



# BLENDED LEARNING

How many of you would like to have another teacher in your classrooms while teaching math and reading?

How many of you would like your teachers to have an easier time differentiating within their classroom?

How many of you would like your teachers to actually use the data from their standardized testing – real time data?

How many of you would like your school to become a data rich environment, including the students?

How many of you would like your school to change their mindset to a growth mindset?

## CCX School Spotlight: St. Alphonsus Catholic School

# Blended Learning is...



An individualized educational plan that utilizes technology and takes advantage of real time data in order to differentiate instruction and ultimately close the achievement gap.

- Technology Programs: ST Math, Lexia Core 5, iReady, Imagine Math, Lexia PowerUP
- Real Time Data
- Groupings: by level, mixed
- Differentiate: Programs, Small group, Station Activities
- GROWTH - WE WANT EACH STUDENT to GROW!

**Why?**

## St. Alphonsus Catholic School Goals:

- Close the achievement gap
- 60% of K–8 students to meet fall-to-spring projected growth targets in math and reading (18–19 school year).



45%

of K-8 students were proficient (at or above grade norm) in **mathematics** at the end of the academic year.



50%

of K-8 students were proficient (at or above grade norm) in **reading** at the end of the academic year.



43%

of K-8 students met fall-to-spring **growth** targets at the end of the academic year.

2016-2017

2017-2018



40%

of K-8 students were proficient (at or above grade norm) in **mathematics**.



45%

of K-8 students were proficient (at or above grade norm) in **reading**.



41%

of K-8 students met fall-to-spring **projected growth** targets in **mathematics and/or reading**.

2018-2019



54%

of K-8 students were proficient (at or above grade norm) in **mathematics**.



59%

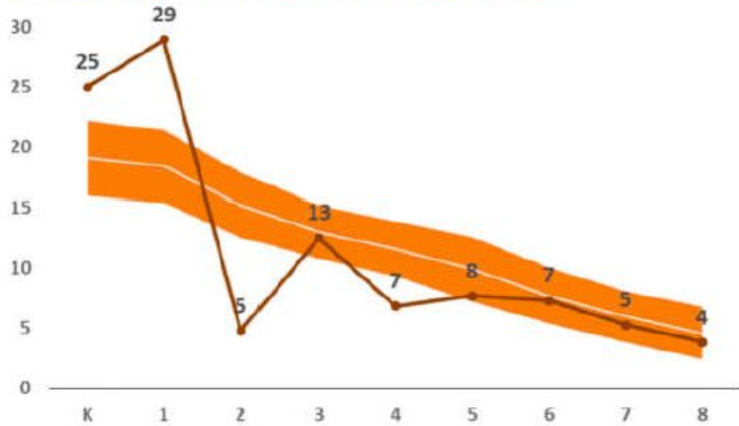
of K-8 students were proficient (at or above grade norm) in **reading**.



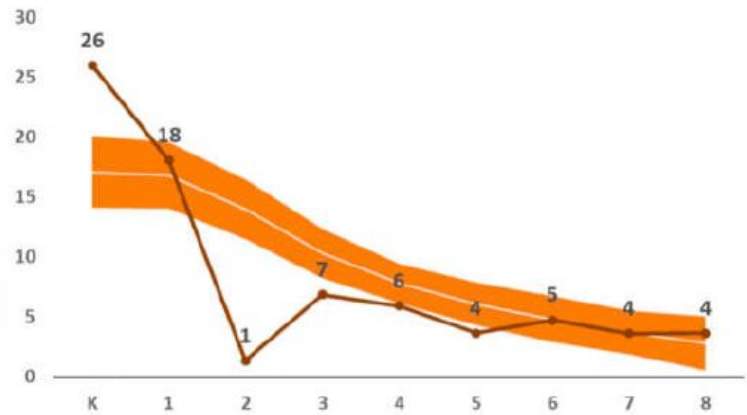
61%

of K-8 students met fall-to-spring **projected growth** targets in **mathematics and/or reading**.

