



Beth Giller, Principal  
2017 -2018 Goals Presentation

## **SMART GOAL – Writing**

Students in grades 3-5 will increase their writing scores on SBAC aligned Brief Writes as measured by the SBAC Brief Write Rubric.

Classroom teachers' SLO aligned with this SMART goal this year.

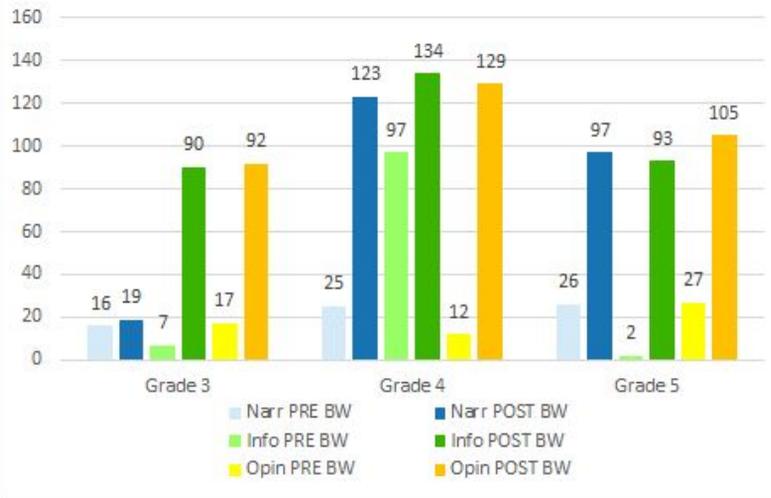
## Brief Writes

- SBAC Writing Task
- Narrative, Informational, Opinion
- Compose introduction, conclusion, or add elaboration to existing piece of writing. Examples below:
- *The beginning of the letter does not state the student's opinion. Write an opening paragraph that states the opinion and explains what the topic is about.* (Gr. 3 opinion)
- *In one or two paragraphs, continue the story by describing the rollercoaster.* (Gr. 4 narrative)
- *Using the science project notes, write one paragraph that adds more information about the ideas in the first paragraph. Type your answer in the space provided.* (Gr. 5 informational)

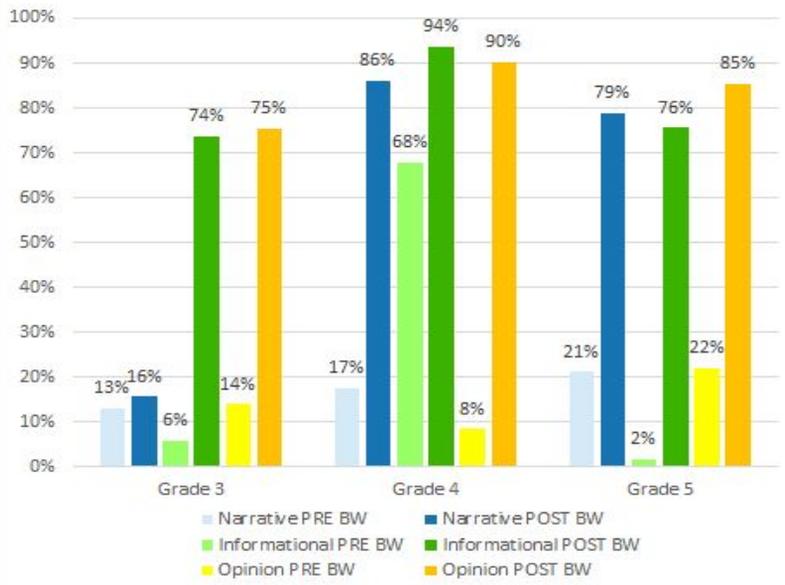
## Brief Write Instruction

- Planning and Preparation – Coaching days/Team Meetings
  - Exemplars
  - Strategies
  - Scoring Calibration
  - Scoring
- Writer's Workshop Pacing Adjustments

Brief Writes - Pre and Post Scores 1.5 or 2



Brief Writes: %age of Students, Score 1.5 or 2



*Support the expansion of the district's Pre K-12 autism program in its first year at GHR by working with internal and external stakeholders to provide optimal services for our students on the autism spectrum.*

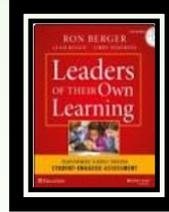
- EASTCONN
- Identified space
- Staffing
- Training
- Lesson Planning & Data Analysis

### **Parent Feedback Goal**

**90% or higher of our GHR parent community will be scheduled for student led conferences and rate the experience as positive as evidenced by data collected from a Parent Survey.**

