




SOAR: ELA

Taking Flight After An *Emergency* Landing



CONNECTED CLASS RESOURCES

 **Connected Class**

Data from Classroom Assessments
Student Achievement Reflection for P220

Name: _____
Grade: _____

1. Review what you taught in ELA during the first quarter. Look at student performance on classroom assessments.
a. Use the table to identify standards or concepts students struggled with during the first quarter in ELA. Indicate the percentage of students that scored low. You will define what "low" means for your class under the table. (You may add or delete rows if needed.)

Standard or Concept	Percent of students performing low

2. Define what "low" means to you in your ELA class.

3. Did the student(s) who struggled with these concepts evidently matter them?

4. Identify student(s) who will need additional practice in this area next school year.

Standard or Concept	Student Name

Data from Classroom Assessments

May 26th, 2020

[Click here to download Data from Classroom Assessments \(Word\) \[...\]](#)

[Read More >](#)




Standardized Data Analysis ELA

May 25th, 2020

[Support Resources Click here to download Clue for \[...\]](#)

[Read More >](#)



Passport: ELA Two

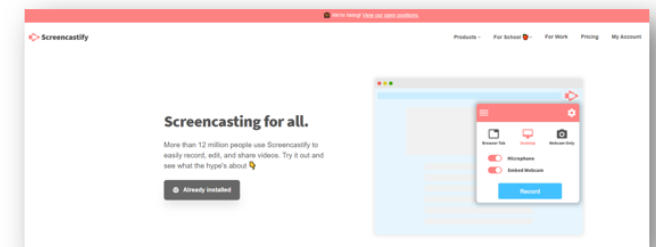
May 23rd, 2020

[Click here to download Passport: ELA Day \[...\]](#)

[Read More >](#)

Extension for Layover

- Would you like an easy to use screen recording device that is free?
- If you finish before others, check out Screencastify.com posted in SOAR:ELA
- Watch the video in the post to see how easy it is to use.
- Thank you, Bonnie Lorenzo from Trinity Christian Academy of Lake Worth, for sharing this awesome resource!!!





Day One: Understanding our current situation

School:

Pilot:

Examining the Blackbox: A close look at the emergency landing experience.

- ☐ *Fourth Quarter Distance Learning Reflection*
(Required by all. Turn into your school's Google folder.)
- ☐ *Teacher Summary and Recommendation for Next Year's Math Teacher*
(Required by all Turn into your school's Google folder.)

Brainstorming Customer Service Ideas: Addressing missing or lost standards.

- ☐ *Missing Luggage* (Required by all. Shared Google Document.)
 - Traditional start
 - Distance learning occurs again
 - Hybrid of some on campus and some distance learning

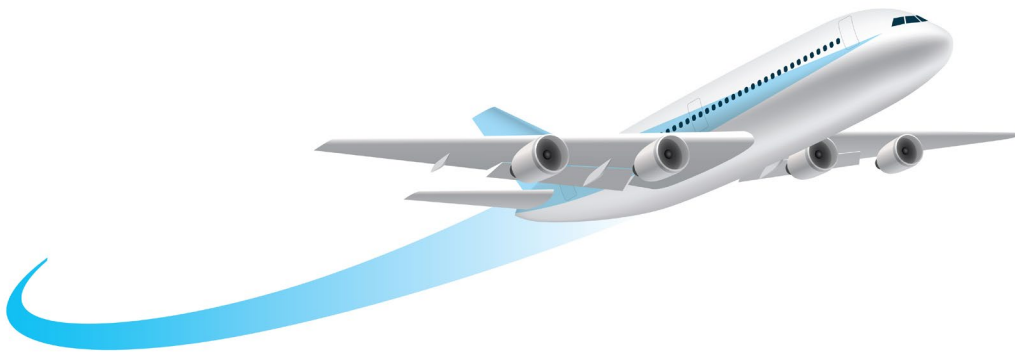
Examining the Previous Passenger Performance: Looking at student data from Aug-March.



