

Greenwich Public Schools

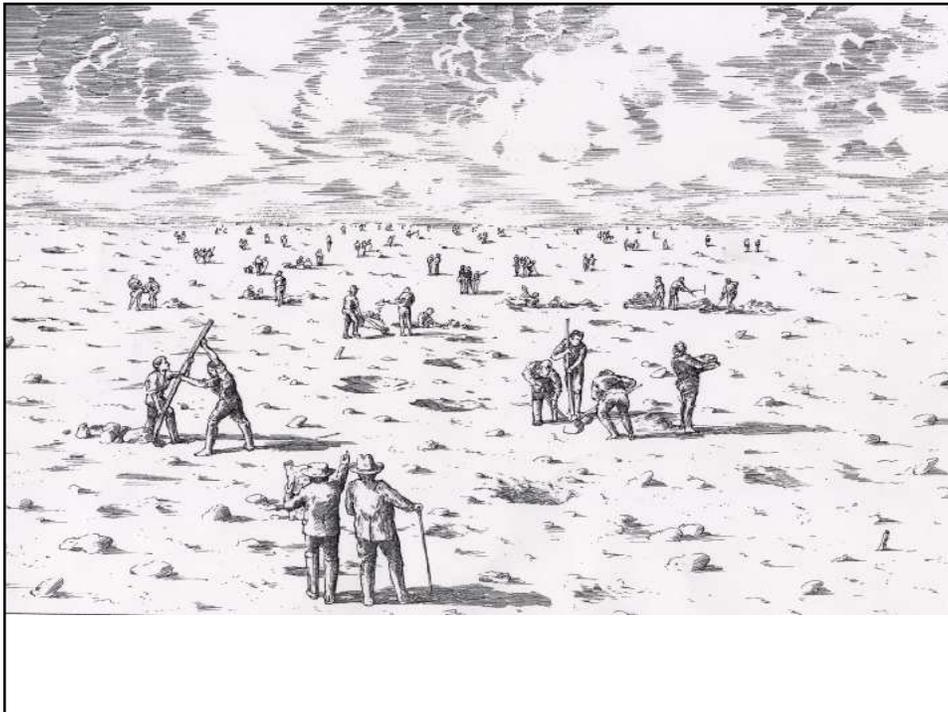
Lighthouse Session 1

12 -13 -2018

Committing to High Expectations
and Improved Instruction for All Students



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Introduction and Overview

- Introductions
- Module Outcomes
 - Outcome 1 – Developing a Sense of Urgency
 - Outcome 2 – What's At Stake?
 - Outcome 3 – What's Possible?
- Rationale
 - There must be a sense of urgency and a vision to lead change.

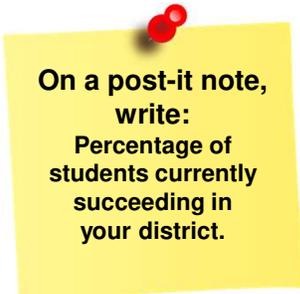
Meeting Norms

- Please write your name on the “Tent Card”
- Cell off or on vibrate
- Make every attempt to participate in every meeting
- Respect others' opinions
- Everyone has an opportunity to speak
- Agree to disagree; disagree with ideas not with people
- Stay focused

