



Bragg Elementary

Our PLC Journey

Inspiration

What we know today does not make yesterday wrong, it makes tomorrow better.

-Carol Commodore

Our Mission



Collective Commitments

We commit to intentionally seek and share best practices with colleagues.

We commit to building relationships with one another.

We commit to building wide collaboration to keep our work student focused.

We commit to using data to improve student learning.

We commit to respecting all students and meeting their needs:
academic, social, and/or emotional.

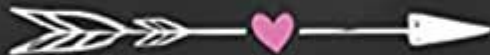
We commit to setting goals to ensure continued student success.

We commit to engaging parents in their child's education and making them
feel welcome in our school.

We commit to celebrating all success, large or small.



KINDER



TEAM

While on this journey we have made changes in how we assess and how we use that information.

We have developed CFAs together to make assessment truly common.

We are also in the process of developing after intervention assessments.

Kyler

12/2/19

CFA Phoneme Alliteration and Discrimination

Teacher Dictated	Correct Response	Student's Response	Score
goat, game, mice	mice	mice	1/1
dear, goat, dad	goat	dad	0/1
fat, ball, back	fat	back	0/1
			1/3

* Needs intervention - just guessing

Phoneme Alliteration and Discrimination (After Intervention Assessment)

Student Kyler Date 2/2/20

WORDS	S. RESPONSE	CORRECT
lion, wet, leg	lion leg	+
jump, jet, pig	jump jet	+
top, cat, cake	cat cake	+
green, grass, net	grass green	+
ball, fox, bat	ball bat	+
TOTAL CORRECT		5/5

Comments: Repeats all words and names 2 that start the same

INTERVENTIONISTS



Making use of retired teachers as interventionists, as well as our paraprofessionals, has been very beneficial.

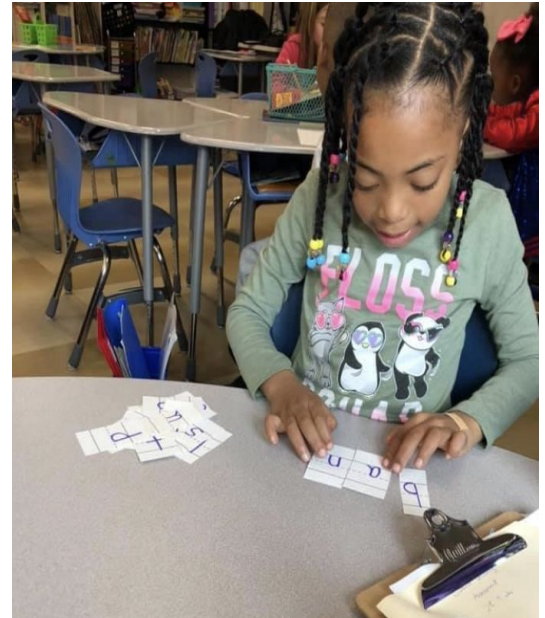
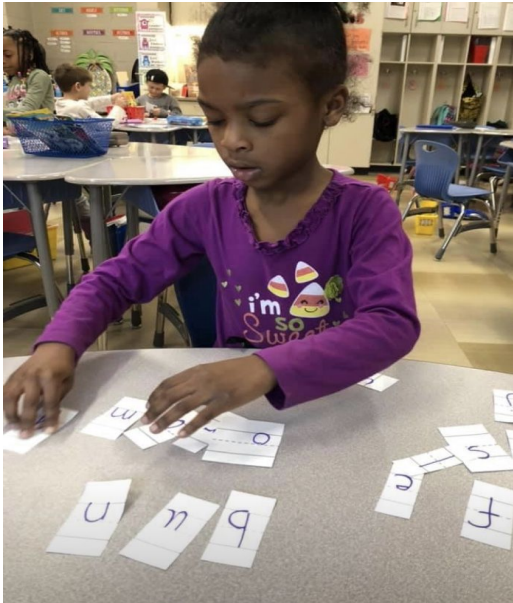
Goal: Our team will gather data and use it to share our students according to their needs. We will begin WIN groups the first nine weeks. We will continue learning as a team.

Kyler shares what he worked on with an interventionist.....



FIRST
grade
TEAM

WIN Time (What I Need)



Kindergarten through 2nd Grade Data Wall

Putting a face to a student
and knowing where they are in
their learning instead of
looking simply at a number when
analyzing data is powerful!



	F	G	H	I
	CVC	Consonant Bl	Consonant Bl	Silent-e
	3/22 14%	0/22 0%		
%	8/21 38%	2/21 10%		
	6/20 30%	5/20 25%	7/20 35%	3/20 15%
	7/20 35%	0/22 0%		
%	24/83 29%	7/83 8%		
	CVC	Consonant Bl	Consonant Bl	Silent-e
%	14/22 64%	8/22 36%	1/22 5%	
%	20/21 95%	11/21 52%	2/21 10%	
%	9/19 47%	8/19 42%	4/19 21%	
%	16/20 80%	12/20 60%	2/20 10%	
%	59/82 72%	39/82 48%	9/82 11%	
	CVC	Consonant Bl	Consonant Blends (BE	
%	19/22 86%	15/22 68%	10/22 45%	
%	20/21 95%	17/21 81%	7/21 33%	
%	14/19 74%	12/19 63%	10/19 52%	
%	18/19 95%	17/19 89%	13/19 68%	
%	71/81 88%	61/81 75%	40/81 49%	
	CVC	Consonant Bl	Consonant Blends (BE	
%	22/22 100%	14/22 64%	14/22 64%	
%	21/21 100%	18/21 86%	18/21 86%	
%	19/19 100%	12/19 63%	12/19 63%	
%	20/20 100%	16/20 80%	16/20 80%	
%	82/82 100%	64/82 78%	64/82 78%	

Let's talk about data!

