8/edit?usp=sharing

Does allocating time during the school day to prepare for the ACT increase the percentage who are college ready?

Presenting Problem

- Our Problem of practice is to improve the % of students who are college ready on the ACT

- Data we saw - ACT data from the county office (in comparison with our PCS HS)

- Driving Question: Would allocating time during the regular school hours improve the % of college - ready students based on ACT

- Target audience is Juniors and Sophomores

Impact of Your Work

- The impact was minimal. Our data ended up being almost exactly the same as last year even though time was provided.

- A change that occurred was in February we noticed school-wide we were behind so we pulled the top 50 students and did cram sessions during HR (16 sessions)

- We created this change by identifying students who had scored higher on Pre-ACT and took others based on class rank

Next Steps

- The goal by the end of 2024 is to have 20% NP students college ready based on the ACT!

- The plan moving forward is to put 75 students in the 3 HR of CoP and we will rotate to have cram sessions from Sept-February.

- The Administration, Instructional Coach and CoP are all involved in creating this change.

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CoP- Perry Saenz & Anna Alvarez

To learn more about our work, please visit this link:
(https://tinyurl.com/2f9trkc5)

How can we impact our School Report Card by focusing on ACT/Workkeys?

Presenting Problem

- What is your problem of practice?

  What strategies will increase ACT/Workkeys proficiency at SCHS?

- What data was used to identify the problem?

  SCHS ACT testing data & NC Report Card

- Based on your data, what research question did you develop?

  What strategies will demonstrate a positive impact on ACT & Workkeys scores for factors within our circle of influence?

- Who is your target audience?

  HS Teachers and Admin

Impact of Your Work

- What, specifically, was your impact?
- 84% of our intervention group GREW as a result of our plan
- 86% of our seniors had interventions from our COP
-
- What change happened as a result of your work?

- We changed how we prepare our students by offering Blitz sessions for Workkeys and ACT
- Test awareness including preparation is widely available to student and staff

- How were you able to create this change?

- Increased Awareness
- Test Prep
- Regular SOAR/RISE intervention sessions
- ACT Blitz
- Workkeys Blitz

Next Steps

- What is your goal by the end of 2024?

  By the end of 2024, the C/O 2025 ACT proficiency at SCHS will have a 10% increase from PreACT proficiency

- What is your plan moving forward?

  Since ACT is returning as requirement for NC university admission for 2025 graduates, we will return emphasis on ACT preparedness. Workkeys preparation will be integrated into senior Economics and Personal Finance and English IV classes.

- How might you involve others in this plan?

  Core and CTE teachers can initialize discussions in regards to ACT/Workkeys with students and integrate assessment questions into their curriculum.

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To learn more about our work, please visit this link: https://tinyurl.com/5n8h7ssw

Building Capacity Communities of Practice

Perhaps the most diverse group of CoPs are those centered around building capacity in their students, staff and school communities. These CoPs looked at PoPs around a capacity or need that had potential for growth and transformation. Various areas included STEM integration, parent involvement, PLC structures, and implementation of new student and school-wide programs.

Building Capacity CoPs

What supports and interventions will encourage academic excellence in high-performing students?

Presenting Problem

- **What is your problem of practice?**
Motivating high performing students to continue succeeding academically.

- **What data was used to identify the problem?**
EOG/EOC scores, Pre-ACT & ACT scores, scholarship data, volunteer hours

- **Based on your data, what research question did you develop?**
What additional supports do high performing students need?

- **Who is your target audience?**
Freshmen & Sophomores who have an average of 75%+ on EOG reading & Math.

Impact of Your Work

- **What, specifically, was your impact?**
Seven AP Academy Symposiums were built into the calendar - one more than year 1

- **What change happened as a result of your work?**
57.6% of sophomores completed 10+ volunteer hours; 62.9% of freshmen completed 5+ volunteer hours.