Part 1

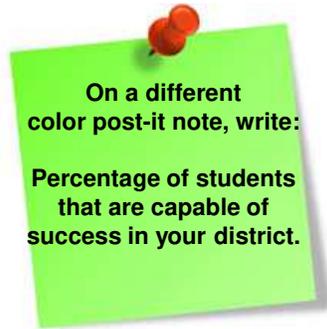
Introductions

Student Achievement



**On a post-it note,
write:
Percentage of
students currently
succeeding in
your district.**

Student Achievement



Greenwich Board of Education
12/13/18



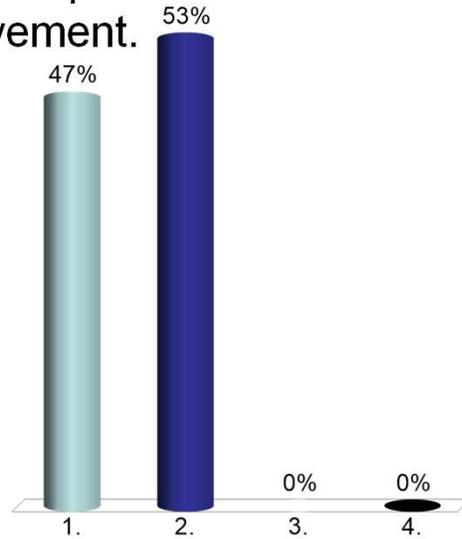
Discussion

- What sources of info help shape your perception about the current percentage of students who are proficient (succeeding at their current grade level)?
- What are your observations from the data/info on this chart?
- What are the implications of this data/info for our subsequent work?

Why Do the Greenwich
Public Schools Exist?

I know _____ about what school boards can do to improve student achievement.

1. A lot
2. Some
3. Very little
4. Nothing



How many school board members does it take to screw in a light bulb?



How many school board members does it take to screw in a light bulb?

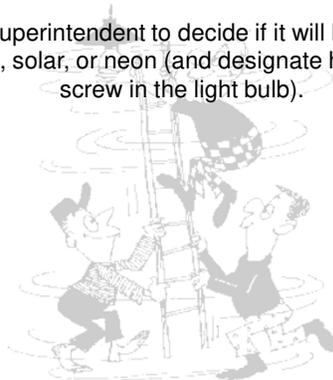
None!

It's up to the board to say *"let there be light"*.



How many school board members does it take to screw in a light bulb?

It's up to the superintendent to decide if it will be incandescent, fluorescent, candle, solar, or neon (and designate his/her staff to actually screw in the light bulb).



How many school board members does
it take to screw in a light bulb?

It's up to the board to evaluate
the quality of lighting.



**The Work that ONLY
the Board Can Do!**

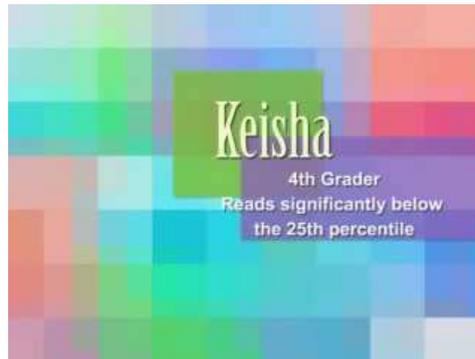
Part 2

Creating a Sense of Urgency

What's At Stake - Students



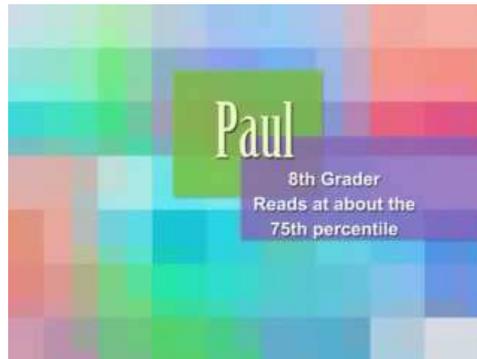
What's At Stake - Students



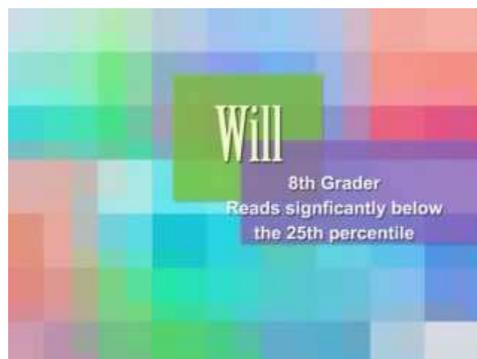
What's At Stake - Students

- Reading as gateway skill
- Fourth grade readers
 - Rachel
 - What did you observe?
 - Keisha
 - What did you observe?
 - How well do you think Keisha answered the comprehension questions?

What's At Stake - Students



What's At Stake - Students



What's At Stake - Students

- Eighth grade readers
 - Paul
 - What did you observe?
 - Will
 - What did you observe?
 - How well do you think Will did with the comprehension questions?

What's At Stake?

