

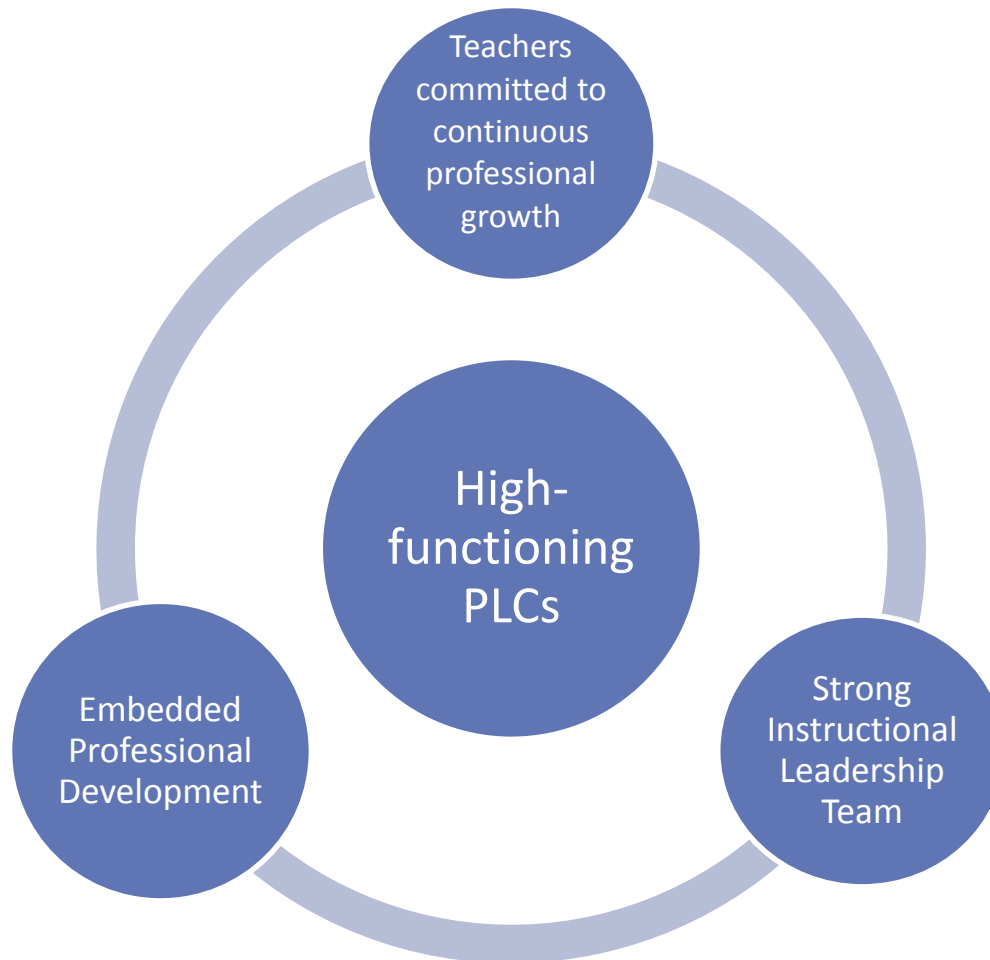


# Improving Outcomes

LAKERIDGE ELEMENTARY SCHOOL

March 5, 2014

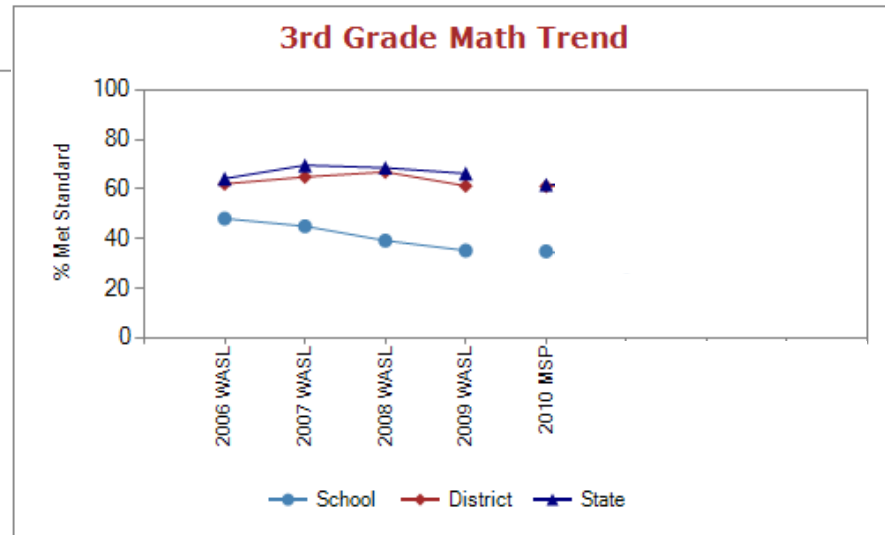
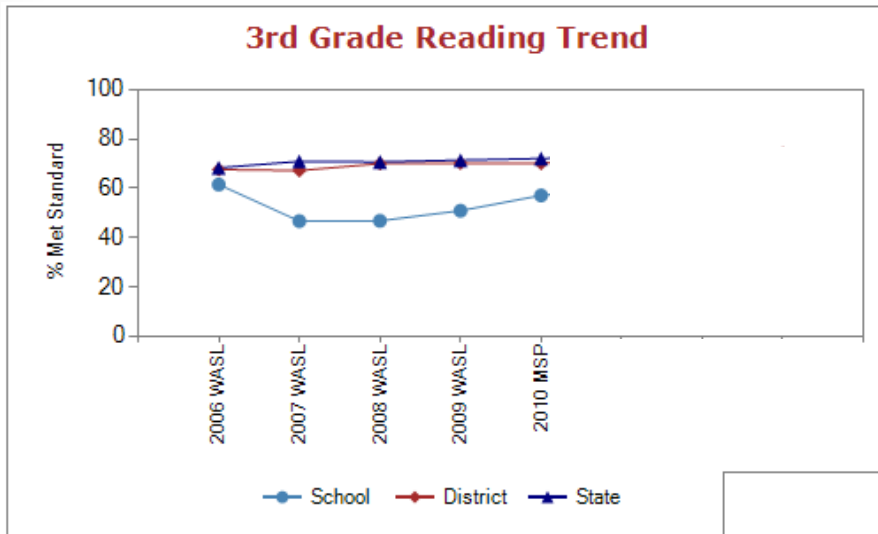
# School Assets



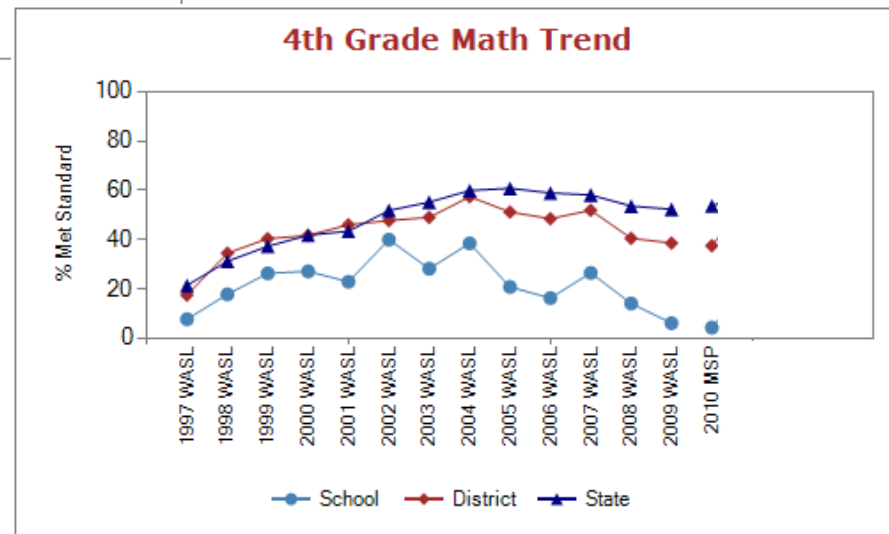
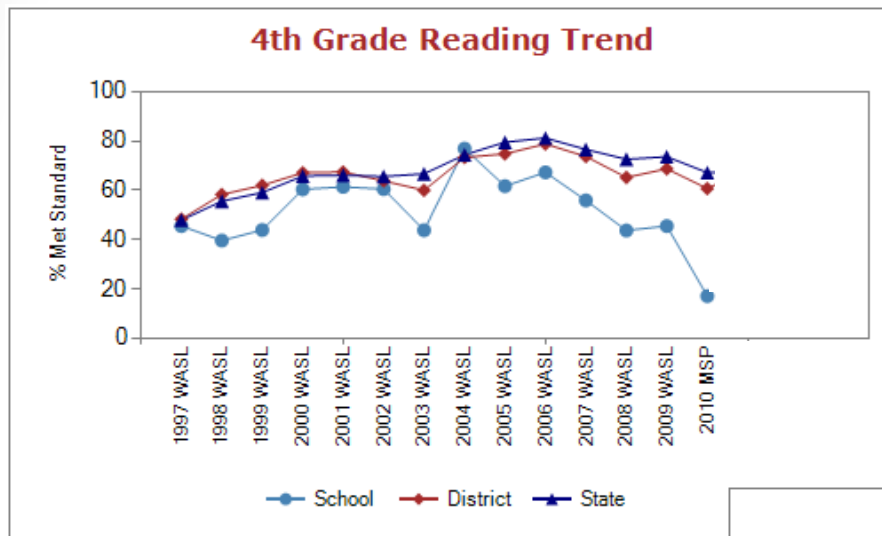
# Student Learning Challenges