CVC
 August - 29%
 March 100%

Consonant Blend
 August - 8%
 March 78%

Assessment for Mastery

SkillSet 26: I can blend/decode/read CCVC words with s-family blends.

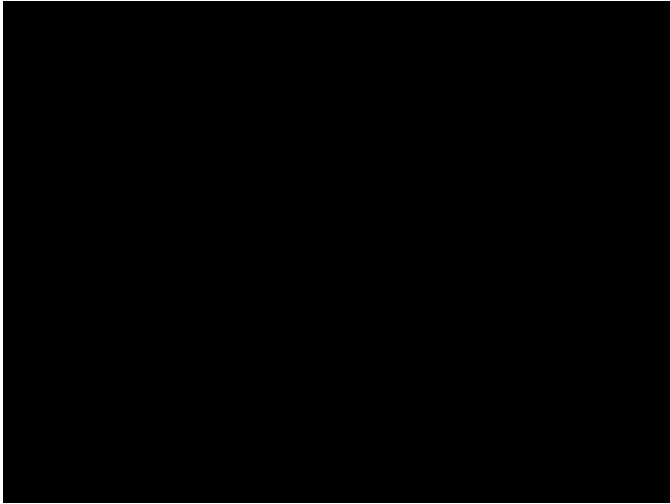
scet swug smib snof

sliv sput staz skop

stop swim snap slip

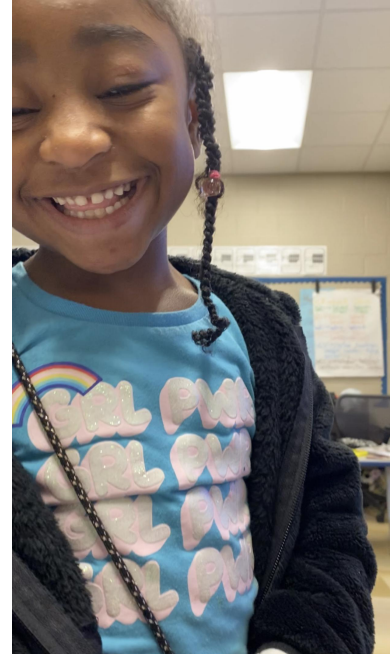
skip scat smog spot

What are our kids saying about WIN groups?



One of many success stories:

- Letter recognition- 6 to 52
- Nonsense CVC- 0/10 to 10/10
- Early Literacy- SS Growth 191 pts
- Late Em to transitional
- Math- SS Growth 137 pts



Our goals for next year...

As we move forward, our goal is to strengthen our WIN time to include math as well. We want to implement this same process and find creative ways to overcome all the barriers that have hindered us from doing so in the past. We want to help our struggling math students in the same way.

SECOND

GRADE

TEAM



2nd Grade

At first we thought.... PLC was just extra planning time with our grade level team.

Then we understood... PLC time was way more than a planning period. It is a time that we use to discuss student's work and gather and compare data. We use this collaboration time and data collection to drive our instruction daily. It has changed the way we teach for the better!

2nd Grade CFAs, WIN Groups and Tracking Sheets

Target	8/30		8/29	
Date	Retest		Retest	
Names				
Renarius Barber	3		3	
Bryleigh Brister	3		3	
Kingsley Caldwell	3		3	
Lainey Carpenter	3		2	9/25- 3
Emmitt Childress	3		3	
Nyelle Cook	3		3	
Peyton Leflore	3		3	
Deonta McQuinn	2	10/10- 3	1	9/25- 3
Ayden Nix	3		3	
Emilee Norris	3		3	
Mckenzie Perry	3		3	
Aleuna Richmond	3		3	

By using data tracking sheets, focusing on skill sets in WIN groups and having a common, teacher created assessment, we have seen tremendous growth this year!

Silent-e words

August: 36 % mastery
March: 80 % mastery

C. Digraphs

August: 46% mastery
March: 80% mastery

Syllable Division

August: 27% mastery
March: 75% mastery

Silent-e	C. Digraphs	Syllable Division
9/21 43%	12/21 57%	7/21 33%
5/19 26%	5/19 26%	4/19 21%
6/19 32%	8/19 42%	4/19 21%
9/22 41%	12/22 55%	7/22 31%
29/81 36%	37/81 46%	22/81 27%
Silent-e	C. Digraphs	Syllable Division
12/21 57%	16/21 76%	12/21 57%
7/19 37%	9/19 47%	6/19 32%
9/18 50%	10/18 56%	9/18 50%
15/21 71%	15/21 71%	11/21 52%
43/79 54%	50/79 63%	38/79 48%
Silent-e	C. Digraphs	Syllable Division
15/20 75%	17/20 85%	12/20 60%
13/19 68%	13/19 68%	11/19 58%
9/19 47%	11/19 58%	9/19 47%
16/21 76%	19/21 90%	12/21 57%
53/79 67%	60/79 76%	44/79 56%
Silent-e	C. Digraphs	Syllable Division
19/21 90%	19/21 90%	19/21 90%
15/19 79%	15/19 79%	15/19 79%
16/19 84%	16/19 84%	14/19 74%
14/21 67%	14/21 67%	12/21 57%
64/80 80%	64/80 80%	60/80 75%

2nd grade next steps...