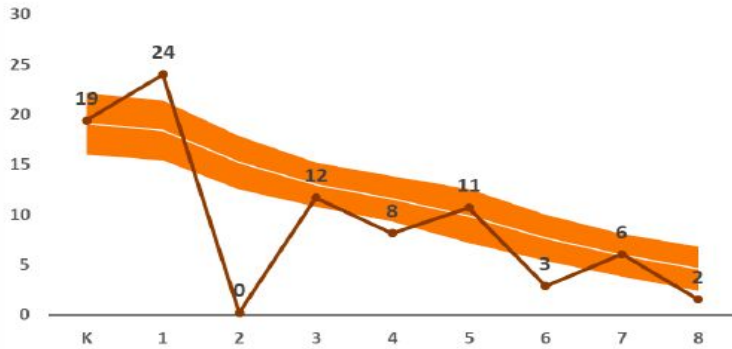
Fall to Spring 2016/2017 Mathematics Growth by Grade



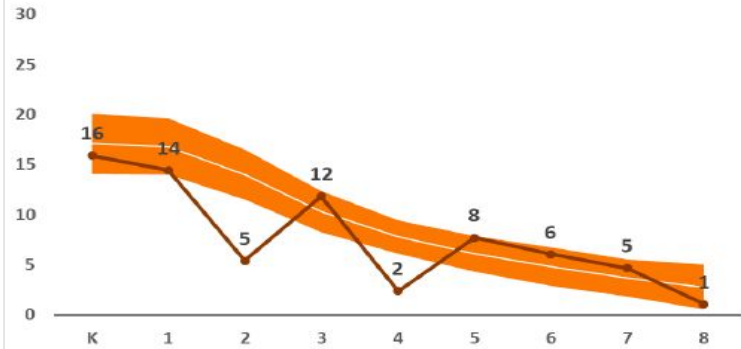
Fall to Spring 2016/2017 Reading Growth by Grade