Instruction

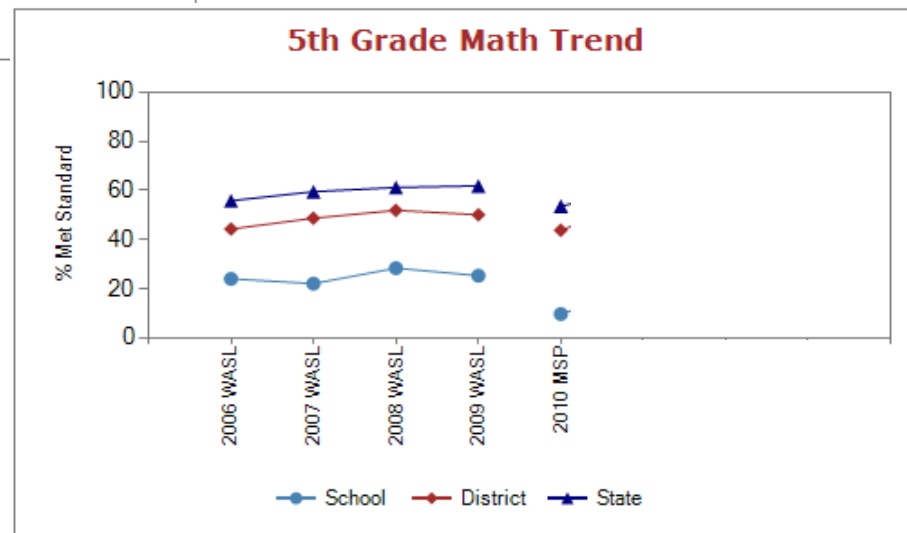
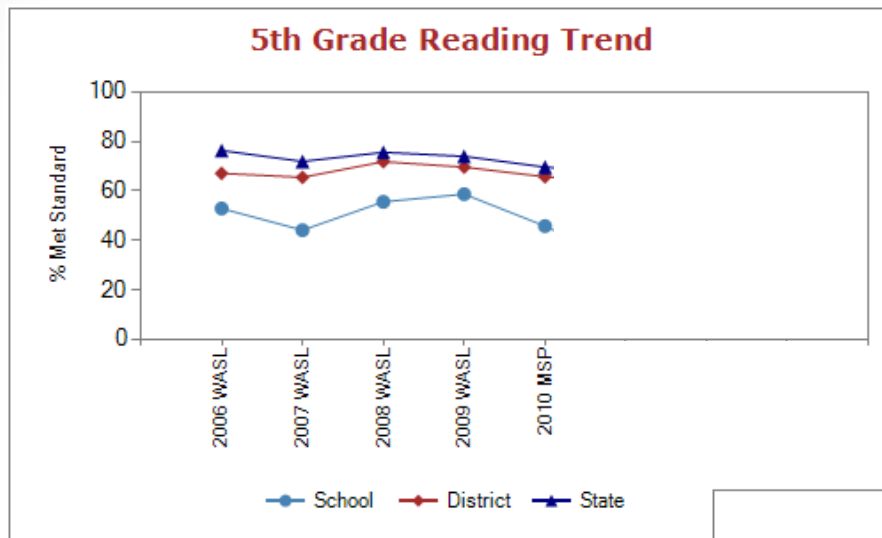
# Data Used to Identify Challenges



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# Data Used to Identify Challenges



# Root Causes

- **Instructional:**
  - Lack of rigor
  - Lack of curricular alignment
  - Absence of focus on student learning
- **Student Context:**
  - High rate of childhood trauma - children separated from parent(s), homelessness, high mobility, domestic violence, 88% qualify for free/reduced meals
  - Significant Challenges as a Result of Immigration – housed in refugee camps, inconsistent school enrollment, 2<sup>nd</sup> and 3<sup>rd</sup> language learning

# Strategies to Address Challenges:

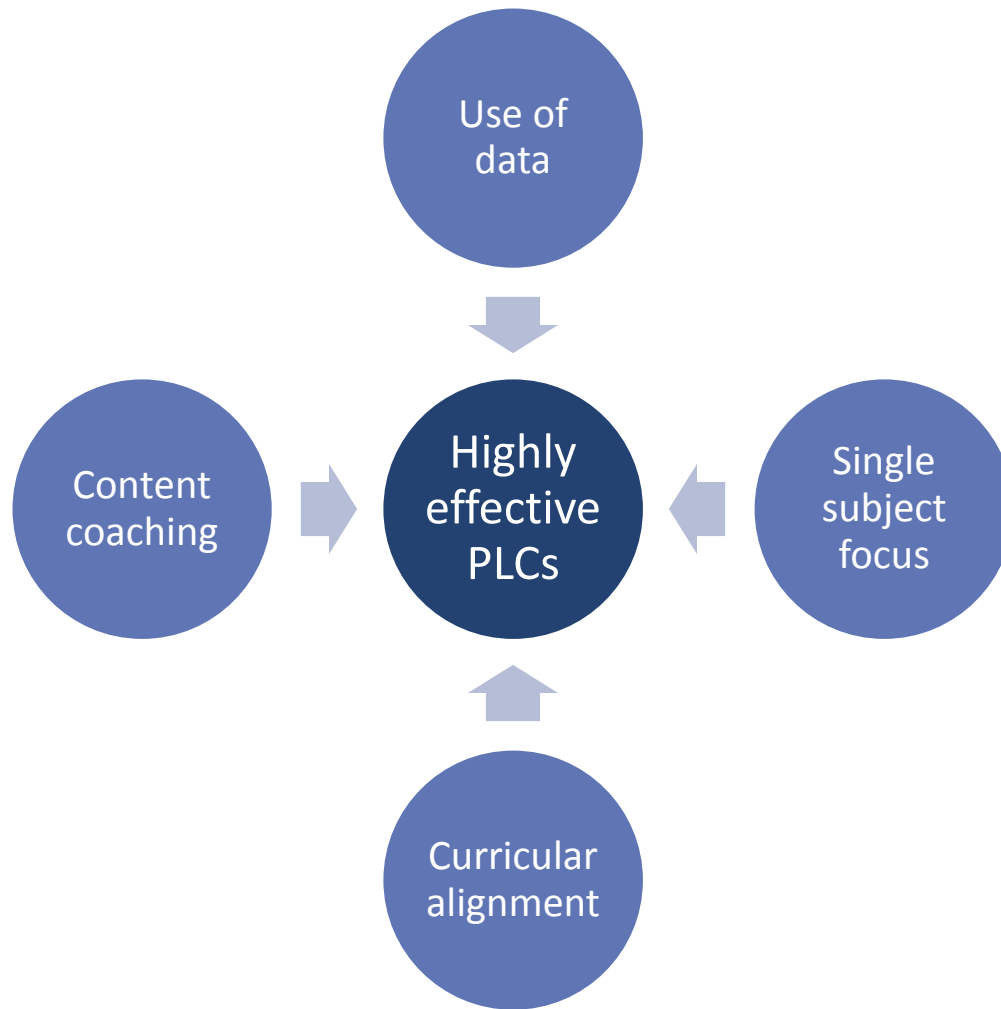
- Embedded PD to support highly effective PLCs.



