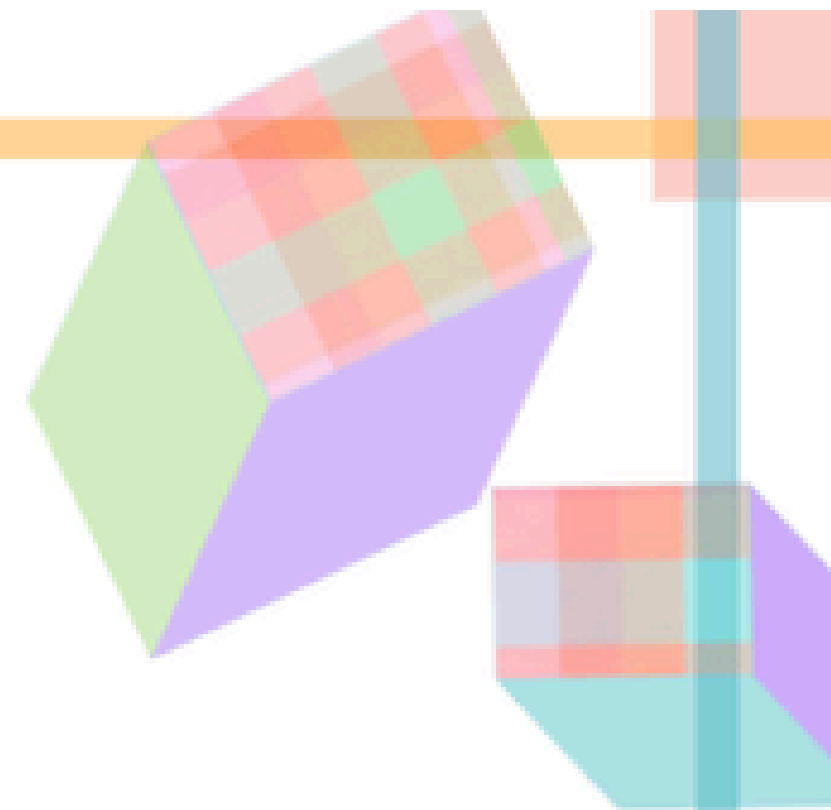


Building a

CULTURE OF

LEARNING





Hollie Heming
Piney Woods Elementary



Angie Morvay
Irmo Elementary



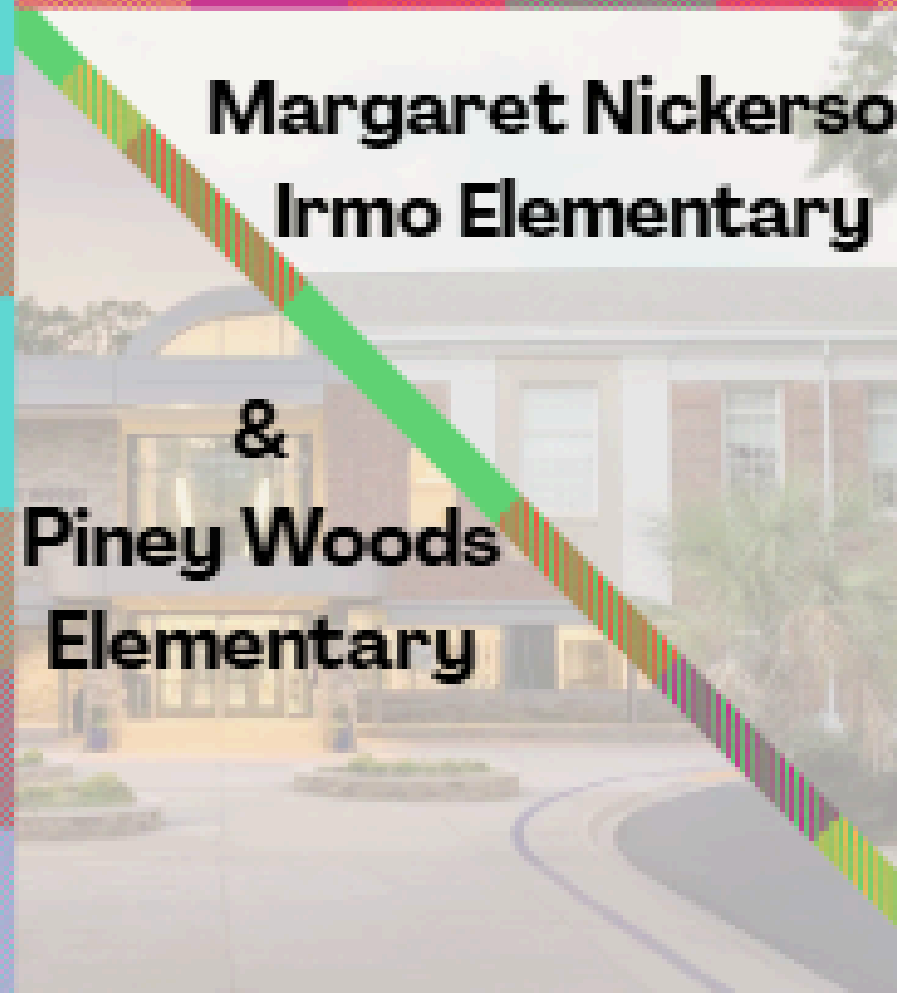
Beth White
University of SC



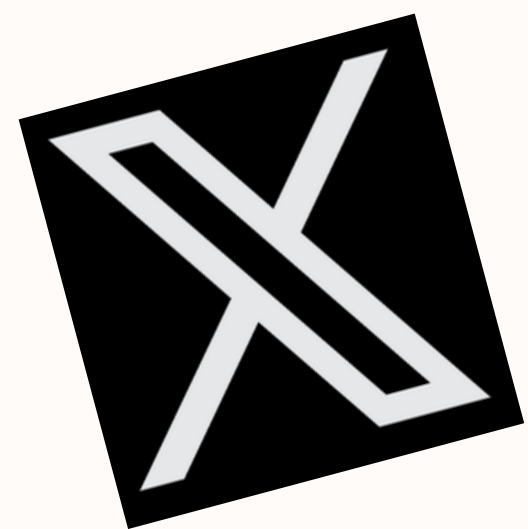
&
Irmo
Elementary



Margaret Nickerson
Irmo Elementary



&
Piney Woods
Elementary



WHO IS YOUR
FAVORITE
INFLUENCER
AND WHY?

