Rising & Achieving Principals Academy

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Session 2

Rising/Achieving Principals Academy

September 7, 2013

Our vision: Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.				
Pillar I:	*Pillar II:*	*Pillar III:*	*Pillar IV:*	*Pillar V:*
Rigorous standards, curriculum and powerful instruction	*Systems of support for student needs*	*Engaged and empowered families and community*	*Effective teachers, leaders, and staff*	*Sound fiscal, operational and accountability systems*

Time	Activity	Facilitator
8:30 am	Breakfast	
9:00 am	Welcome	
9:15 am	Plenary Session	CPS
10:45 am	Break (and then report to regular cohort groups)	
10:15 am	Leadership Discussion: Transformational Leadership in Support of Learning, Innovation, and Planning for Success Document References: Transformational Leader Skills power point presentation John Maxwell, "Best Practices of Leading Down," blogpost reference: http://www.johnmaxwell.com/blog/best-practices-of-leading-down#.Ub4n1X1XqH4.email Case Study: "Teacher Excellence Narrows the Achievement Gap, Cochrane Academy, Charlotte, NC" Case Study: "Jackson Barry Middle School, Brooklyn, NY"	SUPES Master Teacher

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Time	Activity	Facilitator
	Case Study, "Cajon Valley, CA"	
12:00 pm	Lunch (and then report to elective groups)	
Elective Option 1:	Teaching and Learning/Common Core	
1:00 pm	Critical roles of the school leader in implementing the Common Core Document References: Power Point Overview of Critical Roles of the School Leader in Implementing the Common Core	SUPES Master Teacher
1:20 pm	Common Core shifts in practice Common Core Shifts – Language Arts examples and information for leading implementation: • Building knowledge through content- rich nonfiction • Reading, writing and speaking grounded in evidence from text, both literary and informational • Regular practice with complex text and its academic language Document/Media References: "The Common Core Shifts at a Glance – Language Arts" achievethecore.org Sample Lesson Video: Symbolism in "The Lottery" (Eckhardt), America Achieves, first 9 minutes, 15 seconds: http://commoncore.americaachieves.org/samplevideo/4f88b96526b6154034000001	SUPES Master Teacher
1:50 pm	Common Core Shifts – Mathematics examples and information for leading implementation:	SUPES Master Teacher

Time	Activity	Facilitator
	• Focus – where the Standards focus • Coherence – across grades and linking to major topics within grades • Rigor – in conceptual understanding, procedural skill/fluency, and application with equal intensity Document/Media References: "The Common Core Shifts at a Glance – Mathematics" achievethecore.org "Overview of Fractions Common Core Progression Module" 2 minute, 30 second video, IllustrativeMathematics.org http://www.youtube.com/watch?v=X9NFEZIkoH0#t=33 "Comparing Fractions" 4 minute, 15 second video, IllustrativeMathematics.org http://www.youtube.com/watch?v=hm5DI_zlSD8#action=share	
2:15 pm	Break	

2:30 pm	Setting and defining high expectations for teaching and learning: Exploring the question, *"What do the terms "Depth", "Complexity", "Rigor" and "Higher-Order Thinking Skills" really mean?"*
	
	Setting and Defining High Expectations Power point
	
	High Expectations Implementation Analysis Template
	
	    • Analyzing High Expectations in Classroom Instruction and Assessment – Video Observations
	
	        o Expeditionary Learning videoclip, 6 minutes, 54 seconds (entire video clip), http://www.engageny.org/resource/a-protocol-for-citing-evidence-from-informational-text-from-expeditionary-learning
		SUPES
		Master Teacher

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Time	Activity	Facilitator
	o View the Council of Great City Schools video, "From the Page to the Classroom: Implementing the Common Core State Standards-Mathematics," from 33:55 to 49:40 minutes to explore assessing rigor, https://vimeo.com/44524812. • Analyzing High Expectations in Classroom Instruction and Assessment – Sharing and Planning	
Elective Option 2:	Innovation	
1:00 pm	Integrating technology for support of instruction and operations Document and Media References: "The Principal's Role in Integrating Technology for Support of Instruction and Operations," power point presentation International Society for Technology in Education (ISTE) Standards for Administrators "A Principal's Role in Technology Education" https://www.youtube.com/watch?v=XZzBc1nPJQg (2 minute, 21 second video) "Principal Kappy Cannon Fosters Technology Innovation and Teamwork" https://www.youtube.com/watch?v=MlaoDAyFogc (5 minute, 4 second video)	SUPES Master Teacher
1:30 pm 9-7-13-Innovation-Chap11-How To Use Pinterest	Marketing your school in the 21st Century Document References: "Marketing Your School in the 21st Century" power point slides "Communicating and Connecting with Social Media:	SUPES Master Teacher

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Time	Activity	Facilitator
	School Communication Survey," Solution Tree Press, 2011. 21st Century School Communication Self-Assessment and Analysis Tool "Twitter in Schools: A Getting Started Guide," a blogpost by Steven Anderson, posted June 15, 2011. http://blog.web20classroom.org/2011/06/twitter-in-schools-getting-started.html "The Principal of Change: Tweeting for Schools," a blogpost by George Couros, posted May 2, 2012. http://georgecouros.ca/blog/archives/2829 "Create a Facebook School Page in Ten Minutes," a blogpost by Nick Grantham, January 19, 2012. http://www.fractuslearning.com/2012/01/19/facebook-school-page/ "How to Use Pinterest to Market Your School," a blogpost by Brendan Schneider, retrieved August 22, 2013. http://www.schneiderb.com/how-to-use-pinterest-to-market-your-school/	
2:15 pm	Break	
2:30 pm	Turning Barriers into Bridges: An Adaptation of a School Reform Initiative Exercise	SUPES Master Teacher
Elective Option 3:	Planning	
1:00 pm	An Overview of Planning for Whole School Transformation Document References: Planning for the Stages of School Transformation – power point slides Plan Analysis Based on Three Stages of Whole School Transformation - Application of Learning adapted from the work of Leithwood, Harris and Strauss Quick Wins: Making Visible Improvements Early in the	SUPES Master Teacher

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Time	Activity	Facilitator
	Planning Process for School Transformation, U.S. Department of Education	
	90-Day School Transformation Plan exemplars – Leithwood, et. al.	
2:00 pm	Reviewing and aligning all of the plans that are created at a school/district:	SUPES Master Teacher
	(1) Where are current areas of alignment?	
	(2) Which goals/plans do not align?	
	(3) Can any unnecessary goals/plans be eliminated and/or changed to better support the stages of whole school transformation planning strategies reviewed at the beginning of this session?	
2:30 pm	Break	
2:45 pm	Sharing plans and revising as needed	SUPES Master Teacher
4:00 pm	Wrap Up Evaluation	
4:15 pm	Adjourn	

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Transformational Leadership Skills

Transformational Leaders

- Key traits of transformational leaders indicate they exhibit some skills
  - More often
  - At higher levels
  - At the right times to make them successful in:
    - Significantly accelerating student achievement through leadership, innovation and planning for improvement
    - Changing the school culture to one of high expectations for all students
    - Helping all faculty, staff, parents and students understand that change is necessary and urgently

Four Critical Skills of Effective Transformational Leaders

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1. Initial Analysis and Problem Solving
   a) Transformational leaders personally analyze data about the school's performance to identify high-priority problems that can be fixed quickly and/or need to be addressed immediately.
   b) They make an action plan so that everyone involved knows specifically what they need to do differently. This allows staff to focus on changing what they do now, rather than on worrying about what changes might be coming in the future.

Four Critical Skills of Effective Transformational Leaders

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2. Driving for Results
   a) Transformational leaders concentrate on a few changes early in the year to achieve quick, visible wins.
   b) They quickly discard tactics that do not work.
   c) They report progress and celebrate successes, but their focus is on continually raising the bar to promote continuous improvement.

Four Critical Skills of Effective Transformational Leaders

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3. Influencing Inside and Outside the School

   a) Transformational leaders communicate a clear picture of what success looks like.
   b) They help staff empathize with those whom they serve.
   c) They work to gain the support key influencers among staff and community for the needed changes.

Four Critical Skills of Effective Transformational Leaders

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4. Measuring, Reporting and Improving

   a) Transformational leaders measure and report progress frequently during the school year.
   b) They share key results visibly and transparently throughout the school year.

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Discussion

- Review the blog post, "Best Practices of Leading Down," from John Maxwell's website summarizing points from his book, <u>The 360 Degree Leader</u> at this web address:

<u>http://www.johnmaxwell.com/blog/best-practices-of-leading-down#.Ub4nlXlXqH4.email</u>

- Based on what we have learned and the above article, discuss with your group what it means to be a peak performing transformational leader.

- Share your summary comments with the large group.

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WHAT WORKS IN EDUCATION
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Teacher Excellence Narrows the Achievement Gap

By embracing research-backed instructional design, consistent PD, and strong, caring relationships, all boats are rising and teachers have gone from surviving to thriving at this once-failing middle school.

BY MARIKO NOBORI

The bell rings and most of the ninth-grade students in Ms. Johnson's English class are still standing. As she dims the lights and presses play on the laptop, it becomes clear why. Within moments, the students -- and Ms. Johnson -- are dancing and rapping along to a video: "Plot . . . Character . . . Conflict . . . Theme . . . Setting! Yes, these are the five things . . . ."

Once the song is over, the students settle into their seats, and Ms. Johnson begins peppering them with questions about the five elements of a well-constructed story: "What is the conflict in our story? How does setting affect the characters? What's the difference between plot and theme?"

Topic: School Turnaround

School: Cochrane Collegiate Academy

Location: Charlotte, N.C.

Target Audience: Grades 6-9

Note: Demographic data below is from the 2011-12 academic year.

Enrollment: 620

Student Population:
87% qualify for free or reduced-price lunch
60% African American

This is one of the dynamic ways that students learn -- and retain -- lessons at Cochrane Collegiate Academy **(2)**, a once failing middle school in Charlotte, North Carolina, that's now on the rise.

The brisk, energetic start to class is an example of an activating strategy, one of several research-based methodologies **(3)** used in every class by every teacher at Cochrane. The Cochrane educators call their approach Interactive Learning (IL) and, along with the strong professional-development (PD) plan for teachers **(4)**, it has been instrumental in turning around the school's long and dismal record of underachievement.

Challenges of Poverty

Cochrane is located in a low-income section of Charlotte's east side. About 87 percent of the students qualify for free or reduced-price meals. Says the school's current principal, Josh Bishop, "Some days our children go home and they may not have a home to go to. They may have been evicted. There may not be food or simple things like backpacks and school supplies. Those are the things that our students face on a daily basis here."

30% Latino
3% Caucasian
2% Asian/Pacific Islander
<1% Native American
13% individualized education programs
20% English-language learners

Note: Expenditures below are from 2009-10, the most recent available for state data. State totals include all budget items such as utilities, school activities, and custodial costs; district and school totals do not.

Total per-pupil dollars spent
School: $6,133
District: $5,346
State (N.C.): $8,451

Cochrane hit rock bottom in 2007 when it was named the eighth worst-performing middle school in North Carolina. Teachers describe the atmosphere at that time as "chaotic" and "out of control, like mayhem." Recalls Shana Oliver, now Cochrane's academic facilitator, "Students were running the school, and our mentality was about teachers just surviving."

Since then, the percentage of students performing at grade level has more than doubled. The achievement gap **(5)** between economically disadvantaged students and their better-off peers has been reduced by 35 percent (based on those meeting or exceeding state standards in both math and reading). But it has taken bold steps to get there.

In 2007, Valerie Williams came in as the new principal with one overriding goal: to rebuild the culture and mentality of the staff and students. The focus on student learning was laser sharp, and Oliver recalls, "If, as a teacher, you weren't here for the kids, then this wasn't the place for you." Some teachers were let go, others chose to leave, and by the end of the year, nearly 50 percent of the staff had been replaced.

Teaching Strategies That Work on Teachers Too

With only 21 percent of students meeting state math and reading standards, teachers at Cochrane knew they also needed to change what they were doing in the classroom. Williams discovered a professional-development program directed towards classroom instruction called Learning-Focused **(6)**. She sent four of her teacher leaders to Atlanta for four days of training.

The teachers returned with a basic instructional model that they then tailored to meet Cochrane's needs. The result was IL, which focuses on the student classroom experience -- specifically promoting collaboration, inquiry, and a high degree of interaction. In practice, IL is built upon the ten best research-backed teaching strategies that they identified for their classroom instruction. They call this list the Top Ten IL Non-Negotiables **(7)**, and teachers must implement all ten in every class, every day.

There was some good fortune at play, too. In 2008, the Charlotte-Mecklenburg School District **(8)** implemented a standards-based, targeted-assistance program called TI MathForward™ **(9)**. Developed by Texas Instruments Inc., MathForward's goal is to improve middle school math and algebra performance. Each student receives a graphing calculator so they can do practice problems and get instant feedback on the classroom's electronic whiteboard. Teachers get a precise reading on how well the students understand key concepts, and the students stay engaged thanks to the cool gadgets. The program is credited for boosting math scores not only at Cochrane but across the district as well.

MathForward has added a technological approach to IL's student-centered goals and also works well with the

non-negotiables list. The non-negotiables aim to expand students' attention spans through less conventional practices such as limited lecture time and student movement as well as more-standard strategies such as focusing lessons on essential questions and summarizing at the end.

This model was a significant change and posed challenges for many of the teachers, especially some of the veterans, so working out a solid PD plan **(10)** was critical. Oliver took the lead in developing a program, and Bishop, who became principal in 2009, has provided critical support **(11)**.

By using podcasts to dispense administrative information **(12)** and logistics, Bishop has freed up faculty-meeting time to be used for PD instead. Every week, teachers spend 30 minutes evaluating all the recent student data -- including common assessments and homework -- and then another 30 minutes in PD, learning ways to adjust their instruction to meet the areas of need the data has revealed.

