



PULLING IT ALL TOGETHER

June 23rd, 2016

Mission

The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

**This Conference has Highlighted
Steps to Achieve your School's
Mission.**

Topics for Discussion:

Session 1

- Introduction to Systems
- Student Engagement
- Improve Instruction
- Relationships to include
 - (Collaboration, Communication and Evaluation)
- Leadership Support

Break

Session 2

- Drafted Progress Report Template overview and feedback
- Survey

Session 1

- Introduction to Systems
- Student Engagement
- Improve Instruction
- Relationships to include
 - (Collaboration, Communication and Evaluation)
- Leadership Support

**School
Effectiveness**



**Improve
Instruction**



**Increase Student
Engagement**

An Effective School: “It’s Just One Thing!”



An Effective School ...

is a school where ALL students achieve at
College & Career Readiness Level.

To achieve College & Career Readiness levels ...

students must be engaged in their own learning.

To engage students ...

we must provide instruction, curriculum, content and assignments that allow students to achieve College and Career Readiness.

- Interested in the content
- Positive relationships with the teacher
- Positive relationship with other students
- Exposure to curriculum that is relevant to the lives of the students and current society
- Academic assignments that require thinking, problem solving, struggle time, and team work which results in a product that solves the problem
- Personal vision of their future



**School Achievement
Support**

Teacher

Professional Learning
Community

Instructional Facilitators

School Leadership Team

Principal

District Leadership Team

SIS

School Board



Student Engagement

- **What is the best hope for enhancing student engagement?**
- **What elements have you learned to increase student engagement?**

