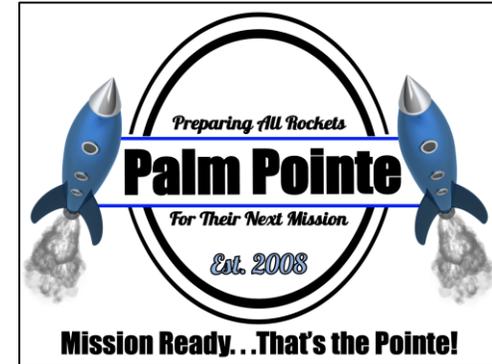


**Palm Pointe Educational
Research School @ Tradition**
Exceeding Expectations Conference

About Us

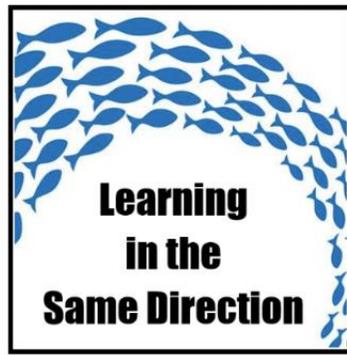
- Located in Port St. Lucie, Florida
- K-8 charter lab school
- Unique partnership between St. Lucie Public Schools (SLPS) and Florida Atlantic University (FAU)



- Instructional faculty: 103
- Student population: 1408
- Student demographics:
 - 267- 19% African American
 - 457- 32% Hispanic
 - 74 - 5% Multi-Racial
 - 569- 40% White
 - 139- 10% Students with Disabilities
 - 820- 58% Economically Disadvantaged
 - 43- 3% ELL
- “A” school status since Palm Pointe’s inception in 2008



	POSSIBLE POINTS/ Percentage	EARNED 2015 FSA/EOC	EARNED 2016 FSA/EOC	Earned 2017 FSA/EOC	Earned 2018 FSA/EOC
READING					
PERCENT PROFICIENT <small>(Total # Prof /Total # tested)</small>	100	70	67	69	70
LEARNING GAINS	100	-	65	64	68
LG LOWEST 25%	100	-	45	52	57
MATH					
PERCENT PROFICIENT <small>(Total # Prof /Total # tested)</small>	100	73	78	74	78
LEARNING GAINS	100	-	75	70	74
LOWEST 25%	100	-	58	50	63
SCIENCE	100	69	68	65	66
CIVICS	100	87	90	90	86
ACCELERATION SUCCESS <small>(#Prof in Algebra/# prof in 7th gr math-previous scores)</small>	100	62	58	75 99/131	94 109+8/ 117 +8
TOTAL POINTS/%	900	361/500 72% A 99% tested	604/900 67% A	609/900 68% A	656/900 73% A



Palm Pointe's Intentional Instructional Initiatives



Today's Learning Intentions:

Understand the intentional design of Palm Pointe's teaching and learning initiatives.

Know



Define the following terms as they apply to the educational setting: success criteria; intentional study; instructional practice; mindset culture; 'intentionality triangle' , Explain 'identifying critical content' from a planning perspective

-
- Explain how a school-wide deliberate practice plan can be implemented through Learning Walks
 - Summarize the process for developing a school-wide writing plan
 - Relate the ongoing implementation of 'mindset culture' to your own experiences

Do

-
- Utilize the provided resources to implement any aspect of Palm Pointe's intentional design

Understand

PALM POINTE'S 'INTENTIONALITY TRIANGLE'



- **Intentional Study**
 - School-Wide Deliberate Practice Plan
 - Learning Walks
 - **Spotlight on 17-18 Learning Walks: Providing Feedback**
 - Collaborative Learning Sessions
- **Instructional Practice**
 - Planning with Success Criteria
 - Ongoing Data Analysis & Action Planning
 - Monitoring & Tracking
 - Feedback & Conferencing
 - **Spotlight on PPE's Writing Plan**
- **Mindset Culture**
 - Professional Learning Community Book Clubs
 - Student & Staff Mindset Activities
 - Parent & Family Engagement

Check for Understanding

- ▶ What is success criteria?
- ▶ What three components comprise Palm Pointe's Intentionality Triangle?



IDEA

SURVEY

FEEDBACK

COMMENT

Intentional Study

2017-2018 – DELIBERATE PRACTICE PLAN



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Define the following terms as they apply to the educational setting: success criteria; intentional study; instructional practice; mindset culture; 'intentionality triangle' , Explain 'identifying critical content' from a planning perspective



Explain how a school-wide deliberate practice plan can be implemented through Learning Walks

- ❑ Summarize the process for developing a school-wide writing plan
 - ❑ Relate the ongoing implementation of 'mindset culture' to your own experiences
-

Do

- ❑ Utilize the provided resources to implement any aspect of Palm Pointe's intentional design