- ☐ Complete *Standardized Data Analysis* or *Classroom Assessment Data Analysis*
(Required to complete one and summarize findings in Flight Plan.)
- ☐ *Self-Reflection* (Required by all, but do not submit.)
- ☐ *Point, Ponder & Propose Pyramid* (Required by all.)
- ☐ *GAN* (Required by all.)



Flight Plan

- Complete your Flight Plan for day one and upload to your school's Google Drive folder shared by Katie@connectedclass.com




 

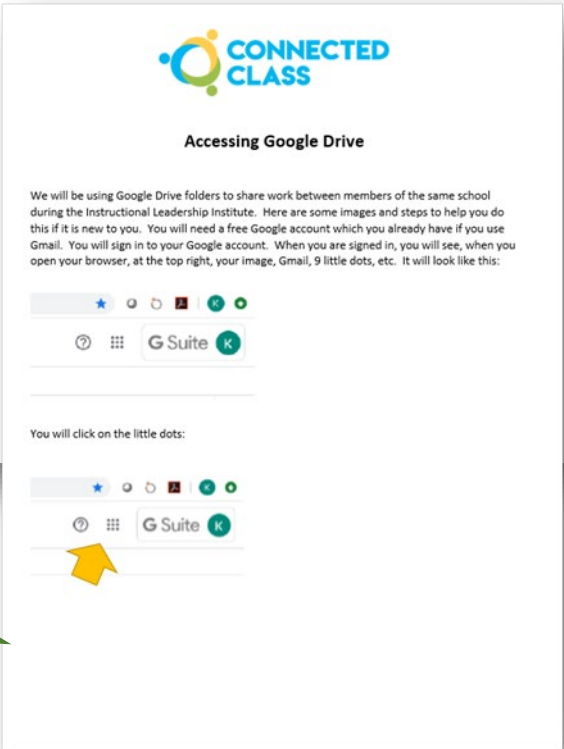
School:
Pilot:
Plane Level:
Flight Crew:

Blackbox Data Findings: Summarize evidence that appeared important to you.

Areas of Strength:

Greatest Area of Need G.A.N.:





Everyone Must Complete

- Self-Reflection
- 3 P's



Self Reflection

Could it be Pilot error?



Personal Reflection on My Teaching

This is for your personal reflection and will not be collected. Read the questions and take time to process and think deeply about the learning experience offered. You may already do self-reflections while you are teaching but take extra time to write out one or two experiences. Make sure to take the time to analyze the assessment questions to the lesson objectives. We often have to work quickly and may not take enough time to make sure there is alignment between the instruction and assessment. Is the assessment testing what I taught?

1. Reflect on possible reasons **why** the students performed low in one of the ELA areas:
 - a. Did I give too much time or too little time to the concept?
 - b. Did I give formative assessments (without grades) beforehand to guide my instruction and retaught struggling students before I gave them a summative assessment with a grade?
 - c. Did the student(s) lack effort?
 - d. Was the student(s) absent a lot?
 - e. Was my instructional method ineffective?
 - f. How did I teach the concept(s)?
 - g. How could I do a better job?
 - h. Was my assessment aligned to the lesson? To the standard(s)?
 - i. What additional training or support resources do I need?



POINT, PONDER & PROPOSE!

When analyzing pupil performance:

1. Make observations of the data and **POINT** out facts you see
 - “I want to point out that 1/3 of the students scored above 95% on the assessment.”
 - “I want to point out that 100% of the students who did not pass the assessment were males.”

*Just the facts and no inferences.



POINT, PONDER & PROPOSE!

When analyzing pupil performance:

2. Think about the data and **PONDER** possibilities.

- “I ponder if the assessment was too easy?”
- “I ponder if the assessment wasn’t engaging enough for the male students?”



POINT, PONDER & PROPOSE!

