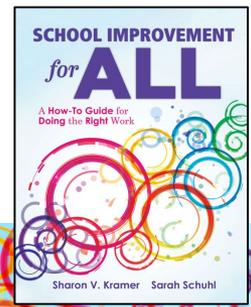


School Improvement for *All*

Accelerating Learning to Grade Level & Beyond



Sharon V. Kramer & Sarah Schuhl

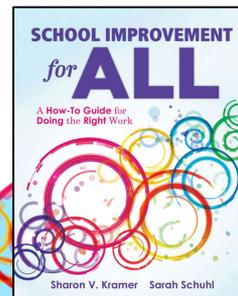


But How?

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...

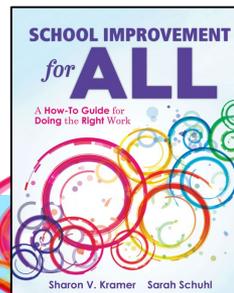
- It is not about right or wrong.
- It is not about good or bad.
- It is not about fixing anything—there's nothing to fix!



It's about getting even better!

It's about being the best that we can be for our students.

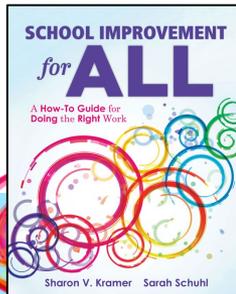
Isn't that why we got into this profession?





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

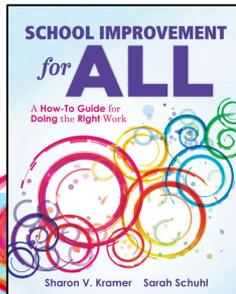
What is working well at your school or district?



What is working well at your school or district?



What is an area of focus to improve?



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?



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)		

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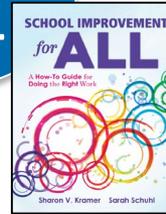


Figure 6.7:
Re-engagement Protocol

- Identify the assessed standard and student learning target.

- Identify the students who demonstrated learning at levels of advanced, proficient, close to proficient, or far from proficient.

Advanced	Proficient	Close to Proficient	Far From Proficient
- 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.

Advanced	Proficient	Close to Proficient	Far From Proficient
- 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?

Advanced	Proficient	Close to Proficient	Far From Proficient

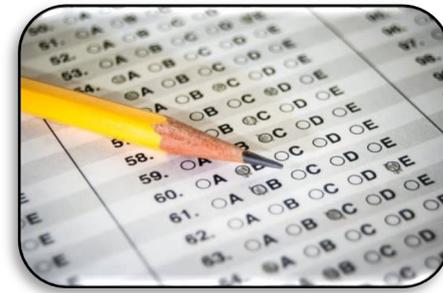
<http://bit.ly/Re-EngageProtocol>

How will data inform next steps?

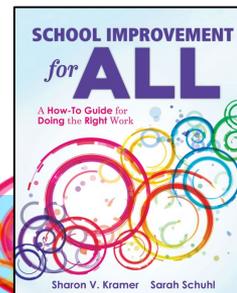


2

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?

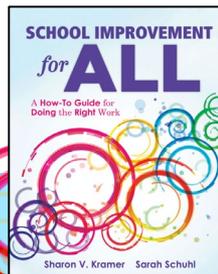


3

Use of Core Instruction in a Learning Cycle



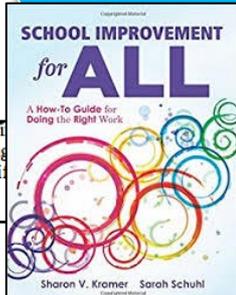
- What did students learn last year? **What did they not learn yet?**
- How will teams **embed prerequisite standards** into grade-level or course-level units?
- How will students experience **grade-level learning every day?**
- How can **daily routines** grow student learning?
- How do teams **identify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