Two Minute Team Discussion

Share Out

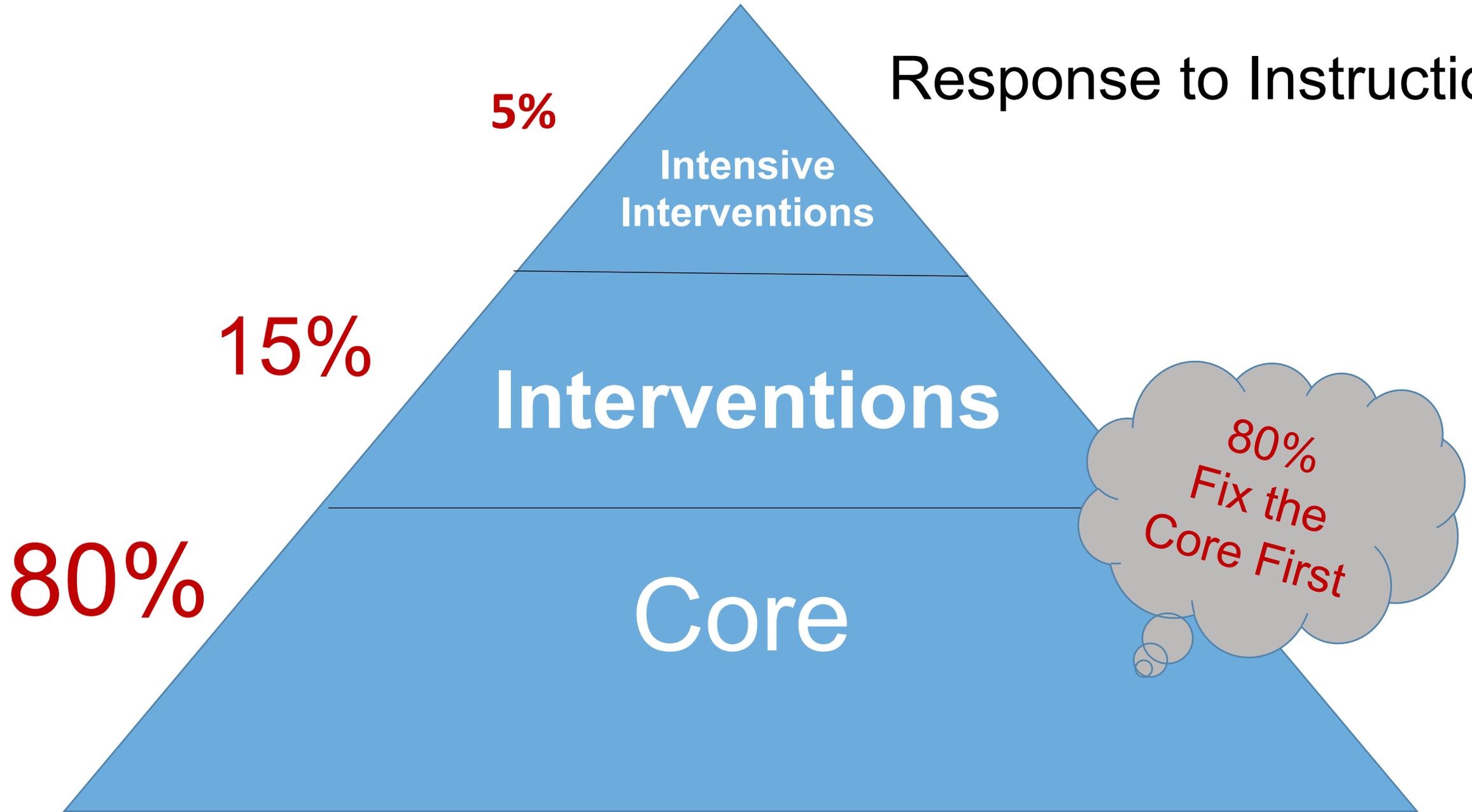
Student Engagement Checklist

- Relevance
- Real World Application
- Technology (Interactive Notebooks)
- Interested in the content
- A positive relationship with the teacher
- Project-Based Learning
- Student Centered Instruction
- Hands On/Minds On
- Self-Reflections
- Personal Vision
- Positive productive struggle

What interferes with learning that needs to be limited?

- **Fear or Feeling unsafe – physically, intellectually, emotionally**
- **Paradigms – how we view the world**
- **Competing events**
- **Personal Health**
- **Unclear expectations**
- **Lack of Organization**
- **Neglected Basic Needs**

Response to Instruction



Improving Instruction

- **What are the tools for improving instruction?**
- **What elements have you learned to improve instruction?**

Two Minute Team Discussion

Share Out

Improving Instruction Checklist

- **Team Collaboration/Lesson Planning-UbD – better planned lessons makes the process of learning more clear to teachers, learners, and observers.**
- **Meaningful CWT Feedback**
- **TESS**
- **Vertical and Horizontal Alignment**
- **PD with a Purpose**
- **Highly Effective Questioning Techniques**
- **Differentiation to meet the needs of ALL students**
- **Co-teaching**
- **Technology used by teachers and students**
- **Action Research Based Strategies**
- **High Expectations – For students – For Teachers – For Principals**
- **Relationships**
- **RTI**
- **Expanded Time**
- **High Level of Student Engagement**

Data

- **Data is what we measure to tell us if what we are trying is improving engagement.**
- **Data Driven – Organized data helps the teachers target instruction for groups or individuals.**
- **Dashboard – Supports teachers using data to guide their units and lesson development and supports teachers in grouping for instruction**

Where might data be found?

- **Aspire**
- **Bloomboard**
 - **Insight Report**
 - **Calibration**
- **School Improvement Leadership Team**
- **Surveys**
- **Teacher Support**

Types of Assessments

A form of data collection using student work samples:

- **Formative**
- **Summative**
- **Interim**
- **Annual**
- **Unit Assessments**

Unit Assessments

Unit assessments are small chunks of a course:

- 1. 2-4 weeks apart**
- 2. Developed by teacher or teachers in consultation with curriculum leaders**
- 3. Analyze as a measure of teacher effectiveness**
- 4. Reflects the level of learning expected based on the instruction**
- 5. Drives teacher self-directed professional development**

Leadership 101



<https://vimeo.com/15772500>

Relationships



Things to Consider when Building Relationships

- Homelessness
- Poverty
- Social Health
- Emotional Health
- Physical Health
- Culture (School/ Classroom)
- Socio-Economic Status
- Student Collaboration
- High Expectations
- Effective Classroom Management
- Peer to Peer
- Teacher to Family

Let us relate our discussions to an urban perspective.