Understand

Intentional Study – Learning Walks

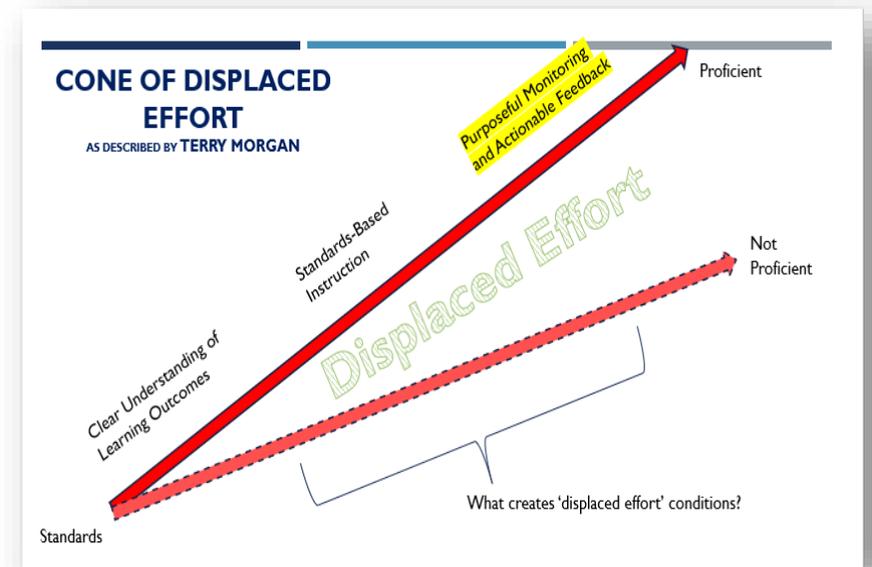
▶ Learning Walks

- ▶ Instructional staff participate in a ½ day session focused on deepening their understanding of the targeted element, coupled with observation of their peers and reflection of their own practices.
- ▶ Consistently rated in top 3 ‘most beneficial’ professional development offerings on PD survey
- ▶ Authentic & Participant-Generated

Learning Walk Format			
60 minutes	Collaborative Learning		
60 minutes	15-20 minute observation	15-20 minute observation	15-20 minute observation
60 minutes	Debrief & Reflect		
Ongoing	<i>Implement into Instruction</i>		

LEARNING WALKS – FEEDBACK FOCUS

- The Learning Walks in 2017-2018 focused on providing actionable, timely feedback. Palm Pointe first partnered with Terry Morgan from RISE for Tomorrow LLC to spotlight how impactful the intentional design of short-cycle formative assessments followed by feedback could be on student learning. Without intentionality, teachers may exert a lot of effort in directions that do not yield their desired results.



“Cone of Displaced Effort” as described by Terry Morgan. No copyright infringement intended.