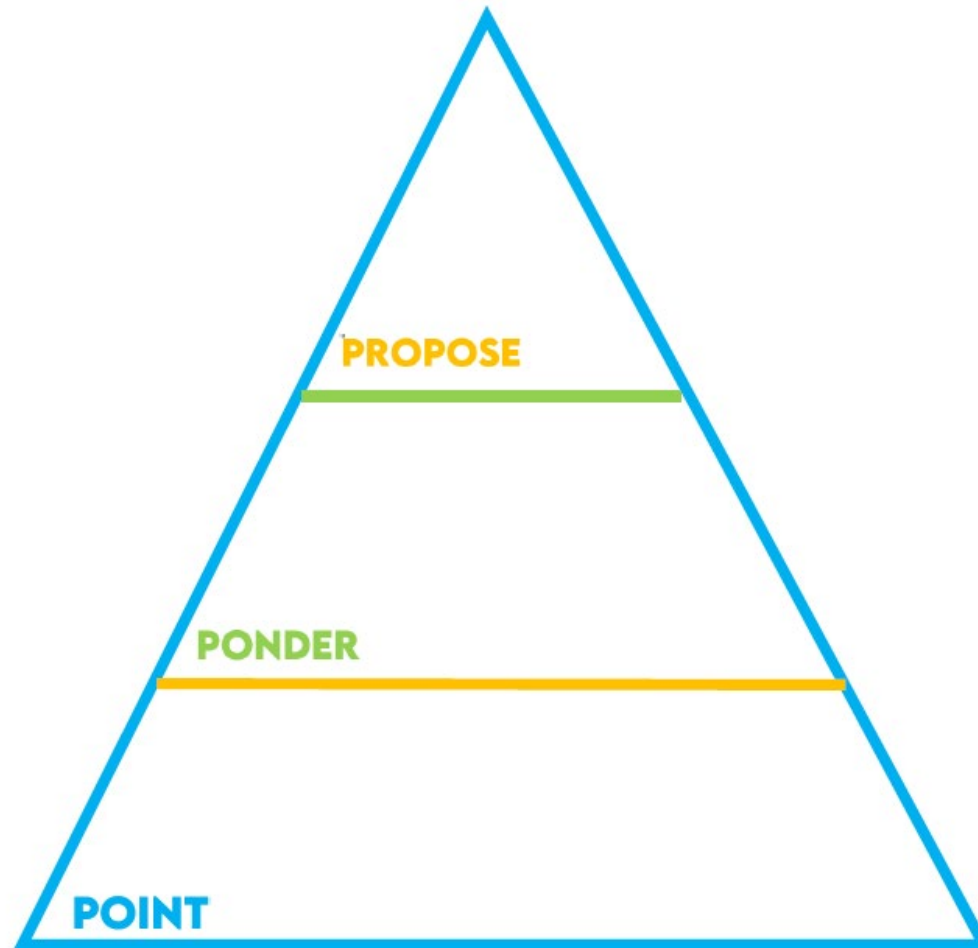
When analyzing pupil performance:

3. Make suggestions and **PROPOSE** a solution.

- “I propose we analyze the assessment for higher order questioning and develop a new assessment with more rigor.”
- “I propose we develop an assessment with topics that interest our male students.”



POINT, PONDER & PROPOSE!
PYRAMID



Name ↑

Owner

Last modified



Data

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Extension

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Flight Plan Day One

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Flight Plan Day Three

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Flight Plan Day Two

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Fourth Quarter Reflection and Teacher Summary

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Point, Ponder, and Propose Pyramid

Katie Dwindt

Jun 7, 2020 Katie Dwindt



A.I.R. Time!

