

Planning Update

District Learning Plan and Recovery



*Presented to the Bellevue Union School District School
Board of Trustees
David Alexander, Ed.D., Superintendent
Tuesday, May 18, 2021*

Steps to Create Learning Plan

- Stakeholders meetings/surveys
- Incorporate prior work
- Explore & Clarify Options
- Prioritize
- Plan Development
- Write the Extended Learning Opportunity Plan (ELO) and Local Control Accountability Plan (LCAP) using new templates and based on input
- Ensure all plans align and site level Single Plan for Student Achievement (SPSA) & Federal Plans reflect goals
- Present recommendations to School Board
- Board Review/Approvals
 - ELO by June 1st
 - LCAP by June 30th

2020-2021 BUSD Stakeholder Engagement

Learning Steering Committee
DELEC
Leadership
Community Input
School Board



Meeting #1 - April 13, 2021

[Learning Steering Committee Initial Input](#)
[Learning Steering Committee Input Document for Data Review](#)

Meeting #2 - April 22, 2021

[Learning Steering Committee Deep Dive Survey](#)

Survey

[Local Control Accountability Plan \(LCAP\) & Expanded Learning Opportunities Survey](#)

Meeting #3 - April 29, 2021

[Hattie's Six Areas that Contribute to Learning - Students](#)

Meeting #4 - May 6, 2021

[ELO Grant Input](#)

Meeting #5 - May 13, 2021

[Learning Plan Summary](#) Adding/Clarifying

Learning Steering Committee Members

Ashley Bridges, 6th Grade Teacher, Kawana Springs
Aracely Romo-Flores, Director of Curriculum and English
Learner Services

Angela Grenier, Kindergarten Teacher, Bellevue

Denise McCullough, Principal, Kawana Springs

Donna Rinnels, Instructional Assistant, Meadow View

Erica Hackelman 3rd/4th Grade Teacher Kawana Springs

Jean Walker, Principal. Meadow View

Julie McMurtrie, BEA Representative

Jennifer Spain, CSEA Representative

Katy Edson, SDC Teacher, Taylor Mountain

Kristin Brunkow, Literacy Paraprofessional, Taylor Mountain

Kelly Ramirez, 5th Grade Teacher, Bellevue

Kristine Reidelbach, RSP Teacher, Meadow View

Larry Black, Director of Technology Services

Lisa Lopez, Parent, Bellevue

Melissa Moore, Expanded Learning Program Manager,
Cool Schools

Margaret Jacobson, Principal, Taylor Mountain

Nina Craig, Principal, Bellevue

Norma Velarde, Parent, Meadow View

Rebekah Hansen, 5th Grade Teacher, Taylor Mountain

Sally McDaniel, Teacher on Special Assignment

Suzanne Anderson, 6th Grade Teacher, Meadow View

Sophia Diaz, 3rd Grade Teacher, Meadow View

Shari Byers-Gith, Psychologist

Silvia Quinonez, Parent DELAC Representative

Tiffany Kampmann, 3rd Grade Teacher, Taylor Mountain

Tracy Whitaker, Director of Student Services

David Alexander, Superintendent



Purpose of the Learning Steering Committee

The Learning Steering Committee will:

- ❑ provide a forum for stakeholder engagement and sharing of information
- ❑ seek input from our stakeholders in formulating a District Learning Plan (DLP) including:
 - ❑ Extended Learning Opportunities (ELO) Grant (i.e. Summer School, Extended School Year, Interventions)
 - ❑ Local Control Accountability Plan (LCAP)
- ❑ provide suggestions and recommendations to the superintendent to consider in the development of plans to bring to the Board for approval.