An important feature of Oliver's PD is modeling. Incorporating all ten best practices in one class (see a sample lesson plan) **(13)** can seem daunting to teachers, so Oliver runs her sessions just like a class, using the same set of non-negotiables. The teachers confirm that seeing and experiencing themselves how it can be done has helped them implement the strategies in their classrooms.

See how Cochrane teachers are trained in their non-negotiable classroom strategies.
Comment on this video, download, and more **(14)**

Relationships Are the Key

The last indispensable piece that has made the entire turnaround at Cochrane possible is a strong emphasis on building positive relationships. Bishop and his team have made it their business to provide genuine emotional

and professional support all around. As Bishop describes, "Having those relationships with each other and with our students, that's what works, that's what makes a difference here at Cochrane."

And it's also built a level of trust that allows teachers to challenge their students. "They're willing to go a lot further with you academically if they know that you care about them personally," explains Johnson. For the students, it's been the little things the teachers and staff do to show they care. For instance, they

- greet students individually as they enter the classroom and pay attention if something seems amiss;
- show up to students' sporting events;
- ask students questions such as "How was your day?" and "Are you doing all right?" and then take the time to listen to the answers;
- model the same politeness and respect in their speech and gestures that they want to receive in return;
- work with students on how to cope with what's happening at home;
- remember that students watch carefully how adults behave, what their attitude is, and how they interact with other people.

The Charlotte-Mecklenburg School District **(15)** won the Broad Prize for Urban Education **(16)** this year, and Cochrane has made great strides of its own in the past three years. But the educators at Cochrane know they still have a long race to run. They have just launched a one-to-one laptop program, are working on building better relationships with more parents, and are continually honing their instructional model to reach more students.

Because Cochrane is truly on the rise, pride in the turnaround is on everyone's lips, from students to teachers to office staff to administrators. Johnson sums it up this way: "There are so many stigmas that seem to suggest that students from this demographic cannot learn, that they are destined to fail. But now we have data that proves that our students can go so far. That's a testament to what education can do."

This article originally published on 10/18/2011

Source: www.edutopia.org/stw-school-turnaround-overview

Links

1   www.edutopia.org/stw-school-turnaround-overview-video
2   schools.cms.k12.nc.us/cochraneMS/Pages/Default.aspx
3   www.edutopia.org/stw-school-turnaround-student-engagement-tips
4   www.edutopia.org/stw-school-turnaround-student-engagement-video
5   www.edutopia.org/stw-school-turnaround-achievement-data
6   www.learningfocused.com/

7   www.edutopia.org/stw-school-turnaround-student-engagement-tips

8   www.cms.k12.nc.us/Pages/Default.aspx

9   www.timathforward.com/tools/mathforward/index.html

10   www.edutopia.org/stw-school-turnaround-student-engagement-video

11   www.edutopia.org/stw-school-turnaround-principal-teacher-development-tips

12   joshuabishop.cmswiki.wikispaces.net/Professional+Development

13   www.edutopia.org/pdfs/stw/edutopia-cochrane-schturnaround-lesson-plan-acquisition.pdf

14   www.edutopia.org/stw-school-turnaround-student-engagement-video

15   www.cms.k12.nc.us/Pages/Default.aspx

16   www.broadprize.org/past_winners/2011.html

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Spotlight: Using Formative Assessments and Student Data at Jackson Barry Middle School

The staff of Jackson Barry use ongoing, regular assessments of students' mastery of specific concepts across subject areas. Frequently collecting information on student performance helps teachers identify areas of greatest need, target certain students for remediation, and place students in homogenous groups. There is also a significant amount of transparency around student data, which motivates teachers and students to focus on setting and meeting higher academic goals.

What It Looks Like

- *Skills of the Week/Month*: Teachers focus on a standards-based skill (e.g., identifying a main idea) throughout the week/month and assess students' performance on that particular skill at the end of the week/month.

- *Bi-Weekly Mock Exams*: Students are given practice examinations every other week. Teachers keep meticulous logs of their performance and track progress over time.

- *E-D-M Charts*: The E-D-M chart is a matrix of discrete standards-based skills (e.g., sequencing) signifying three levels of performance: *emerging, developing,* and *mastery.* The chart—posted outside every classroom—displays each student's level of mastery in each skill.

- *Systems for Collecting Data about Students*: *Workfolios* are a collection of student work in a particular subject area. *Conferencing notes* record one-on-one or small group sessions between teachers and students receiving extra support. The *37.5 minutes binder* helps teachers track the progress students make in the school's 37.5 minute sessions (extra periods designed to support low-performing students).

- *Parent-Friendly Progress Reports*: These quarterly reports are specifically designed for parents. They include task-specific rubrics to help parents understand how they can support their children.

- *Student-Friendly Rubrics*: One area of focus for the school has been increasing student accountability and ownership. Providing students with rubrics that correspond to the E-D-M charts helps them understand expectations and set goals for themselves.

- *Strategy Fridays/Writing Fridays*: Strategy Fridays in math provide opportunities for students to focus on a strategy, such as time management or multiple-choice testing using an exam booklet. Writing Fridays in ELA implement a similar strategy to increase students' fluidity with writing.

How It Works

Enables strategic grouping: Teachers use data to homogenously group students in their classes. Teachers explained that prior to the school implementing the regular collection of student data, grouping was done more haphazardly. Homogenous grouping allows teachers to differentiate instruction more effectively. Because the groups are based on performance in particular skills or units of learning, groups change frequently throughout the year.

(Continued)

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Targets students for extra support: The school provides multiple opportunities throughout the day for students to receive extra academic support, including early morning, during lunch, and after-school tutoring as well as Saturday and Sunday school. Though some students "attend everything," teachers have a dialogue with students and advise them to attend specific programs depending on their areas of need. Teachers reported that these decisions are "all driven by data." Information is also passed on to the parents of students who need extra help.

Motivates students: Teachers reported that making data and assessment criteria transparent for students motivated them to succeed academically. While teachers were at first concerned about the embarrassment that might result from posting mastery levels with student names, they explained that since students are assessed on a variety of skills and concepts, they learn to appreciate that everyone has strengths and areas in need of improvement. Seeing their levels move up reinforces the idea that everyone has the potential to obtain mastery over a skill or concept. The principal added that sharing data with students has cut down on discipline problems. When faced with a disruptive student, teachers can turn their attention to the student's performance and encourage the student to refocus on academics.

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Cajon Valley Union School District: Changing the Culture of Learning to Empower Students

This interactive video profile is the second in a series of real-life practical stories about how district and school leaders are improving student learning outcomes through the effective use of digital learning. Much more than "online learning," digital learning is defined as "any instructional practice that effectively uses technology to strengthen a student's learning experience," and encompasses a wide spectrum of tools and practices. Critical elements include an emphasis on high-quality instruction and access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure that all students reach their full potential to succeed in college and a career. It is important to note that the strategies will look different in each district setting, and that they are constantly evolving.

Just a few years ago, the Cajon Valley Union School District (Cajon Valley USD) was challenged by ethnic differences, poverty, inequity between schools, and low achievement. Today, academic achievement is on the rise, students are leaders of learning, and the district has received multiple awards and recognition for its efforts. This video profile examines how this small urban school district and one of its middle schools have made dramatic strides through the effective implementation of digital learning paired with other major types of support for students and teachers. The Cajon Valley USD utilizes a wide range of strategies—mobile learning, an innovative creative writing initiative, increased use of data on student performance, and increased opportunities for students to create digital media—to better meet the learning needs of all students. Throughout this profile are short videos from district and school practitioners describing how they addressed specific issues. Click on the video icons to hear their stories.

Digital Learning Day 2013: Cajon Valley Overview

The K–8 Cajon Valley USD is one of forty-two school districts in the greater San Diego, California metropolitan area. Serving approximately16,000 students,[1] the Cajon Valley USD is extremely diverse; 36 percent of students are Hispanic, 46 percent are white, 7 percent are African American, and many students are recent immigrants from countries including Malaysia, Syria, Iran, and others.

In 2008, after decades of challenging budget times and limitations on the extent to which localities could raise funds, the district conducted a thorough needs assessment. The assessment results indicated that significant inequities between schools required major shifts in school culture, capital improvements for old and outdated buildings, and investing in digital technology. Voters approved a new bond, Proposition D, enabling significant renovations and updates to schools in the district, including a new building and additional technology at Cajon Valley Middle School (CVMS).[2] CVMS is the focus of this video profile.

As shown in Figure 1 chart, CVMS's student body exemplifies even greater diversity than its overall district. Students at CVMS come from a wide range of cultural and ethnic backgrounds; languages spoken include Spanish, Arabic, Chaldean, Kurdish, Tagalog, Burmese, Assyrian, Farsi, and Khmer. Eighty-two percent rece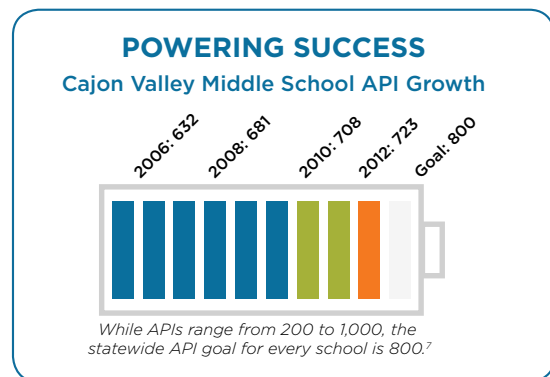ive free or reduced-price lunches. The culture at the school, fueled in part by the challenges new immigrant students faced, deteriorated to where 300 fights took place a year.[4] Suspensions and truancy rates were high, and too many students were chronically absent.

Figure 1

Student Demographics: Cajon Valley Middle School (CVMS) and Cajon Valley Union School District (Cajon Valley USD)[3]

Demographics	CVMS	Cajon Valley USD
Enrollment	774	16,059
White, Non-Hispanic	26%	46%
African American	13%	7%
Hispanic or Latino	53%	37%
Asian	4%	3%
English language learners	59%	41%
Socioeconomically disadvantaged	82%	59%

In 2009, only 27 percent of California's middle schools met all of their No Child Left Behind Adequate Yearly Progress (AYP) targets.[5] By 2011, that number dropped to just 12 percent.[6] Like much of California, CVMS struggles to keep up with rising standards for student achievement.

While the school still has progress to make before making overall AYP, its increasing numbers of subgroups now achieve AYP under the safe harbor provision and the school met the state's goals for growth of improving its Academic Performance Index (API). Additionally, the school's API increased by 20 points in just one year, by 30 points in three years, and by more than 90 points in six years. (APIs range from a low of 200 to a high of 1,000.)[7]

POWERING SUCCESS

Cajon Valley Middle School API Growth

2006: 632   2008: 681   2010: 708   2012: 723   Goal: 800

While APIs range from 200 to 1,000, the statewide API goal for every school is 800.[7]

The school's transformation strategy focused on:

✓ changing the culture of the school;

✓ emphasizing twenty-first-century skills and access to twenty-first-century technology twenty-four hours a day, seven days a week; and

✓ shifting from students as consumers of content to students as creators of content.

These areas were supported by major instructional changes, including increases in challenge-based learning[8] and early implementation of the Common Core State Standards and partnerships with groups such as the San Diego Area Writing Project (SDAWP). With this comprehensive improvement strategy and implementation joined with the additional boost from Proposition D bond revenues, CVMS has seen impressive results in student behavior, student engagement, and student achievement.

ACADEMIC SUPPORTS: CHANGING THE CULTURE OF THE SCHOOL

Support

Early in their improvement efforts, CVMS leaders recognized that changing the school's culture was essential for progress to be achieved in other key areas. Research confirms that successful school turnaround efforts require that principals take steps to refocus school culture on core beliefs, values, and attitudes toward learning and success.[9] Attendance and discipline rates needed to improve to foster a culture of learning. Fights between students from different ethnicities and cultures were commonplace, and the suspension rate was 26.8 percent (number of incidents divided by number of students enrolled) compared to the district's overall rate of just 6.2 percent.[10]

Don Hohimer
▶
Transformation
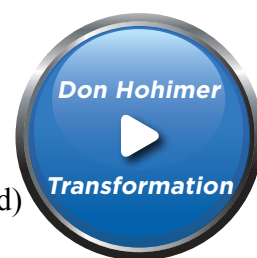
As part of its improvement efforts, and soon after moving into the renovated building, all teachers and students went through a training process to begin shifting the culture. Teachers received training on how to build relationships with students, build a sense of community, and use a wide range of learning strategies to ensure active participation from all students. Students, in turn, learned about the different levels of skill development—academic or otherwise. They learned how to set goals, find solutions to problems, and overcome obstacles. Through a wide range of activities including music, physical activity, role playing, and drawing, students were encouraged to take more responsibility for their own growth and development.

