Ends Policy Update: 1.2 & 1.3

February 24, 2025

EP
EDEN PRAIRIE SCHOOLS
Inspiring each student every day™

Guiding principles

Clarity

Intentionality

Conditions for learning

Professional development

Partnerships

LUCKY

High results, low understanding of antecedents

Replication of success unlikely

LEADING

High results, high understanding of antecedents

Replication of success likely

LOSING

Low results, low understanding of antecedents

Replication of failure likely

LEARNING

Low results, high understanding of antecedents

Replication of success likely

Achievement of Results

Antecedents of Excellence

(Reeves, 2006)

Ends Policy 1.2

Each student is reading at grade level by the end of 3rd grade.

2 of 3 Reading

Targets:
- 3rd graders meeting 2 of 3 indicators: 80%

Reading by 3rd Grade

1) FastBridge aReading
2) FastBridge CBMR
3) MCA/MTAS Reading

aReading   CBMR   MCA/MTAS   Two of Three

	21-22	22-23	23-24
aReading	83%	79%	78%
CBMR	74%	75%	75%
MCA/MTAS	68%	62%	66%
Two of Three	78%	76%	75%
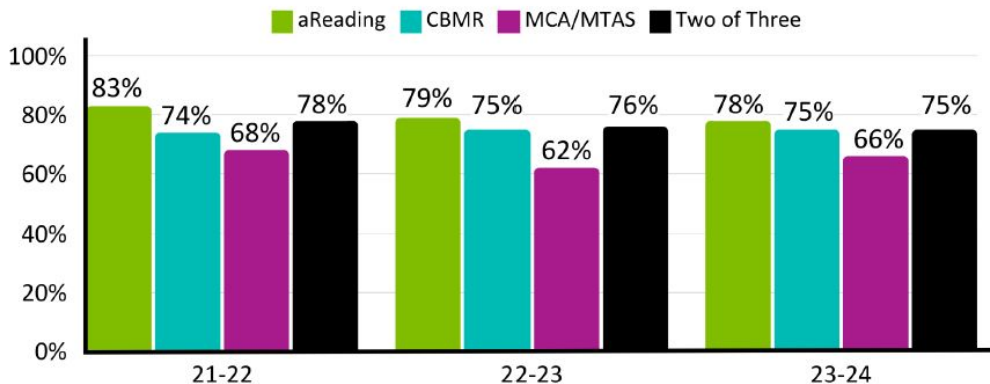
Focus: Third Grade Reading Growth

- Conferring
  - Just right books; the power of books at students' independent reading levels
  - Providing a next step; setting a goal
  - Intentional scheduling of conferences to personalize learning for each
- Small group instruction
  - Power Reading and/or Intervention
  - Multilingual push-in and pull-out groups
  - Weekly Fastbridge progress monitoring to ensure student growth
- WIN time
  - Targeted small group instruction personalized to student needs
  - Read Theory for additional practice at individual reading level - all students
  - FastBridge comprehension check to monitor comprehension progress 1x/week
- Vocabulary
  - Direct and intentional instruction of vocabulary as part of CCC
  - Alternate weeks
    - Collaborative Literacy vocabulary practice activities
    - Cloze reading created by ChatGPT with unit vocab words for additional practice

IDR and Conferring

IDR allows students to apply the **reading skills** they have learned in a book they are reading **independently**.

- 20-30 minutes per day, depending on grade level
- 5 days per week as part of the literacy block

Setting the Purpose	The language at the beginning of each IDR lesson **identifies** the strategy students will use and the **texts** they should be engaging with as they practice the Strategy.
Action: Independent Reading & Conferring	Students build **stamina** for independent reading while **applying** their learning to a self-selected text at an appropriate level. The teacher **confers** with students to deepen their thinking, encourage them to apply strategies, offer support as they read increasingly complex text, and reinforce their strengths.
Share Out	Sharing and reflecting is essential and intentional. Every IDR lesson includes an opportunity for students to share their **books**, their **thinking**, or **strategy** use with a partner, the class, or in their journal.

Conferring in Action

*To develop the **engaged, inquisitive, risk-taking readers** we all want our students to be, we need to enter each conference as **listeners**, with an attitude of respectful curiosity about the **student's perceptions and interests**. (Being a Reader Implementation Handbook)*

Checking In	How is the student doing? What are they reading? What do they think of it so far?
Read Aloud	Have the student read aloud from their text.
Explore	Use open-ended questions to explore the student's thinking about the text. Listen for their strengths and the most interesting thing they say, maybe something about the text they're just beginning to grasp. Prompt the student to find places in the text that inform their thinking. Consider what strategies they're using. Utilize CCC Resource Sheets for IDR Conferences.
Prompt / Praise	Tell the student the great things you notice. Prompt them to go a bit further or deeper based on what you observed, or to apply a strategy that may support them. Have them practice with you, and praise their reading.

IDR/Conferring Coaching

2023-24 Focus: Technical Components of IDR/Conferring

- PD for teachers around daily IDR structures
- Guidance for conferring moves and instruction
- Resources shared for tracking conferring notes and focuses
- Spring 2024 Learning Walks to observe trends and determine areas of future professional development

2024-25 Focus: Adaptive Components of IDR/Conferring

- PD for teachers around Conferring stances and responses
- Guidance for assessment during conferring
- Resources provided to deepen and refine conferring notes and conference tracking
- Spring 2025 Learning Walks will observe trends and determine next steps in this important instructional time

K-3 Impact of Quality Conferring

Comprehension is the goal of reading instruction,
         comprehension strategies are not the goal (OL&LA)

K-3 Conferring Impacts for Students at Cedar Ridge:
- Accuracy/decoding is increasing
- Automaticity/fluency is increasing
- Reading comprehension is increasing
- Reading growth is on target in both fluency and comprehension
- Student reading enjoyment is increasing!