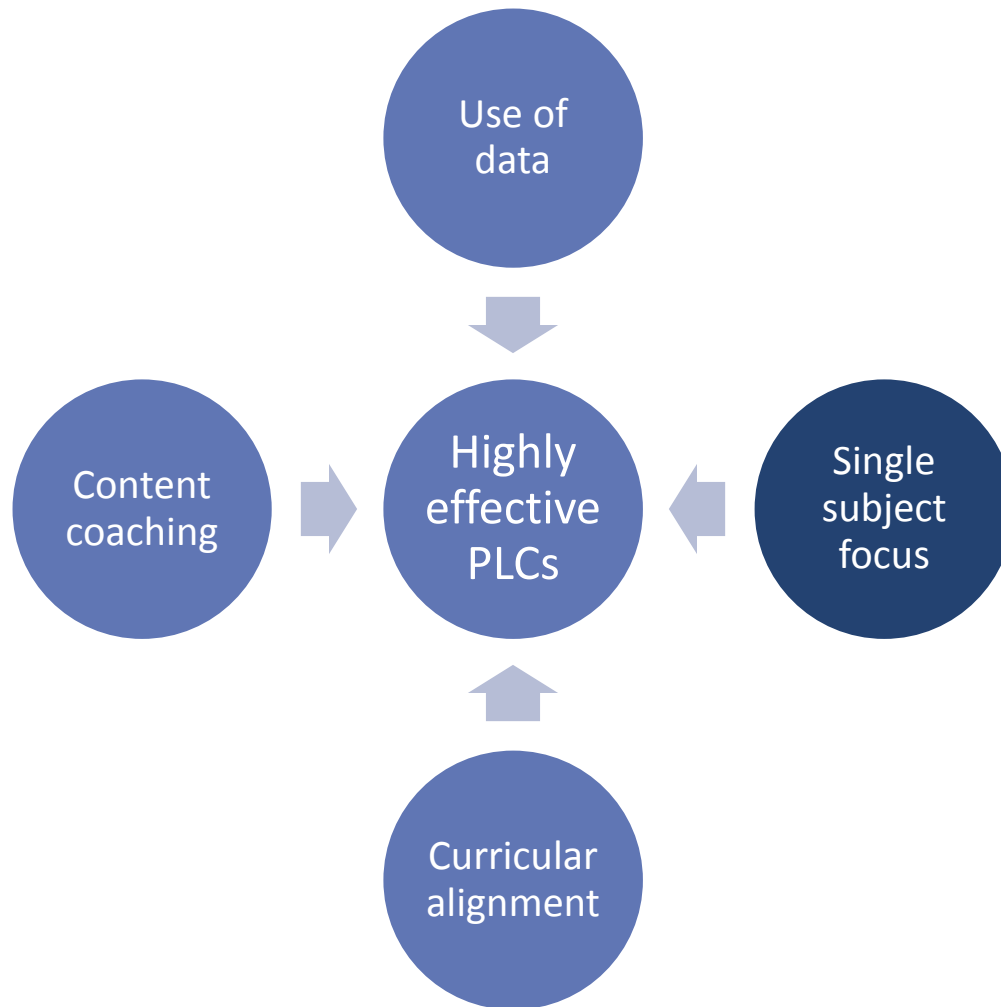
Goal: Theory to practice



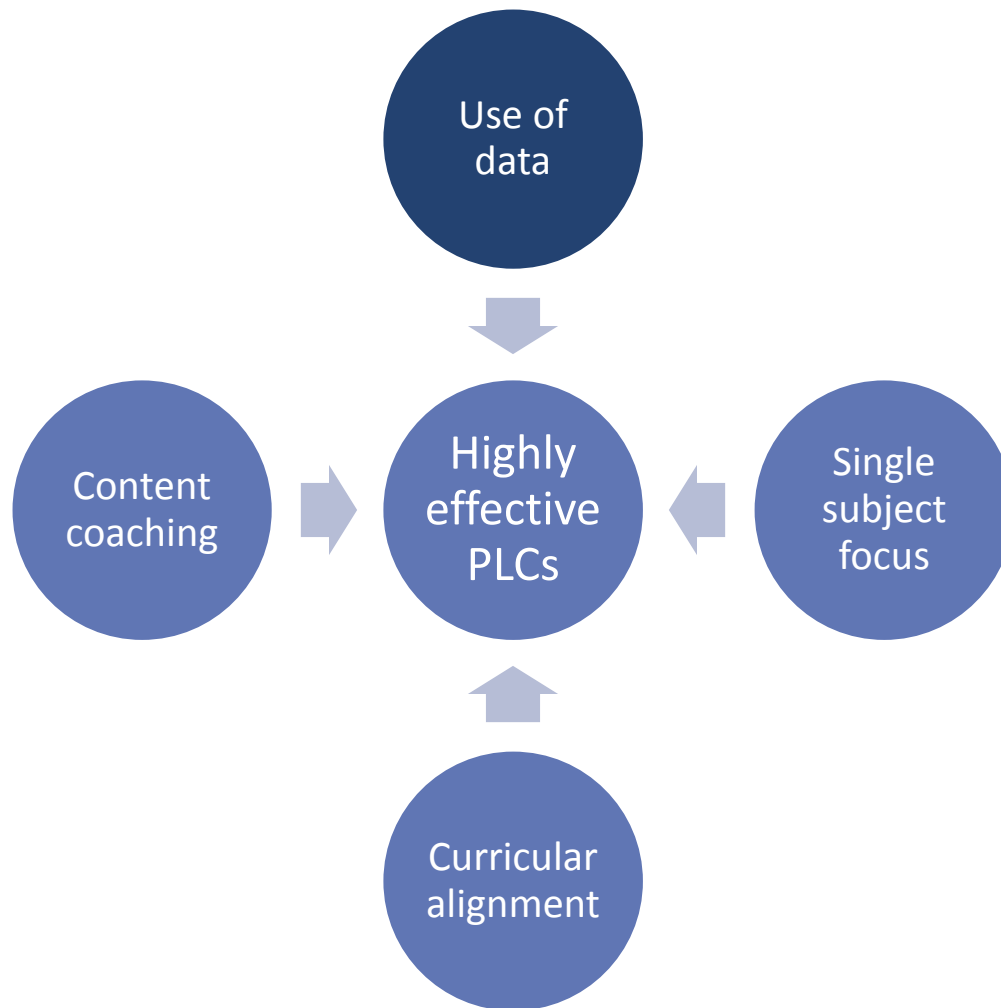
# Specific Strategies: Embedded PD



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# Specific Strategies: Embedded PD



2nd Grade Math 2013-2014

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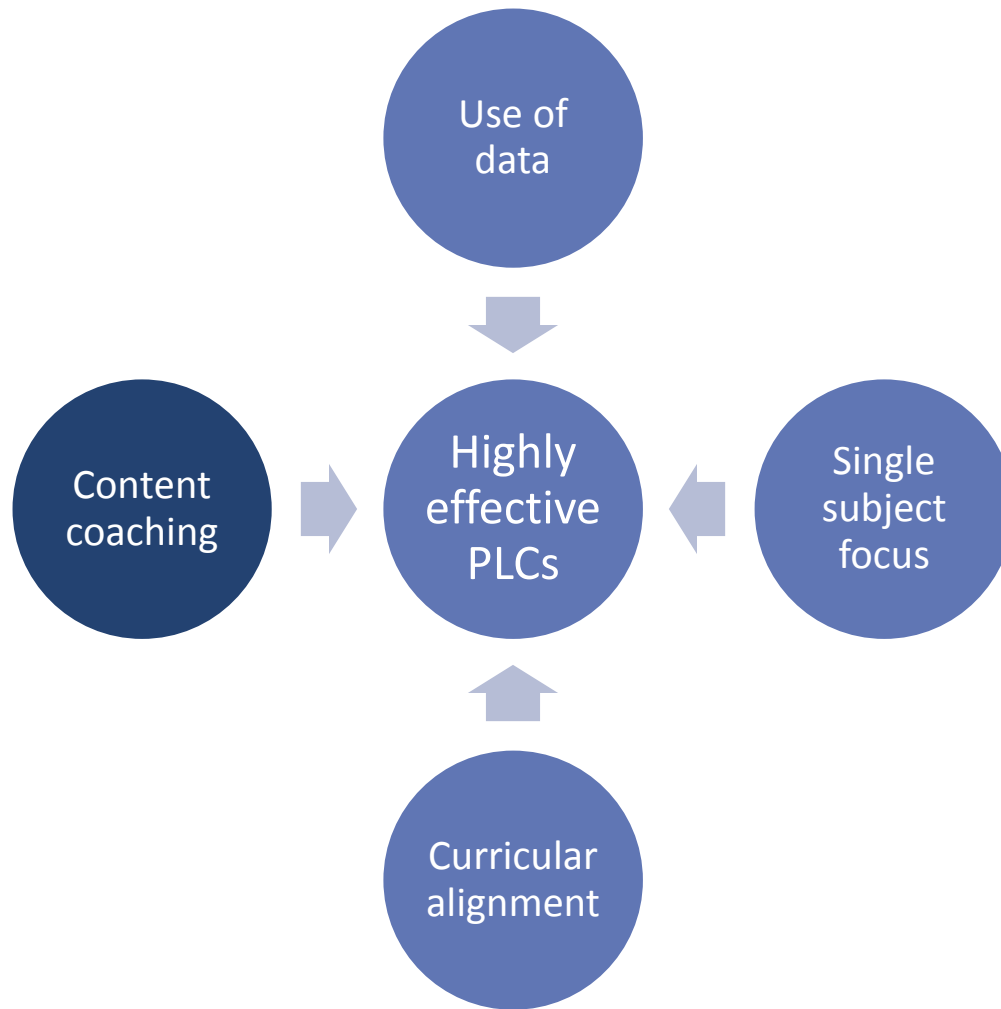
kert.lin@rentonschools.us  
Comments Share

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	A	B	C	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
1				Unit 1 2.NBT.2 9/27/2013	Unit 1 2.NBT.1 9/27/2013	EOU 1: 2.NBT.1 place value	EOU 1: 2.NBT.2 count, skip count	EOU 1: 2.NBT.3 read, write numbers, expanded notation	EOU 1: 2.NBT.4 compare 3d numbers	PA Unit 3: 2.OA.1 Word problem	PA Unit 3: 2.NBT.5	EOU 3: 2.OA.1 Word problems	EOU 3: 2.OA.3 Odd or even	EOU 3: 2.MD.7 Time	EOU 3: 2.MD.8 Word probs w/ coins	Applicat	EOU 6 (12.18.13) 2.OA.1 Word problems	EOU 6: 2.NBT.5 Add & sub within 100	EOU 6: 2.MD.8 Money word problems	EOU 8 (2.12.14) 2.OA.1 Word problems	EOU 8 2.OA.3 Odd or even	EOU 8 Total OA	EOU 8 2.MD.7 Time	EOU 8 Applicat
3				3	3	3	3	3	2	3	3	3	3	3	3	1	1	1	3	3	3	3	1	1
4				3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	2	1	1
5				3	2	2	3	3	3	3	1	3	3	3	2	1	1	2	1	3	3	4	3	4
6				3	3	3	3	2	3	3	2	3	3	2	3	4	3	3	3	3	3	4	3	4
7				3	3	3	3	2	3	3	2	3	3	2	2	1	3	3	3	2	3	3	3	1
8				2	1	1	2	2	1	2	1	1	3	1	2	1	1	3	2	3	1	2	1	1
9				3	3	3	3	3	2	3	3	3	3	3	3	1	3	2	3	3	3	4	3	4
10				3	2	3	3	3	3	3	2	3	3	3	3	4	2	3	2	3	3	4	2	4
11				2	3	1	1	1	1	1	1	1	3	2	1	1	2	1	2	3	1	2	1	1
12				1	3	2	3	3	3	3	2	1	1	1	2	1	2	3	2	3	3	3	3	3
13				3	3	2	3	3	3	3	3	3	3	1	3	1	3	3	3	3	3	3	3	3
14				3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	4	2	4
15				1	3	2	2	2	*	*	2	3	3	1	3	4	3	2	2	3	3	4	2	4
16				3	3	3	3	3	*	*	*	2	3	3	3	4	2	3	2	3	3	4	3	4
17				3	1	3	2	1	2	*	*	3	3	1	1	1	1	1	3	1	2	1	4	4
18				1	1	1	2	1	*	2	1	1	1	1	1	1	1	1	2	3	1	2	1	1
19																				3	3	4	2	3

