

BOOKER HIGH SCHOOL 2017-2018

Dr. Rachel Shelley, Principal

Dr. Laurie Breslin, assistant
principal



VISION: 100% of Booker High School students will graduate college or career ready, and become productive members of our society.





College or Career Ready

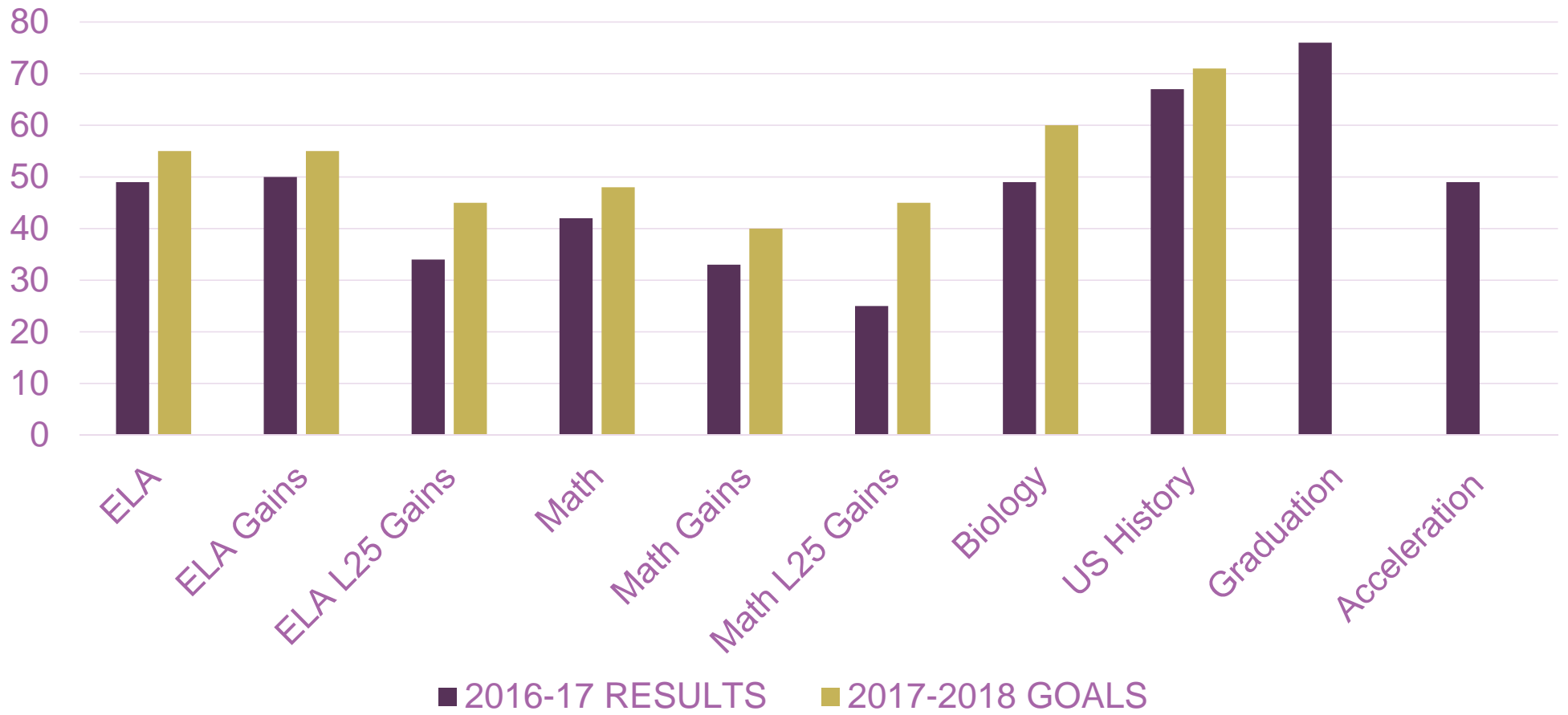
- Our students earned over \$4.2 million for postsecondary education
- CFES School of Distinction