Questions & Discussion on Ends 1.2

ENDS POLICY 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

EP

EDEN PRAIRIE SCHOOLS

Inspiring each student every day™

Review of the policy

Ends Policy 1.3: Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

- Goal: The percentage of students in grades 3-8 proficient on the MCA/MTAS will increase two percentage points from the previous year's final results
    - Reading: +2 percentage points from 23-24 results
    - Math: +2 percentage points from 23-24 results
    - Science: +2 percentage points from 23-24 results
- Goal: Of 12th grade students who have taken the ACT and PreACT, 80% will meet or exceed the ACT score predicted by their PreACT
- Goal: The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from 23-24 results
- Goal: 40% of students (grades K-5) below grade level in reading/math will achieve aggressive growth from fall to spring
- Goal: The percentage of ML students meeting their growth target on the ACCESS/Alt ACCESS will increase 2 percentage points from the previous year's final results
    - +2 percentage points from 23-24 results

Ends Policy 1.3

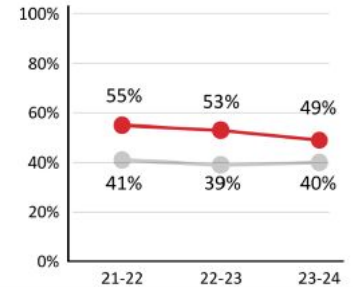Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.
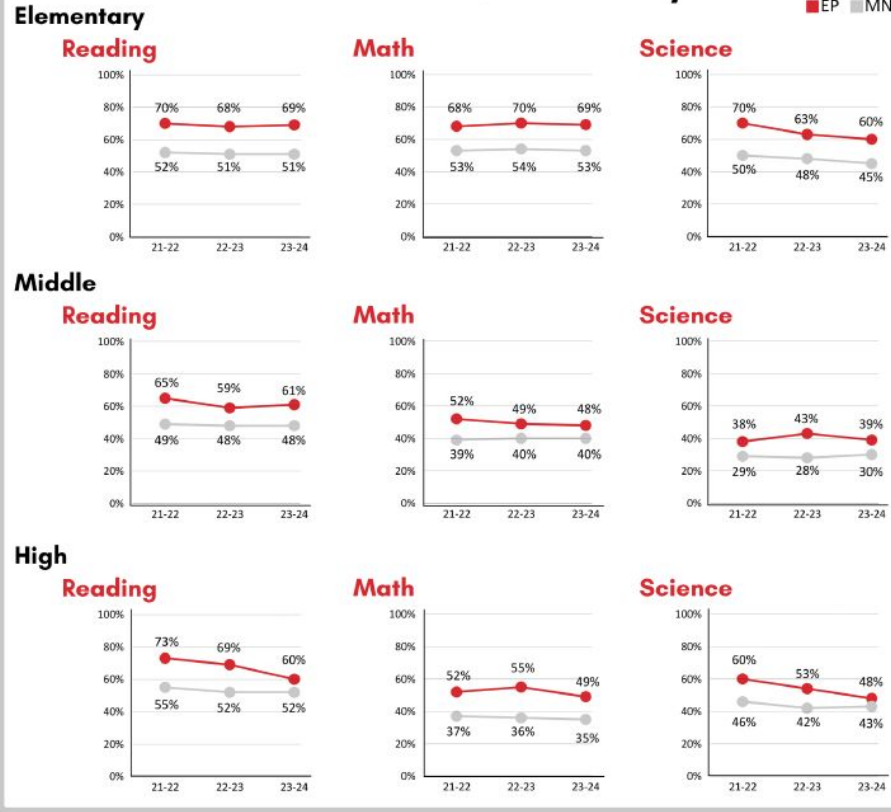
Targets:
- Reading proficiency: 66%
- Math proficiency: 61%
- Science proficiency: 55%

MCA/MTAS

SECONDARY: ACT & Course Grades

ELEMENTARY: Aggressive Growth

ACCESS/Alt. ACCESS Growth

MCA & MTAS Proficiency

EP MN

Overall

Reading

	21-22	22-23	23-24
EP	68%	64%	64%
MN	51%	50%	50%

Math

	21-22	22-23	23-24
EP	59%	59%	58%
MN	45%	46%	45%

Science

	21-22	22-23	23-24
EP	55%	53%	49%
MN	41%	39%	40%

Ends Policy 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

MCA/MTAS

SECONDARY: ACT & Course Grades

ELEMENTARY: Aggressive Growth

ACCESS/Alt. ACCESS Growth

MCA & MTAS Proficiency

■ EP ■ MN

Elementary

Reading
- 70% (21-22), 68% (22-23), 69% (23-24)
- 52% (21-22), 51% (22-23), 51% (23-24)

Math
- 68% (21-22), 70% (22-23), 69% (23-24)
- 53% (21-22), 54% (22-23), 53% (23-24)

Science
- 70% (21-22), 63% (22-23), 60% (23-24)
- 50% (21-22), 48% (22-23), 45% (23-24)

Middle

Reading
- 65% (21-22), 59% (22-23), 61% (23-24)
- 49% (21-22), 48% (22-23), 48% (23-24)

Math
- 52% (21-22), 49% (22-23), 48% (23-24)
- 39% (21-22), 40% (22-23), 40% (23-24)

Science
- 38% (21-22), 43% (22-23), 39% (23-24)
- 29% (21-22), 28% (22-23), 30% (23-24)

High

Reading
- 73% (21-22), 69% (22-23), 60% (23-24)
- 55% (21-22), 52% (22-23), 52% (23-24)

Math
- 52% (21-22), 55% (22-23), 49% (23-24)
- 37% (21-22), 36% (22-23), 35% (23-24)

Science
- 60% (21-22), 53% (22-23), 48% (23-24)
- 46% (21-22), 42% (22-23), 43% (23-24)

1.3 Elementary Science

Amplify Science Curriculum:
- Students are scientists
    - Student engagement and critical thinking through experiments and inquiry work
- Literacy based
- Fosters communication skills
    - Whole group discussion, small group, and partner work

Impact on students
- Engagement, excitement, higher level thinking
- Fosters critical thinking skills, which will support science achievement

Amplify.