Applying Information Rally

- Work on data analysis
 - Complete Flight Plan Day One
 - Post any data documents and Flight Plan in your Google Folder
- Self-Reflection
- 3 P's – Post in your Google Folder
- If you finish early, check out Extension Layover
- Come back together at 11:25 am to complete Airport Check-in

Airport Check-in

- Complete the Airport Check-in Google Document

Airport Check-in ELA

School	We are working on:	What we still need to do:	About how much time we need:
Atlantic Christian			
Berean Christian			
Garden of Sahaba			
Jupiter Christian			
St. Clare			
St. Joan of Arc			
St. Juliana			
St. Vincent Ferrer			
Suncoast Christian			
Shepherd's School			
Trinity Christian of Lake Worth			



Lunch





Day One: Understanding our current situation

School:

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- ☐ *GAN* (Required by all.)





A.I.R. Time!

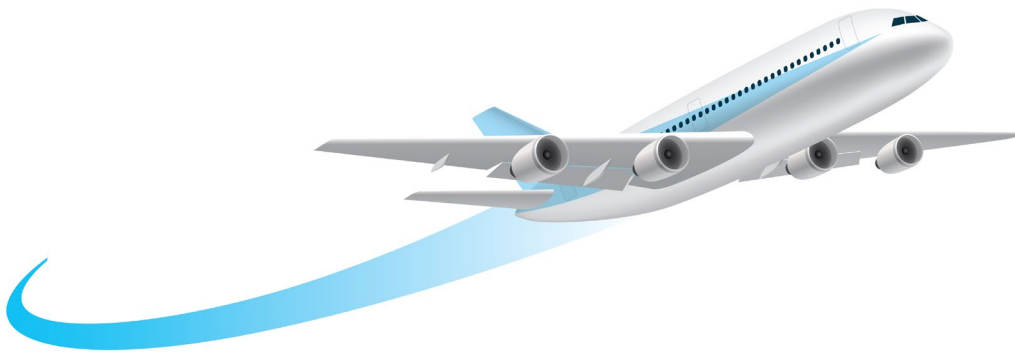
Applying Information Rally





What Is Your GAN?

Flight Plan

- Complete your Flight Plan for day one and upload to your school's Google Drive folder shared by Katie@connectedclass.com




 

School:
Pilot:
Plane Level:
Flight Crew:

Blackbox Data Findings: Summarize evidence that appeared important to you.


Areas of Strength:

Greatest Area of Need G.A.N.:

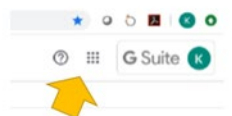


Accessing Google Drive

We will be using Google Drive folders to share work between members of the same school during the Instructional Leadership Institute. Here are some images and steps to help you do this if it is new to you. You will need a free Google account which you already have if you use Gmail. You will sign in to your Google account. When you are signed in, you will see, when you open your browser, at the top right, your image, Gmail, 9 little dots, etc. It will look like this:



You will click on the little dots:



Submit today

Name ↑

Owner

Last modified



Data

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Extension

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Flight Plan Day One

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Flight Plan Day Three

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Flight Plan Day Two

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Fourth Quarter Reflection and Teacher Summary

Katie Dwindt

Jun 7, 2020 Katie Dwindt



Point, Ponder, and Propose Pyramid

Katie Dwindt

Jun 7, 2020 Katie Dwindt





Day Two: Knowing where we want to go.

School:

Pilot:

Embracing Turbulence: Challenges, Successes and Get Creative.

☐ *Turbulence Talk & Bouncing Solutions Around*

(Required by all. Google Document was shared.)

- How do we provide effective ELA assessments during distance learning?
 - How do we keep parents and siblings from doing the student's work?
- How do we provide effective ELA instruction in a hybrid situation?
- How do we support students who fell further behind without holding other students back?
 - How do we advance the gifted students?

Shoot for the STARS: Set a goal to support your GAN.

☐ *Determine Your SMART Goal(s)*

(Minimum requirement is one SMART Goal – either one schoolwide or one per teacher.)

- Write it on your Flight Plan for Day Two.

☐ *Identify the Target Standard(s)*

(Required by all.)

- Write it on your Flight Plan for Day Two.

☐ *Evaluate SMART Goal from last year*

(Only schools from last year that took assessment.)