Our goal as a second grade team will be to place students in K-2 WIN groups based on data tracking using the PSI, CFAs and teacher observations for students to become successful in reaching their literacy goals.

Decoding CFA
Week of March 9-13, 2020
OW and OU

towering proudly frowner loudest found
surround

1. Showers of rain were falling on the flowers.
2. The mountains are tall and you are bound to get lost climbing them.



Second Grader's thoughts on WIN time!



THIRD
grade
TEAM

3rd Grade

The PLC process has helped our team grow closer over the past three years. Our weekly team meetings keep us on the same page and also help us discuss, compare, and keep up with our students.

Our team goals for next year....

Our team will sit down each week to make plans for the following week. We will look at essential standards and plan accordingly. We will give a CFA to check for mastery of each skill. We will meet weekly to compare scores on each CFA and plan for interventions according to the data.

3rd Grade Tracking Sheet

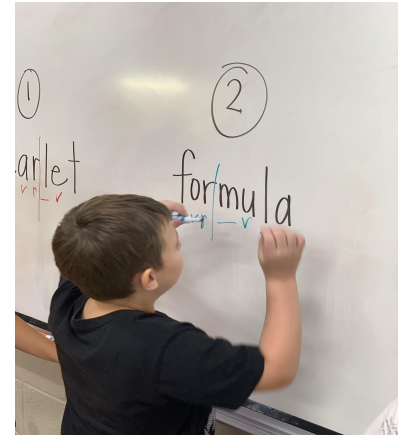
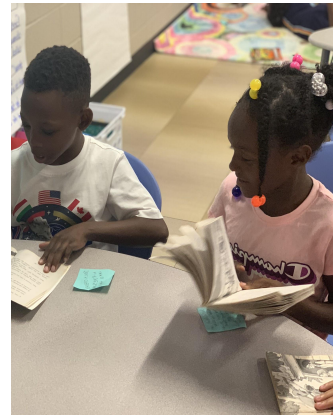
Target	I can identify supporting details from a text I read CFA	Recheck	I can determine the main idea of a text I read CFA	Recheck
Date	11/8	11/8	11/13	11/15
Names				
Brian Bailey	Red	Green	Red	Green
Emma Baker	Red	Green	Red	Green
Jermar Burns	Red	Green	Red	Green
George Chamness	Red	Green	Red	Green
Clayton Edrington	Red	Green	Red	Green
Kaylyn Head	Red	Green	Red	Green
Caleb Herron	Red	Green	Red	Green
Joy Ingram	Red	Green	Red	Green
Geordan Malone	Red	Green	Red	Green
Emiliano Pedroza	Red	Green	Red	Green
Jamari Perry	Red	Green	Red	Green
Nova Prince	Red	Green	Red	Green
Amani Robinson	Red	Green	Red	Green
Payton Rogers	Red	Green	Red	Green
Ryan Scott	Red	Green	Red	Green
Kylie Smith	Red	Green	Red	Green
Makenzie Smith	Red	Green	Red	Green
Liana White	Red	Green	Red	Green
Makenzie White	Red	Green	Red	Green

Students went from 58% mastery to 95% mastery.

Students went from 47% mastery to 89% mastery,

How we use our data tracking sheet....

- The first CFA is given.
- Literacy PLC is held to discuss data and place students into intervention/extension groups.
- The following day we reteach the skill and divide students between both literacy teachers into their intervention/ extension groups.
- We reassess to see if students have achieved mastery or need to remain in intervention.



3rd Grade Data Binders

Each student has a “My Best Binder” in which they keep track of their scores and data. Here are a few examples of items in them.

My Math Personal Best
2019-2020 **3rd grade**

Student: Kalyn Head

STAR

Grade level goal	August	January	May
Personal Goal	502	519	
Actual Score	602	662	

Fluency

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
94A	97A		

Grades

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
95A			

This is a recording sheet where students record goals and scores. They are able to see where they are and where they need to be.

CFA 1 - 3rd Grade Name: KALYN

Learning Target: I can model a multiplication situation with a picture, array, and/or area model. $20/20/40$

1. Model 3×6 with a drawing. Find the product.

2. Model 2×9 with a drawing. Find the product.

3. Model 5×4 with a drawing. Find the product.

This is an example of a CFA that was given over an essential skill. We use these to determine intervention groups

3RD GRADE MODULE 1 CHECKLIST

ABOVE + BEYOND				
			3	I can create a word problem to match a given equation or a given product or quotient.
THE MUST KNOWS			3	I can fluently multiply within 100. 3.OA.7
			3	I can fluently solve a division problem within 100. 3.OA.7
			3	I can determine when to multiply and divide in word problems. 3.OA.3
PRIOR LEARNING			3	I can represent multiplication and division word problems using models and equations with unknowns in all positions. 3.OA.3
			4	I can add and subtract whole numbers.
			4	I can add groups of objects by skip counting and/or using repeated addition.
			4	I can draw a picture to represent repeated addition to find the total number of objects being represented.

4 - Exceeding 3 - Got It 2 - Almost 1 - Not Yet

This is an example of a checklist attached to a CFA where students can see if they have mastered the skill or not.

FOURTH
grade
TEAM

4th Grade Growth & Goal

Through the PLC process we have learned that student mastery is an ongoing process. A student may not master the skill during the initial lesson but from there it is our responsibility to continue to work with that student until they master that skill.