LCAP Stakeholders' Input: Summary from Prior Year Work

Student Support

- Additional Intervention/Small group support/tutoring
- Library Staffing
- Additional VAPA
- New Curriculum
- Professional Development
- Hands on Learning
- Additional after school activities
- Smaller Class Size
- Retain Highly Qualified Staff (salaries and benefits that are comparable to top half of Nifty Niners Districts)

Social Emotional Support

- PBIS Restorative Practices
- Additional Counselors

Parent Engagement:

- Build stronger relationships
- Parent Education Opportunities
- Parent/Community Engagement
- Increase effective parent communication
- EL classes for parents

Facilities

- KS Kitchen
- School Beautification
- Playground Improvements

Guiding Questions:

1. *What do we need to do to support our students' success and learning?*
2. *What are the needs to help us connect to our students, parents, staff and greater community?*

2020-21 STAKEHOLDER ENGAGEMENT: DO THESE ARE THESE LEARNING STEERING COMMITTEE RELEVANT? ARE THESE ITEMS IMPROVE AND INCREASE STUDENT RELEVANT? COMMUNITY SURVEY IMPACTS? RANK 3. RANK 4. OTHER ACTIONS?

What criteria do we use to choose & develop goals, action and services?



"Without data, you're just another person with an opinion."
— W. Edwards Deming

Typical types of data in education: Demographics, Student Learning, Perception & Process

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Impact by the numbers

12
years since
Visible Learning
was published



25+
years of
research

and evaluation on education performance indicators by Professor John Hattie

During these years of research, Hattie was focused on a simple question: although almost everything we do improves learning, why not prioritize the ones that have the greatest effect?

270+
recorded
INFLUENCES
on student
achievement



0.4
average
effect size of
influences

Professor Hattie found the average effect size of all the influences he evaluated was 0.4—a marker that can be shown to represent an average year of growth per year of schooling for a student. The greater effect size above 0.4, the greater the positive impact on student learning.


NINE
domains

The influences are placed into nine domains, or groups, of factors—student, home, school, classroom, teacher, and more.

1,600
meta-analyses
synthesized & analyzed by Professor Hattie for the Visible Learning research

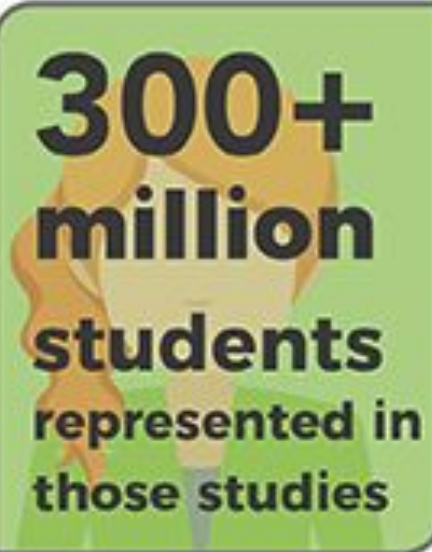


96,000
STUDIES represented
within those
meta-analyses



John Hattie's Work

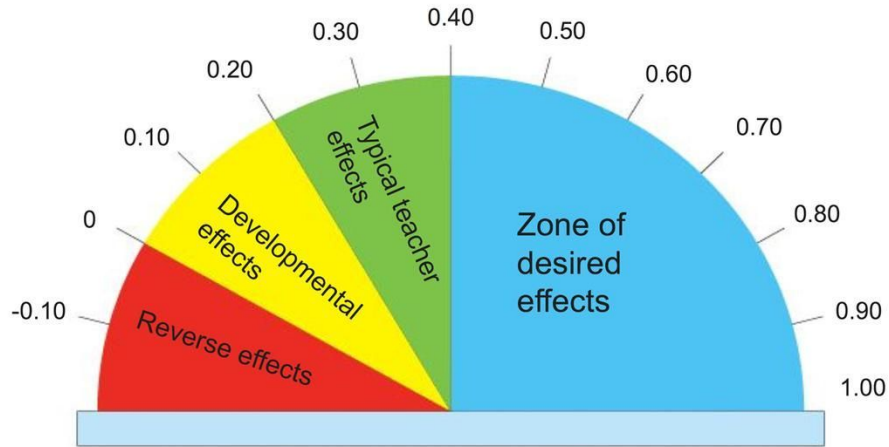
300+
million
students
represented in
those studies



[Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement](#)

[Hattie's Glossary of Terms](#)