WHO IS YOUR FAVORITE
INFLUENCER IN YOUR
SCHOOL AND WHY?



WHAT CONDITIONS
DO THEY CULTIVATE
FOR LEARNING?

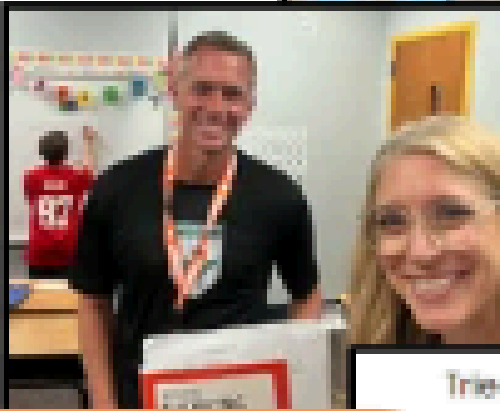
CREATE A VISUAL WITH THE 8
CONDITIONS TO CHANGE
CONDITIONS OF LEARNING TO
CONDITIONS FOR LEARNING

other schools

Tracking our journey from theory to practice



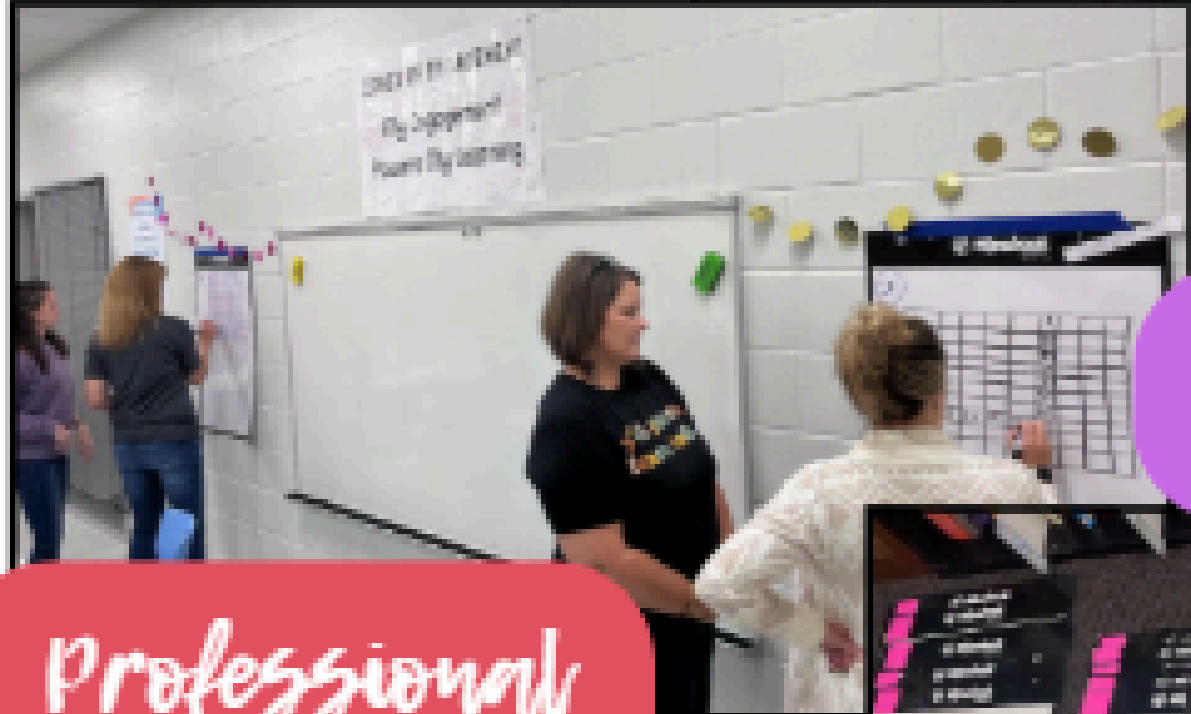
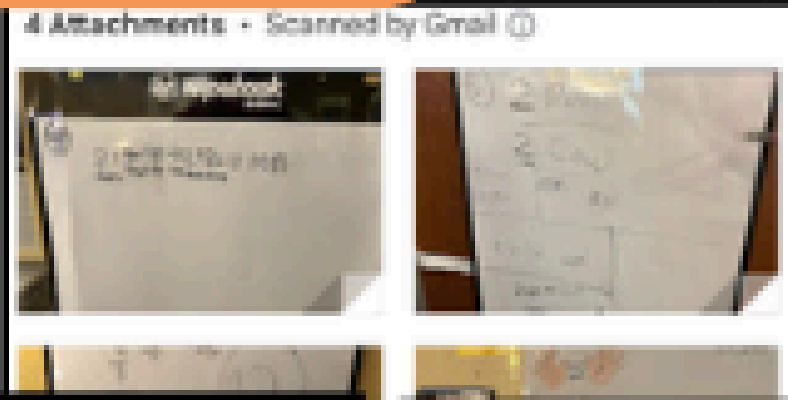
News!



other grades

Wendy Hines
1h · 24

Two more down! Both were **ABSOLUTELY FABULOUS** books! Both led to reflection which is always beneficial. Greenlights was personal reflection were as Building Thinking Classrooms was professional reflection. Greenlights was for my book club and I can't wait to discuss it. With Building Thinking Classrooms, I can't wait to implement the strategies and activities discussed! **HUGE** thank you to [Margaret Nickerson](#) for recommending Building Thinking Classrooms!

