

Lakewood Elementary School (K-8) SOARING Grant Reflection Presentation



Key insight: the story our data told in 2013

Our beliefs about learning informed our data.



<http://dentonbible.org/wp-content/uploads/toxic-minds-300x259.png>

Our data scared us.



http://core0.staticworld.net/images/article/2016/01/digital_marketing_mistakes-100638595-primary.idge.jpg

The story our data told in 2013...

27.1% of all our students were scored as proficient on WKCE in 2012-2013.

5% of our students with disabilities scored identified as proficient on WKCE in 2012-2013.

31% of our non-identified students scored proficient on WKCE in 2012-2013.

We gathered MAP data, but didn't really use it to understand student needs, especially for vulnerable students.

We identified three assessments to identify students who needed Tier 2 & 3 supports
F & P, DIBELS, MAP, SRI...we used data the best way we knew how

Evidence/Root Cause(s) 2013

Our students identified as economically disadvantaged grew from 29% to 53%, but we didn't change our practices to meet the needs of the students.

Our special education students received instruction in self-contained settings. We taught in silos and our students learned in silos.

Our special education teachers weren't included in any professional learning with their general education colleagues.

We didn't have an identified curriculum model that was consistent across all grade levels.

We lacked a system to support high yield instructional practices.

Our professional learning and the scope of our work was random.

Goal= Sustainable Change Over Time



Potential Threats:

- Lack of priorities
- Impatience
- Lack of planning for generalization
- Turnover

Goals and Benchmarks, 2013-2017

First and foremost we needed to establish our belief that each of our students will learn because of what we do.
mindset

Build and sustain system for

Build and sustain District Leadership Team to support effective practices

Build and sustain District-wide curriculum

Initially we were focused on technical changes—building curriculum to bolster Universal instruction, implemented professional learning conversations to start talking about what matters.

Benchmarks:

Established viable curriculum based on Ainsworth's model

Break down special education-general education silos

Co-taught classrooms

Push-in services

Deep dive into standards to identify our power standards for ALL teachers



THINGS DON'T HAVE TO BE COMPLICATED.

Elizabeth Kay Oh, 23, recently completed her bachelor's at Parsons the New School for Design in New York City.

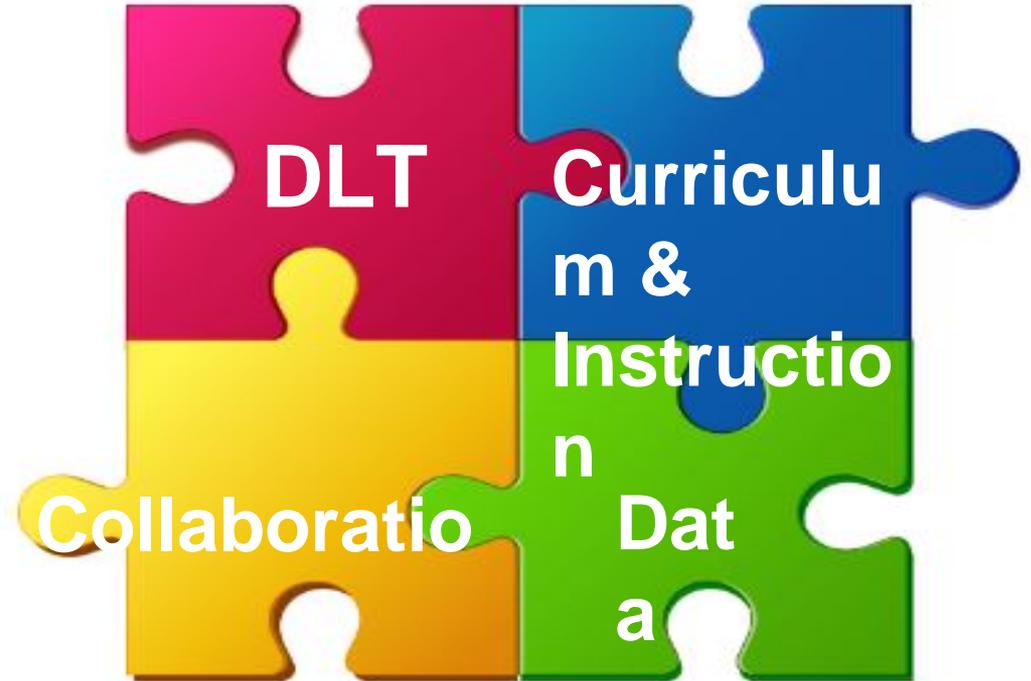
Putting Continuous School Improvement research into action: How our system assessment helped:

District Leadership Team (DLT) is focused

Curriculum is priority focus

Collaboration is a tool to achieve culture shift

Data helps us know what's working



Putting Continuous School Improvement research into action: How the system assessment helped:

Leaders go first...we learn and model to reduce fear and increase growth mindset

Focus on curriculum and professional learning



Putting Continuous School Improvement research into action: How the system assessment helped:

All staff understand and use grade level standards

Adopted framework for teaching (grr) and curriculum model (Ainsworth)

Researched, identified and ready to apply literacy framework with support (workshop model with explicit foundational skill instruction)



Putting Continuous School Improvement research into action: How the system assessment helped:

Common purpose

Common language and understanding

Common planning time

Collective responsibility for teaching and learning



Putting Continuous School Improvement research into action: How the system assessment helped:

We measure the impact of our work so we know what's working and where we can improve

Culture: ODRs, Attendance

Teacher practice

Public practice

MLSS: DLT-SIR (Do we understand and implement effective systems practices)

All-Staff (Does the staff understand and see evidence of implementation)

Teacher beliefs-Surveys



Barriers we overcame 2013-2017

Time for professional learning
added extra in-service days
got creative with sub money

Lack of trust

Culture of blame and no control of student learning

Staffing changes

Shifting focus “throw and stick”

Continuous

Our team in action...leaders go first!



