



School CRM Review

| | |
|--------------|---------------------------------|
| School Name | [REDACTED] |
| Date | [REDACTED] |
| Completed By | Kurtis Hewson (Jigsaw Learning) |

General Review Notes:

- Arrived at 9:30 am – brief conversation with [REDACTED] and [REDACTED]. Schedule of DLG times and afternoon meetings provided.
- During the day, I had the opportunity to:
 - View various classrooms during all three DLG times
 - Talk with administration, 9 teachers, an assistant and then brief chats with other staff during the day
 - Observe grades 5-6 and 1-2 collaborative team meeting times
- Engaged in follow-up debrief discussion with [REDACTED] at the end of the day.

Overall Impressions:

Overall, I was incredibly impressed with the collaborative structures in place, the robust embedded time provided for multiple layers of collaboration, professional development and student support, and the overall literacy practices in place at the classroom level. The culture of the school was definitely one that supported students, with an intentional focus on literacy. The team meetings also showed a staff team willing to work together and continue to make adjustments and tweaks to the current Collaborative Response Model framework in the school. As mentioned in the debrief, I observed a school in an “implementation dip”, with some clear next steps to be addressed (and referred to in the recommendations). However, I think that they are steps that can continue to push the model forward in the school (and will likely lead to further revisions and tangent results not even foreseeable at this point). Following the day (and based on a long relationship with the school admin team), I know that the capacity and critical mass is in [REDACTED] to continue to take the next steps in continuing to refine their Collaborative Response Model.

Celebrations:

- **Teaching staff committed to the model and to supporting students** – during the interviews and my observations of the team meetings, it was evident that teachers believed the school was making positive steps to refining structures to support students. Staff were dedicated to seeing the model work in the school and although expressed a need for further refinement, supported the overall framework of working together.
- **Time embedded for staff collaboration** – exceptional planning for embedded time, through 90 minute bi-weekly Collaborative Team Meetings, as well as Thursday cycle of Leadership Teams/Staff Meeting, Professional Development, SMART teams and flex. Clear expectations were provided for these times, although some further refinements could be considered (expressed in the recommendations). **I plan to share your model as an example of how a school can find creative ways to ensure staff have structured opportunities to work collaboratively.**
- **Daily Literacy Groups** – although continued refinement was expressed (and further discussed in the recommendations), the overall feeling was that the DLG time was providing daily support for those most in need. At its core, it is an exceptional structure built into the daily timetable to coordinate flexible supports.
- **Support for all students** – several staff noted (and I observed) supports being planned for all students, not just those at-risk. Through the Daily Literacy Groups, students in need of greater challenge were also being addressed in the school's Collaborative Response Model framework.
- **Assessments being used to inform staff conversations** – the GRADE assessments (as well as Fountas and Pinnell) were being utilized to help inform actions being taken by the teams and teachers. Although the use of this assessment data in collaborative team meetings can be further refined (as discussed in recommendations), its presence in the model ensures that assessment data is available to further inform staff professional judgment and students are being effectively flagged for interventions and support.
- **Effective guided reading instruction observable during Daily Literacy Groups** – overall, I observed effective guided reading instruction happening during the DLGs, particularly at the grade 1-2 level (which should not come as a surprise).
- **Direction provided by school leadership** – obvious that [REDACTED] are steering the ship and are helping to clarify a vision and direction for the school, working alongside staff throughout the process. Leadership also exemplifies a willingness to critically examine and address any gaps in their school's framework and ensure all staff, from supporters to dissenters, have a voice in the process. Also involved in providing support during DLGs and being actively involved in facilitating collaborative team meetings.

Recommendations:

1. Development of a School Intervention Menu to be a resource during Collaborative Team Meetings

Developing a pyramid of interventions that clearly lists the strategies, accommodations and interventions to be considered at each tier would:

- a. Ensure that the DLG is seen as *one way* the school supports students but provides further supports for students needing even greater, more intensive levels of support.
- b. Clearly delineate when a student is moved from tier to tier. Right now there is confusion related to *placement* on the pyramid, rather than it being determined by the level of supports in place.
- c. On Thursday, February 11, I will facilitate the process of establishing this intervention menu, as well as provide a template that could organize the supports for use in the collaborative team meetings
- d. I will also provide [REDACTED] (and anyone else) instruction on how these determined supports can then be integrated directly into the CRMS software

2. Further refinement of Collaborative Team Meetings

Although the move to bi-weekly, 90-minute collaborative team meetings for every grade grouping is an effective shift, I would suggest there is further refinement to be considered to ensure this time is used most effectively. These refinements could include:

