SOAP LAKE'S JOURNEY TO DISTINCTION

TODAY'S EDUCATION ISN'T ANYTHING CLOSE TO BEING "OLD SCHOOL"

EDUCATION

Schools don't improve through political and managerial incantation; they improve through the complex and demanding work of teaching and learning...Richard Elmore...(Instructional
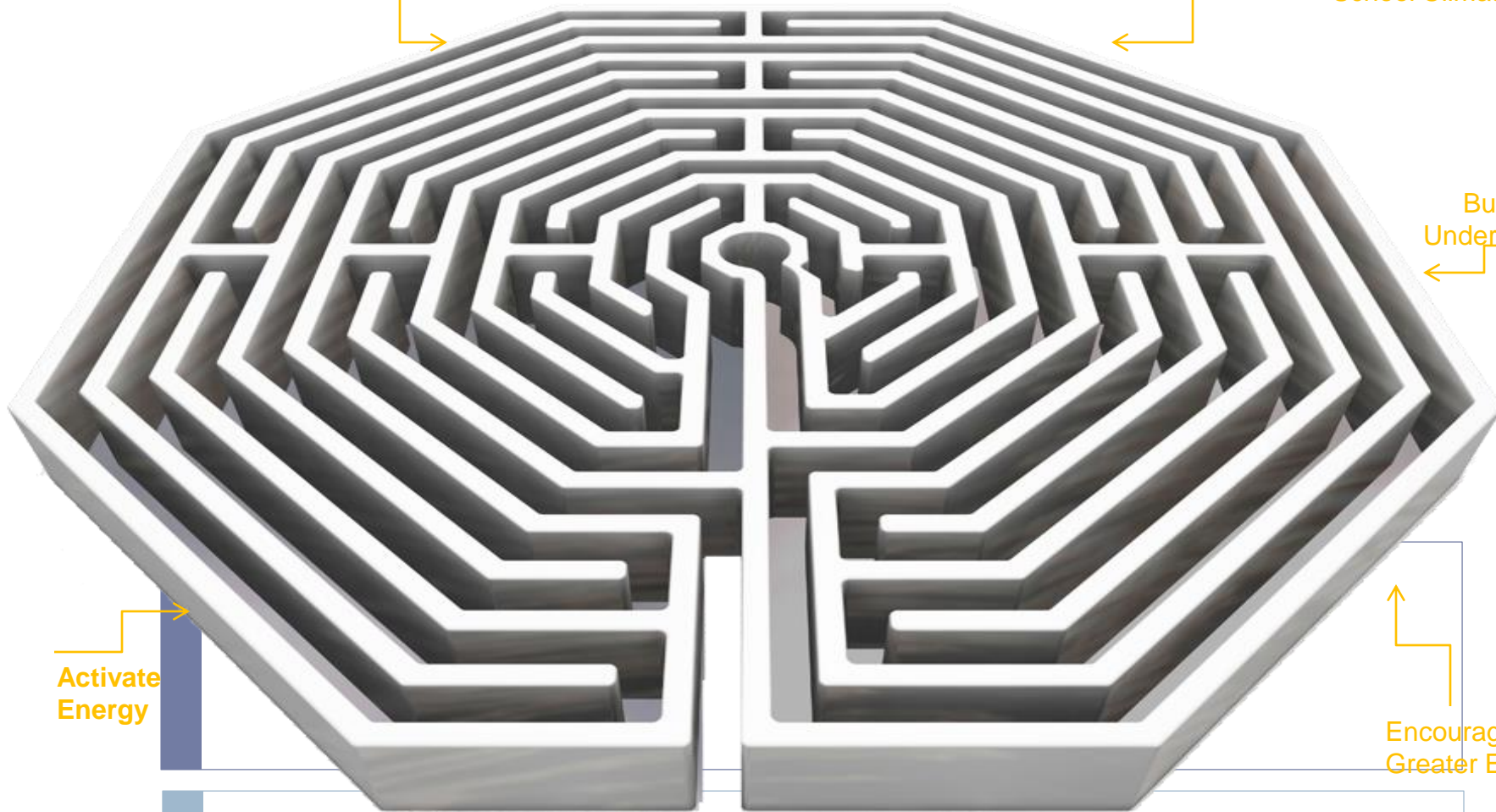
Building Cognitive Capacity

Nurturing a Positive School Climate

Building Understanding

Activate Energy

Encouraging Greater Effort

SCHOOL IMPROVEMENT IS LIKE TRYING TO FIND THE SOLUTION TO A MAZE PUZZLE...