1.3 Science + Language Development

Oral language = Foundation for reading

Intentional, Research Based Strategies:
- Target the Talk
- First 90 Seconds
- Anyone's Idea

*Benefiting **each** student*
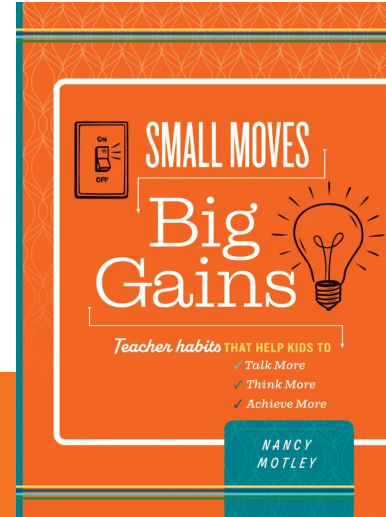
Example from a 5th grade lesson

Where do you think the **water on the outside** of the cup came from?

I think the water on the outside of the cup came from _____. **The reason I think this is** because . . .

1.3 Science + Literacy Development

Key focus through
partnership with IFC

Places Where Water Exists on Earth

If you picture a globe, most of the blue that you see is ocean. In fact, 96.5% of water on Earth is salt water in the ocean. This means that a very small amount of water on Earth is freshwater. Of this freshwater, an even smaller amount is liquid water at the surface—much of it is frozen in glaciers, ice caps, and permanent snow, or fills the space between rocks and soil underground as **groundwater**. Only a tiny percentage of the water on Earth is in the form of surface freshwater, which is readily available for human use.

Water on Earth
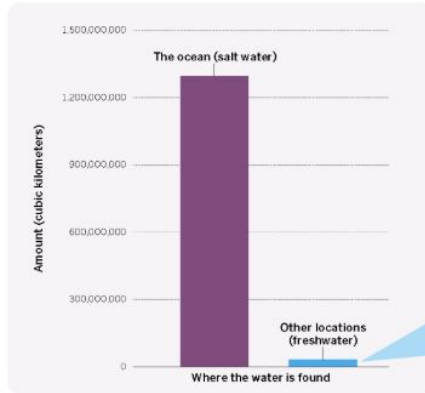
This graph shows how much water on Earth is salt water in the ocean and how much is freshwater.

Freshwater on Earth
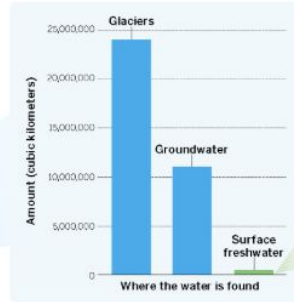
This graph shows where the freshwater on Earth is, including ice in glaciers and liquid water underground and at the surface. Freshwater also exists in plants and animals, as frozen ground ice, and as water vapor in the atmosphere.

30

What's the gist?

In one sentence, write what the paragraph was about.

Put your name and block on the bottom.

1.3 Elementary Science

Student Impact
- Students eager to engage, participate, and share with the class
- Shift in science knowledge and learning → from a list of skills to scientific phenomena and 4Cs in articulating this
- Students are able to build and use academic language confidently and appropriately

- **Teacher Impact**
  - Immediate feedback with formative assessment to be responsive to students
  - Partnerships with PLCs to support students throughout their day
- **4Cs**
  - Through inquiry, experiments, and discussion, students are able to critically think about a variety of topics.
  - Students have grown in their critical thinking and reasoning skills
  - Students have built skills to work with different groups of their peers to problem solve, communicate, and learn

1.3: CMS Focus Areas

MATH

- Co-teaching
- Focused Advisory Time

SCIENCE

- Inquiry Based Instruction
- Student Engagement
- Blended Instructional Approach
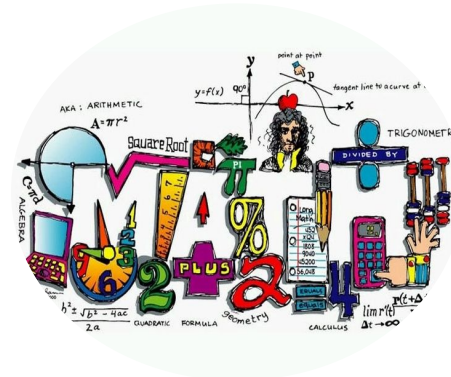
Amplify.

1.3: Grades 3-8 MCAs: **MATH**

Co-Taught Math Instruction: Kari Moore provides **push-in support** in select 6th and 7th grade math classrooms to extend student learning. This **co-teaching** model allows for deeper exploration of mathematical concepts, critical thinking challenges, and differentiated instruction to support students in expanding their **mathematical understanding**.
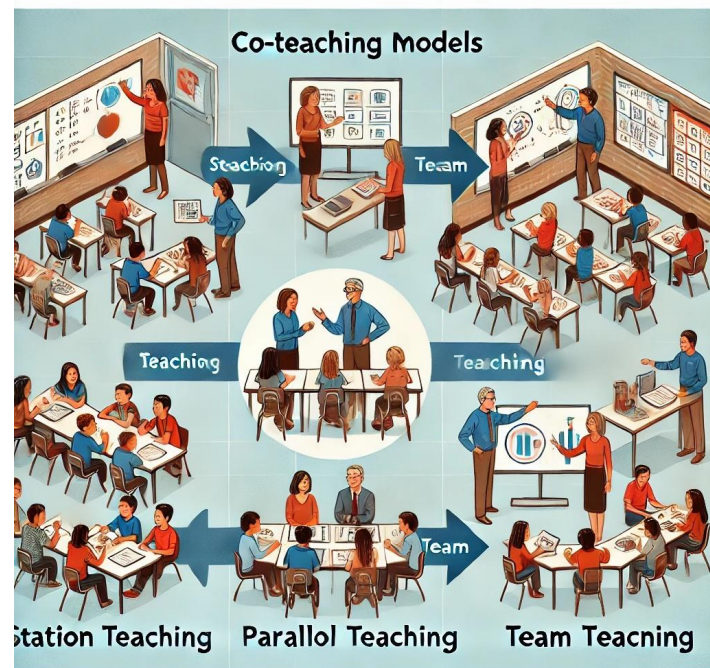
1.3: Grades 3-8 MCAs

