Mid-Year Goals Update Boost Block & Culture

School Committee 2/6/2020

5 Key Questions for Learning

- What evidence demonstrates that students know the **objective and/or learning target**?
- In what ways does the lesson **engage students in authentic learning**?
- What evidence is there of meaningful exchanges between teacher and individual students and between students?
- In what ways does he teacher **assess student understanding** related to the objective and/or learning target?
- Did the teacher **differentiate the instruction and learning experiences** to meet the range of learners in the class?

Context for Boost Block

1. What do we want our students to learn?
2. How will we know if each student has learned?
3. How will we respond when some students do not learn?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

—Adapted from *Learning by Doing (DuFour, DuFour, Eaker, & Many, 2006)*

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Snapshots of Current Practice

1. Brooks: math
2. HMS: Kat and Claire with literacy and math
3. Preschool: math--shape identification

HMS Boost Block

ELA and Math Interventions designed to BOOST student skills

2019-2020 School Year

Scheduling/ Logistics

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Grades 7/8- In class support for National History Day projects	Grade 6- Intervention/ Support (currently 7 students)	Grade 7- Intervention/ Support (currently 7 students)	Grade 8- Intervention/ Support (currently 8 students)	Grade 6- Intervention/ Support (Currently 6 students: Same group as Tues.)
Math	Grade 8- Intervention/ Support (currently 9 students)	Grade 6- Intervention/ Support (Currently 5 students)	Grade 7- Intervention/ Support (currently 4 students)	Grade 7- Intervention/ Support (currently 8 students)	Grade 6- Intervention/ Support (currently 8 students: 5 student overlap with Tuesday)

Creating Intervention Groups

- **Collaborative Practice Time**
  - ELA and Math instructors to plan grouping and scheduling.
  - Meet with teams of teachers to review assessments/instructional goals
- **Students entered groups in the fall based on:**
  - Teacher Recommendations
  - MCAS Scores
  - Parent Concerns
- **Groups are flexible**
  - Meetings during December Collaborative Practice time used to remove students making progress/ add students based on teacher concerns
- **Groups are meant to build on/ practice/ dig deeper into skills currently being taught in class**
  - Google Classroom/ Schoology group shared between classroom teachers/ Boost block instructors
  - Frequent communication and check in between teachers is key- during Collaborative Practice and informally as needed

How Many Students Attend Boost Block?

	6th Grade*	7th Grade	8th Grade
Only ELA Boost Block	6	3	4
Only Math Boost Block	5	8	5
Math and ELA Boost Block	3	4	4
Total Students in Boost Block Groups	14	15	13
Percent of Class	24%	31%	30%

* 6th grade has a second small group that meets in lieu of Spanish class, so an additional 9 students receive support during a different period

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Boost Block Student Makeup

	6th Grade		7th Grade		8th Grade	
	ELA	Math	ELA	Math	ELA	Math
MCAS: Not Meeting	0	0	0	0	0	3
MCAS: Progressing Meeting	4	3	4	11	5	2
MCAS: Meeting	0	0	1	0	0	1
New Students	3	2	2	1	3	3

What is going on in Math Boost Block?

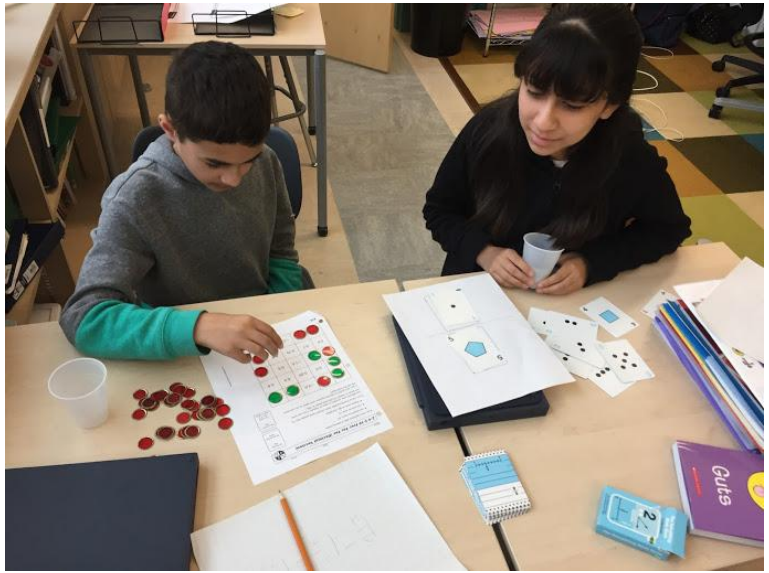
Overall structure:

