The background is a collage of four quadrants. The top-left quadrant shows a stack of papers with a blue tint. The top-right quadrant shows a clock face with a purple tint. The bottom-left quadrant shows a stack of papers with a green tint. The bottom-right quadrant shows a clock face with a yellow and orange tint.

Maximizing Meeting Time for Meaningful Results:

A guide to successful grade level meetings

Johnson, Kaemming and Patterson 2008



Housekeeping:

- Pick up packet
- Food/Caffeine
- Prizes / Gold Slips

About us...

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About you...

- How many of you are:
 - Teachers?
 - Administrators?
 - Counselors?
 - Other?
- How many of you are here with others from your district or building?
- How many of you are from a MiBLSi school?



DISCLAIMER

WE ARE NOT EXPERTS in the
planning or implementation of
Grade Level Meetings.

In fact, we are not sure we know
what we are doing at all.

This is our story...



We believe:

■ All Kids Can Learn

- “to the level of their abilities.”
- “to the extent that they take advantage of the opportunities we create for them.”
- “and it’s up to us to see that they have opportunities to grow and develop.”
- “so we will establish high standards that we expect all students to achieve.”

~DuFour & Eaker, 1999



KWL (Team Time)

- What do you **KNOW** about Grade Level Meetings?
- Come up with 3 words that describe the grade level meeting process.

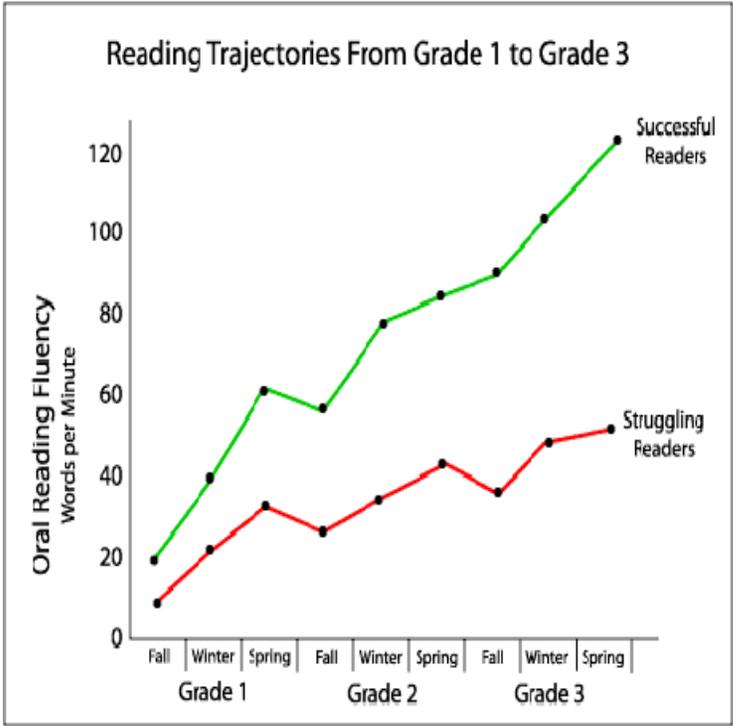


Why do we even need to look at changing our practice?

“To truly reform American education we must abandon the long-standing assumption that the central activity is teaching and reorient all policy making and activities around a new benchmark: student learning.”

~Fiske, “Smart Schools, Smart Kids” (1992)

Also...



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Data, data, data...

- Why is it so important?

- In your group, read the article about using data, and answer the following questions:
 - What did you learn about how data should be used?
 - What did you learn about specifically using data to drive instruction?
 - What is one other thing that you think is key to share with the group?

Goals:

- Focused and intentional instruction (on the Big Ideas)
- Targeting intensive and strategic students
- Using meaningful data review to drive instruction
 - 90-30-30
- Aligning PD and school improvement with documented needs
- Collaboration among and across the grade levels

Other great things that have come out of the process:

- Accountability for teachers
- Student involvement in the goal-setting process
- Remembering our benchmark students
- Incorporating Student Assistance Teams into the review process
- Breaking down the “walls”
- Administrative involvement

It all began on The Yellow Brick Road... (WHY?)

