

District/Complex/Region Name: Parkrose School District- Russell Elementary School

EDL Name: Michael Lopes

AVID Elementary Team Member: Pamela Good

Date: 2/4/2014

Summary of AVID Elementary Visit

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Day One

Day one began meeting the EDL Michael Lopes at the Parkrose School District Office. We reviewed the schedule for the day and then left to begin our visit at Sacramento Elementary School where we began by meeting with the Principal Karen Justice. Karen shared that they are implementing AE in grades K-5 with a schoolwide focus on Planners, Inquiry and Notebooks. We discussed the 4 AE Essentials and where the school is at each essential. Then we moved into the classrooms. Specific information in regards to the 4 AE Essentials is found in the report for Sacramento.

During the afternoon of day one the EDL and the AE Program Manager was able to discuss district implementation and the possibility of highlighting Sacramento Elementary for an AE Open House either in Spring or Fall 2014.

The remainder of the afternoon was spent at Russell Elementary School which included a meeting with the principal; classroom visits and an end of the day debrief with the AE trained teachers in grades 3-5.

Day Two

The day began with a visit to Prescott Elementary School meeting with the principal, Christopher McMurray and then visiting the classrooms. AE is being implemented in the following grades: 1-2 and 4-5. While the grade one teacher has not been AE trained she has embraced AE strategies from her colleagues and is committed to attending Si in 2014. The principal identified the instructional focus of the school which is focused on Inquiry through Costa's Levels of Thinking and Questioning using the following process; Input/Processing/Output.

The afternoon of the day was spent at Shaver Elementary School meeting with the principal, Renee Caballero. We discussed the current status of AE implementation at the school and the recent AVID College and Career Night that they replicated from Sacramento Elementary and had over 170 participants. Renee consistently takes pictures of AE strategies being implemented at the school and shared the evidence with me during our meeting. We then visited classrooms and after school she opened up a meeting to all of the teachers that were visited. One teacher attended.

EDL- Michael Lopes

- Bravo for the support that he is providing to the AE Principals through the AE District Leadership Team. All principals mentioned this support and the learning that is occurring through this process.
- Michael has a strong grasp of AVID Elementary based on his work implementing AE as a building principal he is keenly aware of the individual needs of each school to support the AE implementation process and move towards articulation and calibration across the district.

Next Steps:

- Michael will begin working to set up opportunities for teachers to work together to come

together and collaborate by sharing examples of student work demonstrating WICOR in order to begin calibration and articulation across grade levels and schools.

- Identify the teachers to send to SI 2014 in order to ensure that all teachers at all schools have been trained in order to support the schoolwide AVID College Readiness system at the elementary level in Parkrose SD.

Essentials: Focus Areas PRESCOTT ELEMENTARY SCHOOL

Areas of strength observed on the day of the visit:

***Essential 1** focuses on instruction (WICOR and Student Success Skills).*

Grade 1

- Students use INB's for writing.
- Questioning strategies are posted to support student questioning (I wonder, I think __ because, I predict __ because,).
- Students work collaboratively at table groups.
- Students are expected to process through partner dialogue before responding to questions.
- Evidence of spirals and journals used as the organizational tool.
- Evidence of 2 column notes being used.
- Teacher models L-WICOR strategies.

Grade 2

- Interactive Notebooks used as the Organizational Tool that include the following: table of contents, rubric, In/Out/Through strategy, evidence of the reading and writing strategies listed below.
- Teacher modeling 2 and 3 column notes.
- Teacher modeling Inquiry in questions asked and the explicit.
- Academic Vocabulary focus in the classroom. Teaching of Costa's Levels through the Thin/Thick questions.
- Evidence of Critical Thinking Skills through the use of reading strategies that ask students to predict, clarify, ask questions, and summarize as evidenced in student writing.
- Reciprocal Teaching strategies used.
- Marking the text strategy observed through close reading.
- Teacher modeling learning to read strategies.
- Students exhibiting positive self-advocacy skills.
- Atmosphere of high expectations in the classroom.
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Grade 4/5

