



## School Improvement for *All*

### Accelerating Learning to Grade Level & Beyond



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## But How? Outcomes for Today...



- 1 Identify and collect data to determine areas of focus.
- 2 Analyze the use of assessments for targeted instruction.
- 3 Utilize a learning cycle of core instruction and interventions to accelerate student learning.
- 4 Determine the implications of master schedule planning on student learning.



## Let's Start by Understanding...

- It is not about right or wrong.
- It is not about good or bad.
- It is not about fixing anything—there's nothing to fix!



**It's about getting even better!**  
**It's about being the best that we can be for our students.**  
**Isn't that why we got into this profession?**




**How do Teams Accelerate Student Learning? Where Do You Start?**

1

## It All Begins With Close Examination of Data

- What does your **data related to student learning tell you and your teams**? What are your strengths? What are opportunities for improvement?
- What **data do you already have** to use in preparation for 2020 -2021?
- How will **teams gather formative data** for daily instruction?



REPRODUCIBLE

Assessment	Grade	Frequency	Format	Assessment Type
Statewide Assessment	3-12	Annual	Multiple Choice	Summative
Local Assessment	3-12	Annual	Multiple Choice	Summative
Formative Assessment	3-12	Daily	Various	Formative
Diagnostic Assessment	3-12	Annual	Multiple Choice	Formative
Portfolio Assessment	3-12	Annual	Various	Summative
Performance Assessment	3-12	Annual	Various	Summative
Assessment for Learning	3-12	Daily	Various	Formative
Assessment of Learning	3-12	Annual	Multiple Choice	Summative
Assessment on Learning	3-12	Annual	Multiple Choice	Summative

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REPRODUCIBLE

Figure 6.7  
Re-engagement Protocol

- Identify the assessment measure and question/learning target.
- Identify the students who demonstrate learning at levels of proficiency. Check for students who are struggling.
- List all students of concern and what data the assessment measure shows in that area that indicates they are not at the expected level of proficiency. Be sure to include any other data that is available to inform instruction for these students.
- Develop a protocol plan to target learning for each group of students. How will you engage and assess students who are struggling? Who will be responsible for the learning? What are the assessment measures that will be used to monitor student learning?

<http://bit.ly/Re-EngageProtocol>

**How will data inform next steps?**

2

## Use of Assessments



- Which assessments** do you use? What is the purpose for each? How is each used for **instructional decisions**?
- How much instructional time** is given to district or benchmark assessments? Are they obtrusive or unobtrusive tests?
- What data do teams and schools already have** that can be used to strengthen interventions at the start of the year?
- How can **teams gather formative assessment data** as part of instruction?



3

## Use of Core Instruction in a Learning Cycle



- What did students learn last year? **What did they not learn yet?**
- How will teams **embed prerequisite standards** into grade-level or course-level units?
- How will students experience **grade-level learning every day?**
- How can **daily routines** grow student learning?
- How do teams **identify the essential grade-level standards** as their focus for instruction?



## Grade 3 ELA Example – Year Long Plan

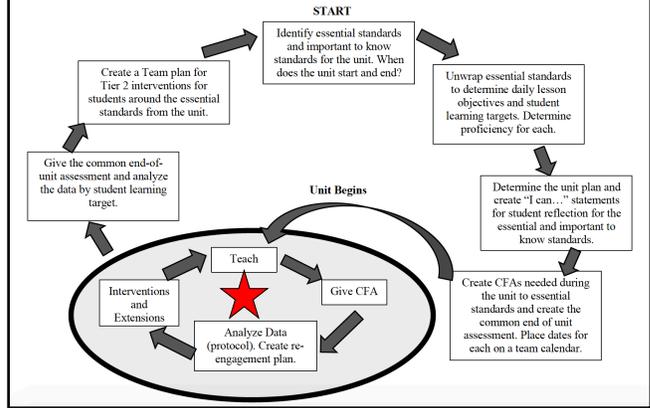
Grade 3 2016-2017	Unit 1 30 Days Ends October 7	Unit 2 30 Days Ends November 23	Unit 3 30 Days Ends January 20	Unit 4 30 Days Ends February 24	Unit 5 30 Days Ends April 14	Unit 6 30 Days Ends May 19
RL	1.1 Answer text questions using evidence 2.1 Analyze a text to determine a central theme or topic 3.1 Describe characters in a text	2.1 Analyze a text to determine a central theme or topic 3.1 Describe characters in a text	3.1 Analyze a text to determine a central theme or topic 3.1 Describe characters in a text	3.1 Analyze a text to determine a central theme or topic 3.1 Describe characters in a text	3.1 Analyze a text to determine a central theme or topic 3.1 Describe characters in a text	3.1 Analyze a text to determine a central theme or topic 3.1 Describe characters in a text
RI	1.1 Answer text questions using evidence	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic
W		3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic
SL	1.1 Answer text questions using evidence	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic
L	2.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic
F		3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic	3.1 Analyze a text to determine a central theme or topic