One of the top 100 VPA
schools in the nation



Booker High School

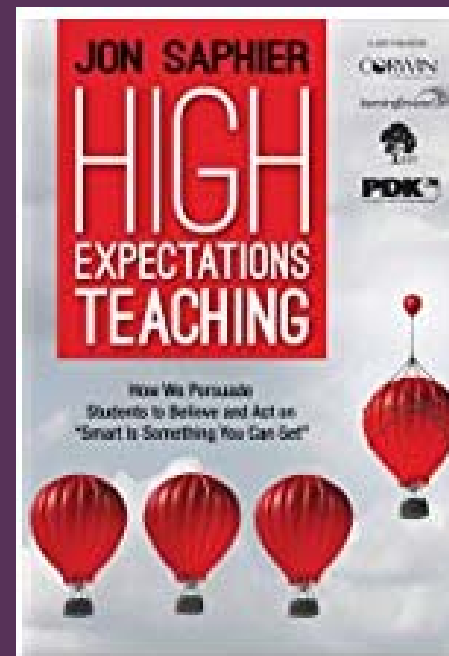
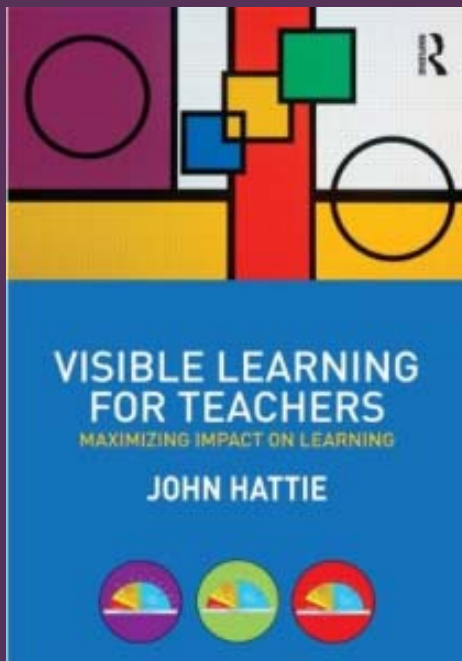




We will accomplish our goals by

1. Professional development
2. Positive school culture
3. Standards-based progress monitoring

Professional Development



From Teacher clarity to student clarity

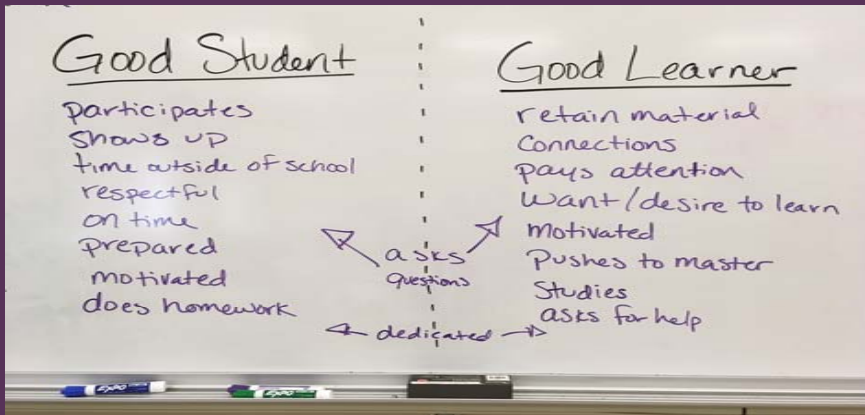
- *Visible Learning*
 - John Hattie
- *High Expectations Teaching*
 - Jon Saphier
- Snacks & StraTs
- PLCs
- Targeted writing instruction
- Progress monitoring tools

School Culture

Know Thy Impact...

Hattie's research indicates that teacher-student relationships have an increase in learning by nearly two years (in one year.)





- Applies effective habits of thinking and doing
- Explains and understands progress
- Seeks, receives, acts on and gives feedback
- Understands how to learn

Growth Mindset



“Students beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.”

American Psychological Association (2015)

“My students hear every message I send – whether overt or implied – about their capacity to learn and succeed.”

Carol Ann Tomlinson (2015)

 **BOOKER
HIGH SCHOOL**
One school, unlimited futures!

For all the productive conversation around “mindsets,” what’s missing are the details of how to convince our discouraged and underperforming students that “smart is



Until now.

Jon Saphier, 2016

Students Need to know:

what am I learning?

Why am I learning this?

How will I know

when I learned it?