Co-Taught Math Instruction to Support Multilingual Learners

To enhance math instruction and support **multilingual learners**, a co-teaching model is implemented in select classrooms. This approach provides students with **access** to grade-level math content while integrating language development strategies. By collaborating, math teachers and multilingual learner teachers will differentiate instruction, **scaffold learning**, and increase academic language growth to improve student outcomes.

1.3: Grades 3-8 MCAs

Mathematics Intervention Support

Math Intervention During Advisory: Beginning February 3, 2025, targeted math intervention will be implemented during Advisory to provide additional support for students needing reinforcement in key mathematical concepts.

1.3: Grades 3-8 MCAs: **SCIENCE**

Science **INQUIRY-BASED** Instruction

- **Student Engagement** - real world, hands-on investigations, interactive simulations
- **Blended Instructional approach** - digital tools, print resources, and hands-on

BLENDED INSTRUCTION

Amplify.

STUDENT ENGAGEMENT

AMPLIFY: Metabolism Simulation

❏ Students **engage** in a hands-on investigation of a chemical reaction.

❏ **Standards** addressed: math, ELA, and science
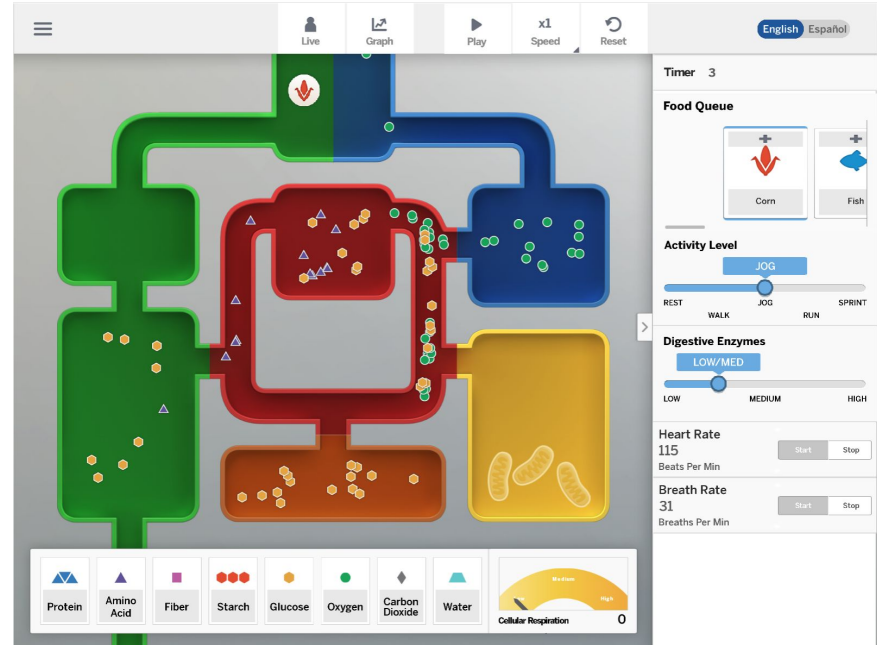
Ends Policy 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Target:
- Average GPA: 3.47

MCA/MTAS

SECONDARY: ACT & Course Grades

ELEMENTARY: Aggressive Growth

ACCESS/Alt. ACCESS Growth

Average GPA in Select Curriculum Areas			
	21-22	**22-23**	**23-24**
Overall	3.43	3.37	3.39

Average GPA by Select Curriculum Areas and Level						
	Middle School			**High School**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
All	**3.31**	**3.24**	**3.34**	**3.54**	**3.53**	**3.45**
Business	n/a	2.91	3.12	3.60	3.58	3.53
Fine or Applied Arts	3.35	3.35	3.47	3.70	3.70	3.65
Health	2.92	2.97	2.98	3.57	3.50	3.47
Physical Education	3.74	3.40	3.49	3.80	3.67	3.58
Social Studies	3.27	3.14	3.25	3.42	3.43	3.30
Technology	2.99	3.34	3.50	3.41	3.46	3.32
World Language	3.28	3.24	3.30	3.48	3.48	3.51
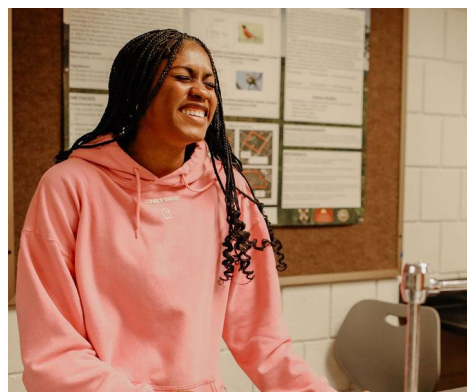
Ends Policy 1.3: Creating the conditions for learning 9-12

A strong culture and positive climate lay the foundation for meaningful learning and student growth

Ends Policy 1.3: Creating the conditions for learning 9-12

Culture of Collaboration

&

Shared Responsibility

# Ends Policy 1.3: Creating the conditions for learning 9-12

PEOPLE: *Roles, Relationships and Supports*

BE SAFE-BE KIND-BE RESPONSIBLE **THANK YOU FOR SETTING THE STANDARD!**
#___ **EP** **EAGLE PRIDE**
This ticket is redeemable in the Main Office for a reward.

