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Audience Q&A Session

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Beachwood City Schools

Presenters: Robert Hardis, Ken Veon,
Linda LoGalbo, and Kevin Houchins

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INTRODUCTION

- PRESENTERS:

Dr. Robert P. Hardis, Superintendent

Kevin Houchins, Dir. of Equity & Community Engagement

Linda LoGalbo, Dir. of Curriculum & Instruction

Dr. Ken Veon, Assistant Superintendent

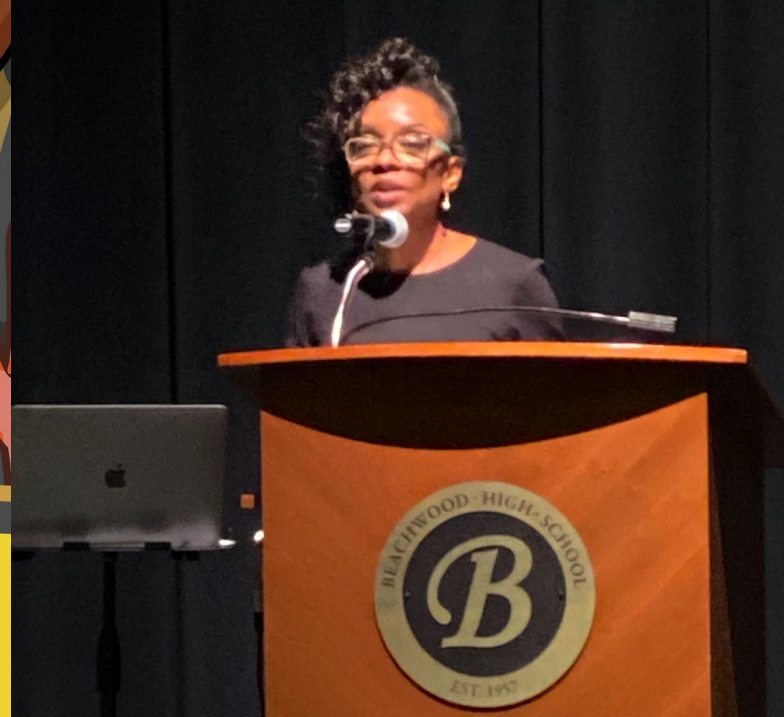
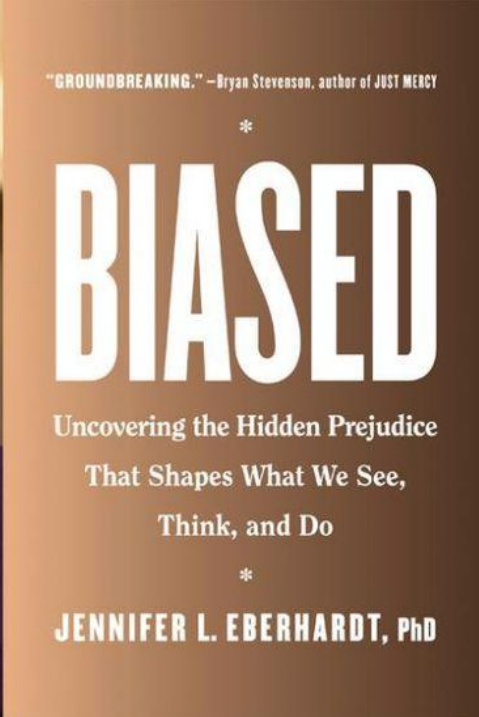
- Three overarching, overlapping focus areas: **student achievement, intercultural awareness, and mental health**

- Five initiatives:

- Professional Development
- Formative Assessment
- Access to accelerated and gifted programming
- Hiring
- Community Engagement

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Professional Development



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Professional Development

Summer Book Studies

- White Fragility by Robin D'Angelo
- Why Do All the Black Kids Sit Together? by Beverly Daniel Tatum
- Across that Bridge by John Lewis
- Bias by Jennifer Eberhart

Curriculum Audit - Developing Culturally Relevant Classrooms

- English Language Arts K-12 (2020-2021)
- Examine our current curriculum for Diverse text
- Gender, Race, Family Structure, Differing Abilities, Socioeconomic
- Social Studies (2021-2022)

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Beachwood's Formative Assessment Process



Formative Assessment is a verb, not a noun. It's an action performed throughout the learning experience, not some thing that students are given to complete at the beginning, in the middle, or at the end of it.....and use what you learn to inform your feedback and what you teach next. - Stockman, 2015

Data Collection

Checks for Understanding:

Using Tech

- Google Forms
- Edulastic
- Kahoot
- Clickers
- PearDeck

Written (can be collected)

- Exit Slips
- 3-2-1 Cards
- 3 Summaries
- Graffiti Maps
- Metacognition Table

Observational

- Thumbs Up - Thumbs Down
- Whiteboards
- Oral Questioning
- Socratic Seminar
- Think-Pair-Share
- Turn & Talk
- Running Records

Milestone Checks

- Quarterly Assessments
- Short-Cycle Assessments

Data Analysis

How did the class do overall?

What surprises did the data reveal?

How did the class do on individual questions?

