



# Increasing Instructional Impact Grant 2019-20 Summary Report

## Purpose & Design

Through the *Increasing Instructional Impact* opportunity, Champions For Learning (CFL) partnered with Collier County Public Schools (CCPS) to provide for additional focus on areas of emphasis identified during a TNTP academic diagnostic during the 2018-19 school year. The framing questions were:

- Are students provided consistent opportunities to work on **grade-appropriate assignments**?
- Are students **deeply engaged** in what they are learning?
- Is **strong instruction**, where students do most of the thinking in a lesson, happening?
- Do educators hold **high expectations** for students and believe they can meet grade-level standards?

Four elementary schools participated, and their leadership teams focused on a “powerful practice” and a “problem of practice” to share with the group for feedback and discussion. Each school’s team consisted of the principal and at least two other members of the leadership team (assistant principal, reading coach, ELL contact, etc). Additionally, members of the CCPS Curriculum & Instruction team and CLF staff participated.

Each observation day included two schools and a debrief at each one immediately following the observation time. Each session was patterned after the TNTP model (attached).

A reflection survey was sent out following each day. Additionally, schools were provided the opportunity to select one of the four powerful practices they would like to learn more about for their own school and faculty.

To close out the project, an education focused roundtable program was presented for the community on February 25, 2020 (flyer attached). The keynote speaker was the former FL Commissioner of Education, Pam Stewart. A panel of local educators also spoke on the topic of peer learning and table discussion was focused on two questions related to the theme of the evening. Over 150 community members attended.

## Participating Schools

Avalon Elementary, Lake Park Elementary, Pelican Marsh Elementary, Shadowlawn Elementary

## Dates of Observation Days

January 16, 2020 and February 13, 2020

## Outcomes

- The opportunity to participate in this project, along with other peer learning projects, has allowed Champions For Learning to deepen its relationship with CCPS in such a way that increases and reinforces CFL as the partner uniquely positioned to leverage resources to align with and support district goals. In addition to this project, CFL was able to be part of the Districts for Impact day in Collier County (Jan), the *Dr. Brian Dassler Leadership Academy Cohort 10* visit to Corkscrew Middle School (Jan), as well as the 2019-20 FPL EmPOWERing STEM Educators grant project (Nov – Jan). These

experiences have given us a better understanding of the goals of CCPS and sparked ideas as to how CFL can collaboratively support the goals of the District in deepening rigor and supporting teachers in that goal.

- With the targeted plan laid out for *Increasing Instructional Impact* the results were immediate and will carry far into the future. Having 2 – 4 people from each school’s leadership team spend half a day in another school was a powerful experience. Not only were they able to see and understand the culture of each school, they were able to see the “powerful practice” occurring across a variety of classrooms and grade levels. From this, the teams were able to see how they could adopt and adapt that specific practice, or other elements they observed, for their own school. They were also able to offer constructive recommendations for the “problem of practice” presented for each school. From there, the leadership teams from the observed school are sharing the feedback with their teachers, while the observing leadership teams are sharing new ideas with their faculty.

Additionally, all the participants agreed on what a valuable this experience was overall and recommended that leadership teams from every CCPS school have some time of opportunity like this, as well as an adaptation for their teachers.

- This project was so well received and well organized that it has definitely laid the groundwork for future endeavors with CCPS. Champions For Learning will work with the district each year to leverage and support peer learning for educators and instructional leaders.

#### Attachments:

1. Summary of each school’s “powerful practice” and “problem of practice”
2. Sample of the daily agenda
3. Summary of participate reflections after each observation day
4. Roundtable flyer
5. Summary of roundtable discussions
6. Copy of Dr. Aune’s e-mail to participating principals
7. Copy of Avalon Elementary mini-grant project
8. Budget



School	Avalon Elementary
Demographics	SY2020 – 462 students  ESE 15.58% ESE Gifted 2.16% LEP (LY) 38.31% Economically needy 92.21% Non-English 75.11%
Powerful Practice	Anchor Charts
Problem of Practice	Strategies for Second Language Learners
Key Takeaways	<ul style="list-style-type: none"> <li>• Creative classrooms, students on task in each one</li> <li>• Teacher “coaching talk”; all students participating</li> <li>• Anchor charts left up for students to refer back to as needed; teacher-created charts, student-created charts; hybrid</li> <li>• Cooperative planning time so each grade level and/or content area is using consistent information and strategies</li> <li>• ELL/ESE strategies so the learning process could continue</li> <li>• Teachers participate in instructional rounds so they are in and out of each other’s classrooms quite often</li> </ul>

School	Shadowlawn Elementary
Demographics	SY20 – 520 students  ESE 19.54 % LEP (LY) 38.51% LEP (LF & LY) 53.07% Economically needy 88.89% Non-English 65.71%
Powerful Practice	Building Relationships of Respect in the Classroom
Problem of Practice	Increase Student Discourse and Productive Struggle in the Classroom
Key Takeaways	<ul style="list-style-type: none"> <li>• Wonderful welcome from student ambassadors – love of school was evident</li> <li>• Teachers made good use of positive language/encouraging statements on classroom walls</li> <li>• Excellent higher-level discussion activity on MLK Jr (Ms. Early’s class)</li> <li>• Group interaction was evident, but not always on task</li> </ul>