EACH MEANS YOU
Inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.

BELONGING *together*

- Unified Admin & Security as one team
- Created three Student Centers
- Added security staff with regular admin meetings
- Established recognition and rewards for students and staff
- Partnered with the Activities Office to support student athletes
- Launch each term with standard-setting videos
- Implemented MTSS and Character Strong for holistic student support
- Introduced Staff Circles for community building

EP SET THE STANDARD

Ends Policy 1.3: Creating the conditions for learning 9-12

SYSTEMS: *Operational Changes and Logistics*

1E   **1W**
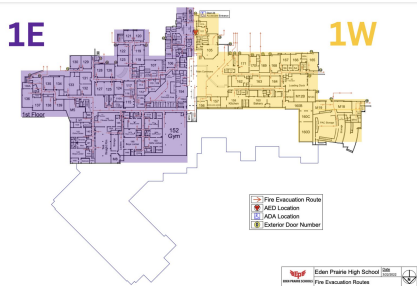
THE STANDARD: HALLWAYS

BE SAFE

KEEP THE FLOW OF TRAFFIC - KEEP RIGHT
BE AWARE OF PERSONAL SPACE

BE KIND

USE SCHOOL APPROPRIATE LANGUAGE AND VOLUME
KEEP THE SPACE CLEAN

BE RESPONSIBLE

OUT OF CLASS, SHOW A PASS
BE ON TIME
MOVE WITH PURPOSE

- Upgraded security stations, protocols, and supervision
- Closure of an entrance during the school day
- Improved PBIS signage and communication throughout the building
- Rebranded "Flex & Connections" to EP Link & EP Focus with a set weekly schedule
- Added digital countdown clocks
- Implemented school zones with color-coded passes
- Closed lunchrooms and a single monitored open hour location

EP SET THE STANDARD

1 2 3 4 5 6 7 8

TARDIES

HAVE DECREASED BY

14.3%

UNEXCUSED ABSENCES
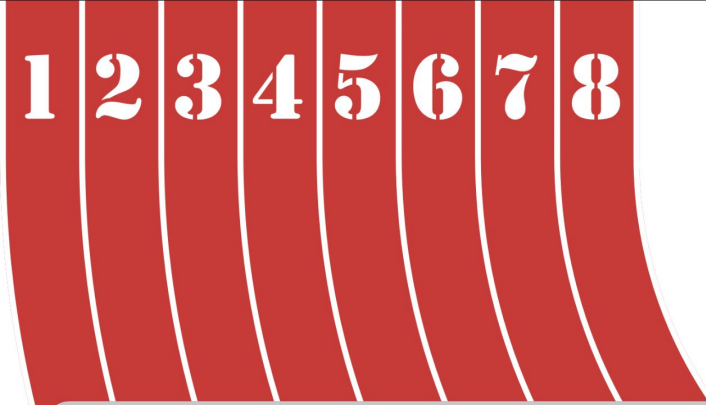
HAVE DECREASED BY

22.8%

IN A COMPARISON OF ATTENDANCE DATA FROM THE FIRST HALF OF THE 2023-2024 SCHOOL YEAR TO NOW...

EPHS IS ON THE RIGHT TRACK

EP

SET THE STANDARD

1.3 : Creating the conditions for learning (6-12 EPO)

EP ONLINE

FOCUS AREAS

Executive Functioning Skills
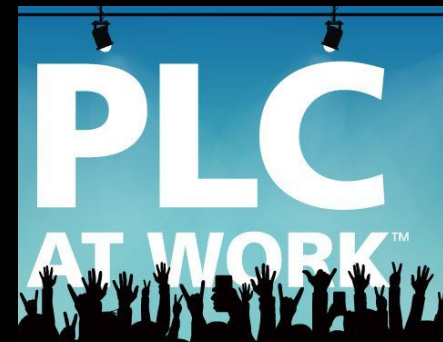
PLCs at Work

1.3 : Creating the conditions for learning (6-12 EPO)

EP ONLINE

New Student Onboarding & Principles of Online Learning Class

Principles of Online Learning: Course & Pacing Guide

Description:

Week/Unit Overview:

	Week 1: Onboarding!	Week 2: Self-Awareness	Week 3: Academics & Organization	Week 4: School Etiquette & Self-Advocacy	Week 5: Create Final Screenshare Video
Topics	-Using Ipad/Macbook and Zoom -Google Suite -Navigating Campus & Schoology, submitting assignments -Organizing apps/website logins and passwords -troubleshooting	-reality of being an online student -strengths and areas of improvement -proactive vs. reactive students -using asynchronous time	-digital organization & checking grades regularly -workspace organization -assignment deadlines & using a planner -setting alarms & reminders -tutoring supports	-professional engagement -emailing & communication (checking & responding) -using chat and breakout rooms -recording videos -how to advocate and communicate when you're struggling	-practice screen recording -writing script -record & submit final video (How to be an EP Online Student)

1.3 : Creating the conditions for learning (6-12 EPO)

EP ONLINE

Tier 1 Supports & Grade-Level Teams

Period	Times (General Classes Only)	Semester 1	Semester 2
Advisory	8:40-8:55	Connections	Connections
1st Period	9:00-9:30 (Support: 9:30-10:20)	Course 1	Course 5
2nd Period	10:30-11:00 (Support: 11:00-11:50)	Course 2	Course 6
3rd Period	12:30-1:00 (Support: 1:00-1:50)	Course 3	Course 7
4th Period	2:00-2:30 (Support: 2:30-3:20)	Course 4	Course 8

1.3 : Creating the conditions for learning (6-12 EPO)

EP ONLINE

Tier 2 Engagement Advisories

	Rock's Advisory Students			
	2024 Term 2 Final Grades			
STUDENT A	English 12A	Hospitality & Tourism	Personal Fitness & Excercise	AVID
STUDENT B	Personalized Excercise	Music in World Cultures A	Geometry A	Computer Applications
STUDENT C	AP US History A	Chemistry A	Spanish 3A	
STUDENT D	Computer Applications	English 12A	Sports Medicine A	World History A- / C
STUDENT E	Music in World Cultures A	Physics A	English 11 A	World History A
STUDENT F	Chemistry A	Statistics & Probability	US History A	World History A
STUDENT G	Computer Applications	English 10A	English 11 A	Geometry A

1.3: Grade Point Average

EPHS: Goal: The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from 23-24 results.