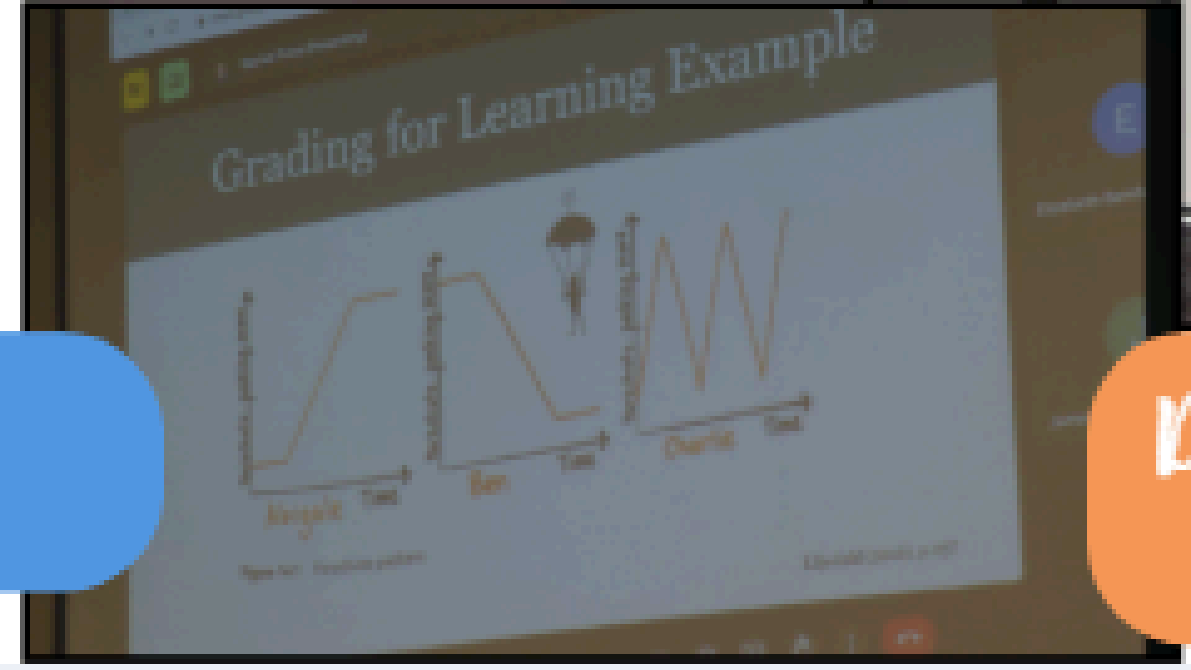
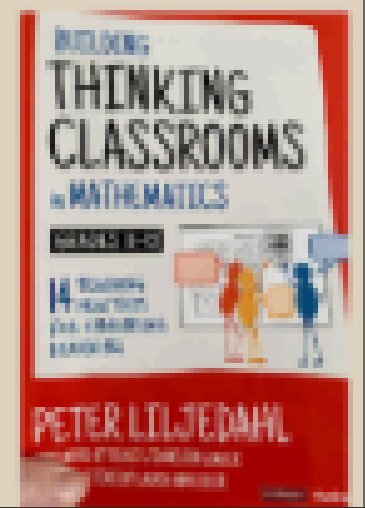


NEW Book Clubs

Professional Development

Margaret Nickerson
@MeanMakerSpace

Big shoutout to [@Wipebook](#) for transforming our professional development session! Your innovative tools made learning interactive and fun. Our team's engagement has never been higher! 🎉 Thanks for the raffle too! The winner is so excited! [#DSCoach](#) [#buildingthinkingclassrooms](#)