School	Lake Park Elementary
Demographics	SY20 – 530 students ESE 19% (3 IBI 2 Units) Gifted 5% Economically needy 45% Non-English 26%
Powerful Practice	C.E.R. (Claim – Evidence – Reasoning)
Problem of Practice	Writing Instruction
Key Takeaways	<ul style="list-style-type: none"> <li>• High level of engagement no matter what classroom/content area/level</li> <li>• Obvious integration of content</li> <li>• Good Socratic Seminar management</li> <li>• Student talk was all on-task</li> <li>• Use of a common language across all grade levels</li> <li>• Teachers seek out each other to learn from their colleagues' strengths</li> </ul>

School	Pelican Marsh Elementary
Demographics	SY20 – 730 students ESE 12.6% Gifted 10.27% LEP (LY) 9.59% LEP (LF & LY) 15.75% Economically needy 35.34% Non-English 29.97%
Powerful Practice	Writing Model
Problem of Practice	Providing meaningful, standards-based center work that promotes collaboration and engagement of all learners.
Key Takeaways	<ul style="list-style-type: none"> <li>• Consistency across all classrooms</li> <li>• Connections/exposure to what will be expected in middle school (5<sup>th</sup> grade classroom)</li> <li>• Collaborative planning was evident across the classrooms</li> <li>• Read-aloud activities showed high -level thinking and discussion</li> <li>• Positive classroom culture evident</li> </ul>



**Increasing Instructional Impact**  
**DAY 2**  
**February 13, 2020**  
**8:00am – 11:30am at Lake Park Elementary**  
**12:30pm – 3:30pm at Pelican Marsh Elementary**



<b>8:00AM-8:10AM</b>	<p><b>Introductions/Review</b></p> <p><b>Avalon</b> – Jessica Campbell, Principal; Miriam Ortiz; Lisa Mayer  <b>Lake Park</b> – Christopher Marker, Principal; Aimee Arcand; Amy Byington  <b>Pelican Marsh</b> - Sue Barcellino, Principal; Kathleen Lawler; Robyn Cassilly  <b>Shadowlawn</b> – Dr. Ollie Phipps, Principal; Katie Styra; Lisa Hendrix</p>			
<b>8:10AM-8:40AM</b>	<p><b>Lake Park</b></p> <p><b>Powerful Practice Discussion: C. E. R.</b>  <b>Problem of Practice Discussion: Writing Instruction</b></p> <p>Principal provides context/driving questions/points of struggle.  Audience listens, takes notes.</p>			
<b>8:45AM-10:15AM</b>	<p><b>Lake Park Classroom/PLC Visits</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Group A Schedule</b></p> <ul style="list-style-type: none"> <li>• Williams/10-102</li> <li>• Merrill/10-104</li> <li>• Akers/5-001</li> <li>• Kutz/York/7-003</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Group B Schedule</b></p> <ul style="list-style-type: none"> <li>• Marshall/2-004</li> <li>• Banta/3-004</li> <li>• Kirkwood/7-001</li> <li>• Bratcher/10-104</li> </ul> </td> </tr> </table>		<p><b>Group A Schedule</b></p> <ul style="list-style-type: none"> <li>• Williams/10-102</li> <li>• Merrill/10-104</li> <li>• Akers/5-001</li> <li>• Kutz/York/7-003</li> </ul>	<p><b>Group B Schedule</b></p> <ul style="list-style-type: none"> <li>• Marshall/2-004</li> <li>• Banta/3-004</li> <li>• Kirkwood/7-001</li> <li>• Bratcher/10-104</li> </ul>
<p><b>Group A Schedule</b></p> <ul style="list-style-type: none"> <li>• Williams/10-102</li> <li>• Merrill/10-104</li> <li>• Akers/5-001</li> <li>• Kutz/York/7-003</li> </ul>	<p><b>Group B Schedule</b></p> <ul style="list-style-type: none"> <li>• Marshall/2-004</li> <li>• Banta/3-004</li> <li>• Kirkwood/7-001</li> <li>• Bratcher/10-104</li> </ul>			
<b>10:20AM-11:30AM</b>	<p><b>Debrief and Lunch</b></p> <p><b>Consultancy Protocol</b>  Hosting school team, led by principal, re-oriens group to powerful practice and problem of practice for group to consider and references classroom visits (5 minutes)</p> <p>Audience asks probing/clarifying questions only. Presenters answer directly as possible. (5 min)</p> <p>Group Discussion, presenters stays silent. Presenters takes notes (10 min)</p> <p>Presenter responds to group feedback. (5 min)</p> <p>Audience asks questions &amp; give additional feedback. (2 min)</p>			
<b>11:45AM-12:30PM</b>	<p><b>Travel to Pelican Marsh</b></p>			

