

Elk Grove Associate Feedback

School: John Reith ES

Associate: David LaRose

Visit 1: 09/23/2016

What was accomplished?

Gained/shared understanding of the school population, culture and current strengths/needs. Connected with several staff members and shared a vision of the work that was well received. Affirmed the objectives that will be collectively developed around a "tight" framework for what the work needs to focus on; products to be expected, commitments that are essential, etc. Work with leadership team included greatly clarity of their role as a "guiding coalition." Identified initial objectives for future visit - increasing capacity of leadership team members in guiding the work of the teams (common language, protocols, expected products, etc.). Provided a compelling image of what can and has been accomplished for schools serving high need students.

What are the next steps?

Increase capacity of leadership team. Establish common language and protocols to support the work of teams. Clarify the why and what of the work (get tight on protecting the time for the 4 questions) Develop a process to assess current efforts (workshops, WIN time) for a shared understanding of their current reality (Three Big Ideas of a PLC).

What homework was assigned?

Principal identify key leaders to participate in next visit. Arrange time for full staff message with coach. Adjust current meeting models with intervention team, role of school counselor and mental health support, leadership team, etc.). Communicate a vision for the work with PLC coach to all staff.

Visit 2: 10/19/2016

What was accomplished?

Built and clarified common language - vision/values, 3 Big Ideas/4 Essential Questions, norms/collective commitments, etc. Several team self-assessments regarding their current reality (traditional teams vs. professional learning teams, Collaborative Culture Continuum, 5 Essential Elements, Interventions) Deeper look at Question 1 - ensuring all understood the need for clarity and conviction of what kids MUST know. Review Mike Mattos' clip on "Getting Insanely Clear About What We Want Kids to Learn" (supplemented with the Essential Standard Chart). Reviewed the purpose of norms (as promises and commitments) as compared to current products. Teams identified goals based on their self assessments/current reality checks.

What are the next steps?

Team leaders to engage their colleagues in key concepts, strengthening common language. Teams will revise and or develop meaningful norms/promises. Team leaders will engage teams in a review of the Essential Elements of Effective Collaborative teams (what are our strengths, areas of focus, topics with a sense of urgency). Clarity the goals and role of the Leadership team as Guiding Coalition. Plan for a future date that can include all staff (staff meeting during late start or after school)

What homework was assigned?

See above.

Visit 3: 12/2/2016

What was accomplished?	Met with each team Teams provided testimonies of their current reality - what's their focus, the impact, etc. All team members participated in a self assessment that aligns with the 3 big ideas and 4 essential questions - and discussed areas of perceived strength. Teams also identified areas where a greater sense of urgency was needed. Common theme - need interventions to be more driven by results/evidence; need for a systems approach to intervention.
What are the next steps?	Review the effectiveness of current work (what evidence support the work, affirms the impact on learning, etc.) With the agreement that we have limited time and resources, how do we insure that we are getting a return on our investment? Are investments aligned with essential standards? Team will begin to articulate essential skills and prerequisite skills at each grade level - to align for K-6 work and reflection.
What homework was assigned?	Identify time/goals for central location for collaboration (teams still meet together, but embrace the power of being in the same room together for celebration, articulation, support staff access and group accountability). Begin the work to align essential standards (what must our kids know and be able to do in order to succeed when they leave us? have the entire team own this vision and ensure their essential skills are considered essential prerequisite skills by the next grade level team).

Visit 4: 1/13/2017

What was accomplished?	<ol style="list-style-type: none">1. Review of the 4 Essential Questions of a PLC with Emphasis on Question 12. Deepen Understanding of Essential Learning – Redefined, Criteria, Products and Commitments3. Review and Discuss Mike Mattos Clip: Getting Insanely Clear About What Our Kids Must Learn4. Review Tool for Essential Standards5. Initial meeting and debrief with principal - focus on Jan 18 goals
What are the next steps?	Meet with Intervention Team - clarify role, assess current practices, align efforts with essential learning lens.
What homework was assigned?	Teams will use the Essential Standard tool for upcoming unit (yet to be taught).