- Write it on your Flight Plan for Day Two.





School:

Pilot:


Plane Level:

Flight Crew:

SMART Goal(s):

Target Standards:

If you set a SMART goal last year, were you successful? If not, what do you think happened? (Only the schools that were able to take their standardized assessment this year and had attended the Instructional Leadership Institute last year can answer this question.)



This will not be
submitted until
Thursday

Three Turbulence Responses Needed

Turbulence Talk & Bouncing Solutions Around

In your breakout rooms, discuss Challenges, Successes and Get Creative. Have one person from your group record the conversation below.

How do we provide effective ELA assessments during distance learning? How do we keep parents/siblings from doing the student's work?		
Group Name - list names	Successes	Creative Ideas

Go to the next page for Turbulence #2

Grade Level Groups

Rename yourself by your position first then name:
For example: If I taught
1st grade I would be:
1st Christel



Turbulence Talk & Bouncing Solutions Around

Challenge:

1. How do we provide effective ELA assessments during distance learning?

➤ How do we keep parents and siblings from doing the student's work?

Successes:

- Share creative ways you used to overcome this challenge.

Get Creative:

- Brainstorm ideas





Turbulence Talk & Bouncing Solutions Around

Challenge:

2. How do we provide effective ELA instruction in a hybrid situation?

Successes:

- Any experiences with this?

Get Creative:

- Brainstorm ideas





Turbulence Talk & Bouncing Solutions Around

Challenge:

3. How do we support students who fell further behind without holding other students back?
 - How do we advance the gifted students?

Successes:

- Share creative ways you used to overcome this challenge.

Get Creative:

- Brainstorm ideas



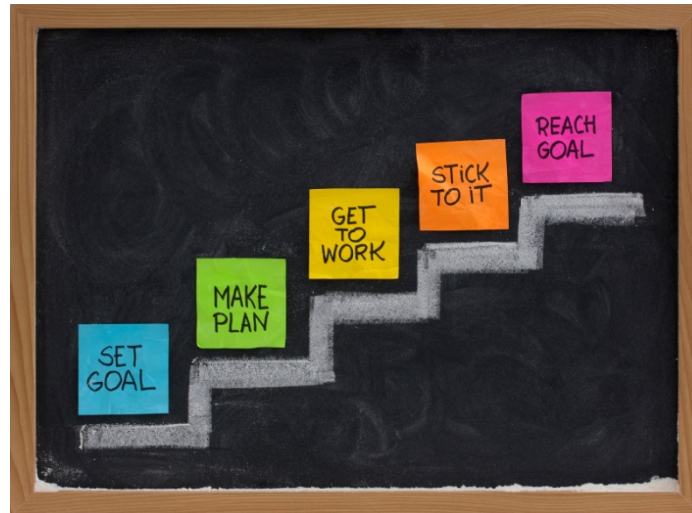
Complete
Google Doc



Shoot For The Stars!

- Set a goal to support your GAN
 - Keep in mind the possibility of distance learning or a hybrid situation
 - Typically we set SMART Goals based on standardized test results – some of you will need to write a SMART Goal based on classroom assessments

“By reflecting on **data** within the context of **goal setting**, principals, teachers, and students are able to monitor their progress and make **better decisions** about **teaching and learning**.”



SMART Goal

- Strategic and specific
- Measurable
- Attainable
- Results oriented
- Time bound



SMART Goal

- **Strategic** and specific:
 - Vital goal that could help across several areas
 - Aligned to the system



SMART Goal

- Strategic and **specific**:
 - Target specific groups of **students**
 - Target specific **skills**



SMART Goal

- Measurable:
 - Think of **multiple measures** for each goal
 - State Test
 - District Assessment
 - Help to gauge progress