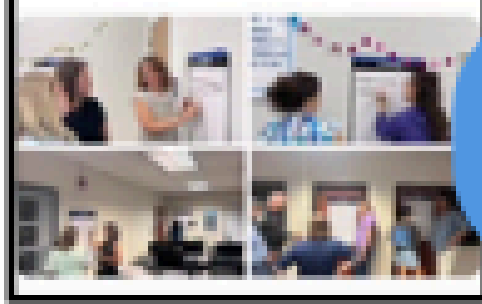


District Board Meeting

Whole School

Student Teachers

Online



Coach training

high school

Webpage team

university

coach book club

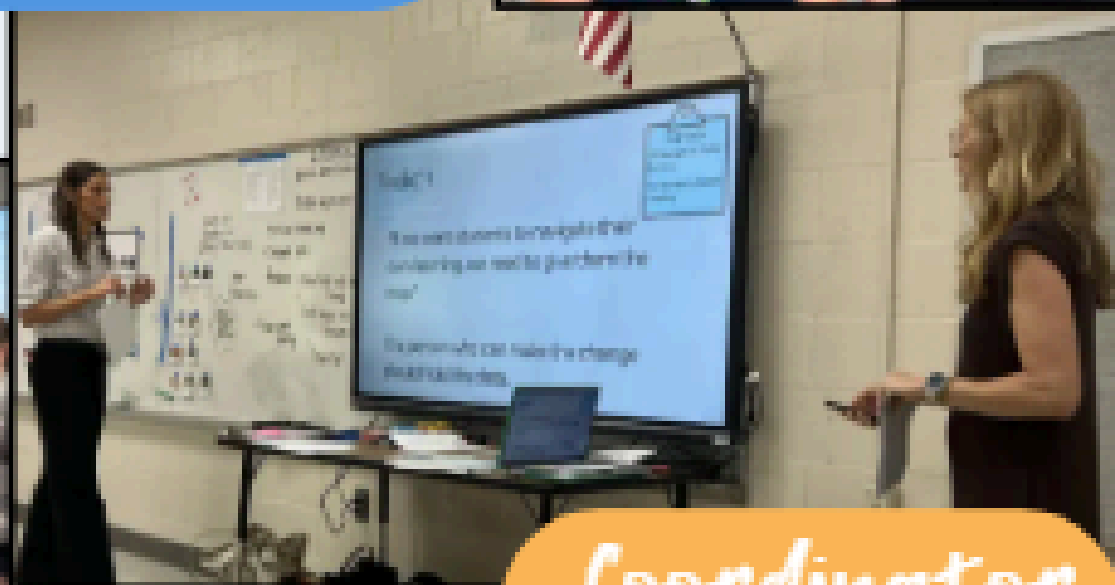
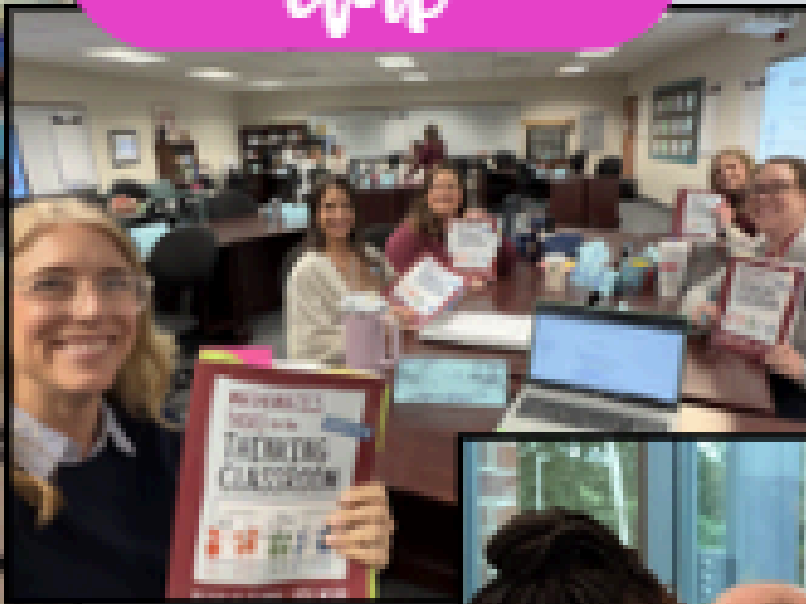
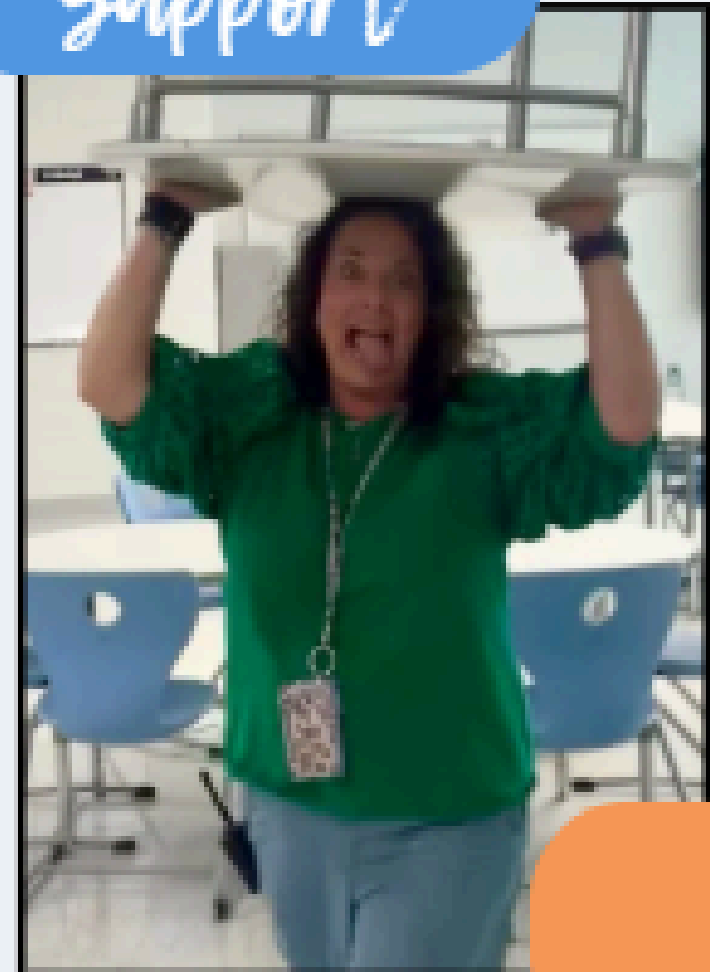
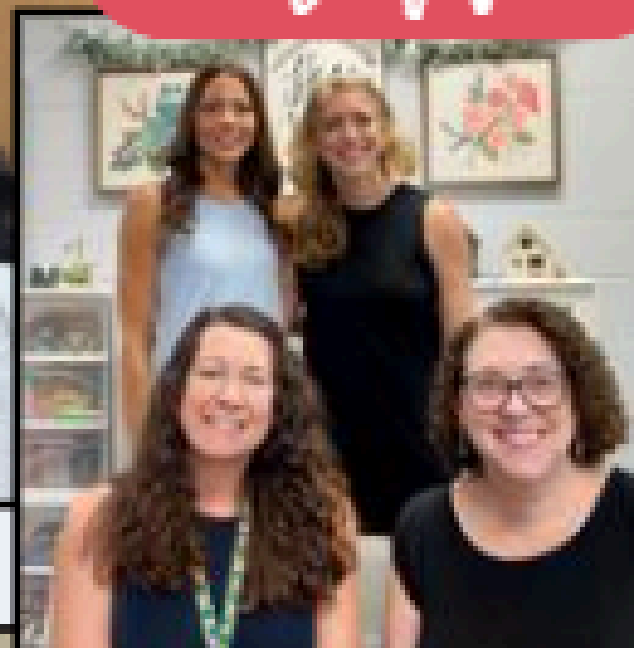
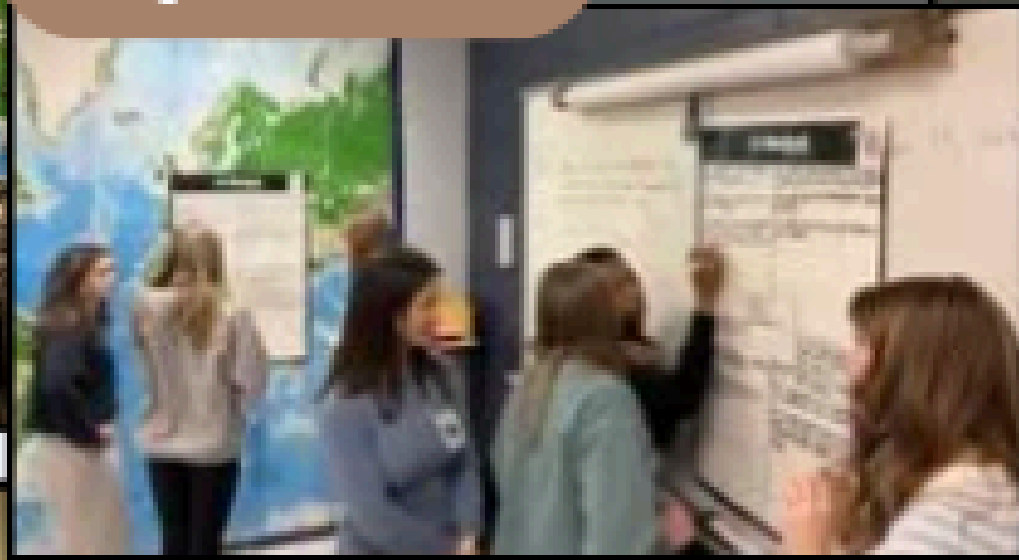
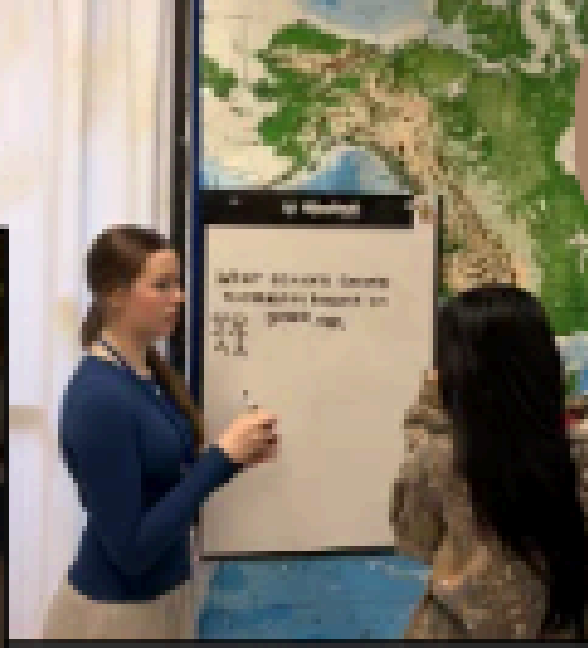
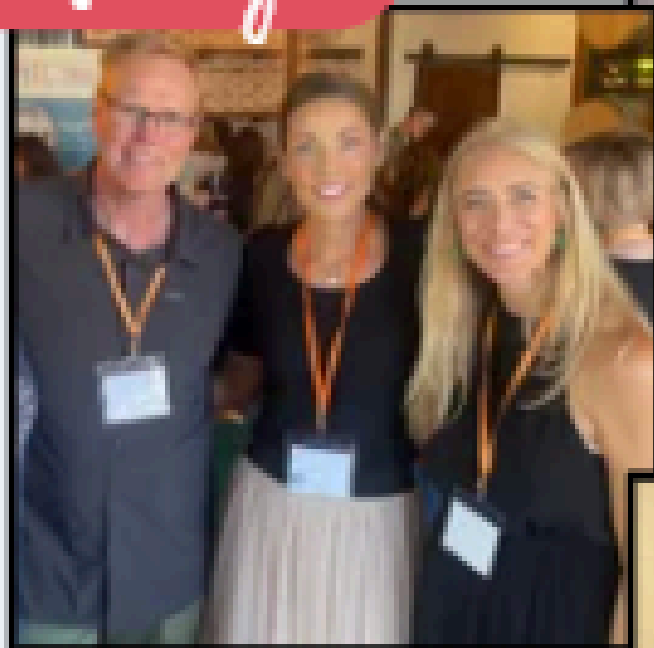
admin support