+ Problem Types | Addition, Subtraction, and Place Value | Geometry | Fractions | Data and Measurement | CGI

# Specific Strategies: Embedded PD



## February Math Lab Focus on Subtraction

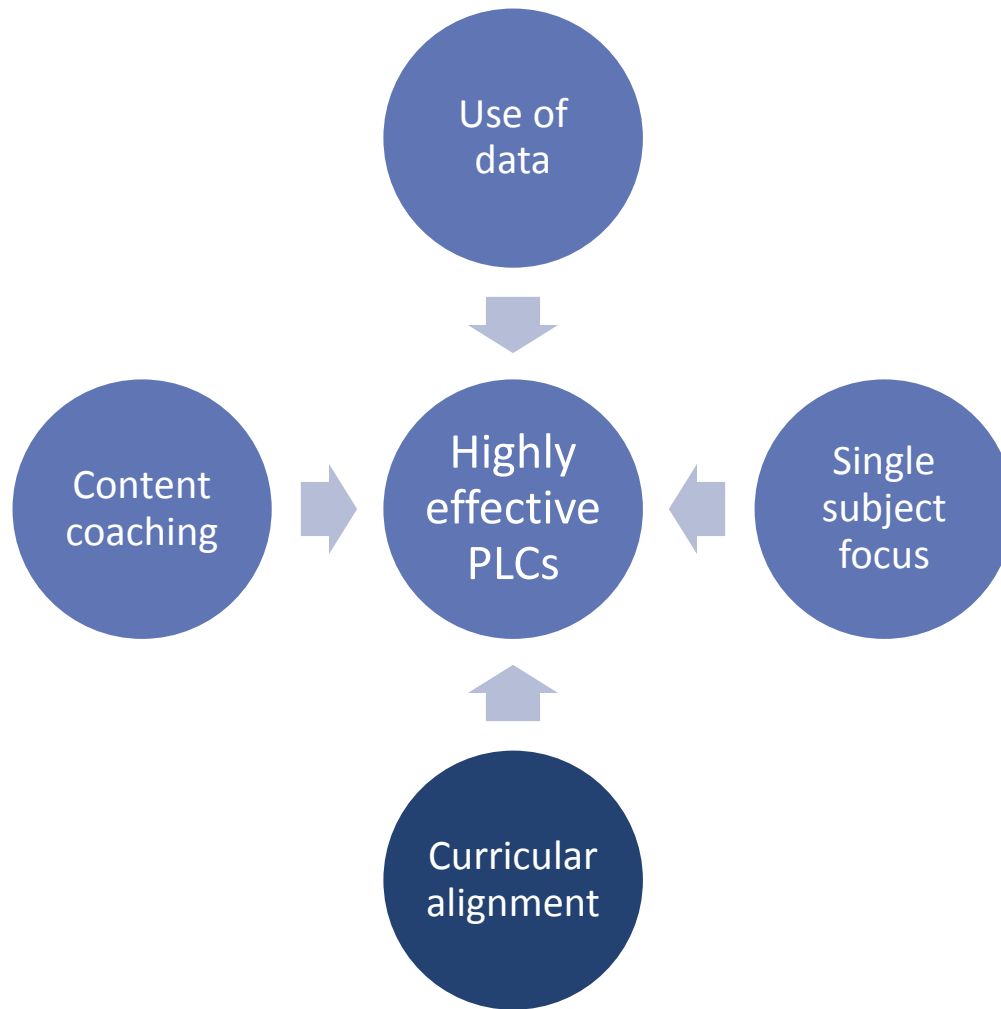


Time/Materials	Activity	Teaching Notes/Accommodations
9:00 WA/ CCSS handout  Copies from Van de Walle pp. 223-225	<b>Addition and Subtraction in the Common Core</b> Compare the Washington Standards and Common Core Standard Standards <b>Unpacking the standards</b> <ul style="list-style-type: none"> <li>What do 2.NBT.7 and 2.NBT.9 mean? How do these standards connect to the strategies that students use?</li> <li>Look at the strategies (Van de Walle). Which strategies are based on place value, properties of operations, or relationship between addition and subtraction?</li> </ul>	Properties: <ul style="list-style-type: none"> <li>Commutative</li> <li>Associative</li> <li>Zero</li> </ul>
9:30 T-F and Open Number Sentence	<b>True False Number Sentences</b> <ul style="list-style-type: none"> <li>Activity: Teachers pick one or two T-F number sentences to explain without computing.</li> <li>Discuss purpose.</li> <li>Watch video-Lynn teaching TF division</li> </ul>	Purpose of TF Number Sentences <ul style="list-style-type: none"> <li>Understand meaning of = sign</li> <li>Relational thinking</li> </ul> Why is relational thinking important?
10:05	<b>Break</b>	
10:15 Planner	<b>Open Number Sentences</b> <ul style="list-style-type: none"> <li>Activity: Pick one to solve without computing</li> <li>Discuss: What kinds of number sentences would help students understand important ideas?</li> </ul>	
10:45 Planner	<b>Plan with partner &amp; rehearsal</b> <ul style="list-style-type: none"> <li>Use the planner to plan t-f number sentence or open number sentence</li> </ul>	Possible number sentences: $52 - 38 = 38 - 52$ $52 - 28 = 54 - 30$ $38 + 47 = \square + 38$ $25 + 9 - \square = 25$ $42 - 25 + 16 = 42 - 16 + 25$
11:15	<b>Classroom visit – Stephanie's class</b>	Stephanie & Laretha
11:45	<b>Debrief</b>	
12:00	<b>Classroom visit – Laretha's room</b>	Lynn & Emily
12:30	<b>Lunch</b>	
1:20	<b>Debrief &amp; AM exit ticket</b>	

## PLC Agenda Items

- Look at student subtraction strategies
- Analyze End of Unit 6 Assessment Data
- Identify struggling students & their specific learning needs
- Plan number talks

# Specific Strategies: Embedded PD



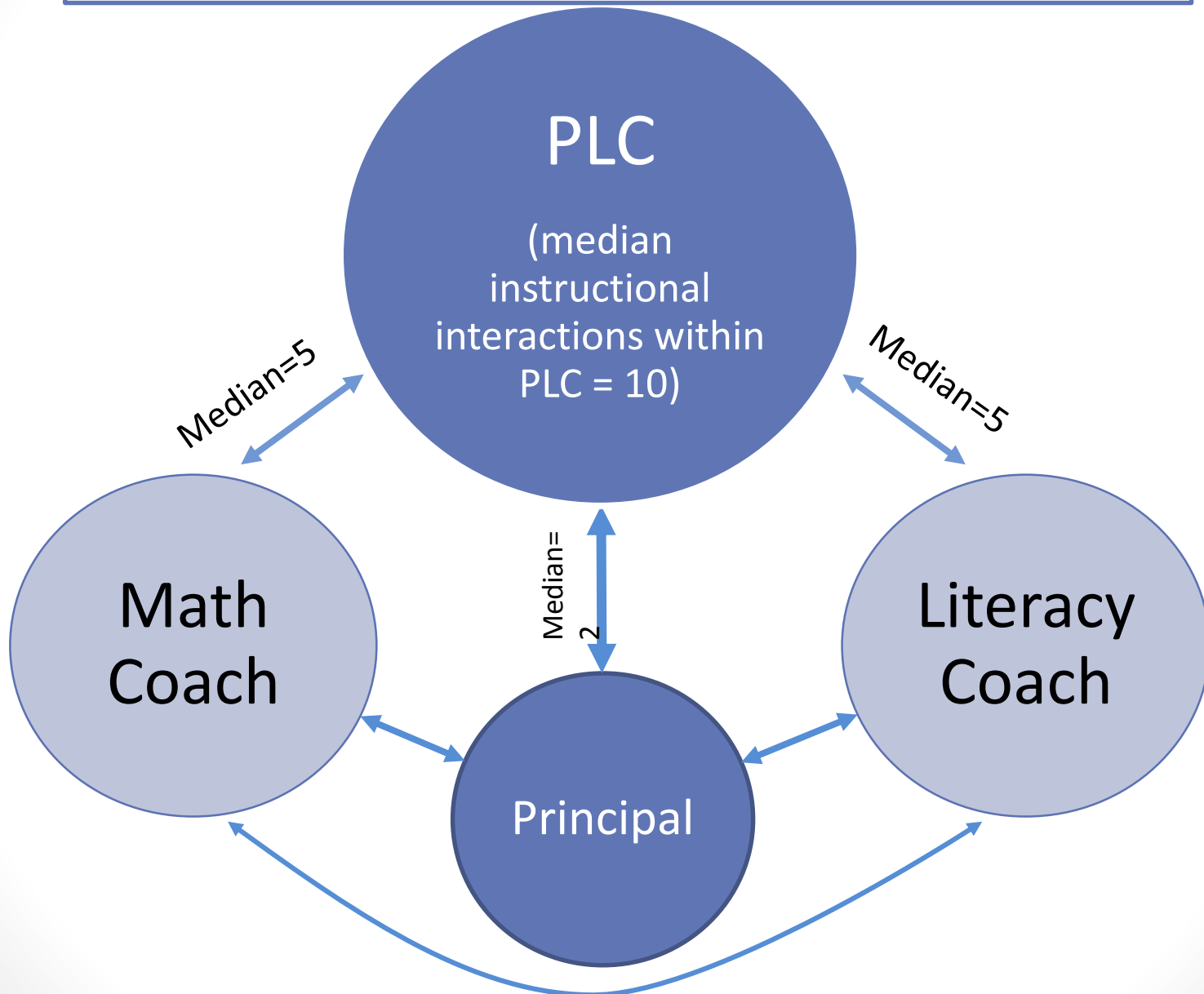
## Big Idea: Measure length in standard US units



