

WHAT ARE HIGH RELIABILITY SCHOOLS?

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HIGH RELIABILITY SCHOOLS (HRS)

- Dr. Bob Marzano, a leader in the educational field, developed a framework called HRS
- The principles of this work are steeped in the best practices, proven to move students to success in school as well as create the systems and environment to ensure all students get what they need
 - A rich, quality education

The Five Levels of HRS



OUR FOCUS THIS YEAR

- Determine where we are with regard to Levels 1, 2, & 3
- Here are the main pieces
 - Ensuring that our collaborative teams have dedicated time to immerse themselves in “The Work”.
 - Identifying essential standards. (What do we want students to know?)
 - Determining how students will demonstrate proficiency in those standards.(How will we know when they know it?)
 - Establishing learning targets and proficiency scales to monitor students’ progress toward proficiency.(How will we know when they know it?)
 - Using student data to inform next steps in instruction.(What will we do if they don’t know it? What will we do if they do know it?)
 - Working to continuously improve teacher efficacy.(How will we increase instructional competence?)

Terms With Which to Become Familiar

Essential Standards - Those standards which we deem to be “must have” learning for all students.

- Provides the “what” for students
- Because this is crucial learning, we will dedicate the necessary time for all students the opportunity to learn.

Learning Targets - Stating the desired goal for students to achieve. “I can ...”

- Provides the “what” for students.
- Students perform better when they are made aware of, and understand the goal.

Proficiency Scales - Identifying the learning progression for each essential standard.

- Answers the “why” for students.
- Students can self-monitor and clearly identify where they are in the process of learning.



ESSENTIAL STANDARDS

- In every content area/grade level the state has identified standards that we, as educators, are supposed to be gearing our instruction toward.
- These standards focus on the main concepts and points students need to know to master content and build the skill-set to be successful in school and beyond.
- Each content area/grade level team has or will identify the 10 – 12 most important standards and make them the focal point of their instruction.

EXAMPLE OF AN ESSENTIAL STANDARD IN MATH

Grade	Strand	Standard	Code	Benchmark
2	Geometry & Measurement	Use time and money in real-world and mathematical situations.	2.3.3.1	Tell time to the quarter-hour and distinguish between a.m. and p.m.

LEARNING TARGETS

- Making sure students know what is expected of them is critical to understanding and success
- We will be working to ensure that the Learning targets are developed and posted prominently in classrooms
- We will be working to implement the consistent use of the learning targets in our teaching.

EXAMPLE OF A LEARNING TARGET



4	<ul style="list-style-type: none">• I can explain how I know the time to the quarter hour.
3	<ul style="list-style-type: none">• I can tell time to the quarter-hour and distinguish between a.m. and p.m.
2	<ul style="list-style-type: none"><input type="checkbox"/> I can show on a clock time to the quarter hour.<input type="checkbox"/> I can show on a clock time to the half hour.<input type="checkbox"/> I can show on a clock time to the hour.<input type="checkbox"/> I can tell how minutes are in an hour.<input type="checkbox"/> I can tell how many hours are in a day.<input type="checkbox"/> I can tell time to the half hour.<input type="checkbox"/> I can tell time to the hour.<input type="checkbox"/> I can list activities performed during a.m. or p.m.<input type="checkbox"/> I can identify the hour hand and minute hand of a clock.<input type="checkbox"/> I can count by fives to 60.<input type="checkbox"/> I can recognize or recall specific vocabulary such as: <i>a.m., p.m., hour, minute, seconds, hour hand, minute hand, clock face, o'clock, digital clock, analog clock, quarter-to, quarter-past, and half-past.</i>
1	<ul style="list-style-type: none">• I can tell time to the quarter-hour and distinguish between a.m. and p.m. with help.

PROFICIENCY SCALES

- Once we have identified essential standards, we will be working with staff to construct a progression of learning, describing how a student's understanding of a topic will develop over time.
- These scales organize the learning targets from the more simple to the more complex.

EXAMPLE OF A PROFICIENCY SCALE

Telling Time 2.3.3.1

4	<ul style="list-style-type: none">• I can explain how I know the time to the quarter hour.
3	<ul style="list-style-type: none">• I can tell time to the quarter-hour and distinguish between a.m. and p.m.
2	<ul style="list-style-type: none"><input type="checkbox"/> I can show on a clock time to the quarter hour.<input type="checkbox"/> I can show on a clock time to the half hour.<input type="checkbox"/> I can show on a clock time to the hour.<input type="checkbox"/> I can tell how minutes are in an hour.<input type="checkbox"/> I can tell how many hours are in a day.<input type="checkbox"/> I can tell time to the half hour.<input type="checkbox"/> I can tell time to the hour.<input type="checkbox"/> I can list activities performed during a.m. or p.m.<input type="checkbox"/> I can identify the hour hand and minute hand of a clock.<input type="checkbox"/> I can count by fives to 60.<input type="checkbox"/> I can recognize or recall specific vocabulary such as: a.m., p.m., hour, minute, seconds, hour hand, minute hand, clock face, o'clock, digital clock, analog clock, quarter-to, quarter-past, and half-past.
1	<ul style="list-style-type: none">• I can tell time to the quarter-hour and distinguish between a.m. and p.m. with help.

END OUTCOMES

- By putting these components in place, students are able to receive a guaranteed, viable curriculum through effective teaching practices in an environment conducive to learning.
 - Systems of Success + Consistent Deployment + Checks and Balances = Student Mastery

QUESTIONS