DISTRICT RESPONSE

- Required District Improvement Plan Elements

    - Align and prioritize K-12 curriculum
    - Develop Mentoring/Intervention Programs
    - Build Instructional Facilitators (TOSAs)
    - Tutoring of At-Risk Students (SES-Volunteers)
    - Access/Flexibility towards General Ed. Curriculum
    - Alignment to State assessment descriptors
    - Academic Goal Setting (teacher and students)
    - Reading, Writing, Math, and Science Rigor/Relevance

District Initial Recalibration Efforts
Evidence-Based Improvement-2010-14

10 Strategies to Double Performance…

Based on schools and districts that have Doubled Performance (Illinois, Washington, Wisconsin, Other studies)

▸ Needs Assessment

▸ Set Higher Teaching/Learning Goals

▸ New research-based curricula

▸ Data-based decision making

▸ PD – embedded, long term and extensive

▸ Efficient use of school time

▸ Multiple Extra Help Strategies

▸ Create Building Leadership Teams (BLTs) focused on student performance

▸ Support for improving instruction from teachers, principals, and district leadership

▸ Internal and External Professional Knowledge

5/13/2014

Skills Build Success

- Essential Standards
- Instructional core
- instructional Frameworks
- Professional Development
- Teacher Leadership
- Extended Learning Opportu...

- Data Analysis
- Progress Monitoring Maps
- Assessment Prompts
- Data Wall Maps/Reports
- On-the-Fly Assessment
- Focused-Learning Assessment

Teaching and Learning Initiatives

Assessment System Refinements

School-to-Home Connection

Educational Structure Recalibration

- Home Communicat...
- Motivation
- Cultural Knowledge
- Partnership
- Relationship Building

- Flex-School
- CTE and Beyond
- Long Distance Learning
- K-8 Focus
- 9-12 Focus
- Teacher-Principal Evaluation
- Cycle of Responsibility
- RAD Action Planning and Goal –Setting Process
- Focused Staff Recruitment
- Building Capacity and Sustainability