<p><b>12:30PM-1:00PM</b></p>	<p><b>Pelican Marsh</b></p> <p><b>Powerful Practice Discussion: Writing Model</b>  <b>Problem of Practice Discussion: Providing meaningful, standards-based center work that promotes collaboration and engagement of ALL learners</b></p> <p>Principal provides context/driving questions/points of struggle.  Audience listens, takes notes.</p>					
<p><b>1:05PM-2:35PM</b></p>	<p><b>Pelican Marsh Classroom/PLC Visits</b></p> <table border="1" data-bbox="245 495 1513 688"> <thead> <tr> <th data-bbox="245 495 906 537"> <p><b>Group A Schedule</b></p> </th> <th data-bbox="906 495 1513 537"> <p><b>Group B Schedule</b></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="245 537 906 688"> <ul style="list-style-type: none"> <li>• Robinson—Grade 4; Room 3-107</li> <li>• Reber—Grade 4; Room 3-109</li> <li>• Kofler—Grade 5; Room 5-102</li> </ul> </td> <td data-bbox="906 537 1513 688"> <ul style="list-style-type: none"> <li>• Coar—Grade 4; Room 5-107</li> <li>• Powell—Grade 4; Room 3-106</li> <li>• White—Grade 5; Room 5-105</li> </ul> </td> </tr> </tbody> </table>		<p><b>Group A Schedule</b></p>	<p><b>Group B Schedule</b></p>	<ul style="list-style-type: none"> <li>• Robinson—Grade 4; Room 3-107</li> <li>• Reber—Grade 4; Room 3-109</li> <li>• Kofler—Grade 5; Room 5-102</li> </ul>	<ul style="list-style-type: none"> <li>• Coar—Grade 4; Room 5-107</li> <li>• Powell—Grade 4; Room 3-106</li> <li>• White—Grade 5; Room 5-105</li> </ul>
<p><b>Group A Schedule</b></p>	<p><b>Group B Schedule</b></p>					
<ul style="list-style-type: none"> <li>• Robinson—Grade 4; Room 3-107</li> <li>• Reber—Grade 4; Room 3-109</li> <li>• Kofler—Grade 5; Room 5-102</li> </ul>	<ul style="list-style-type: none"> <li>• Coar—Grade 4; Room 5-107</li> <li>• Powell—Grade 4; Room 3-106</li> <li>• White—Grade 5; Room 5-105</li> </ul>					
<p><b>2:40PM-3:30PM</b></p>	<p><b>Debrief</b></p> <p><b>Consultancy Protocol</b>  Hosting school team, led by principal, re-oriens group to powerful practice and problem of practice for group to consider and references classroom visits (5 minutes)</p> <p>Audience asks probing/clarifying questions only. Presenters answer directly as possible. (5 min)</p> <p>Group Discussion, presenters stays silent. Presenters takes notes (10 min)</p> <p>Presenter responds to group feedback. (5 min)</p> <p>Audience asks questions &amp; give additional feedback. (2 min)</p>					

## Lake Park

Powerful Practice Discussion: **CER Model**

Problem of Practice Discussion: **Writing Instruction**

## **Pelican Marsh**

Powerful Practice Discussion: **Writing Model**

Problem of Practice Discussion: **Providing meaningful, standards-based center work that promotes collaboration and engagement of ALL learners**



# Increasing Instructional Impact

10  
Responses

21:54  
Average time to complete

Active  
Status

## 1. Time on Task - Please rate each of the following:

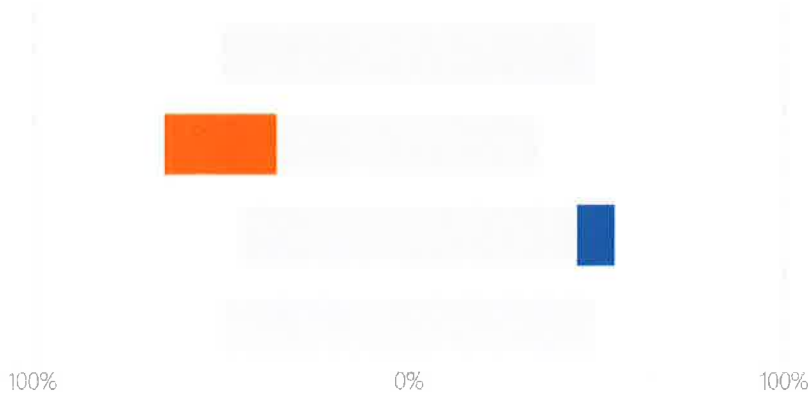
Too much time; needs to be shorter    
  Right amount of time    
  Not enough time; needs to be longer

Time allocated for discussing Powerful Practice and Problem of Practice before classroom visits

Time allocated for classroom visits

Time allocated for debrief protocol

Time allocated for lunch



## 2. Please rate each of the following topics:

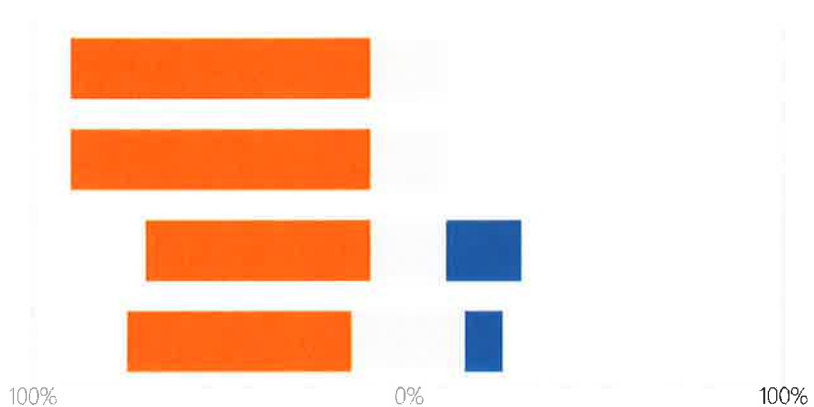
■ Extremely relevant to my school    Somewhat relevant to my school    ■ Not relevant to my school