FORMATIVE ASSESSMENTS



Short Cycle

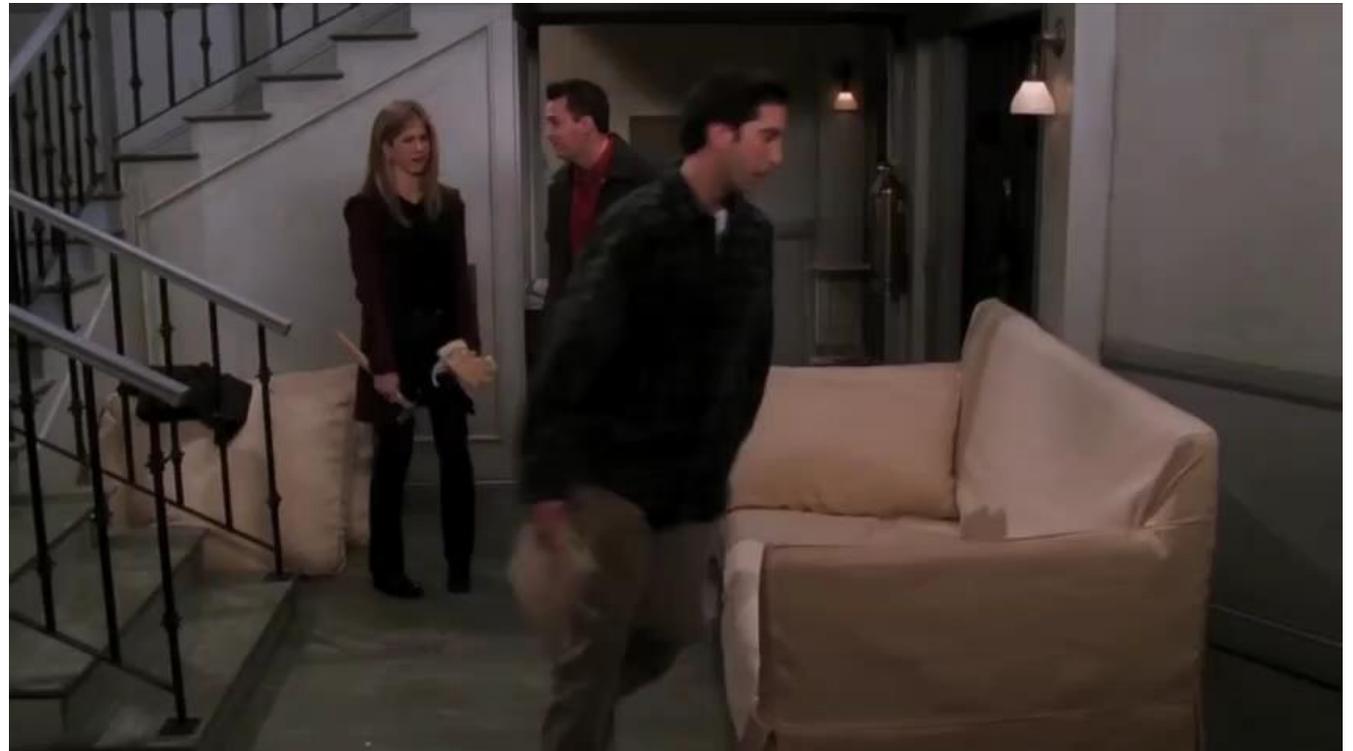


Mid Cycle



Long Cycle

FORMATIVE ASSESSMENTS – THE ‘PIVOT’



Short Cycle

Short Cycles and Purposeful Planning

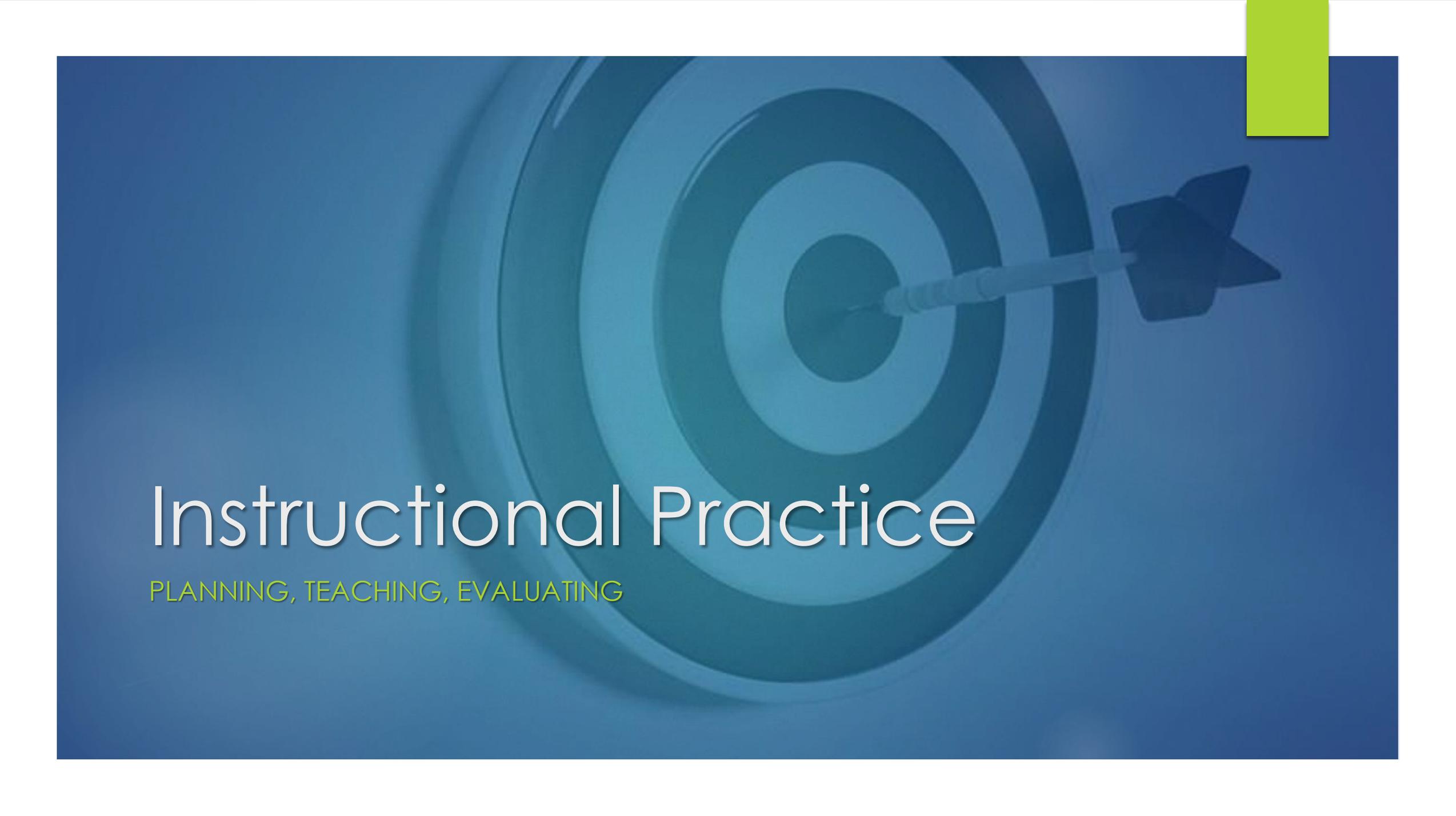
1. Establish what you will teach
2. Determine the most logical progression for students to acquire the knowledge
3. Plan how you will collect evidence of critical learning
4. Provide ongoing feedback to your students, and adjust instruction accordingly



CHECK FOR UNDERSTANDING

- How did ‘providing feedback/formative assessments’ serve as a common focus for Palm Pointe’s intentional study in 2017-2018?
- How might your school/campus utilize learning walks to promote a common professional development focus?