Standards-based progress monitoring

How we measure
student learning



**BOOKER
HIGH SCHOOL**

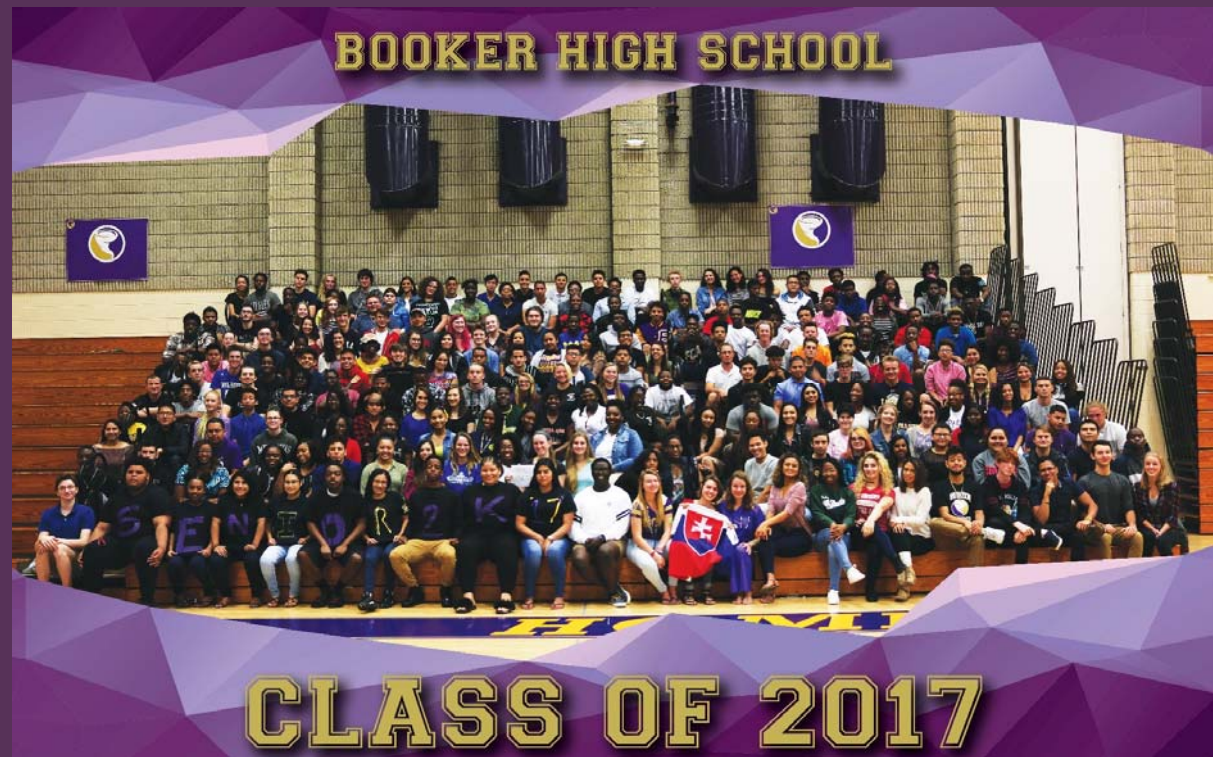
One school, unlimited futures!



- **Standards-Based**
- **Formative Data**
- **Collaborative Assessments**
- **Whole Class and Individualized Activities**

Resources

- Standards-Based Common Assessment Tool
- Achieve 3000
- Inner Explorer
- Kahn Academy
- Math Nation
- Design to Align
- District Curriculum Specialist
- Community Support



Additional Student Support

- Tutoring/academic support During Lunch

Bottom Quartile Focus

- Mentor Program
- Early warning system

Intensified Writing Program

Quality, collaborative
Assessments



Booker High School Professional Development Calendar 2017-2018

VISIBLE LEARNING - KNOW THY IMPACT!

“Every student deserves a great teacher, not by chance, but by design” (John Hattie, 2012).

