**SBDM COUNCIL REPORT 2023-2024**

**School**: North Oldham High School

**Members:**

* Parents: Brittany Floyd (p), Veera Nandyala (p)
* Teachers: Gabi Cesarz (t), Lindsey Gilpin (t), Cristy McMahan (t),
* Chair: Craig Wallace

**Date of Presentation**: Thursday, February 8 @ 6:30 pm

**A Closer Look at Our State Accountability Data**

* [Junior ACT Data Profile](https://docs.google.com/document/d/1nnIcogQPazdMDaONSUTFwc8r9alIDO0IeOHMff1N5Do/edit) - The state has administered the ACT to every junior for the last 16 years. Our top 6 average composite scores have come within the last 7 school years. We’ve ranked 3rd or better in 3 of the last 4 years that rankings were available.
* [NOHS School Data Profile](https://docs.google.com/spreadsheets/d/1s7OAu7yOQ6XvkPwf-b-kPZHNPGMS-_pO0WGLatLDHww/edit#gid=0) - This is a work in progress but when finished, will give us the chance to compare growth over several accountability cycles along with tracking growth in other key areas.

1. **Discuss the work you are doing in your building around core instruction. What would you like to highlight that is working well? How are these efforts impacting students within our achievement gaps? All students?**

**Prioritizing Our Growth as a Professional Learning Community (PLC)**

We strive to ensure that everything that we do is directly connected to the cornerstones of all great PLC work: the 3 Big Ideas of a PLC and the 4 PLC Questions. At our last Guiding Coalition meeting, we took stock of what’s working well this year in light of the 3 Big Ideas of PLC work. As noted below, the success of the “what” is highly contingent upon the “how.” How we go about working together within our PLC cannot be understated. The quality of our core instruction, which impacts all students including those in our two largest gap groups, Students with Disabilities and Students in Poverty, rises and falls with the intentional steps we continue to take toward becoming the strongest PLC we can be. As we welcome an increasing number of new teachers to North, rowing the boat together as a team- as a high functioning PLC- has never been more important than it is right now.

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| **PLC Big Idea #1**  ***A Focus on Learning*** | **PLC Big Idea #2**  ***A Collaborative Culture*** | **PLC Big Idea #3**  ***A Results Orientation*** |
| * School-wide use of vertical, non-permanent surfaces (whiteboards, wipebooks) is ***increasing student engagement*** (see below: Building Thinking Classrooms) * The “Experience First, Formalize Later” approach is helping to ***deepen student understanding*** * Collaborative teams are trying new instructional strategies with a greater emphasis on ***active learning.*** * We are seeing the benefits of a wider use of ***tech tools*** (e.g. Canva, Instagram) academically and culturally | * ***Collaboration is highly valued***, but sometimes the time to do it is lacking * ***New teachers feel supported!*** They have been very complimentary of their teammates and mentors * Teachers are feeling ***a greater sense of collective responsibility*** (“our students” instead of “my students”) * Teams with ***high levels of trust*** see the benefits to their consistent collaboration. * ***Effective methods of communication*** (e.g. Google Drive, email) for overcoming challenges of different planning periods, teachers working with multiple teams, etc. | * The ***use of common assessments across all collaborative teams*** has increased consistency between teachers and helped ensure that all students are getting high levels of teaching and learning * We are ***intentionally assessing and intervening*** |

[What are Professional Learning Communities (PLCs)?](https://www.allthingsplc.info/about) - If you are interested in learning more about what a PLC is, this is a good read and it’s fairly short.

**Weekly Collaborative Team Meetings**

Collaborative teams (i.e. geometry, English III, physics, government) meet weekly. Their agenda focuses on one or more of the 4 PLC Questions. Although much time is spent on PLC Questions 1 & 2, their work gets us closer to ensuring that every classroom is as good as our best. This meaningful, collaborative work undoubtedly builds collective teacher capacity around our building. Most teachers of the same courses share a common planning period each day, intentionally built into our master schedule, so that they collaborate more effectively each week and all throughout the year. Time is provided during EDGE for teams who don’t have common planning.

