Wednesday Webbies
Focus Your Goals
January 20, 2021
Just keep paddling...
Who Is Here to Support You?

• FL Department of Education
  • Bureau of Exceptional Education and Student Services
  • Bureau of Standards and Instructional Support
• FL Diagnostic & Learning Resources System (FDLRS)
• FL Inclusion Network (FIN)
• State Personnel Development Grant (SPDG)
• Problem Solving/Response to Intervention Project (PS/RtI)
  • Student Support and Academic Achievement Unit
  • Technology Learning Connections Unit
Who are you?
Use the chat to quack away!
Objectives

Understand the components of Key Practice 2 from the *What Matters Most: Key Practices Guide*

Learn from colleagues how math goals are developed, communicated with stakeholders, and monitored at the school/district level

Identify how data from progress monitoring informs instructional planning and practices focused on positive outcomes for all students
Key Practices

“Districts making the most significant, systemic improvements in teacher instruction and student performance are those implementing practices evidenced by research to be essential and effective in not only generating gains, but in sustaining them.”

Efforts to maintain focus on teaching and learning, align actions across the district, and continuously monitor the degree of implementation of such actions to assess impact on student learning can be organized around the following (6) key practices:

1. Use data well
2. Focus your goals
3. Select and implement shared instructional practices
4. Implement deeply
5. Monitor and provide feedback and support
6. Inquire and learn
Key Practice 1: Use Data Well

While districts, schools, and individual teachers use data and have been for some time now, there has been too much emphasis placed only on the performance of students on state assessments. While these data are important for strategic planning, they provide little ongoing guidance to teachers or administrators. Districts that have “moved their numbers” for all children have or are engaged in developing district-wide processes that allow for more collective use of relevant data to make smarter decisions, including the ongoing assessment of teaching and learning at the classroom, school, and district levels. These processes include the development, implementation, and ongoing use of teacher-developed formative assessments, and the use of grade-level/departmental/course, and vertical teams to collaboratively score these shared assessments and plan for shared instruction. They also include the use of building and district benchmark assessments. Fullan (2008) states that principals working directly with teachers in the use of data is more than twice as powerful as any other leadership dimension, and Leithwood and Jantzi (2008) found that the reliability for assessing student learning and district decision making was one critical characteristic of effective districts.

Webinar 1 – Use Data Well
Webinar 2 – Parents as Partners
Webinar 3 – Data Dig
Webinar 4 – Focus Your Goals
Please introduce yourself

Charlotte County:
  • Meagan Guarente
  • Sean Strickland

DeSoto County:
  • Courtney Gammad

FSU Lab School:
  • Meagan Crombie

Gulf County:
  • Misty Wood

Washington County:
  • Stephanie Walters
  • Pamela Sowell
  • Katie Jenkins
  • Marinia Doyle
<table>
<thead>
<tr>
<th>Problem Identification:</th>
<th>Problem Analysis:</th>
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Response to Instruction/Intervention:

<table>
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<tr>
<th>Intervention Design &amp; Implementation:</th>
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Closing
### Tween Work

<table>
<thead>
<tr>
<th>Planning: What do I/we want this to look like in my/our plan?</th>
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<tbody>
<tr>
<td>1. How are your school’s/district’s math goals developed and communicated with stakeholders (who are they)?</td>
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<td>2. Does your school’s SIP have math goals identified?</td>
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<td>3. How do the goals address and impact students with disabilities?</td>
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<td>4. How are the math goals monitored (summative, interim)?</td>
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<td>5. What progress monitoring data will measure the impact on students (what program/tool/assessment/source)?</td>
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<td>6. How will the information inform instruction? (Does the school/district allow collaborative planning time for coaches/teachers?) (Do you discuss data with your students/parents and what impact does it have on their performance and the math goals that are made?)</td>
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<td>7. Are there additional goals that you feel need to be included?</td>
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Wednesday Webbie #5
February 17th (3:45 – 4:45pm EST)
“Empowering Parents”

# Earn 10 CEUs

## Math Action Plan

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<thead>
<tr>
<th>Collaborative Team Members:</th>
<th>Data Resources:</th>
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<tr>
<td>Frequency of Review</td>
<td>Person(s) Responsible (include the individual that is responsible for follow-up)</td>
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|                              | | | | |
| District Level Data | | | | |
| School Level Data | | | | |
| Grade Level Data | | | | |
| Classroom Level Data | | | | |
| Student Level Data | | | | |

Supervisor Signature: ____________________________ Date: ____________________________
Objectives

- Understand the components of Key Practice 2 from the *What Matters Most: Key Practices Guide*

- Learn from colleagues how math goals are developed, communicated with stakeholders, and monitored at the school/district level

- Identify how data from progress monitoring informs instructional planning and practices focused on positive outcomes for all students
Evaluation

- If there are any questions that were rated less than (4), please offer suggestions on how we could improve.

- Your thoughts matter to us. What additional comments or suggestions do you have?

The recording link will be available at:

https://bit.ly/2RsYEz1

Thank you!
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  • Bureau of Standards and Instructional Support
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  • Technology Learning Connections Unit
    • tjeffs@usf.edu (Tara Jeffs)