Our goal moving forward is to identify common misconceptions with each essential skill. The key to identifying the misconceptions is to do so during the planning of that unit not as we teach or trying to play catch up after we have taught. This should result in fewer students needing to be pulled for intense intervention.

4th Grade

A Glimpse into our Data:

Learning Target 1: 0% to 58%

10 students still working toward mastery

Learning Target 2: 0% to 33%

16 students still working toward mastery

Learning Target 3: 4% to 71%

7 students still working toward mastery

Emphasis on the **STILL WORKING!**

	A Cool Summer Treat	The 1960s	Food Chains		The Sunshine State	Piranhas		The Titanic	Helen Keller
I can explain information from a historical, scientific, or technical text.				I can identify word meaning using context clues.			I can compare & contrast from multiple accounts.		
	2	3	3		2	3		3	3
	2	2	3		2	3		2	3
	1	2	2		1	2		2	3
	1	2	2		1	2		2	3
	1	2	3		1	2		2	3
	1	2	3		1	2		2	3
	2	2	3		2	3		2	2
	2	3	3		2	2		2	3
	1	2	3		2	2		2	3
	1	2	3		1	3		2	2
	2	2	3		2	3		2	3
	1	1	2		1	2		1	2
	2	3	3		2	3		2	3
	2	2	3		2	3		2	3
	1	2	3		1	2		1	2
	1	2	3		1	3		2	3
	1	2	2		1	2		2	3
	1	2	3		1	2		1	2
	1	2	2		1	2		2	3
	1	1	2		1	2		2	3
	1	2	2		1	2		1	3
	1	2	2		1	2		1	2
	1	2	1		1	2		1	3

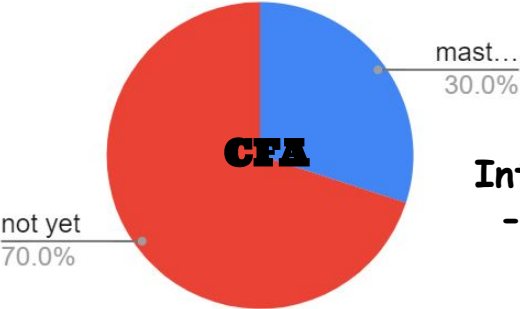
FIFTH
GRADE
TEAM

The text "FIFTH GRADE TEAM" is written in a white, hand-drawn, sans-serif font on a black background. The words are arranged in three lines. Between the second and third lines, there are decorative elements: a heart symbol in the center, an arrow pointing to the right on the right side, and a branch-like symbol pointing to the left on the left side.

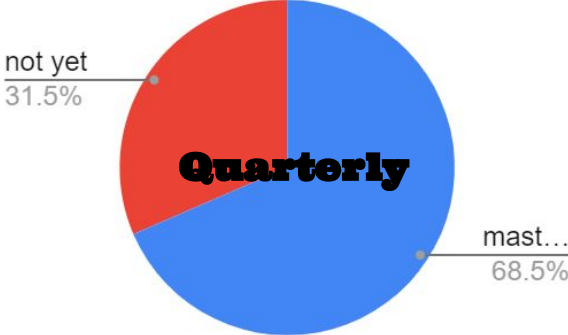
“they are all our kids”

5th grade math intervention

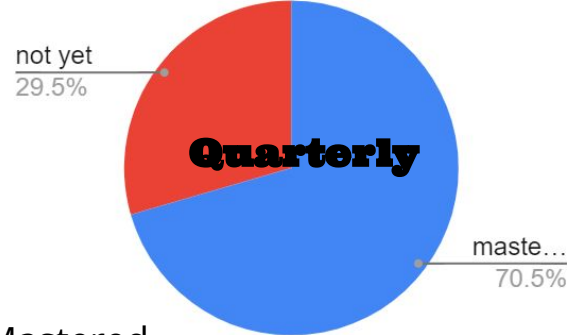
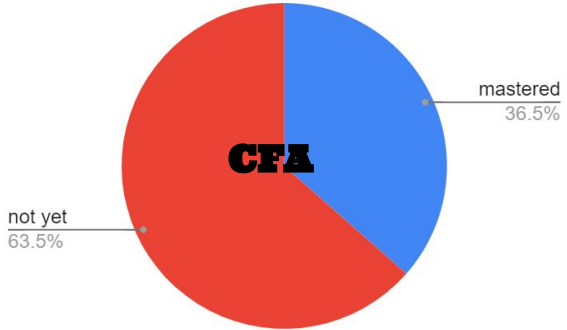
Multiplication



Intense intervention block
- Hour long intervention
where we would switch
kids based on skill



Division



■ Not yet ■ Mastered

5th Grade Growth & Goal

Through the PLC process we have learned how to provide students with opportunities to be assessed on a skill or standard risk free.

“They are ALL our kids!” Our team will commit to sharing students for both intervention and extension using data from CFAs.

TEAM



SIXTH



GRADE

6th Grade PLC Praise

- PLC work seemed scary at first, but really we just needed time to understand and SEE the results.
- From year 1 to now, things have improved tremendously
 - Data tracking
 - CFA's
 - Collaborative planning time
- Let's hear from some of our students who have benefited from the PLC process.






6th Grade CFAs & Data

Standard 6.NS.A.1: 0% to 70% to 91%
(2 students still working toward mastery)

Standard 6.EE.A.2: 0% to 65% to 78%
(5 students still working toward mastery)

Name _____

Learning Target	# Correct	Got
I can divide a fraction by fraction using a model.	___ of 1	
I can divide a fraction by a fraction using an equation.	___ of 2	
I can solve real-world problems involving dividing fractions.	___ of 1	

I can solve and model a real world problem involving fractions.

