

Stults Road Elementary School Cycle of Continuous Improvement

Use this note taking guide to record your observations about how the Stults Road Math Vertical Team addresses each part of the cycle of continuous improvement.

Steps	Observations
<p>Data analysis Specific areas of focus (SMART goals) for student learning based on thorough analysis of multiple types of data about achievement</p>	
<p>Educator learning goals Specific areas of focus (SMART goals) for educators learn to achieve student learning goals</p>	
<p>Learning strategies Strategies for educator learning</p>	
<p>Job-embedded coaching or other forms of assistance Ways teachers, coaches, teacher leaders, principals, and others support implementation of new learning in the classroom</p>	
<p>Evaluation of professional development Analysis of the degree to which educator learning and its implementation impacts teaching and student learning</p>	
<p>Ongoing improvements Commitment to continued professional learning and analysis and reflection on teaching practices to improve student learning</p>	

Stults Road Elementary School's math vertical team meets about six times each year. The members are grade-level representatives who serve in the capacity of math lead teachers in their respective grade levels. The vertical teams are one form of teacher collaborative teams at Stults.

This film captures portions of a two-hour meeting in which each team member presents examples of student work and describes his or her experience in applying strategies for retooling problems to increase their rigor. Following this meeting, the team will review what it learned and take the information back to their respective grade levels and share it.

This meeting occurs in March of the 2009-10 school year. Each member has a peer partner on the team; partners visit each other's classroom and observe as they implement the new instructional strategies. The math coach helps the team develop its content knowledge and math-specific instruction. The school's instructional facilitator helps the team members collect and analyze data relevant to their goal. She also assists with instructional strategies, and along with the math coach, visits classrooms.

The meeting opens with the math coach reviewing the school's professional development goal of improving student performance in problem solving by building teachers' capacity to increase the rigor of problems students experience. The team reviews the school's and each grade level's data from the annual and benchmark assessments to pinpoint the area of focus. Next, each grade-level representative reports on his or her experience in using retooling strategies and shares student work. The team builds an ongoing list of instructional strategies they are using consistently across grade levels so they can take those strategies back to their respective grade levels.

The math coach provides the team professional development in another method for increasing rigor. Team members practice applying that strategy on problems they will take back to their grade level.

The meeting ends with the team reviewing the instructional strategies that are working for them. These strategies will be a part of the ongoing improvements each team will make in the future. Team members set new personal and grade-level goals for math problem solving. They will return to their grade levels to engage their peers in a process similar to what they experienced as a vertical team with the support of the principal, assistant principal, math coach, and instructional facilitator.

About Stults Road Elementary

Stults Road Elementary School is in the Richardson Independent School District in Dallas, Texas. The school has both a literacy and math vertical team. It has 446 students who are

African-American:	39.9 %
Hispanic:	45.7 %
Asian / Pacific Islander:	9.4 %
Native American:	0.2 %
White:	4.7 %

Between 2007-08 and 2009-10, student performance in every area increased. Stults Road was deemed an Exemplary School in 2009-10 for its performance on the state assessment.