Coordinator training

PLCs

parents

Still Growing!



CONDITIONS OF LEARNING

IMMERSION

RESPONSIBILITY

DEMONSTRATION

EXPECTATIONS

EMPLOYMENT/USE

RESPONSE/FEEDBACK

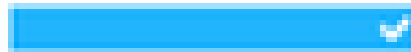
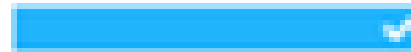
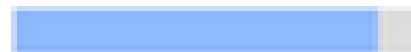
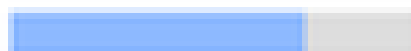
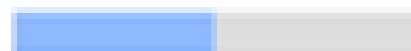
APPROXIMATION

ENGAGEMENT

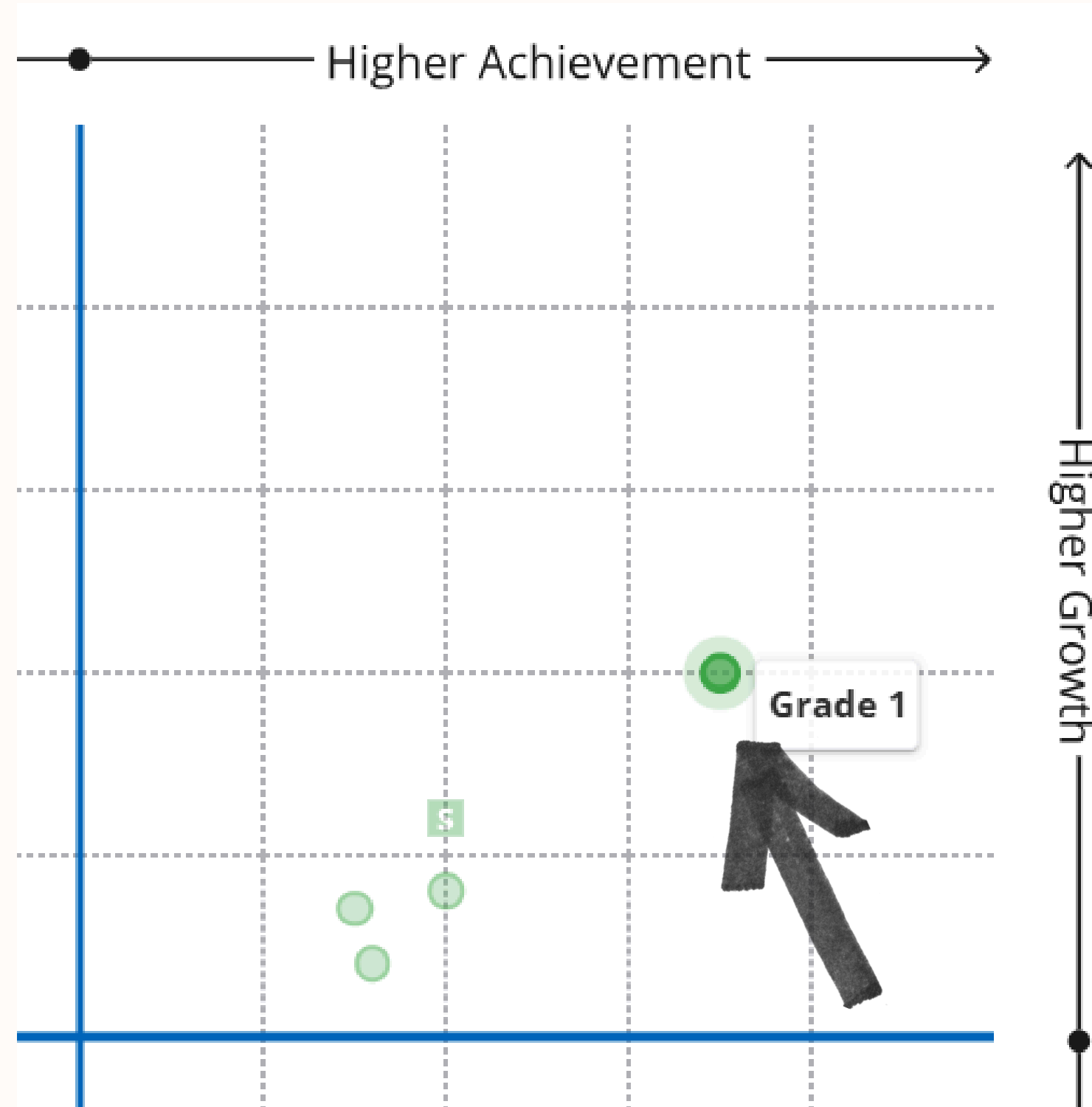
END OF YEAR KINDERGARTEN DIAGNOSTIC GROWTH RESULTS