A container at a juicing plant holds $4\frac{2}{3}$ tons of oranges. The plant can juice $1\frac{2}{3}$ tons of oranges per day. At this rate, how long will it take to empty the container?

Write and evaluate an expression that answers the question asked in the problem. Show your work and explain what your answer means in the context of the problem.

Solve word problems using division of a fraction by a fraction

	Qtr Check
3	3
1	3
3	3
3	3
3	3
1	3
3	3
1	2
1	2
3	3
3	3
1	3
3	3
3	3
1	3
3	3
3	3
3	3
1	3
3	3
3	3
1	3
3	3
3	3
1	3

Identify parts of an expression using mathematical terms

CFA	Qtr Check
3	3
1	3
2	3
3	3
3	3
3	3
3	3
1	3
3	2
2	3
3	3
2	2
3	3
3	3
2	3
2	3
1	2
3	3
3	3
3	3
3	3
3	2

6th Grade's Next Steps

- We have captured the essence of the PLC process, but we are so anxious to continue using what we've learned to improve all areas of teaching and learning.

The 6th grade team plans to use the data tracking sheets we've worked so hard on, to improve our intervention rotations. Our goal is to use what we've learned to make sure each student gets what they need.

(WIN)

3 Big Takeaways

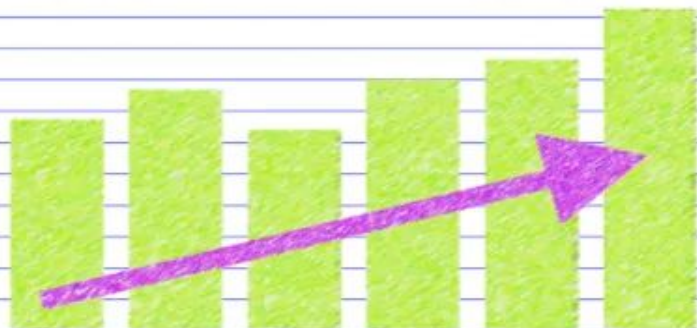
- ❑ Collaboration Time
- ❑ Data Tracking
- ❑ Our Kids, not My Kids