Learning Intentions:

- Understand the key Visible Learning messages
- Be able to make links between these messages and what happens in your classroom

Success Criteria:

- Articulate the key findings from the Visible Learning research
- List some key characteristics of Visible Learners
- Identify ways to demonstrate the progress of your students
- Describe the characteristics of inspired and passionate teachers
- Describe the role of feedback and its potential impact on learning
- Describe the mind frames which can have a major impact on student achievement
- Think about the implications of what you have learned for Booker High School



	Snacks & Strats	Faculty Meeting	ILS Meeting
August Planning Week	<p>8/23 Introduction to the book Preface – John Hattie Facilitator: Laurie Breslin Outcome/Product: Teachers will understand the WHY of Visible Learning for Teachers.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>	<p>8/7, 8/10 Visible Learning: Know Hattie? Know thy Impact! An Overview of Visible Learning What is meant by collective teacher efficacy?</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>	<p>8/8 Instructional Leadership and BHS Priorities</p> <p>Facilitator: Dr. Shelley</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>
September	<p>9/20 Chapter 1: Visible Learning Inside Facilitator: Laurie Breslin Outcome/Product: Teachers will be able to identify some key characteristics of visible learners and some of the major impacts of selected learning strategies.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>	<p>9/7 Teacher-Student Relationships Facilitator: Laurie Breslin Outcome/Product: Teachers will take part in examining what defines an assessment capable learner. Student video clips. Survey – TBD</p> <p><i>Teacher Credibility - .90</i> <i>Teacher-Student Relationships - .72</i></p>	<p>9/5 Transformational and Instructional Leaders</p> <p>Article: “High Impact Leadership” by John Hattie Outcome/Product: Review the difference between transformational leadership vs instructional leadership.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>

	Snacks & Strats	Faculty Meeting	ILS Meeting
October	<p>10/18 Chapter 2: The Source of Ideas</p> <p>Facilitator: Laurie Breslin Outcome/Product: Together, we will <i>examine Hattie’s teacher mindframes</i>, which can have a major impact on student achievement. We will review our impact as evaluators, change agents, adaptive learning experts, seekers of feedback and developers of trust.</p> <p><i>Teacher Credibility - .90</i> <i>Teacher-Student Relationships - .72</i></p>	<p>10/5 Surface Learning: Why it is essential for initial learning?</p> <p>Facilitator: Laurie Breslin Outcome/Product: Teachers will identify high-impact literacy approaches to foster surface learning in classrooms and their effect sizes.</p> <p><i>Vocabulary Programs - .67</i> <i>Writing Programs - .44</i> <i>Repeated Reading - .67</i></p>	<p>10/3 Surface and Deep Level Learning</p> <p>Diving Deeper into the Learning Pit</p> <p>Outcome/Product: Review and discuss the results of the surveys on visible learners. Examine how effect size is calculated.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>
November	<p>11/15 Chapter 3: Teachers: the major players in the education process.</p> <p>Facilitator: TBD Outcome/Product: Teachers will use the <i>SOLO surface and deep categories</i> (Hattie & Brown, 2004) to develop learning intentions and success criteria.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>11/2 Feedback: Where am I going? How am I going? Where to next?</p> <p>Facilitator: Laurie Breslin Outcome/Product: Teachers will be able to describe the role of feedback and its potential impact on learning. Including: <i>Task, Process, Self-Regulation, Self</i></p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>11/7 Instructional Coaching</p> <p>A look at Jim Knight’s insights on instructional coaching and its impact on improving instruction.</p> <p>Outcome/Product: Review and discuss the evidence gathered from “inspired and passionate teachers” exercise.</p> <p><i>Teacher Credibility - .90</i> <i>Acceleration - .68</i></p>
December	<p>12/20 Chapter 4: The Lessons</p> <p>Facilitator: TBD Outcome/Product: Teachers will examine the focus levels of feedback: task, process and self-regulation. Teachers will practice giving targeted and appropriate feedback.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>12/7 PD Committee Presentation</p> <p>Facilitator: PD Committee Outcome/Product: Teachers will have resources linked to the top instructional strategies as identified in Hattie’s research.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>12/5 College and Career Ready Students – Are we asking enough of our students?</p> <p>Article: “Are We Asking Enough of High School Graduates?” By Jon Hebert</p> <p>Outcome/Product: Review and discuss the evidence gathered from the “Visible Learning Summary.”</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>