These teachers
use BTC
consistently

These teachers
do not use BTC
consistently

Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement
Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
 144%	73%	 118%	53%	93%
 119%	65%	 89%	41%	88%
 72%	24%	 49%	0%	35%
 46%	13%	 36%	7%	47%

END OF YEAR 1ST GRADE MAP MATH RESULTS

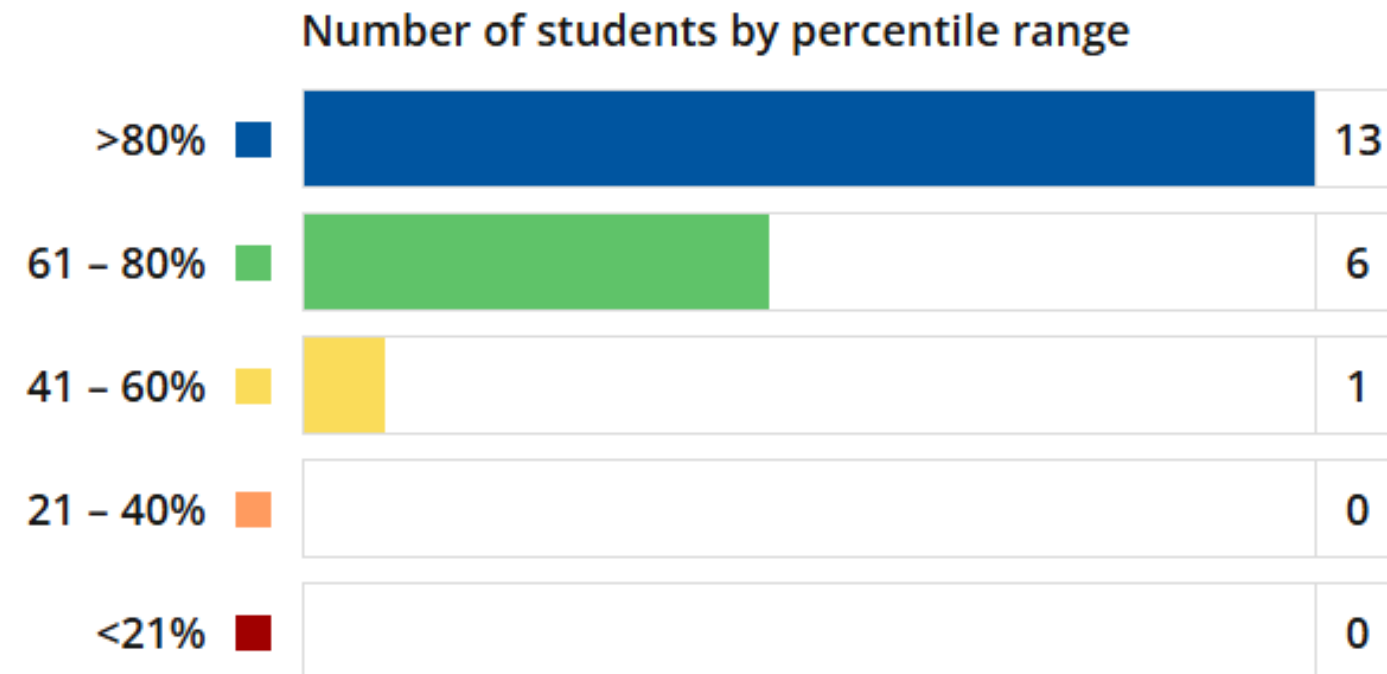


This grade level is unique. All 4 teachers consistently use BTC in their instruction and their PLCs.