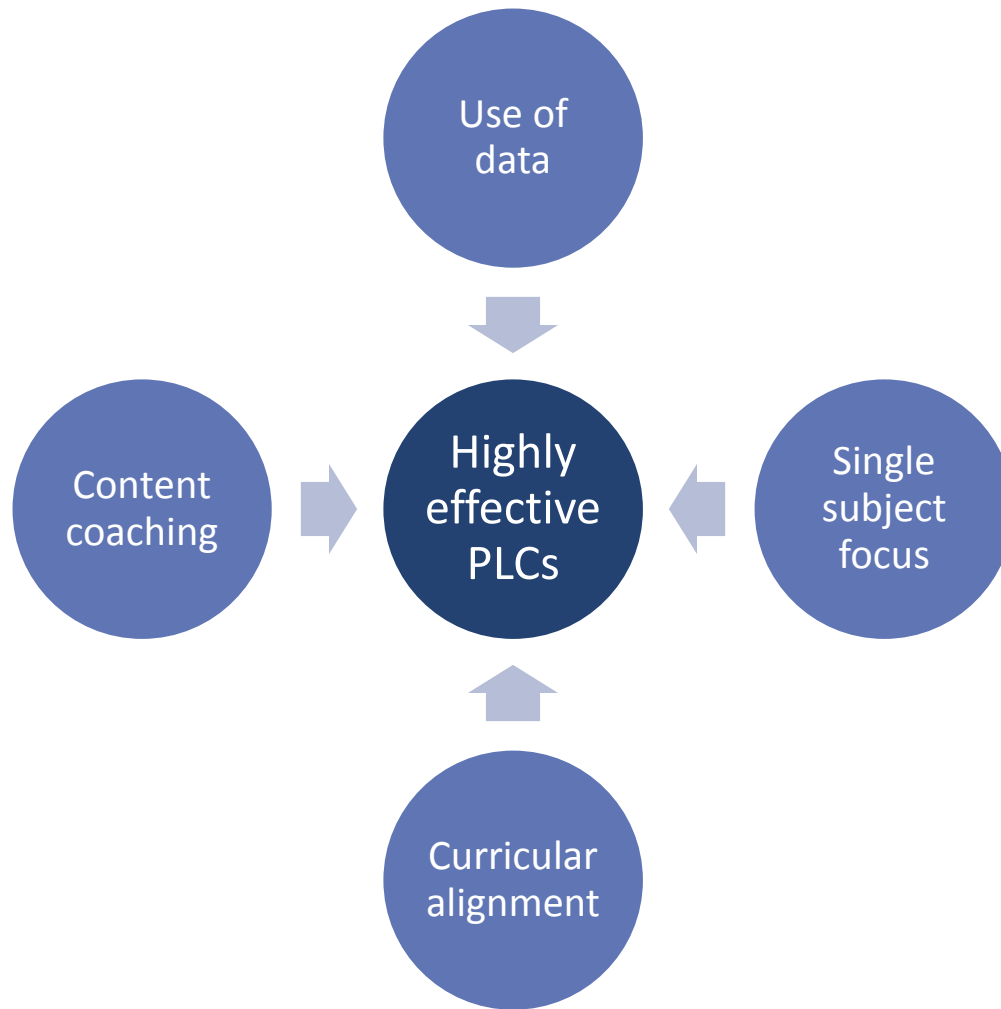
Date	Objectives	Lessons	LR Instructional Activities
3/7	Identify objects that are longer or shorter than a foot.	<b>Bridges D2 Activity 4: Making Inchworm Rulers</b> Identify objects that are longer and shorter than a foot.	Story problem predictions
3/10	Estimate and measure length in inches.	<b>Bridges D2 Activity 5: Estimate and measure inches</b> Estimate and measure objects using tiles and inches.	Story problem predictions
3/11	Estimate length in feet and yards.	<b>Bridges D2 Activity 6 &amp; 7: From Feet to Yard</b> Measure a distance in feet and yards, then measure things in the classroom.	Number Strings 100-89 110-89 118-89
3/12	Estimate and measure height and length of animals.	<b>Bridges D2 Activity 8: How Long, How Tall?</b> Use adding machine tape to measure the height or length of their animal.	Number strings 120-99 130-99 150-99
3/13	<ul style="list-style-type: none"> <li>• Measure length in inches</li> <li>• Solve comparison word problems involving length.</li> </ul>	<b>LR Workshop Day 1</b> 1. Launch comparison word problems 2. Workshop: <ul style="list-style-type: none"> <li>• LR Comparison Word Problems</li> <li>• <u>Measuring</u> Collections with inches</li> </ul>	Analyzing Visuals