	Snacks & Strats	Faculty Meeting	ILS Meeting
January	<p>1/17 Chapter 5: Starting the Lesson</p> <p>Facilitator: TBD Outcome/Product: Using a previously taught lesson, teachers will examine ‘productive pedagogy’ to assess the impact of their teaching.</p> <p><i>Student-centered Teaching - .54</i> <i>Questioning - .48</i></p>	<p>1/11 Teacher-Student Relationships: 6 Traits of Life-Changing Teachers</p> <p>Facilitator: Laurie Breslin Outcome/Product: Teachers will review an article that identifies traits teachers possess.</p> <p><i>Teacher-student Relationships - .72</i> <i>Teacher Credibility - .90</i></p>	<p>1/17 Closing the Achievement Gap</p> <p>Outcome/Product: Review learning intentions and success criteria. Are we holding all students to high expectations? Are we clear in our expectations? Review the progress of our L25 students in math and ELA.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>
February	<p>2/21 Chapter 6: The Flow of the Lesson - Learning</p> <p>Facilitator: Leaders by content area Outcome/Product: Teachers will identify formative assessments used in their classrooms and what evidence has been collected to know that students are making gains. Additionally, teachers will practice using <i>rapid formative assessments</i>.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>2/1 Talking to Learn: How student-driven discussions created a large impact.</p> <p>Facilitator: Laurie Breslin Outcome/Product: Teachers will review methods of facilitating student-driven discussions and the impact on student learning.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>2/6 High Expectations Teaching – How we get students to believe that they can do it.</p> <p>Outcome/Product: Examine strategies used to promote metacognition in students. Examine the role of direct instruction.</p> <p><i>Teacher Clarity - .75</i> <i>Metacognition Strategies - .69</i> <i>Direct Instruction - .59</i></p>
March	<p>3/21 Chapter 7: The Flow of the Lesson – The Place of Feedback</p> <p>Facilitator: TBD Outcome/Product: Teachers will continue to review assessments in the classroom, linking learning intentions at the start of the lesson to the outcomes at the end of the lesson in relation to <i>The Learning Pit/or the Learning Challenge</i>.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Metacognitive Strategies - .69</i></p>	<p>3/1 Seven Steps to High Quality Feedback</p> <p>Facilitator: PD Committee Team Members Outcome/Product: Teachers will examine research-based methods of providing high quality feedback to students.</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>	<p>3/6 Formative Assessments – What is the effect size?</p> <p>Outcome/Product: Examine an assessment used in your classroom. Calculate the effect size. What would you do differently the next time? What standards were not mastered?</p> <p><i>Teacher Clarity - .75</i> <i>Student Expectations – 1.44</i> <i>Feedback - .75</i></p>

	Snacks & Strats	Faculty Meeting	ILS Meeting
April	<p>4/18 Chapter 8: The End of the Lesson</p> <p>Facilitator: TBD Outcome/Product: Teachers will study the outcome of a lesson by completing the Visible Learning checklist. Teachers will use this information for future planning.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Assessment Capable Learners – 1.44</i></p>	<p>4/5 Building collective and effective teacher efficacy.</p> <p>Facilitator: PD Committee Members Outcome/Product: We will examine our progress as a school on building collective teacher efficacy.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Goals - .50</i></p>	<p>4/3 Building collective and effective teacher efficacy.</p> <p>Outcome/Product: We will examine our progress as a school on building collective teacher efficacy.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Goals - .50</i></p>
May	<p>5/16 Chapter 9: Mindframes of Teachers, School Leaders and Systems</p> <p>Facilitator: TBD Outcome/Product: Reflect on visible learning both personally and collectively in an effort to build <i>collective and effective teacher efficacy</i>.</p> <p><i>Collective Teacher Efficacy – 1.57</i> <i>Goals - .50</i></p>	<p>5/3 Celebrating Our Impact: What were our learning intentions and how do we know we got there?</p> <p>Facilitator: PD Committee Members Outcome/Product: Are we able to:</p> <ul style="list-style-type: none"> • Articulate the key findings from the Visible Learning research • List some key characteristics of Visible Learners • Identify ways to demonstrate the progress of your students • Describe the characteristics of inspired and passionate teachers • Describe the role of feedback and its potential impact on learning • Describe the mind frames which can have a major impact on student achievement • Think about the implications of what you have learned for Booker High School <p><i>Collective Teacher Efficacy – 1.57</i> <i>Goals - .50</i></p>	<p>5/1 Celebrating Our Impact: What were our learning intentions and how do we know we got there?</p> <p>Outcome/Product: Are we able to:</p> <ul style="list-style-type: none"> • Articulate the key findings from the Visible Learning research • List some key characteristics of Visible Learners • Identify ways to demonstrate the progress of your students • Describe the characteristics of inspired and passionate teachers • Describe the role of feedback and its potential impact on learning • Describe the mind frames which can have a major impact on student achievement • Think about the implications of what you have learned for Booker High School <p><i>Collective Teacher Efficacy – 1.57</i> <i>Goals - .50</i></p>

