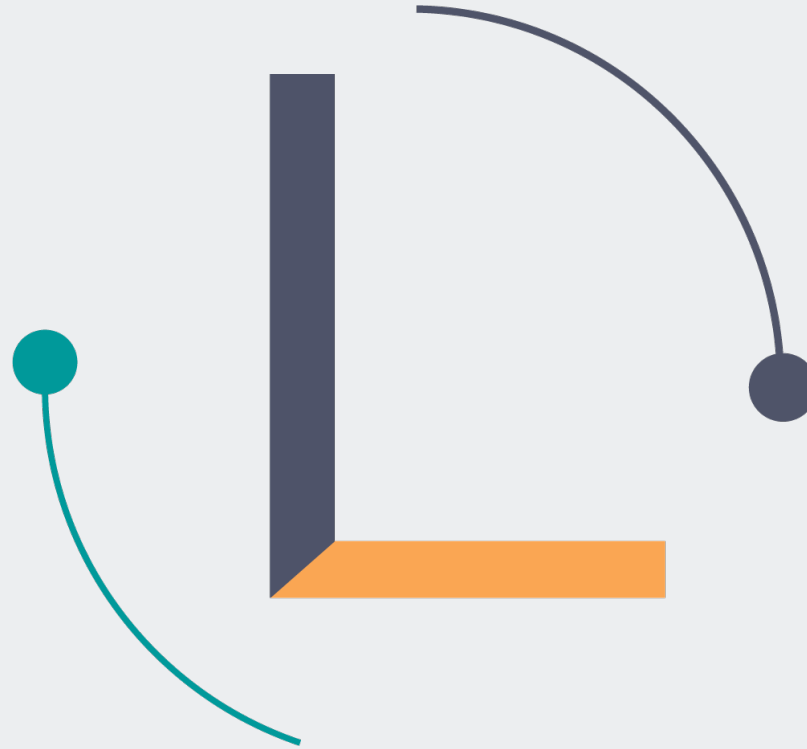




NCUST'S LEADERSHIP CERTIFICATE PROGRAM

COURSE THREE | SESSION ONE



National Center for Urban School Transformation
3910 University Avenue San Diego, CA 92105