Fall to Spring 2017/2018 Mathematics Growth by Grade

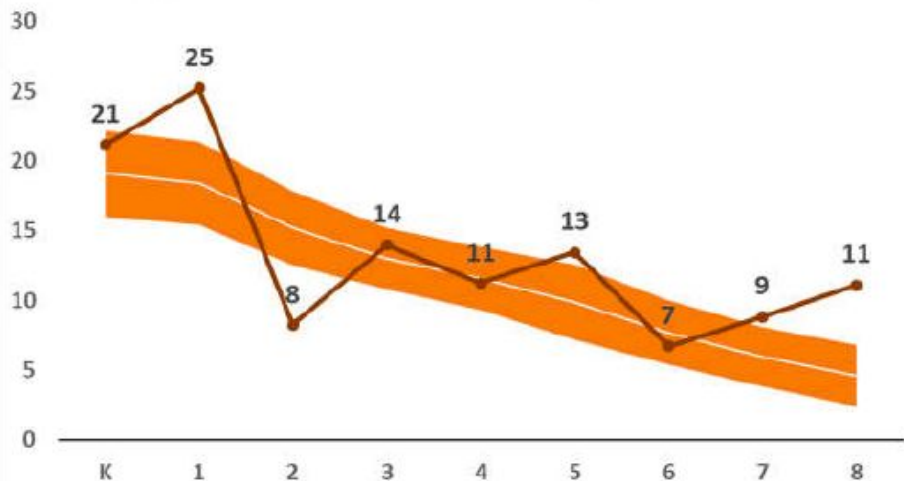


Fall to Spring 2017/2018 Reading Growth by Grade

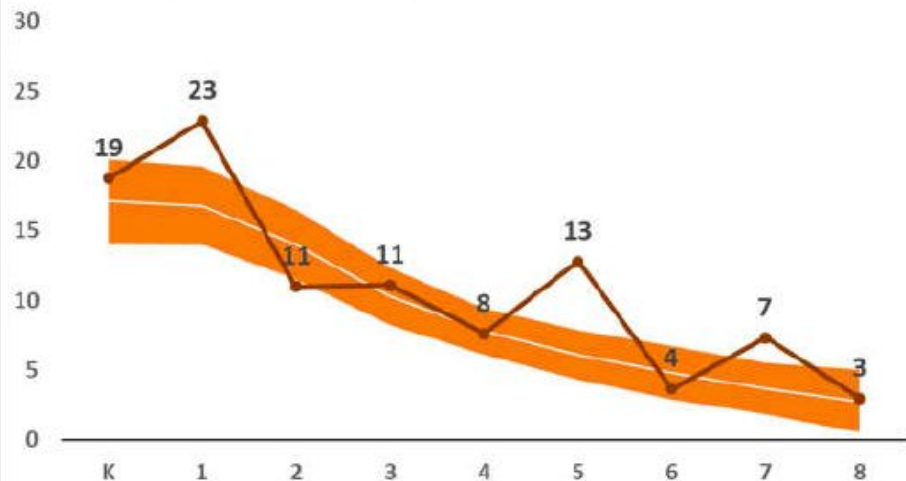




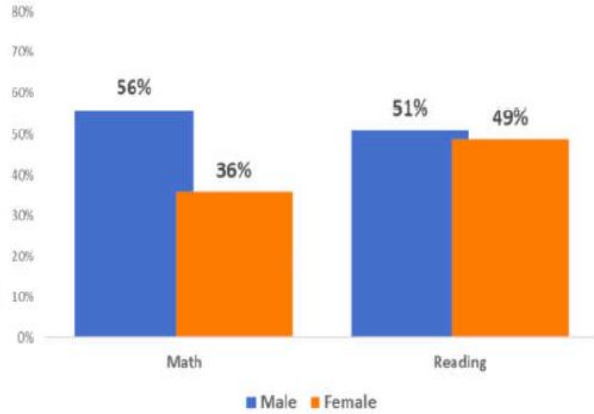
Fall to Spring 2018/2019 Mathematics Growth by Grade



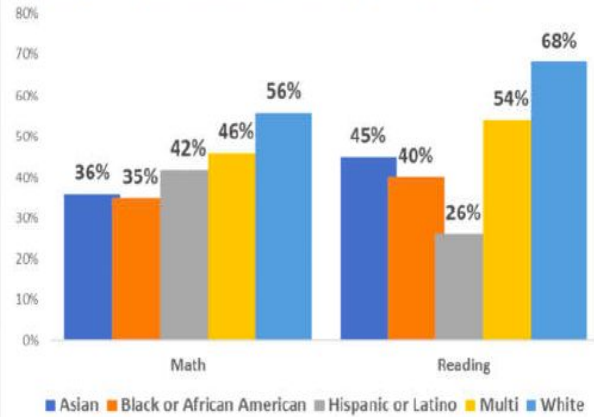
Fall to Spring 2018/2019 Reading Growth by Grade



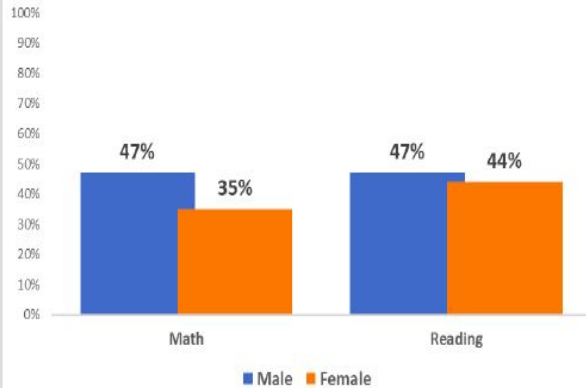
Spring 2016/2017 Student Proficiency by Gender



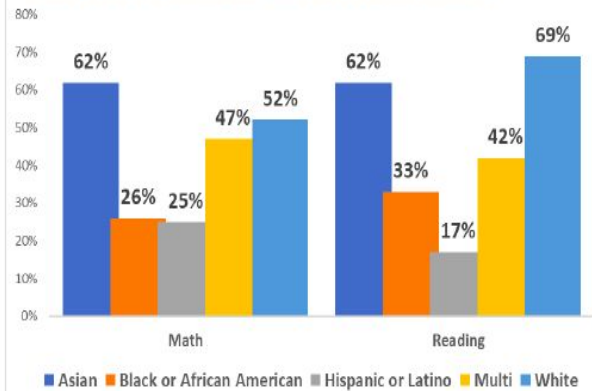
Spring 2016/2017 Student Proficiency by Race/Ethnicity