4TH GRADE ACHIEVEMENT IN MARCH

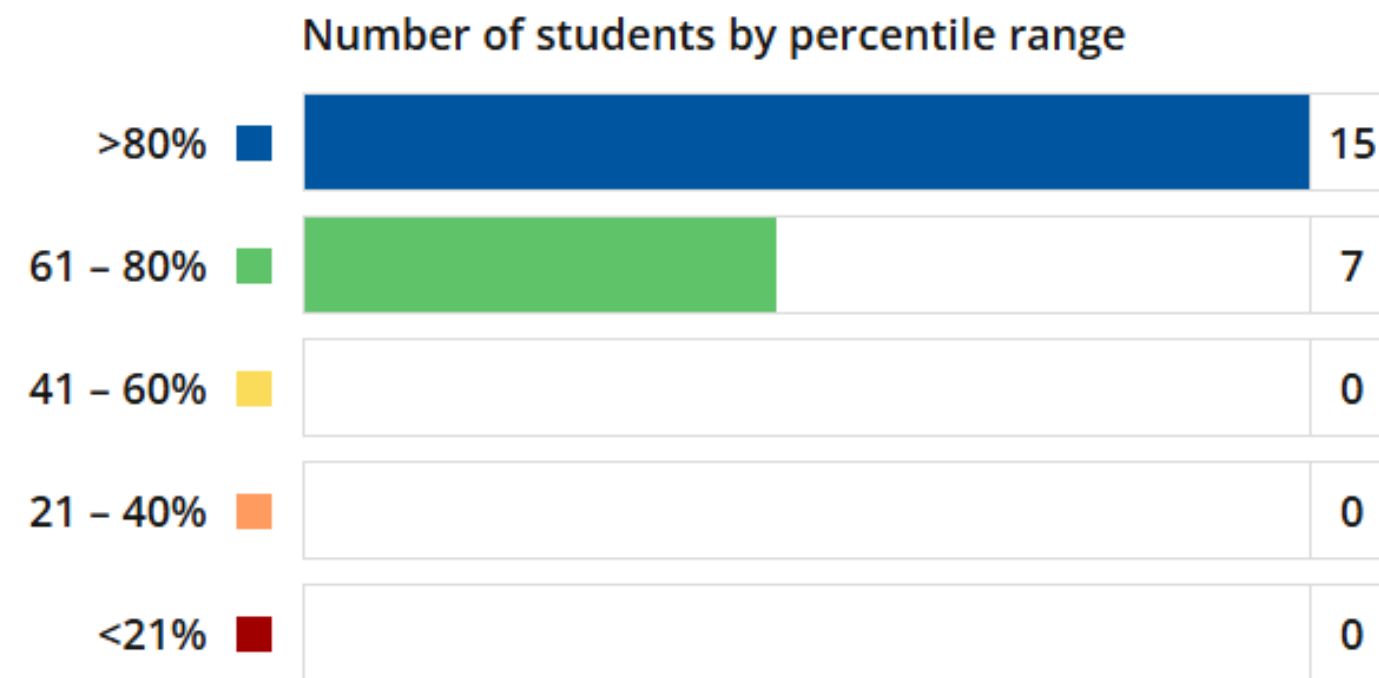
Achievement Percentiles

Most students scored at or above the 50th percentile



Achievement Percentiles

Most students scored at or above the 50th percentile

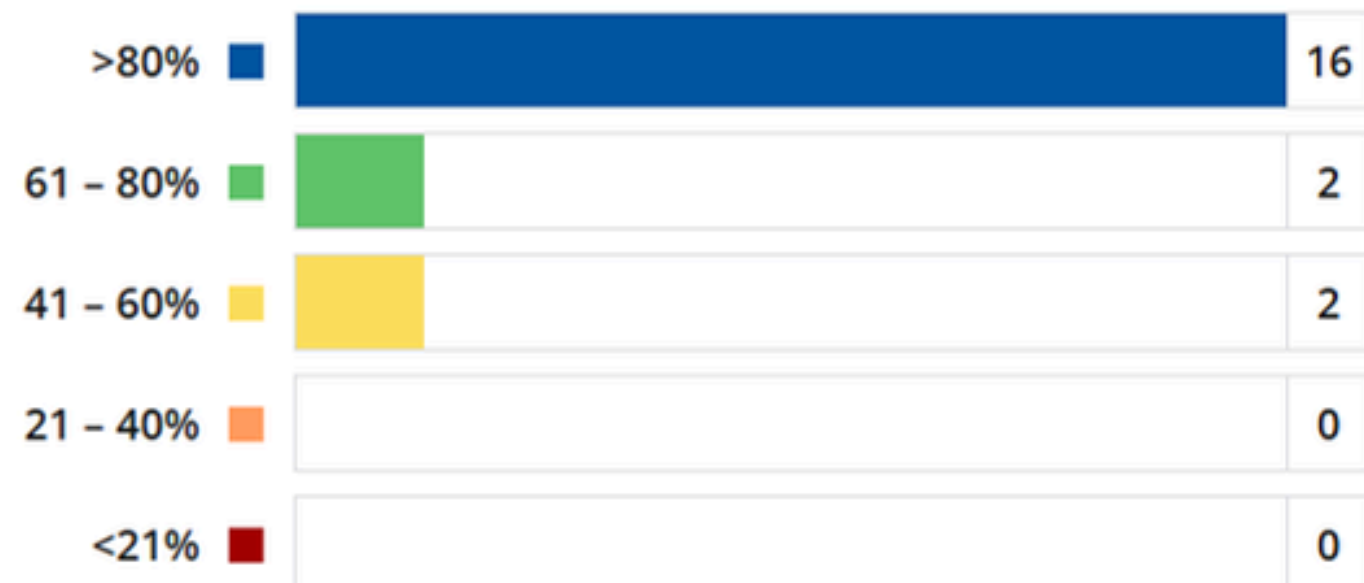


5TH GRADE ACHIEVEMENT IN MARCH

Achievement Percentiles

Most students scored at or above the 50th percentile