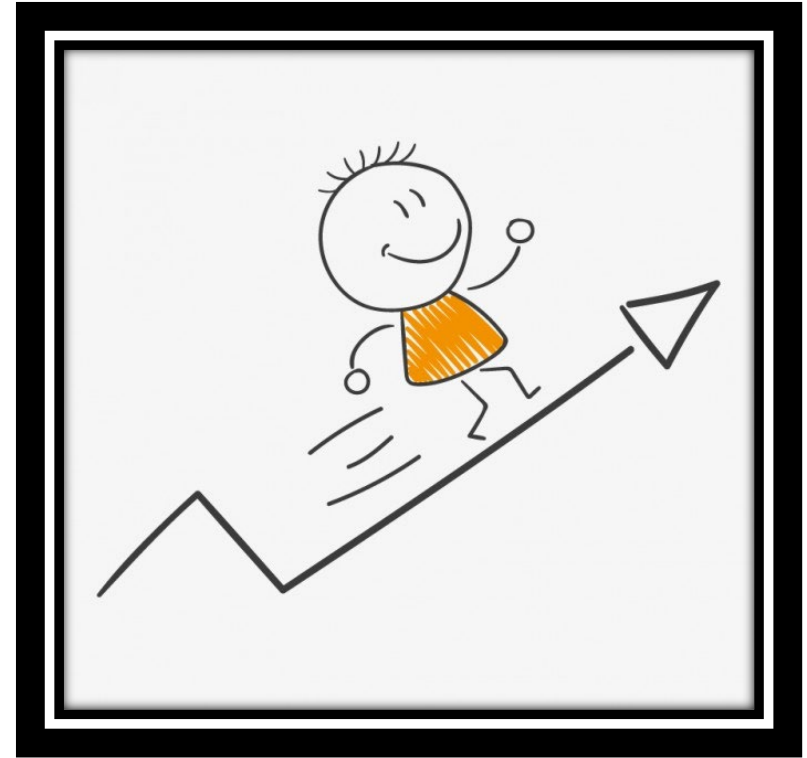
SMART Goal

- Attainable:
 - Almost but not quite within our reach
 - **Stretch** to achieve

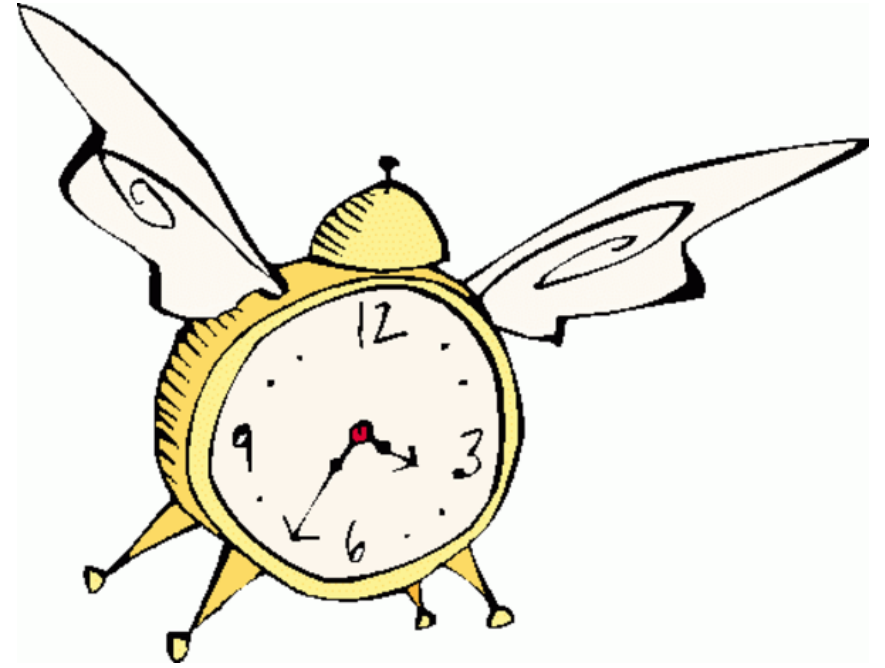


SMART Goal

- Results-oriented:
 - Focused on achieving
 - So what?
 - What improved?
 - Did student learning improve as a result?