Anchor Charts

Strategies for Second Language Learners

Building Relationships of Respect in Classrooms

Increasing Student Discourse and Productive Struggle in the Classrooms



### 3. Please rate the benefits of each of the following:

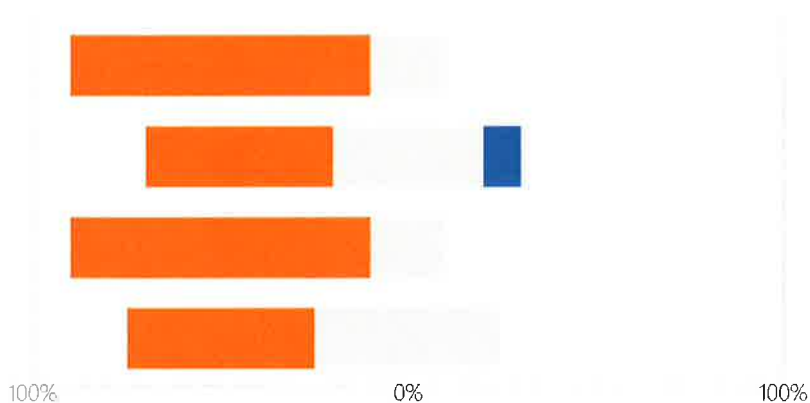
Extremely important    Somewhat important    Not significant

Selected schools have varied demographics

Selected schools have varied historical success

Selected schools have experienced leadership teams

Selected schools have minimal staff turnover



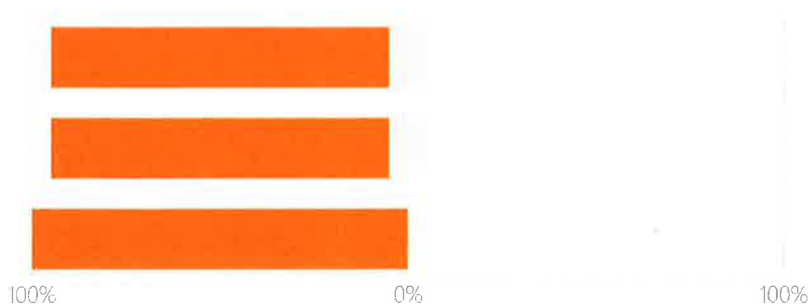
### 4. Please rate the benefits of each of the following:

Extremely valuable    Somewhat valuable    Not significant

Opportunity for additional schools to have this experience in the future

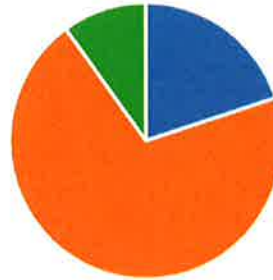
Opportunity to tackle this work with peers from outside your building

Opportunity to visit other schools



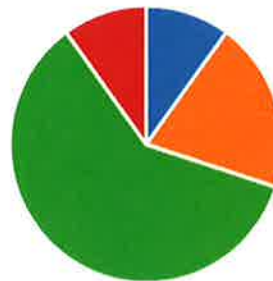
5. Would it have been beneficial to have Assistant Principals be part of the visiting teams?

- Yes - please include them next... 2
- Yes - but with the rest of the l... 7
- No - our teams can share wha... 1
- Other 0



6. Would it have been beneficial to have observed teachers be part of the debriefs?

- Yes - please include them next... 1
- Yes - but as a separate discuss... 2
- No - our team would prefer to... 6
- Other 1



7. Please share how you will share key takeaways (strategies, ideas, etc.) with staff from your own school.

10  
Responses

Latest Responses

- "We will discuss best practices at PLC meetings."*
- "We shared with them, individually, what we saw and what was dis..."*
- "Anchor Charts, avoid teacher over scaffolding, sharing ideas with ..."*

8. Please share any other feedback or thoughts about this process.

10  
Responses

Latest Responses

- "It is always beneficial to see how other schools plan and implemen..."*
- "I enjoyed it. I really learned and shared with my teachers the thing..."*
- "A wonderful growth opportunity and reflection on best practices fo..."*