* Using state standards and our curriculum as guideposts, teachers collectively identify what’s essential and then build and/or revise units and lessons that create engaging learning opportunities for their students. (PLC Question #1 - What do we want all students to know and be able to do?)
* Examining the skills and knowledge that their students must possess at the conclusion of each unit, teachers collaboratively design and administer common assessments that measure students’ attainment of those standards. “Common” is key as it helps ensure a greater level of consistency from teacher to teacher within each content.(PLC Question #2 - How will we know if they learn it?)
* Teachers analyze the results of their team’s common assessments. For those students who did not demonstrate proficiency on the assessment, teachers create and provide additional learning opportunities where reteaching and reassessing take place. (PLC Question #3 - What will we do when some students don’t learn it?)
* Here are examples of the agendas for a couple of our collaborative teams → [Geometry](https://docs.google.com/document/d/1ejhP4G5ZoAOT2jLbS1jm0C_7XTNPifUwn8FF2POlDFQ/edit) / [Physics](https://docs.google.com/forms/d/e/1FAIpQLSe30PIghcPeFAWVaXhh2-6Cu45kxXpGDB0G-M30bHjcWsl1vg/viewform) / [Government](https://docs.google.com/document/d/1EIDehYHU0THizPVx_QNHUbW8WaMCPRbvkEjpN2tye28/edit?usp=sharing)
* Impact on Gap Students - We provide common planning (periods 1-6) or dedicated time during EDGE for our ECS co-teachers to plan with their regular education counterparts. We also do this for our two ECS LBD teachers who teach our resource ELA and math courses. This collaboration with their reg ed colleagues helps ensure that our students within our resource classes are taught grade-level standards and assessed in a way that is commensurate with their reg ed peers.

**Building Thinking Classrooms**

Over the last year, OCS Secondary Math Coach Elaine Dillard has led countless OCS teachers through a study of *Building Thinking Classrooms,* a text by Peter Liljedhal that emphasizes the creation of learning environments, especially in math classrooms, that move away from traditional lecture-based instruction to more interactive, student-focused approaches that promote critical thinking and collaboration.

* Five of our math teachers voluntarily embraced the opportunity to join this study, work collaboratively, and try out new techniques and tasks in their classrooms, including random grouping, using vertical non-permanent work surfaces, curricular and non-curricular thinking tasks, and more.
* [HERE](https://docs.google.com/presentation/d/1fDLlTl9ge-_tcExOXjN_hcfrqCek8kFSxtsrj2uuuxk/edit#slide=id.g1adf51b19d9_0_0) is the presentation that our math teachers shared with our entire faculty last spring which led to teachers in all content areas joining the movement to get their students more actively engaged in collaborative thinking tasks, especially through the use of Wipebooks (which we were able to purchase for each teacher team and several individuals).
* This past summer, several of our teachers participated in an interdisciplinary professional learning opportunity for increasing thinking classrooms and now one of our English teachers and one of our World Language teachers is currently participating in the district-wide *Building Thinking Classrooms* study for non-math teachers, as well.
* Impact on Gap Students - When teachers create within their lessons opportunities for students to actively engage in quality student discourse, all students benefit. In addition, research points to the fact that the students whose academic achievement is most positively impacted by these opportunities are those found in many of our gap or marginalized student groups.
* **Deeper Learning Fellowship**

Deeper Learning refers to the higher order thinking skills, learning dispositions, and collaboration skills needed for students to succeed in 21st century work and civic life. The six competencies of deeper learning now define the [portrait of a learner](https://drive.google.com/file/d/1S3O3RbsCrXWdzqHKPXBk_-HBzvgJ7HjO/view?usp=sharing) **in OCS and are critical components of deeper learning classrooms.**

We have four teachers from varying content areas that were selected to be a part of the OCS Deeper Learning Fellowship for the 2023-2024 school year. These teachers attended professional learning over the summer, participate in monthly fellowship meetings, work with our instructional coach, and are currently preparing to open their classrooms to visitors next month to showcase their work with at least one of the six deeper learning competencies (i.e. working collaboratively, self-directed learning).

