

**Oak Grove School District  
2007-08 Triannual Review**

December 19, 2007

1:30 – 4:45 PM

**Outcome:**

- All participants will come away with a deeper understanding of a professional learning community and cultural responsive actions.
- District Office will develop and commit to an Action Plan for cycle II (December 19-March 12<sup>th</sup>) that will ensure all students will improve, and accelerate the achievement of Latino and African American students, especially those in our Title I schools.
- School leaders will reflect and implement their learning's to improve the Continuous Improvement process for their own site.

**Norms:**

- Participate and speak your truth
- Experience discomfort
- Commit to actions

**Agenda:**

Outcomes, Agenda, Norms and Roles	Jeanette
Manny's Welcome and purpose/context of a triannual review	Manny
A history walk through past triannuals, activating prior knowledge/frontloading process	Barb
Individual reflection and heads together (ask principals to bring their journals)	Kathy
Oak Grove's Theory of Action through a culturally responsive lens	Risa
Review of the data wall regarding Title 1 cycle one big goal results	Coaches
Individual reflection and heads together	Kathy
Three schools Individual reflection through cycle one – Christopher – Title 1 (10 minutes)	Kathy
Oak Ridge – non-Title 1 (10 minutes)	Barb
Herman – Intermediate (10 minutes)	Barb
Individual reflection and heads together	
Break	
District Office (Superintendent, ESD, HR and Business)	Barb – context/coaches facilitate cycle one learning's, reflections
Individual reflection and heads together	Kathy
Participants reflective learning's, plans for cycle two and resources needed (focus on January 18 plans)	Joyce
Individual reflection and heads together	Kathy
Commitment of district actions for cycle two ( Dec. 19 to March 12)	Tony
Evaluation of the Dec. 19 Triannual Review	Andy

**Triannual Review/ Evaluation Form**



*“Message A – Contains information regarding racial disparities.”*

*We do that in Oak Grove by disaggregate data not just because NCLB requires us to, but we also look at*

- *suspension and expulsion data,*
- *special education placement data*
- *program data such as Indigo and the Academy*
- *hiring of teachers, administrators, and classified staff*

*“Message B – Provided structurally explanations for racial disparities.”*

*We have come to understand institutional racism, and work to change our systems. We have*

- *modified our interview questions,*
- *modified how we identify GATE students,*
- *discussed openly how students get access to algebra and geometry courses,*
- *discussed and challenged students who are placed at the academy,*
- *modified best practices such as Guided Reading and Writer’s Workshop to be culturally responsive.*

*“Message C – Critiqued the misapplication of concepts like meritocracy and equal opportunity.”*

*We continue to have the courageous conversation of equal vs equity.*

- *This began with bond money.*
- *It continues with how we select focal students,*
- *with capping Title 1,*
- *purchasing materials/textbooks that support African American and Latino students,*
- *modifying instruction based on feedback from our African American and Latino focal students on a daily basis.*

**Source – *The Dangers of Not Speaking About Race* by the Kirwan Institute for the Study of Race and Ethnicity**

**Triannual Review Look and Sound For  
Professional Learning Communities**

## **REVIEW DATA**

- “Teams need to consult their state assessment guides and other documents to help them make wise decisions...” pg 106 “Reinforce a focus on essential common standards aligned with state assessments, providing a guaranteed and viable curriculum.” Page 113
  - Always look at data! Backwards map skills based on blueprints
  - Interim Assistant check in
  - Focal students
  - Academic and personal data – data system

## **THINK and REFLECT**

- “I suggest that teams meet at least twice a month, for a minimum of 45 minutes, to help one another teach to these selected standards...” Pg 106 “This time must be very focused, most of it must be spent talking in ‘concrete, precise terms’ about instruction...” pg 107 “...what true teamwork entails: a regular schedule of formal meetings where teachers focus on the details of their lessons and adjust them on the basis of assessment...” pg 108
  - Reinforced input reflection
  - Put data on the table – safe place to confront “brutal” facts
  - Increased time for teams

## **DO and IMPLEMENT**

- “They create the best kind of accountability – which relies on our commitment to people we know and care about, our colleagues and students.” Pg 114 “...there is no big send-off, no program launch – just regular team meetings, year after year, where teachers help on another find better lessons for teaching ...” pg 110
  - Regular practice
  - Cultural proficient sensitive lessons
  - Focus on target
  - Examples of data collection
  - Extended time allocation within instructional minutes
  - PLC time for teachers
  - Pair/share
  - Reading daily!

## **ASSESS and ADJUST**

- “We need to celebrate and share the results of the very first short-term team win that rolls in and every one thereafter, as teams and schools and districts realize that they can achieve ever-improved results, one lesson, one unit, one small win at a time.” Pg 123 “Are result-oriented. The assessment piece (so often left out) becomes the basis for further adjustment or improvement.” Pg 113
  - Revise agendas
  - CIT – equity team – deprivitization
  - What’s not working and learn and change instruction

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