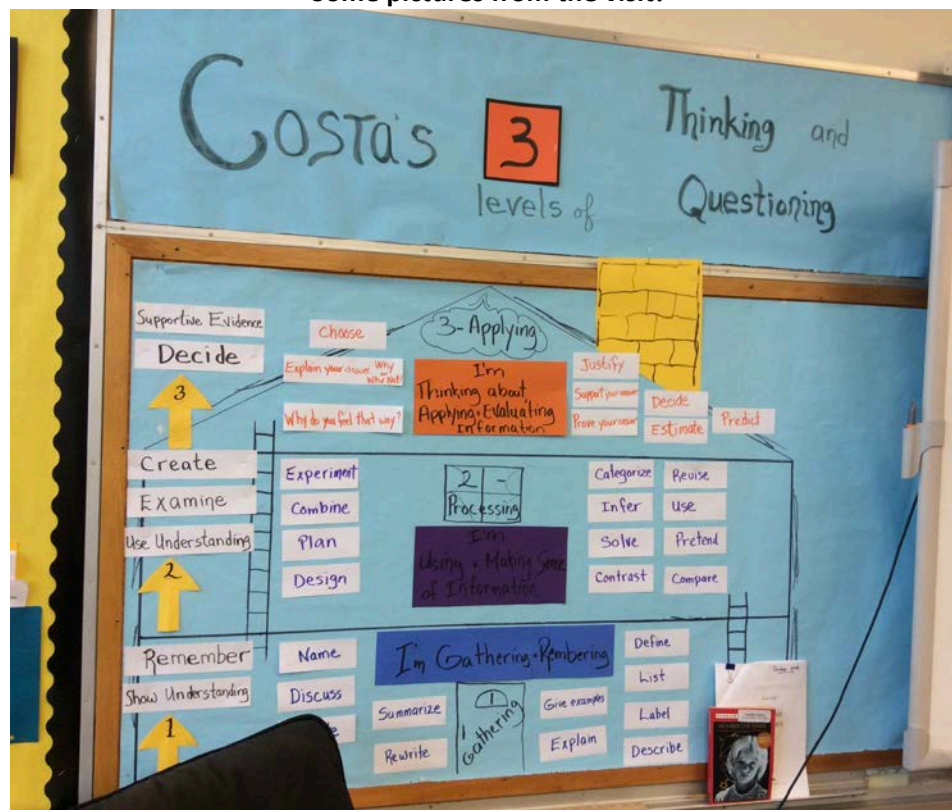
- Students use INB's for writing across content areas.
- INB's include Big V and Venn diagrams being used as pre writing tools.
- Tal it Up Critical Thinking strategy that includes asking questions, giving reasons for answers, asking for evidence and using ideas from others are incorporated in the classroom.
- Students are expected to summarize as an example of level 3.
- Goal setting for individual students were posted.
- Marking the text strategy used.
- Evidence of 2 and 3 column notes being used.
- Evidence of AVID Elementary Weekly being used.

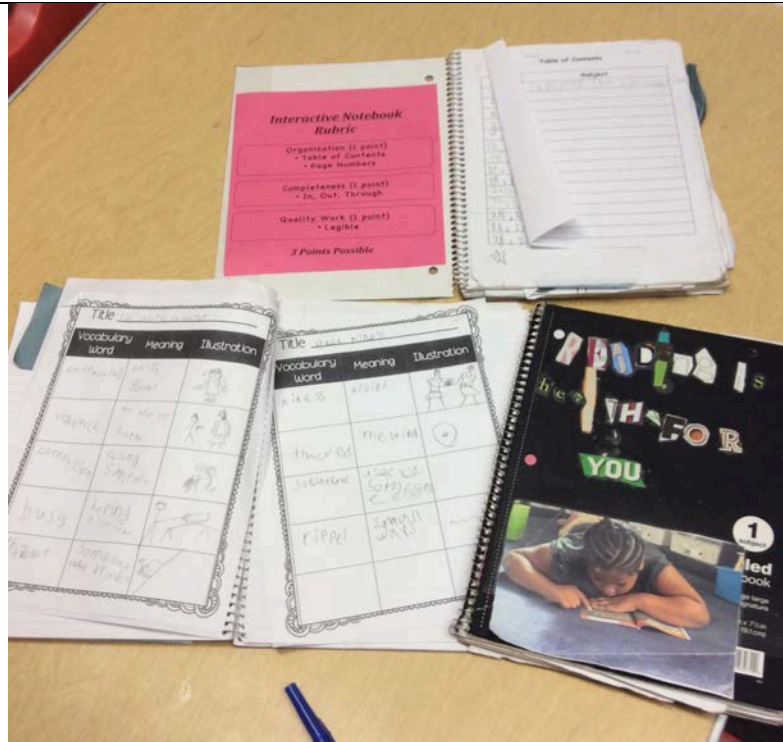
- Focus on reading informational texts.
- Academic language being learned through the “My Future is Bright College Words I Know and Use” cards that each students have in their folders.
- Use of Inquiry academic words as evidenced through oral class presentations and individual questions/responses provided as feedback.

Grade 5 - Math

- Planners being used for things they need to remember and learning targets
- Writing folders in place that include the Big V
- Students are being taught to think mathematically and scientifically using Inquiry strategies.
- Students work in groups to collaborate through problem solving.
- A homework spiral is used and includes parent signatures.
- Math notebooks include In/Through/Out.
- Goal setting for individual students were posted.
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Some pictures from the visit!





Essential 2 relates to college-going culture and a mindset of appropriate rigor and access for all.

- The school is committed to the development of a Growth Mindset and is focusing on the work of Carol Dweck.
- College pennants are hanging in the hallways.

Essential 3 focuses on leadership (principal involvement, site teams) and the incorporation of families and community.

- The principal is a strong instructional leader and supports the implementation of AE through the school leadership team and individual professional learning communities.
- Parent engagement includes AE strategies shared by students during targeted and focused meetings (Literacy) with families.

Essential 4 focuses on systems

- The organizational system of Interactive Notebooks is the current AE focus,

Recommendations/Guiding Questions

The recommendations section is intended to provide guiding questions for the implementing teachers and principal (the site team) to use as they evaluate and self-reflect on implementation and set goals for a continuous cycle of improvement.

Essential 1 (Instruction):

- How can we focus on the best use of planners through the sharing of our current use and reflecting on the use of planners as a communication tool between staff, students and parents?
- In grades 4 and 5 what process is in place for us to have students revisit the goals that they created and are posted in our rooms?

Essential 2 (Culture):

- How can we continue to build a growth mindset at the school by including students and families in the process?

Essential 3 (Leadership):

- How do we build into our professional development time at the school opportunities for us to calibrate and articulate the organizational tools (planners, INB's, and 2/3 column notes) we are implementing at the school?

Essential 4 (Systems):

- How can we work together to align, calibrate and assess the INB's across and between grade levels and content areas where they are being implemented?