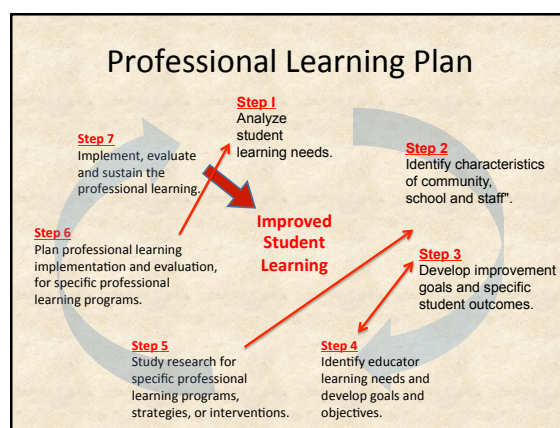


West Holt Public School Board Goals

- 1. West Holt Public Schools will help all students achieve high levels of learning by examining our practices in light of their impact on learning.**
- 2. West Holt is committed to working together in collaboration through the development of teams.**
- 3. West Holt will assess our effectiveness based on results rather than intentions.**



Literature

- Leaders of Learner – Dufour / Marzano
- Learning Forward (National Staff Development Council)
 - Professional learning plans
 - Creating a culture of professional learning
 - Finding time for professional learning
 - Collaboration is the key to unlocking.....
 - School culture

Step 5

Literature

- *From Outrageous to Inspired: How to Build a Community of Leaders in Our Schools*
David Hagstrom
- *Leadership Tripod: A NEW MODEL FOR EFFECTIVE LEADERSHIP*
Dr. Al Long
- *Savage Inequalities*
Jonathan Kozol
- *The Blackboard and the Bottom Line: Why Schools Can't be Businesses*
Larry Cuban
- *Mindset: The New Psychology of Success*
Carol Dweck
- *Leading in a Culture of Change*
Michael Fullan
- *Good to Great and the Social Sectors*
Jim Collins
- *The World is Flat*
Thomas L. Friedman

Step 5

Data

- Enrollment
- Free / Reduced Meal Percentage
- Students Percentage by Race and Ethnicity
- SPED Percentage
- English Language Learners
- School Mobility Rate



Step 1

Identify characteristics of community, school and staff.

- A. Characteristics of teaching staff
- B. Characteristics formal and informal leaders.
- C. Characteristics of culture within the school.
- D. Characteristics of community.
- E. What resources are available?

Step 2

Staff Data

- Teacher FTE Percentage by Race and Ethnicity
- Percent of Teachers with Master's Degrees
- Average Years of Teaching Experience
- Average Teacher Salary
- Teaching Experience Location
- Supt. Evaluation



Step 2

KASAB

- **K**nowledge
 - Information / Concepts growth
- **A**ttitude
 - Toward staff's learning as a means of student success.
- **S**kills
 - The capacities of an educator.
- **A**spiration
 - The motivation that engages us to improve our practices.
- **B**ehavior
 - What we do with our learning.

Step 4

KASAB

What is the teacher's attitude toward students learning being the focus?

Rating

What is the teachers skill in developing and delivering lessons?

Criteria

What does the teacher aspire to be?

Does the behavior practice change w/increased exposure to other methods and experiences?

Knowledge	1 Teacher has very strong knowledge of their subject matter and teaching theories and continues to learn. 2 Teacher has a strong content knowledge and is aware of different teaching theories. 3 Teacher has average knowledge of content. 4 Teacher's knowledge is from the textbook. Outside sources are not used 5 Teacher does not know the content of their subject with the exception of minor details.
Attitude	1 Teacher is a team player and desires to learn for the students sake. 2 Teacher is a team player, and may be persuaded to continue to improve. 3 Teacher will improve if all those around them feel it is necessary 4 Teacher's attitude is if kids fail it is because they are lazy. 5 Teacher is self centered, and uncooperative with any type of change
Skill	1 Teacher has the skills to develop and deliver lessons w/creativity and with student learning being the focus. 2 Teacher has the skills to develop and deliver creative lessons. 3 Teacher sporadically develops and delivers creative lessons 4 Teacher's lesson are directly out of teachers manual 5 Teacher lesson come straight from the book.
Aspirations	1 Teacher aspires to be the best, uses different theories in their class, it is all about the student learning. 2 Teacher desire to improve. 3 Teacher feels they have the skills, and improvement is not necessarily needed. 4 Teacher is opposed to change 5 Teacher aspires for summer vacation or a different job, they feel they are as good as anyone else.
Behavior/Practices	1 Student performance is the ultimate indicator of their success. They adapt to their students needs. 2 Teacher will try new theories they have learned 3 Their teaching practices rarely changes 4 Teaching practices diminish as the year go on. 5 Content coverage is all they are concerned with.