Learning Intentions:

- ⇒ Understand the key Visible Learning messages
- ⇒ Be able to make links between these messages and what happens in your classroom

Success Criteria:

- ⇒ Articulate the key findings from the Visible Learning research
- ⇒ List some key characteristics of Visible Learners
- ⇒ Identify ways to demonstrate the progress of your students
- ⇒ Describe the characteristics of inspired and passionate teachers
- ⇒ Describe the role of feedback and its potential impact on learning
- ⇒ Describe the mind frames which can have a major impact on student achievement
- ⇒ Think about the implications of what you have learned for Booker High School

Group Leaders:

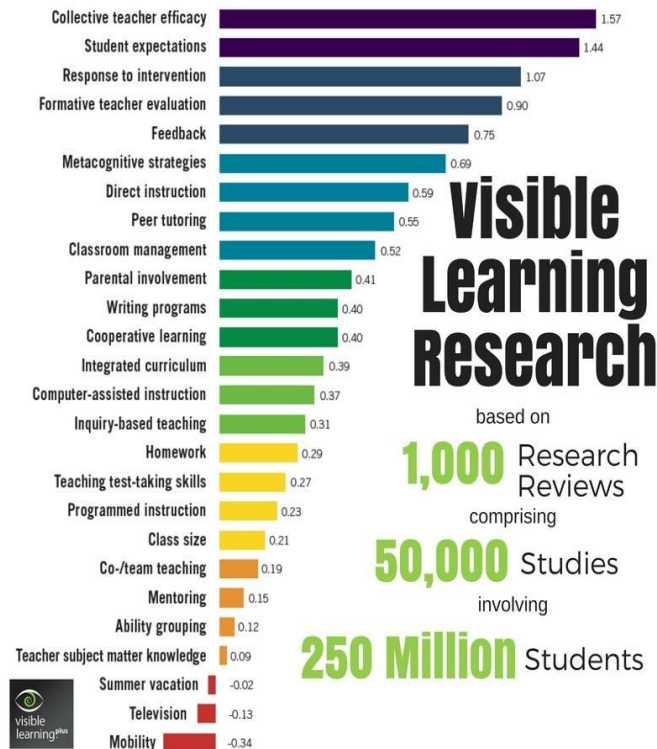
ELA—Gumm & Breslin

Science—Lundstrom & Ruiz

Math—Shelley and Breslin

Social Studies—Merlin & Anderson

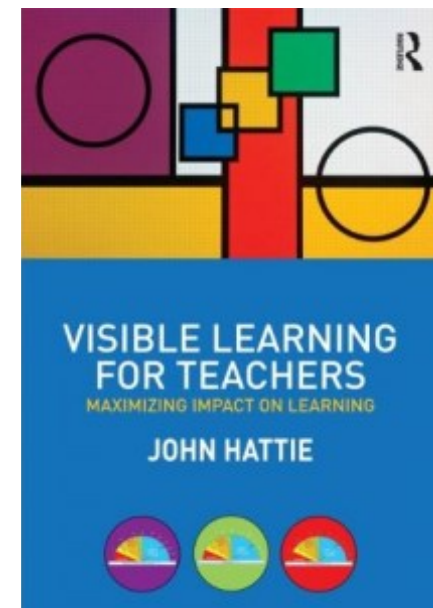
VPA/WL/Electives—Larkin & Abrahamson



If you agree with the author's statement that "every student deserves a great teacher, not by chance but by design," then Visible Learning for Teachers is for you.

Booker High School

Snacks & Study Book Study



KNOW THY IMPACT

Visible Learning for Teachers—What Works Best for Students.