Grade 3 ELA Example – Year Long Plan

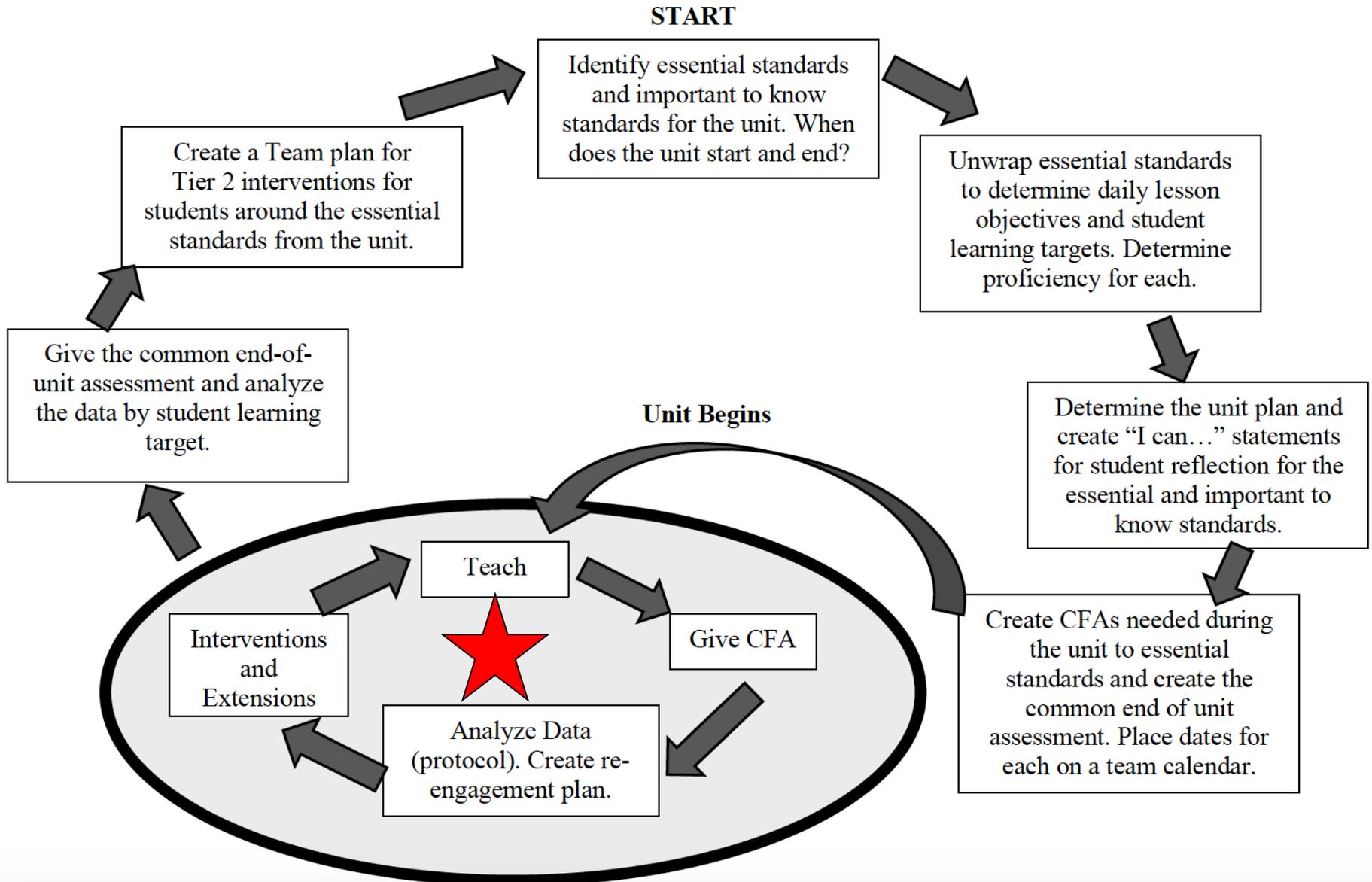
Grade 3 2016-2017	Unit 1 30 Days Ends October 7	Unit 2 30 Days Ends November 23	Unit 3 30 Days Ends January 20	Unit 4 30 Days Ends February 24	Unit 5 30 Days Ends April 14	Unit 6 30 Days Ends May 19
RL	3.1 Answer text questions using evidence *3.3 Describing characters	*3.2 Theme from stories	*3.3 Character actions applied to sequence of events 3.4 Literal and non-literal word meaning 3.5 Refer to chapter, scene, and stanza 3.7 Text illustration and meaning to text	3.5 Refer to chapter, scene, and stanza 3.6 Character point of view	*3.2 Theme from folklore 3.9 Compare and contrast themes, settings, and plots (same author)	3.10 Read grade level text
RI	3.1 Answer text questions using evidence		3.2 Determine main idea with key details	3.4 Meaning of academic and grade-specific words 3.5 Text features (headings) 3.8 Describe text structure 3.9 Compare and contrast main idea and key details	3.6 Author point of view 3.7 Use information gained from illustrations	3.10 Read grade level informational text in different subject areas 3.3 Historical events, scientific ideas, steps and sequence, etc.
W			3.6 With guidance use technology to publish writing & collaborate 3.4 With guidance produce writing – organization to task and purpose 3.5 With guidance, revise editing	3.3 abcd Narrative writing 3.8 recall and gather information from digital sources	3.2 abcd Informative writing 3.7 Short research project	3.1 abcd Opinion writing 3.10 Write routinely over short and extended time frames
SL		3.1 abcd Discussions – prepare, use rules, ask questions, explain ideas 3.3 Ask and answer questions about info from a speaker – with details	3.2 Main idea and details of text read aloud 3.4 Report on text, tell a story, recount an experience 3.5 Create audio of stories or poems – add visual displays 3.6 Speak in complete complete sentences			
L	3.4d Determine meaning using glossary or dictionary	3.4a Meaning from context in a sentence 3.4b Determine meaning of words with affixes.	3.1 abcd nouns and verbs 3.2 abcde Conventions – capitalization, punctuation, spelling when writing 3.4c Meaning of word using same root (e.g., company and companion)	3.1ghi adjectives, adverbs, subordinating conjunctions, sentence types 3.6 Use grade-level conversational and academic words and phrases	3.3 ab Choose words and phrases for effect and compare differences between spoken and written English 3.5 abc word relationships and nuances in word meanings (literal, nonliteral, real-life connections, shades of meaning)	
F		3.3a Identify and know common prefixes and suffixes 3.3c Decode multi-syllable words	3.3d Read irregularly spelled words			3.3b Latin suffix 3.4 abc Reading fluency with different genres