Culture & Climate in High-Performing Urban Schools

Joseph F. Johnson, Jr., Ph.D.
Dean, College of Education, SDSU
Executive Director, NCUST

AVID National Conference
December 11, 2015

<http://www.ncust.org>
<http://go.sdsu.edu/education>



SAN DIEGO STATE
UNIVERSITY

NCUST 

National Center for Urban School Transformation

Johnson, J. F., Ph.D. (n.d.). Culture & climate in High –Performing Urban Schools. Retrieved June 22, 2016, from https://newscenter.sdsu.edu/education/ncust/files/05482-AVID_Culture_and_Climate.pdf

**Every system is perfectly
designed to achieve the
results it gets.**

Paul Batalden, Dartmouth University

In most American public schools, the “system” works perfectly to ensure the success of some students and works perfectly to achieve mediocre or poor results for other students.

Positive, powerful relationships

These schools:

1. **Created systems in which students wanted to be at school and learn**
2. **Created systems in which adults wanted to be at school and contribute as part of a team that was making a difference in the lives of students**

Creating a system in which adults want to be at school & contribute

Goals

- Help adults feel known, cared about, appreciated, respected, and valued
- Help adults feel safe
- Help adults feel like they have the opportunity to make a meaningful difference
- Help adults know they belong
- Help adults feel intellectually challenged
- Help adults feel capable
- Help adults feel empowered to nurture their own growth

Tools & Barriers

Routines

Policies

Professional Development

Collaboration Systems

Feedback Systems

Spaces

Adaptations

Please notice the possibilities in the shift in thinking.

Creating a system in which students want to be at school & learn

Goals

- Help students feel known, cared about, appreciated, respected, and valued
- Help students feel safe
- Help students feel hopeful
- Help students know they belong
- Help students feel intellectually challenged
- Help students feel capable
- Help students feel empowered to nurture their own growth

Tools & Barriers

Routines

Policies

Pedagogies

Feedback Systems

Roles

Spaces

Adaptations

Please notice the possibilities in the shift in thinking.

FOUR Pillars found in excellent and equitable schools



Johnson, J. F., Ph.D. (n.d.). Culture & climate in High –Performing Urban Schools. Retrieved June 22, 2016, from https://newscenter.sdsu.edu/education/ncust/files/05482-AVID_Culture_and_Climate.pdf

Leadership

- **What have you learned about leadership and building capacity in leadership this week ?**

