



# **MCL Data 23-24 GIS**

Presented by Heidi Nance and Melinda Ramsey

# Our Leadership Team

Principal: Mrs. Kristen Smartt  
Asst. Principal: Mr. Mark Hawbaker

## Gentry Intermediate School MCL's

Math: Mrs. Melinda Ramsey  
Literacy: Mrs. Heidi Nance



# What MCL Work looks like at GIS

## Responsibilities

Planning and Preparation– Redesign of Schedule and Policies,  
Focus on Learning and Relationships

Classroom Environment– High expectations and deeper learning

Aid in implementation of the following:

Instruction

Data

Positive School Culture



**Planning and Preparation**– Set high expectations of achievement that are ambitious and measurable, set challenging goals and reach high standards despite barriers

**Classroom Environment**– Lead teams to hold teachers and students accountable for high expectations of behavior and engagement, aid in creating rooms that are collaborative and individualized, and establish a culture of respect, enthusiasm, and rapport

**Instruction**– Lead teams to hold students accountable for standards of achievement, identify any barriers of the whole child, aid in using a variety of techniques, incorporate questioning and discussions in whole and small group, monitor and analyze student assessment data, help keep teachers and students informed of progress.

**Professional Responsibilities** – give and receive feedback to improve, lead teams to have regular communication with parents , encourage a home life conducive to learning success, organize and schedule team time, regulate instructional time, allocate instructional process elements, model instructional tasks, clarify and adjust roles, assess team members, share progress, participate in professional development

Coaching  
DATA  
Beliefs  
Goals



We are all a team and everyone has a voice  
MCL's are facilitators in the collaboration.

# GIS MCL Responsibilities

# Taking Action

- **Dedicated Time for Intervention-WIN and Reduction of Roadblocks through Pioneer Time**
- **Specific Targeted Instruction -One Subject Teachers**
- **Essential Standards and Targets for Core Classes**
- **Weekly Team PLT to Work Through the PLC Process**
- **Creation of CFAs, Analyzing MAP Data, and Tier 1 and Tier 2 Small Group Intervention**
- **School-Level and District Support-Math/Literacy**
- **Reduction of Core Instruction Interruptions**
- **Enrichment for Everyone-Flex Fridays**



# Action Step 1

## Team Work

**You MOVE kids! Not only did we grow as professionals in one year but our students did too. Congratulations! The number of "In Need of Support" reading students was reduced by 6.4% in one year!**



# —Moving Forward

- Addition of Extension Activities in Tier 1 and Tier 2
- Standards Based Grading-Essential Standards Only
- Additional CFA Creation
- Team Based Instruction
- Aid in creation of PBL lessons
- Common Vocabulary throughout building



# MCL Motto The three B's

*Behaviors, beliefs, and ways of being*



## Behaviors

- Classroom Management
- Lesson planning
- Assessment practices
- Content and curriculum
- Instructional practices



## Beliefs

- Student Behavior
- Teaching
- Learning
- Content/Curriculum
- Beliefs
- “All our behaviors surface from beliefs”



## Being

- Awareness
- Showing up for themselves
- And others
- Identity
- Emotions
- Nonverbal communication



# The GIS Redesign Teaching Model



## Team-level elements

- Shared responsibility
- Differentiated roles and responsibilities
- Team-enabled deeper learning
- Team-enabled personalized learning
- Dynamic student groupings
- Dynamic schedules
- Flexible learning spaces
- Team planning time



## School-level elements

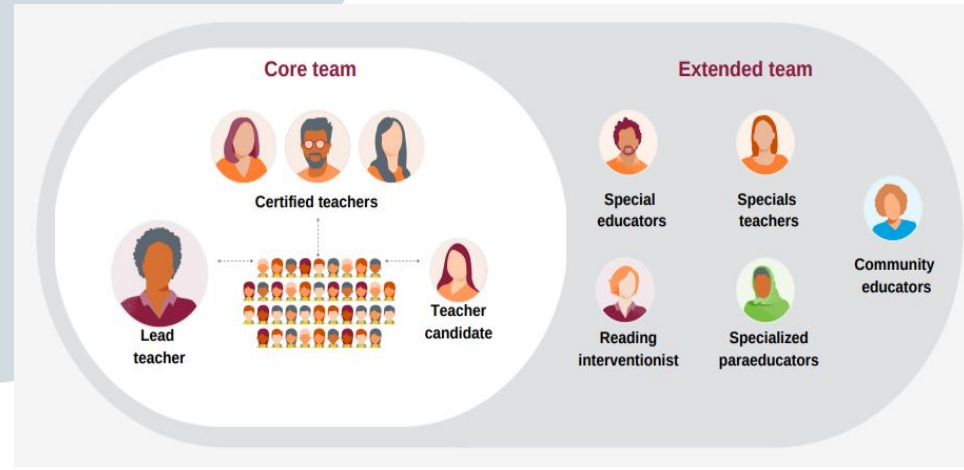
- Innovator's approach
- Change management
- Educator autonomy
- Staffing and hiring for core teams
- Staffing and hiring for extended teams
- Coaching and support for team-based roles
- Team schedules
- Team resources