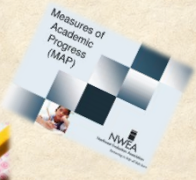

Step 4

Teacher's KASAB Ratings

Names

Knowledge	Attitude	Skill	Aspirations	Behavior/Practices	Teacher Total
1	1	1	1	1	5
1	1	1	1	1	5
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Test Data

NeSA Rankings / Growth

Rankings

	2012-13	2011-12		
1-5 Reading	125	141	*	top 50%
1-5 Math	59	84	*	top 25%
1-5 Science	147	114	-	Bottom 50%
1-5 Writing	117	152	*	Bottom 50%
6-8 Reading	99	113	*	top 50%
6-8 Math	31	30	=	top 25%
6-8 Science	99	188	*	top 50%
9-12 Reading	84	91	*	top 50%
9-12 Math	40	9	-	top 25%
9-12 Science	75	40	-	top 50%
1-12 Reading	103	133	*	top 50%
1-12 Math	29	20	=	top 25%
1-12 Science	135	115	-	Bottom 50%

Growth

	2012-13	2011-12		
1-5 Reading	55	37	-	top 25%
1-5 Math	16	6	-	Bottom 50%
6-8 Reading	61	26	-	top 25%
6-8 Math	132	14	-	Bottom 50%
9-12 Reading	54	21	-	top 25%
9-12 Math	45	9	-	top 25%

* Improved
= Same
- Decreased

Step 1

NWEA [MAPS] Results Example

Students' names are hidden.

	Reading		Math		Gen. Sci.		Average	
	RTT	Scale	RTT	Scale	RTT	Scale		
230	94	252	94	219	83	236.7		
232	87	240	80	224	92	232.0		
229	81	244	86	219	83	230.7		
232	87	236	73	219	83	229.0		
223	66	243	85	219	83	228.3		
229	81	235	71	218	80	222.3		
223	68	239	79	218	80	226.7		
221	63	242	84	216	75	226.3		
218	55	239	79	217	78	224.7		
232	87	232	65	210	56	224.7		
218	55	233	67	221	97	224.0		
216	49	237	75	214	69	222.3		
231	85	226	51	208	49	221.7		
222	66	238	56	204	36	218.0		
217	52	245	49	205	39	215.7		
209	30	229	58	209	53	215.7		
211	35	221	39	214	69	215.3		
212	38	207	13	210	56	209.7		
203	18	219	35	199	21	207.0		
217	52	210	18	194	11	207.0		
196	8	193	3	198	19	195.7		
220		230		212		221		

This is an example from our 7th Grade, This is completed for every grade. Step 1

ACT Results

I 2012 increased
D 2012 decreased
S 2012 stayed the same
A Above State avg.
B Below State avg.

ACT Result	% taking test	English		Mathematics		Reading		Science		Composite	
		WHPS	State	WHPS	State	WHPS	State	WHPS	State	WHPS	State
2008	85%	21.8	21.8	23.0	21.9	23.9	22.5	22.1	21.9	22.8	22.1
2009	86%	20.2	21.9	22.8	21.8	22.2	22.5	21.8	22.0	21.9	22.1
2010	90%	20.6	21.8	23.2	21.6	21.1	22.4	21.6	22.0	21.8	22.1
2011	90%	19.8	21.8	22.3	21.7	20.4	22.3	21.1	22.0	21.0	22.1
2012	92%	20.8	21.8	22.0	21.7	21.8	22.3	21.1	21.9	21.6	22.0
		I	B	D	A	I	B	S	B	I	B

% Taking Test

	% Taking Test
Nalt	56
Nebraska	76%
West Holt	92%

Nine State have higher % taking ACT than Nebraska
In Nebraska, of the schools that over 75% of students take the test
West Holt ranks in the top 15.

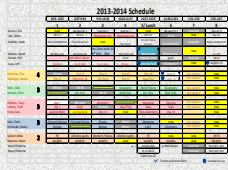
Step 1

4 Guiding Question

- What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
- What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- What will we do if they already know it?