- **How were you able to create this change?**
These goals were made possible through an administration committed to student success.
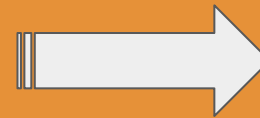
Next Steps

- **What is your goal by the end of 2024?**
Next year will will have ACT data and AP scores from our first full cohort. We will do a macro data dig.

- **What is your plan moving forward?**
We will continue to work collaboratively to increase the rigor and expectations in Advanced Honors class to mirror AP curriculum. We will go on one college tour and one cultural field trip.

- **How might you involve others in this plan?**
We will invite college reps to speak to our students for symposium. Freshman Academy & AVID Teams will continue collaboration.

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To learn more about our work, please visit this link:
https://tinyurl.com/yjxcrp4m

How will the implementation of a Freshman Academy affect the success of our historically low-performing freshman students?

Presenting Problem

- Our problem of practice was related to our freshman students. 9th grade discipline was the highest in referrals and class failures. Also, our incoming freshman showed an inconsistency in past EOG scores.

- To identify this problem of practice, we used discipline data from Educator's Handbook, Powerschool data, and EVASS testing data.

- Our research question we developed was "How will the impact of a Freshman Academy affect the success of our historically low-performing freshman students?"

- The target audience of our work is our freshmen students that are predicted to be not proficient on the Math 1 and English 2 EOC.
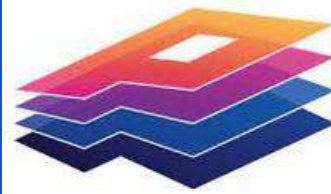
Impact of Your Work

- Having an interdisciplinary team that teach common students working together is so valuable. By focusing on our students and collaborating with each other, the teachers in my group were better able to reach and serve our students.
- 72% of our students last year were passing all their classes by the end of the school year. Currently 84% of our students are passing all of their classes.
- While major referrals, related to fighting are up this year, classroom disruptions and minor referrals are down from last year.
- Our Math 1 FA students had 0% predicted proficiency for their ECO this year. After testing 8.6% of students were proficient. Overall predicted growth for our students is 2.42 above their predicted scores. Many students grew 7+ points on their Math 1 EOC.
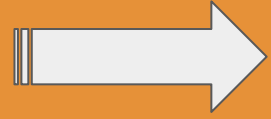
Next Steps

- Our plans going forward are to continue having Freshman Academy as a program for our students and to find ways to build a better connection with our families.

- We are having our 3rd Summer Charge-Up camp this year for our upcoming students.

- Research and implement strategies to reduce referrals and missed school days due to fighting.

- Creating a custom planner for our students to support them academically and through SEL.

- Create a plan to continue mentoring and supporting students after their Sophomore year.

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To learn more about our work, please visit this link: bit.ly/3Pa76Ca

What strategies can be implemented for classroom management?

Presenting Problem

- PoP: What strategies can we implement in our classrooms to help classroom management?

- Educator's Handbook was used to determine this need.

- How can Capturing Kids' Hearts be used to help classroom management?

- Target: Whole school

Impact of Your Work

- Students/Teachers developed a better understanding of CKH and its purpose.

- Teachers knew the process of CKH and how to implement it when specific scenarios occurred.

- Through teacher/staff surveys, we were able to target areas of need. We presented regularly at monthly staff meetings.

Next Steps

- 2024 Goal: Have CKH running like a well-oiled machine for the 6th graders.

- Next year, our target will be 6th grade only. If we can build a solid foundation with our 6th graders, we can build off that for the next 2 years they are in our building.

- We will need teachers and admin to consistently implement CKH with fidelity. There will be no data to analyze and no growth to be made if teachers are not willing to try.

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To learn more about our work, please visit this link: https://bit.ly/434C3fd

How can we increase student engagement with the students within our COP classroom?

Presenting Problem

- In what ways can our COP help support and promote integration of inquiry based lessons throughout each subject area?