# Increasing Instructional Impact

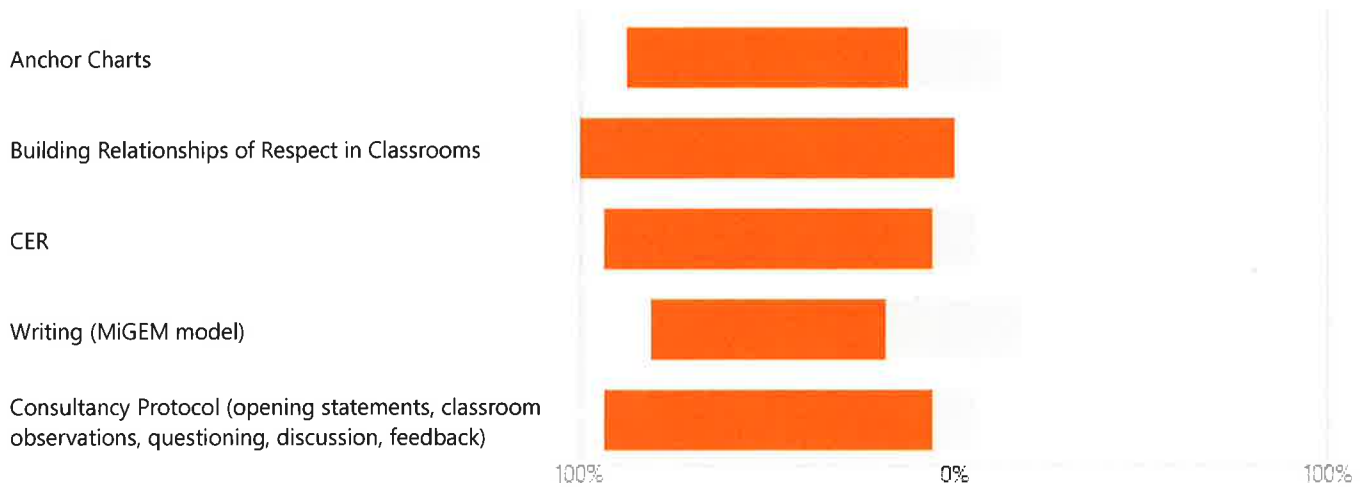
8  
Responses

47:02  
Average time to complete

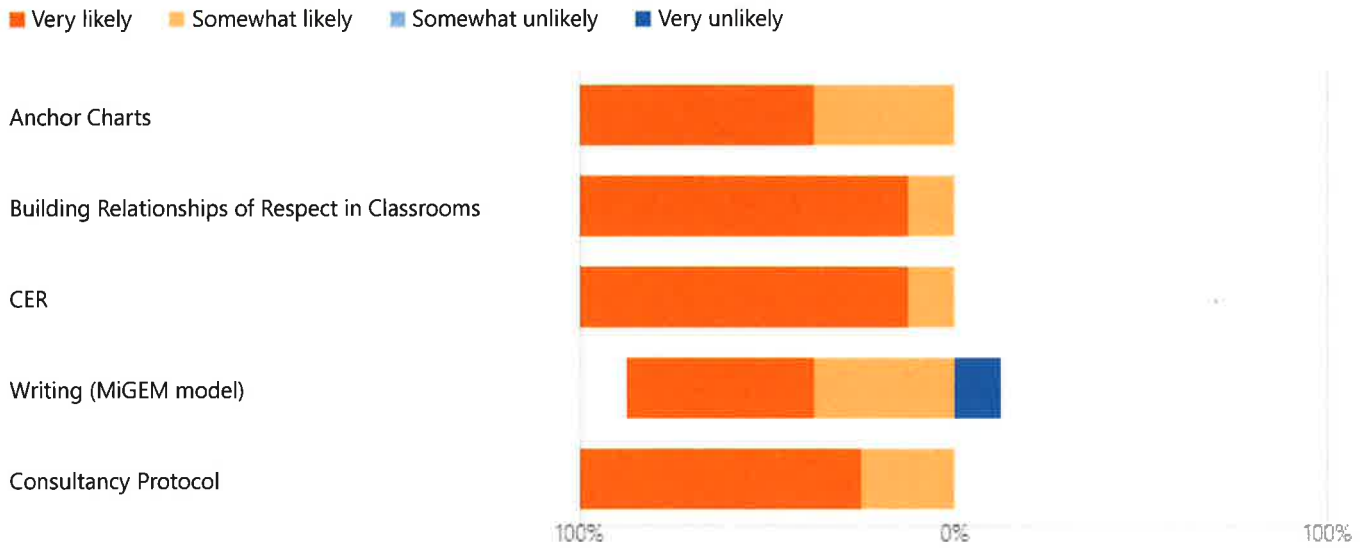
Active  
Status

1. Please rate each of the following Power Practice topics

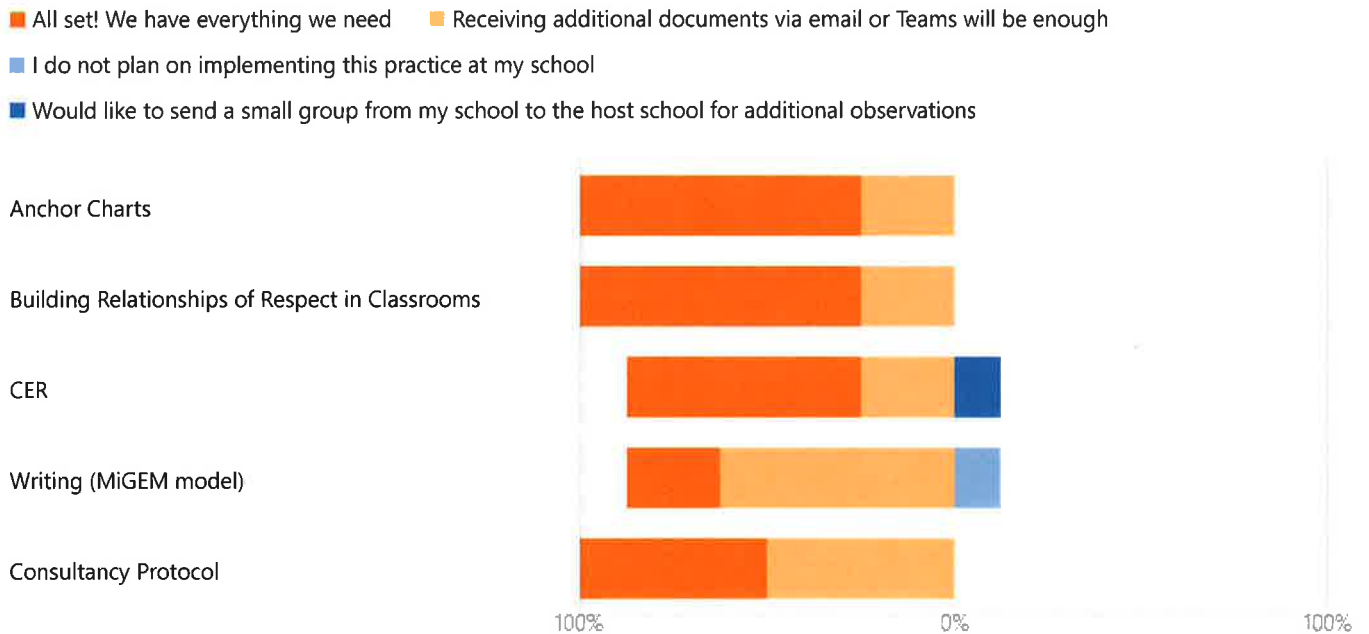
Extremely relevant to my school    Somewhat relevant to my school    Not relevant to my school