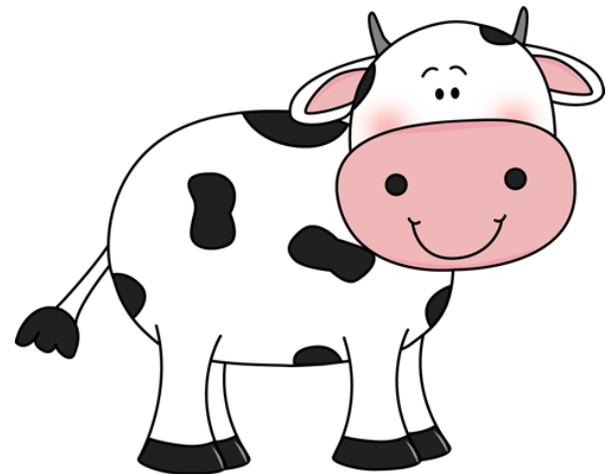


Instructional Practice

PLANNING, TEACHING, EVALUATING

K.U.D. Strategy for Success Criteria

- ▶ **KNOW:** What do students need to know in order to be successful in the lesson? Consider terminology and prerequisite knowledge.
- ▶ **UNDERSTAND:** During the course of the lesson, what concepts will students need to understand?
- ▶ **DO/DEMONSTRATE:** By the end of the lesson, what will students have to do in order to demonstrate application of knowledge?



K.U.D → Critical Content → Success Criteria

Determine an author's point-of-view in a text and explain how it is conveyed in the text.

Critical Content	Success Criteria
What do students need to know ?	Define point-of-view Define 'convey'
What do students need to understand ?	Identify an author's point-of-view Provide examples of an author's main points or reasoning to support a given point-of-view
What do students need to do ?	Determine the author's point-of-view in a text and support your response with evidence from the text

Criteria-Based Instruction

- ▶ Based on the school-wide DPP, instructional staff were encouraged to plan using Success Criteria to plan short-cycles of instruction. Each cycle featured a specific knowledge-based ‘criterion.’ In addition to the task/activity, the teacher planned an appropriate monitoring technique to solicit students’ evidence of learning. The teacher then provided on-the-spot feedback and adjusted instruction accordingly.

Target: Determine an author’s point-of-view in a text and explain how it is conveyed in the text.

Chunk 2 Provide examples of an author’s main points or reasoning to support a given point-of-view	Activity/Task: Read “The Rose that Grew from Concrete” and identify examples of the author’s point-of-view that people can be resilient.
	Student Evidence of Learning (EOL): Highlight examples in the poem
	Monitoring (How evidence will be collected): Check over students’ papers and have several students share aloud
	Plan B/Accommodations: Provide one example as a model

Success Criteria Bank for ELA Grades 3-5

Standard (Generalized)	Success Criteria
RI.1.1 Asking and answering questions based on a text.	<ul style="list-style-type: none"> ○ Answer questions to show understanding of who, what, where, and when ○ Ask questions to show understanding of who, what, where, and when ○ Refer to the text to explain where the answer came from ○ Define inference ○ Make an inference about the text (answer why and how) ○ Refer to specific details in the text to support an inference ○ Define quotation ○ Quote accurately from a text when explaining what the text clearly says ○ Quote accurately from a text when supporting an inference
RI.1.2 Determining the main idea (and key details)	<ul style="list-style-type: none"> ○ Retell the details of the text ○ Determine the key details/most important points ○ Define main idea ○ Determine main idea of a paragraph or text ○ Summarize text ○ Define key detail ○ Explain the difference between a detail and a key detail ○ Identify key details of a paragraph or text ○ Explain how key details support the main idea ○ Determine two or more main ideas of a text ○ Explain how two or more main ideas of a text are supported by key details

Tying this back to the Intentionality Triangle, teachers participated in targeted professional development in 2017-2018 to deepen their knowledge of ELA standards. As part of that session, they considered possible Success Criteria for each Reading standard in order to ease the process of criterion-based instruction, thus allowing better short-cycle formative assessments and more timely feedback. PIVOT 😊

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Understand the intentional design of Palm Pointe's teaching and learning initiatives.