1. **Based on the needs of your school, what priorities have you identified? How will you work on these priority areas this year and how will you monitor progress over time?**

**Growing Our Capacity as a Professional Learning Community (PLC)**

When it comes to teaching and learning and its direct impact on student outcomes, everything rises and falls with the work of a PLC. Here are our priorities in order to continue to grow as a PLC (not just as a school),

* Maintain a clear focus in all that we do on the 3 Big Ideas of a PLC and the 4 PLC Questions.
* Create consistent systems within our content and collaborative teams - [PLC Progress Monitoring document](https://docs.google.com/spreadsheets/d/1CHjC1BA9pzb6b8FYGa634dKWa4WvMiOsd4RWHaufrSs/edit#gid=1007251135)
* Visit weekly collaborative team meetings to support their work
* Continue to grow our teachers’ and principals’ capacities in the PLC process by sending multiple teams each year to PLC at Work Institutes.

**Living Out Our Mission & Aspiring to Realize Our Vision**

During this past summer, our guiding coalition wrote a [new mission and vision](https://drive.google.com/file/d/1eB-l8MqKnXssW98TXqNmxeWq0-d6rcCi/view?usp=sharing). We created intentional opportunities this year to help ensure we are staying on mission and growing in new ways to become the school we can be. We want to lean into the language around celebrating learners, building a sense of pride and achievement, and creating a sense of belonging. Community and connectedness matter. We have a lot of growing still to do but this is a start:

* Adult → Student

At the conclusion of every ERD, each grade level gathers to celebrate their peers who are recognized by their teachers for their academic and personal achievements.

* Adult → Adult

Build a sense of pride and achievement - At the conclusion of each ERD, we gather as a faculty and acknowledge each other’s contributions to our school community. Principals and counselors award teachers and staff specific recognitions in the form of a quick speech, a small trophy and usually a lottery ticket.

* Student → Student

CAST, our student leadership class, regularly posts photos and brief videos/interviews on Instagram where they recognize the outstanding achievements of their peers. If you are on Instagram, please give them a follow (nohs.achievements). Thank you!

**Providing More Consistent, Quality Coaching Feedback to Teachers**

* Our Student Learning Leadership Team (APs, instructional coach and me) created a teacher drop-in schedule that we use to help ensure that we are popping into all classes throughout the year so that we can provide feedback outside of the required, formal observations. With the increased number of teachers who are new to North and more importantly those who are new to the profession, it gives us a chance to provide feedback that is both affirmative and constructive with the continuous improvement always as our goal.
* Through these classroom visits, our primary focus has been around increasing opportunities for active student engagement. This also served as our “problem of practice” during our instructional rounds this year. Nearly all of our students are consistently compliant or “on task” in the classroom. We want to continue coaching our teachers to specifically design within their lessons, opportunities for students to actively engage with the content and more importantly, with each other. Whoever is doing the talking, writing and reading is doing the learning.

**Creating Better Monitoring Systems for Students in Our Largest Gap Groups (SWD & SIP)**

This is a work in progress, but we are developing a tool or data wall in our Google drive that would paint a full picture (i.e. current grades, attendance, behavior, social emotional) of where each student who is identified as a Student with a Disability (SWD) or a Student in Poverty (SIP) is at several different points during the year. It would also include longitudinal data like progress toward reaching the 22 required graduation credits. The practical use of the information found in this tool coupled with the work that our collaborative teams do each week along with the work that the members of our schoolwide MTSS team do should help us begin to close some of the achievement gaps that have persisted for years.

**Creating CTE Pathways for the 2024-25 School Year**

With us starting the year three teachers short of being fully staffed, we were unable to start CTE pathways this year in the areas of teaching and learning along with media arts. Our goal is to have those two up and running this coming school year along with ones in the areas of pre-med and possibly pre-law.

1. **What are two topics that you and your council would like to discuss with the Board?**

**Thank You!**

* The upgrades to our stadium field are amazing! Thank you for providing a practice and competition surface for which our students, staff and community can be proud. It’s second to none. We also deeply appreciate your commitment to the new upgrades (turf field, concessions and restrooms, covered seating for teams, fencing, entrance, etc.) for Field 2 which will serve as the primary home for our

soccer, field hockey and lacrosse programs. For the first time, the quality of our athletics facilities will be on par with the academic excellence that has been at North since we opened in 2003.

