

IMPACT TEAMS

Developed by Paul Bloomberg and Barb Pitchford



One School's Journey

Harvest Valley Elementary School
Impact Teams | Case Study

For more information about Impact Teams visit LeadingImpactTeams.com

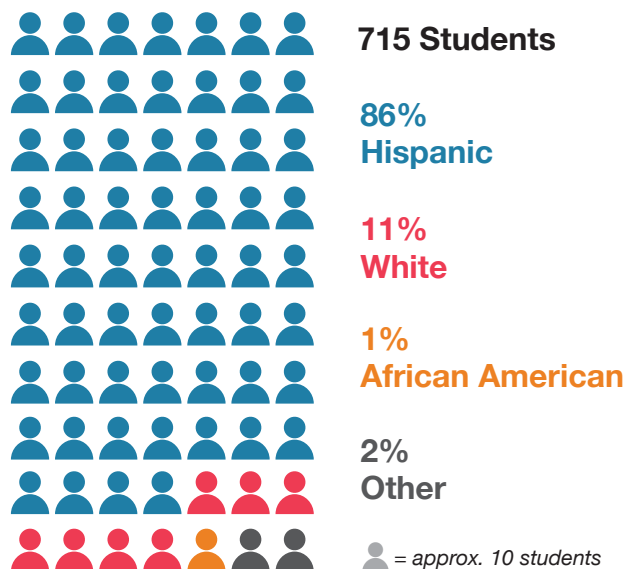
Case Study: Harvest Valley Elementary School

School Profile

Harvest Valley Elementary School is a TK-5 public school located within the Romoland School District in Menifee, California. The current Harvest Valley enrollment is 715 students which consists of (86%) Hispanic, (11%) White, (1%) African American, and (2%) other.

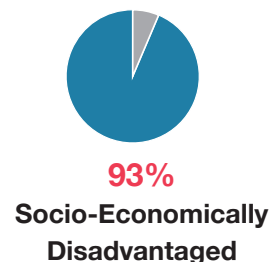
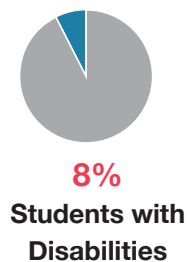
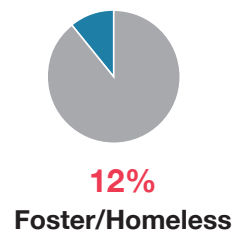
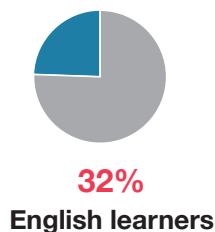
The population is diverse and includes:

- English Learners (32%)
- Foster/Homeless Youth (12%)
- Students with Disabilities (8%)
- Socio-Economically Disadvantaged (93%)



Problem of Practice

Harvest Valley teachers did not have clarity of the standards they were teaching or how to effectively analyze formative tasks during PLC time to determine the root cause of student learning. The teacher teams were not harnessing their collective expertise to maximize their impact on the learning for all students at their grade level. In addition, the teachers were not consistently communicating and co-constructing clear expectations of the learning for priority standards to students in order to empower them to own their own learning.



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Our Learning Goal

Harvest Valley's collective learning goal was to place students at the center of the formative assessment process by increasing student goal setting, data chats, and self and peer assessment. **Harvest Valley wanted to strengthen students' growth mindset, self-advocacy, and self-efficacy and agency.**

To do that, the school focused on strengthening teachers' self and collective efficacy to empower them as instructional experts. In addition, the school wanted to develop teacher teams' inquiry skills to determine the root cause of student learning and collectively develop learning plans in order for all students to have mastery experiences.

“As a teacher, all I want is for kids to own their learning and never settle.”

- Janet Cornejo
Fourth grade teacher
Harvest Valley

Why Is This Important?

When ALL students can visually see a continuum of learning, they can begin to have control of the learning process and ultimately take charge of their learning rate. The school wanted all students to reflect on their personal learning in order to set goals for themselves and be able to give and receive feedback. Harvest Valley wanted students to learn how to approach new learning experiences with confidence instead of fear. The data have shown that the school is making steady progress with ALL students including the subgroups that have the highest needs.

“My students thrive with their success criteria and knowing how to be successful.”

- Jill Hollon
Third grade teacher
Harvest Valley

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Steps to Success

1. Strengthen Teacher Teams

Harvest Valley ensured that there were highly effective and collaborative teams by:

- ▶ **Rebuilding Teams**
- ▶ **Developing Relational Trust**
- ▶ **Encouraging Vulnerability**
- ▶ **Growing Collective Efficacy** by leveraging the sources of efficacy

2. Teacher Clarity

The first steps that teams took on to work on together was to select and unpack priority standards for each grade level using the **Unpacking for Success Protocol** to increase teacher clarity of the learning expectations for each standard. Teacher teams developed success criteria for the unpacked standards and utilized learning progressions to ensure a continuum of rigor. Teams developed criteria based, formative tasks to ensure standards alignment.

3. Analysis of Student Work

Teacher teams were trained and site administrators during sub-release PD time to facilitate team meetings using the **EAA Team Meeting Protocol: Analysis of Student Work**.

4. The Formative Process

Emphasis was placed on the formative assessment cycle and ensured deep implementation of the **EAA Classroom Protocol** and **Check In Protocol for Quality Implementation**.

5. Monitoring and Support

Site administrators attend all Impact Team grade level meetings to work alongside teacher teams to further develop the teams' level of inquiry and help them grow their collective impact.