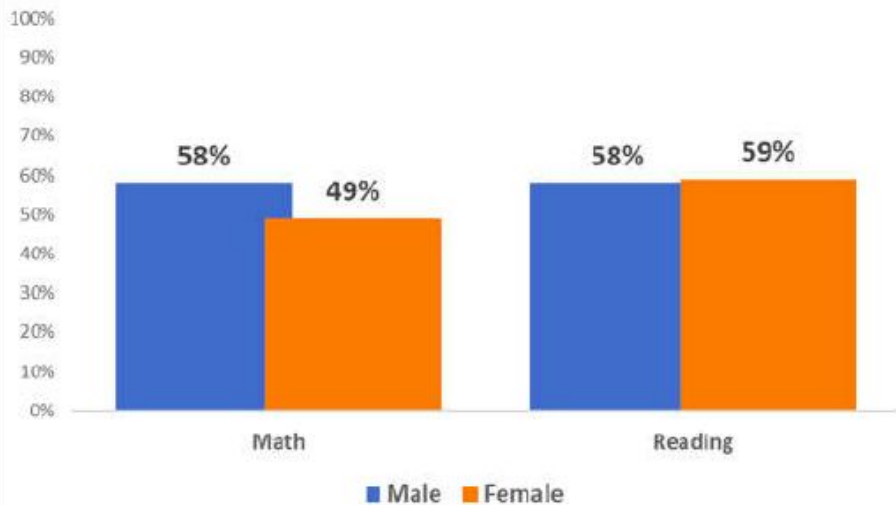
Spring 2017/2018 Student Proficiency by Gender



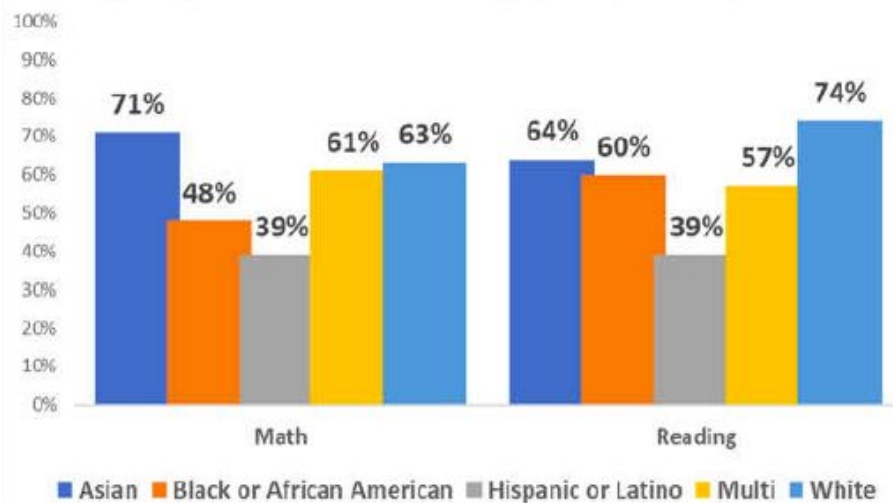
Spring 2017/2018 Student Proficiency by Race/Ethnicity



Spring 2018/2019 Student Proficiency by Gender



Spring 2018/2019 Student Proficiency by Race/Ethnicity



### Spring 2017/2018 MAP Proficiency by Instructional Area and Grade






	K	1	2	3	4	5	6	7	8
<b>OVERALL MATHEMATICS</b>	46%	80%	29%	36%	33%	59%	22%	44%	31%
Algebra (K-8)	62%	80%	29%	36%	53%	59%	22%	61%	54%
Data Analysis (K-5)	38%	70%	35%	36%	40%	59%			
Data Analysis and Probability (6-8)							18%	67%	23%
Geometry and Measurement (K-8)	38%	80%	29%	21%	27%	47%	22%	39%	31%
Number and Operation (K-8)	62%	70%	29%	36%	27%	65%	30%	50%	38%
<b>OVERALL READING</b>	38%	70%	35%	36%	27%	53%	39%	67%	46%
Foundational Skills (K-1)	46%	70%							
Informational Text (2-8)			41%	36%	29%	59%	35%	67%	38%
Language and Writing (K-1)	38%	70%							
Literature (2-8)			35%	43%	21%	65%	43%	61%	38%
Literature and Informational (K-1)	54%	60%							
Vocabulary Acquisition and Use (2-8)			41%	43%	29%	47%	43%	67%	62%
Vocabulary Use and Functions (K-1)	54%	80%							

### Spring 2018/2019 MAP Proficiency by Instructional Area and Grade

	K	1	2	3	4	5	6	7	8
<b>OVERALL MATHEMATICS</b>	50%	57%	83%	42%	43%	35%	50%	55%	76%
Algebra (K-8)	50%	43%	67%	32%	29%	41%	38%	55%	88%
Data Analysis (K-5)	50%	57%	75%	47%	43%	53%			
Data Analysis and Probability (6-8)							42%	60%	71%
Geometry and Measurement (K-8)	43%	64%	50%	32%	36%	47%	54%	60%	71%
Number and Operation (K-8)	43%	86%	67%	53%	50%	59%	73%	50%	71%
<b>OVERALL READING</b>	43%	64%	75%	42%	50%	47%	69%	63%	71%
Foundational Skills (K-1)	50%	64%							
Informational Text (2-8)			67%	37%	50%	53%	50%	58%	59%
Language and Writing (K-1)	29%	57%							
Literature (2-8)			83%	42%	64%	59%	62%	63%	76%
Literature and Informational (K-2)	43%	71%							
Vocabulary Acquisition and Use (2-8)			75%	47%	57%	65%	58%	63%	65%
Vocabulary Use and Functions (K-1)	36%	79%							