- a. More effective use of the CRMS to guide the meeting process, visually display current levels of support and document discussion/actions in relation to students. This may also help to continue to ensure action-based conversations, rather than discussion-based conversations. On Thursday, I will provide [REDACTED] further support for how the software can be most effectively utilized during Collaborative Team Meetings. This will also involve the integration of visual “flags” on the CRMS team boards to draw attention to students most needing to be discussed.
- b. Consider the introduction of an “Action-Focus” role in the meeting, to interject with “Yeah, but what are we going to do?” when conversations digress or stall.
- c. Moving as quickly as possible to engaging in the meeting (starting with celebrations). Ensure that all process/instructional conversations are shifted to Thursday times, so that the entire 90 minutes (or as much as possible) can be directly focused on specific students. Consider having staff come prepared to the meeting with whom they wish to be discussing.
- d. Availability of the intervention menu during meetings (discussed above), to help with the determining of actions.
- e. Continue to investigate how to get [REDACTED], etc. involved in the meetings (in future, consider how the ILS team could be involved, particularly at the grade 1-2 level, even at every other meeting?).

- f. Creation of clear criteria for student entry levels (to determine the color of student cards on the visual team boards) – this could also be done per SMART team

3. **Further refinement of Daily Literacy Groups at each level**

Articulating precisely what is happening during the DLG at each level is another further refinement to consider. Some ideas include:

- a. Utilizing a template to be completed by SMART teams. Template has the following categories to complete (this may be integrated right into the shared documents already created with student lists):
 - i. Date (so that it can be readjusted each cycle, as determined by the team i.e grade 1-2 may agree to shift every two weeks, grade 3-4 every four weeks, etc., recognizing that there may be some individual moves made in exceptional circumstances)
 - ii. Purpose of DLG (for that SMART team) – clearly identify the purpose of the DLG for that grade level
 - iii. Key Focus Areas for Groups (as discussed with grade 5-6, identifying the exact 2-3 essential outcomes that will be the focus for that cycle for each group)
 - iv. Evidence of Achievement of Outcomes (how will the group teacher assess the students success in relation to the outcome being focused on – this essentially becomes the progress monitoring)
- b. Once the above is accomplished, could lead to the development of simple group checklists, showing “not yet meeting”, “approaching” and “meeting” of determined outcomes for the group that could then be completed regularly (weekly?) to share with classroom teachers – assist in the communication of what students are accomplishing in the groups and help to guide discussions when a student is ready to move groups.
- c. Investigate further timetabling adjustments to help ensure further reduction of group size during DLGs. Could include use of peer mentors (as an intervention for both older and younger students), technology (Raz-Kids, etc.), sustained silent reading blocks or re-envisioning how the days are used, particularly at grades 3-4 and 5-6 (for instance, the lower groups go 5 times a week, higher groups have 3 times per week on raz-kids, 2 times a week in small groups, etc.). This will involve some further brainstorming and creative scheduling (may be valuable to talk with the SMART teams at these grade levels to hear some of their ideas and suggestions – potentially a topic for future team “think tank” sessions).

4. **Discussion related to ensuring guided reading happening in the classroom in addition to DLGs**

One area lamented by several teachers was that since the introduction of DLGs, they no longer have time to engage in guided reading in their classroom (a valid point but one which also bears the question why not, if teachers largely have control of their

instructional schedules). I would suggest having a “think tank” session (possibly during a SMART Thursday meeting time) to pose the following question for SMART teams to brainstorm and look for potential solutions – “In addition to Daily Literacy Groups, how can we create time for guided reading in our classrooms?” Encourage that this is an “outside the box” thinking exercise, sharing some potential questions for them to explore, such as “How can we integrate other subject areas into guided reading?”, “Can we re-envision how library time is utilized?”, “How could the period start and end times be adjusted to create additional pockets of time?”, “How could we utilize the French time for students not involved in French?”. I don’t think the answer solely resides in any of these sample questions but it would be a valuable exercise for staff to explore it untethered, rather than resorting to simply stating “we can’t”.

5. **Further refinement of SMART teams**

Have SMART teams establish SMART goals at the start of the year (based on an examination of GRADE and other related data) that reflect the school’s literacy focus. For their goal, determine actions for them to pursue during the year that can help to further honour their professional determination of areas to explore and develop. These can potentially help to define collaborative professional growth plans, provide areas for admin to help support and add one more level of structure to the school. If interested, there is [sample template](#) that may help in the process, as well as [another template](#) to help guide the data mining to determine a SMART goal.

As noted in the overview, these are recommendations for consideration or to chew on as you continue to reflect on next steps for the school. They are not intended to be absolute declarations, attended to in order or initiated immediately. Please let me know if you require any further explanation or support for anything I’ve discussed.

Thank you for the opportunity to be part of your school’s journey and to help celebrate the great work already being done to support students and staff!