## Student Led Conferences Pre-planning

- Summer Curriculum Work
  - Identify Potential Resources
- Leaders of Their Own Learning
- Professional Development
  - October 10, November 7, December 7, January 24
  - Covered Who, What, When, Where, and **HOWs** of SLC
  - Introduced to Students December 11
  - SLC Collaboration Days: January 25, February 6, 26, 28



## Student Led Conferences Planning

- School Wide Schedule Changes
- Partner Teachers as Coaches
- Coach – Student Assignments
- Focus Area – Writing
  - Rubrics
  - Learning Progressions
  - Checklists



## I Can Prepare for My SLC!

- I have completed my goal-setting sheet.
- I have completed my evidence tracker.
- I have completed my reflection.
- I understand how my work and learning have resulted in my score.
- I know how my behavior is affecting my progress.
- I have practiced speaking about my work.
- I feel comfortable talking about my progress.
- I understand what makes a good SLC.
- I am familiar with the agenda.
- I feel ready to do this!!

If you have some unchecked boxes, what do you need in order to check them off?

## After my Student-Led Conference



The best thing about my conference was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The thing I would change about my conference is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

One thing I learned from this conference is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My parents learned \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My opinion of this conference is \_\_\_\_\_  
 \_\_\_\_\_

Goal Setting - Narrative Writ		What goals did you set for yourself as a writer?	
Goals	Strategies	Goal:	Evidence:
Overall W.3.1.A	<input type="checkbox"/> I can write a small moment story. <input type="checkbox"/> I can hook the reader. <input type="checkbox"/> I can show what's happening and where. <input type="checkbox"/> I can introduce the problem or I can give clues.	I will work on organization and using indenting. I will work on using dialogue correctly.	* See notebook for sticky note. "I lugged my suitcase." "We went down a straight path and I <u>scared</u> just my mom!"
Transition W.3.1.C	<input type="checkbox"/> I can use transitions to show a passage of time. <input type="checkbox"/> I can use transitional phrases to show things that happen at the same time. <input type="checkbox"/> I can use flashback (example: _____ hour later) <input type="checkbox"/> I can use a variety of transition words/phrases.	I will work on using dialogue correctly.	"I lugged my suitcase." "We went down a straight path and I <u>scared</u> just my mom!"
Ending W.3.1.D	<input type="checkbox"/> I can write an ending that connects to the rest of the story. <input type="checkbox"/> I can have my character say, do, or realize sth. <input type="checkbox"/> I can give my reader a sense of closure.	I will work on using dialogue correctly.	"I lugged my suitcase." "We went down a straight path and I <u>scared</u> just my mom!"
Organization W.3.1.A	<input type="checkbox"/> I can use paragraphs to separate different parts of the story. <input type="checkbox"/> I can use paragraphs to show when a new character is introduced. <input type="checkbox"/> I can develop characters throughout my story. <input type="checkbox"/> I can develop plot throughout my story, especially dialogue.	I will work on using dialogue correctly.	"I lugged my suitcase." "We went down a straight path and I <u>scared</u> just my mom!"

### Student Led Conferences Script

**Greet your guest:** \_\_\_\_\_ thank you for coming to my conference.  
 Tonight I am going to share with you my progress in our narrative writing unit.

**Summary of Narrative:**  
 My narrative piece is about \_\_\_\_\_  
 \_\_\_\_\_

**Flash Draft and Published Piece:**  
 I would like to share the goals I set for myself at the beginning of our narrative unit.  
 After looking at my flash draft I wanted to improve \_\_\_\_\_  
 \_\_\_\_\_

## Samples of Parent Survey Comments

- It was great! More time would make it even better!
- This was very well done. Thank you!
- I love this! I think it drives the kids to own their progress and the effort they put into school.
- Nice confidence booster for the students to organize their work and present it. Also great to see all of the hard work and planning put toward the writing.
- This is a fantastic approach to truly "student" centered learning. We love it. Keep it up. Thank you,
- Very nice to hear my child talk about what she has learned and has a good understanding
- Great way to celebrate student accomplishments

## Survey Comments for Reflection (of 124)

- *Two separate nights for parking concerns. (7)*
- *I wish the conference was longer. (7)*
- *I would prefer more time to speak to the teacher about his progress: I prefer the old system so that we can ask the teacher about his progress as a whole. I liked the writers workshops in previous years with a separate, normal parent teacher conference. (4)*

## **Student Led Conferences**

- 100% of our students were scheduled for Student Led Conferences
- 100 % of our students led a Student Led Conference.
- 100 % of our students' parents who took a survey rating the experience as positive.

Thank you!