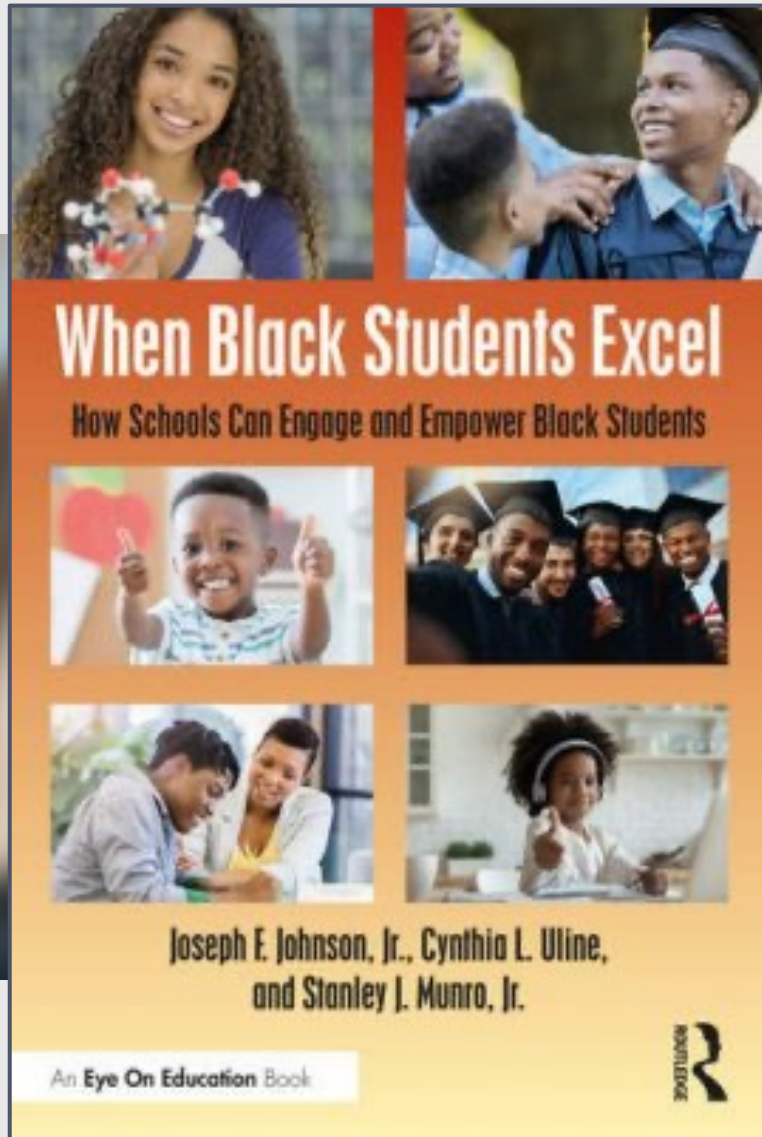
619-594-7905

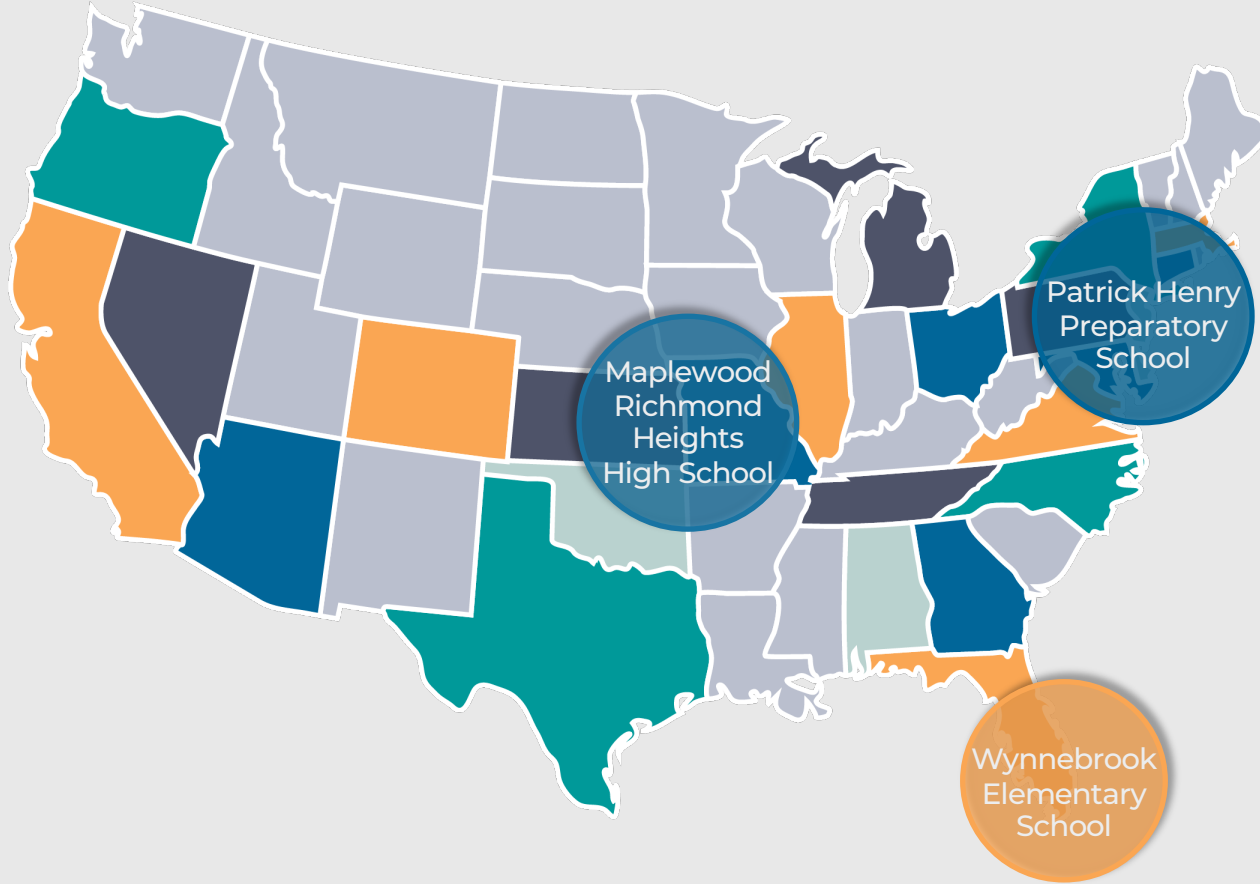


ncust.com



ncust@sdsu.edu





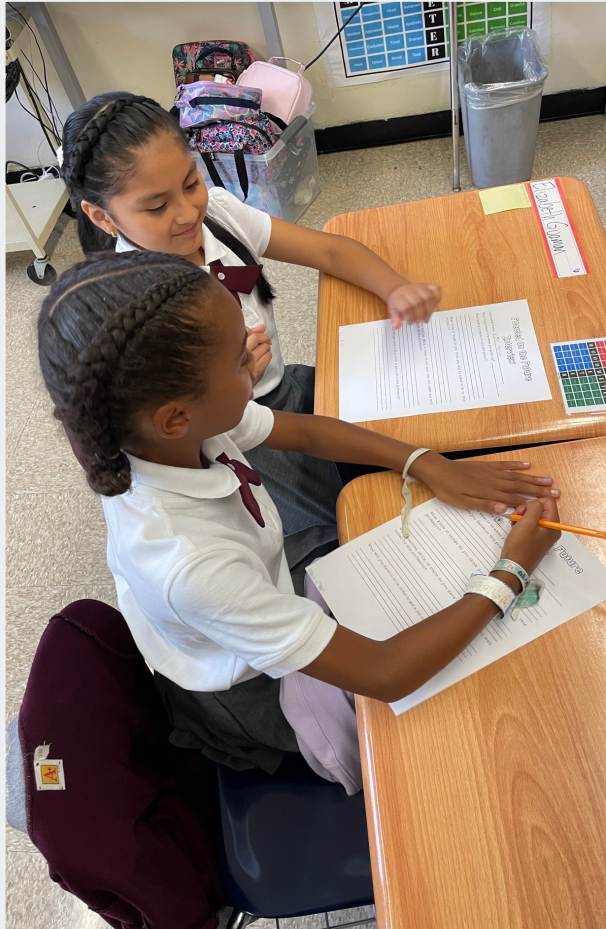
LEARNING INTENTIONS

Together we will study NCUST award winning schools to deepen our understanding of:

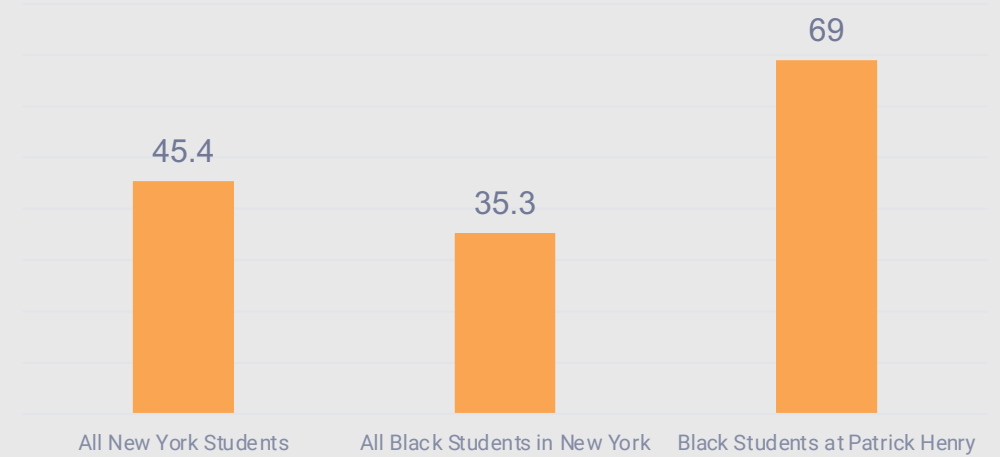
- Best practices to build a culture of data as a means to develop student agency
- Processes to ensure students are valued and heard as we support their academic and social-emotional needs
- Strategies to dramatically increase teacher collaboration to improve the engagement and achievement of students within the classroom