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Our IMPACT

“As a teacher, all I want is for kids to own their learning and never settle. When students compare their work to exemplar texts and can pinpoint where they or their peers are, give them or themselves feedback, reflect and continually improve, I am ecstatic about their growth and learning collectively, and individually. What’s most important is how they feel about themselves and their true learning potential.”

- Janet Cornejo
Fourth Grade Teacher, Harvest Valley

“Impact Teams have been extremely beneficial for my class and grade level. My students thrive with their success criteria and knowing how to be successful. They enjoy having peer feedback and learning from everyone around them. My team is more effective after making learning continuums and calibrating student work. Collaborating through this process has made me a better teacher and my students more engaged in their learning process.”

- Jill Hollon
Third Grade Teacher, Harvest Valley

“After Harvest Valley implemented Impact Teams, I noticed that my children were able to tell me exactly what they were learning each day. My girls became more independent learners, they know what is expected of them, and use success criteria to achieve mastery.”

- Erica Esparza
Parent of 2nd and 5th grade students, Harvest Valley



“When Success Criteria came to my life, I was so much better... I was so shocked how it helped me and how it did it.”

- Hociel
Third grade student
Harvest Valley

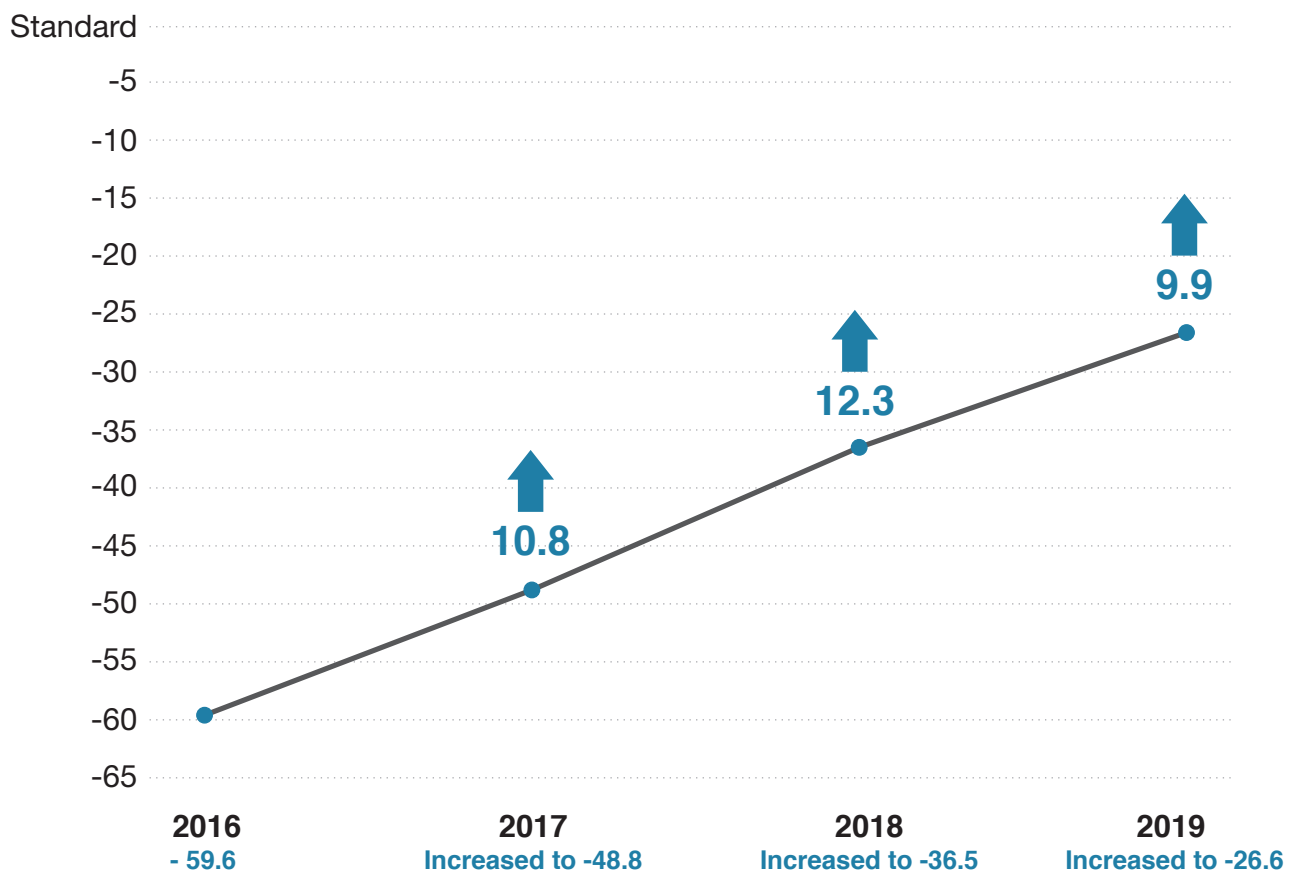


[Watch](#) Hociel’s Flipgrid video reflection

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Data Set 1 - English Language Arts

This data point in California is designed to show the closing of the gap of students to the target in English-Language Arts. The distance to the target has decreased each year - Harvest Valley is improving performance and closing the achievement gap.



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Data Set 2 - Mathematics

This data point in California is designed to show the closing of the gap of students to the target in Mathematics. The distance to the target has decreased each year - Harvest Valley is improving performance and closing the achievement gap.