Teacher Anxiety Focus
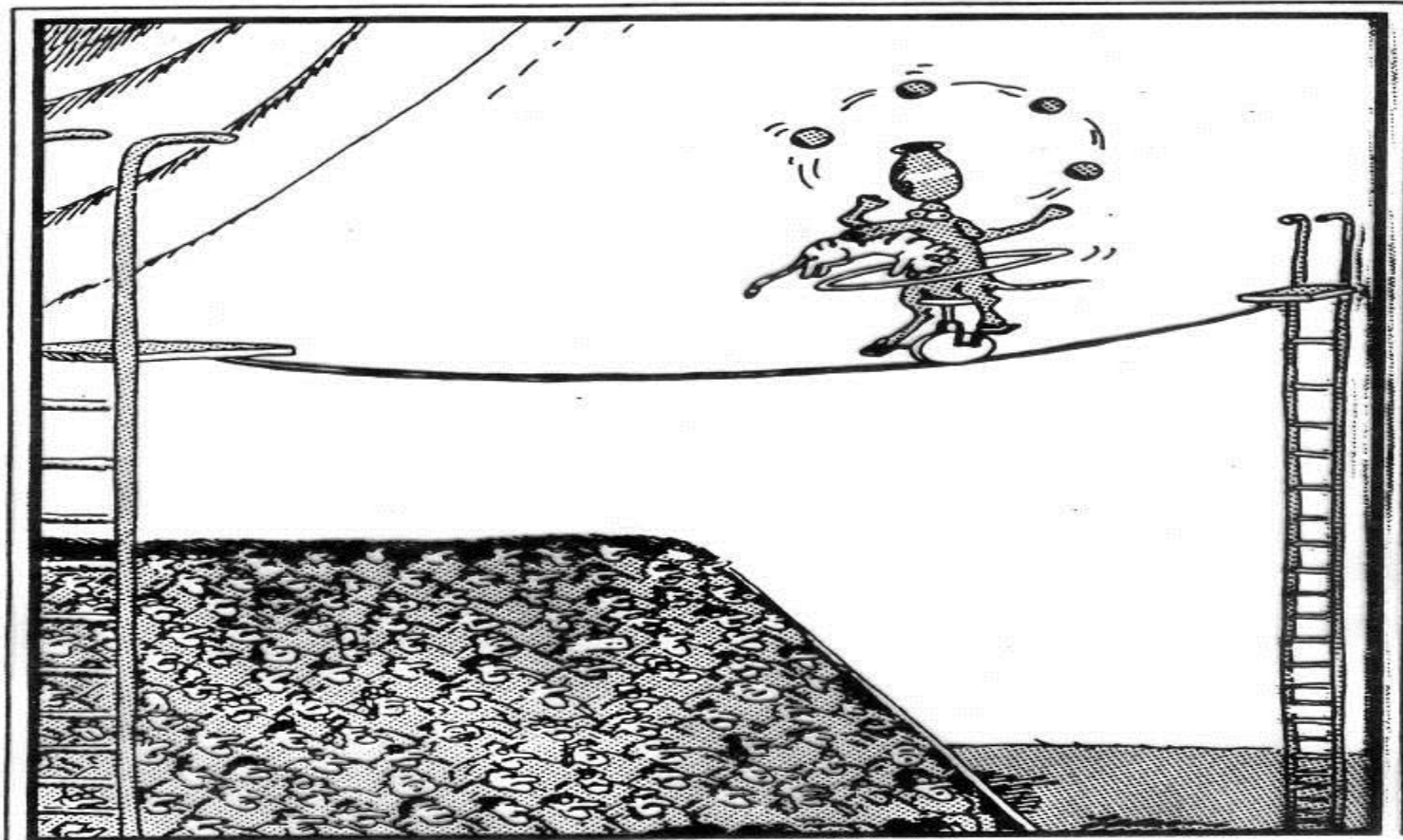
High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.

Goal Setting: School & District

- Focus: To establish a place where data, rather than assumptions, drive thoughts and action (Instructional Core, July 2009-10).

- Focus: To establish a place where every lesson is derived from specifically-directed and defined essential standards (PD, Jan. 2010-11).

- Focus: To establish Strategic Frameworks that set and define the pathway towards AYP and a Blue Ribbon Rating

