It’s About Time

Wiley Middle School
Continuous Improvement Conference
10/8/18
Introductions
Parking Lot

https://goo.gl/ZeLHYe
When ALL means ALL
The 3 Big Ideas of the PLC Process

1. **Student Learning** as our Primary Focus
2. Collaborative Culture as our Primary Practice
3. Data Analysis as our Primary Measure
We built our school ... 

A. On rock and roll (oh wait, that’s our city) 

B. As a place for teachers to hang really cute posters and store all of their office supplies 

C. As a place for parents to send lunch boxes, water bottles and hoodies to disappear forever 

D. As a place for students to learn
Big Idea #1

Student learning is our primary focus.
A Place to Learn

Ultimately, the fundamental purpose of schools is to ensure that students learn - not merely attend school or even be taught.

**Schools only achieve their fundamental purpose when students learn!**
1. Ancient Egypt was inhabited by mummies and they all wrote in hydraulics. They lived in the Sarah Dessert. The climate of the Sarah is such that the inhabitants had to live elsewhere.
2. Solomon had three hundred wives and seven hundred porcupines.
3. The Greeks were a highly sculptured people, and without them we wouldn’t have history. The Greeks also had myths. A myth is a female moth.
4. Socrates was a famous Greek teacher who went around giving people advice. They killed him.
5. The Greatest writer of the renaissance was William Shakespeare. He was born in the year 1564, supposedly on his birthday. He never made much money and is famous only because of his plays.

He wrote tragedies, comedies, and hysterectomies, all in Islamic pentameter.
6. Writing at the same time as Shakespeare was Miguel Cervantes. He wrote Donkey Hote.

The next great author was John Milton. Milton wrote *Paradise Lost*. Then his wife died and he wrote *Paradise Regained*. 
From Teaching to Learning

There are a number of cultural shifts that must take place if a school or school district is to function as a professional learning community.

The foundational shift - the cultural shift upon which all other shifts rest - is a shift from a fundamental focus on teaching to a persistent and passionate focus on learning.
How will we respond to the results?

What do we do when the assessment data tells us that students have not learned a skill?
Teams Focus on...

In a professional learning community, administrators, teacher teams, and individual teachers focus relentlessly on the learning of each student – skill by skill.
Flextime

- Systematic and schoolwide
- Within the school day
- Timely
- Flexible
- Continually monitored for effectiveness
- Directional rather than invitational
Bringing the Learning Back to Wiley MS

Exploring the Possibilities
How do we build a shared understanding?

- Flex Time Steering Committee
- Leadership Team
- PLCs
- Professional Learning Days
- Ongoing Teacher Reflection and Feedback
What Flex Time is and What it is NOT

**IS**
- Intentionally Planned
- Data-Driven
- Enrichment and Intervention
- Student Choice
- Builds Student Independence
- Accessible to ALL students

**IS NOT**
- Free Time
- Study Hall (Former PACK Time at WMS)
- Before or After School Tutoring
- Students Pulled from Core Instruction
Master Schedule

Flex Time Schedule
2 days/wk for 40 minutes (Wednesdays and Thursdays)

1st Period - 8:55 - 9:35
2nd Period - 9:40 - 10:20
Flex Period - 10:25 - 11:05
3rd Period - 11:10 - 11:50

6th Grade - 4th P 11:50 - 12:20 (L), 5th P 12:25 - 1:05, 6th P 1:10 - 1:50
7th Grade - 4th P 11:55 - 12:35, 5th P 12:40 - 1:20, 6th P 1:20 - 1:50 (L)
8th Grade - 4th P 11:55 - 12:35, 5th P 12:35 - 1:05 (L), 6th P 1:10 - 1:50

7th Period - 1:55 - 2:35
8th Period - 2:40 - 3:20
9th Period - 3:25 - 4:05

1st - 9th Periods (excluding lunch) are 40 minutes long
Planning for Flex

Data-Driven

PLCs

Priority Weeks

Flexible Schedules
Student Communication

Session Boards

<table>
<thead>
<tr>
<th>Name</th>
<th>Task</th>
<th>Pages</th>
<th>Parental Support</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLEA</td>
<td>Fringe Rep. Run &amp; Pull Thru</td>
<td>Letter</td>
<td>English 2-127</td>
<td>33 stamp used</td>
</tr>
<tr>
<td>TLEA</td>
<td>Common Core</td>
<td>Letter</td>
<td>Social 2-125</td>
<td>15 stamp used</td>
</tr>
<tr>
<td>TLEA</td>
<td>Catcher of the Year When the Broken Heart Stays</td>
<td>Letter</td>
<td>English 2-127</td>
<td>7 stamp used (24 stamp used)</td>
</tr>
<tr>
<td>TLEA</td>
<td>You've been selected</td>
<td>Letter</td>
<td>Dugout</td>
<td>12 stamp used</td>
</tr>
<tr>
<td>TLEA</td>
<td>Where are we?</td>
<td>Letter</td>
<td>Lane 2-222</td>
<td>25 stamp used</td>
</tr>
</tbody>
</table>

Planners

Stamps
Ongoing...

REFLECTIONS
Questions
One last thought ... 

“Many things are important for good schools; curriculum is important; parental involvement is important; having a clean, safe building is important. But of all the things that are important to having good schools, nothing is as important as the teacher and what that person knows, believes and can do.” 


“On your worst day on the job, you are still some child’s best hope!”

-Larry Bell