1.3: Grade Point Average
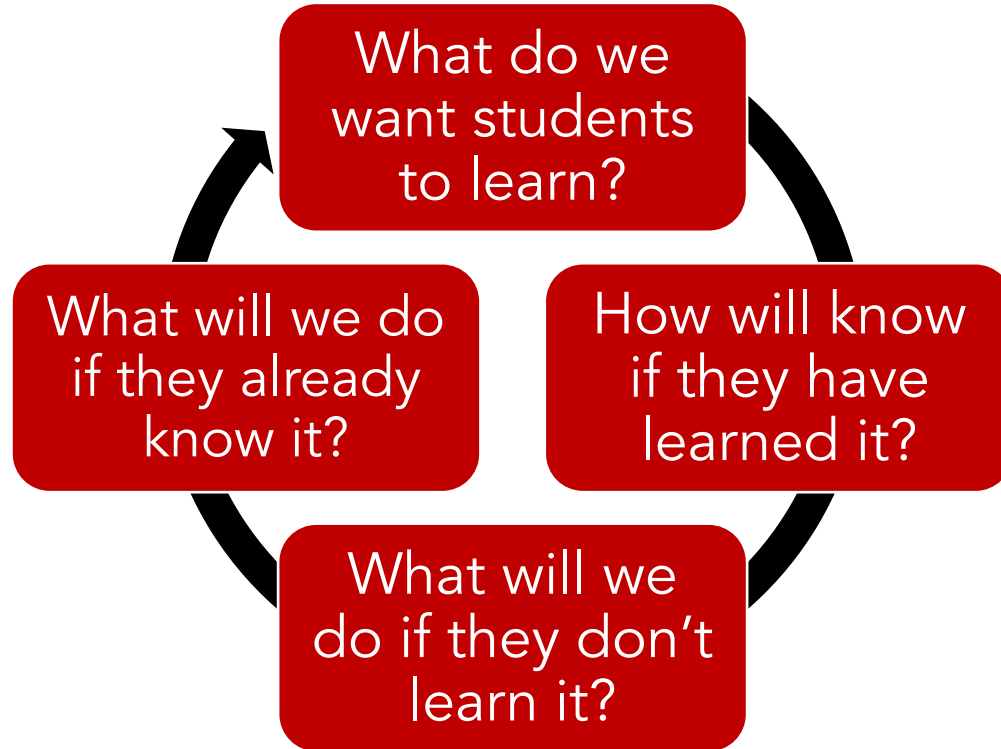
1.3: Grade Point Average

Three vignettes:
1. Data-Driven Instruction (Formative Assessments as Data)
2. Targeted Interventions
3. Continuous Improvement

Data-Driven Instruction

PLC Protocol

Reminder: Guiding questions of our PLC work	Data Analysis: Step 1
The four questions of PLC Work: • What do we want student to learn? • How will we know they've learned it? • What will we do if they don't learn it? • What will we do if they already know it?	Individually separate your data into three categories based on the learning target/ELT. • Green: Proficient/Advanced • Yellow: Developing • Red: Emerging The count the number of students in each of the three categories

Data Analysis & Discussion: Step 2
 Think about individually and discuss with team members
 	
 • Share the formative assessment with group members
  ○ Ask if any clarification or guidance should be added to improve assessment
 • Share data broken down in each of the 3 categories
  ○ See if group members can identify what separated the 3 categories
  ○ See if they agree on the data separation
  ○ What positive things are you noticing about the data breakdown?
  ○ What patterns are you noticing in the data breakdown
 • Share possible problems of practice
  ○ What in *YOUR INSTRUCTION* may have caused students not to meet the learning target
	Action Plan: Step 3
	 After hearing from your group members, identify your action plan to support ALL students in meeting the learning target. It should include:
	
	 • What reteaching, if necessary, is needed for all students?
	 • What students need more time/support to meet the learning target?
	  ○ Are there similarities where you can group students?
	 • How will you provide that time and support? What strategies will you use?
	 • How will you reassess students on the learning target?

Targeted Interventions

Data analysis in our PLC
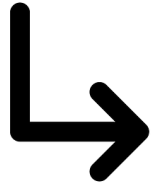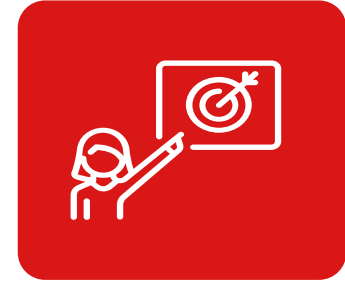
↳ What will we do if students didn't learn it?
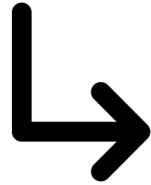
↳ Attendance interventions and strategies for a language accessible classroom

Continuous Improvement

How will we know they learned it?

Student driven improvement through creativity and critical thinking.