Know



Define the following terms as they apply to the educational setting: success criteria; intentional study; instructional practice; mindset culture; 'intentionality triangle' , Explain 'identifying critical content' from a planning perspective



Explain how a school-wide deliberate practice plan can be implemented through Learning Walks



Summarize the process for developing a school-wide writing plan

- Relate the ongoing implementation of 'mindset culture' to your own experiences

Do

- Utilize the provided resources to implement any aspect of Palm Pointe's intentional design

Palm Pointe's Writing Plan

- Common language
- Emphasis on vocabulary development
- Frequent and consistent modeling
- Actionable feedback through conferencing
- Mini lessons to strengthen component skills
- Shift away from detailed plan to 'roadmap' mentality



Components of an Essay

INTRODUCTION

BODY

BODY

CONCLUSION

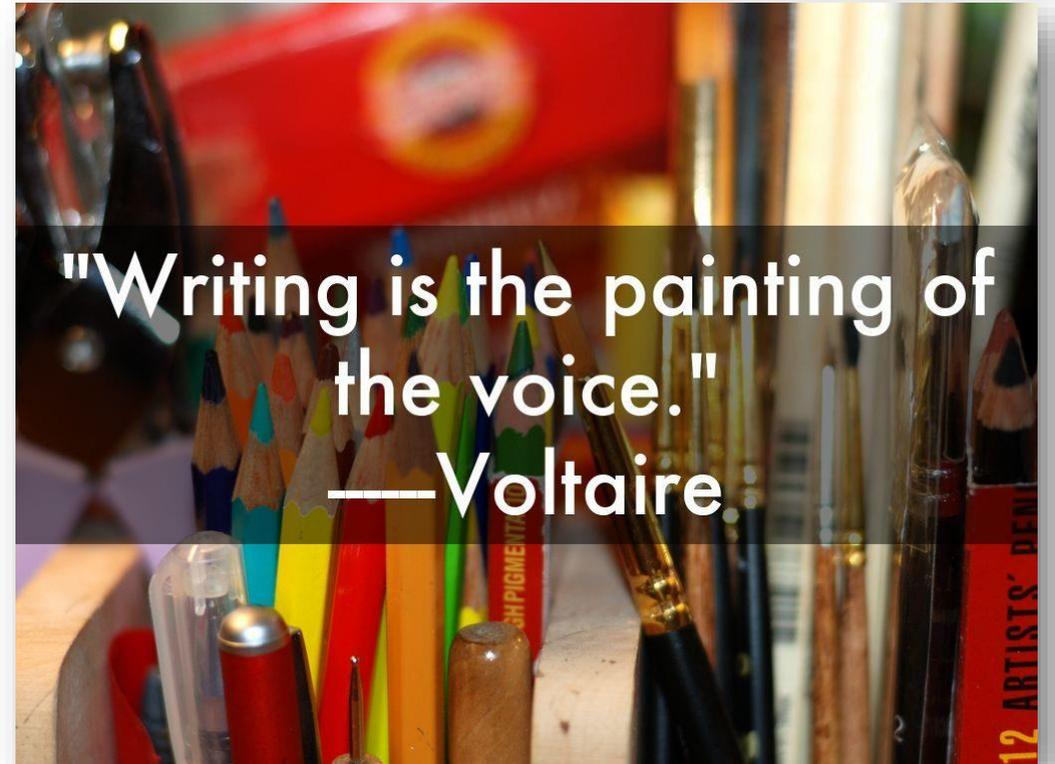
- **Introductory Paragraph**
 - **Hook:** Grab the reader's attention and establish the topic.
 - **Background:** Provide context that will help the reader understand the topic. Use the 5Ws to help you summarize information for this section.
 - **Thesis:** clearly state what your writing is going to show or claim.
- **Body Paragraph(s)**
 - **Transition:** A brief phrase that helps the reader flow from one paragraph to another. Transitional phrases can also be used to separate ideas within the body paragraph.
 - **Main Idea Statement:** Establish what the body paragraph is going to show. This should be one of your main reasons that you plan to use to prove your thesis.
 - **Evidence:** Use reference-based terms, then quote or paraphrase the author's best ideas.
 - **Elaboration:** Explain what you inferred from the evidence and how it supports the main idea and thesis, or expand on what the author is saying with your own examples. (Means and Matters)
 - **Restate:** Use different words and phrases to restate the main idea of the paragraph.
- **Conclusion**
 - **Restate:** Use different words and phrases to restate your thesis and main ideas.
 - **Think Ahead:** Leave the reader with an insightful thought about what your topic might mean for the future, or how it relates to an issue in the present.



Mastery Expectations by Grade Level

By the end of Eighth Grade...

- Skillful use of transitions, sentence structures with prepositional phrases, and minimal errors with grammar/conventions.
- Consistent use of precise language (academic, domain-specific, and expressive vocabulary)
- Counter claims embedded within body paragraphs as appropriate
- Extended elaborative techniques **with distinct voice**
- Cohesive flow between all paragraphs, sustaining clear focus on thesis



Conferencing (FEEDBACK!)

- ▶ Following each benchmark, teachers conference with students to identify areas of strength and areas for growth. Students receive explicit instruction on the writing rubric (in student-friendly language), and are able to set goals for their personal growth.