Goal Moving Forward

- ❑ K-6 Math WIN Time

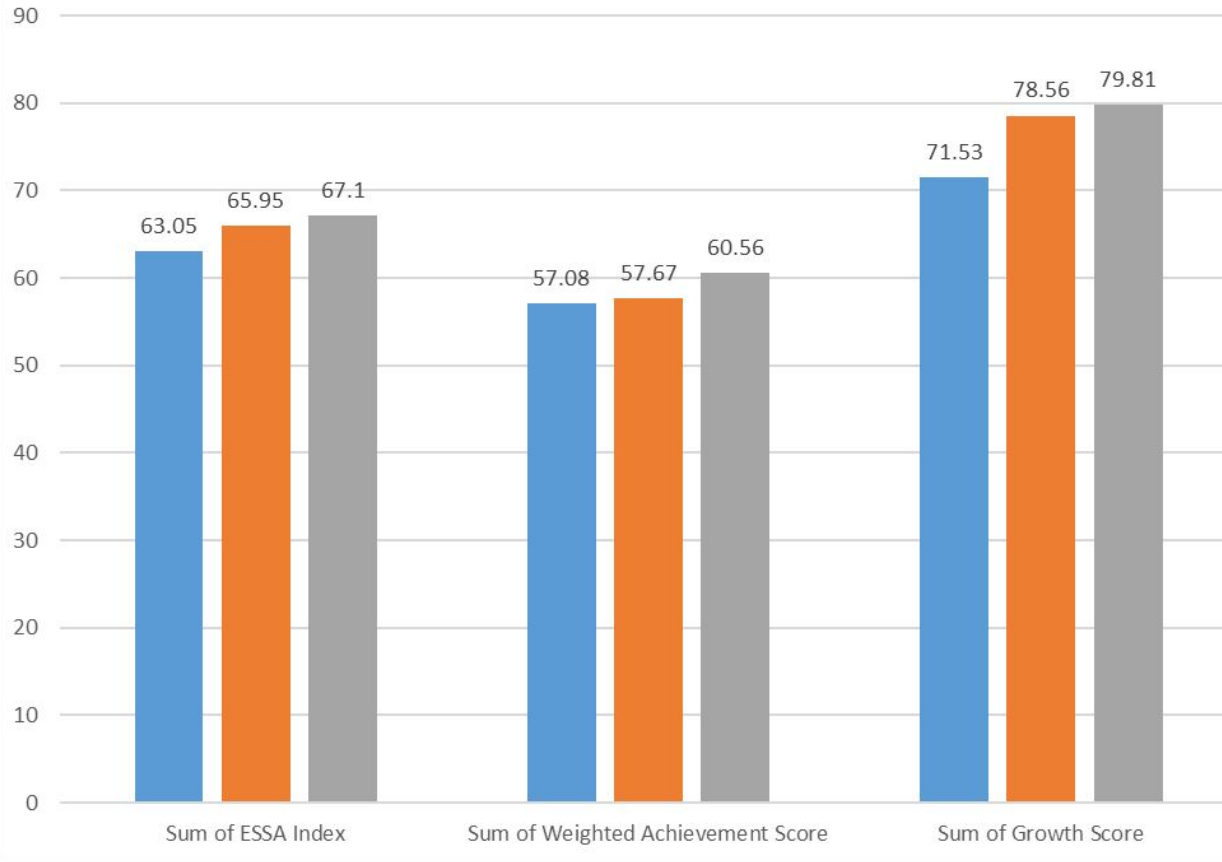
• let's talk

DATA



BRAGG ELEMENTARY SCHOOL

■ 2016-2017 ■ 2017-2018 ■ 2018-2019

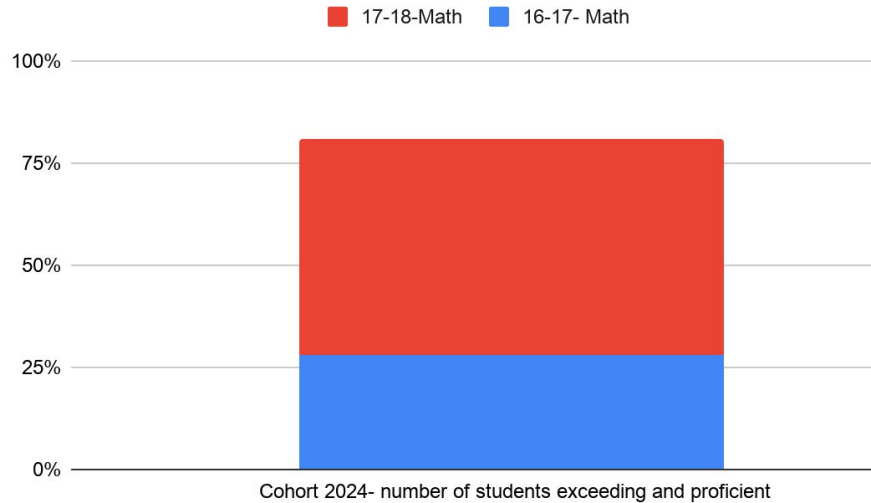


NOW

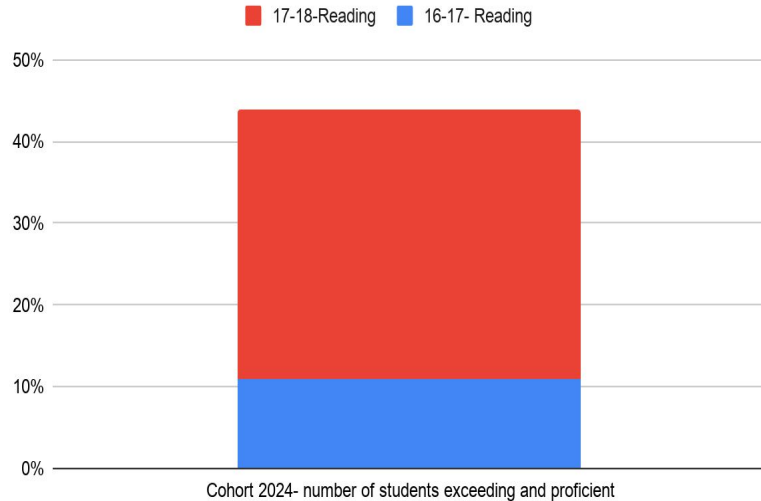


ACT Aspire Cohort 2024 tracked from 5th to 6th

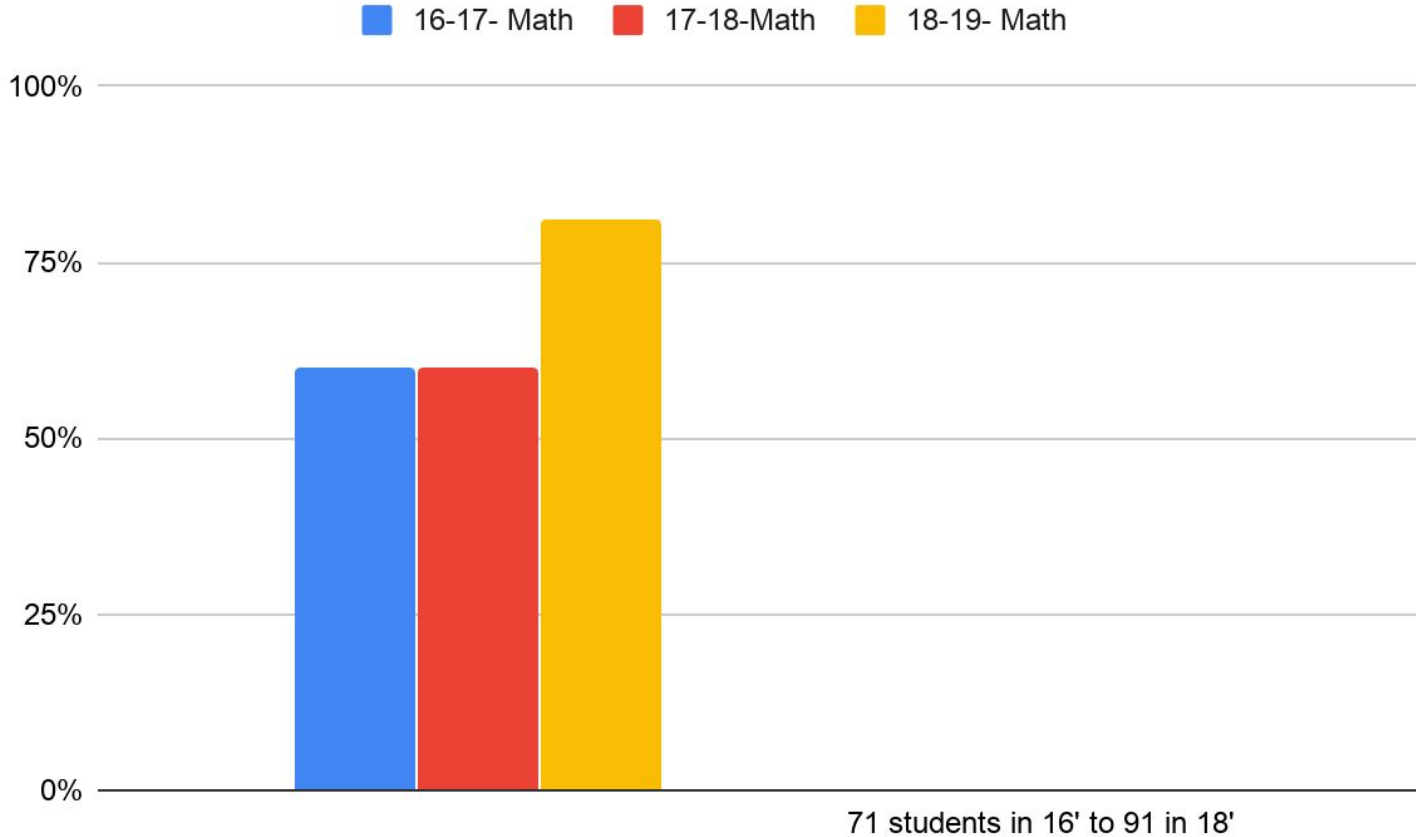
16-17- Math and 17-18-Math



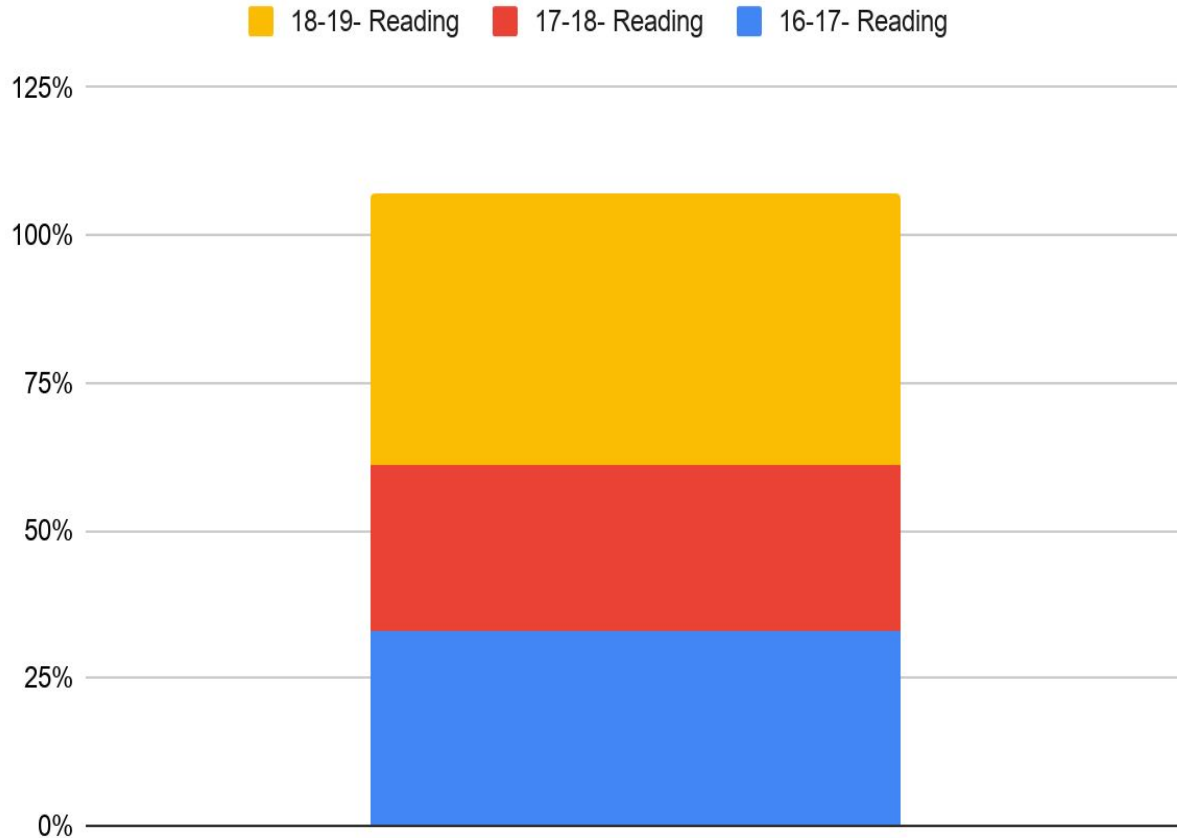
16-17- Reading and 17-18-Reading



Third Grade Math Growth- ACT Aspire



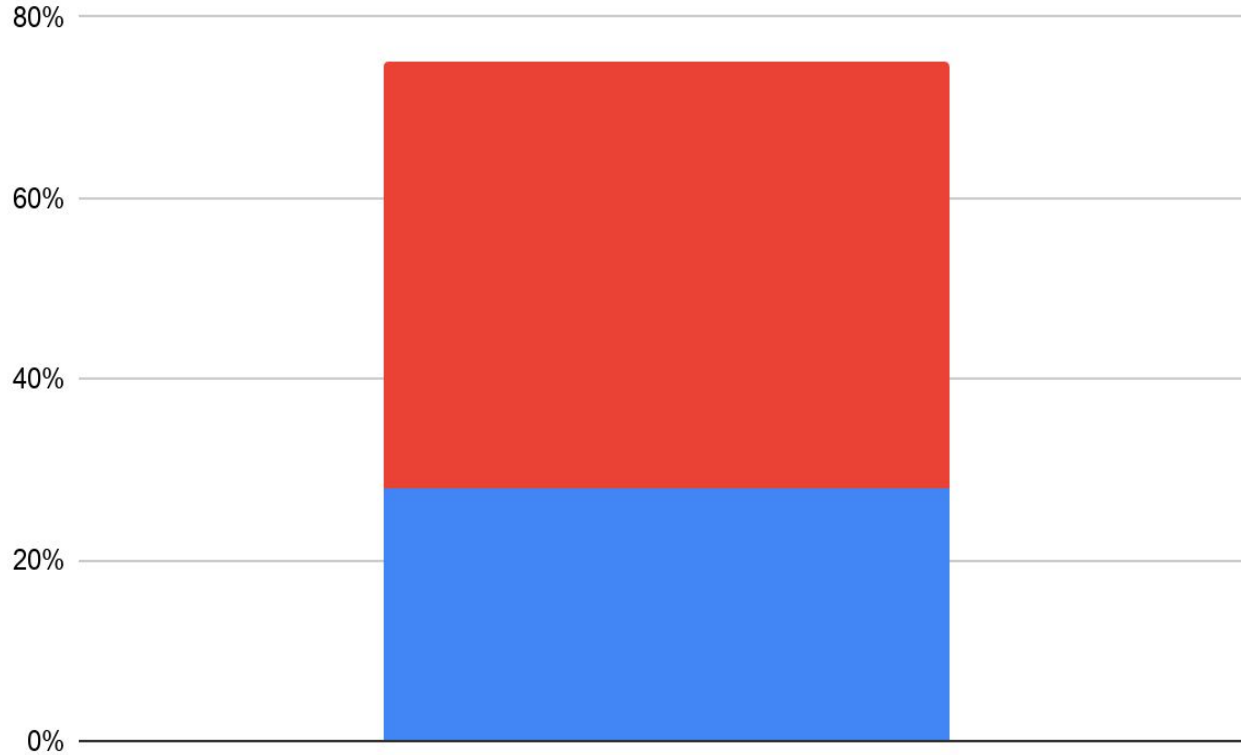
4th Reading ACT Aspire Results



- We went from 82 students to 100 in 18-19, and also had a new teacher team in 17-18.

5th Math ACT Aspire Growth

■ 18-19 Math ■ 16-17- Math



- We also grew from 64 students to 78 students



Sustainability
What's your plan?

Sustainability PD Plan for 2020-2021

Month

Focus

August

- *Collective Commitments
- *PLC Training for New Employees
- *Bragg PBIS Expectations
- *PLC Institutes – Guiding Coalition and new employees
- *Calibrating Intervention
- *Best First Teach - core

September

- *Data Protocol –call Tammy
- *PLC Institutes – Guiding Coalition and new employees
- *Calibrating Intervention – fine tune

October

- *Reflection on process goals
- *Assessment – rigor, alignment with targets, multiple assessments-Tammy