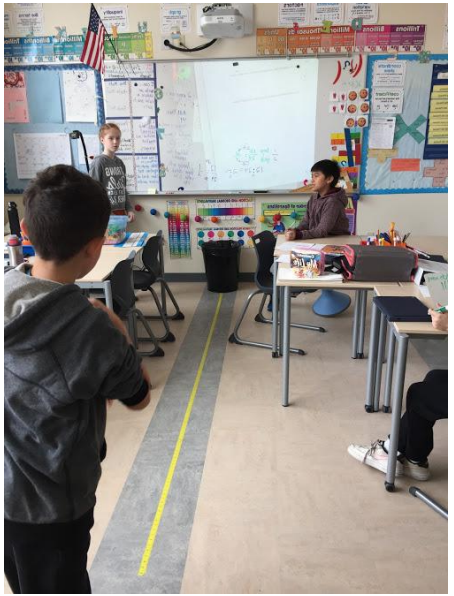
- 6th grade students do biweekly multiplication/division fact practice
- Deeper thinking/ project and activity based whenever possible
- Games and hands on activities designed to review and preview skills taught in class
- Some lessons preview what will be taught in class that day
- Some lessons review what was taught in class previously
- Lots of opportunities to practice skills, often using manipulatives or a visual model
- Some spiral review of previously taught concepts (wish there were more time for this!)
- Short exit tickets are completed, but the majority of assessments happen in regular math class to maximize time for interventions.

What is going on in ELA Boost Block?

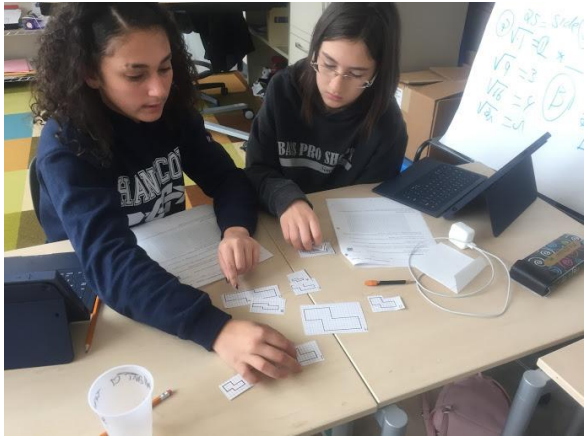
- Students are supported on the standards that they are working on in class.
- Supplemental materials are provided to practice the standard, and then we will look at how it applies to their classroom assignments.
- Groups are flexible and often change based on the standards of focus.
- All grade level groups have worked through fiction reading strategies paired with argument writing, and nonfiction reading strategies paired with research writing.
- Focus is now shifting to narrative writing. We will go through each element of strong narrative writing in isolation (characterization, conflict, resolution, theme, etc.), and then students will put it all together in a strong narrative essay that they are assigned in class.
- Students receive feedback on their classroom assignments allowing for me to respond to data as necessary, and for students to immediately apply instruction to their writing.