- Where do all the pieces fit together?
- NCA, School Improvement, MiBLSi?
- How do we make it meaningful and flowing?
- Constant feedback from teachers requesting opportunities to collaborate.

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Two Important Questions (Team Time)

1. How must we behave to create the school that will achieve our purpose of all students learning at high levels?
2. How will we know if our behavior is making a difference in student learning?

Advice from the experts:

- Link the change initiative to current practices and assumptions when possible.
- Focus first on the “why” of change. Then focus on the “how”.
- Align actions with words.
- Be flexible on implementation but firm on the essence of the initiative.
- Build a guiding coalition and move forward without unanimity.
- Expect to make mistakes and learn from them . . . but don't give up!
- Learn by doing.

~ DuFour et al., 2006



Grade Level Meetings (WHAT?)

- **What if.....**
- We gave you one day every 6 weeks to:
- Meet with your grade level partner and principal to review grade level data, review instruction, brainstorm interventions, and target instruction for individual students?
- Meet as a district-wide grade level to collaborate, discuss successes, and discuss road blocks and concerns?
- Engage in professional development and collaboration that is meaningful and relevant to the needs of you instructionally, and of your students?



NCA / School Improvement / MiBLSi

... how it all fits together!

- **Our Goals:**
- **All Students will improve in Reading (Writing/Math) across the curriculum**
- **Strategies:**
- **Building and District Grade Level Instructional Review meetings for:**
 - **Data Review**
 - **Goal Setting**
 - **Review of student work**
 - **SST meetings**
 - **Action Planning**
 - **Professional Development**
- **Monthly staff meetings dedicated to School Improvement**
- **Professional Development**
 - **Reading interventions**
 - **Instructional strategies**
- **Implementation of research-based Houghton Mifflin Curriculum**
- **Positive Behavior Support**
 - **CHAMPs training**
 - **Monthly staff meetings dedicated to PBS review**



Our Essence:

■ Reading:

- All Students will show growth in the following “Big Ideas of Reading” as evidenced by the DIBELS and localized assessments, as well as the Houghton Mifflin Reading Series assessments and the MEAP where applicable:
 - fluency
 - vocabulary
 - comprehension
 - alphabetic principal
 - phonemic awareness

Writing:

- All Students will show growth in the following “Big Ideas of Writing” as evidenced by the MEAP, where applicable, and show growth in the writing process as evidenced by:
 - Conventions
 - Ideas
 - Organization
 - Voice
 - Fluency
 - Word Choice



Math:

- **All Students will show growth in Number Sense as evidenced by the KC4 math assessments, as well as the MEAP and other formative assessments.**



Grade Level Essence:

- **Disaggregating data to form grade level specific goals (under the umbrella of the “school improvement goal”)**
- **For example:**
 - **K- alphabetic principle**
 - **3rd – Fluency**
 - **5th - Comprehension**



Interventions:

- **Research-based and connected to the Big Ideas**
- **Class wide vs. individual**
- **For example:**
 - **Sound partners**
 - **Rode to the code**
 - **Read naturally**
 - **Cross grade level grouping**
 - **ERI**
 - **Small groups**

Discussion During Grade Level Meetings

- Guiding questions:
- What are the critical skills “big ideas” that need to be taught at this level? Example: kindergarten-alphabetic principle, first grade-phonemic awareness
- Is the instruction addressing the deficit? Example: Just putting the low students together in a group doesn’t mean the deficit is being addressed. There could be different deficits within the group.
- What does the data tell you?



Discussion During Grade Level Meetings

Guiding questions:

If a child is not making adequate progress, look at the variables that are under your control:

- What is the critical skill?
- How can we increase the opportunity for the students to respond?
- Can we increase the amount of time for instruction?
- How is the management of time? (transitions)
- Do we need to change the program?
- Who is best suited to do the program with integrity and fidelity?

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Every Six Weeks (WHEN)

- Why every six weeks?
- 3 points above or below the aim line
- Time to observe and collaborate
- Time to see progress and celebrate!