**How?**

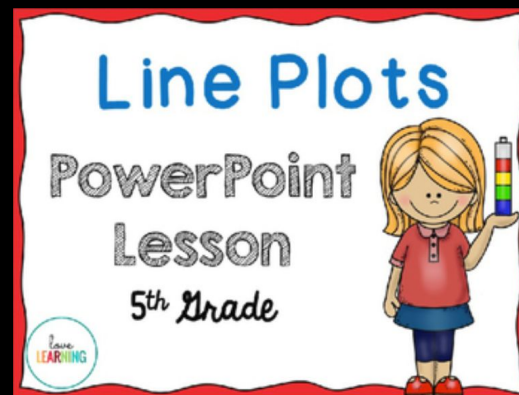
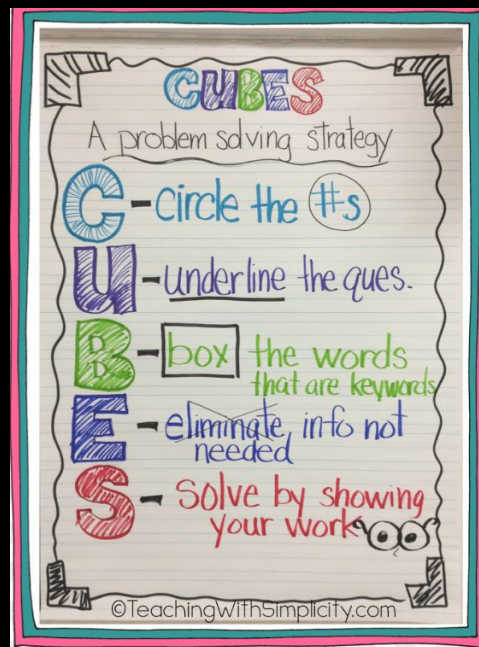
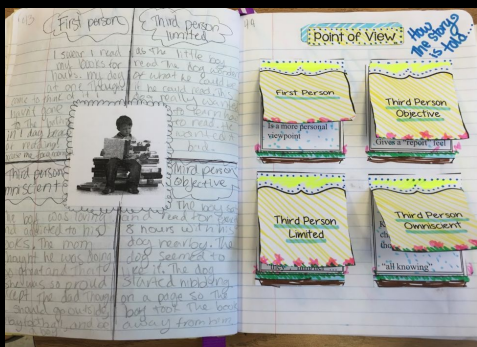
# Stations - One Model

Mini-lesson (whole group) 		
Small-group lesson 	Personalized online learning	Independent or collaborative activity
Independent or collaborative activity	Small-group lesson 	Personalized online learning
Personalized online learning	Independent or collaborative activity	Small-group lesson 
Closing & Exit Ticket (whole group) 		