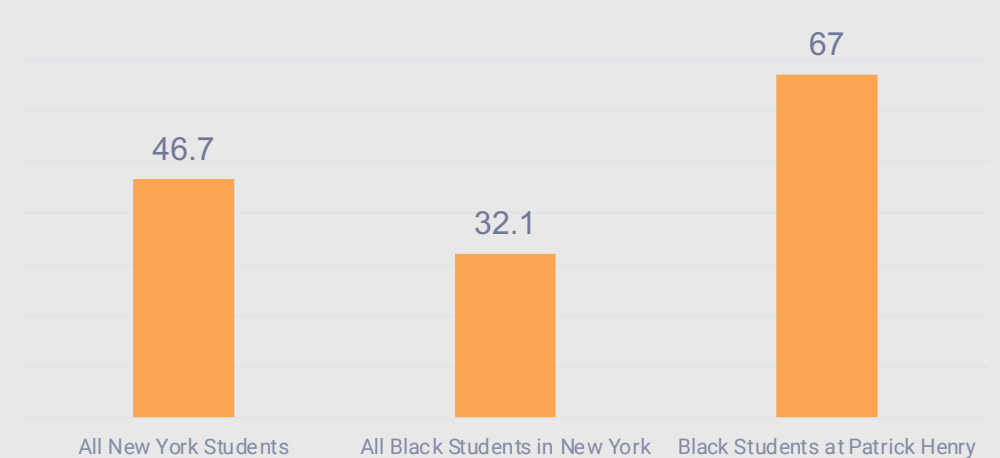
PATRICK HENRY PREPARATORY



Percentages of Students Achieving Proficient or Advanced
Performance in ELA (grades 3-8) 2018-2019



Percentages of Students Achieving Proficient or Advanced
Performance in Mathematics (grades 3-8) 2018-2019





Dimitres Pantelidis

PAUSE AND REFLECT

WHOLE GROUP

Based on what you heard Principal Pantelidis share, what actions have you taken to infuse data into your Equity and Excellence Project (EEP)?



ACTIVE ENGAGEMENT

*What is the correlation between students
feeling valued and their academic/
social-emotional success in school?*