Don Hohimer
▶
Acceptance & Empathy

Karen Kill

▶

"We're Not Quitters"

The middle school then built on a previously employed emphasis on character traits, such as loyalty, empathy, or respect, and took that work to a new level. Each month, a different character trait is explored and reinforced through student writing, student-produced public service announcements, and a schoolwide writing prompt at the end of the month. CVMS also made an effort to integrate new students more effectively by assigning them to classrooms and groups where they would encounter not just students of their own ethnicity but other groups as well. Through this process, the school began creating instructional opportunities that increased students' opportunities to collaborate with each other.
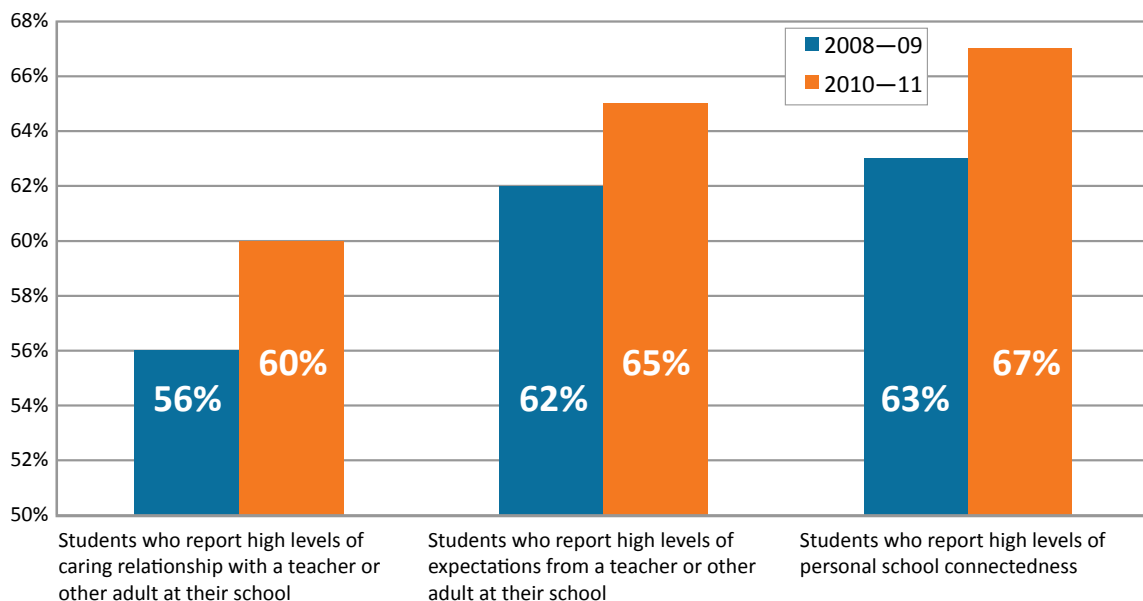
> When I came to the school three years ago, we set out with a goal to decide what we could be the best in the world at, and bringing technology into the hands of our students was one of those areas, but we found an even larger, more encompassing goal and that was to train student leaders to make a difference in our community.
>
> – Don Hohimer, Principal, CVMS

Don Hohimer

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Building Student Leaders

The results following this intense focus on character and leadership were significant. The number of fights at CVMS went from 300 to just three.[11] The suspension rate dropped from 26.83 in School Year (SY) 2009–10 to 15.12 percent in SY 2011–12.[12] Additionally, districtwide student results from the California Healthy Kids Survey indicate increases in all developmental assets in a wide range of social and emotional areas.[13] The survey assesses the number of students who indicated that teachers and other adults at the school care about them, that adults at the school listen to them, believe they can do a good job, whether students feel close to others at the school and feel happy at the school, and the number of students who feel they are able to be helpful at school and contribute to class rules.

Figure 2 — California Healthy Kids Survey, Cajon Valley Union School District[14]

Legend:
- 2008—09
- 2010—11

	2008—09	2010—11
Students who report high levels of caring relationship with a teacher or other adult at their school	56%	60%
Students who report high levels of expectations from a teacher or other adult at their school	62%	65%
Students who report high levels of personal school connectedness	63%	67%

CVMS also implemented a program to provide breakfast and lunch to all students, regardless of income level, to ensure that every child came to class ready to learn. Students do not need to provide verified income or show a card, which helps eliminate time-consuming paperwork for families. The California Healthy Kids Survey indicates that 32.4 percent of students statewide did not eat breakfast on a given day between SYs 2008–10, compared to 30.4 percent for San Diego County.[15]

Don Hohimer

▶

Nutrition In Their Stomachs

Tech

INFRASTRUCTURE AND TECHNOLOGY

The shift in culture was supported by Cajon Valley USD's efforts to empower all students with access to technology tools. The district built a strategic plan that seeks to provide students with the skills they need to be successful in high school and in life. Specifically, the district's strategic plan specifies the following goals:

Stephen Mahoney

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Skills for Life

- Students master skills, gain knowledge, and develop personal attributes to be competitive in a global society.

- Students actively engage in a balanced program using strategies that address their needs and interests.

- Resources are allocated in an equitable manner to support learning.

- Technology is used to advance learning and support efficiency.

- Positive relationships are developed among students, staff members, families, and members of the community.

Pivotal to this plan was ensuring that teachers and students had access to technology tools twenty-four hours a day, seven days a week. The district utilizes International Society for Technology in Education's National Educational Technology Standards for teachers and for students.

Proposition D provided an opportunity for the Cajon Valley USD to undertake much-needed infrastructure improvements, including upgraded cabling, upgraded data storage and management, equipment room modifications, campuswide wireless internet access at all schools, infrastructure for internet-accessible projectors, and Voice Over Internet Protocol phone systems.[16]

With the new building in place, CVMS began to build its arsenal of tools for students and teachers, including iPod Touch devices. While small, these devices still allowed students to use a wide variety of tools to expand their options for writing, using images, accessing the internet, and include more creativity in their work. The goal was to provide as many students as possible with access to tools that would allow them to practice and acquire the skills necessary to be ready for college and a career.

The Cajon Valley USD has a goal of reaching a 1:1 student-to-device ratio by 2014. CVMS uses a range of tools including MP3 players, tablets, laptops, desktops, and other devices. Some of the most frequently used digital strategies in CVMS include the following:

- **Blended learning.** Math students use online videos, practice sets, tutorials, and quizzes to practice and master math skills and supplement classroom instruction; data provided by the system shows that students are able to make the most of out-of-school time by practicing at home.

- **Mobile learning.** In English class, students use iPod Touch devices to be creative, practice writing, and engage in deeper analysis of what they are reading. For example, students use their devices to create comic strips based on the stories they are reading.

- **Teacher-developed resources.** Teachers develop project-based learning experiences by creating their own websites and using QR (quick response) codes to direct students to the information they need.

- **Electronic response devices.** Students use electronic response devices to take quizzes and tests.

- **Social learning platforms.** English language learners (ELLs) use a social learning platform as a blogging space to practice writing on topics of interest.

Don Hohimer

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Infrastructure

The Cajon Valley USD and CVMS are still in the early stages of implementing digital learning systemwide, but both the quality of the infrastructure and the availability of digital tools are expanding rapidly.
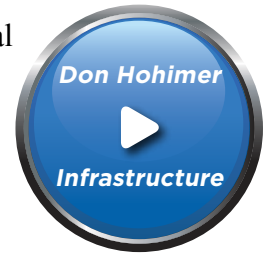
Curriculum

CURRICULUM AND INSTRUCTION
Supporting Student Learning

Throughout the Proposition D bond campaign and subsequent planning, the Cajon Valley USD examined instructional needs and challenges and the best means for helping schools meet those needs. In addition to a strategic technology plan developed by the district in collaboration with teachers, community members, and district staff, the district also looks to its Citizen's Oversight Committee for input and feedback on the process of implementing Proposition D.

An instructional challenge that teachers at CVMS face is the learning needs of ELLs who have been in the country for three or more years but are not yet proficient in English. Some students have been in the United States for many years, but they have been highly mobile, transitioning across states and school systems. Others have had their education disrupted during moves away from their country of origin and some have struggled in the system since kindergarten. For these students, empowerment through writing is encouraged through classroom blogs that allow students to grow their writing skills while also developing their own voice and gaining confidence in their writing. This work is aligned with the National Writing Project's Writing for Change project in partnership with the SDAWP.

The SDAWP provides professional development and a professional learning community for teachers across San Diego County. Areas of emphasis include the theory and practice of teaching writing and socially responsible approaches for supporting the success of a culturally diverse population. The SDAWP's summer program, the Young Writers' Camp,[17] gives students opportunities to explore different writing styles and methods of self-reflection. Students also develop their own style, voice, and potential. After participating in some of SDAWP's institutes and seeing the impact on her students who participated in the summer experience, CVMS teacher Janet Ilko felt compelled to explore how she could use digital tools to support her ELLs.

> It's the idea of student voice ... what you have to say matters. I wanted to find a way to bring that into the classroom.
>
> – Janet Ilko, Teacher, CVMS

While she considered herself a rookie when she started, Ilko quickly saw the power and potential of digital learning for writing. Her class is now engaged in a research-in-practice project to explore if writing blog posts contributes to their writing skills. Through blog posts, students write on subjects they care about and are interested in. Given freedom to choose whatever they wanted, students chose topics ranging from homelessness,

immigration, soccer, video games, and music. The blog also serves as an e-portfolio to allow Ilko to see how her students' writing skills develop over the course of the year, and she uses the blog to teach key skills, such as citing sources, writing academically, academic vocabulary, and research. Because students can see and comment on each other's blog posts, their writing is more public and takes on greater importance to the students, motivating them to become better writers. Ilko continues to work closely with her colleagues at the SDAWP to get their feedback and support on her work.

**Janet Ilko &
Kim Douillard**

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*Writing for
Change*

Students as Creators of Content

CVMS also embraces twenty-first-century skills in its curriculum and instructional strategies by placing an emphasis on students' creation and ownership of content. The school is especially proud of its video production class and live morning broadcasts, produced by and for students. These broadcasts features more than typical daily announcements; they build on the schoolwide leadership training through student-produced character trait messages.

Each month, the middle school focuses on a different character trait. In recognition of these traits, students in CVMS teacher Ruth Maas's video production class make short public service announcements (PSAs) or commercials about the spotlighted character trait. These PSAs are then aired during the morning broadcast(s). This helps increase ownership of the traits and again encourages students to be producers, not just consumers, of content. At the end of each month, the principal leads schoolwide writing sessions via the daily broadcasts, in which all students write about the month's character trait. To reinforce the positive culture in the school, perfect attendance winners, academic contest winners, student artwork, and student-created digital projects are also highlighted during the daily morning broadcasts.

Ruth Maas

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*Students as
Creators*
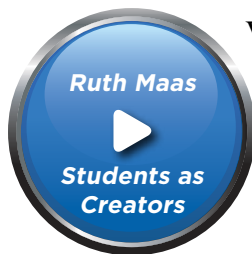
Video production class is just one example of how students at CVMS have gone from passive consumers of content to active creators of content. Rather than simply watching mass-produced PSAs, students at CVMS feel ownership of their work and are rewarded with a sense of pride when their commercial airs. Through this kind of work, students develop deeper learning competencies and are better prepared for the challenges of life after high school.

DEEPER LEARNING

Deeper Learning is about delivering rigorous core content to students in innovative ways that allow them to learn, apply what they have learned, and demonstrate mastery. Deeper learning prepares students to

- know and master core academic content;
- think critically and solve complex problems;
- work collaboratively;
- communicate effectively; and
- be self-directed and incorporate feedback.

www.deeperlearning4all.org

USE OF TIME: MAKING THE MOST OF OUT-OF-SCHOOL AND BEFORE-SCHOOL TIME

Time

During the middle school years, student engagement becomes more challenging just as students are becoming increasingly independent and involved in more out-of-school activities. Therefore, finding ways to increase learning opportunities before and after school became an important part of CVMS's digital learning strategies.

As part of her efforts to encourage digital writing with her English language development students, Ilko also runs a before-school writing club, which gives students additional chances to engage in creative writing and receive feedback from each other. This opportunity provides students with additional support, both academically and personally. For example, one student with a difficult home life eventually became homeless, shuffling between hotels, relatives' and friends' homes, and shelters. However, the sense of community and empowerment she developed in the writing club inspired her to continue to log in to the club's social media platform to check in with her former classmates and share her writing. For this student, digital tools created a constant element in her learning environment. Additionally, several of Ilko's students participated in a summer writing camp that helped them continue to develop their writing skills during a time when many students suffer from summer learning loss.

Janet Ilko
▶
Homeless Student

Math teacher Karen Kill was able to improve and expand the use of time through online math videos, practice problems, and tutorials with her students. Initially, students made the trip down the hall to a computer lab to get practice time. However, despite high poverty levels, most of Kill's students had access to computers and internet at home, and she was delighted to notice that many students were taking the time at home to continue to practice their math. The online system's back-end support for teachers provided Kill with real-time data so she could see which students had done additional work at home on their own time and where they were in their skill practice.

Karen Kill
▶
Can We Do This at Home?

TEACHING AND PROFESSIONAL LEARNING

Prof. Learning

Cajon Valley USD leaders recognized that simply deploying technology devices would not generate learning gains; teaching and learning must be at the core of the work, and teachers would need training and support. The district utilized a cohort approach to get teachers up to speed on using technology to improve teaching and learning. The initial goal was to form a group of at least ten teachers to work with iPods; however, the cohort ended up with thirty-eight enthusiastic participants. In the second year, eighty additional teachers were trained. Carmen Restrepo, coordinator of educational technology for the Cajon Valley USD, works particularly hard to meet each individual teacher's learning needs. "We break into groups," she said, "and we give teachers options." Participating teachers range from those who are fearless and jump right in to those who need more specific training.

The district also trains cadres of teachers on cloud-based platforms, creates short online training videos, and encourages teachers to turn to other teachers and students for tips on how to utilize tools. One of Restrepo's objectives was to make technology accessible to teachers twenty-four hours a day, seven days a week. District trainings also emphasize collaboration among staff, including lesson sharing, and social media platform groups. Restrepo sought to make the technology meaningful to the teachers, so that they, in turn, could make it meaningful for their students.

Carmen Restrepo & Holly French
▶
Professional Development

DATA AND ASSESSMENT

Both CVMS and the district have a number of tools in place to better utilize student learning data to improve student outcomes, and is currently exploring the use of many more. The middle school uses digital tools and student information systems that allow teachers, parents, and other involved parties to access and use student data. Results from the district's 2010 survey of teachers indicates that 78 percent of survey participants identified themselves as proficient in those student information systems and used them regularly. Another 50 percent used an online resource or program specific to a particular subject area, such as reading or math, and 20 percent of those teachers identified themselves as proficient, regular users. CVMS also employed an online assessment system that documents student academic progress, designs instruction, develops assessments, reviews student assessment data, and communicates with parents regarding student progress in school. The online system includes California Standards Test (CST) data as well as local benchmarks, and the system allows teachers to group students by needs and create their own assessments.[18]

The Cajon Valley USD also tracks data related to students' use of technology, such as student and teacher usage logs, teacher lesson plans, teacher training logs, and other sources and evaluates them quarterly. Classroom observations are used in addition to profile assessments of teachers to evaluate the extent to which technology is being effectively used in the classroom, and rubrics are used to evaluate the quality of students' digital work. Teachers are surveyed every year, and the district continues to explore other ways to integrate student data and feedback.