Student's Name: _____

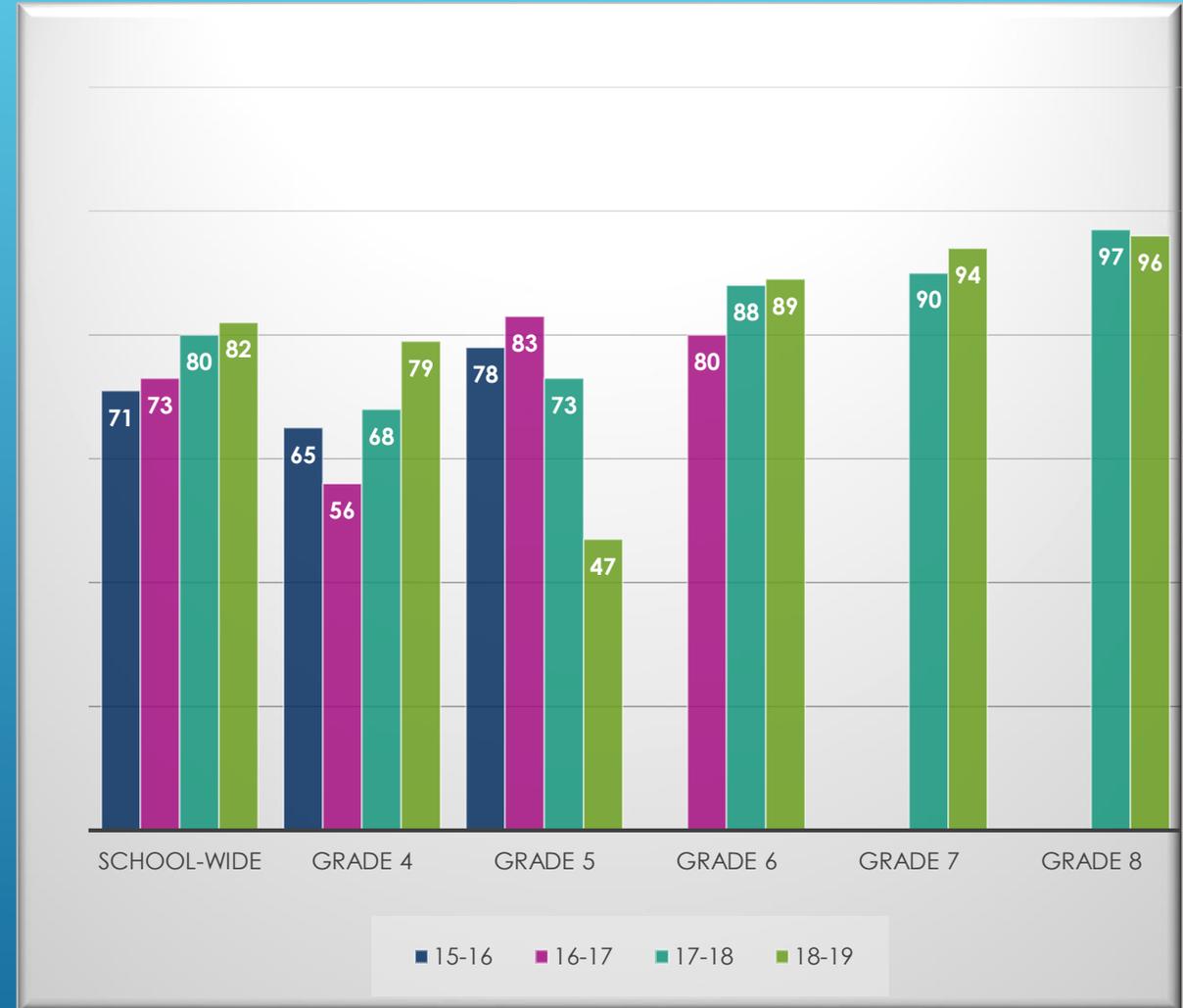
Grades 6-11 Argumentative Text-Based Writing Rubric			
Score	Purpose, Focus, Organization (PFO)	Evidence and Elaboration (EE)	Conventions (C)
4	<p>The response is fully sustained and consistently focused on the topic, audience, and task, and it has a clear claim and effective organizational structure making cohesive and complete. The response includes most of the following:</p> <ul style="list-style-type: none"> Clearly sustained claim with little or no loosely related material Clearly addressed alternate or opposing claims? Skilled use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the writer's claim that includes the selection and use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Thoroughly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and task Clear and effective exposition of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Appropriate use of punctuation, capitalization, sentence formation, and spelling
3	<p>The response is adequately sustained and generally focused on the topic, audience, and task, and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Main claim clear, though some loosely related material may be present Alternate or opposing claims included but may not be completely addressed? Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate exposition of ideas from the beginning to end with a sufficient introduction and conclusion Appropriate style and objective tone established 	<p>The response provides adequate support, citing evidence for the writer's claim that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate exposition of ideas, explaining a role of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Appropriate use of punctuation, capitalization, sentence formation, and spelling
2	<p>The response is somewhat sustained within the purpose, audience, and task, and it may have a claim with an insufficient organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Focused claim but insufficiently sustained or unclear Insufficiently addressed alternate or opposing claims? Transitional use of transitional strategies with little clarity Unclear progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides some, cursory support for the writer's claim that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources, or facts or evidence not precise or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic exposition of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Appropriate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is not fully sustained but may demonstrate some awareness of the purpose, audience, and task, and it may have no discernible claim and little to no organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Absent, unclear, or ambiguous claim including alternate or opposing claim? Few or no transitional strategies Frequent irrelevant ideas that impede understanding Not skilled to demonstrate knowledge of focus or context/ideas 	<p>The response provides minimal support for the writer's claim, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, absent, or irrelevant evidence or citations from the source material Imprecise or unclear details that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage Insufficient use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of basic conventions, with frequent and serious errors often obscuring meaning.</p>
Score			