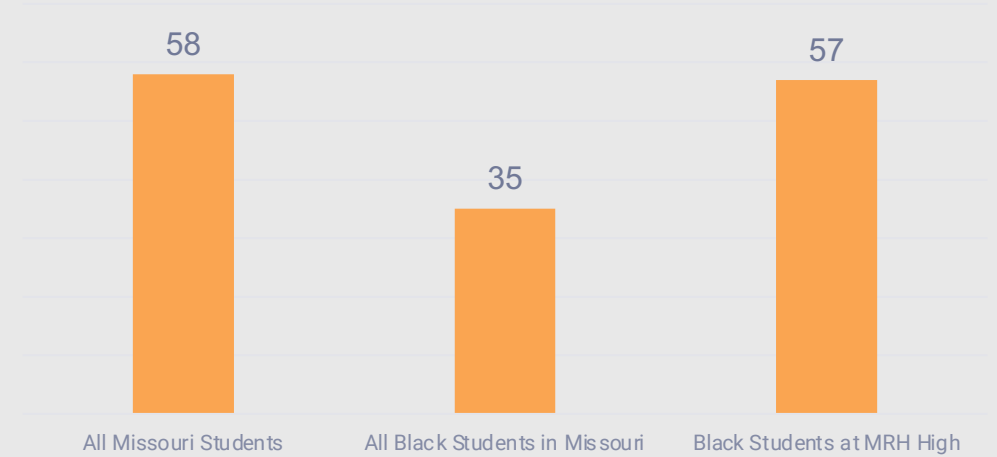


II MAPLEWOOD RICHMOND HEIGHTS HIGH SCHOOL

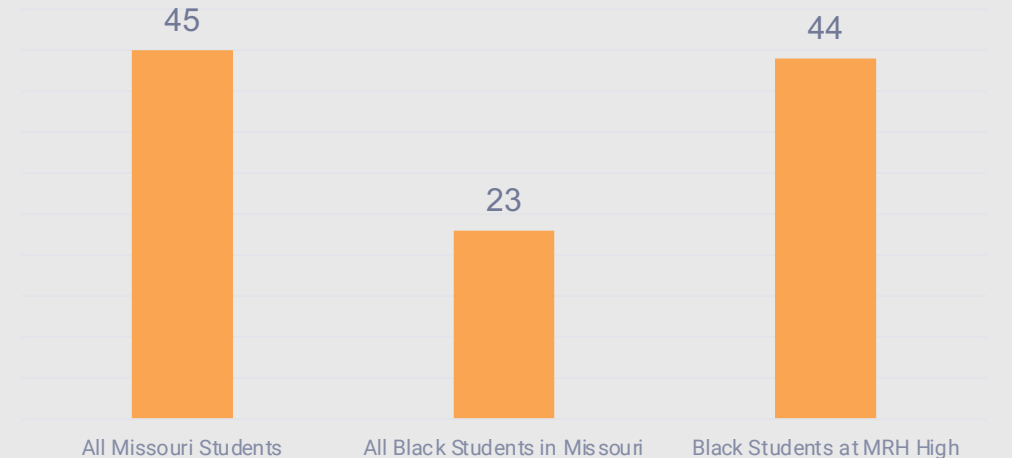
TWO



Percentages of Students Achieving Proficient or Advanced Performance on English II Assessment 2018-2019



Percentages of Students Achieving Proficient or Advanced Performance in Algebra I 2018-2019





Kevin Grawer (he, him)

PAUSE AND REFLECT

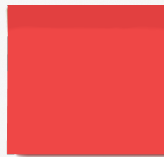
WHOLE GROUP

Based on what you heard Principal Grawer share, how have you leveraged relationships with students to set ambitious goals in your Equity and Excellence Project (EEP)?



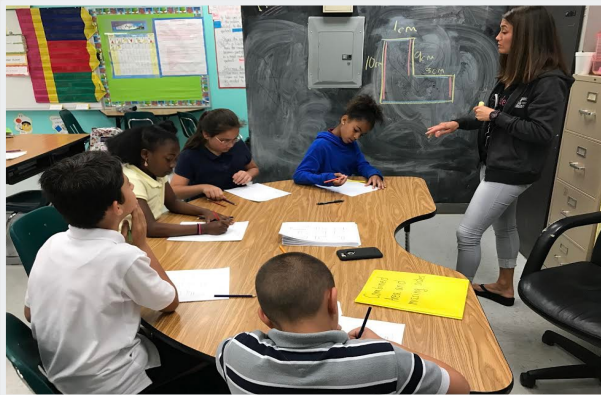
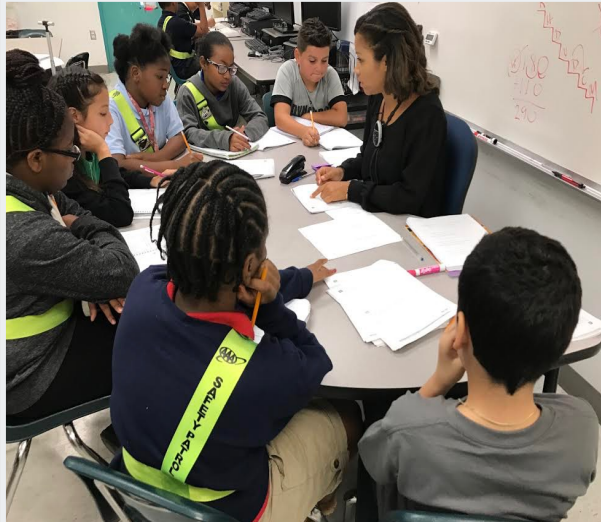
ACTIVE ENGAGEMENT