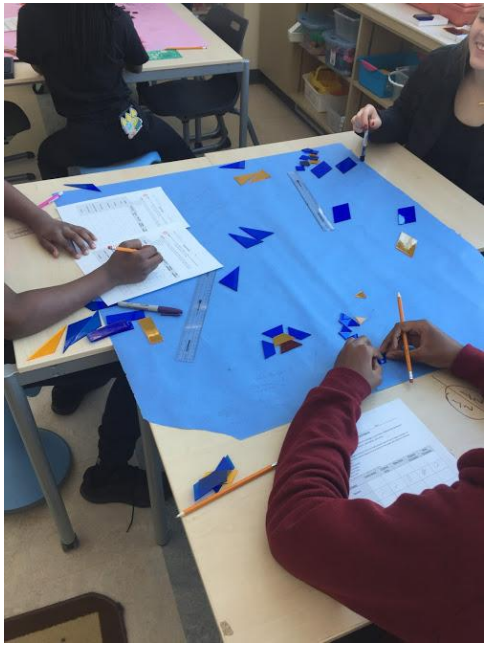
Scenes from 6th Grade Boost Block



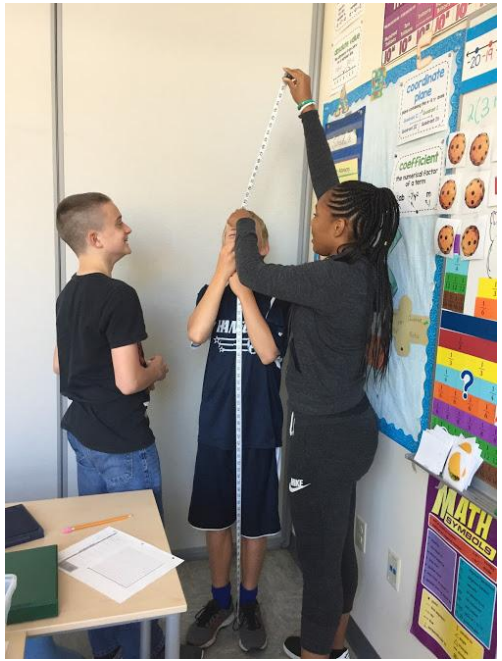


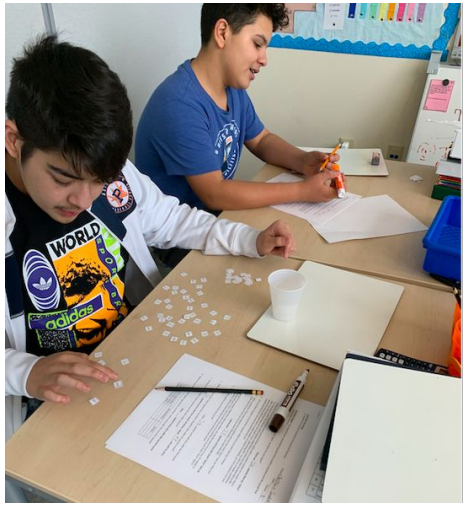
Scenes from 7th Grade Boost Block

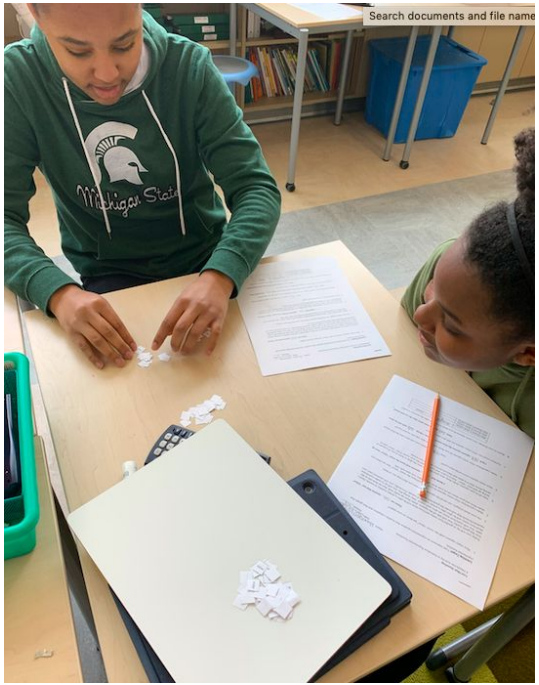




Scenes from 8th Grade Boost Block







Preschool Boost Block

Math Data and Information

October - January 2019-2020

Boost Block at a Glance

Format:

- Twice per week; 30 minutes per block
- Students chosen based on data taken by teachers in individual classrooms through Preschool Math Assessment - Students who do not receive special education services and who had not yet reached the expected level of proficiency related to shape identification
    - Additional students were chosen to join boost block sessions based on factors including automaticity of skills and ability to generalize skills with unfamiliar adults and across settings
    - Students from two different classrooms engaged in boost block sessions together, and in mixed groups

Skills addressed between October 2019 and January 2020:

- Math - Shape Identification
    - Additional skills embedded, but not directly taught: turn taking, sharing, cooperative play, language development

Factors Considered in Carrying out Boost Block

- **What do we want our students to learn?**
  - Increased math skills, specifically related to shape identification
- **How will we know if each student has learned?**
  - Direct observation of student skills during boost block sessions
  - Observations and anecdotal data recorded during learning experiences in students' individual classrooms
  - Data recorded through reassessment using Preschool Math Assessment
- **How will we respond when some students do not learn?**
  - Classroom teachers will implement additional activities related to shape identification in order to target the skill within the classroom setting; Students who did not demonstrate proficiency during boost block will have multiple opportunities to engage with these activities throughout the school week
- **How can we extend and enrich the learning for students who have demonstrated proficiency?**
  - Students will have opportunities to apply their knowledge of shapes to activities within the classroom that target skills beyond the rote identification of shapes

Boost Blocks in Action


CRASH
Square
Circle


Heart
Oval

RECTANGLE
TRIANGLE
CIRCLE
SQUARE


FEED
ME!
RECTANGLE


RECTANGLE
TRIANGLE
CIRCLE
SQUARE


Roll & Build!
Roll & Build!
Roll & Build!