KEYS TO SUCCESS

DISTRICT SUCCESS GOALS: EXCEPTIONAL CORE

> CULTURE OF UNIVERSAL ACHIEVEMENT
> INSTRUCTIONAL PRIORITY AND PROWESS
> TEACHER COLLABORATION
> STANDARDS ALIGNMENT
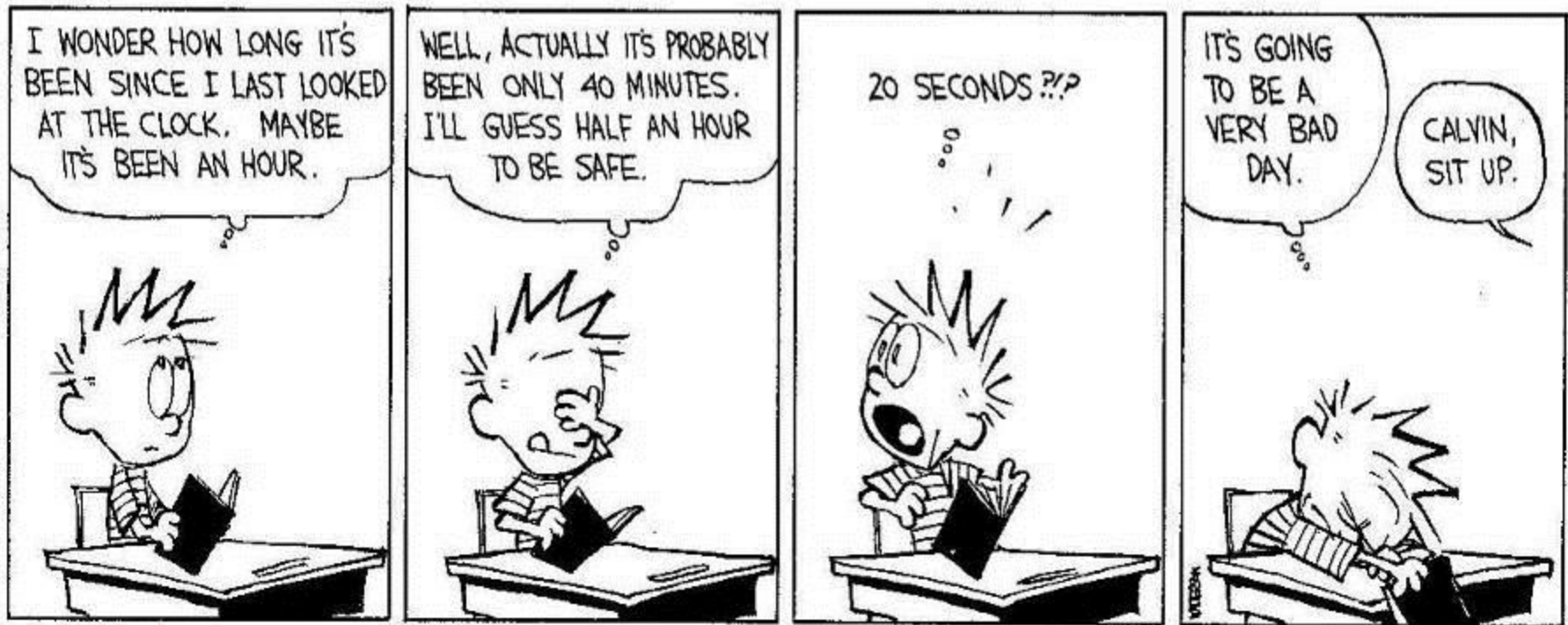> ASSESSMENT PLAN
> DATA MANAGEMENT

SKILLS BUILD SUCCESS

If we are to keep our eye on the goal of building an exceptional core, our educational efforts must be focused and directed...especially on those who are establishing and experiencing a culture for learning

Student Anxiety Focus

The "Art" of Teaching is fast becoming the "Science" of teaching

"To Waken Interest and Kindle Enthusiasm is the Surest Way to Teach Easily and Successfully"…Tyron Edwards

Soap Lake MS-HS Transformation Instructional and Support Strategies

▸ Develop Comprehensive Action Plan in Spring 2011 to guide and monitor Grant Activities.

▸ Develop Soap Lake SD Instructional Framework.

▸ Coordinated Alignment of Curriculum to WA State Standards

▸ Clear Parameters and Support for Staff Collaboration to create PLC 's.

▸ Build Staff Capacity through Extensive Job-Embedded Professional Development Program.

Soap Lake MS-HS Transformation Instructional and Support Strategies – *Data Focus*

▸ Establish Position of Data Analyst to Support Staff in Data Organization and Analysis.

▸ Increase Effective Use of Data by All Staff.
  ▸ MAP 3x/year
  ▸ Math Benchmark Assessments 3x/year
  ▸ Implement Data Director
  ▸ Training and Support for Staff

5/13/2014

# RAD OVERVIEW

In a nutshell…We have pressed hard on these 4 areas:

▸ **School Community** – focusing on how people relate to one another…teacher-student, etc.

▸ **Curriculum Coherence** – considering what all students should learn while heightening rigor-relevance.

▸ **Climate For Learning** – focusing on effective teaching and learning with accountability.

▸ **Character** – always considering how the school experience shapes the ethical and moral lives of students.