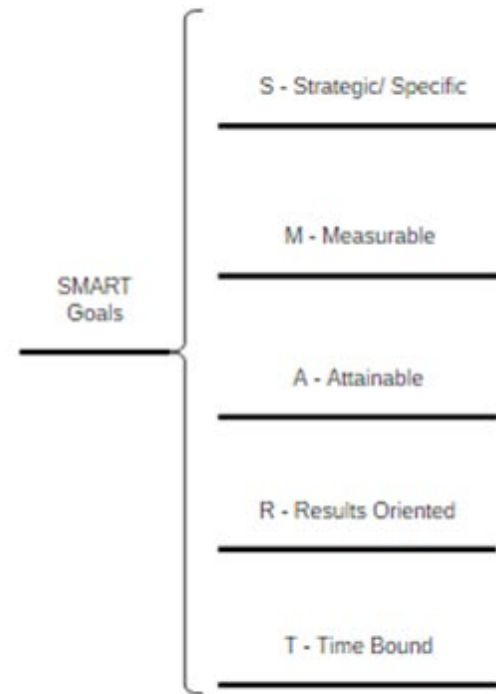


SMART Goal



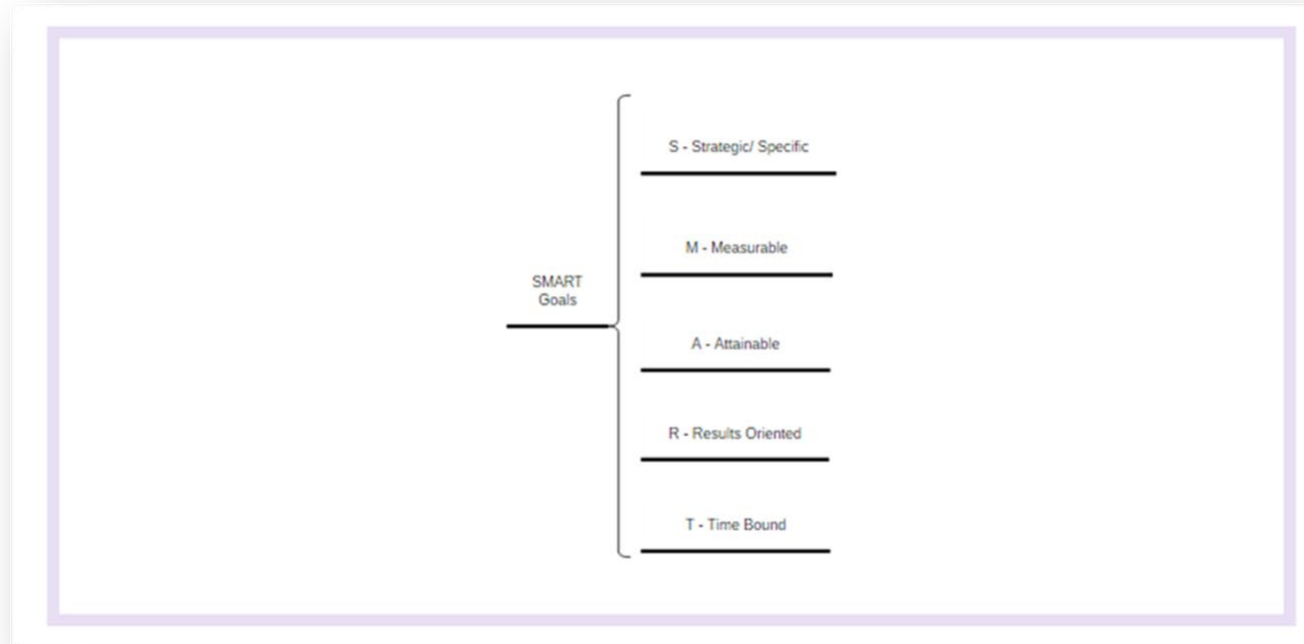
- Time-Bound:
 - Specific time frame – is critical