- *PLC Institutes – Guiding *Coalition and new employees

November

- *Systems analysis – RTI, data collection,
- *PLC Institutes – Guiding *Coalition and new employees

December

- *PLC Institutes – Guiding *Coalition and new employees

January

- *Audit of pacing for mastery on essentials and foundational skills –
- *Re-teaching design – how do we plan for this? How do we decide what approach to do?

February

March

April

- *Planning for intervention schedule for 21-22
- *Refine work
- *What is needed to get better results?

May

Type of PD	Who will receive the training?	Who will deliver?	Subs Needed	Timeline
PLC Training	New to school in 19-20 or 20-21	Attend PLC Institute in AND Bragg specific training		Aug and Sept for Institute Back to School PD or earlier
SMART Goals	Whole staff	Tammy Cassie – follow up with grade level teams with subs	Cassie – follow up with grade level teams with subs	June
Bragg Expectations with PBIS resources	Whole staff	Baker will lead with support from Cassie	Cassie will hire subs	Half day training K-1/2-3/4-5/6 With subs
Data Protocol to examine how many students have not mastered each essential, etc.	Teams with Coaching from Cassie	Tammy will come for a day to do this with us and model for Cassie	Cassie will hire subs	Meet with each team

Action Plans from Solution Tree Sustainability Report

TURN NORMS INTO
COMMITMENTS



Indicator of a PLC at Work: We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.

1. Continue the K-2 reading intervention model and add math.
2. Create schedule for next school year that is built around intervention block

Indicator of a PLC at Work: We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.



Indicator of a PLC at Work: The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.

1. We need to ensure clarity in how to translate the mastery of learning target to the SMART goal language.
2. Ms. Adams already holds monthly data meetings with each team. The SMART goal by unit will become the driving force of these meetings.

We Thank You

ADE
Solution Tree
WMSD School Board
WMSD Central Office Staff

To be of use

BY MARGE PIERCY

The people I love the best
jump into work head first
without dallying in the shallows
and swim off with sure strokes almost out of
sight.

They seem to become natives of that element,
the black sleek heads of seals
bouncing like half-submerged balls.

I love people who harness themselves, an ox to a
heavy cart,
who pull like water buffalo, with massive
patience,
who strain in the mud and the muck to move
things forward,
who do what has to be done, again and again.