2. Please indicate how likely you are bring the Powerful Practices to your own building

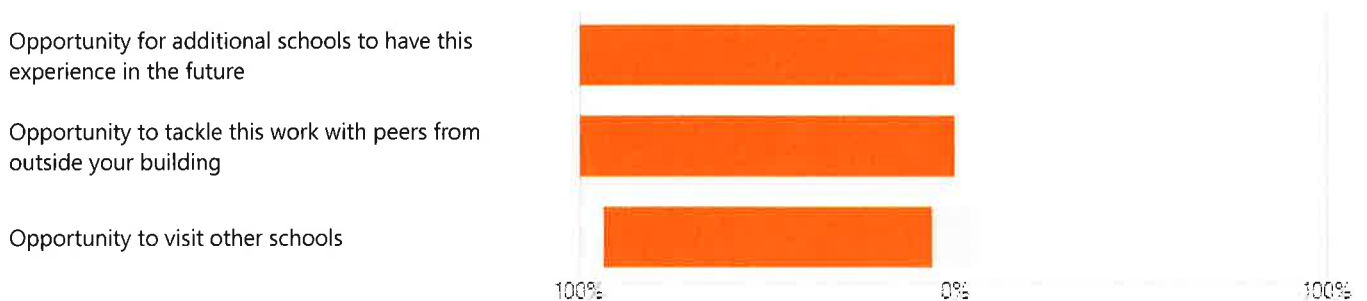


3. Based on what was shared/learned during the visits, how prepared are you to implement the practices at your own school?



4. Please rate the benefits of each of the following:

■ Extremely valuable   
 ■ Somewhat valuable   
 ■ Not significant



5. Which practices/strategies would you like to see other schools highlight in the future?

**8**  
 Responses

Latest Responses  
*"Fluid Grouping of students"*  
*"Touch points for each standard."*  
*"Classroom debates (encourage discussion) Self accountability talk Ma..."*

6. In what ways could the District provide additional support for Anchor Charts?

**8**  
 Responses

Latest Responses  
*"Share examples"*  
*"Create examples of anchor charts for each standard for each grade le..."*  
*"Powerful practices video library with teachers using anchor charts in i..."*

7. In what ways could the District provide additional support for Building Relationships of Respect in the Classroom?

**8**  
 Responses

Latest Responses  
*"School building can do this"*  
*"Kagan trainings or share team building activities that teachers can us..."*  
*"I feel that the district has provided enough material in this area."*

8. In what ways could the District provide additional support for the CER model?

8  
Responses

Latest Responses

*"Training for primary and intermediate teachers"*

*"Create CER's to go with the LAFS passages and Reading Street stories ..."*

*"I feel we have had plenty of support already in this area."*

9. In what ways could the District provide additional support for writing?

8  
Responses

Latest Responses

*"Share strategies"*

*"Take the teachers through the whole writing process based on their gr..."*

*"Continue to provide examples of both exemplar writing and low perfo..."*

10. Please share any other takeaways or feedback you have.

8  
Responses

Latest Responses

*"NA "*

*"I really enjoyed visiting the other schools and I would like to visit mor..."*

*"It would be great if teachers could be a part of this program and be a..."*





# ROUNDTABLE

Please join us for this Roundtable session bringing together students, parents, educators, and community members in a conversation to help students develop a "life ready" mindset and the importance of high expectations in helping students accomplish their goals.

**February 25, 2020**

Pre-Reception & Check in: 4-5pm  
Roundtable / Program: 5-7pm

Lorenzo Walker Technical College  
3702 Estey Ave.  
Naples, FL 34104

## Featuring



### **Pam Stewart, Former Florida Commissioner of Education**

Former Commissioner Stewart has served nearly 40 years in education, as a teacher, guidance counselor, testing and research specialist, assistant principal, principal, and as a county and state level leader on quality initiatives, and most recently as Commissioner of Education from 2013 to 2019. She has dedicated her life to ensuring Florida's students have access to a high quality education that enables them to achieve their academic and career goals, to become "life ready."