The 8-Essential Components of Danielson's Frameworks

- ▸ **Domain 1   Planning & Preparation**
  - ▸ 1c: Establishing Instructional Outcomes
  - ▸ 1e: Designing Coherent Instruction
- ▸ **Doman 2   Classroom Environment**
  - ▸ 2b: Establishing a Culture for Learning
  - ▸ 2d: Managing Student Behavior
- ▸ **Domain 3   Professional Responsibility**
  - ▸ 3b: Using Questioning and Discussion Techniques
  - ▸ 3c: Engaging Students in Vibrant Learning
- ▸ **Domain 4   Instruction**
  - ▸ 4a: Reflecting on Teaching
  - ▸ 4c: Communicating with Families

SOAP LAKE INSTRUCTIONAL FRAMEWORKS
TEACHER EFFECTIVENESS FOCUS

Putting Theory Into Practice
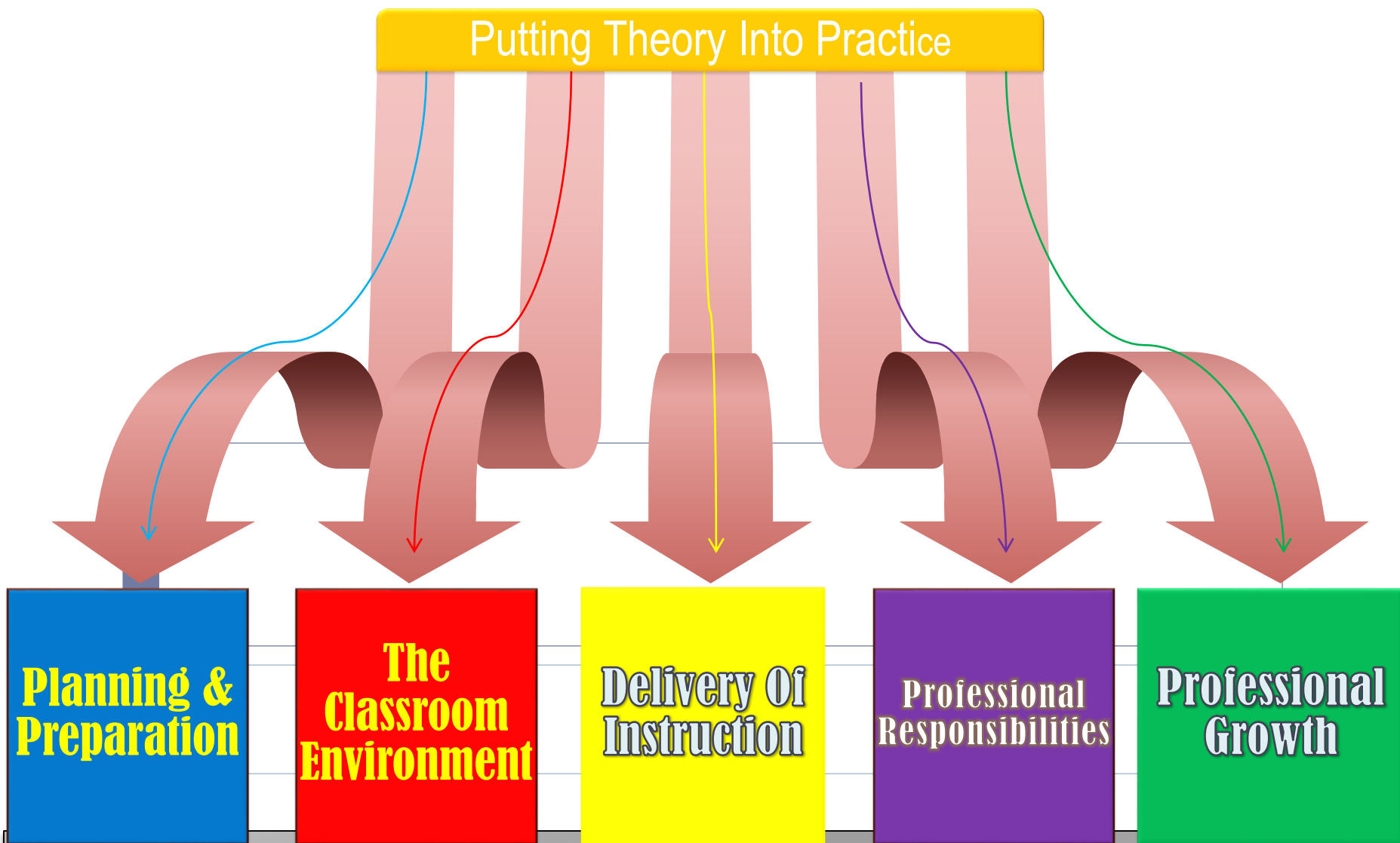
Planning & Preparation