Ends Policy 1.3

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MCA/MTAS

SECONDARY: ACT & Course Grades

ELEMENTARY: Aggressive Growth

ACCESS/Alt. ACCESS Growth

Targets:
- Reading aggressive growth: 40%
- Math aggressive growth: 40%

Aggressive Growth for Students Below Grade Level

Reading

	21-22	22-23	23-24
	53%	49%	49%

expected growth from national norms

Math

	21-22	22-23	23-24
	40%	38%	37%

expected growth from national norms
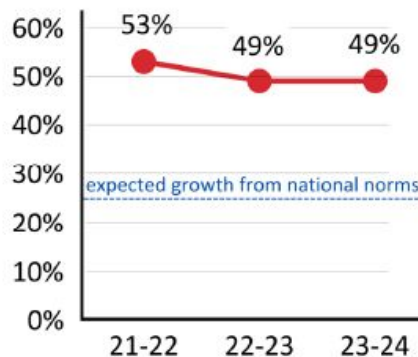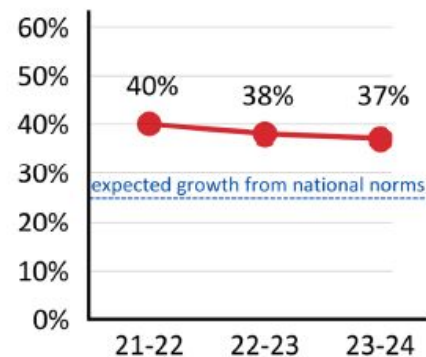
1.3: K-5 Aggressive Growth:
Building Strong Foundation for Student Success

Relationship Building & Early Interventions

- Belief that all students can succeed
- Establishing meaningful student connections
- Initiating intervention support from the first week of school

Strengthening Core Instruction

- Embedding skills taught in Collaborative Literacy throughout cross-content instructional areas
- Catalyst enhancements
- Ensuring rigorous, high-quality instruction for all students

1.3 Aggressive Growth: Driving Growth Through Collaboration

Team/Grade Level

- ○ Mindset: shared students
- ○ Planning meetings outside of PLC time
- ○ Constant Communication: Supporting one another with student needs
- ○ Grade-level teams setting shared goals for student growth
- ○ Strong understanding of our Site Improvement Goal (SIP)

Collaborative Teaching Approach

We value and seek school/district partnerships + supports

- IEC, District Literacy Coordinator, Q-Comp Observer
- ML & SPED teachers (weekly planning/check ins)
- Admin/social worker/psychologist
- Interventionists, Reading Corps, Power Reading Paras
- Student teachers, Kindergarten paras
- Families

IT TAKES A village

Diving Deeper Into Data

FASTBRIDGE

Refined Data-Driven Decision Making

- Enhanced **Data to Action** processes to better track, understand, and respond to progress
- Targeted look at all students: Proficiency and Growth Low Risk, Some Risk or High Risk/modest/Typical Aggressive
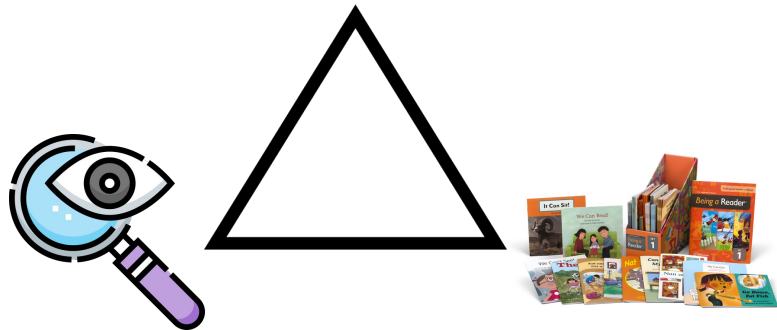
THE GOAL: Extending learning for all

ACTION STEPS:

- **WIN time**
- **Instructional transitions**
- **Building student stamina = independent learners**
- **Enhanced personalized learning**

Positive Impact: K-5 Students

Name	Set Group/Wk	Composite	Composite-R	Growth-R	Composite-M	Composite	Growth-M	Attendance	Service
	3-1		low risk	aggressive	low risk		aggressive		
	2-5		low risk	modest	low risk		typical		X- intervent.
	2-5		low risk	typical	low risk		aggressive		
	2-5		low risk	aggressive	low risk		typical		
	3-4		low risk	typical	low risk		typical		
	3-1		low risk	aggressive	low risk		typical		
	4-5		low risk	typical	low risk		typical		
	2-2		some risk	modest	low risk		modest		X- intervent.
	3-4		low risk	aggressive	low risk		typical		
	3-4		low risk	aggressive	low risk		aggressive		
	3-4		low risk	modest	low risk		typical		
	3-1		low risk	typical	low risk		typical		
	3-1		low risk	aggressive	low risk		typical		
	2-5		low risk	modest	low risk		modest		
	3-1		low risk	modest	low risk		typical		
	2-5		low risk	aggressive	low risk				
	2-2		low risk	aggressive	some risk		modest		X- intervent.
	4-5		low risk	aggressive	low risk		aggressive		

Ends Policy 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

Targets:
- ML students meeting growth target: 33%

MCA/MTAS

SECONDARY: ACT & Course Grades

ELEMENTARY: Aggressive Growth

ACCESS/Alt. ACCESS Growth

ML Students Meeting ACCESS Growth Target			
	21-22	22-23	23-24
Overall	31%	31%	33%

1.3: ML Growth

Key **initiatives** to enhance our educational program and support student **success**. These changes reflect our commitment to **inclusive**, high-quality instruction and professional growth

1.3: ML Growth

- A new **Lead Position** to support our academic initiatives and provide instructional leadership.
- **Redesigned schedule** features strategic literacy blocks positioned between co-taught science and mathematics periods, creating opportunities for content preview and review to deepen student understanding.
- All Multilingual Learners receive **core mathematics instruction**.