(Manse Elementary School, Nye County, Nevada)

p. 66



## Work of Teams: Unit by Unit



## 10 Day Cycle to Teach, Gather Data, and Respond

Monday	Tuesday	Wednesday	Thursday	Friday

- How do teams **allocate the days to spend on essential standards** and other important to know standards?
- How often to teams have **common formative assessments**?
- What is the **daily formative assessment process** used during lessons to gather evidence of student learning?
- What does the **data show at least every 10 days**?



## Unit Planning

- When does the unit start and end?
- When is your common end-of-unit assessment?
- When are your common mid-unit assessments (CFA)?
- When will you analyze data?
- Holidays? Flex days? Other?

	1	2	3	4
		Start Unit		
7	8	9	10 CFA Target 1	11 Analyze Data
14 Flex Day	15	16	17	18 CFA Target 3 Analyze Data
21	22 Flex Day	23	24	25
28	29	30 Unit Ends - Assess Targets 1-5		

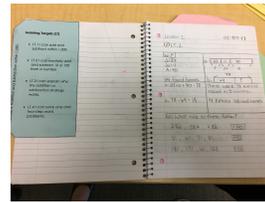


## Use of Intervention Time

- How **focused and targeted** are interventions?
- How can interventions **best close gaps**?
- How can **students be moved** into their most effective intervention? (Teachers share students.)
- What is the goal for each intervention group?  
**How effective** is the intervention?



## Use of Student Reflection



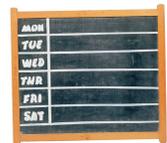
## Starting the Year in 2020-2021



4

## Master Schedule Considerations

- What are your **collaborative teacher teams**? How is each formed around standards students must learn?
- **When do teams meet** to determine essential standards, create common assessments, analyze data, and respond to student learning?
- How will teams be guaranteed **uninterrupted core instruction time**?
- When is time built into the schedule for **interventions**?



## Charting the Course Ahead

“Successful and sustainable school improvement can never be done *to or even for* teachers. It can only be achieved *by and with them.*”

—Hargreaves & Fullan, *Professional Capital: Transforming Teaching in Every School* (2012), p. 45

**Harness the Power Within**



## Celebration as Communication

What do you celebrate?

How do you celebrate?

What behaviors do you reward?

## Take Action

The challenge confronting a school or district that has engaged in the collective consideration of a topic is answering the question, “So what?”

What, if anything, are we prepared to do differently?



Other information:

**Student Learning Data**

(Attach student learning data as needed.)

Indicator	Current Year	Previous Year
Percentage of students reading at grade level	Percentage proficient or advanced	Percentage proficient or advanced
State test results for reading, English, and writing (by grade level or course)	Percentage proficient or advanced	Percentage proficient or advanced
State test results for mathematics (by grade level or course)	Percentage proficient or advanced	Percentage proficient or advanced
Gap-analysis state assessment results for reading, English, and writing by subgroups	Percentage proficient or advanced	Percentage proficient or advanced
Gap-analysis state assessment results for mathematics by subgroups	Percentage proficient or advanced	Percentage proficient or advanced
District, benchmark, and interim assessment results	Percentage proficient or advanced	Percentage proficient or advanced
Percentage of students failing courses for reading, English, and writing by course or grade level	Percentage of course or grade failures	Percentage of course or grade failures
Percentage of students failing courses for mathematics by course or grade level	Percentage of course or grade failures	Percentage of course or grade failures
High school graduation rate		
Other achievement indicators (ACT, SAT, WorkKeys, course recovery, ACT Aspire, English learner assessments, and so on)		

*Figure 6.7:*  
**Re-engagement Protocol**

<b>1. Identify the assessed standard and student learning target.</b>			
<b>2. Identify the students who demonstrated learning at levels of advanced, proficient, close to proficient, or far from proficient.</b>			
Advanced	Proficient	Close to Proficient	Far From Proficient
<b>3. Look at samples of student work. What did the advanced students show in their work that set them apart? Next, look at the proficient students and look at the trends in their work. Continue with each level and write down the trends in student work for each.</b>			
Advanced	Proficient	Close to Proficient	Far From Proficient
<b>4. Determine a collective plan to target learning for each group of students. How will you re-engage each group in learning and who will be responsible for the learning? When will you re-evaluate groups to see if learning occurred?</b>			
Advanced	Proficient	Close to Proficient	Far From Proficient

Figure 4.5:  
Proficiency Map Checklist

A proficiency map identifies which standards students should be proficient with by the end of the identified unit during the school year. The units appear in the top row of the chart, allocating a number of days for teaching the unit and including the title of the unit. The standards' domains or strands appear along the left column. Teachers complete the chart by writing in the standards students will demonstrate proficiency with by the end of each unit. Sometimes a standard may need to appear in more than one unit. If so, teachers should clearly identify the parts of the standard in which students are to demonstrate proficiency with an asterisk.