The Classroom Environment

Delivery Of Instruction

Professional Responsibilities

Professional Growth

You don't just learn knowledge; you have to create it. Get into the driver's seat, don't just be a passenger. You have to contribute to it

THE CYCLE OF INQUIRY
(Copland-2009)

(Copland, 2009)

THE WORK OF IMPROVEMENT: FROM TECHNICAL TO CULTURAL

TECHNICAL

▶ Schedules
Structures
Roles
Professional, Development
Protocols, rubrics
▶ Assessments
Accountability Systems

CULTURAL

▶ Beliefs about student learning
▶ Pedagogical content knowledge
▶ Norms for group work
▶ Discourse about practice
▶ Mutual accountability
▶ Distributed leadership

Success for Every Soap Lake Student
DISTRICT NON-NEGOTIABLES

High Quality Standards-Based Curriculum	Highly Effective Instruction	Targeted Response to Learning	Balanced and Reliable Measurement

INDICATORS

Content Knowledge	Environment Pedagogy	Responsive Teaching	Assessment Informed Instruction

TEACHER PRACTICES

Content Knowledge	Environment Pedagogy	Responsive Teaching	Assessment Informed Instruction
Planning & Preparation ■ Uses collaboratively agreed upon essential learnings and standards, as unit and lesson foundation ■ **Posts and clearly articulates standards in student friendly language** ■ Connects prior knowledge to current content and understandings ■ Incorporates collaboratively agreed upon district resources into lessons ■ Demonstrates extensive content knowledge ■ Provides progressively meaningful and challenging learning experiences ■ **Creates lessons and utilizes materials that are challenging, engaging, and supports the objectives** ■ **Provides scaffolding for support so all students can achieve the learning goal** ■ Ensures standards are the foundation for continuous classroom tier one instruction.	Environment ■ **Fosters the belief that success and achievement are a result of effort** ■ Gives verbal and non-verbal indication all students are valued ■ **Ensures positive relationships and interdependence characterize the classroom** ■ Accepts errors as part of the classroom culture ■ Establishes consistent procedures and clear rules for learning and behavior Pedagogy ■ Selects strategies such as Danielson's 8 essential Components, nonfiction writing, and building background knowledge through academic vocabulary ■ **Demonstrates expectations through modeling by using examples and non-examples of quality work** ■ **Uses effective questioning techniques** ■ Incorporates thinking and problem solving skills into lessons ■ **Uses varied instructional grouping arrangements to maximize student learning**	■ **Sets high and demanding academic expectations for every student** ■ Provides scaffolding for support so all students can achieve the learning goal ■ Ensures standards are the foundation for continuous classroom tier one instruction. ■ **Consistently extends and deepens understanding for every student.** ■ Knows students well academically and personally through readiness, interest, and learning assessments ■ **Uses knowledge about students to differentiate content, process, and product** ■ Noticing, interpreting, and responding to (or "taking up" student thinking as it arises during instruction. ■ Puts student reasoning on display and connects what is happening in the moment to next pedagogical moves.	■ Uses pre- assessments, formative assessments, and summative assessments ■ Checks for students' understanding of identified standards and objectives in each lesson ■ **Circulates during lesson to stimulate student thinking, provide feedback, and assess progress** ■ **Provides both oral and written academic feedback that is focused and high quality** ■ **Consistently applies collaboratively agreed upon criteria to judge the quality of student work related to essential learning(s)**

To be successful, Soap Lake educators are called now more than ever to be able to demonstrate that our students are proficient and achieve more than a year's growth during a school year.