# NETWORK CONNECTIONS at LAKERIDGE: WEEKLY INTERACTIONS ABOUT INSTRUCTION



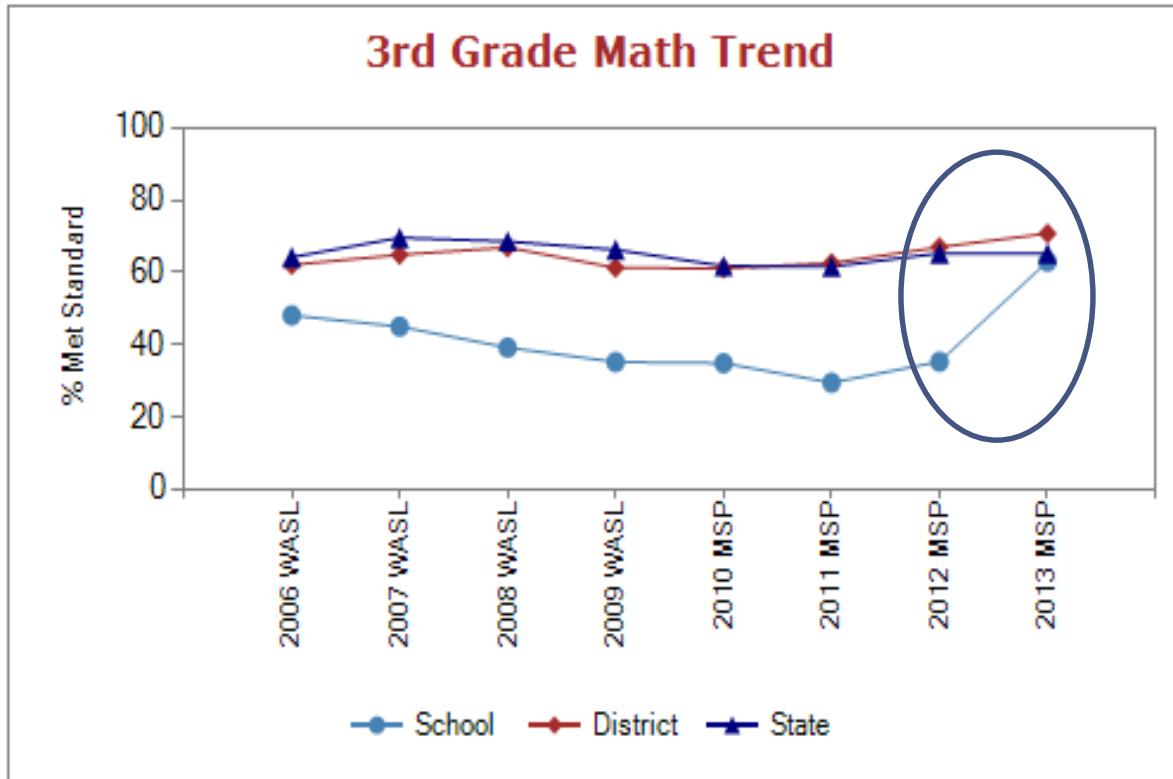
# Specific Strategies: Embedded PD



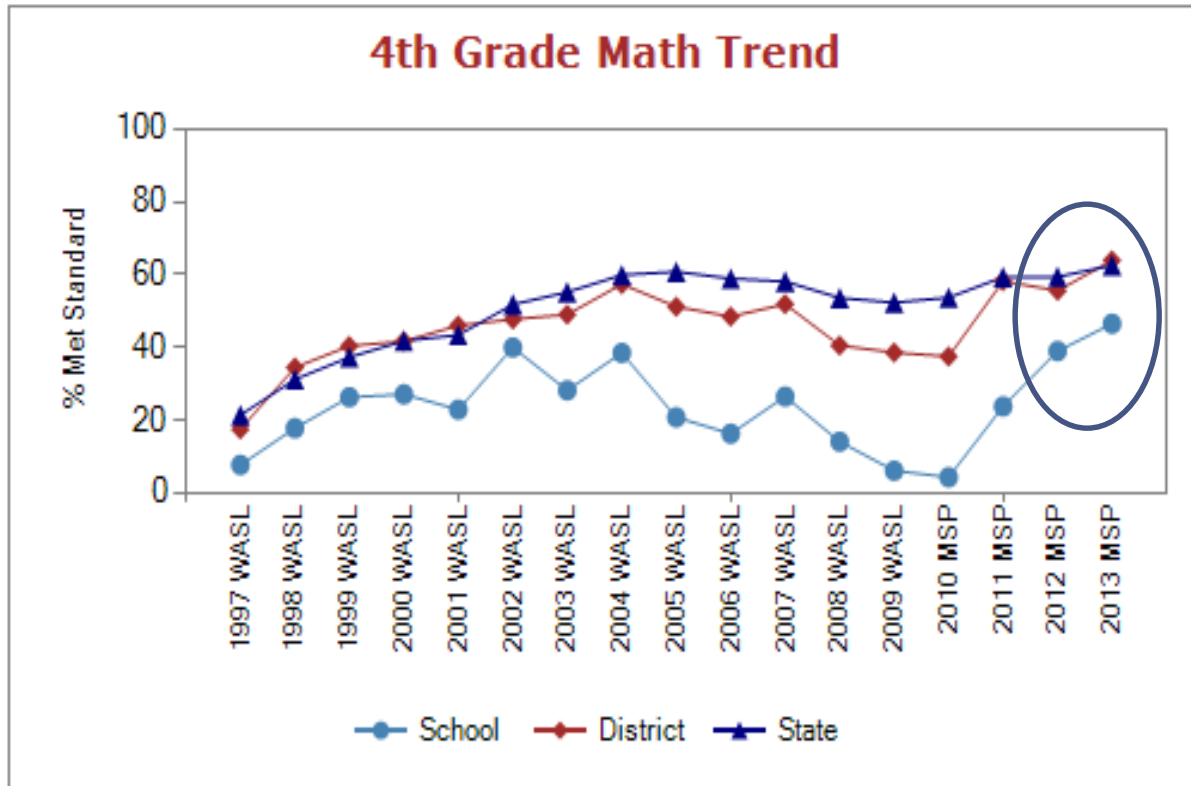
# Evidence to Determine Impact of Strategies Addressing these Challenges

Student Group	Reading			Math		
	Proficiency	Target	Met Target	Proficiency	Target	Met Target
All	58.1	55.2	On/Above	55.7	35.7	On/Above
American Indian			N<Required			N<Required
Asian	76.2	72.2	On/Above	76.2	60.3	On/Above
Pacific Islander			N<Required			N<Required
Black	50.5	46.3	On/Above	48.5	24.6	On/Above
Hispanic			N<Required			N<Required
White			N<Required			N<Required
Two or More Races			N<Required			N<Required
Limited English	35.1	33.3	On/Above	40.5	26.2	On/Above
Special Education	7.1	25.3	Below	25.0	19.4	On/Above
Low Income	56.4	53.6	On/Above	53.0	33.5	On/Above