Core - Schedule

- Four year schedule
- Planning time
- Encourage non-electives
- Some forced selections
- Early Dismissals



Faculty Advisors

- Primary Purpose is for Scheduling & Support

2013-2014 Schedule									
	8:00 - 8:55	8:57-9:49	9:51-10:43	10:45-11:37	11:37-12:59	12:59-1:51	1:53-2:49	2:50-3:27	
	1	2	3	4	5/ Lunch	6	7	8	
Buenos, Peg	PLAN	U.S. Spanish 2	Spanish 2	Spanish 1	PLAN	U.S. Spanish 1	Spanish 1	Spanish 2	
Cole, Diane	Art 1.4	Art 1.4	Elementary Art	Elementary Art	Art 1.4	Art 1.4	Art 1.4	Art 1.4	
Dieckler, Sarah	Food and Nutrition	Life & Career Ed.	PLAN	Year Book	Interim Human Services	Interim FCS	Study Hall	Food and Nutrition	
Gibbens, David	Agri Business	Nurseryland	New Fund Admin Sci	Letter to the Ag	Letter to the Ag	Letter to the Ag	PLAN	Letter to the Ag	
Klauser, Phil	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	
Kraus, Jeff	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	Woods 1	
Waller, Tina	Eng 10	Eng 9	Eng 8	Eng 10	Eng 10	Eng 10	Eng 10	Eng 10	
Waller, Janelle	Eng 11	20th cent. Lit	Col. Prep	Eng 11	Basic Eng	1 Acts 12	Act. Center 1	PLAN	
Rahn, Vicki	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	
Nemetz, Chris	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	Art 1.4	
Gibbens, Tracy	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	
Linders, Todd	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	
Kraus, Sara	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	Math 1	
Hale, Todd	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	
Schroeder, Randy	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	Physical Science	
Sylvan, Mike	PE	PE	PE	PE	PE	PE	PE	PE	
Neptune, Steve	PE	PE	PE	PE	PE	PE	PE	PE	
Meyer/Osborne	PE	PE	PE	PE	PE	PE	PE	PE	
Meyer/Osborne	PE	PE	PE	PE	PE	PE	PE	PE	
	Psych/Soc CC	Psych/Soc CC	Psych/Soc CC	Psych/Soc CC	Psych/Soc CC	Psych/Soc CC	Psych/Soc CC	Psych/Soc CC	

Achievement Centers

Focus on:

- Classroom assignments
- Implementation of Smart Goals
- Make-up work.
- Other students remain in Achievement Centers.



Delivery Method:



8th Period

- Elective Courses
- Collaboration: (Alignment / times - later)
- Struggling students: As identified by Collaboration Teams.



Closed Door - Open Door

Collaboration Teams



Elementary

- Grade Level + One
- Planning time
- 30 Min. intervention

Grades 7-9

- Mrs. Dohrman
- Mrs. Rahn
- Mrs. Gibbens
- Mr. Hale
- Mrs. Hendricks

Grades 10-12

- Mrs. Wallinger
- Mr. Nemetz
- Mr. Linders
- Mr. Schroeder
- Mrs. Wolf
- Mrs. Kraus



Same as Achievement Center Teams

SMART Goals

- S**pecific
 - What is the precise need of the student?
- M**easurable
 - How will the success of the goal be determined?
- A**ttainable
 - Goal is challenging but realistic
- R**esult oriented
 - Goal has specific outcomes
- T**ime frame
 - What is the amount of time necessary to complete the goal.

Step 3

Singular Purpose SMART Goals

- To Change Behavior
 - To increase
 - To decrease
 - Stay the same
- Kids have two opportunities
 - Lottery
 - Education

Step 3

The Results	K, 1, 2 Reading	80% of the students will reach or exceed the spring benchmark for the comprehension strand within the MAPS Test.
	Kindergarten	Introducing the proper test taking skills
	3rd Grade	3rd Grade students will be able to recall addition, subtraction, and multiplication facts with automaticity.
	3rd Grade	The students will be able to identify text features of fiction, non-fiction, fairy tales/fantasy
	4th Math	Students will solve one-step whole number equations with 80% accuracy
	4th/5th Reading	Improve students ability to retell and summarize the main ideas of informational text thereby meeting the NeSA score strand to LA 4.1.6e & 5.1.6e
	7th & 8th Grade	Meet or exceed the state raw score on this standard of the NeSA reading test
	11th Math	To exceed the state Average on Standard 12.3.1d
	11th Reading	Exceed the state raw score on state standard 12.1.6c
	11th Science	Meet or exceed the state standard raw score on the Known Universe

The Four Questions



0 What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?

0 How will we know if they have learned? Are we monitoring each student's learning on a timely basis?

0 What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

0 What will we do if they already know it?

A Guaranteed & Viable Curriculum

0 **Guaranteed:** assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher.