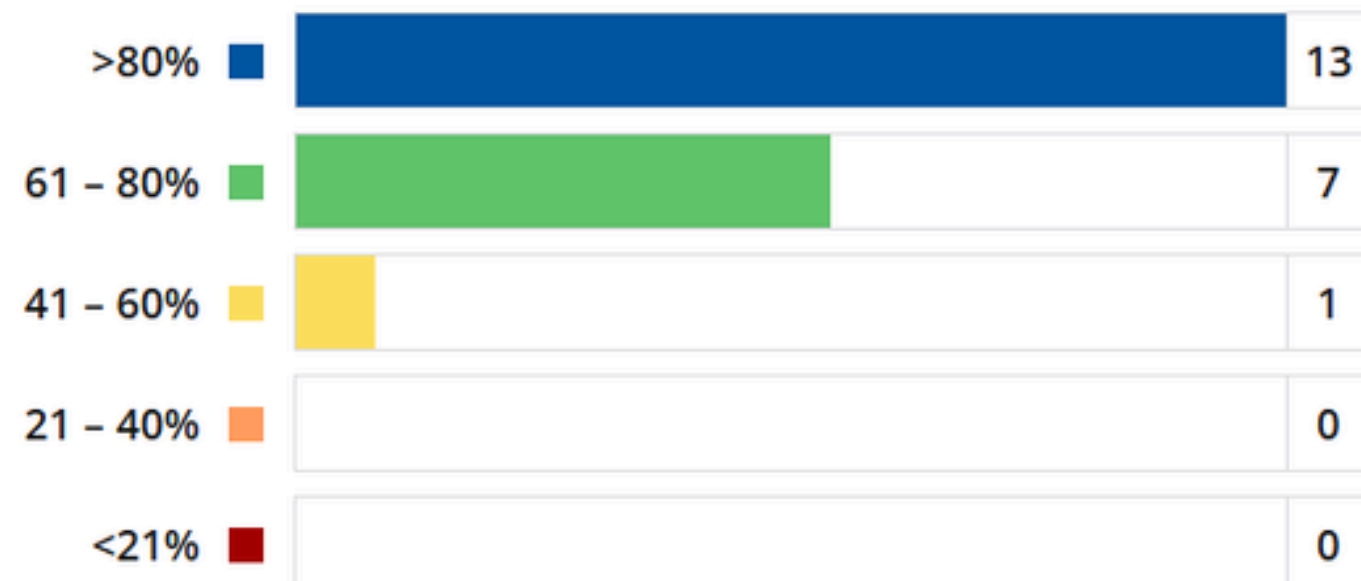
Number of students by percentile range



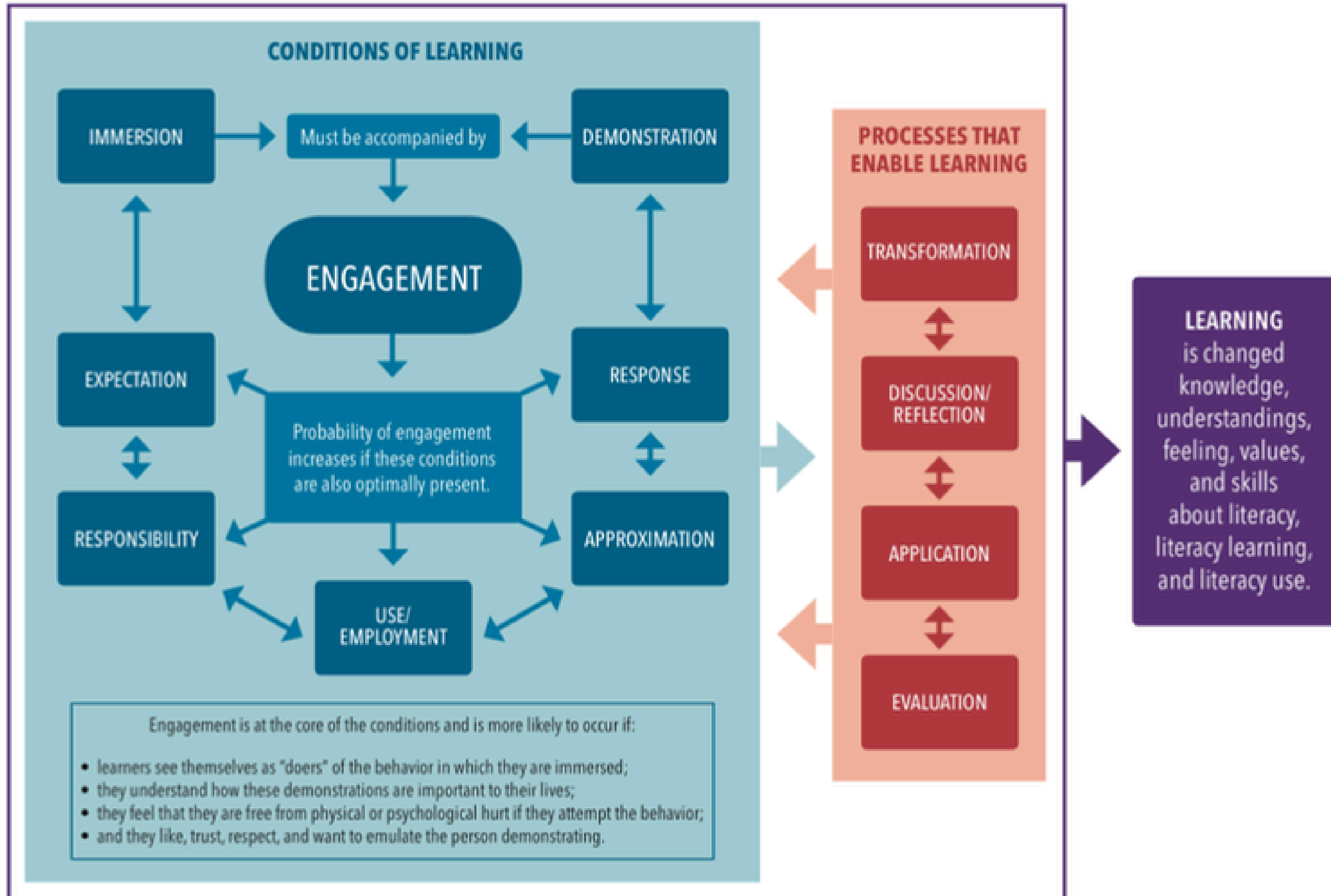
Achievement Percentiles

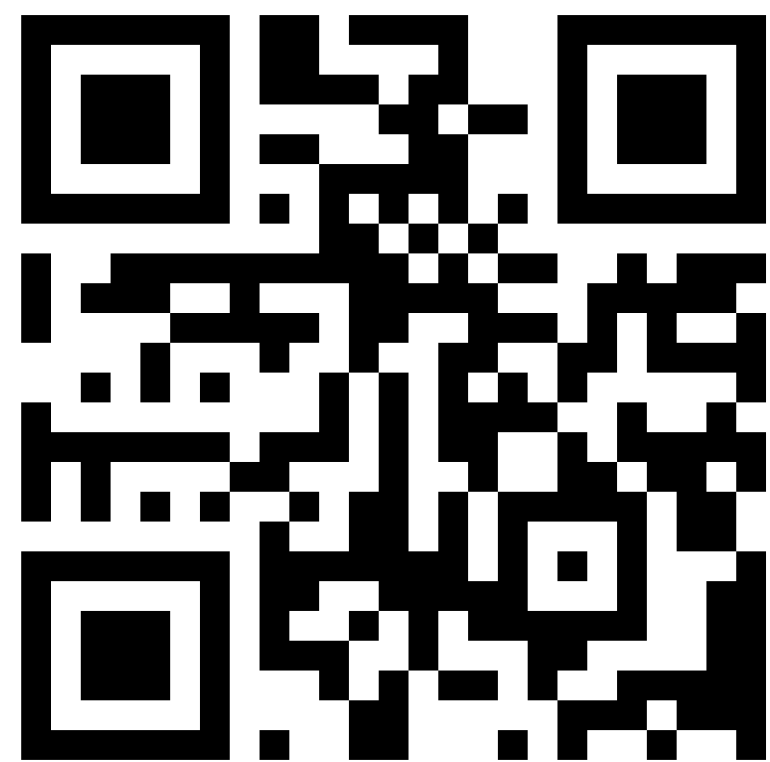
Most students scored at or above the 50th percentile

Number of students by percentile range



Cambourne's Model of Literacy Learning





**Wipebook
Raffle**

**THANK
YOU**



Slides