The story our data tells in 2017

Staff Survey (N=34)



Q#	Question Text	Agree 1/2017	Agree	Disagree	DK	NA
Strong Consensus: Endorsed by 80%+						
12	General education teachers should implement differentiated and flexible instructional practices to address the needs of a diverse student body.	100%	100%	0%	0%	0%
20	It is our responsibility to develop and provide instruction to meet the needs of students who enter our district "unequally prepared to learn" regardless of the reason.	100%	97%	3%	0%	0%
18	The goal of assessment is to generate and measure effectiveness of instruction/intervention.	97%	91%	3%	6%	0%
8	I believe that ALL children have the ability to achieve to high academic and behavioral standards.	97%	91%	9%	0%	0%
13	Prevention activities and early intervention strategies in schools should result in fewer referrals to problem-solving teams and fewer placements in special education or other special services.	87%	88%	0%	12%	0%
22	Graphing student data makes it easier to make decisions about student skills, growth, and need for additional targeted instruction.	97%	88%	3%	9%	0%
10	The primary purpose of supplemental instruction is to insure that students meet grade level benchmarks/standards in the core curriculum.	93.5%	85%	15%	0%	0%

Nearing Consensus: Endorsed by 70% to 79%

9	Core instruction (curriculum delivered to all students) must be designed to meet the needs of at least 80% of the students in my grade level or course type.	90%	79%	9%	6%	6%
19	Additional opportunities for rehearsal or more intense targeted instruction in the general education classroom would result in success for more students.	88%	79%	9%	12%	0%
16	Evaluating a student's response to instruction is a more effective way of determining what a student is capable of achieving than using scores from "tests".	94%	76%	12%	12%	0%
15	Using student-based data to determine intervention effectiveness is more accurate than using only "teacher judgment".	84%	74%	12%	15%	0%

The story our data tells in 2017

SIR results showed growth in all areas except “interventions”.

- We expected this because we have been focused on improving our core instruction capacity and fidelity. Our results suggest our focus area is improving.

Learning walks to support use of learning targets.

- We started with our DLT learning, sharing and supporting each other’s use of learning targets. We assessed for visibility and students knowing what the target was and how they would know they met the target.
- 40% of our teachers are actively engaged in this work. We plan to scale it up.
- The most powerful data was the percent of students who understood the learning target and how they would know they met it.

A group of people in a raft navigating white water rapids. The image is monochromatic with a blue tint. The rafters are wearing life jackets and using paddles. The water is turbulent with white foam. Four thought bubbles are overlaid on the image, each containing a quote.

“Listen, be open-minded and willing to change.”

“Sustain Focus”

“Invest time to build trust and go far.”

“Invest in learning so you can make this [process] fit your school”

Lakewood teachers share their advice for schools considering continuous school improvement

The system we want to be in 2022

- Engaged students
- Respectful students
- Consistent collaboration between teachers and students
- Students own their learning
- Families involved and invested in student learning
- Passionate and professional staff
- Teaching is more facilitative than directive
- Each student will learn because of what we do every day

Sustainability Plan 2017-2022

Three year plan:

- Train, support through coaching and sustain implementation of high yield practices for literacy
- Train, support through coaching and sustain implementation of curricular materials/resources for literacy
- Continue to refine work and role of DLT in activities noted above
- Build data and assessment literacy
- Continue to refine our skill set (trauma, poverty/neurology, teaching)
- Create systematic and systemic approach to sharing student learning benchmark data

Teachers' Reflections:

CELEBRATIONS:

- Whole child focus
- Collaboration is the norm
- Systematic and systemic approach to learning
- Focus on what is in our control
- Public practice
- Refined assessment data-using what impacts teaching and learning



http://3.bp.blogspot.com/-hIRdGdFr_yY/UtTapd1S53I/AAAAAAAAJaQ/-p9HL9ck7FU/s1600/perspective+photography.jpg

Teachers' Reflections:

10. We shifted from a fish-eye lens to focus control over a common direction.
9. We all collaborate and we all know what that means.
8. I always wanted to be the best teacher I could be. Now I know that sometimes we need help and that what we know can help other teachers. We are committed to the collective outcomes.
7. We are a more trusting, cohesive staff because conversations about learning are our norm.
6. Ideas are better accepted because we have peer leadership.

Teachers' reflections

5. Our conversations connect all of us-we are all participants, so we trust each other.
4. These are ALL OUR students. We ALL OWN their learning and WE ALL share the data.
3. We feel valued.
2. We are putting research into practice.
1. Our students are at the center of everything we do.

Our students learn because of what we do. Every child, every day