- Our COP created a set of survey questions to help guide us in how best to support teachers in integrating inquiry based lessons.

- Based on your data, what research question did you develop?

  How can the use of stem integration impact student learning.

- Who is your target audience?

  Our target audience are the teachers within our building and by supporting them we impact student learning and engagement.

Impact of Your Work

- What, specifically, was your impact?

  Our teachers are more comfortable with integrating subject areas which has allowed for more authentic STEM learning.

- What change happened as a result of your work?

  As a result of our work, student engagement has increased and teachers are more inclined to genuinely integrate content areas.

- How were you able to create this change?

  Our COP was able to create change through the use of staff and student survey data and analyzing the results.
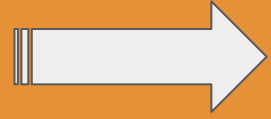
Next Steps

- What is your goal by the end of 2024?

  Looking towards next year our COP will focus on creating rubrics and implementing rubrics to track both student and teacher growth.

- What is your plan moving forward?

  Our plan is to start with a rubric template that can be used by all teachers. As comfort level increases, teachers can revise to better reflect specific standards and performance goals for students.

- How might you involve others in this plan?

  Our COP would like to gather feedback from district staff, school staff, community members and students.

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To learn more about our work, please visit this link:
https://tinyurl.com/5c3xzwyx

How can Pactolus School become a Partnership School?

Presenting Problem

- Increase the involvement of Pactolus Parents, Teachers, Students and Community.

- We continued collecting attendance data at Title One events continued and added classroom event attendance data

- We found "new" Title One Events garnered higher attendance yields. Our data also showed there was a lack of opportunities for the students in 3-5 to develop leadership skills.

- Continue to Target all areas, Parents, Teaches, Students and Community instead of viewing Partnership as single data points.

Impact of Your Work

- We measured a significant increase in Parent participation in classroom events. We saw an increase in Community involvement in classroom events and an increased desire in our students to participate in leadership activities

- There was high attendance for events with our K-2nd students but very little in the 3rd-5th grade areas.

- We started a Peer Helper Program to help enrich younger students with our older students. We also created a Student Ambassador Guide for our 3-5 students for future public events.

Next Steps

- Continue to invite the community into the school and showcase the great things happening at Pactolus.
- Continue to create special events and invite the parents.
- Use the Student Ambassador Guide as a way to foster student ownership

- Create a Leadership Committee that includes, Parents, Teachers, Students and Community Leaders to show everyone is equal and valued as a stakeholder r at Pactolus School

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To learn more about our work, please visit this link:
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If PLCs establish trust and effective communication strategies, then PLCs will become more effective.
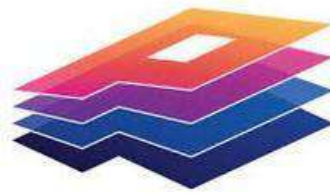
Presenting Problem

- Our Problem of Practice is improving teacher collaboration through Professional Learning Communities.

- The original data used to identify our Problem of Practice is from the CALL Survey given to staff in 2019 in which teacher collaboration was poorly scored.

- Based on our data, we decided to create the following research statement: If PLCs establish trust and effective communication strategies, then PLCs will be more effective.

- Our target audience is all stakeholders within the PLC process.

Impact of Your Work

- Our impact was creating uniform PLC meeting expectations and facilitator moves throughout our building.

- As a result of our work, teachers felt more confident and productive during PLC meetings.

- We were able to create this change through collaboration with each other as PLC facilitators, research into what elements effective PLC meetings have, and implementing those strategies based on teacher feedback.

Next Steps

- Our hope is to continue to share the resources and research we have done with other stakeholders in the upcoming school year.

- Moving forward, our CoP members are going in different directions and plan to bring our findings with us.

- We hope to share the wealth of knowledge and created resources to other schools within Pitt County.

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To learn more about our work, please visit this link: http://bit.ly/3PsPq4T