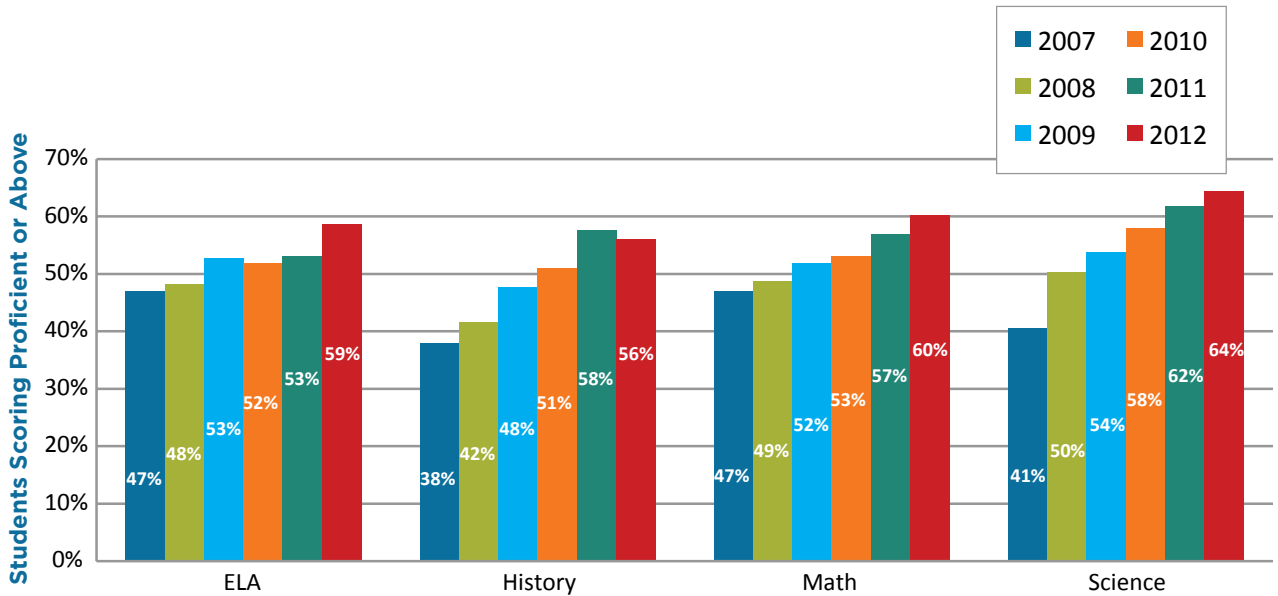*Karen Kill*

▶

The Big Picture

RESULTS

After moving into the newly renovated building, upgrading the school's technology, and working to change the culture of the school, CVMS's data showed extremely positive outcomes. Student test scores improved, as did the levels of student engagement and school climate. In one year, fights dropped from 300 to just three. The number of students attending less than 95 percent of school days dropped 37 percentage points, and disrespect/defiance episodes dropped 79 percentage points. The scale scores in writing for ELLs are increasing and overall student performance has increased, with significant gains for African American students, Hispanic students, and other subgroups.
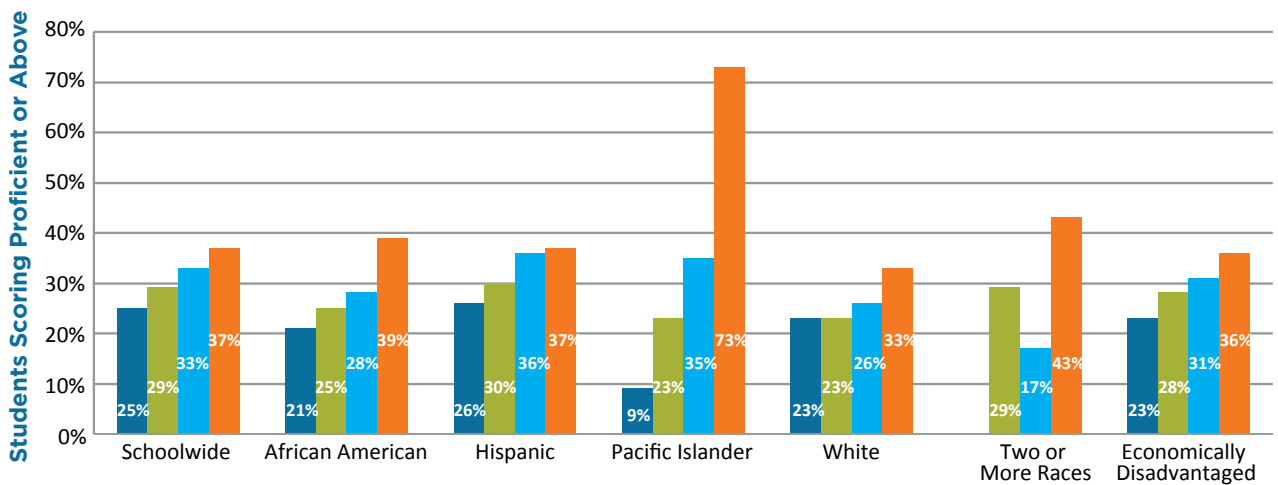
Student achievement data also indicates improvement. While neither the district nor CVMS have made AYP and are still at an early stage in the technology implementation process, early indicators are promising. As illustrated in Figure 3, the Cajon Valley USD has seen steady increases in achievement in all subject areas on the CST, increasing an impressive 24 percentage points in science and 13 percentage points in math since 2007.[19] Additionally, black and Hispanic students experienced increases in the number of students scoring at proficient and advanced levels. Black students more than doubled the number of students scoring at proficient and advanced levels between 2008 and 2012. In fact, in 2009, zero black students scored at the advanced level, but by 2012, 14 percent scored at the advanced level. Hispanic students also saw major increases, going from just 30 percent of students scoring at proficient or advanced levels in 2009 to 50 percent in 2012.[20]

Figure 3 — California Standards Tests Combined Results by Subject, Cajon Valley USD[21]

Legend: 2007, 2008, 2009, 2010, 2011, 2012

Y-axis: Students Scoring Proficient or Above

ELA: 47%, 48%, 53%, 52%, 53%, 59%
History: 38%, 42%, 48%, 51%, 58%, 56%
Math: 47%, 49%, 52%, 53%, 57%, 60%
Science: 41%, 50%, 54%, 58%, 62%, 64%

Additionally, as noted in Figures 4 and 5, CVMS has also seen improvements in state's Standardized Testing and Reporting (STAR) program test results, which incorporate CST results in all grades. Of particular note are the continual increases by economically disadvantaged students and the gains made by African American students in English language arts (16 percentage points) and math (18 percentage points).

## Figure 4 — Math Star Results Overall and by Subgroup, Cajon Valley Middle school[22]

Y-axis: Students Scoring Proficient or Above

Schoolwide: 25%, 29%, 33%, 37%
African American: 21%, 25%, 28%, 39%
Hispanic: 26%, 30%, 36%, 37%
Pacific Islander: 9%, 23%, 35%, 73%
White: 23%, 23%, 26%, 33%
Two or More Races: 29%, 17%, 43%
Economically Disadvantaged: 23%, 28%, 31%, 36%

Figure 5 — English Language Arts STAR Results
Cajon Valley Middle School[23]
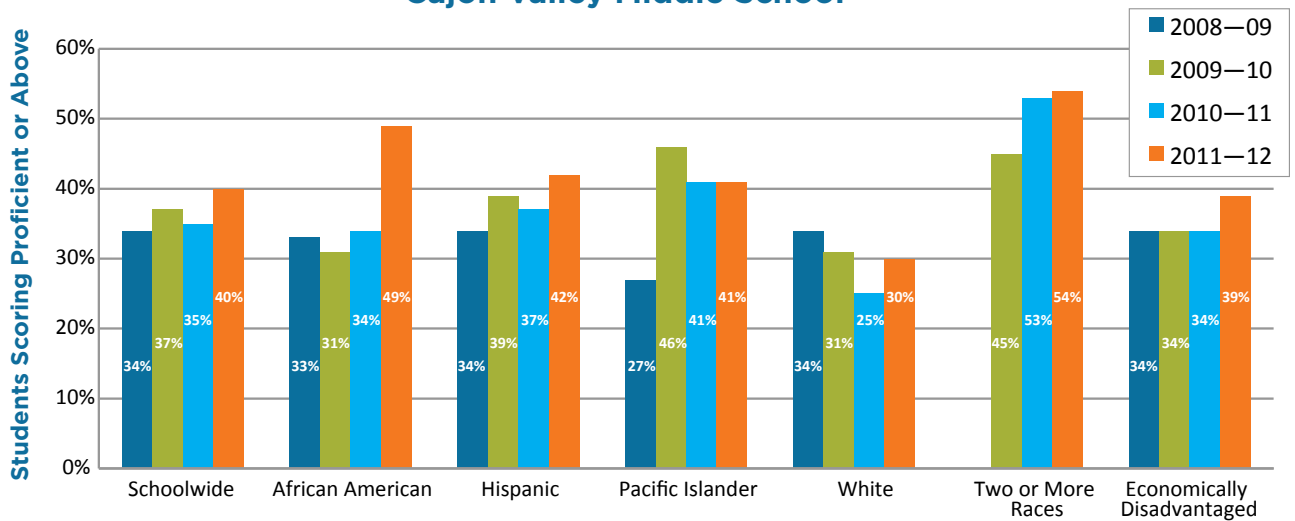
Since many of CVMS's digital efforts are centered on writing, it is encouraging to see that the middle school's writing scale scores on the California English Language Development Test (CELDT) have also taken an upward turn, with eighth-grade students gaining 38 points, going from 500.9 to 538.9 (on a scale of 550) between SYs 2008–09 and 2012–13.

Overall, CVMS's ELLs are making improvements, with increasing numbers of students scoring at the intermediate proficiency or higher levels: from 59.1 percent to 63.3. Additionally, there has been a decrease in the percentage of students who scored at the lowest proficiency level on the CELDT, from 29.1 percent in 2009–10 to 16.7 percent in 2011–12 (see Figure 6).

Figure 6 — California English Language Development Test (CELDT)[24]
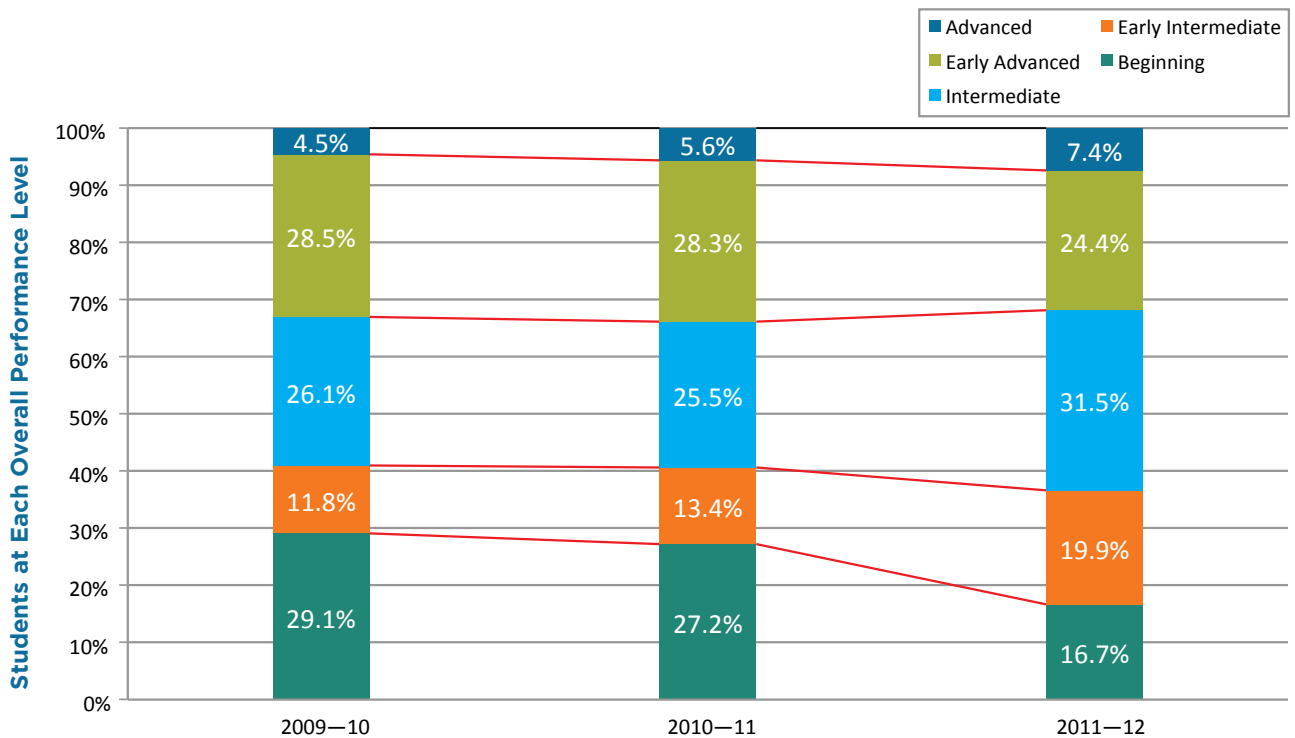
Also important to note is the increase in CVMS's Academic Performance Indicator (API) score, a numeric index that is unique to California and the cornerstone of the state's accountability system. According to the California Department of Education's website, "The API … ranges from a low of 200 to a high of 1,000. A school's score or placement on the API is an indicator of the school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well the school is moving toward or past that goal."[25] The API is based on multiple measures, including the STAR program and the California High School Exit Examination for English language arts and mathematics.[26]

Don Hohimer
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School to Watch

CVMS increased its API index by 20 points in just one year, by 30 points in three years, and by more than 90 points in six years—from 632 in 2006 to 723 in 2012.[27] By comparison, the average increase in the last year of data available for the Cajon Valley USD was 16 points; statewide it was just 10 points.[28]

Budget

BUDGET AND RESOURCES

Like many other states, California has been plagued by budget challenges that have hit districts and schools particularly hard. In 2010, the state's per-student spending was just $8,482—ranking it forty-nine out of fifty-one, according to *Education Week*'s *Quality Counts* report.[29] The state also ranked low on the measure looking at the percentage of state and local taxable resources spent on education—just 2.9 percent.[30] In SY 2011–12, Cajon Valley USD's per-pupil spending was $8,187, which was less than the state average of $8,382.[31]

Estimated costs of implementation of Cajon Valley USD's education technology plan are approximately $2 million per year, including staffing and professional development.[32] The district has also developed partnerships with state and local organizations that provide additional funding, including foundations and local companies. The district is able to keep some costs down is by using a range of devices, including MP3 players, tablets, laptops, and desktops.