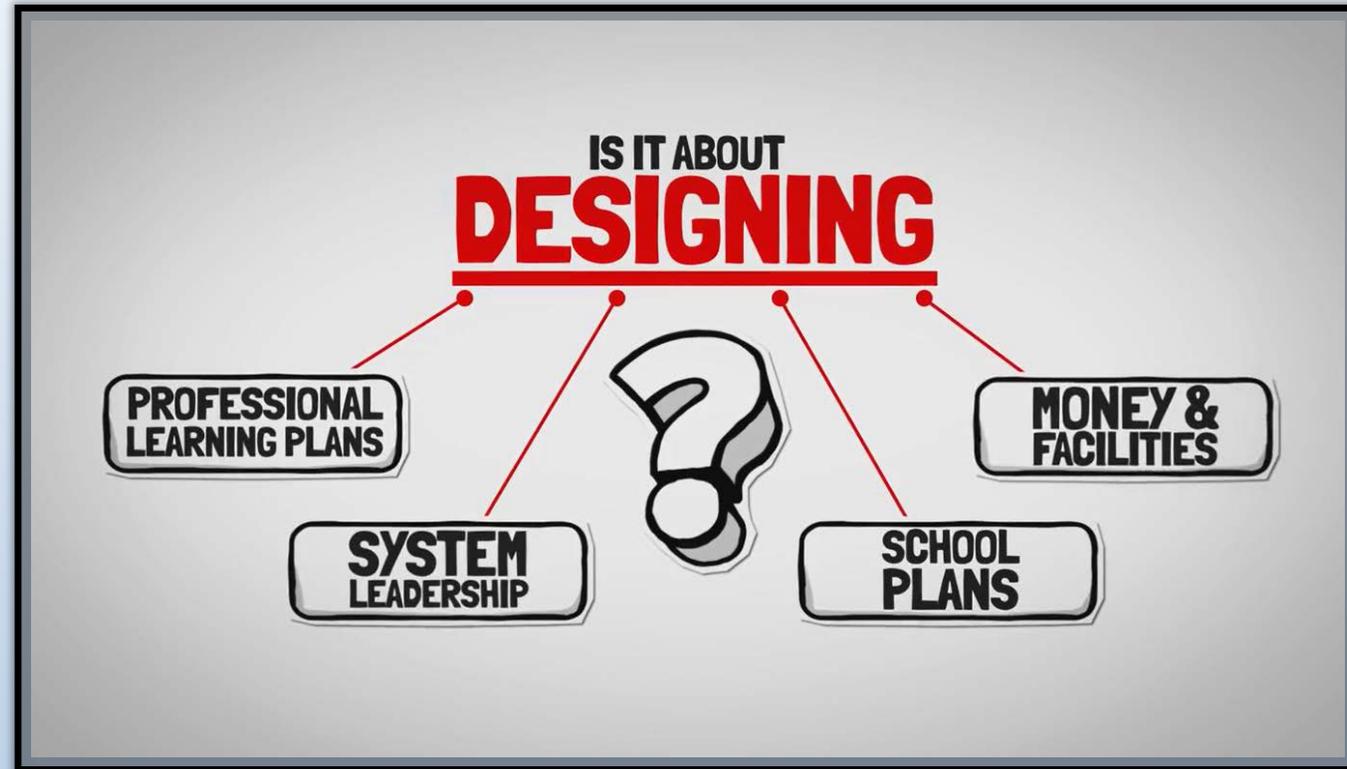
Two Minute Team Discussion

Share Out

Leadership Checklist

- **Vision**
- **Team Structure**
- **QUEST**
- **Teacher Recruitment**
- **TESS –Research says meaningful feedback (coaching) to teachers improves their effectiveness, but poor feedback is worse than no feedback.**
- **Data Analysis**
- **Relationships**
- **Collaboration**
- **Positive Behavior Intervention Support (PBIS)**
- **Supportive Learning Environment**
- **Involve Parents and Community Members**
- **Focused Professional Development**
- **High Expectations**
- **Self-Reflections**

Summing It Up



<https://www.youtube.com/watch?v=p3A4Nbzx-gM&feature=youtu.be>

Session 2

- Drafted Progress Report Template overview and feedback
- Survey

Progress Reports

- Tell a story using data points?
- How many students do you have?
- Is the number increasing or decreasing?
- Are the students the same students each quarter?

Discussion of new forms

⊕
DISTRICT:
SCHOOL:
STATUS:
SITE-BASED SIS:
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT:
PRINCIPAL:

45-DAY Elementary Progress Report

_____ QUARTER

2016-2017 School Year

Draft



PRINCIPAL'S REPORT ____ QUARTER

What were the dates of the District Instructional Leadership Team meetings to review the schools improvement needs? Describe the supports provided by the district.

How did your School Improvement Leadership Team analyze the effectiveness of each of your school improvement interventions? What decisions were made based on those analyses?

What were the most meaningful decisions made by the School Improvement Leadership Team this quarter as documented in the minutes?

Draft



SCHOOL LEADERSHIP TEAM'S REPORT ____ QUARTER

STUDENT/ TEACHER DATA by Quarter



Grade Level	Number of students enrolled				Percent of SWD enrolled as of October 1 st per grade level	Percent of EL students enrolled as of October 1 st per grade level	Total number of students out of classroom discipline referrals				Number of students with 5 or more discipline referrals					
	1Q	2Q	3Q	4Q			1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q		

Comments/ Clarifications:

Draft

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Total Teachers per Grade				Total Teacher Days Absent				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Teacher Reported Level of Support			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q

Draft

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Total Students per Grade				Student Daily Average Attendance				Percent of Students Absent 10 or more Days				Student Reported Level of Support			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q

Draft

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students enrolled this quarter	Number of students who failed Math 2014-15 prior to summer school	Number of students who failed Math 2015-16 prior to summer school	Number of students with D or F in Math class per quarter 2016-2017				Number of students assessed on each post-unit assessment for the current quarter compared to the number of D and F grades on each post-unit assessment								Percent of total unit exams with D or F grades			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q