FEED THE MONSTER 9 THINGS.
9
10


SOLANA
ALEX
TROY
MADELYN
JARRETT
LANDON
SOFIA
LYRIC
CASTIEL
ESTEBAN
AVERY
SAMUEL


Apple Race

Preschool Math Assessment

Preschool Math Assessment

Student's Name ______________________ Teacher's Name ______________________

Math Skill/ Concept Assessed	Baseline Data Collected________	6-8 week Data Collected________	6-8 week Data Collected________	6-8 week Data Collected________	Summative Data Collected________
1.Rote Count to 20 Prompt: Start with the number 1. Count as high as you can.	Counts to _______	Counts to _______	Counts to _______	Counts to _______	Counts to _______
2.Counts using 1:1 correspondence up to 10. Prompt: Count these to tell me how many blocks there are_____ Materials: small wooden blocks	Counts to _______ Counts to _______ Counts to _______	Counts to _______ Counts to _______ Counts to _______	Counts to _______ Counts to _______ Counts to _______	Counts to _______ Counts to _______ Counts to _______	Counts to _______ Counts to _______ Counts to _______
3. A. **Receptively identifies 0-10.** Prompt: Point to the number __________. *11, 12, 13, 14, 15 B. **Expressively identifies 0-10.** Prompt: What number is this? _______ *11, 12, 13, 14, 15 Materials: Number Chart	Numbers Identified (1-10) 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12	Numbers Identified (1-10) 3 6 40 1 7 2 9 8 5 10 11 15 14 13 12 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12	Numbers Identified (1-10) 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12	Numbers Identified (1-10) 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12	Numbers Identified (1-10) 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12 3 6 4 0 1 7 2 9 8 5 10 11 15 14 13 12

Preschool Math Assessment

Student's Name ______________________ Teacher's Name ______________________

Math Skill/ Concept Assessed	Baseline Data Collected________	6-8 week Data Collected________	6-8 week Data Collected________	6-8 week Data Collected________	Summative Data Collected________
4. A. Receptively identifies shapes. Prompt: Point to the ________(shape name.) B. Expressively identifies shapes. Prompt: What is this shape? ________ Materials: Shape Chart	Shapes Identified Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon	Shapes Identified Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon	Shapes Identified Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon	Shapes Identified Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon	Shapes Identified Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon Circle Square Triangle Rectangle Oval Diamond Star Heart Octagon Hexagon
5. Uses objects to represent quantities Prompt: *Can you give me 5 blocks?* -Try 3 if unsuccessful -Try 7, 9, 10, 12, 15 if successful Materials: small wooden blocks	Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____	Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____	Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____	Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____	Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____ Counts a set of_____

Math Assessment Rubric & Corresponding Data Graph Example

Math Skill/ Concept Assessed Date _____		Indicators				
		1	2	3	4	5
1	Rote count to 20 (PK. CC. MA.1.)	Less than five	1-10	1-15	1-20	21+
2	Counts using 1:1 correspondence up to 10 (PK. CC. MA.4)	1-3 or less	1-6	1-9	1-10	11+
3.a.	Receptively identifies numerals 0-10 (PK. CC.MA.2)	1-3 or less	1-6	1-9	1-10	11+
3.b.	Expressively identifies numerals 0-10 (PK.CC.MA.2)	1-3 or less	1-6	1-9	1-10	11+
4.a.	Receptively identifies shapes (PK.G.MA.2)	3 or less	4 or 5	6 or 7	8	9+
4.b.	Expressively identifies shapes (PK.G.MA.2)	3 or less	4 or 5	6 or 7	8	9+
5	Uses objects to represent quantities (PK.CC.MA.3)	5 or less	7	9	10	11+