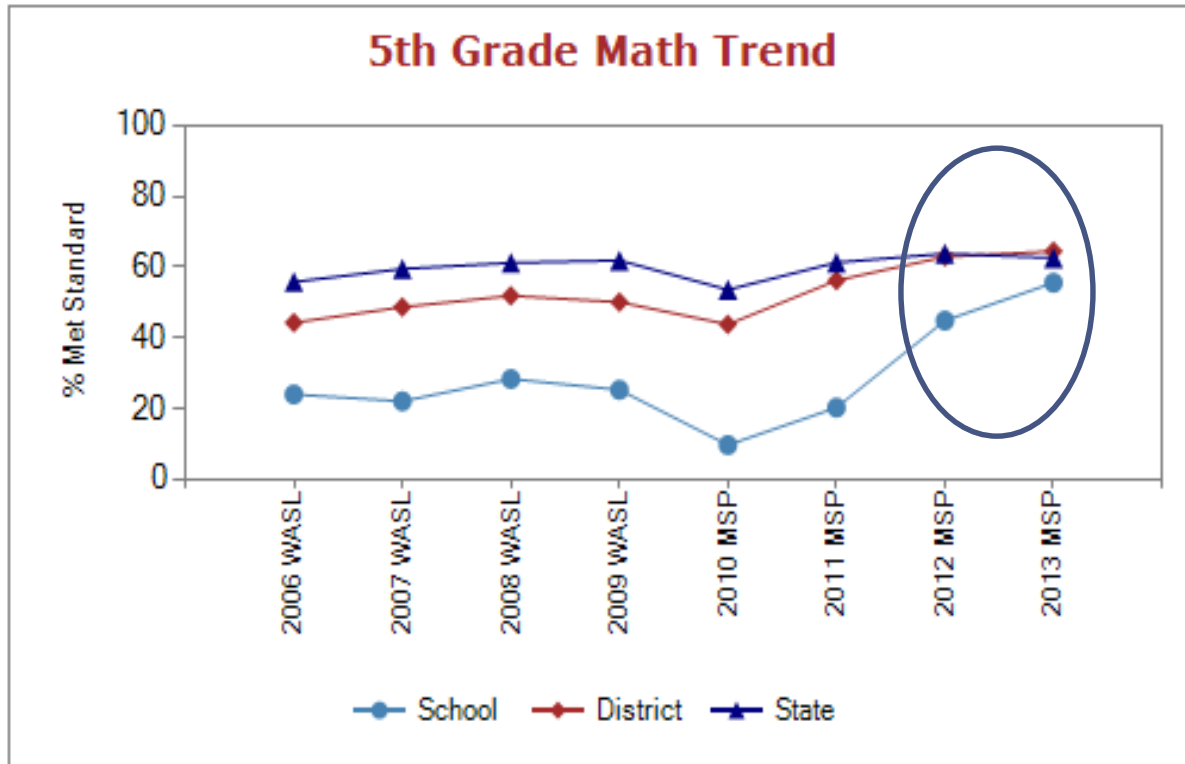
# 3<sup>rd</sup> Grade Math



# 4<sup>th</sup> Grade Math

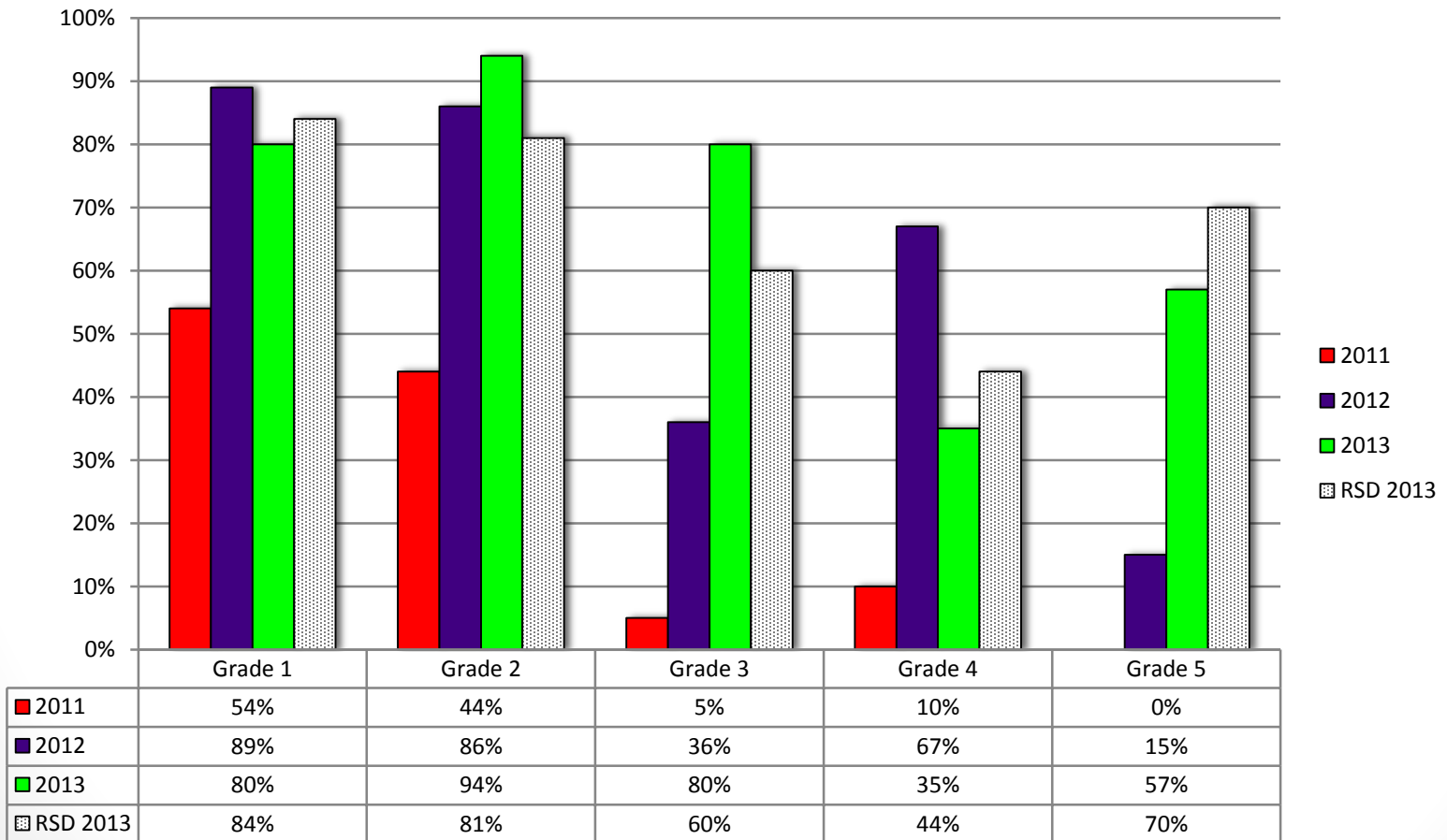


# 5<sup>th</sup> Grade Math



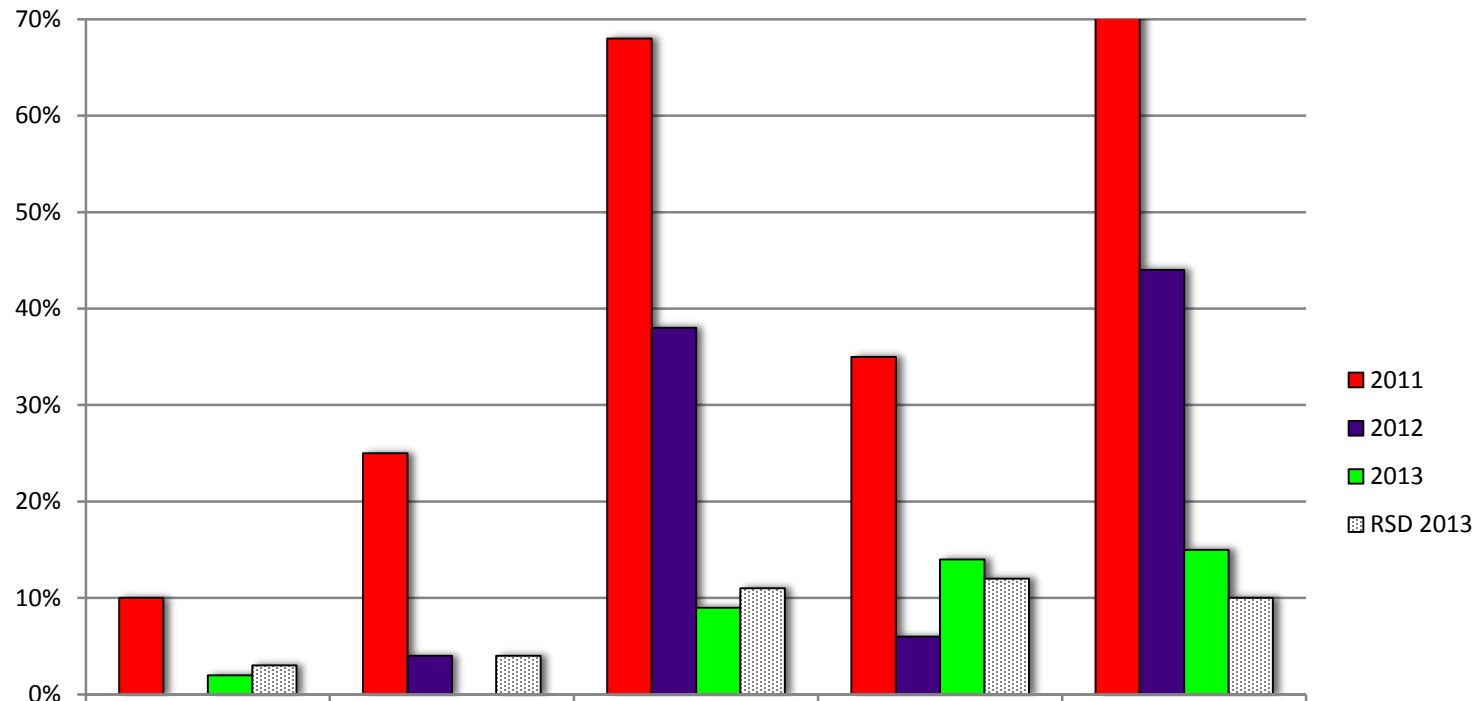
# MBA Met-Standard Comparison

## MBA 1



# MBA Well-Below Comparison

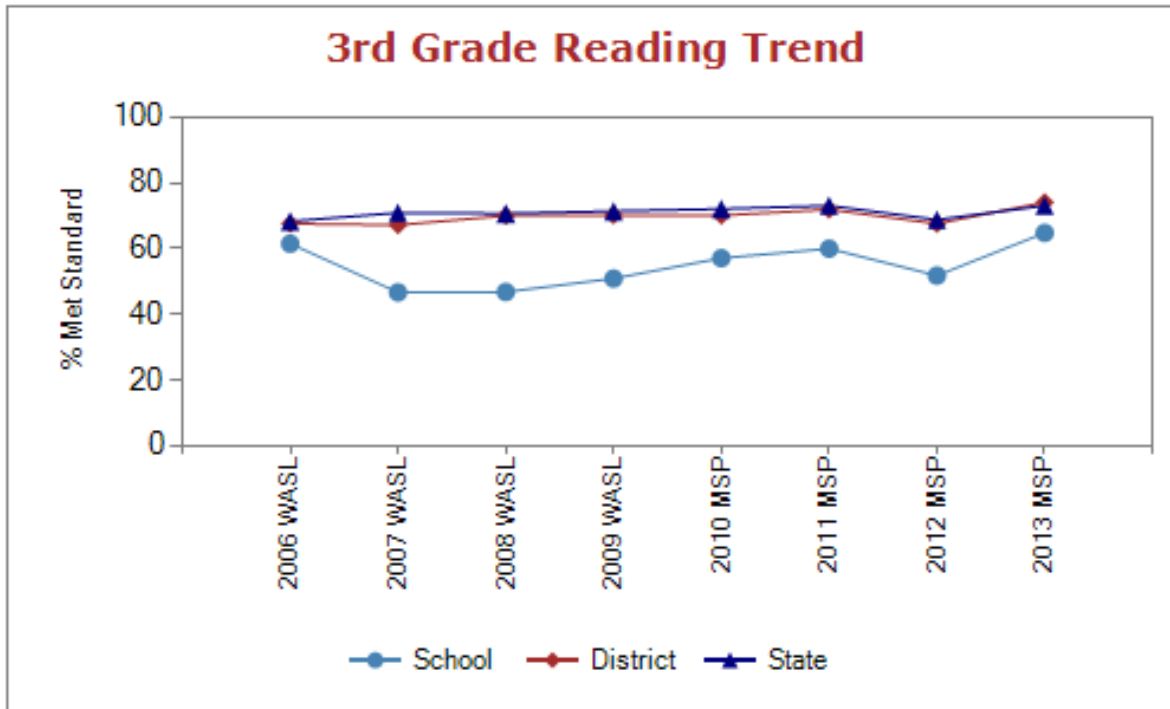
**MBA 1**



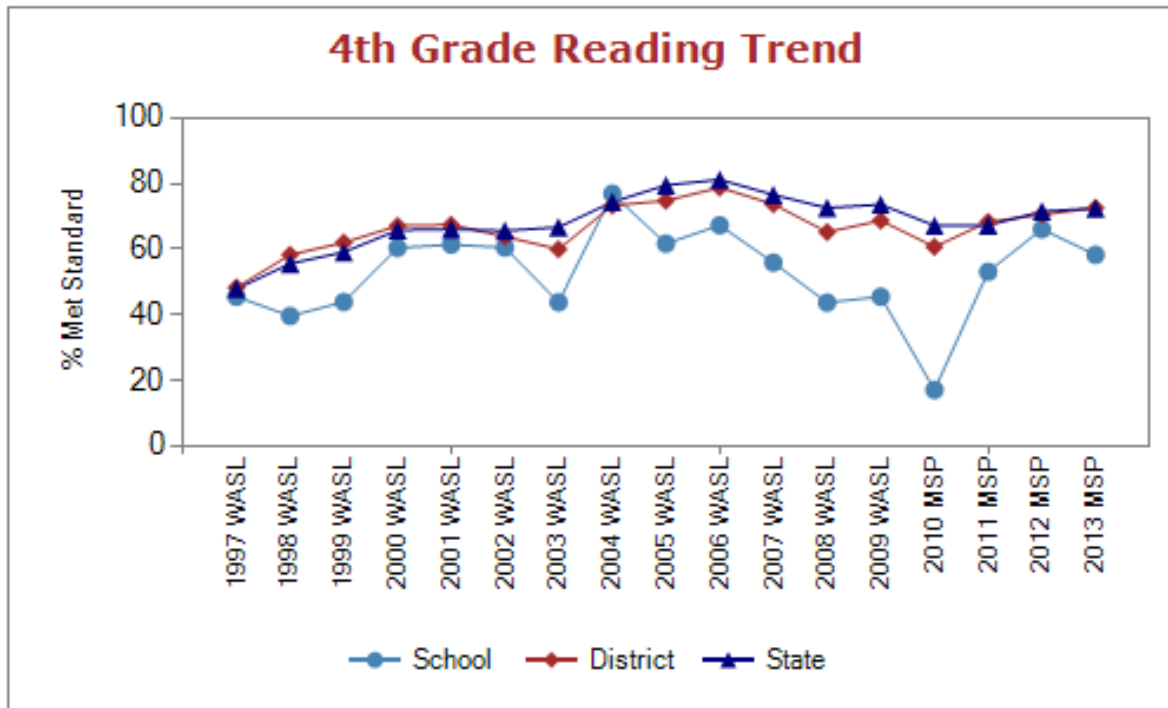
	1	2	3	4	5
■ 2011	10%	25%	68%	35%	71%
■ 2012	0%	4%	38%	6%	44%
■ 2013	2%	0%	9%	14%	15%
▨ RSD 2013	3%	4%	11%	12%	10%