Thinking Maps



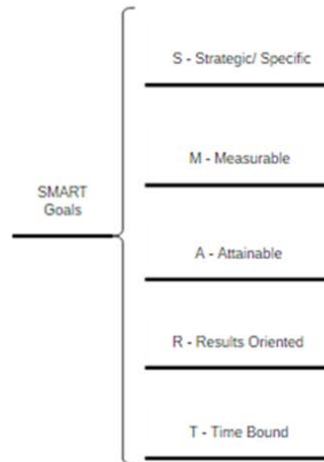
Examples of SMART Goals

- By April 2021, 65% of students in 4th grade will out score the nation's OPI (Objective Performance Index) in analyzing text on the Terra Nova.



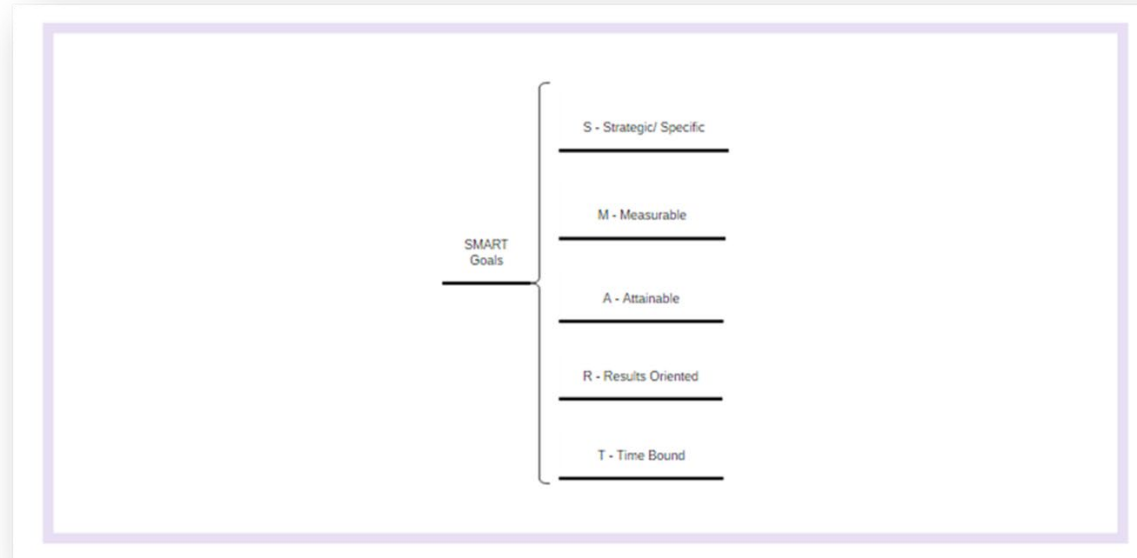
Examples of SMART Goals

- By the end of 2021 school year, 98% of students in third grade will write a 5-paragraph essay on a prompt that is provided within a 45-minute timeframe scoring 70% or above using a provide rubric.



Examples of SMART Goals

- By May 2021, the nine students identified with varying needs in the Terra Nova will make a year's growth in their area of need.



Determine Your SMART Goal(s)

- Discuss and decide with your team:
 - If you want a schoolwide SMART Goal(s)
 - If you want grade level SMART Goal(s)
 - If you want individual teacher SMART Goal(s)
 - Combination of SMART Goal(s) that lead to the system's success
- Write your SMART Goal(s)
- Evaluate last year (Optional)





A.I.R. Time!

Applying Information Rally



School:

Pilot:


Plane Level:

Flight Crew:

SMART Goal(s):

Target Standards:

If you set a SMART goal last year, were you successful? If not, what do you think happened? (Only the schools that were able to take their standardized assessment this year and had attended the Instructional Leadership Institute last year can answer this question.)



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