Federal Title II funds, including Part D,[33] also support many of Cajon Valley USD's professional development efforts around technology. In SY 2010–11, the district's Title II Part D technology budget was just $15,416, but with flexibility, the district was able to transfer an additional $297,502 from Title II–Teacher Quality[34] program to support district efforts. Additionally, Title I, EIA-SCE (Economic Impact Aid–State Compensatory Education), and SIP (School Improvement Program) funds have helped support the district's digital learning efforts.[35]

Don Hohimer & Kim Douillard
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Budget

MOVING IN THE RIGHT DIRECTION

During the past several years, the Cajon Valley USD has seen marked improvements in both student behavior and student achievement, and it has built and supported a teaching staff that collaborates to meet the needs of their students. The cultural changes at CVMS, linked to and supported by the effective and innovative use of digital learning strategies, has resulted in both teachers and students who are more empowered in their learning.

The Cajon Valley USD and its schools have received several awards that demonstrate such improvements. In 2011, the district received the Innovation in Education "Achieve" award[36] from the local Classroom of the Future Foundation,[37] and CVMS's writing program received the "Inspire Honorable Mention" award in 2013.[38] The district was also presented with an Apple Distinguished Program award in 2012 for its Enhancing Instruction Through Education program.[39]

Members of the CVMS school community now see themselves as active creators of rich learning experiences rather than simply receptors of academic content. As California continues to implement the new and more challenging Common Core State Standards and tests that measure those standards, the district is well-positioned to continue to improve outcomes for all students to be prepared for high school, college, and a career.

Janet Ilko

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"I Love What I Do"

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THE
CHICAGO
EXECUTIVE
LEADERSHIP
ACADEMY

1

The Principal's Role in Implementing the Common Core State Standards (CCSS)

Selected Best Practices from the

February 2013

Joint Action Brief:

NASSP, NAESP, College Summit, Achieve

Communicate Benefits of CCSS

2

- Equity – All students are expected to meet the same rigorous standards which will prepare each of them to be college and career ready.
- Results – When implemented with fidelity, "fewer, higher, and clearer" standards have resulted in significant gains in student achievement.
- Consistency – In an increasingly mobile population, all students have the same high standards.

Communicate Benefits of CCSS

THE
CHICAGO
EXECUTIVE
LEADERSHIP
ACADEMY

3

- Efficiency – Instead of each state and district developing all of its own instructional supports, there are now multiple partners for developing and sharing resources.
- Cost Effectiveness – Pooling resources also eliminates duplication and takes advantage of economies of scale.
- Collaboration – The collective experience of teachers can be shared district, state and nation-wide.

Communicate Benefits of CCSS

THE
CHICAGO
EXECUTIVE
LEADERSHIP
ACADEMY

4

- Innovation – Historically, the adoption of agreed-upon standards in business, technology and industry have resulted in dramatic increases in innovation. Examples include wireless network standards and DVD standards. That same level of innovation can happen across schools through the innovation of educators implementing the CCSS.

In Language Arts….

5

- The principal should expect teachers in all subjects to integrate literacy in course content through:
  - Engaging students in complex text across subjects as they
  - Extract and employ evidence from the text to
  - Build knowledge

  For example, selecting and teaching relevant content vocabulary, using "compare and contrast" techniques, and writing about content are all relevant in across disciplines.

In Language Arts….

6

- The principal should
  - increase expectations for writing across all subject areas.
  - Improve teacher preparation for teaching writing in all subject areas.
  - Make computers a more integral part of the writing curriculum.
  - Assure that teachers expect students to carefully read texts and cite specific evidence to support their assertions about and interpretations of text.

In Mathematics….

- ## The principal should
  - Analyze mathematics data to identify areas of need.
  - Provide professional development where current mathematical instructional practices do not align with the common core shifts.
  - Provide students with intervention opportunities to learn the skills needed to achieve at the level of expectation by grade and course through before school, after school, summer school and during the school day math lessons.

Source:

"*ISTE.nets-a*," The International Society for Technology in Education, https://www.iste.org/docs/pdfs/nets-a-standards.pdf?sfvrsn=2

THE
CHICAGO EXECUTIVE LEADERSHIP
ACADEMY

Common Core Shifts for English Language Arts/Literacy

1. **Building knowledge** through **content-rich nonfiction**

   Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K-5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

   To be clear, the Standards do require substantial attention to literature throughout K-12, as half of the required work in K-5 and the core of the work of 6-12 ELA teachers.

2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

   The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

   Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.

3. Regular practice with **complex text** and its **academic language**

   Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

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Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus

   Focus: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

2. **Coherence**: **think** across grades, and **link** to major topics* within grades

   Thinking across grades: The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

   Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.

3. **Rigor**: in major topics* pursue:
   – **conceptual understanding**,
   – procedural skill and **fluency**, and
   – **application**
   with equal intensity.

   Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

   Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures

   Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

Grade	*Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction --concepts, skills, and problem solving, and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

*For a list of major, additional and supporting clusters by grade, please refer to 'Focus in Math' on achievethecore.org pp. 4 - 12

More on the shifts at achievethecore.org

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1

Setting and Defining High Expectations for Learning

"What do the terms "Depth", "Complexity", "Rigor", "Relevance" and "Higher-Order Thinking Skills" really mean?"

Rigorous Assignments Ask Students to:

2

- Move beyond the reproduction of information, taking what they already know and can do and using their knowledge and skills to create or explore new ideas.
- Demonstrate conceptual understanding of important content.
- Organize, interpret, evaluate, and synthesize information.
- Communicate clearly and well.
- Revise work based on informative feedback.

"Rigor, Relevance and Results," Evaluation of Bill and Melinda Gates High School Grants

Relevant Assignments
Ask Students to:

- Address questions or problems with real-world applications.
- Make choices about what they will study and how they will study it.
- Take on plausible writing roles and submit their work to real audiences.

"Rigor, Relevance and Results," Evaluation of Bill and Melinda Gates High School Grants

What Does Depth Mean?

- Using vocabulary specific to the content or discipline
- Finding examples and evidence to support opinions and ideas
- Looking at patterns, including sequencing and order of events
- Exploring the theories and general statements that apply to the learning

Based upon the work of Sandra Kaplan, adapted by Jere Fitterman

What is Complexity?

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- The area of study is related to other subjects within, between and across disciplines.
- The student examines how elements are related in terms of past, present and future, as well.
- The area of study is explored from different perspectives and viewpoints, including opposing viewpoints.

Based upon the work of Sandra Kaplan, adapted by Jere Fitterman

Higher Order Thinking: Analyzing

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- Comparing
- Organizing
- Deconstructing
- Outlining
- Structuring
- Integrating

Bloom's Revised Taxonomy

Higher Order Thinking: Evaluating

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- Hypothesizing
- Critiquing
- Experimenting
- Judging
- Detecting
- Monitoring

Bloom's Revised Taxonomy

Higher Order Thinking: Creating

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- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising

Bloom's Revised Taxonomy

RIGOR/RELEVANCE FRAMEWORK™

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KNOWLEDGE TAXONOMY

Evaluation	6
Synthesis	5
Analysis	4
Application	3
Comprehension	2
Knowledge/Awareness	1

C — Assimilation
D — Adaptation
A — Acquisition
B — Application

APPLICATION MODEL

1 — Knowledge in one discipline
2 — Apply in discipline
3 — Apply across disciplines
4 — Apply to real-world predictable situations
5 — Apply to real-world unpredictable situations
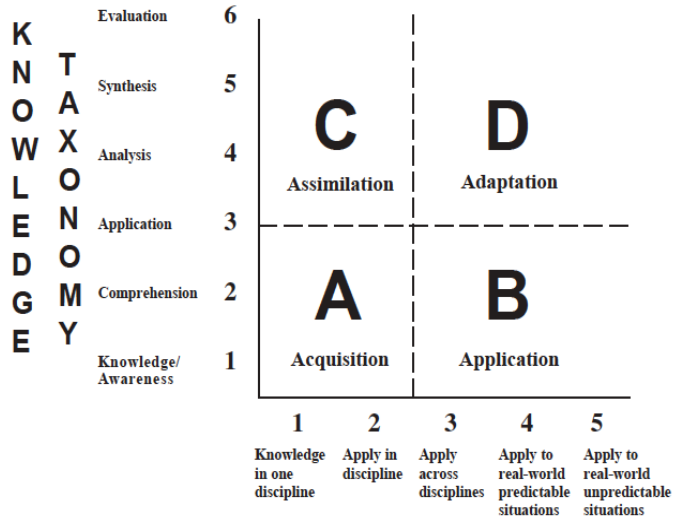
International Center for Leadership in Education, Willard R. Daggett, Ed.D

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Analyzing High Expectations in Classroom Instruction and Assessment
Sharing and Planning Template

Rigor:	Video Example(s):	How I can encourage this in my school:
Move beyond the reproduction of information, taking what they already know and can do and using their knowledge and skills to create or explore new ideas.		
Demonstrate conceptual understanding of important content.		
Organize, interpret, evaluate, and synthesize information.		
Communicate clearly and well.		
Revise work based on informative feedback.		
Relevance:	Video Example(s):	How I can encourage this in my school:
Address questions or problems with real-world applications.		
Make choices about what they will study and how they will study it.		
Take on plausible writing roles and submit their work to real audiences.		
Depth:	Video Example(s):	How I can encourage this in my school:
Using vocabulary specific to the content or discipline		
Finding examples and evidence to support opinions and ideas		
Looking at patterns, including sequencing and order of events		
Exploring the theories and general statements that		

apply to the learning		
Complexity:	**Video Example(s):**	**How I can encourage this in my school:**
The area of study is related to other subjects within, between and across disciplines.		
The student examines how elements are related in terms of past, present and future, as well.		
The area of study is explored from different perspectives and viewpoints, including opposing viewpoints.		
Higher Order Skills - Analyzing	**Video Example(s):**	**How I can encourage this in my school:**
Comparing		
Organizing		
Deconstructing		
Outlining		
Structuring		
Integrating		

Higher Order Skills - Evaluating	Video Example(s):	How I can encourage this in my school:
Hypothesizing		
Critiquing		
Experimenting		
Judging		
Detecting		
Monitoring		
Higher Order Skills - Creating	**Video Example(s):**	**How I can encourage this in my school:**
Designing		
Constructing		
Planning		
Producing		
Inventing		
Devising		

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1

The Principal's Role in Integrating Technology for Support of Instruction and Operations

Selected Best Practices from the
International Society for Technology in Education (ISTE)
Standards for Administrators

Visionary Leadership

2

- Maximize the use of digital-age resources to meet and exceed learning goals and support effective instructional practice
- Develop, implement, and <u>communicate</u> technology-infused strategic plans aligned with a shared vision

Digital Age Learning Culture

3

- <u>Model</u> and promote the frequent and effective use of technology for learning.
- Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

Excellence in Professional Practice

4

- Allocate resources to ensure ongoing professional growth in technology fluency and integration
- Promote and <u>model</u> effective communication and collaboration among stakeholders using digital age tools

Systemic Improvement

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- Recruit and retain personnel who use technology creatively and proficiently
- Establish and maintain integrated technology systems to support management, operations, teaching and learning

Digital Citizenship

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- Promote and <u>model</u> safe, legal and ethical use of digital information technology
- Promote and <u>model</u> responsible social interactions related to the use of technology and information

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Source:

"ISTE.nets-a," The International Society for Technology in Education, https://www.iste.org/docs/pdfs/nets-a-standards.pdf?sfvrsn=2

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1. Visionary Leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital Age Learning Culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in Professional Practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning
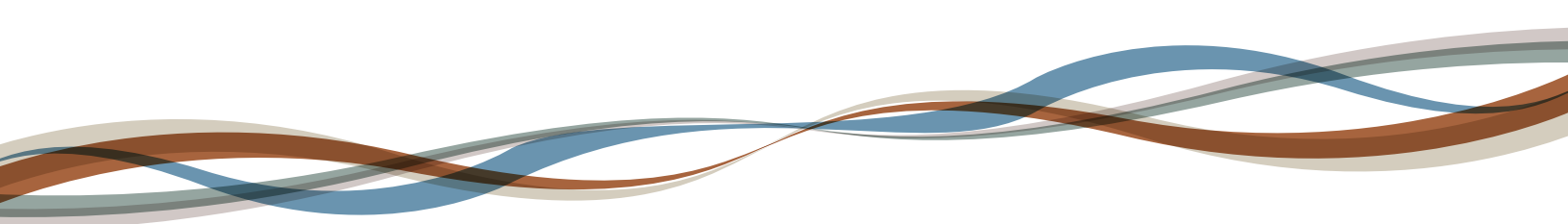
4. Systemic Improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals

d. Establish and leverage strategic partnerships to support systemic improvement

e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology

c. Promote and model responsible social interactions related to the use of technology and information

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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1

Marketing Your School
in the
21st Century

Schools have brands....