Math DDM Group Profile 2019-2020

Student	1	2	3a	3b	4a	4b	5		1	2	3a	3b	4a	4b	5		1	2	3a	3b	4a	4b	5
1	3	4	3	2	2	2	5		4	4	3	3	4	4	5								
2	5	5	5	5	4	4	5		5	5	5	5	5	4	5								
3	3	5	2	2	2	2	3		4	5	4	3	3	3	4								
4	5	5	5	5	4	4	5		5	5	5	5	4	4	5								
5	4	4	5	5	4	3	5		5	4	5	5	5	4	5								
6	3	5	1	3	4	3	1		4	5	3	3	4	4	3								
7	2	4	5	5	4	4	2		5	5	5	5	4	4	5								
8	3	4	5	5	5	5	5		4	4	5	5	5	5	5								
9	3	5	2	2	4	3	4		3	5	3	3	4	4	4								
10	5	4	4	4	4	3	4		5	5	5	5	4	4	5								
11	3	4	4	4	4	3	4		3	5	5	5	4	3	5								
12	5	5	5	5	3	3	5		5	5	5	5	4	3	5								
13	2	2	1	1	1	1	1		3	3	3	3	4	3	2								

KEY

AREA OF STRENGTH- 5 Typical- 4 AREA OF NEED- 1/2/3

Boost Block Specific Student Progress Data

Student	October 2019	January 2020
A	Circle, star, heart, oval	Circle, star, heart, square, oval, triangle, rectangle, diamond
B	Circle, star, heart	Circle, star, heart, square, oval,triangle
C	Circle, square	Circle, square, star, heart, oval, diamond, triangle,
D	Circle, square, heart, star	Circle, square, heart, star, oval, diamond, rectangle, triangle
E	Circle, oval, star, heart	Circle, oval, star, heart, square, triangle, diamond
F	Circle, square, oval, heart, star	Circle, square, oval, heart, star, triangle, rectangle, diamond
G	Circle, square, diamond, star, heart	Circle, square, diamond, star, heart, triangle, rectangle, diamond
H	Circle, oval, star, heart	Circle, oval, star, heart, square, triangle, diamond

Next Steps

- Continued experimentation, sharing, learning, and refining
- Consideration of scheduling optimizations
- Multi-Tiered System of Support training

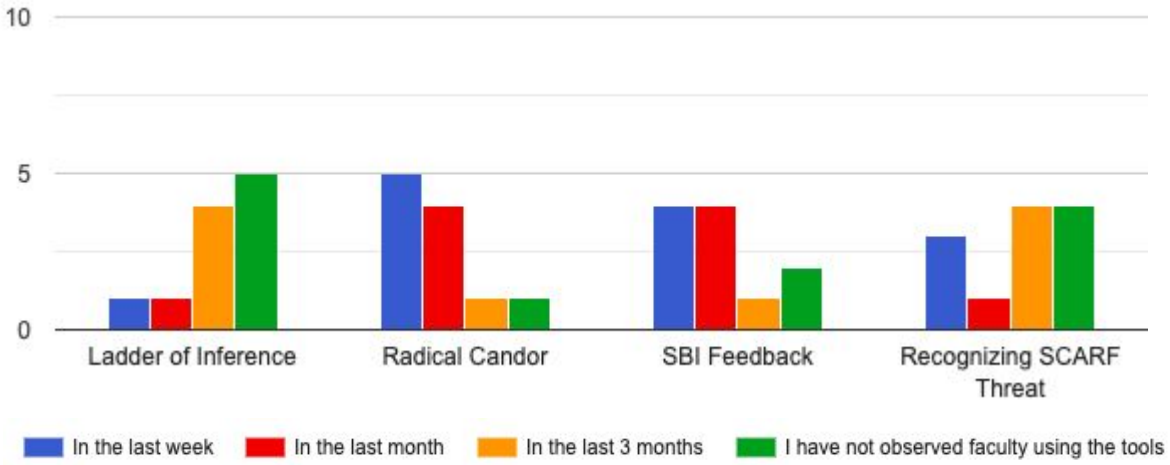
Culture: continue to develop a culture of trust, openness, reflection, and collaboration among our faculty, staff , and administrators. Cultivate a culture of continual feedback and growth with a focus on improved student outcomes.

September

Introduced Four Tools:

- Ladder of Inference
- Radical Candor
- SBI Feedback
- SCARF Threat and Pinch Sorts

Mid-year progress



n=11 administrators

Next Steps

- Administrators continue to model and support faculty
- Upcoming Root Cause Analysis with Admin Council
- Staff survey to help identify barriers at different levels
- Additional professional development in May