### **Panel Including:**

Jessica Campbell, Principal, Avalon Elementary

Miriam Ortiz, Reading Coach, Avalon Elementary

Dr. Kamela Patton, Superintendent

Amy Snyder, Director of Educator Programs, Champions For Learning

*Moderated by: Dr. Peggy Aune, Associate Superintendent, Curriculum and Instruction*

**Please Pre- Register:**  
<https://conta.cc/309tMa7>

**Generously  
Supported By:**





# Roundtable (2/25/20) Table Notes Summary

This Roundtable session included more than 148 teachers, students, parents, community leaders and business members who came together to share ways to help students develop a "life ready" mindset and understand the important of high expectations in helping students accomplish their goals.

Then each table had conversations addressing the following questions and here are the summaries:

Key take-aways:

**1. Think about a time someone inspired confidence in your learning (whether a parent, teacher, mentor, coach, manager, etc.). What did that person do? What difference did it make?** (most common in bold)

- **Asking trusted adults (like a teacher) when needing moral support and guidance for transitioning into post-secondary education.**
- **Great professor-student relationships, student life and parent support helped to be impactful in their lives.**
- **Parents/family have the greatest influence on educational and employment needs.**
- **Being inspired by impactful individuals and the effect of their actions professionally, emotionally, and academically.**
- Mentor and parent support combined helped them learn and improve mindset from shared experiences and stories.
- Having great student leaders not giving up on others when times get rough, having high expectations for oneself & others, and feeling inspired by community involvement.
- Friendly competition from friends/students.
- Working with your supervisor to learn and be exposed to valuable experiences.
- Having an impacting negative experience and turning it into a positive one to learn from.
- Setting high expectations and leading by example.
- Making important connections led to being exposed to experiences and building great relationships.
- Military academic program helped student not quit and preserve.

**2. What can we do more of that would help young people be ready for their future?** (most common in bold)

- **With support from the local community, emotionally building relationships with students from different backgrounds have equal access to career/educational opportunities & experiences.**
- **With the help of mentoring and exposure to valuable opportunities, students can become accountable and strengthen skills that deal effectively when experiencing failure.**
- **Maintaining students' mental health (boost confidence or provide safe environment) is crucial to helping kids align their aspirations and expectations in attaining a high school diploma.**
- **Making sure parents, students, mentors, district, and community involvement help home in on student's focus and aspirations are being met with meaningful involvement.**



# Roundtable (2/25/20) Table Notes Summary

- Giving students access to make connections and opportunities to talk about disfunction or issues with bringing their full potential
- Learning to recognize, be tolerant and accept students with different needs.
- Instilling students' confidence and ways to understand their strengths and weaknesses (i.e.: aptitude tests)
- Teaching student's life skills.
- Providing teacher support and giving schools more exposure to the community (i.e.: community-school events).
- Provide opportunities to be exposed to leadership and debate opportunities.
- Provide after-school programs, study skills and life-skills exposure.
- Expanding internships, academics, job shadowing experiences, and engaging community/partners.
- Sitting down with students individually to assess need for support or guidance.
- Innovative digital instruction for all.



## Roundtable February 25<sup>th</sup>, 2020- Reflection Form Summary

**Total participants:** 148 (students, parents, educators, administrators, community members).

There was a 73% completion rate of the survey. Of those who completed the survey:

- 93% of the Roundtable Participants found the experience valuable.
- 98% of Participants learned something that they would likely share with someone else.

***What part of the experience was most valuable?*** (bold appeared most frequently)

- **Roundtable discussion and the different perspectives**
- **Local and State data shared during the presentation**
- **Panel of local educators**
- **Sharing/hearing ideas with distinguished individuals**
- **Learning and conversing about the initiatives Collier County Public Schools (CCPS) is implementing for student readiness**
- Networking with new community members at the Roundtable
- Hearing the growth and accomplishments as a district and community
- Questions that sparked a use for a higher level of thinking
- Learning about how equity is shared

***What are the top 1 or 2 things that you learned today?*** (bold appeared most frequently)

- **There is progress and growth through CCPS and our community with data**
- **Value of community engagement relationships is highly important for CCPS in student development and readiness**
- **Importance of social emotional support, health and equity**
- **The overall compassion of our community leaders**
- Teaching is cognitively complex/TNTP-strong instruction from high expectations is key to success for student success.
- The value of grit for students
- Various methods of communication to reach students
- Community members' interest in knowing how to get involved to make a difference
- Setting high expectations, life ready aspirations, increase equity, goals and student leaders are all very important
- Learning about the 5 Social Emotional Learning (SEL) priorities
- There are motivated individuals and leaders in our community

***What does being "life ready" mean to you?*** (bold appeared most frequently)

- **Having educational tools and social emotional skills that prepare high school students for all possible paths after high school**



## Roundtable February 25<sup>th</sup>, 2020- Reflection Form Summary

- **Having a positive mindset with confidence to move forward as an informed young adult entering the workforce**
- **Experiencing a variety of life skill opportunities and foundational skills such as filing taxes, finances, and work/leadership roles.**
- Being a team player and collaborate while maintaining positive relationships
- Experiencing accountability and personal growth through everyday life
- Having access to tools and resources that lead to success both academic and non-academic
- Being resilient to handle challenges with ability to self-advocate
- Being able to live and work independently
- Providing experiences and opportunities early on for our youth