2

- Just like cars or clothes or sports teams, schools have brands, whether we like it or not and whether we work at it or not.
- Brands not effectively managed can foster stereotypes and inaccurate perceptions.
- Schools actively building their brands using multiple media sources are supported by their communities, and that support translates into continued improvement and success.

"You only get one chance to make a first impression."

3

Today's multiple media opportunities mean that a first impression is often made by tweets, texts, images on Pinterest, etc.

Are those messages coming from the school?

Are you managing those messages?

Consider using a School Communication Survey of social media and other sources where information is communicated about your school.

Communicating and Connecting with Social Media: School Communication Survey

4

Review the "School Communication Survey" from Communicating and Connecting with Social Media, Solution Tree Press, 2011.

Take the self assessment of your school using the selected questions in the template adapted from this work, "21st Century School Communication Self Assessment".

5

Sources:

"*Five Basics of Effective Branding for Schools: Social Media Content Creation and Lead Generation by Branding Personality*,"
http://www.brandingpersonality.com/five-basics-of-effective-branding-for-schools/

"*What Brand is Your School?*" by Susan Troller, The Capital Times, August 2013; and "Branding Your *School Image for Better Public Perception*," by March 3, 2010,
http://educationnow.weebly.com/1/post/2010/3/branding-school-image-for-better-public-perception.html

Communicating and Connecting With Social Media (Essentials for Principals) Ferriter, William M.; Ramsden, James T. Ingram Distribution 2011.

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School Communication Survey

This survey is designed to collect information from parents, students, and other interested stakeholders about our school's communication patterns.

Please circle your role in our community :   Parent   Student   Other stakeholder

Background Information

Please circle the number that best describes your own communication patterns.

	Never	Sometimes	Always
1. I read the local community newspaper.	1	2	3
2. I watch community programming on local access television.	1	2	3
3. I use texting, instant messaging, or both to communicate with family, friends, and colleagues.	1	2	3
4. When they're available, I watch digital videos posted online.	1	2	3
5. I access the Internet from a mobile device—such as a cell phone, iPad, iPod touch, or gaming device.	1	2	3
6. I spend time networking with friends and family on Facebook.	1	2	3
7. I spend time interacting with businesses and community groups on Facebook.	1	2	3
8. I spend time networking with friends and family on Twitter.	1	2	3
9. I spend time following the updates of business and community groups on Twitter.	1	2	3
10. I struggle to keep up with the important messages in my life.	1	2	3

School Communication Questions

Please circle the number that indicates the extent to which you agree or disagree with the following statements concerning our school's communication patterns. Then, indicate how important each expectation is to you.

Message Delivery and Engagement	Disagree	Neutral	Agree	Not Important	Somewhat Important	Very Important
1. Our school communicates important information—openings, closings, and schedules—in a timely and effective manner.	1	2	3	1	2	3
2. Our school regularly communicates student successes including academic achievements, athletic results, and visual/performing arts accomplishments.	1	2	3	1	2	3
3. Our school markets itself well by publicly sharing interesting course offerings and after-school clubs.	1	2	3	1	2	3
4. Our school regularly shares news about the qualifications and accomplishments of its teachers.	1	2	3	1	2	3

Message Delivery and Engagement	Disagree	Neutral	Agree	Not Important	Somewhat Important	Very Important
5. I can receive messages from our school in a variety of different ways—through my cell phone or mobile device, in print, or from my computer.	1	2	3	1	2	3
6. Our school's website is an engaging destination that I always look forward to exploring.	1	2	3	1	2	3
7. I would like to see more photos and videos of school happenings shared on our school's website.	1	2	3	1	2	3
8. I am satisfied with the way I'm currently receiving messages from our school.	1	2	3	1	2	3
9. The messages our school shares regularly catch my attention and stand out from the messages shared by the other organizations—businesses, community groups, and workplaces—in my life.	1	2	3	1	2	3
10. Our school's messages leave me confident and proud to live in this community.	1	2	3	1	2	3
Transparency and Interaction	Disagree	Neutral	Agree	Not Important	Somewhat Important	Very Important
1. I expect the organizations in my life—businesses, schools, and religious and community groups—to publicly interact with their members.	1	2	3	1	2	3
2. I value organizations—businesses, schools, and religious and community groups—that are responsive, publicly collecting feedback and openly responding to concerns.	1	2	3	1	2	3
3. I am aware of the efforts that our school makes to collect and to act on feedback from our community.	1	2	3	1	2	3
4. I am satisfied with the efforts that our school makes to collect and to act on feedback from our community.	1	2	3	1	2	3
5. Our school respects and values dissenting opinions.	1	2	3	1	2	3
6. Our school is open and honest in its dealings with stakeholders.	1	2	3	1	2	3
7. I would interact with our school more often if it used social media services like Facebook and Twitter.	1	2	3	1	2	3

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21st Century School Communication Self Assessment

Message Delivery and Engagement	Disagree	Neutral	Agree		Not Important	Somewhat Important	Very Important	Highlights –or– Improvement Notes
1. Our school communicates important information about meetings, holiday, report card delivery, etc. at least two weeks in advance.								
2. Our school voicemail message is up-to-date and contains a brief message about our school mission and/or vision.								
3. Our school regularly shares news about the qualifications and accomplishments of our teachers via our website, email, in writing, and/or via social media sites (Twitter, Facebook, Pinterest, etc.).								
4. Our school sends messages in a variety of different ways—through emails and phone, as a minimum, and via text and other media.								
5. Our school's website is a current, up-to-date, engaging destination that contains information about our school, as well as photo and video highlights.								
6. Our school regularly communicates student success including academic achievements, athletic results, and visual/performing arts accomplishments.								

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BLOGGING ABOUT THE WEB 2.0 CONNECTED CLASSROOM

A BLEND OF TECHNOLOGY AND EDUCATION

WEDNESDAY, JUNE 15, 2011

Twitter In Schools-A Getting Started Guide

The end of the school year is upon us however many are looking forward to next year. You may be thinking what can you do differently next year? How can you stand out above the crowd? How can your school become a larger part of the school community?

While Twitter is beginning to catch on with many educators, schools are lagging in their adoption of the platform. But let's think about it. Twitter is a quick and easy tool to let the entire school community know whats going on with you and your students. Updates can come from anywhere and users don't have to have a Twitter account to follow along.

But where do you start? What are some things to consider? Here is my primer and some advice for schools (and districts) that want to start using Twitter.

Think First-There are a few questions you and your team (and it should ~~m~~) will want to ask and answer before you jump in:

PAGES

Home

Sample Social Media Guidelines

About Me And Contact

Custom Workshops And Professional Development

HONORS AND AWARDS

Winner Of The Best individual tweeter
eb Edublog Awards 2009

Winner Best individual tweeter 2011 Edublog Awards

- What do you want to do with this account? What do you hope to accomplish? What do you want to communicate? So, you are going to have a Twitter account. Great! Why? What do you want to tell people? The possibilities here are really endless. But think beyond the basic stuff like picture day and what's for lunch. Consider taking pictures of kids doing collaborative projects or highlighting staff of the month. It can really go beyond all the regular communication and show the community what your school (or district) is all about.
- Who will be in charge of the account? Will there be just one person who will post or will you have multiple people who post? This is all situation dependent. I would say more than one person is great but too many and things can get out of hand and duplicate information could easily be posted. Keep it simple and experiment to find what works for your group.
- Will you follow anyone? Again, this is situation dependent. You may want to follow other schools and the teachers in your school but will you follow parents? Students? Community members? If you are just going to be broadcasting following becomes less of an issue. If you want to facilitate interaction then following is important and your group will need to decide some guidelines on who to follow.
- If someone sends you an @ message, will you respond? Often times your account will get mentioned or someone will send you a question. Your group will need to decide how to handle these questions. My district has a Twitter account but it is a one way conversation. It rarely will respond to questions from the general public. I believe it should be interactive. So take time to get back to folks who need information from you.

What's In A Name-Now you are ready to set up your account. You will need an email address that is not already associated with a Twitter account already. If you can have a generic email set up by the district that is the best way to handle that. Otherwise you will have to find an email address to use. (You could always set up a dummy gmail address as well.) The email address is used to confirm the account and sent notices of DM's and new followers and such. You will want to pick a name that is easy to remember and is your school's brand. This is the point where you will define who your school will be on Twitter. Remember though, users only have 140 characters to tweet with and if your user name is @RonaldReganHighSchool that doesn't leave a lot for others to tweet with.

TODAY IS:

So maybe you go with @RRHS. Adding your location like town or state doesn't hurt either. Just keep it simple. And remember, there are several hundred million Twitter users so don't be disappointed if your first choice for a username is taken. Get creative and find something that can become your brand.

Who Are You- A profile will go a long way in letting people know who you are. This is the place you can put in your full school name, location, description and link to your school website. You will also want to put in a picture, either of a mascot or school symbol. That helps other users identify, quickly, who you are.

Hashtags- A good idea is to also come up with a hashtag. This will allow you to track conversations even if your account is not mentioned in a tweet. So for example we use in our district, the initials as our hashtag, #wsfcs. The hashtag is good because classes and teachers can send tweets and still reference your school with out mentioning you in the tweet. You can then collect them and retweet them as you see fit. And you don't have to follow everyone either to see what folks are saying. If you have monitors set up near your entrance you can use a program like Twitterfall to display all the tweets coming in on your hashtag. That might also entice folks to check out your Twitter account and learn more about your presence there.

Promote- The account does no good if no one knows about it. Let everyone know. Put a widget on your website so every time folks visit they see your updates. Tell parents about it in mailings home. A simple "Follow Us On Twitter" and a link will go a long way into getting folks to see what you are saying. You may also want to make some videos on how to find your updates and what you will be using your account for.

But I Don't Want To Be On Twitter-You may find resistance to the idea of a school Twitter account because folks don't want one of their own. That's cool. They don't have to have one. The easiest way to follow updates is to have their own account but they can also subscribe via the RSS feed found on your profile page, subscribe through SMS (text) messages on their phone (they have to have an account for this) or they can add the Facebook widget to their page and see the updates every they visit. And remember, you should have the widget on your school webpage so there are many ways

BAM 100-INFLUENTIAL VOICES

BAM 100-Influential Voices

to see the updates without actually your community using the service themselves.

There are some other basics you will need, especially if you haven't Tweeted before. Check out my Twitter In Education Livebinder for the basics.

So this summer, if you haven't already, take the time to get a school-wide (or district-wide) Twitter account set up and help connect your school to the community. And if you can think of other things to consider or something I might have left of leave me some comments below.

Image From Flickr CC spencereholtaway

POSTED BY STEVEN ANDERSON AT 10:46 AM

LABELS: TWITTER

AROUND THE WEB

A Trick that Adds $1k to Social Security Checks

French Kissing: How to Do It the Right Way Lifescript

Secret to a Gorgeous Face: It's the Eyebrows eHow Style

Top 10 Reasons People Don't "Like" Your Facebook

ALSO ON BLOGGING ABOUT THE WEB 2.0 CONNECTED CLASSROOM   What's this?

Blogging About The Web 2.0 Connected Classroom

Summer Learning Series-Doing More With Diigo

Summer Learning Series-Starting A Classroom or

Summer Learning Series-Giving Evernote A Try

7 comments   ★ ‹ 1

Leave a message...

Best ▾   Share 🔗   ⚙▾

vemnyc • a year ago
I found it is important to teach kids to tweet. During classes I

GAME CLASSROOM TOP EDUCATOR

TWITTER

THE 140 CONFERENCE-LA AND NYC!

I Am A Character At The 140Conf In LA and NYC!

MEMBER-INTERNATIONAL

THE

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The Principal of Change

Stories of learning and leading

Tweeting For Schools

Awhile ago, I wrote a post entitled, "What Should A Net-worked Educational Leader Tweet About?", which was meant to be a guide to administrators new to Twitter on tweeting and sharing information using this social media tool. It is something that I am hoping all educators can use, but I obviously think that administrators should really un-derstand the important use of social media in schools.

As our own school division and schools all over the world are starting to use organizational Twitter accounts to con-nect, I wanted to write a post on how a school or education-al institution can use Twitter effectively. It is a great way to connect with students, as well as share their message local-ly and globally.

Here are some ideas to start you with the process:

1. **School Announcements**- This is probably the way Twitter is used most often with school accounts but sometimes it is the only way. Social media is a great way to connect so schools should really go past using this as just a way to tell that their is a dance coming up or school is canceled. With that being said, people are able to actually subscribe to Twitter updates without being on Twitter that will go straight to their phone. To do this, follow the instructions below for any Twitter account using your mobile device:
   "By way of SMS on any phone in the United States (this works in Canada as well), you can get alerts from anyone on Twitter. This is true even if you don't have a Twitter account. All you have to do is text "follow TWITTERNAME" (use the '@' sign as in '@gcouros') to Twitter's shortcode, 40404, and you will start getting realtime updates. " Tech Crunch

2. **Celebrations of Success** – Often school are using Twitter to congratulate and commend their teachers, students, and school communities in an open way to share in their success. This is a good way to share publicly the accomplishments of individuals or groups in the school, but I would strongly suggest that you are cautious before you mention names, as well as ask permission from any individuals that you are tweeting about to ensure that they are comfortable with this.

3. **Sharing classroom/school information** – Often when we tweet within Parkland School Division, we share blog posts or links from articles that have to do with schools within the division. This is a great way to share what is happening in our schools not only with the public, but other schools in our division as well. School accounts can also share blog posts from different classroom teachers which helps to build connections across the school community. When I was principal at Forest Green, we would often have parents from different classrooms commenting on blogs that were not specifically from their child's teacher. This is a great way for parents to connect with teachers before and after their child attends their class and helps to build a strong learning community.To easily set up tweets to classroom blogs within your school, you can use a free service such as TwitterFeed to automatically post tweets on your account's behalf from blogs that you subscribe to. Before you do this though, make sure that you are comfortable with the blogs that you subscribe to. I trusted the teachers in my school (obviously) that I was never worried about them writing objectionable content, but I would not automatically tweet something from Seth Godin's blog as I am not sure his content would always be deemed appropriate to a K-6 audience.