Outcomes Driven Model

■ Outcomes Driven Model:

● Decision making Steps:

- Identifying need for support
- Validating need for instructional support
- Planning and implementing instructional support
- Evaluating and modifying instructional support
- Reviewing outcomes for Individuals and systems
- Assessment-Intervention Feedback Loop
 - (Good, et. al., 1999)



1. Identifying Need for Support **Key Decision:**

- 1. Which children may need additional instructional support to attain important reading outcomes?**

Data used to inform the decision:

Compare individual student's performance to local normative context or expected performance to evaluate need for additional instructional support.

Local normative context: First, choose a percentile cutoff. 20th percentile seems a good place to start, but a district could choose 15th percentile or 25th percentile or other cutoff depending on resources.

Expected performance: A deficit in a foundation skills is a strong indicator that instructional support will be needed to attain later benchmark goals.



1. 2. Validating Need for Support Key Decision:

1. Are we reasonably confident the student needs instructional support?

Rule out easy reasons for poor performance:
Bad day, confused on directions or task, ill, shy, or similar.

Data used to inform the decision:

Repeated assessments on different days under different conditions

Compare individual student's performance to local normative context or expected performance to evaluate discrepancy.



1. Key Decisions:

1. **What are the Goals of instruction?**
Where are we? Where do we want to be? By when? What course do we need to follow to get there?
What skills should we teach?
Focus on the Big Ideas: Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text
Level of skills based on error analysis.
How much instructional support may be needed?
Intensive Instructional Support
Strategic Instructional S

4. Evaluating and Modifying Instructional Support

Key Decision:

1. **Is the intervention effective in improving the child's early literacy skills?**
How much instructional support is needed?
Enough to get the child on trajectory for Benchmark Goal.
When is increased support needed?
Monitor child's progress during intervention by comparing their performance and progress to past performance and their aimline. Three weeks below aimline indicate a need to increase instructional support.

5. Reviewing Outcomes

Key Decisions:

1. **Does the child have the early literacy skills predictive of successful reading outcomes?**
Does the school have a system of core instruction and additional instructional support sufficient for their students to achieve literacy outcomes?
Data used to inform the decision:
Compare individual student's performance to expected performance representing successful reading outcomes or predictive of successful reading outcomes.



Two grade levels in each session (WHO)

- K-1, 2-3, 4-5
- Or... K-2/ 3-5
- Principal
- Reading specialist
- Counselor/ Social Worker
- Cross grade-level discussion and collaboration
- Heads-up for next year; support from last year



KWL (Team Time)

- What do you still WANT to know about Grade Level Meetings?
- In your group, come up with two questions that you still have about the grade level meeting process.

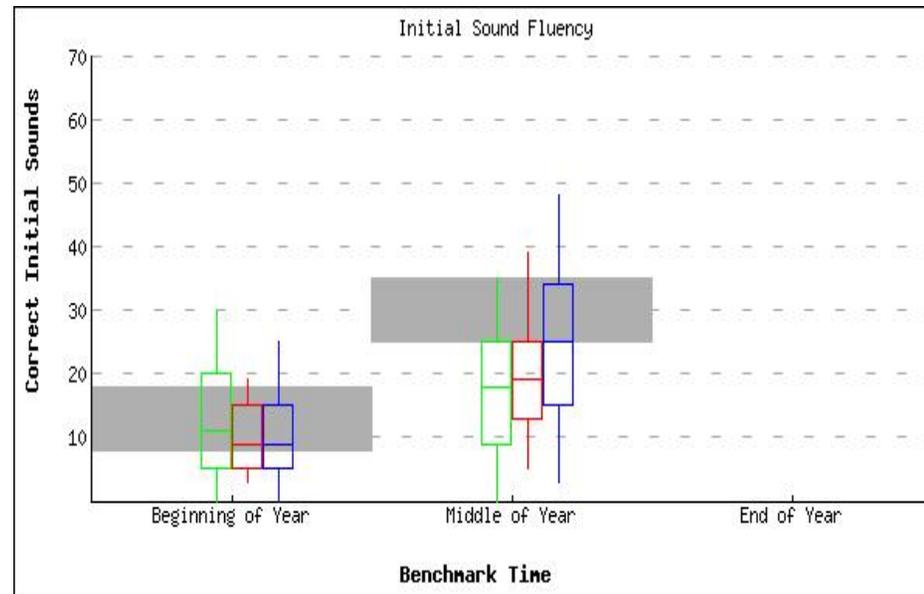
Sample agenda (HOW)