***What do you think is the most important thing we need to do as a community to help young people be "life ready"?*** (bold appeared most frequently)

- **Motivate our youth by recognizing accomplishments**
- **Support self-confidence**
- **Provide mentoring opportunities (both formal and informal)**
- **Increase life-ready opportunities with a "hands on" experience in school**
- **Expose students the variety of job possibilities and resources available to promote "life-long-learning"**
- **Develop a larger sense of community by engaging and strengthening relationships between the community, parents, educators, leaders and businesses to support students**
- Provide teachers with resources and support to boost student opportunities
- Engage with positive young people to model positive behavior
- Continue to set high expectations for all
- Have conversations with young people about achievements, pathways and wisdom throughout life
- Connect high school students with recent graduates to give them the opportunity to motivate within and share their experience

***In your role (community individual, educator, parent, student, etc.) name one or two things that you can do to encourage high expectations in young people.*** (bold appeared most frequently)

- **Encourage, empower and celebrate students to be unique and positive individuals**
- **Engage in community involvement opportunities to stay connected, volunteer if possible**
- **Mentor students**
- **Support and celebrate teachers**
- **Share your personal story and the aspirations that led you to where you are today**



## Roundtable February 25<sup>th</sup>, 2020- Reflection Form Summary

- **Ask our youth what their plans for the future are, show them you are interested**
- **Maintain valuable relationships with one another and that lead to setting high expectations**
- Support leadership activities and personal growth in our youth
- Help inspire students that anything is possible.
- Provide teachers with resources and collaborative opportunities with local universities and communities
- Teach and model GRIT
- Find the connections and encourage parent involvement
- Help families maintain high expectations, inclusive of all families, including migrant
- Sit down and listen to our students, provide guidance as needed
- Increase awareness of the resources available to students
- Help locate funds that provide engaging educational opportunities for students so that they can be post-high school and life ready

Copy of e-mail from Dr. Peggy Aune to the participating principals  
January 13, 2020

*Sue, Jessica, Chris, and Ollie,*

*Below is a draft message to share with your respective faculties (today or tomorrow) in preparation for the upcoming visits.*

*Thank you and looking forward to seeing you soon,*

*Peggy*

Dear colleagues,

We are honored to be part of the “Increasing Instructional Impact” project! This project is part of a cooperative effort of the Consortium of Florida Education Foundations, Champions For Learning, and CCPS. The project is designed to support the process of peer learning to enhance student achievement across the district. Our school and (list other three-Avalon ES, Lake Park ES, Pelican Marsh ES, and Shadowlawn ES) were selected to share powerful practices and learn from each other through a consultancy model.

For this project, we are building upon what we are learning through our work with TNTP and the four resources.



Champions For Learning was able to secure a grant through the Consortium of Florida Education Foundations to support CCPS in creating a local cohort to focus on enhancing instructional practices through the sharing of powerful practices and a consultancy model.

The dates for school visits are below, and specific classrooms have been identified:

January 16<sup>th</sup>- Avalon and Shadowlawn

February 13<sup>th</sup>- Lake Park and Pelican Marsh

We are excited to be part of “Increasing Instructional Impact” and the findings will benefit all CCPS elementary schools! I look forward to sharing more information with you as the project progresses.

Best regards,

Principal

Good Afternoon Amy,

We want to thank you for the opportunity to participate in the Increasing Instructional Impact grant. We enjoyed learning about best practices from other schools and are excited to begin implementing some of what we learned as soon as possible. You mentioned there is a mini grant opportunity for the schools that participated. I would like to use the grant to pay for guest teachers so 7 instructional staff from Avalon could go to Lake Park and observe CER (only 5 teachers need a guest teacher for the day). This would provide them a deeper understanding of how they can implement CER in their classrooms. I have mentioned this to Mr. Marker and he is willing to host Avalon teachers.

AVE teachers observe LPE teachers/debrief:

Ramirez (KG)  
Sanchez (2<sup>nd</sup>)  
Beischer (4<sup>th</sup>)  
Dulaney (4<sup>th</sup>)  
Keenan (5<sup>th</sup>)  
Ortiz (Reading Coach)  
Brady (Media Specialist)

Receive PD from LPE Reading Coach on CER  
Develop a Lesson Plan for CER in their classroom

Follow Up Action Items:

Share Lesson Plan with their team  
Allow team to observe them doing CER  
Teachers train AVE teachers on CER

Thanks again,  
Jessica

Jessica Campbell  
Principal  
239-377-6204  
Avalon Elementary School

Follow us on Twitter: @AVEDragonStrong  
Like us on Facebook: <https://www.facebook.com/ccpsave>





Increasing Instructional Impact Project 2019-2020			
Item	Estimated	Actual	Notes
Roundtable	\$2,500	\$1,980	refreshments
		\$500	speaker mileage
Refreshments	\$500	\$224.00	Jan 16 - Two Guys
		\$269.91	Feb 13 - T. Smoothie
Honoraria/mini-grants	\$1,000	\$675	Avalon
			Shadowlawn
			Lake Park
			Pelican Marsh
Digital version of outcome documents		\$350	design
Fdn oversight	\$1,000	\$1,000	
<b>Totals</b>	<b>\$5,000</b>	<b>\$4,999</b>	