Student Score: /10

Areas for Growth:

Data Trends: Students Scoring 6 or Higher

	15-16	16-17	17-18	18-19
School-Wide	71	73	80	82
Grade 4	65	56	68	79
Grade 5	78	83	73	47
Grade 6		80	88	89
Grade 7			90	94
Grade 8			97	96



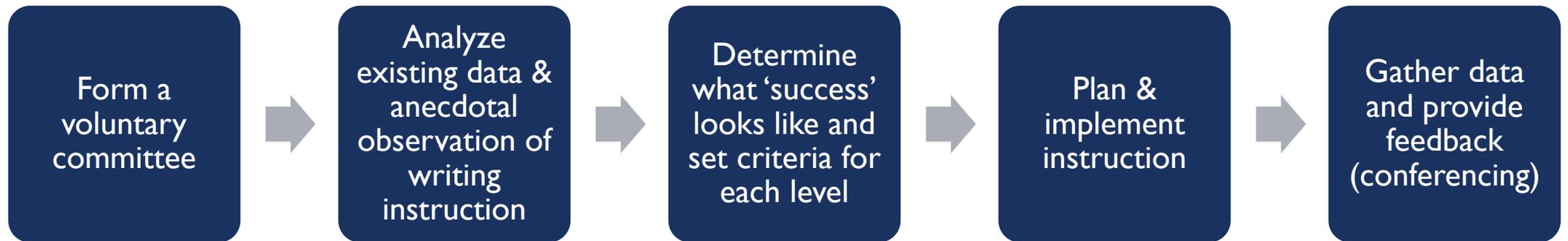
CHECK FOR UNDERSTANDING

Summarize the process for establishing a school-wide writing plan (based on Palm Pointe's experience)



CHECK FOR UNDERSTANDING

Summarize the process for establishing a school-wide writing plan (based on Palm Pointe's experience)



A large, faint lightbulb icon is centered in the background, with several short lines radiating from its top, suggesting an idea or inspiration. The background is a dark blue gradient with the words "Growth" and "Mindset" written in a light blue, cursive font behind the lightbulb.

Mindset Culture

MINDSET, MOTIVATION & ACCOUNTABILITY

Today's Learning Intentions:

Understand the intentional design of Palm Pointe's teaching and learning initiatives.

Know

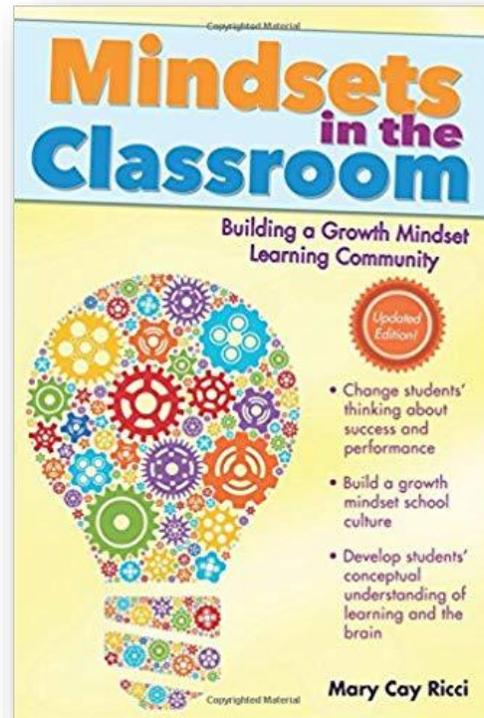
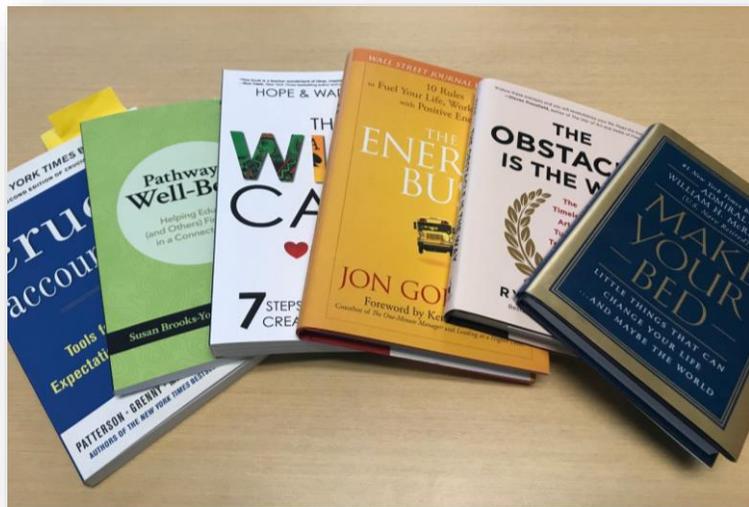
- ✓ Define the following terms as they apply to the educational setting: success criteria; intentional study; instructional practice; mindset culture; 'intentionality triangle' , Explain 'identifying critical content' from a planning perspective