<p>What was accomplished?</p>	<p>Visit 5: 1/18/2017</p> <ol style="list-style-type: none"> 1. Clarity of Purpose and Practice of a PLC (engaging member of team not actively engaged with PLC work of GL teams - common language, etc.) 2. Discuss Critical Alignment of GL Teams, Leadership team and Intervention Team 3. Clarify Role of Intervention Team in Service of Learning for All 4. Assess Current Reality of John Reith Interventions - Focus on Results 5. Identify Goal and Roles of JRSIT Moving Forward
<p>What are the next steps?</p>	<p>Intervention Team development - more inclusive and intentional meeting times and focus</p> <p>Deeper, evidence based analysis of current intervention practices with emphasis on WIN time and Workshop time (and use of instructional supports) - with full staff</p> <p>Exploration of current models of effectiveness (elementary interventions)</p> <p>Consideration of current structures requiring modification for Fall 2017 (addressing prerequisite skills as a system)</p> <p>Identification of opportunities for full staff, full day training</p>
<p>What homework was assigned?</p>	<p>Intervention Team - establish members, protocol for referring students, clarify goals and roles</p> <p>Deeper study of essential standards by GL teams</p>
<p>What was accomplished?</p>	<p>Visit 6: 3/15/2017</p> <ol style="list-style-type: none"> 1. Deeper discussion of Essential Standards and Pre-Requisite Skills 2. Teachers Identify Current Students They Predict Will NOT Possess the Pre-Requisite Skills Necessary for Success at the Next Grade Level 3. Teams Determine Which Skills the Students Lack for Success (Students Identified in Objective 2) – Differentiating Between Current Grade Level Standards and Pre-Requisite Skills 4. Teams Discuss Implications for Current Interventions and Need for Grade Level Articulation 5. Goal Setting by Leadership Team - more systemic, aligned response around prerequisite skills.

What are the next steps?

1. Need for a school-wide, common focus/vision for this work (building a "road map" for spring and shared vision for 2017-18).
2. Enhancing the role and work of current "behavior and emotional focused" intervention team.
3. Building clarity for the role of the Leadership Team
4. Need for student-standard conversations across grade levels (clarifying what is MOST essential for kids to succeed at the start of the next grade level).

What homework was assigned?

1. Grade level process for identifying the who, what and why in their current grade level (who is struggling, what are they struggling with and why are they struggling).
2. Cross grade level dialogue during weekly collaboration time.
3. Expanding people/purpose of weekly intervention team.

What was accomplished?

Visit 7: 4/26/2017

Agenda items included:

1. Clarity of Purpose and Practice of a PLC – Keeping the “Why” at the forefront of the Work
2. Discuss Critical Alignment of GL Teams, Leadership team and Intervention Team
3. Review and Assess Current Reality: Vision, Question 1 and Question 2
4. Review John Reith PLC Statement Paper – Collective Commitments (The Why and What of Our Work)
5. Identify Goals for May 10 Visit.

Teams evaluated their current work relative to Question 1 and 2 (on the Focus on Learning Continuum) and clarified the need to go deeper to ensure for more effective interventions. Teams reflected on current intervention structures and embraced a vision that is less about "changing our schedule" and more about "how are we current using our daily intervention time?" Leadership Team recognized the need for a clear and compelling vision to be articulated by the LT and a Plan of action, school-wide to frame common goals.

What are the next steps?

GL Team leaders will engage their teams in a review of the draft JR PLC Document and a self-assessment relative to their current reality ("8 Ps of PLC - Purpose, Promises, Process, Protocols, Products, Plan, Practice, Proof).

May visit will be with all teams and will address: Compelling vision for "additional time and support," Evaluation of Current Reality, and Review/Commit to the JR PLC Document (purpose and practice, our "tights").

What homework was assigned?

See Above for teams.

Coach: Provide tools to principal to guide future conversations - vision for school, action planning and "getting tight on the right work."

Visit 8: 5/10/2017

What was accomplished?

All grade level teams participated in affirmation/celebration of their collaborative work (connecting shared goals, common products, instructional growth and student results to the work of their GL team). The school vision was affirmed as was the John Reith PLC Statement document that was created throughout the year (the why, what of collaboration and the shared "tights" moving forward). Clarity for the roles, goals and responsibilities of leadership team and intervention teams was established (from an ongoing reflection of current teams and the need to be more intentional with a common focus).

All teams identified goals for more intentional (aligned with essentials and prerequisites) use of their intervention time (WIN time and Workshop) - due to previous work in identifying current students who will begin next year lacking prerequisite skills and behaviors necessary for successful learning.

What are the next steps?

School-wide emphasis to systematically support students in need of additional time and support. School and community wide communication plan relative to their vision (to ensure all students receive timely and targeted support when struggling to master essential skills and behaviors). Deeper work during 17-18 (with coach) is a goal.

What homework was assigned?

See above.