**Time - Our Teachers Need More Collaborative Team Time Each Week**

(*I apologize for the length, but this is something I’m pretty passionate about.)*

* There are two major items that our teachers have consistently asked for over the last several years: a salary increase and more time to work on their work- probably in that order. Just as aggressively as we (OCS BOE and OCS district leadership) pursue answers to salary increases for our staff, we need to strive to find new, creative ways to build in regular, consistent blocks of time for teachers to work collaboratively on their craft. I appreciate all that has been and continues to be done to increase teacher compensation. I know that’s not as easy ask. At the same time, I recognize that with the state’s current funding structure for schools and the lack of energy in our county for increased property taxes, viable solutions are hard to come by when it comes to additional compensation. That’s why I believe there’s never been a better time to think creatively around one thing that not only would mean a lot to our professional teaching staff but just as importantly, have a direct impact on student achievement and that’s time.
* Gone are the days where it was an accepted practice in most schools for teachers to work as independent contractors where student outcomes varied greatly from one classroom to the next even though it was the same content being taught. There might’ve been a viable curriculum but under those conditions where expectations could be so wildly different between different teachers of the same content, the school could state with any level of confidence that they had a “*guaranteed* and viable curriculum.” That’s not an accepted practice in modern education especially in a district like ours where we strive to provide each student a world-class education. Our community expects better and more importantly as professional educators, we know *our students deserve better.* Providing additional time each week for our teachers to do high-level PLC work within their collaborative teams, where all four PLC questions are honored and given appropriate attention, is how we ensure a guaranteed and viable curriculum. There’s no other way to make it happen.
* One 50-minute planning period a day isn’t enough time with all that’s thrown at experienced teachers in 2024 much less ones who are new to the profession. They need regular, consistent, dedicated time outside of their daily planning period to meet within their collaborative team(s) on their PLC work (i.e. collaboratively designing units and lessons, analyzing assessment data to inform next steps instructionally, planning interventions for the students who need more). They need time to learn from each other so that they can in turn make greater strides to positively impact the trajectory of every student. Ensuring a guaranteed and viable curriculum for all students starts and ends with great teachers having regular, consistent, dedicated time to collaborate around the 3 Big Ideas of a PLC and the 4 PLC Questions. As the saying goes, “a rising tide lifts all boats.” That tide is highly contingent upon teachers having the time they need to do their jobs well.
* I realize providing our teachers with additional time during their contracted hours isn’t an easy sell to our community whether it’s in the form of a weekly late arrival (i.e. school starting at 10:30 every Wednesday) or weekly early dismissal (i.e. school dismissing at 2:00 every Thursday) but what the student get in return could be huge. Anytime our start or end times change, it has the potential to create hardships on families. However, this additional collaboration time will allow each team to go deeper into their PLC work in ways that can make a huge difference in student outcomes as the capacity of our entire faculty grows. Instead of spending so much of their time responding to PLC Questions 1 & 2, teacher teams will have time to plan responses to PLC Questions 3 & 4. When we have the time for that level of work, the sky’s the limit on what we can do.
* They desire more time to do their jobs at the highest level. As our faculty gets a little newer and less experienced each year, they actually need this time more and more.

***My ask is this: Could we aggressively pursue creative solutions that provide our teachers with more dedicated, focused, collaborative team time on a weekly basis?***

Our teachers will be better for it and thus will our students. I truly believe this could be a game changer for our district when it comes to recruiting and retaining the best teachers as we could be *the* district everyone points to when they talk about providing teachers with the time to grow each other professionally. All say it but we would be the district who put their words into action.

* I believe in the power of the classroom teacher. Teachers change lives. Our teachers at North are amazing. My two children are living proof of what our teachers at North can do. They are committed to their craft, to each other’s growth professionally and most importantly, they are committed to our students’ learning. I wouldn’t trade them for any other faculty in the state. That’s not hyperbole. They are that good. I love my team.

**Other Resources:**

* [Email to NOHS Parents - Fall 2023](https://docs.google.com/document/d/1Zc4jGpm4xf-Tm8RZvvOa_9vDh9ww8wjUsixO27WF2i8/edit) - I sent this out to our families in late November after fall sports had concluded. Feel free to look through it as it highlights many of the strong academic and athletic achievements of our students.
* [NOHS PLC Guidebook](https://docs.google.com/document/d/1YmhdaIf0VjWoJXj7t9GSQ7wlVDNmoKcn5cBjvUIaGYk/edit?usp=sharing) - This contains some information about our PLC structure as well as within our collaborative teams what’s negotiable and what’s not.