## System-level elements

- Catalyzing change
- School leader autonomy
- New ways for educators to enter the profession
- New ways for educators to specialize
- New ways for educators to advance
- Team-based information and data systems
- Team-based learning spaces
- External partnerships

# Whoa! No more one teacher to 25 students.





“ ”

## —Goal Setting

**This year we are all going to set goals for ourselves, our students, and for our school.**

**This will include making weekly action steps as a teacher.  
Monthly Checkpoints for our student goals.  
Curriculum goals for all grade levels at GIS.  
Map Smart goals**



# GIS CFA Process

## Instructional Plan

4th Grade Instructional Plan 23-24 presentation

3rd Grade Instructional Plan Unit 1

## Deconstruct standard

4th grade Decomposing Fractions NF B 3 Deconstructing Content Standards (1)

## CFA Example

Melinda Ramsey - 4.CAR.3 CFA.pdf

5th Grade Literacy 5.RC.14.RI

## Map tracker

New for submission Data for 4 map and ACT aspire 23-24

## CFA Tracker

Copy of CFA Math Priority Standard Tracker 23-24 - October 24, 1:08 PM

## Literacy Proficiency Scales

3rd Grade GIS Proficiency Scales

## Intervention

Copy of 23/24 4TH W.I.N. TIME SCHEDULE



# Data Collection



## CFA Tracker 23-24 Math / Literacy

data for 23-24 CFA Math  
Priority Standard Tracker  
23-24



## Spelling

23-24 GIS Spelling CFAs



## UPAR

\*Please let us know if you would like more information on this data.



## Maps/ACT

NEw for submission Data for 4  
map and ACT aspire 23-24



## Oral Reading Fluency

4th Grade ORF Tracking



## WIN /teacher tracker

Copy of 23/24 4TH W.I.N. TIME  
SCHEDULE

MCL Tracker example

# Our MCL Vision

Our goal is that at Gentry Intermediate every student will have access to the best teachers and education experience they deserve through a team that depends on each other for growth.

In order for this to come to fruition, we believe our role is to empower teachers to have a motivation to grow in their craft and instructional practices from “good to great”, and to reach every child through the joy of learning. Our desire is to have a team that supports each other in service and growth.

We will challenge, listen, and support teachers as they grow in their craft. If we do our jobs well, we will be able to use our voice to be a change agent our students deserve, which in turn brings back the joy of learning to all.





# Reflection

## Same

- \* Building a School Culture of family
- \* Continue with Quest Coaching Model
- \* Build on Model Classroom teaching
- \* Take Action Steps for teachers growth
- \* Continue in the PLT process
- \* Continue Growing and receiving professional development
- \* Be available and reliable for all
- \* Work as a team with all MCL's

## Different

- \* Allow wait time for teachers to process/making sure always to have positive intent on all parties.
- \* Have teacher more accountable to unit plans
- \* Allow more autonomy through all teaching models/ and with students.
- \* Help incorporate PBL lessons and vocabulary
- \* Seek out addition collaboration/networking opportunities throughout district and beyond



# My vision for next two years



## Continue the Data work that has been done:

- \* Data tracking
- \* CFA's - deeper DOK levels /Rigor
- \* Unit planning
- \* Pacing Guides



## Continue Coaching

- \* Set action steps
- \* Coaching individual and groups
- \* Collaborating
- \* Consulting



## Grow students

- \* Set up student accountability tracking
- \* Weekly check in with students goals/ teacher goals
- \* Develop meaningful small group for Tier 1
- \* Move students from procedural to conceptual
- \* PBL lessons, common vocabulary



## Building a family

- \* Continue changing the culture
- \* Work with Principals
- \* Guiding Coalition/ SIBIT Team
- \* Team teaching
- \* Building Thinking Classrooms / not just teacher lead....







# Conclusion

MCL work is never done. Revising, editing, modeling, collaborating, changing, working before and after school are just a few things we do, but we love what we do.

## Action Step 2





# Thanks!

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