4. **Answering questions and connecting with students/stakeholders** – If you are going to have a Twitter account for your school, it is important that someone is monitoring it for mentions to ensure that you are answering those that are perhaps asking for more information. Nothing is more annoying then an organization with a Twitter account that does not respond to its customers, so the same would apply to a school or organization. Depending on the number of followers it may be hard to respond every time your Twitter handle is mentioned, but my rule of thumb would be to look for question marks in your "mentions" and ensure that you are answering questions. A great book on this topic specifically is "Open Leadership" by Charlene Li.   It focuses mostly on business practice, but a lot of the information can be applied to educational institutions as well.

5. **Sharing of Educational Articles –** If you are not sharing some of the great articles from around the world that educators are blogging and writing about, you are missing a golden opportunity to help educate and spark discussion with your school community. If we are to share every good article that we read on the Internet in a traditional newsletter it would be too much, but through Twitter, we are able to share quick links and others are able to pick and choose what they choose to read. Marc Prensky says the following:*"Involve your students' parents as much as you can. Try thinking of them as your students as well, that is, as people you are educating."*I would consider parents more "partners" in education and not students, but I do believe in the importance of sharing information and research with not only parents, but students and teachers as well. Do not expect every article you share to be read by everyone but it is essential that we share as much as possible with our learning communities.

With the information above, it is important that you do not take this lightly. If you are not able to regularly update your twitter account or answer questions from those that address you, it may actually look worse then not having an account at all. I also believe it is important to have an organizational account as opposed to a personal account that simply tweets on behalf of the school. This way, if a group of followers becomes dependent upon a single person for the tweets of the organization and they leave the organization, you are left creating a new following to keep people updated about school events. Organizational accounts can be run by multiple people and easily transferred to others.

I'm hoping the information shared here will help schools get started on their Twitter accounts as there are huge benefits to connecting with your school community through this medium. If you can think of any other great ways to use a school Twitter account, I would appreciate you shareing them in the comments and I can update the post to help others. I will be following up this article in the near future on the effective use of hashtags for schools that will help to not only share information, but will help brand your organization as well.

Admittedly, there is a lot of work I would like to continue on with in our organization, but I believe in the importance of open and transparent learning; this is just another area to help push our schools forward.

UPDATE: Here is a great article that I found from Steven Anderson on some of the logistics of setting up a Twitter account for your school.

Twitter in Schools – A Getting Started Guide

If you want to look at some school/school division twitter feeds check out the following:

- *New Milford High School*
- *Parkland School Division*
- *Burlington High School*
- *Spruce Grove Composite High School*
- *Westminster Schools*
- *Hamiltion Elementary School*
- *Memorial Composite High School*
- *Serviam Girls Academy*

This entry was posted in Leading a Learning Community, Managing School Operations and Resources, Understanding and Responding to the Larger Societal Context and tagged educational institutions and twitter, george couros, Parkland School Division, PSD70, steven anderson, tweeting for organizations, tweeting for schools, twitter for organizations, twitter for schools, working with parents on May 2, 2012

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Create A Facebook School Page In 10 Minutes

By **Nick Grantham**
Published January 19, 2012

- Tweet ⟨ 17
- Like ⟨ 6
- 2
- Stu

Introduction To Social Media In Education

Start using social media to innovate learning and create, build and grow your personal learning network.

Explore this online course at **udemy**

With approximately 1 in every 13 people over the world now on Facebook, there is no question it has been a social revolution. But with over 70% of US web users on the social networking platform, are you taking advantage of this engaged audience? Let's look at how you can quickly and easily create a Facebook school page and bring your community online.

What Can A Facebook Page Do For Your School?

There are many reasons why a Facebook school page is a better way to engage with your school community:

- Share and get feedback on school news
- Run polls to to understand school community needs
- Schedule school events
- Share school photos and videos
- Let the school community drive conversations

For more ideas on how Facebook can be used in the classroom check out our article "**Top 10 Tips For Using Facebook In The Classroom**". **Mashable** also has a great article on "**How Schools Can Use Facebook to Build an Online Community**".

How To Set Up Your Facebook School Page

1. Log in or create account

When creating a page for your school, you will automatically be the administrator for this site. So, as an administrator, you can administrate under your current Facebook account, or create a new one (perhaps using a school email address). The choice is yours, but I find it easier to use my single personal account rather than switch between logins.

Creating a page with your existing personal Facebook account:

Ensure you are logged in to Facebook and visit: **http://www.facebook.com/pages/create.php**

Creating a page with a new Facebook account:

Ensure you are logged out of your personal account and visit: **https://www.facebook.com/**

You will then see the standard Facebook log in screen where under "Sign Up" there is an option to create a page:

2. Select page type

The first decision you need to make is what type of page you want to set up. As we are making a Facebook school page, this is a pretty straight forward decision. Select the box labeled "Company, organisation or institution" and choose the drop-down "School/University". Enter your school name and click "Get Started" to continue.

3. Set a profile image

Much like a personal profile page, a school page needs a profile picture. Most schools use the school logo or a photo of the school itself, but this is completely up to you. Make sure the picture you use is of high quality. Nothing looks worse than a low resolution logo or a dull, lifeless photo.

Click "Continue".

4. Getting fans

Hopefully your Facebook school page will naturally grow its fan-base over time, but it helps to give it a little push start. Facebook gives you a few options to invite friends/contacts to become fans of your school page:

- **Invite friends** – This lets you invite your current Facebook friends to 'Like' your new page. A very good way to get early fans, particularly if you are friends with those in your school community.
- **Import contacts** – Another good way to build your early fan-base, this lets you import contacts from email lists. This works great if you have school database of contact email addresses, and permission to use them.
- **Share on my wall** – This will post a link to your Facebook wall, advertising your new page. It will appear in friends news feeds and as friends 'Like' the page, it will hopefully spread virally through your network
- **Like this page** – By checking this tick box, you are becoming the first person to 'Like' your page. In truth, if you don't 'Like' your page, it is unlikely other will too. Leave this one checked.

5. Basic info

There are two basic pieces of information requested here:

- **Website** – Most schools place a link to their school site or blog here.
- **About** – With a 255 character limit, this is a good place to put your school motto, values or overview.
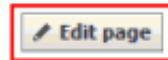
Click " Continue", and hey presto! *Your Facebook school page is created*.

6. A few handy hints

On your new Facebook school page you will see an "Edit page" button in the top right of the profile:

Fractus Learning Academy ▸ **Get started**
School/University · ✎ Edit info   ✎ Edit page

Click "Edit page" to go to admin options. There are many options in administering your page and with a little time you will easily become familiar with all of them. Until then, some of the more important administration tasks to get right are:

- **Manage permissions** – This tab will help you set who can view and edit what on your page. Check the section on "Posting Ability" carefully to make sure it is set as you need.
- **Basic information** – Make sure to fill this tab out as thoroughly as possible. One of the first things users do when visiting a new page is check the information tab. The more details there are about your school, the more legitimate your page will feel.
- **Manage admins** – You may want to administer the page with another, or a group of others. In this tab you can add and remove administrators as you please.
- **Insights** – Insights are not essential but very interesting to help you see who is accessing and interacting with your page.

Interested in helping your school get up to speed with Facebook? Check out our new **Introduction To Social Media In Education** *online training course!*

Image courtesy of Flickr, **kudumomo**

Get our free updates!

Receive our weekly updates straight to your inbox with the latest tips, tools and training to keep your school on the cutting edge.

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How To Use Pinterest To Market Your School

by Brendan Schneider

13	89	15	18	18

In a little over two years Pinterest has become the third largest social media network recently surpassing LinkedIn. Couple the size of this network with the fact that 83% of U.S. users are women and Pinterest occupies a unique position among social media networks.

Our internal research at my school continues to suggest that women, i.e. mothers, are the main decision makers when selecting a school for their child. So when you add all of these pieces together Pinterest quickly becomes a social media network that your school needs to pay attention to for marketing purposes.

I created our school's Pinterest account over the winter not really knowing what to expect. My hope was that at the very least our account would help to raise our brand awareness among women in our region as well as help with search engine optimization.

Our Pinterest account is part of our larger inbound marketing strategy – we are trying to drive web traffic to our website and then convert those prospective families into inquires. I encourage you to think about your school's Pinterest account in the same way.

Step 1 – Create Your School's Pinterest Account

Pinterest is currently operating in invitation-only open beta which means that you still need an invitation to use Pinterest.

If you need an invitation to Pinterest please join my community on the SchneiderB.com Facebook Page.

After you receive your invite follow the directions in the email to create your school's Pinterest account. We will need to sign-up using a Twitter or Facebook account. I recommend that you use your school's Twitter account. If your school does not have a Twitter account please check out my post about using twitter for your school.

Once you authenticate your Pinterest account with your school's Twitter account you will be asked to select a user-name, add an email address, and select a password. Here are some things to think about as you complete the Pinterest sign-up proccess:

1. I would select a username that is consistent with your school's Twitter ID, Facebook Page URL, etc… in order to having consistent branding across social media channels.
2. If you cannot select the same username, please try to make the username memorable for your school.
3. Your school's username must be between 3-15 characters.
4. If you are going to be the only person using the Pinterest account I think it's OK to use your school email address.
5. If you are not going to be the only person using the Pinterest account make sure to use a general email address that someone is monitoring. This is important for two reasons: 1. Once the Pinterest account is created you can give people the ability to log into the account using the email address which might be helpful so that you don't have to give them access to the school's Twitter account. 2. The email account you use must be monitored because this is the account were Pinterest will send notifications of repins, likes, and comments.

After you complete the username, email address, and password section Pinterest will ask you to select 10 pins you find interesting so that they can suggest people for you to follow.

Please note – as you select 10 pins you must begin to think like your school. Act as if your school is a persona and select pins that will be in line with the school's mission, e.g. children, education, play, activities.

After you select 10 pins Pinterest will suggest you create 5 Pinboards. Pinboards are a collection of pins related to a particular interest. The 5 Pinboards are Products I Love, Favorite Places & Spaces, Books Worth Reading, My Style, For The Home.

While I think the suggested Pinboards make sense for an individual I don't think they necessarily work for a school. As such, I recommend deleting Pinterest's suggestions and create your own boards with general topics related to your school and it's brand. You'll be able to create Pinboards at anytime so don't think that you need to get everything correct at first. Additionally, don't create a pinboard and leave it empty. If you have an empty board delete it until you are ready to pin content to it.

At Sewickley Academy we have the following Pinboards: Meet Our Teachers, Great Ideas for Families, Blog Posts, Recommended Books, Thoughts, Fun Stuff for Kids, History, Senior School, Middle School, Lower School, Academics, Alumni, Athletics, Arts, Pittsburgh, Summerbridge Pittsburgh, and Sewickley.

After creating your Pinboards, Pinterest will suggest that you install their bookmarklet to your web browser. I highly recommend doing this because it will making pinning so much easier in the future.

Step 2 – Personalize Your School's Pinterest Account

Once you've finished creating your school's Pinterest account the next thing you'll need to do is to personalize the account.

To do this select settings under your Pinterest account's name and you will be directed to the Edit Profile screen.

The email, first name, last name, and username fields will be pre-filled using the information you entered when you created the account. Working from the top down let's talk about each field:

- Notifications – click notifications to select when you want to be notified when someone interacts with your Pinterest account. I've left all the notifications ON and frequency to IMMEDIATE.
- Gender – I would set to UNSPECIFIED unless you work for a single-sex school.
- About – Here is where you can include general information about your school including mission statement, enrollment, and type of school paying attention to long tail keywords. I would also include a link to your school's official website.
- Location – Your school's City and State.
- Website – Your school's website. This is the link on your Pinterest profile that looks like a globe. I would also include your school's website in the About section above because the globe icon isn't too obvious in my opinion.
- Image – By default, Pinterest will use your Twitter ID profile image but you can upload another picture here. I would suggest keeping both images the same to help with your school's social media branding.
- Facebook – Unfortunately, Pinterest is only able to connect to personal Facebook profiles and not to Facebook Pages. Leave this setting OFF unless you want any pin to your school's Pinterest account to show up on your personal Facebook profile.
- Twitter – Select ON to link to your school's Twitter account. When you Pin something you will have the option to tweet the pin. Pins are not tweeted automatically.
- Hide – I would leave this setting OFF. It defeats the purpose of why we use Pinterest for school's in the first place.

Step 3 – Follow

During the creation of your account, Pinterest automatically followed 10 people based upon your initial pin selections. I recommend that you find other people and organizations to follow using Pinterst search. By literally "seeing" how other people and organizations are utilizing Pinterest you'll be able to tailor your use accordingly as well as find other great information to pin.

Here are a couple of searches I suggest you complete and follow other Pinterest accounts based upon your school's mission and brand. Please be aware that the search results will allow you to see your search terms for Pins, Boards, and People.

- Your local community and/or region names
- Other schools – both secondary and university level
- Brand names or unique identifiers for your school, e.g. Montessori, Chrisitian, Accelerated

I also hope you'll follow my school – Sewickley Academy on Pinterest.

Step 4 – Pin, Like, and Comment

Now that your Pinterest account has been created and personalized it's time to engage. For the purposes of using Pinterest for schools I recommend that you engage on Pinterest using the 50/50 rule – 50% of the content should be directly related to your school and 50% of the content should not be directly related to your school but rather to things to extend your school's brand.