Know Thy Impact

September 20th

Chapter 1: Visible Learning Inside

Teacher will be able to identify some key characteristics of visible learners and some of the major impacts of selected learning strategies.

Teacher Clarity (.75)



October 18th

Chapter 2: The Source of Ideas

Together, we will examine Hattie's teacher mindframes, which can have a major impact on student achievement. We will review our impact as evaluators, change agents, adaptive learning experts, seekers of feedback and developers of trust.

Teacher Clarity (.75)

Collective Teacher Efficacy (1.57)

Assessment Capable Learners (1.44)

November 15th

Chapter 3: Teachers: the major players in the education process.

Teachers will use the *SOLO surface and deep categories* (Hattie & Brown, 2004) to develop learning intentions and success criteria.

December 20th

Chapter 4: The Lessons

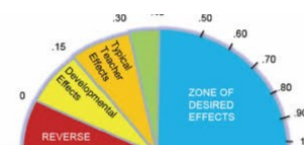
Teachers will examine the focus levels of feedback: task, process and self-regulation. Teachers will practice giving targeted and appropriate feedback. Feedback should give students information about:

- ◆ Where am I going?
- ◆ How am I going?
- ◆ Where to next?

January 17th

Chapter 5: Starting the Lesson

Using a previously taught lesson, teachers will examine 'productive pedagogy' to assess the impact of their teaching. Teachers will reflect on whether the lesson included *intellectual quality questions, relevance questions, and supportive classroom environment questions.*



Classroom Discussion (.82) Feedback (.75) Relationships (.72)

February 21st

Chapter 6: The Flow of the Lesson - Learning

Teachers will identify formative assessments used in their classrooms and what evidence has been collected to know that students are making gains. Additionally, teachers will practice using *rapid formative assessment* to maximize learning.

March 21st

Chapter 7: The Flow of the Lesson – The Place of Feedback

Teachers will continue to review assessments in the classroom, linking learning intentions at the start of the lesson to the outcomes at the end of the lesson. Teachers will also study student meta-cognition in relation to where they are in *The Learning Pit/or the Learning Challenge.*

April 18th

Chapter 8: The End of the Lesson

Teachers will study the outcome of a lesson by completing the Visible Learning checklist. Teachers will use this information for future planning.

May 16th

Chapter 9: Mindframes of Teachers, School Leaders and Systems

Reflect on visible learning both personally and collectively in an effort to build *collec-*



SIP 2017-2018

Vision:

100% of Booker High School students will graduate college or career ready, and become productive members of our society.

Mission:

Booker High School will establish an environment, including unique programs offering opportunities to a diverse population, which enables all students to become critical thinkers, and to develop skills and values for maximizing their potential.

Strategic Goal 1:

By June 2018, our **College and Career Acceleration** will increase from our projected 2016-2017 score of 54% to a score of 67%, with specific increases in both our Black and Hispanic students. Our data indicates 36% of our Black and 40% of our Hispanic students within our 2016 graduating class earned a college and career acceleration point.

Strategic Goal 2:

By June 2018, we will increase student achievement on the FDOE **U.S. History** end-of-course exam from 66% to 71% with a 5-point increase in both our Black and Hispanic populations, raising Black student achievement from 49% to 54% and Hispanic student achievement from 64% to 69%.

Strategic Goal 3:

By June of 2018, our combined 9th and 10th grade **ELA achievement** level will increase from 49% to 55%. Additionally, our **ELA learning gains** will increase from 50% to 55% and our Bottom Quartile students making a learning gain will increase from 34% to 45%.

Strategic Goal 4:

By June 2018, we will increase our **graduation rate** from 76% to 80% and our attendance rate to 95%.

Strategic Goal 5:

By June of 2018, our combined **Math achievement** level will rise from 42% to 48%. Additionally, students making **math learning gains** will increase from 33% to 40% and our Bottom Quartile students making a learning gain will increase from 32% to 45%.

Strategic Goal 6:

By June of 2018, we will increase student achievement on the **FDOE Biology end-of-course** exam from 49% to 60% with a 10-point increase in both our Black and Hispanic populations, raising Black student achievement from 31% to 41% and Hispanic student achievement from 39% to 49%.