- Celebrations
- Data Review
- Goal Setting
- Individual Students
- Interventions
- For next time...
- Lunch
- Power Standards (district-wide)

Sample Data Review

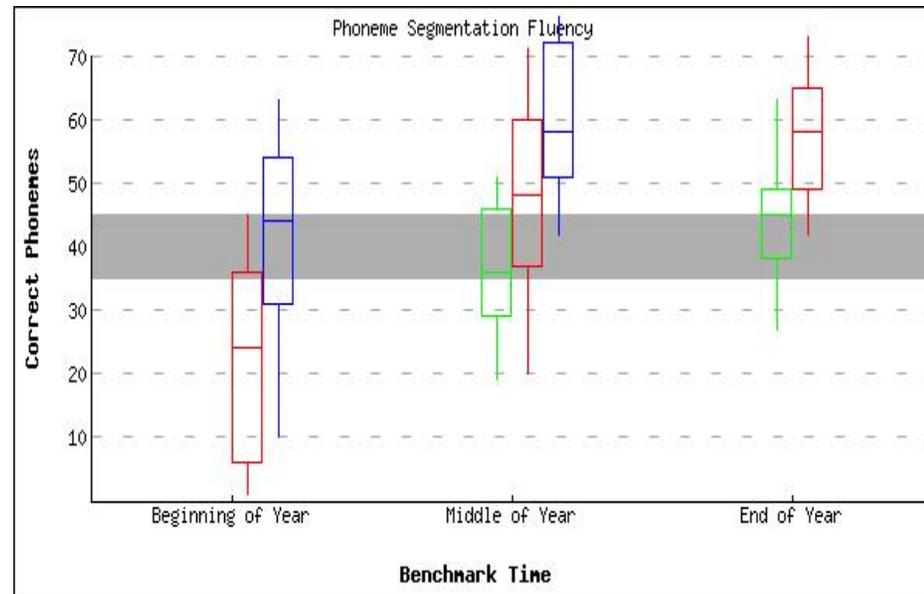
- **District**
 - Big Picture
- **Building**
 - Where are we in the Big Picture?
- **Grade level**
 - How does our achievement compare to the expectations?
 - What systems do we have in place?
 - What is going well?
 - What do we need to work on?
- **Classroom**
 - What am I doing that I can share with my colleagues?
 - How might my colleagues be able to help me?
 - What interventions are in place, or need to be in place?
- **Student**
 - What are the factors that may or may not be influencing this student's progress?
 - What are the things that we can change?

Let's try it!



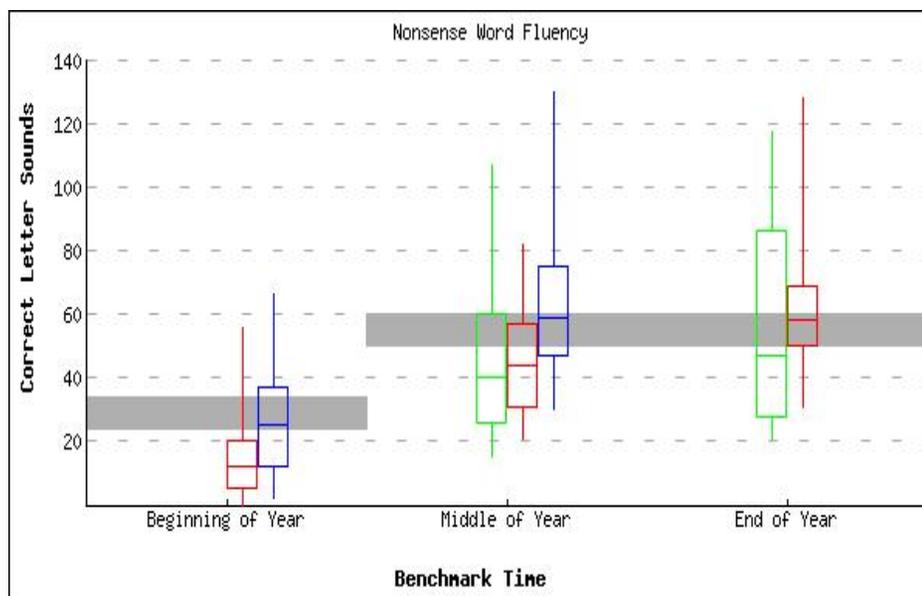
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What do you notice?