To summarize quickly…

<u>Proficiency</u> is the ability of students to meet an expected level of academic performance based upon standards.

<u>Growth</u> is the gain in student achievement from one year to the next or between two points in time.

This effect is a balance between two factors – proficiency and growth. A constant question is, "How do we gauge the impact that teachers have on student achievement from one year to the next or between two points in time?"

In order to keep this question in the forefront, the District needs to measure and report student growth through an analysis of our teaching and learning cycle.

This improvement in teaching and learning is directly related to student success through _The Power of Two…Progress and Achievement._

Progress is defined as student growth and performance from one year to the next, and _Achievement_ is meeting the expected level of student performance.

In other words, progress is growth and achievement is proficiency. _How Soap Lake schools address proficiency and growth will determine our success in this phase of teaching and learning accountability._
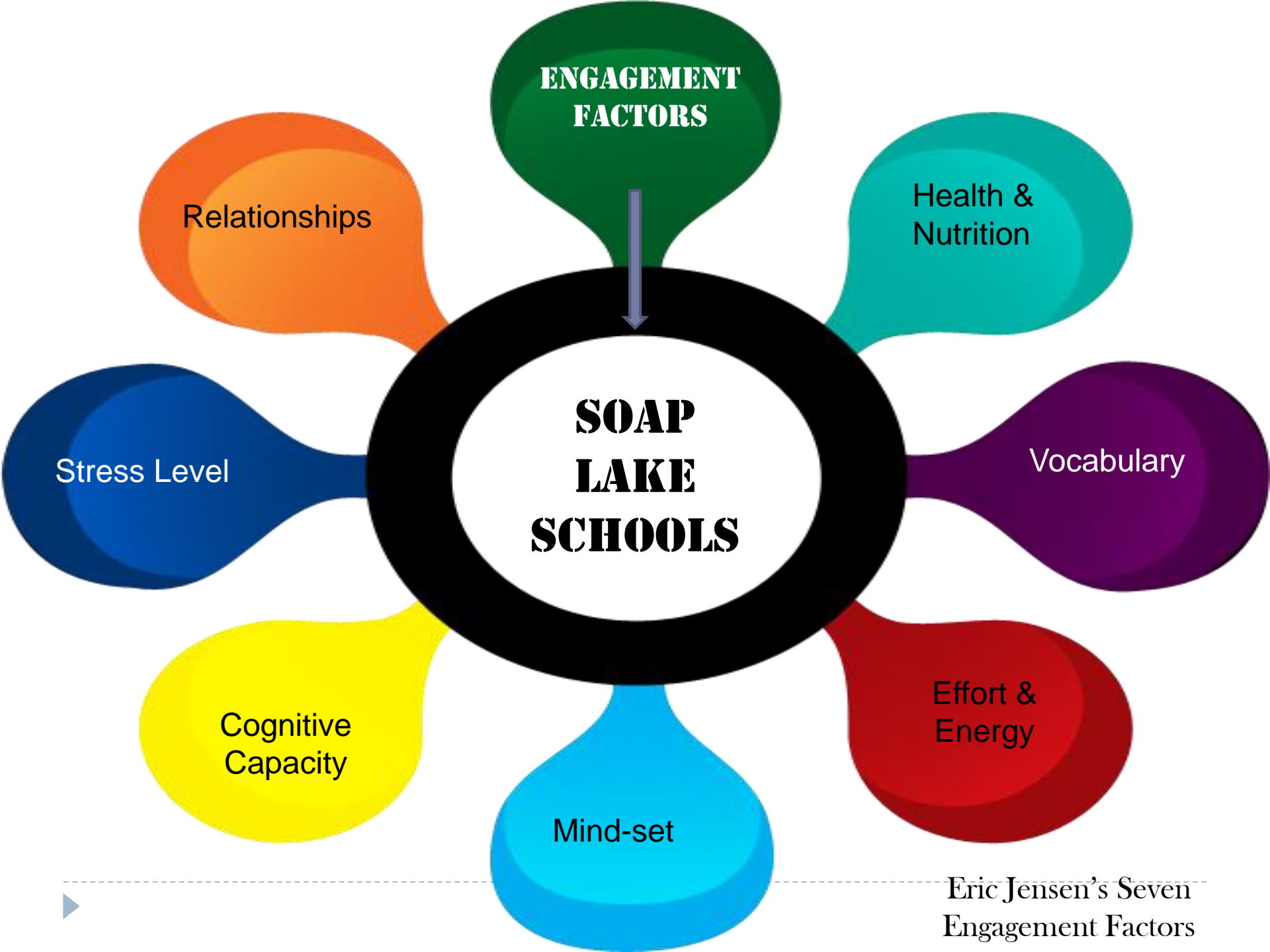
ENGAGEMENT FACTORS