**Example:**

	Multiplication and Division (Twenty-Five Days) Ends October 11	Volume of Rectangular Prisms (Fifteen Days) Ends November 2	Decimals and Conversion (Thirty-Five Days) Ends January 5	Fractions: Addition and Subtraction (Twenty-Five Days) Ends February 10	Fractions: Division and Multiplication (Thirty-Five Days) Ends April 10	Graphing and Geometry (Fifteen Days) Ends May 1
Operations and Algebraic Thinking (OA)	*5.OA.1: Evaluate expressions with parentheses (whole numbers). *5.OA.2: Write and interpret expressions (whole numbers).		*5.OA.1: Evaluate expressions with parentheses (with powers of 10).		*5.OA.1: Evaluate expressions with parentheses (with fractions).	5.OA.3: Understand number patterns.
Number and Operations in Base Ten (NBT)	5.NBT.5: Multiply using the standard algorithm. 5.NBT.6: Divide up to 4 digits by 2 digits and show thinking.		5.NBT.1: Place value with 10s. 5.NBT.2: Multiply and divide by 10. 5.NBT.3a: Read and write decimals. 5.NBT.3b: Compare decimals. 5.NBT.4: Round decimals. 5.NBT.7: Add, subtract, multiply, and divide decimals.			

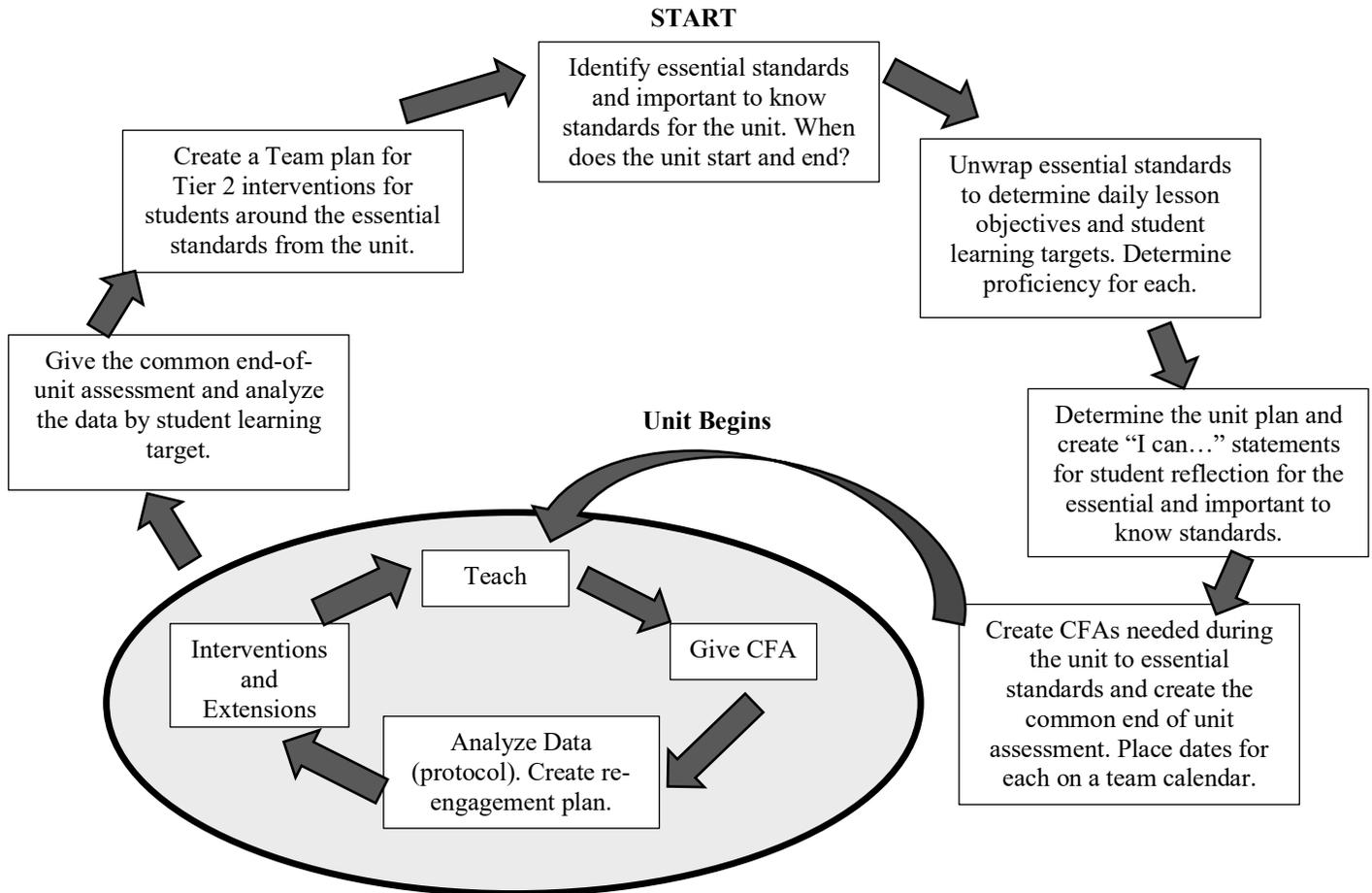
**Proficiency Map Checklist**

- Does every standard appear one time when you expect proficiency? If part of a standard appears in one unit, have you accounted for the rest of the standard and do both parts have an asterisk?
- Have you identified the priority standards for each unit?
- Does every unit have a name and a number of days? Does the proficiency map account for a total of about 155 days? (These days include assessments.)
- How have you built horizontal coherence into the proficiency map? For example, have you woven in previous concepts from the year or used them to support learning in a later unit?
- How have you built vertical coherence into the proficiency map? For example, what did students learn last year and when? When will they use this learning during the next year? (Look at the proficiency maps for the grade level above and below, if possible.)



## Summary of the Work of Collaborative Teams in a PLC at Work

*On a unit-by-unit basis, your team answers the four critical PLC at Work questions with a focus on student learning. Consider how your team will gather and store your work for each unit to be used by your team again next year.*



### 1. What do we expect our students to know and be able to do?

- Look at the proficiency map for each unit – which standards are essential and *important to know* and which standards are *nice to know*?
- Unwrap any essential standard. Be sure to determine a student friendly “I can...” statement to use on team assessments and for data analysis and student reflection. Be sure to determine what it means for a student to be proficient with the standard.