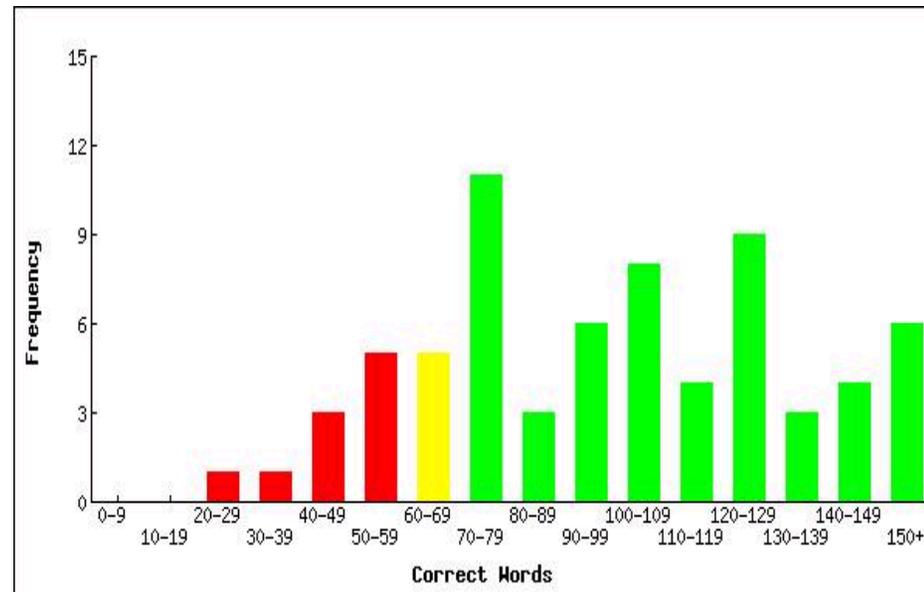
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What do you see?



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What goal/action would you suggest?



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Goal Setting

- Attainable
- Challenging
- Measurable
- Answer the 5 W's (and the H!) 😊





Sample Reading Goals:
Parchment Northwood Elementary
2007-08
Kindergarten:

- 95% of kindergarten students will reach the end of year benchmark in Phoneme Segmentation Fluency of 35 correct phonemes per minute.
- 84% of kindergarten students will reach the end of year benchmark in Nonsense Word Fluency of 25 correct letter sounds per minute.

First Grade:

- 88% of the first graders will reach the end of year benchmark in Nonsense Word Fluency of 50 correct letter sounds per minute.
- 100% of the first graders will reach the end of year benchmark in Phoneme Segmentation Fluency of 35 correct phonemes per minute.
- 80% of the first graders will be reading 40 words correctly per minute by the end of first grade to reach the Oral Reading Fluency end of year benchmark.

Second Grade:

- 65% of second grade students will read 90 words correctly per minute by the end of second grade to reach the Oral Reading Fluency end of year benchmark.
- The percentage of students scoring in the intensive range will be reduced to 13% or less.

Third Grade:

- 45% of third grade students will read 110 words correct per minute by the end of third grade to reach the Oral Reading Fluency end of year benchmark.
- The percentage of students scoring in the intensive range will be reduced to 25% or less.

Fourth Grade:

- 64% of fourth grade students will read 118 words correct per minute by the end of fourth grade to reach the Oral Reading Fluency end of year benchmark.
- The percentage of students scoring in the intensive range will be reduced to 18% or less.