# Whole Group Instruction



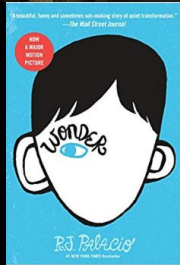
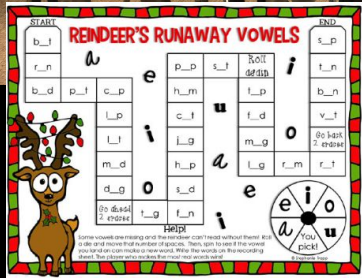
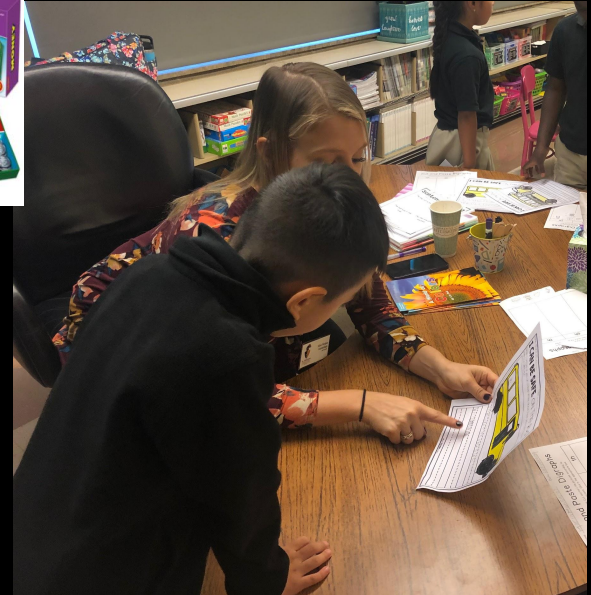
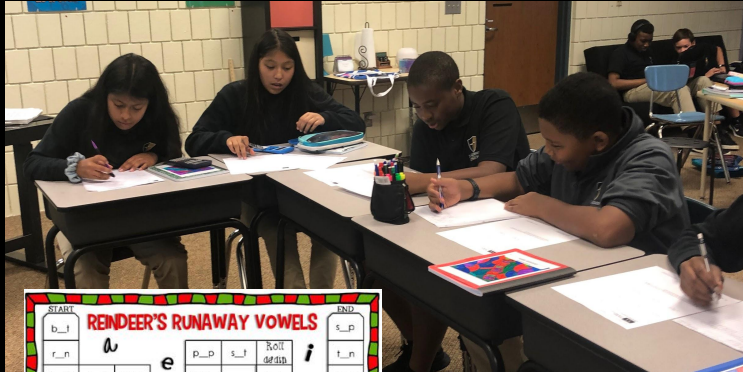
What does whole group instruction look like?



# Small Group (Teacher Led)



What does small group instruction look like? Differentiation!!





# Independent Work

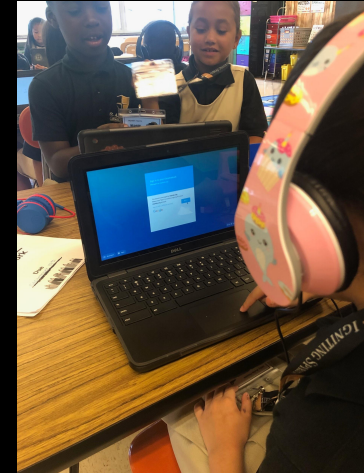


What type of work will students do independently? Games?  
Homework? Intentional Worksheets? Skills practice?

1	•	1	2	3	4	5	6	7	8	9	10
2	••	2	2	2	2	2	2	2	2	2	2
3	•••	3	3	3	3	3	3	3	3	3	3
4	••••	4	4	4	4	4	4	4	4	4	4
5	•••••	5	5	5	5	5	5	5	5	5	5
6	••••••	6	6	6	6	6	6	6	6	6	6
7	•••••••	7	7	7	7	7	7	7	7	7	7
8	••••••••	8	8	8	8	8	8	8	8	8	8
9	•••••••••	9	9	9	9	9	9	9	9	9	9
10	••••••••••	10	10	10	10	10	10	10	10	10	10



# Technology - Hardware



# Technology Software

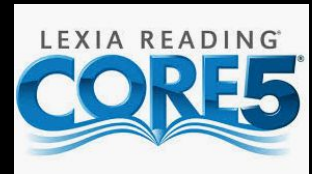


Programs that we use:

K-2 (Lexia Core 5 & ST Math)