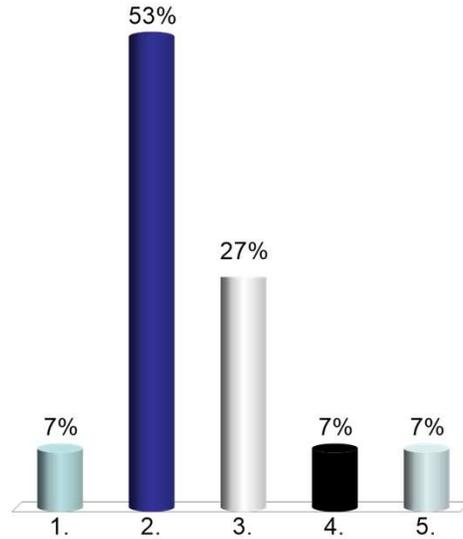
What's at stake for these struggling readers if nothing changes??



With intervention, what improvement did Will make from Fall 04 to Spring 05?

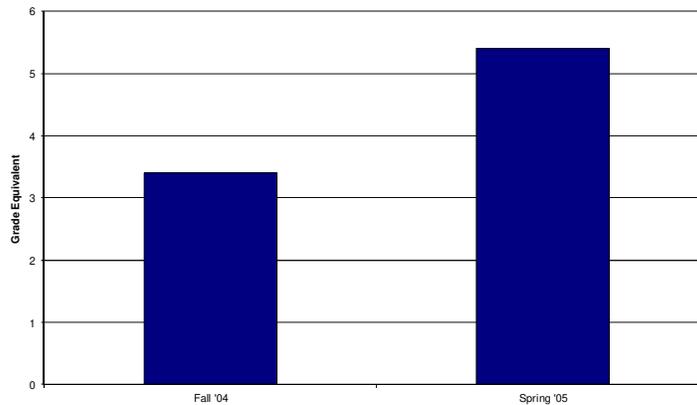
1. None
2. .5 Grade
3. 1 Grade
4. 2 Grades
5. 3 Grades

15



But Something Did Change. . .

Will's Reading Comprehension Scores
Gates McGinite Reading Assessment
2004-2005



What's Ahead?

Review the attached sample reading passages.

What is learning like for a struggling reader in high school?



The Montillation of Traxoline

It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristeriate large amounts of fevon and then bracter it to quasel traxoline. Traxoline may well be one of our must lukized snezlaus in the future because of our zionter lescelidge.

The Montillation of Traxoline

Directions: Answer the following questions in complete sentences. Be sure to use your best handwriting.

- What is a traxoline?
- Where is traxoline montilled?
- How is traxoline quaselled?
- Why is it important to know about traxoline?



What's at Stake – Students

Preface

Every child can learn. Every school can ensure the success of every child.

Statements to this effect appear in goals statements, commission reports, and school district offices. They are posted in school buildings and appear as mottoes on school stationery. But does our education system behave as if they are true?

If we truly believed that every child could learn under the proper circumstances, we would be relentless in the search of those circumstances. We would use well-validated instructional methods and materials known to be capable of ensuring the success of nearly all children if used with intelligence, flexibility, and fidelity. We would involve teachers in constant, collaborative professional development activities to continually improve their abilities to reach every child. We would frequently assess children's performance to be sure that all students are on a path that leads to success, and to be able to respond immediately if children are not making adequate progress. If children were falling behind despite excellent instruction, we would try different instructional approaches, and if necessary, we would provide them with tutors or other intensive assistance. We would involve parents in support of their children's school success; . . .

If we truly believed that all children could learn, we would rarely, if ever, assign children to special education or long-term remedial programs that in effect lower expectations for children.

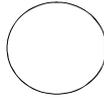
If we truly believed that all schools could ensure the success of all children, then the failure of even a single child would be cause for great alarm and immediate, forceful intervention.

Source: *Every Child, Every School, Success for All*. R. Slavin, N. Madden, L. Dolan, & B. Wasik. (1996). Thousand Oaks, CA; Corwin Press

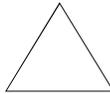
Reflections



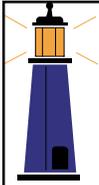
In this area write one or more learnings that squared with your previous beliefs or understandings.



Below write some thoughts or ideas that are still circling around in your heads that don't make sense yet.



Below write three things that you'd like to know more about.



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