Change is inevitable, growth is intentional.

~Glenda Cloud
Empowering Culture

- Vision, mission, and core beliefs are established
- Include staff in decision making
- Keep staff motivated
- Standardized dress
- Family engagement
- Teaching to their strengths
- Instructional walkthroughs
- Communication

Leadership

- Various levels of leadership
- Shared decision making
- Team collaboration
- Scheduled bi-weekly leadership meetings
- Weekly team meetings include purposeful planning and understanding of fidelity
- Staff review all data
- Walk through
- School stat
- Behavior
- Aimsweb
- Absence and tardy data
SUCCESS

Empowering Culture

Professional Development

Leadership

SUCCESS

Curriculum

Professional Development

Leadership

Empowering Culture
Empowering Culture

- Differentiated instruction
- Power of 2
- Practice opportunities
- Intervention program
- Explicit Instructional strategies
- Scaffolded instruction

Leadership

Professional Development

Curriculum

Instruction

SUCCESS
Second grade RCBM 2010-2014

Third grade RCBM 2010-2014
Wichita: Harry Street & Anderson Elementary

2nd-5th RCBM 2010-2014

- 2010-2011 2nd grade 46
- 2011-2012 3rd grade 51
- 2012-2013 4th grade 52
- 2013-2014 5th grade 64.9

Anderson All-Stars 2010-2014
Anderson All-Stars 2010-2014

- 2010-2011 - 48.5%
- 2011-2012 - 53%
- 2012-2013 - 59.5%
- 2013-2014 - 62.5%

Growth of 14%
CELEBRATIONS

- Data based decision making
- New Pre-Kindergarten program
- Intervention program with extended learning opportunities before and after school
- Summer school
- After School program for all students
- Staff and student shining stars
- Mentors for at-risk students
- Intramural basketball
- Girls on the Run
- Girl Scouts
- Morning community
- Decreased number of office referrals
If all circumstances were made easy,
then there would be no grain of sand to make a pearl.

Peter Sarsgaard

- Combining 3 schools
- Becoming an ESOL school
- Creating a new culture with new students and families
- Student Behaviors
  - Lacking basic social skills
  - Lacking motivation and self-esteem
  - Mental and emotional health issues
  - Inconsistent behavior expectations
- Family Engagement
  - Poor attendance at family events
  - Family stress at home
  - High mobility rate

2010 - 2014
The Learner
- Poor attendance and tardies
- Lack of background knowledge
- Meeting ALL students' NEEDS
  - High SPED population
  - ESOL population
  - Lack of Support Staff
  - Behaviors - lack of engagement

Environment
- Physical Classroom space
- Physical Storage space
- Class sizes

We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop – Mother Teresa
Reaching out to Families

Student focused environment

Student attitudes/behaviors have improved

Guidelines for Success discussed daily

Growing staff collaboration/motivation.

We selected Student Engagement/Active Participation as our targeted goal.

Classroom observations by entire staff scheduled on a regular basis with data collected, shared and celebrated.
Walkthrough data, 1-2/12: We seem to be consistently in the high 70's for engagement. Wouldn't it be awesome to break 80% this week! Which strategies might help us???

<table>
<thead>
<tr>
<th>Number of Classrooms Observed</th>
<th>Conversations (Average)</th>
<th>Help (Average)</th>
<th>Movement (Average)</th>
<th>Participation (Average)</th>
<th>Average Engagement Percentage</th>
<th>Classrooms with 70% Engagement</th>
<th>Classrooms with 70% Engagement</th>
<th>Classrooms with 90% Engagement</th>
<th>Classrooms with 90% Engagement</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>6.2</td>
<td>4.7</td>
<td>4.9</td>
<td>5.5</td>
<td>76.6%</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>3</td>
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</tbody>
</table>

Walk through data 1-27. We've met our goal of over 80% two weeks in a row! Hooray! Striving for 90% … We can do it!
Tiered Instruction

- 30-60 min. Intervention block daily with systematic grouping and instruction
- All staff included; additional support staff added to reduce group size.

Learning to administer and use meaningful data

Use of data to create intervention groups

Data shows student gains

Kindergarten PSF

2010-2011

2011-2012

2012-2013

2013-2014
Increased engagement
Small group intervention targets our students needs
ESL strategies implemented in all classrooms
Explicit teaching of CHAMPS and other behavior programs created high structure
The ENTIRE staff has implemented the following successfully after professional development:

- CHAMPS
- Tough Kids
- Student engagement
- Family engagement

Classroom Teachers have implemented the following successfully after professional development:

- Decoding
- ELL strategies (endorsement classes)
- 10 minute math computation
- Understanding/utilizing data
- Active participation strategies

Waves of Change, keep on rolling!