Fifth Grade:

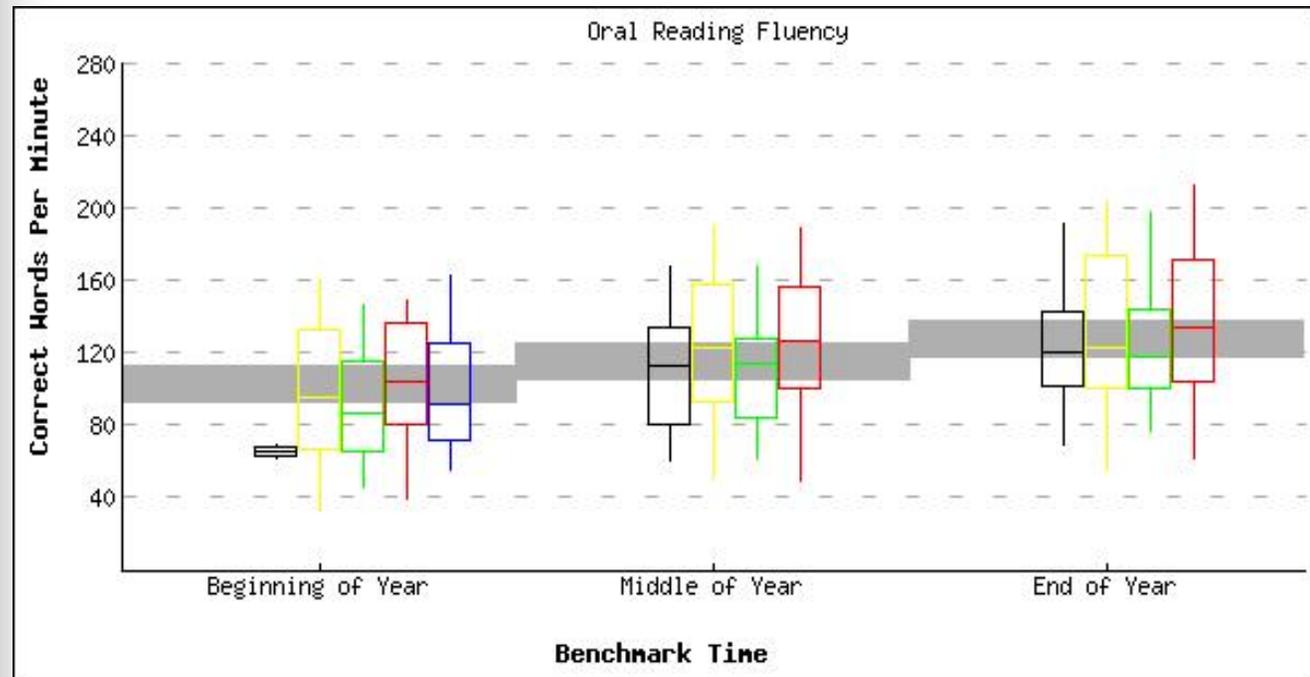
- 61% of fifth grade students will read 124 words correct per minute by the end of fifth grade to reach the Oral Reading Fluency end of year benchmark.
- The percentage of students scoring in the intensive range will be reduced to 16% or less.

Short Term Goals:

- What do you notice about the data?
- What will you expect to achieve before the next grade level meeting?
- What is your action plan for how you will get there?

Let's try it on your own!

- What do you notice?
- What goal/action would you suggest?



Where does PBS come into play?

- Intensive and strategic are often also yellow and red
- Check-in/Check-out / BEP





KWL (Team Time)

- What have you **LEARNED** about Grade Level Meetings?
- Come up with a simile, metaphor, or graphic representation that represents the grade level meeting process.



Things to think about...

- *“Good is the enemy of great.”*
- “Changes of any sort – even though they may be justified in economic or technological terms – finally succeed or fail on the basis of whether the people affected do things differently.”

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~ Bridges, 2003

Review and Reflection

- What are the next steps that you need to take as a building?
 - On your own, or in the group that you came with, write down 3-5 “next steps” in order to make the grade level meeting/ data review process a reality in your school.



Celebrations

- Raffle!
- Reflection sheet



Attachments:

- Sample Action Plan
- Sample Intervention Summary Template
- Sample Power Standards Graphic Organizer





References

- Bridges, 2003
- Coleman, 2007
- Cross, 1998
- DuFour & Eaker, 1999
- DuFour, et al., 2006
- Fiske, 1992
- Good, 1999
- Lenning and Ebbers, 1999
- Pfeffer & Sutton, 2006
- Vail, 2007

Just for Laughs...