1.3: ML Growth

Professional development for staff focused on implementing **Talk Read Talk Write (TRTW)** strategies to increase student achievement.
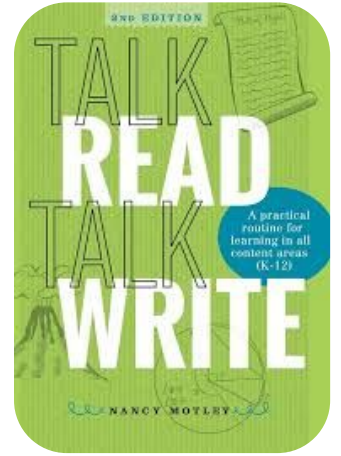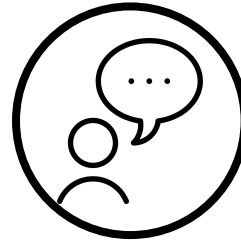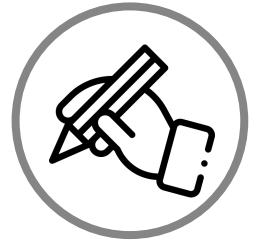
November Staff Meeting Focus:
TALK #1

- ✓ Open-ended question

- ✓ Pre-exposure to content concepts

- ✓ Brief and balanced

- ✓ Explicitly structured

- ✓ Clear expectations

February
PD Day Focus:
TALK #2

DISCUSS WITH YOUR GROUP

PROMPT 1: Describe two strategies from the video that you would like to incorporate into your teaching. Explain why.
PROMPT 2: Identify one challenge you anticipate when implementing these strategies and how you might address it.
PROMPT 3: Write down one question you have about comprehensible input to discuss with the group.

Instructions

Select one prompt to respond to. In your response, include what you learned from the text and any real world connections you can make to the prompt.

Share your response with 2-3 people. Take notes on their responses in the boxes provided.

Record final thoughts in the box provided.

YOUR RESPONSE

PARTNER #1

PARTNER #2

PARTNER #3

FINAL THOUGHTS

How can teachers plan to have students read in class?

Teachers can plan to have students read in class by...

What adjustments are needed to ensure that all students can access the reading?

*To ensure that all students can access the reading, I need to...*

1.3: ML Partnerships

Monthly meetings with each Elementary Site
- Partnership between district, site admin, IEC, and ML teachers

- Discuss and plan for instructional practices to share with site at collaborative meetings

Impact:
- Ability to provide consistency across the district with ML best practice.

- support teachers in 1:1 coaching, instructional planning, and responsiveness to students
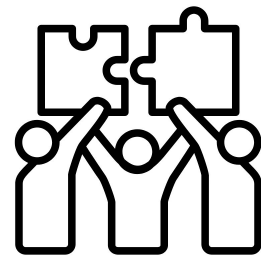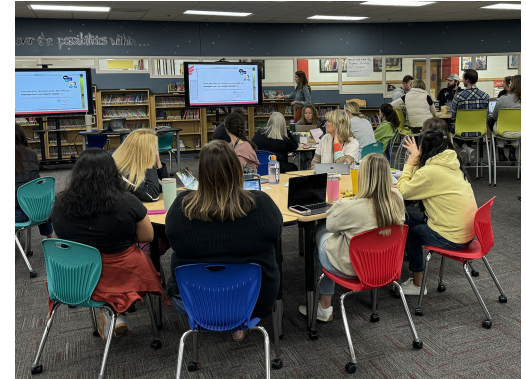
1.3: Eden Lake: ML Partnerships

Weekly staff "Collab meetings"

- Focus on putting learning into practice & collaborative planning

- Teachers are led through a 15 minute session focused on a "Small move", a research based practice for high leverage results.

- 30 minutes to plan & implement for upcoming lessons

Impact:

- Teachers are able to intentionally plan for *each* student using their curriculum

- Teachers have opportunity to partner with ML, Sped, other teams to support **each** student

- Student talk time increase

- Student growth in scores

Continuous learning is essential for **personal fulfillment**, **opportunity** and **success**.

1.3: Eden Lake: ML Partnerships

ML teacher collaboration with classroom teachers

- ML teacher partners with classroom teachers individually to plan for scaffolds, supports, and goals for students

- ML teacher pushes in to classrooms to support students

Impact:

- Teachers are able to intentionally plan for students in their classrooms using visuals, sentence frames, and strategies from ML teachers.

- Student growth in scores, students highly engaged, students feeling confident
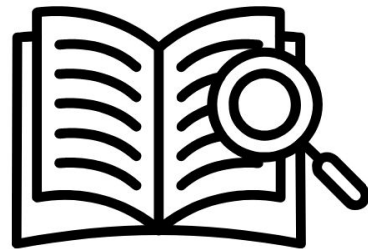
Examples in Action

Purpose:

- Support each student in oral language development through intentional standards based, academic vocabulary use

- Less teacher talking - more student talking

Impact:

- Scores rising for our students, ML students in particular

- Academic language use increased in the classroom

Comprehension Focus

- Students visualize to make sense of a story.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

Social Development Focus

- Students analyze the effect of their behavior on others and on the

SHARING AND REFLECTING

6 Share Writing and Reflect

Have the students bring their notebooks and gather with partners sitting together, facing you. Have them review their writing and consider the following question:

Q *What words did you spell by listening to their syllables today? Choose one of those words and tell us what you did to spell that word.*

Ask a few volunteers to read aloud the ending they wrote for *Beardream*. After each volunteer has shared, have pairs briefly discuss the following question:

Q *What's interesting to you about [David's] ending? Turn to your partner.*

Ask and briefly discuss:

Q *What did you enjoy about writing your own ending to someone else's story?*

Explain that they will hear the actual ending to *Beardream* tomorrow.

Teacher Note

You may wish to put polysyllabic words that have common syllables on the word

I used the syllables — — — to spell the word — — —.

Exploring Fiction

Materials

- *Beardream* from Day 1
  a boat!"

In this lesson, the students:

- Contribute to a shared story
- Think and talk before they write

Then reread the last sentence on page 24 and continue reading to the end of the story.

4 Discuss the Story

As a class, discuss:

Questions & Discussion on Ends 1.3