Some things to keep in mind when pining to your school's Pinterest account:

- Our goal is to drive web traffic back to our school's webpage where we then have the opportunity to convert that prospective family into a inquiry. As a result, the 50% of content directly related to your school should be information pinned directly from your school's website or blog. Don't pin information that will take web traffic away from your school's website.
- Try to make your school's Pinterest account a valuable place for people to visit to learn about topics related to your school including local area, recommended books, places to visit, etc…
- I've found a great way to find content to share for the 50% not directly related to my school is by repinning other pins on Pinterest – especially for our Pinboards: Great Ideas for Families and Fun Stuff for Kids.
- Don't be afraid to 'Like' other pins on Pinterest. Just remember to you are participating on Pinterest as your school's persona.
- Additionally, don't be afraid to comment on other pins keeping the same warning in mind as above.

Step 5 – Promote Your School's Pinterest Account

After you have created a number of boards and have 25-50 pins, likes, and comments you are ready to begin promoting your Pinterest account.

- Put links to your school's Pinterest account on your school's webpage, blog, and Facebook page.
- Promote your school's Pinterest account by tweeting and posting your Pins on Twitter and Facebook.
- Put a link to your Pinterest account in your email signature
- Find Pinterest logos and buttons here: https://pinterest.com/about/goodies/

Step 6 – Measure

Now that your school's Pinterest account is created and active it is always important to attempt to measure your efforts. I suggest that you sign-up for an account at PinReach and check your PinReach account weekly to see which pins and boards are receiving the most engagement.

Now Get To Work

I encourage you to begin using your Pinterest account as soon as possible and after creating your account please post it to the SchneiderB.com Facebook page and will follow your account with my school's Pinterest account as well as my personal Pinterest account.

I also encourage you to follow my school's Pinterst account: Sewickley Academy on Pinterest.

Finally, if you have any questions please post them in the SchneiderB.com Facebook page Pinterst Forum.

Good luck and have fun!

About Brendan Schneider

I'm a blogger and speaker about inbound marketing and social media for schools. A Director of Admission & Financial Aid at Sewickley Academy and co-leader of the Pittsburgh HUG. I have an addiction to caffeine, Apple products, and my family. Learn more About Me and Circle me on Google+.

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1

Planning Considerations

3 Stages of Whole School Transformation

Based on research by
Kenneth Leithwood, Alma Harris, and Tiiu Strauss

2

Self-Assessment: Where is Your School?

Key question to ask teachers and administrators:
"Over the past three or four years, has the
school's approach to improvement changed in
any way?"

Based on research by
Kenneth Leithwood, Alma Harris, and Tiiu Strauss

School Transformation: Stage 1

3

Creating Conditions/Quick Wins

**Stopping the decline/
creating conditions for early
improvement**

School Transformation: Stage 2

4

Sharing the Work

**Ensuring survival and realizing early
performance improvements**

School Transformation: Stage 3

New Normalcy with Characteristics of Effective Schools

Achieving satisfactory performance and aspiring to much more

School Transformation: Stage 1

LET'S LOOK CLOSER AT....

Creating Conditions/Quick Wins

Stopping the decline/ creating conditions for early improvement

Be prepared to share:

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- one planning strategy that they have been able to align with others and that will be impactful in whole school transformation,

- one quick win strategy, and

- any strategy(ies) that they have been able to eliminate or streamline.

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Plan Analysis Based on : Three Stages of Whole School Transformation
Application of Learning adapted from the work of Leithwood, Harris and Strauss

Stage One: Stopping the decline and creating conditions for early improvement/quick wins		Evidence at my school	Plans at my school
1. Authentically enlisting teachers in stopping the decline in student performance will usually require reductions in teachers' sense of being under threat and at great risk. Administrators must work hard to build trusting relationships among teachers and between teachers and administrators. Increasing teachers' feelings of empowerment and involving them more in decision making are the most promising avenues for building trust.			
2. Stopping the declining performance of many schools, especially secondary schools, often requires external intervention. Sustainable improvement rarely happens without external intervention.			
3. One of the most powerful conditions for realizing initial improvement will be the deprivatization of teachers' instructional practices. But successful collaboration usually depends on the development or recovery of trusting relations among teachers and between teachers and administrators.			

Stage Two: Ensuring survival and realizing early performance improvements – Sharing the work		Evidence at my school	Plans at my school
1. Increases in teachers' individual and collective efficacy or confidence about their ability to improve student learning is a key driver for realizing early improvements in students' performance.			
2. Professional development for teachers at this stage should aim to improve teacher efficacy as much as to improve actual teacher capacity. Note that one of the main cuases of declining student performance is a failure by significant numbers of teachers to adapt instruction to changing curricular expectations.			

Stage Three: Achieving satisfactory performance and aspiring to much more – New normalcy with characteristics of effective schools.		Evidence at my school	Plans at my school
1. Culture of high expectations			
2. Safe and disciplined environment			
3. Principal who is a strong instructional leader			
4. Hard-working and committed staff			
5. A curriculum that emphasizes basic skills but includes serious attention to higher-order thinking, as well			
6. A willingness by educators to be held responsible for what students learn			
7. A growing awareness of the long-term nature of the job			
8. A new realization about the interdependence of elementary and secondary schools			
9. Awareness of the wide array of other factors that produce strong student performance in the long run: school pride, student attendance, supportive culture, etc.			

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Quick Wins: Making Visible Improvements Early in the Planning Process for School Transformation

Research has shown that choosing one or two quick wins is a strategy commonly used by schools that have had successful transformation. Quick wins send a clear message to the staff and community: not only can the school change, it already is changing.

Researchers and experts have identified the following key actions for developing and implementing a quick win at a school site:

(1) Conduct a needs assessment at the school site. This type of assessment can be conducted informally, through discussions with staff and parents; or formally, through surveys or classroom observations. School leaders can also review existing student assessment data as well as attendance and behavioral measures.

(2) Set goals that can be achieved quickly (within and few months) and are visible to both the school staff and the wider community. A focused goal can generally be achieved more quickly than a broad one. Identifying one or two clear goals that can be accomplished immediately sends the message that it is possible to reach the ultimate goal— raising student achievement.

(3) Develop a process for accomplishing goals that can be achieved quickly. Try to minimize dependence on others for decision-making or financial support. For example, goals that require a lengthy district approval process or involve staff consensus cannot be implemented quickly.

(4) Choosing goals that benefit a number of stakeholders at the school site is a solid way to promote buy-in. Because halls and stairways were crowded, one middle school designated one set of stairs for going up and another for going down. Hallway traffic moved smoothly; students and teachers did not get slowed down on their way to the next class.

Examples of quick win strategies:

Altering schedules can improve the functioning of the school. For example, one school extended lunch to allow students to go to the "Discovery Room." This room was created to provide a time and place for students to obtain additional instructional support.

Schedules can be altered for teachers' benefit as well. Including planning time for teachers can enhance quality of instruction and alleviate teacher burnout. It can be valuable time for problem solving, as well as for discussions on instruction and assessment data. These types of changes can generally be accomplished quickly and can have an immediate impact on instruction.

Another quick win involves improving access to resources. One school developed a workroom for teachers that contained professional instructional materials and resources. In this way, the essential materials were quickly and readily accessible. Other schools ensure all book orders are submitted in the spring so all books will be available on the first day of school in the fall.

School leaders can make quick change through the improvement of school facilities. One principal, upon arriving at a dirty, cluttered school, immediately met with the district and custodial personnel to develop and supervise a clean-up plan.

Establishing a safe and orderly school environment can also be a quick win. After discovering that a large portion of the school's disciplinary problems involved the types of clothing worn by students, the principal implemented a mandatory uniform policy. Soon the number of discipline referrals at the school dropped significantly.

Adjustments can be made to staffing assignments, including the creation of intervention teams. These are teams of teachers who work together as effective problem-solvers for specific issues or content areas, such as reading instruction. This can facilitate collaboration and have a positive impact on teachers' ability to help students improve their performance.

Promoting pride in the school community can foster a sense of unity among students and staff. At one middle school, the principal gave teachers more responsibility for curriculum development. His demonstration of trust in them as a community of educators made his staff feel more valued and unified.

Adapted from: U.S. Department of Education "Doing What Works" website – dww.ed.gov

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September 13, 2008

Area of Focus	Deliverable (What)	Timeline			Intended Result (Outcome)	Person Responsible
		30 Days	60 Days	90 Days		
Examine data for returning and new students	Data wall Interval assessment results Small group lists Spreadsheet	✓	✓	✓	Meaningful students engaged instruction based upon student data	Aretha E. Williams
Conduct data analysis by grade level teachers w/ principal & coach	Data wall Calendar of meeting dates/times Teacher Next Steps Teacher reflections Personal meetings with students Photos Student Achievement Report	✓	✓	✓	Teachers will use data results to plan, progress monitor, provide interventions, and remediate for student improvement	Aretha E. Williams
Create weekly Grade 4 GLE online assessments in ELA and math using EAGLE.	Grade 4 EAGLE ELA and math assessments Assessment Results Data wall	X	X	X	Teachers will use data results to plan, progress monitor, provide interventions, and remediate for student improvement	Aretha E. Williams
Provide focused professional development Book study	Good To Great Book Calendar of study dates Study sign in sheet Study agenda with discussion questions School's Next Steps Teacher reflections with successes and challenges Photos	✓	✓	✓	Meaningful planned and executed engaging lessons for all students in PK-5	Aretha E. Williams

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Area of Focus	Deliverable (What)	Timeline			Intended Result (Outcome)	Person Responsible
		30 Days	60 Days	90 Days		
Provide focused professional development Book study Require rigor in attire, grooming, speech, writing, attitude, and demeanor.	**Close the Achievement Gap Book** PBS Code of Conduct Calendar of study dates Study sign in sheet Study agenda with discussion questions Teacher Next Steps Teacher reflections with successes and challenges Photos		✓	X	Highly focused students engaged in meaningful planned instruction based upon student data Teachers setting the examples for students in the areas of attire, grooming, speech, writing, attitude, and demeanor.	Aretha E. Williams
Keep the momentum	Photos Monthly celebrations Teacher reflections with successes and challenges	✓	✓	✓	Highly focused students and staff	Aretha E. Williams
Provide appropriate early bird and twilight tutoring for students based upon achievement data	Participating student list based upon current student achievement data Observation sheet VMath and Literacy materials in use iLEAP/LEAP writing rubric, and Non fiction texts for Grades K, 1, 2, 3, 4, & 5 in use Photos	✓	✓	✓	Improved academic achievement on district assessments and statewide testing	Aretha E. Williams

Page 2 - 1st 90 days exemplar - from the book, Leading School Turnaround, by Kenneth Leithwood, Alma Harris and Tiiu Strauss, Jossey-Bass, 2010.

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Area of Focus	Deliverable (What)	Timeline			Intended Result (Outcome)	Person Responsible
		30 Days	60 Days	90 Days		
Create a safe and orderly environment based upon the PBS data. Create smoother transitions	Data wall tracking transition incidents PBS—TKM Way Code of Conduct Photos	✓	✓	X	Reduction in number of high level offense referrals during transitions (PE, lunch, change of classes)	Aretha E. Williams
Conduct a face to face w/ cafe manager concerning food preparation and service	Plan for better food preparation New plan for faster service Photos Student satisfaction survey	✓	X	z	Children served in a timely fashion	Aretha E. Williams
Improve Campus Appearance	Number of painted classrooms Number of painted student bathrooms Number of classrooms with new ceiling tiles Number of painted classrooms with dry erase boards	✓	✓	✓	An attractive environment conducive to learning	Aretha E. Williams
	Campus curb appeal—landscape Photos Security gate Handicap entrance ramp	z	z	z		
Provide sufficient faculty restroom facilities	Number of new faculty restrooms Photos	z	z	z	Additional faculty restroom facilities	Aretha E. Williams
Determine areas of greatest need for student achievement	Balanced Scorecard (BSC) Data wall Photos	✓	✓	✓	BSC will identify areas of need to benchmark and track improvement	Aretha E. Williams

✓ = Meets Expectations
X = Improving But Needs Attention
z = Not Meeting Expectations

Page 3 - 1st 90 days exemplar - from the book, Leading School Turnaround, by Kenneth Leithwood, Alma Harris and Tiiu Strauss, Jossey-Bass, 2010.

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Area of Focus	Deliverable (What)	Timeline			Intended Result (Outcome)	Person Responsible
		30 Days	60 Days	90 Days		
Math GLEs in grades 2–5	EAGLE software will be used to help teachers design appropriate test items that focus on precision GLEs Photos Agenda of Training Evaluation from Training	✓	✓	✓	Teachers will be trained on their collaborative planning time. Follow up will occur each week as principal, PDRT, and math facilitators meet to test questions. Successful staff will share their results with others and assist others as needed.	Aretha E. Williams Harriet Hillson
Firm up dates with team and create a more cohesive master calendar	Master Calendar for remainder of 2009 school year Copy of Calendar to all staff Photos	✓	✓	✓	Calendar delivered. All events and sponsors will be documented that have to do with school improvement. Secondary items will be included.	Aretha E. Williams Jessica Radovich Laura Falati
BSC and 2nd Semester 90-day Plan	Increase team to include more teacher leaders that will do weekly monitoring of peers, data and report out at each Tues. 7:15 a.m. meeting. Sign In sheet of all team members. Weekly meetings Meeting Agendas Photos	✓	✓	✓	Teachers will use data results and assist peers in taking ownership of their class data to drive math best practices. Take a closer look at IA results and plan for a new lesson design to teach hard-to-reach students and those that should have passed.	Aretha E. Williams Lisa Savage Ranell Jones Cathy Inch Cherie Johnson
Job-embedded Professional Development in Math	Math Consultant Math Strategist PDRT Principal PBS/United Streaming State Website Master Math Teacher videos Photos	✓	✓	✓	Consultant\Strategist will observe, model, give feedback, have conferences with teachers and principal on a weekly, biweekly basis PDRT, Principal will team teach, model and provide teachers with feedback. Videos and websites will be used to enhance math lessons.	Aretha E. Williams Kathy Ross Joan Albrecht Lynn Williams

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Page 1 - 2nd 90 days exemplar - from the book, Leading School Turnaround, by Kenneth Leithwood, Alma Harris and Tiiu Strauss, Jossey-Bass, 2010.