- Was the question clear?
- What misconception did the student(s) have?
- What instructional strategies were used to teach that concept?
- Is re-teaching necessary?

How did individual students perform?

- Is there a trend for this student?
- How has this student done on this concept in the past?
- Are modifications needed?

Timely Feedback

Types:

Written Feedback

- Comments on written work
- Explanations about math problems
- Describes how to improve
- Doesn't try to cover every issue (overwhelming)

Oral Feedback

- Check-ins
- Done during the lesson
- Interactive
- Focused on objective

Feedback should be descriptive

- Describes where student is in relation to the goal/purpose
- Specific direction on how to improve to meet the goal
- Answers the question: *Can this student take action on this comment?*

Adjustment to Instruction

Enrichment

- Condense or eliminate material

Re-explain

- Different examples
- Different mode (visual/aural)

Clarify

- Provide a model of desired outcome
- Learning target
- Criteria for success
- Break down/Chunk tasks

Time

- Small Groups
- Tutoring/Homework help

More Modeling

- Review rubric
- Demonstrate
- Peer explanations

It's important to note that the whole class or individual students may not have the prerequisites to meet the goal and an adjustment may be to "back up" and teach previous/lower level material. Data collection will assist in determining this during the data analysis.

Access to Accelerated and Gifted Classes

- Changed to Naglieri Nonverbal Achievement Test NNAT3 for gifted identification
- Applied the gifted cluster service model in lieu of a self-contained classroom program
- Creation of enrichment and acceleration programs in Math
 - Multiple entry points in variety of grades levels
 - Summer bridge programs to support students with content

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Hiring Process

- How we advertise/recruit
- Interview Process
 - Screening/Application
 - Adding different perspectives in interview process
 - Questions are based on:
 - Work Ethic
 - Relationships
 - Cultural Competence
 - Instructional Knowledge
 - Content Knowledge

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Staff Retention

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Retention



African American Teacher Affinity Group





Community Engagement

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Beachwood Schools Equity & Engagement

Teacher Equity & Engagement Teams

- Bryden Elementary School
- Hilltop Elementary School
- Beachwood Middle School
- Beachwood High School



Parent Equity & Engagement Teams

- Bryden Elementary School
- Hilltop Elementary School
- Beachwood Middle School
- Beachwood High School



Student Equity & Engagement Teams

- Hilltop Elementary School
- Beachwood Middle School
- Beachwood High School

District Equity & Engagement Committee

Composed of representatives from each of the Equity & Engagement Teams, plus a building secretary, building administrator, school psychologist, counselor, and the Director of Equity & Community Engagement

Community Engagement



Hilltop Student Equity Team

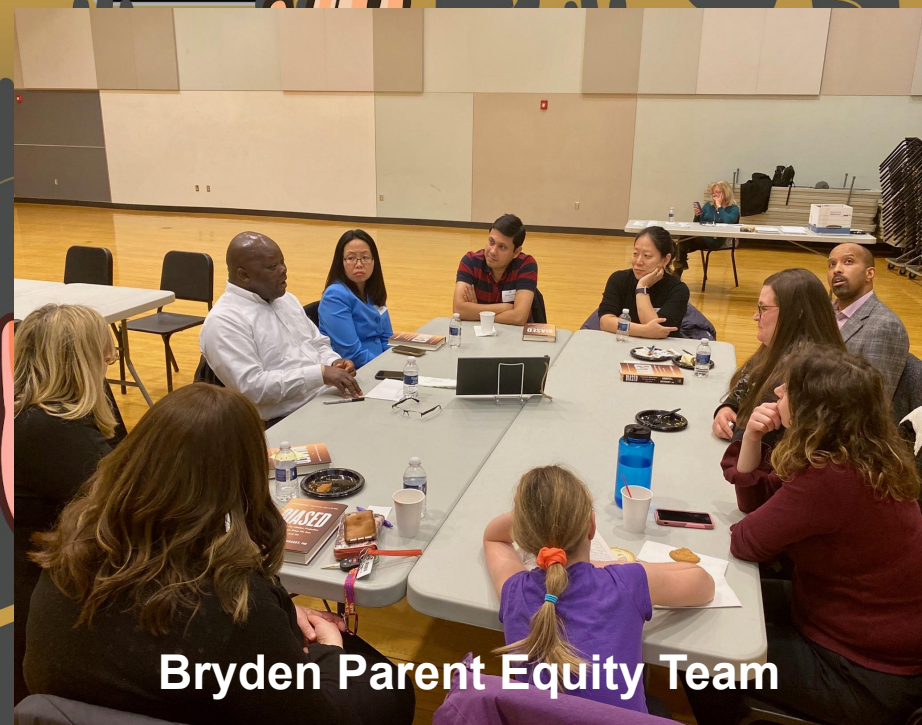


BHS Student Equity Team

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Community Engagement



Bryden Parent Equity Team



BMS Teacher Equity Team



Student Engagement



MAC Scholars



National Honors Society

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Student Engagement



**National Museum of
African American History and Culture**



Black Diamonds

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Historically Black Colleges & Universities (HBCU)

BEACHWOOD



Fisk University



Tennessee State University

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Community Engagement




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Banner Project

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