What do you believe can be the impact of teacher collaboration on student achievement?

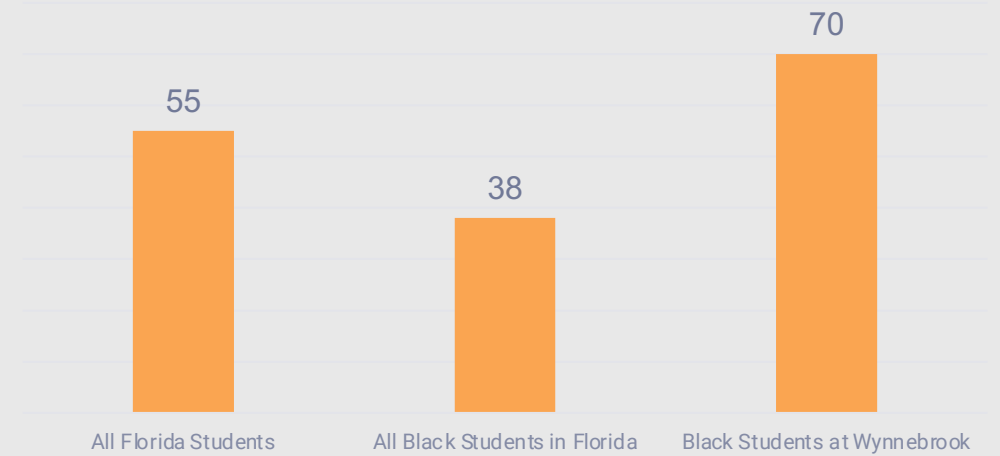




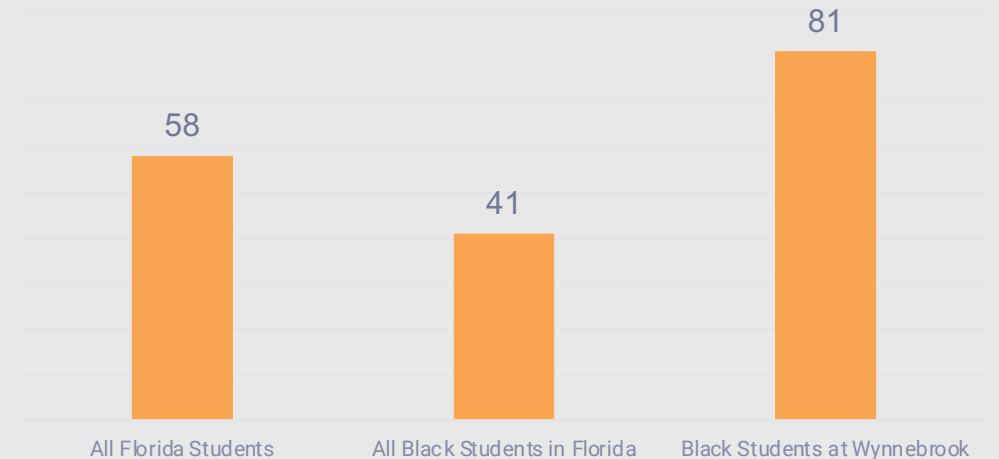
WYNNEBROOK ELEMENTARY



Percentages of Students Achieving Proficient or Advanced
Performance in English 2018-2019



Percentages of Students Achieving Proficient or Advanced
Performance in Mathematics 2018-2019





Suzanne Berry

PAUSE AND REFLECT

WHOLE GROUP

Based on what you heard Principal Berry share, what actions have/will you take to strengthen teacher collaboration around your Equity and Excellence Project (EEP)?