Comments/ Clarifications:

Draft

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students enrolled this quarter	Number of students who failed ELA in 2014-15 prior to summer school	Number of students who failed ELA in 2015-16 prior to summer school	Number of students with D or F in ELA class per quarter 2016-2017				Number of students assessed on each post-unit assessment for the current quarter compared to the number of D and F grades on each post-unit assessment								Percent of total unit exams with D or F grades			
				1Q	2Q	3Q	4Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q	4Q

Comments/ Clarifications:

Draft

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of Elementary Students that are 2 or more years below grade placement in Math as determined by _____ on ___/____ (Month Determined)		Number of Elementary Students that are 2 or more years below grade placement in ELA as determined by _____ on ___/____ (Month Determined)	
	1Q	4Q	1Q	4Q

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Draft



DISTRICT:
SCHOOL:
STATUS:
SITE-BASED SIS:
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT:
PRINCIPAL:

45-DAY Secondary Progress Report

_____ QUARTER

2016-2017 School Year

Draft



PRINCIPAL'S REPORT ____ QUARTER

What were the dates of the District Instructional Leadership Team meetings to review the schools improvement needs? Describe the supports provided by the district.

How did your School Improvement Leadership Team analyze the effectiveness of each of your school improvement interventions? What decisions were made based on those analyses?

What were the most meaningful decisions made by the School Improvement Leadership Team this quarter as documented in the minutes?

Draft



SCHOOL LEADERSHIP TEAM'S REPORT ____ QUARTER

STUDENT/ TEACHER DATA by Quarter

Grade Level	Number of students enrolled				Percent of SWD enrolled as of October 1 st per grade level	Percent of EL students enrolled as of October 1 st per grade level	Total number of Student Out of Classroom discipline referrals				Number of students with 5 or more discipline referrals					
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th		

Comments/ Clarifications:

Draft

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Total Teachers per Grade				Total Teacher Days Absent				Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Teacher Reported Level of Support			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q

Draft

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Total Students per Grade				Student Daily Average Attendance				Percent of Students Absent 10 or more Days				Student Reported Level of Support			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q

Draft

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 6 - 10

Grade Level	Number of students enrolled this quarter	Number of students who failed Math 2014-15 prior to summer school	Number of students who failed Math 2015-16 prior to summer school	Number of students with D or F in Math class per quarter 2016-2017				Number of students assessed on each post-unit assessment for the current quarter compared to the number of D and F grades on each post-unit assessment								Percent of D or F grades			
				1st	2nd	3rd	4th	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1st	2nd	3rd	4th
6																			
7																			
8																			
Alg. I																			
Geo																			
Alg. II																			

Comments/ Clarifications:

Draft

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 6 - 10

Grade Level	Number of students enrolled this quarter	Number of students who failed ELA in 2014-15 prior to summer school	Number of students who failed ELA in 2015-16 prior to summer school	Number of students with D or F in ELA class per quarter 2016-2017				Number of students assessed on each post-unit assessment for the current quarter compared to the number of D and F grades on each post-unit assessment								Percent of D or F grades			
				1st	2nd	3rd	4th	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1st	2nd	3rd	4th

Comments/ Clarifications:

Draft

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Number of Jr/High School Students that are 3 or more years below grade placement in Math as determined by _____ on ___/____ (Month Determined)		Number of Jr/High School Students that are 3 or more years below grade placement in ELA as determined by _____ on ___/____ (Month Determined)	
	1Q	4Q	1Q	4Q

Draft

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Draft

Steps to Success



<http://www.bing.com/videos/search?q=ending+scene+from+martian&qvpt=ending+scene+from+martian&view=detail&mid=2893E2E366B5DD16C1E62893E2E366B5DD16C1E6&rvmid=4135D6263E76F5A708174135D6263E76F5A70817&fsscr=0&FORM=VDFSRV>



ARKANSAS
DEPARTMENT
OF EDUCATION

Professional Development Certificate Survey link

What are appropriate evidence based interventions that you think the state should consider to include in the **ESSA** application?

<https://www.surveymonkey.com/r/HDD5TN5>

* ESSA - Every Student Succeeds

<http://www.ed.gov/essa?src=feature>