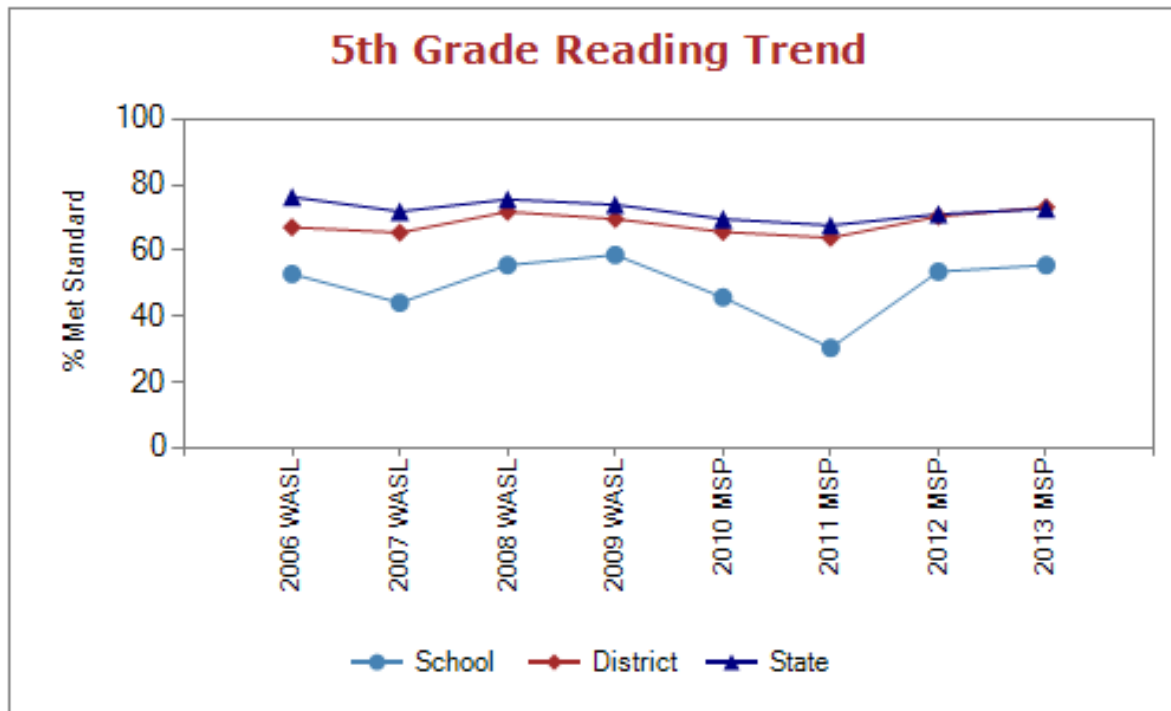
# 3<sup>rd</sup> Grade Reading



# 4<sup>th</sup> Grade Reading



# 5<sup>th</sup> Grade Reading



## Increase in Students At or Above Grade Level Fall 2012 to Spring 2013\*

		F&P BAS	DIBELS (K-2)
<b>Kindergarten</b>	Class A	na	20.0%
	Class B	na	25.0%
	Class C	na	50.0%
	Class D	na	38.5%

<b>1st Grade</b>	Class A	33.3%	27.8%
	Class B	28.6%	33.3%
	Class C	25.0%	25.0%

<b>2nd Grade</b>	Class A	43.8%	25.0%
	Class B	68.4%	42.1%
	Class C	63.2%	31.6%

		F&P BAS	SRI (3-5)
<b>3rd Grade</b>	Class A	50.0%	50.0%
	Class B	30.8%	30.8%
	Class C	0.0%	18.2%

<b>4th Grade</b>	Class A	13.6%	50.0%
	Class B	21.4%	35.7%
	Class C	17.4%	47.8%

<b>5th Grade</b>	Class A	30.4%	39.1%
	Class B	NA	4.8%

\*Data does not include students who receive SpEd services in reading, students who moved in after October 31, or students who moved out.

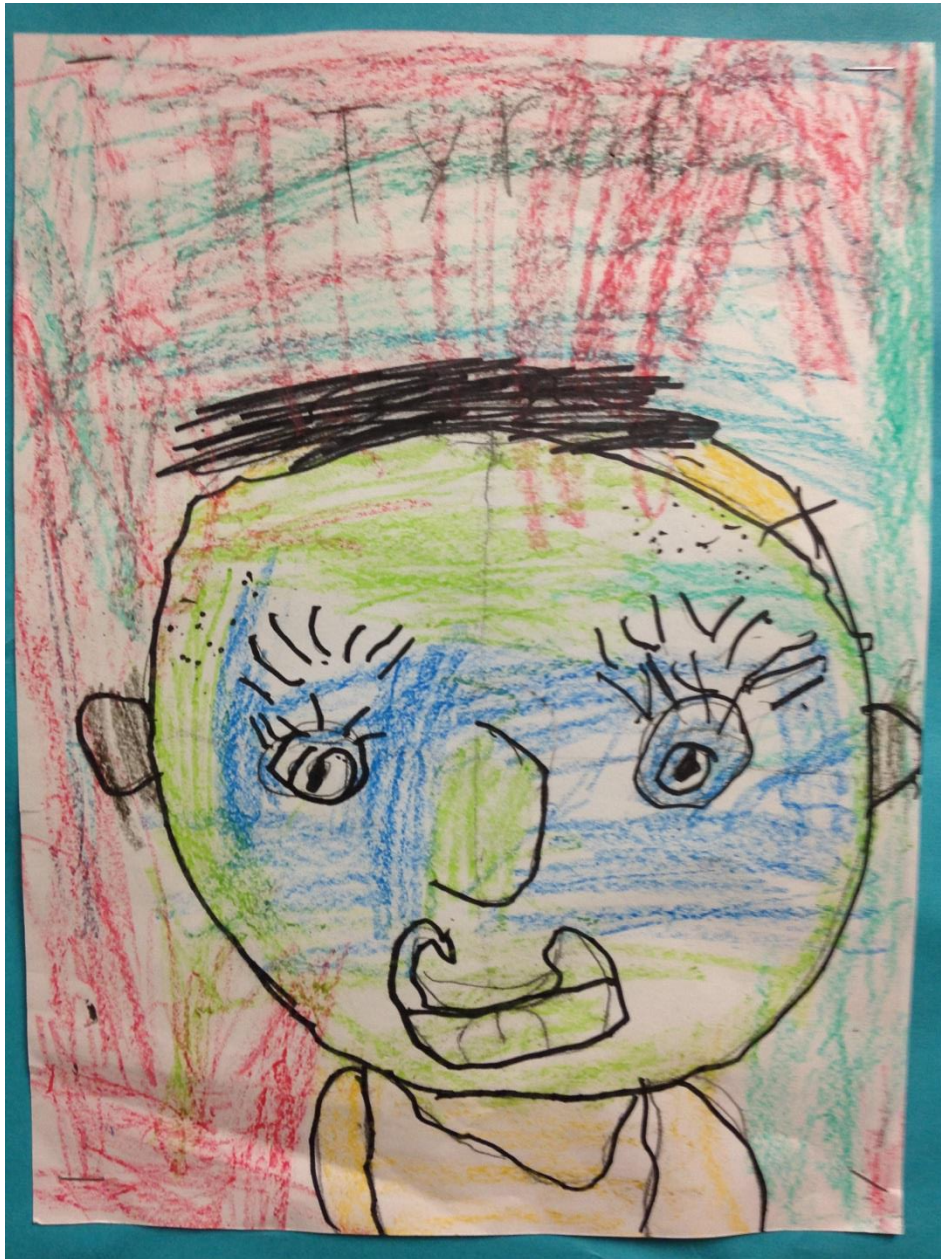
# Why Stay at Lakeridge?

- The Students!













# District Support Needed

- Math and Literacy Content Coaches
- Flexibility to continue MOU
  - BLIS (to sustain content focused PLCs)
  - PLC Time (C/P & delayed start)
- No involuntary staff transfers in

Because...