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(Manse Elementary School, Nye County, Nevada)

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 do 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**?

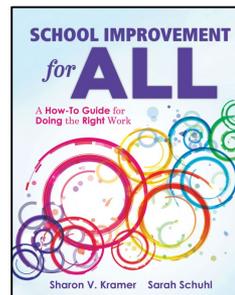
Unit Planning

- 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 Start Unit	3	4
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



Learning Targets (LT)

- LT.1 I can add and subtract within 1,000.
- LT.2 I can mentally add and subtract 10 or 100 from a number.
- LT.3 I can explain why my addition or subtraction strategy works.
- LT.4 I can solve one and two-step word problems.

Lesson 1 02-07-17

⊙ LT.2

w: P	
J: 27	a. $\overbrace{27} \quad \overbrace{11} \quad \overbrace{40}$
Ju: 11	J Ju A
A: 40	

64 found homes b. $\sqrt{78} \quad | \quad ?$

a. $27 + 11 + 40 = 78$ There were 78 kittens rescued in 3 months.

b. $78 - 64 = 14$ 14 Kittens still need homes.

Ex: What rule do these follow?

282, 382, 482	+100
61, 71, 81	+10
181, 171, 161, 151	-10

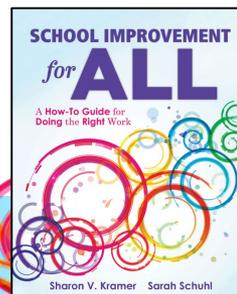


Starting the Year in 2020-2021



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**?

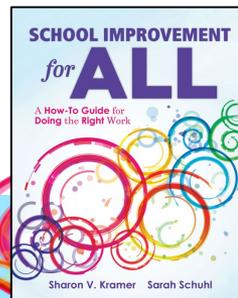


Charting the Course Ahead

“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?

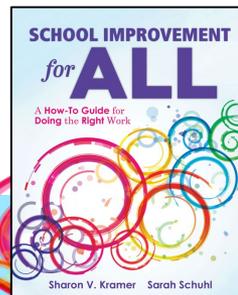
How do you celebrate?

**What behaviors
do you reward?**

School Improvement for ALL Outcomes for Today...



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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?