0 **Viable:** assures that there is enough instructional time available to actually teach the content identified as important.

0 **Having both components is essential to ensure that there are not too many "objectives" in the curriculum.**



**West Holt
Public
Schools**



Learning Objectives for

Headings



Language Arts

Oral Communication, Reading, Written language, References, Study Skills

12th Grade

0 Educational Objectives

11th Grade

Entire Plan

The What

1. Viable/Guaranteed Curriculum.
2. Scope & Sequence
3. Common Assessment
4. Deficiency interventions
5. Enrichment activities

Collaboration

1. Smart Goals
 - a) Individual
 - b) Grade level
2. Other interventions
3. Open Door Teaching
 - a) Video
 - b) Classroom visits


The Process

Need to Know

- 0 State / National Standards
- 0 Textbooks
- 0 Previous Curriculum Work.

Writing

- 0 By using the standards and other material, write the Learning Objectives for each grade level.
- 0 Please write in Educational Objectives terms. Be concise and specific.



Learning Objectives for *Science*

Life Science, Earth Science, Physical Science, Scientific Process


10th Grade

Scientific Inquiry/Method
LO#1: 12.1.1-Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models
LO#2: 12.1.2-Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.
LO#3: 12.1.3-Students will solve a complex design problem.

Physical Science
LO#1: 12.2.1-Students will investigate and describe matter in terms of its structure, composition and conservation.
LO#2: 12.2.3-Students will describe and investigate energy systems relating to the conservation interaction of energy and matter.

Life Science
LO#1: 12.3.1-Students will investigate and describe the chemical basis of the growth and development and maintenance of cells.
LO#2: 12.3.2-Students will describe the molecular basis of reproduction and heredity.
LO#3: 12.3.3-Students will describe on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.
LO#4: 12.3.4-Students will describe the theory of biological evolution.


Earth Science
LO#1: 12.4.2-Students will investigate the relationships among Earth's structure, systems and processes.
LO#2: 12.4.4-Students will explain the history and evolution of Earth.



West Holt Public Schools

	Pre-Kindergarten	Kindergarten	1st Grade
Oral Comm.			
Reading			
Writing			


Global Objectives



Professional Learning Plan Implementation and Evaluation

- Study research for specific professional learning programs, strategies, or interventions:
- Literature from "Profession Learning Plans: A WORKBOOK FOR STATE, DISTRICTS, AND SCHOOLS," and the book "Leaders of Learning" by Richard Dufour and Robert Marzano provided the research for developing our collaboration goal.


Step 6



Strategies and Action Steps:

- Reviewing data:** classroom results, maps testing results, NeSA results, and teacher created formative assessment results.
- Teachers will **video** themselves and use the Effective Learning Environment Observation Tool (ELEOT) to ensure student learning. Step two will be to share the video with a teaching colleague for feedback on a prescribed form.
- Teacher **observation** of other teachers to include feedback.
- Teachers will **observe other teachers for the purpose of learning from them**, this steps is for the benefit of the observer.
- Teachers will **invite** a teaching colleague to observe their classroom and request feedback.
- The **timeline** for the above steps will be over the next two years.


Step 6




Evaluation

- The evaluation will take time as we transform from an isolation teaching philosophy to a team philosophy.
- The effectiveness of our collaboration efforts will be measured by observing the collaboration interactions and the changes that occur in our professional teaching practices
- And the positive impact on student learning, verified by all students meeting or exceeding the state raw score requirement on NeSA test.

Step 7



West Holt Public Schools



Vision
Relationship Based Education

0 This is still our vision, This is the best approach to reaching kids.

0 This is the means that allows us to incorporate changes!!




Mission

0 Ensure that EVERY student achieves at their highest level.


0 Achievement Centers

0 Smart Goals



"You can lead a horse to water..."

At some point learning becomes the responsibility of the learner.




But you can make the horse THIRSY.

How We View Education

Right


- School's Responsibility
- Produces Projecting
- "But"



Opportunity

"Opportunity is missed by most people because it is dressed in overalls and looks like work." Thomas Edison

- Students Responsibility
- Produces Success



West Holt Public Schools




Bill McAllister
bilmcallister@westholt.org