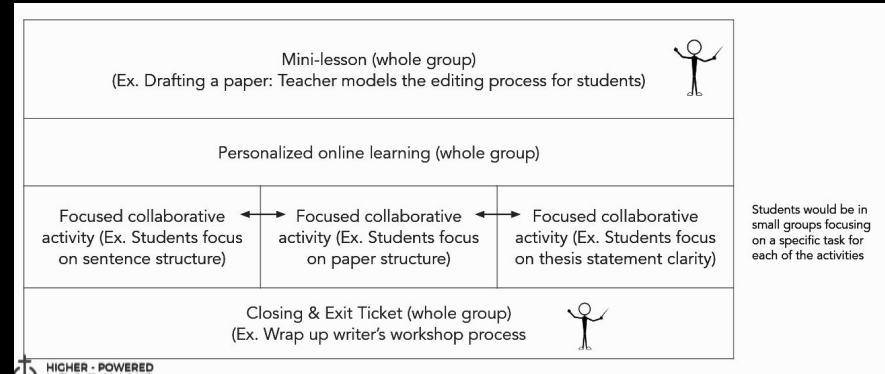
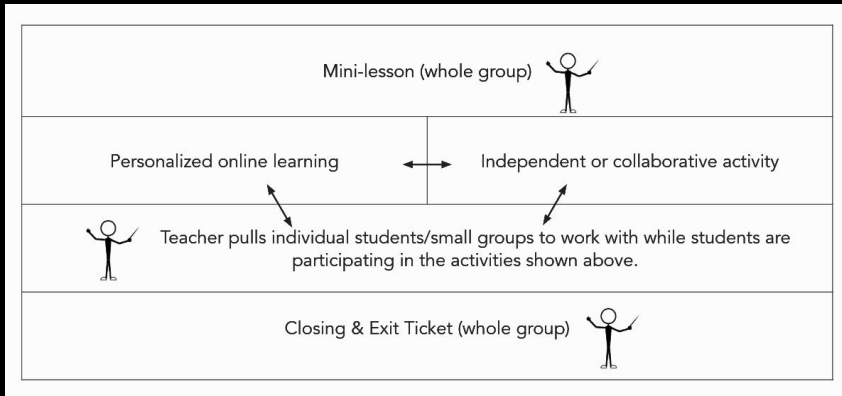
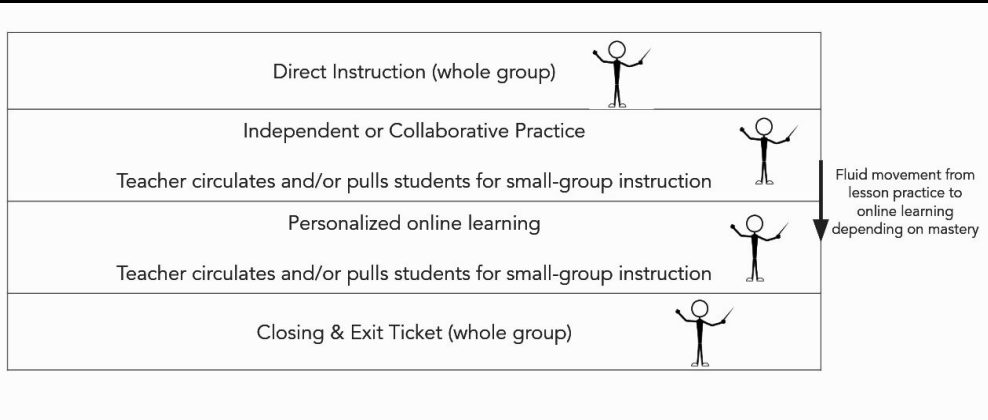
3-5 (iReady)



6-8 (Lexia PowerUp & Imagine Math)



# Other Models are Available



Things that also need to be considered:

# Groupings/Rotations



How will you group your students? Ability? Mixed Levels?

Learning Continuum - Class View  
Growth: Math 6+ MN 2007

Edit Display Options	
<b>Number &amp; Operation</b>	
Real Numbers: Classify, Represent, Compare	▼
Calculate with Rational Numbers	▼
Ratios, Rates & Problems with Rational Numbers	▼
<b>Algebra</b>	
Functions: Representations, Linear & Non-Linear	▼
Algebraic and Numerical Expressions, Polynomials	▼
Functions: Linear, Quadratic, Exponential	▼
Linear, Quadratic, Root: Equations & Inequalities	▼

View All Groupings

Grouping 1 2 Students	Grouping 2 0 Students	Grouping 3 8 Students	Grouping 4 4 Students	Grouping 5 3 Students
Joel		Nathaniel	Nicholas	Dyl...
Marvellous		Emmanuel	Antoinette	Lawrren
		Ariel-Mcke...	Catherine	, KeAndre
		, Derri...	Erika	
		Tessa		
		, Mar...		
		Leenah		
		Wilannah		

Blue	Green	Yellow
Ashley	Monica	Cole
Joe	Mary	Emily
Yafet	Destiny	Kayley
Emma	Kyle	Bryant
Hoang	Denzel	Olivia
Franklin	Ogo	Paolo
		Mia