Understand

- ✓ Explain how a school-wide deliberate practice plan can be implemented through Learning Walks
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Do

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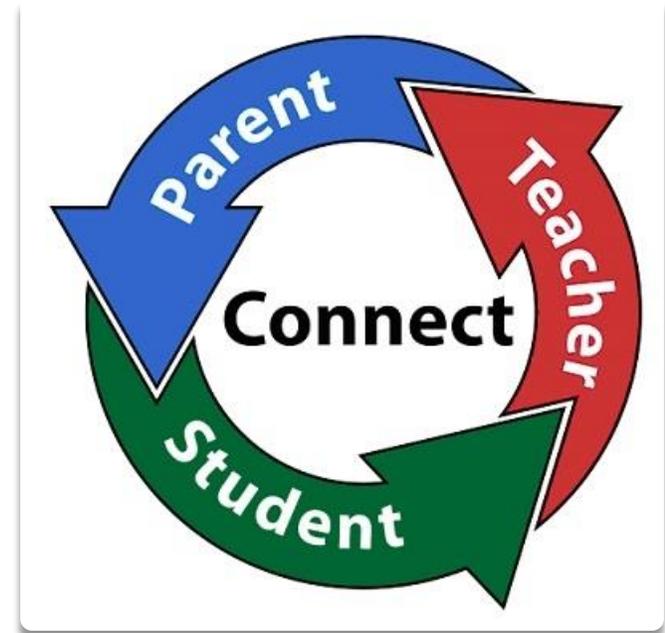


Session 1 8:30am – 9:30am	Session 2 9:40am – 10:25am	Session 3 10:30am – 11:15am	Session 4 11:15am – 12:05pm
Vocal Hygiene Research Project Location: Room 1-130 (Drama Room) Hosts: Dr. Connie Porcaro and FAU Researchers	Power of the Pencil: Igniting Writing Instruction Location: Space Station Host: Alison Perry Audience: K-3 teachers and paras	Power of the Pencil: Igniting Writing Instruction Location: Space Station Host: Alison Perry Audience: 4-8 teachers and paras	Crucial Conversations (Coaches) Space Station
*Must complete the pre-survey prior to attending the session.	The Fun Factor! Strategies for Engagement Location: 1-130 (Drama Room) Host: Melanie Larsen Audience: K-8 instructional staff	The Fun Factor! Strategies for Engagement Location: 1-130 (Drama Room) Host: Melanie Larsen Audience: K-8 instructional staff	Wild Card (Carvelli & Jones) Room 1-130
Effective Planning Practices Location: Space Station Hosts: Carmela Innamorato & Alison Perry	Kagan Crusaders: Cooperative Learning Location: 3 rd Grade Pod Host: Carmela Innamorato Audience: K-8 instructional staff	Kagan Crusaders: Cooperative Learning Location: 3 rd Grade Pod Host: Carmela Innamorato Audience: K-8 instructional staff	The Obstacle is the Way (Stetzi) Room 2-212
Social-Emotional Learning Location: Launch Pad Hosts: Tiffany Rowley, Summer Kuba, Deb Ruzsum, Deb Hitsman		Navigating: Nearpod Location: 2-220 (bring a laptop) Host: Tara Hearl Audience: 5-8 classroom teachers	Teach Like a Pirate (Huszar) Launch Pad
	Mindfulness: Finding Positivity and Balance Location: 2-210 Host: Jennifer Wright Audience: K-8 instructional staff and paras		Move Your Bus (Newsome) Media Center
Identifying Critical Content Host: Rachel Koenig Location: Auditoria	Guided Reading and Small Group Instruction Location: Media Center Host: Annette Newsome Audience: K-3 teachers and paras	One Note/Classroom Notebook Location: 3-216 (bring a laptop) Host: Anne Lulkin Audience: K-8 instructional staff	Emotional Intelligence (Justice) Room 2-209
	Sassy to Classy: Classroom Community & Management Tools Location: Launch Pad Host: Heather Huszar Audience: K-8 instructional staff and paras		I ♥ Book Club

Professional Learning Community – Book Clubs

Parent & Family Engagement

- ▶ Transition of grading practices
- ▶ ‘Education’ of mindset principles through newsletters & presentations
- ▶ Emphasis on “How Can I Help at Home” when planning events



QUESTIONS?



PALM POINTE EDUCATIONAL RESEARCH SCHOOL

MISSION READY...
THAT'S THE POINTE!