EXAMPLE

Excellence and Equity Project:

Improve reading proficiency among third-grade students from low-income backgrounds in XYZ Elementary School by explicitly teaching gatekeeper vocabulary during initial teaching and intervention.

SMARTER Components:



SPECIFIC: Focus on improving the reading proficiency of third-grade students specifically, and target those from low-income backgrounds.



MEASURABLE: Increase the average reading assessment scores of participating students by at least 15% by the end of the school year.



ACHIEVABLE: Provide targeted reading interventions focused on vocabulary development and additional support, such as after-school reading clubs and one-on-one tutoring sessions, to help low-income students improve their reading and speaking skills using academic vocabulary.



RELEVANT: Enhancing reading and vocabulary proficiency is crucial for academic success, and targeting low-income students aligns with the school's commitment to addressing equity in education.



TIME-BOUND: Achieve the 15% increase in reading assessment scores by the end of the current school year, allowing for ongoing evaluation and adjustments.



EVALUATE: Regularly assess students' progress through monthly reading assessments and track improvements over time.



READJUST: Based on assessment results, adjust the reading interventions and strategies to address specific challenges faced by individual students or the group as a whole. For instance, if a particular approach is proving less effective, explore alternative teaching methods or resources.

By following this SMARTER goal, XYZ Elementary School aims to make a measurable and sustainable impact on the reading proficiency of third-grade students from low-income backgrounds, ultimately setting them on a path to academic success.

EEP PROJECT



PAUSE AND REFLECT

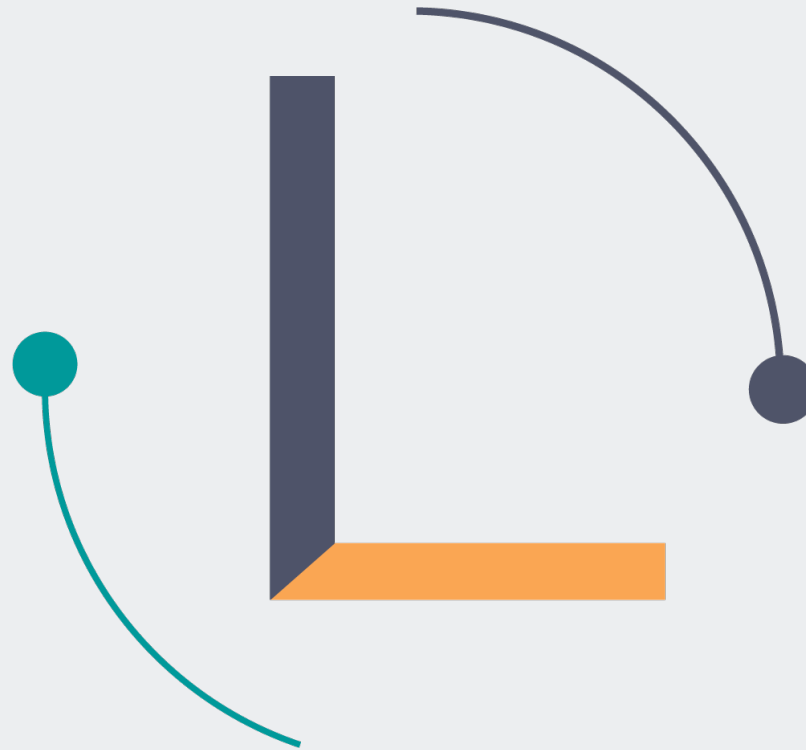
EEP PROJECT





SDSU

San Diego State
University



THANK YOU



National Center for Urban School Transformation
3910 University Avenue San Diego, CA 92105



619-594-7905



ncust.com



ncust@sdsu.edu