Relationships

Health & Nutrition

Stress Level

SOAP LAKE SCHOOLS

Vocabulary

Cognitive Capacity

Mind-set

Effort & Energy

Eric Jensen's Seven Engagement Factors

RAD Grant Sustainability Considerations – Soap Lake SD

‣ **Principle 1 – Strong Leadership**
  ‣ **Continue to provide coaching/technical assistance to principal of MS/HS**
  ‣ **Continue to provide support to develop teacher leadership as school takes on increasing responsibilities for Indistar and other requirements (leadership Mtg. time-sub costs,etc.)**
  ‣ **Support regular meetings of the school and/or district leadership team**

‣ **Principle 2 – Ensure that teachers are effective and able to improve instruction.**
  ‣ **Continuation of Professional Development days before school and periodically throughout year– i.e. Data Days**
  ‣ **Continuation of support to principal through coaching and technical assistance to continue implementation of new evaluation system and instructional framework, including implementing plans of improvement.**
  ‣ **Identify and reward school leaders and teachers who have increase/met student achievement.**

‣ **Principle 3 – Redesign of the school day for additional learning time and teacher collaboration:**
  ‣ **Resources to continue late start in some form in spite of the 1080 hour requirement??**
  ‣ **Continue with ability to offer additional classes – both advanced and to provide additional help after school. Requires additional time on teacher contracts.**

‣ **Principle 4 – Strengthen the school's instructional program based on student needs**
- **Continuation of READ 180, expanded AP and College level offerings**
- **Continuation of support for implementation of CCSS and Smarter Balanced Assessment during Transition**
- **Define a schedule for Tier 2 students to receive an additional 55 minutes with**
- **supplement support and materials (System 180) involve grades 4-8th.**

‣ **Principle 5 – Use data to inform instruction and continuous improvement, including teacher collaboration**
‣ **Continuation of access and training on Data Director and benchmark assessments**
‣ **Continuation of Data Days and TACSE support**

‣ **Data day format…core area leadership teachers lead instructional staff in an examination of past and current grades and state assessment performance as well as our other testing instruments results to unearth new information that would assist in helping define intervention with Tier 2 students.**
‣ **Subject Area leadership (principals or core area teachers) maintains notebooks on all data they are monitoring.**
‣ **The District Leadership Team will define a schedule to ensure monitoring, support and accountability of the school by periodic review of all data (defining a data mining cycle 5-testing period framework-5 testing) presented and analyzed by all school staff and correlated to NWEA/MSP-HSPE results (defining predictive student intervention bands).**

‣ **Principle 6 – Establish a school environment that improves school safety and discipline; addresses other**
‣ **non-academic factors.**
  ‣ **Continue availability of current counseling services (use counselors to be community liaison**
‣ **for appropriate social-emotional and community oriented services and support for students.**
  ‣ **Continue to review and revise alternative HS, Online, and CTE programs**
  ‣ **Provide resources to deal with non-academic issue with in school culture (dean of students, social worker)**
‣
‣ **Principle 7 – Provide ongoing mechanisms for family and community engagement.**
  ‣ **Continue student lead conferences – with "20 student" data support.**
  ‣ **Community Communication Events (theme based evening events that focus on**
‣ **PR accolades and informational based themes that reinforce current initiatives.**