  - » Use the link for the template in Google: <http://bit.ly/EssentialStandardPlan>.
- Create a unit plan. Use the link for the template in Google:
  - » <http://bit.ly/ELAPlan>
  - » <http://bit.ly/MathPlan>
  - » <http://bit.ly/SciencePlan>
  - » <http://bit.ly/SocialStudiesPlan>

- Use a calendar to map out the unit (consider typing this in a google doc to be used in the future). What are the daily learning objectives? When will your team give common formative assessments (to all or part of an essential standard)? When will your team give the end-of-unit common summative assessment and which standards will it cover?
- *Singleton Teachers*: Identify one or more teachers for your team as you analyze academic student learning. What do students need to know and be able to do across your team? Create a proficiency scale or rubric to use across the team when assessing the skill in your subject area or grade level.

## 2. How will we know if students learned it?

- Create the team common formative assessments to be used during the unit for essential standards and team common end-of-unit assessment needed for the unit to include essential standards and *important to know* standards. Include the “I can...” statements on the assessments.
- Determine your team scoring agreements. How many points is each question worth? How might students earn partial credit? Which rubric are you going to use, if needed?
- Give each common assessment in the unit as identified on the calendar and agree on how it will be administered.
- Calibrate your scoring of assessments to make sure you would each score a student consistently.
- Complete a data analysis protocol to include (1) recording the number or percentage of students proficient and determining trends in student work and a targeted plan for what to do during Tier 1 or Tier 2 instruction and (2) an analysis of which instructional practices were most effective.
  - » Analyze a CFA to a target: <http://bit.ly/Re-EngageProtocol>
  - » Analyze an end-of-unit assessment to multiple targets: <http://bit.ly/DataProtocol>

## 3 – 4. How will we respond if students do not or do learn?

- Your team might make a targeted plan for Tier 1 to include a mini-lesson, bell-ringers, station activities, differentiation, etc., as needed, from common formative assessments.
- Your team might make a targeted plan for Tier 2 instruction to an essential standard after the common end-of-unit assessment. Determine the plan as a team using a data analysis protocol.
- For extensions, consider using some *nice to know* standards that your team was not able to teach during the unit due to time or determine how to extend student learning on the essential standard other students are still working to learn.