MONDAY, TUESDAY, THURSDAY																
Riley	Leighlynn	Sehwon	Chantel	Josúe	Angelina	Matthew	Alvin	Nathan	Travis	Michael	Joel	Jacqueline	Sosuna	Babita	Neveah	Chameng
IP	H	H	iR	H	H	IP	iR	IP	iR	IP	iR	iR	H	H	iR	H
iR	iR	IP	IP	iR	IP	iR	IP	iR	IP	iR	H	H	IP	iR	H	IP
H	IP	iR	H	IP	iR	H	H	H	H	H	IP	IP	iR	IP	IP	iR
WEDNESDAY, FRIDAY																
Riley	Leighlynn	Sehwon	Chantel	Josúe	Angelina	Matthew	Alvin	Nathan	Travis	Michael	Joel	Jacqueline	Sosuna	Babita	Neveah	Chameng
IP	H	H	MG	H	H	IP	MG	IP	MG	IP	MG	MG	H	H	MG	H
MG	MG	IP	IP	MG	IP	MG	IP	MG	IP	MG	H	H	IP	MG	H	IP
H	IP	MG	H	IP	MG	H	H	H	H	H	IP	IP	MG	IP	IP	MG

# Physical Space



What do classrooms need to look like in order to have stations?



# Routines/Procedures/Transitions



How do the students switch from station to station?





# The Standards



How are stations standards based?

5.1.1.4

Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

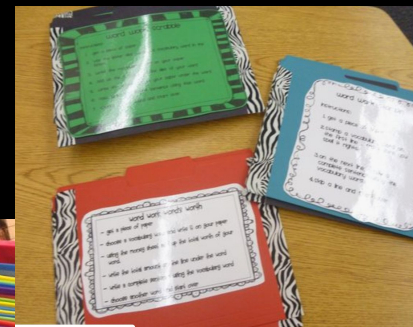
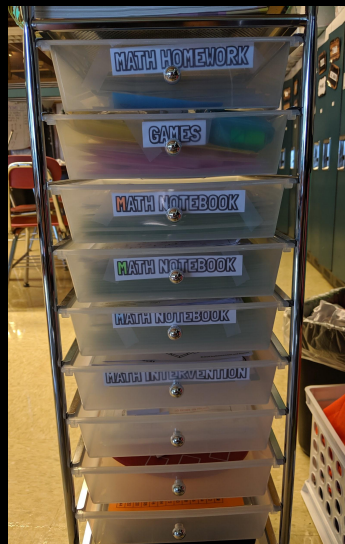
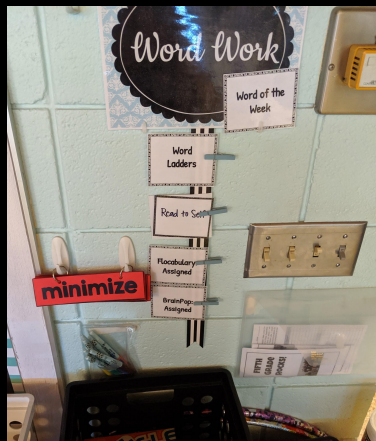
*For example:* The calculation  $117 \div 9 = 13$  can be checked by multiplying 9 and 13.

# Stations



What type and how many stations to have?

How to store your stations?



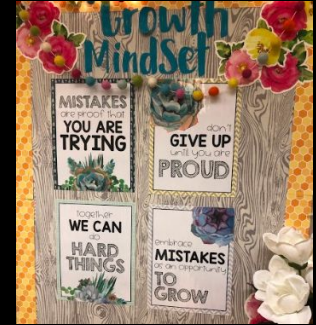
# Student Ownership



What incentives and procedures are going to put in place to ensure student buy-in?



Set or Data Display?	Learning Style:			My Intelligences:	
READING	Fall Ready Score	Winter Ready GOAL Score	Winter Ready Score	Spring Ready GOAL Score	Spring Ready Score
MATH	Fall Ready Score	Winter Ready GOAL Score	Winter Ready Score	Spring Ready GOAL Score	Spring Ready Score
READING	Fall NWEA MAP Score	Winter NWEA MAP GOAL Score	Winter NWEA MAP Score	Spring NWEA MAP GOAL Score	Spring NWEA MAP Score
LANGUAGE	Fall NWEA MAP Score	Winter NWEA MAP GOAL Score	Winter NWEA MAP Score	Spring NWEA MAP GOAL Score	Spring NWEA MAP Score
MATH	Fall NWEA MAP Score	Winter NWEA MAP GOAL Score	Winter NWEA MAP Score	Spring NWEA MAP GOAL Score	Spring NWEA MAP Score



# Celebrations!!!



Questions?