Influences that are related to learning outcomes



An effect size of 0.40 represents one year's growth over the course of one year

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d > 0.4

d = .15 to .4

d = 0.0 to 0.15

d < 0

Zone of desired effects

Typical effects of teachers on students that can be accomplished in a year of teaching

What Students could achieve without schooling

Decrease achievement

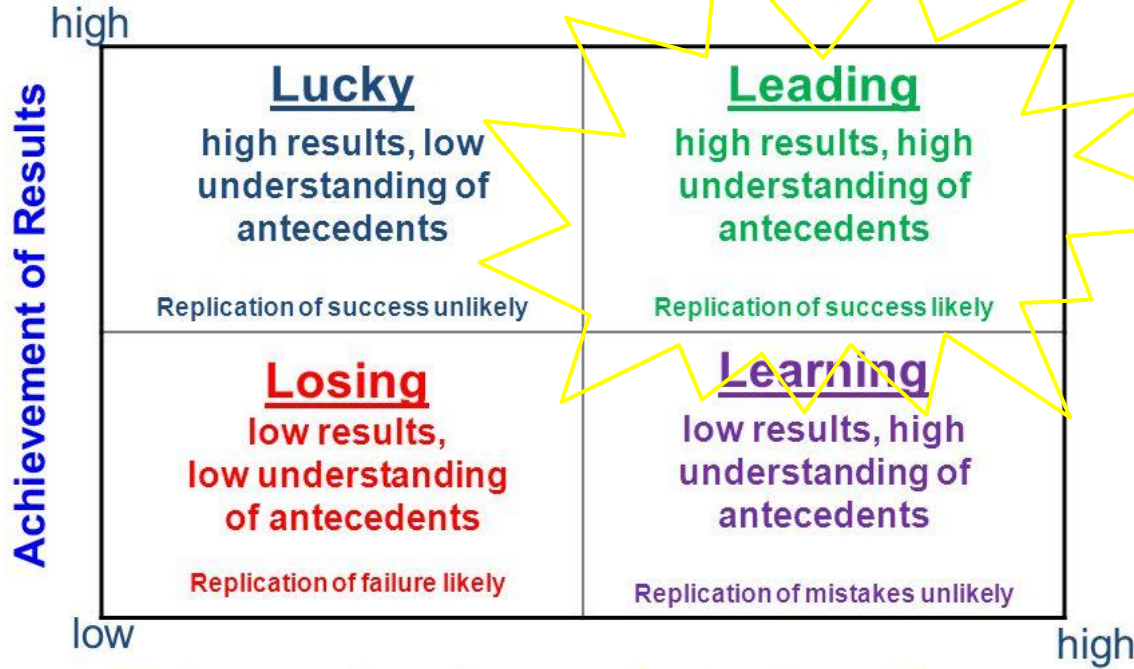
Understanding Antecedents of Excellence



*We are what we repeatedly do.
Excellence, then,
is not an act, but a habit.*

- Will Durant

Leadership and Learning Matrix



We all want positive results

Understanding of antecedents of excellence

Douglas Reeves

We all want to know how to get positive results

Major Effective Schools Research

The Correlates as identified in *What Works in School* by Robert Marzano

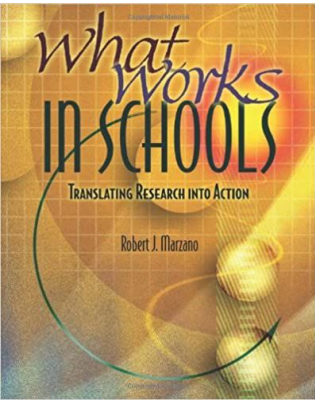
- **School Level Factors**
 - Guaranteed and Viable Curriculum
 - Challenging Goals and Effective Feedback
 - Parent and Community Involvement
 - Safe and Orderly Environment
 - Collegiately
- **Teacher Level Factors**
 - Instructional Strategies
 - Classroom Management
 - Classroom Curriculum Design
- **Home Level Factors**
 - Home Environment
 - Learned Intelligence and Background Knowledge
 - Student Motivation

The *Correlates of Effective Schools* as identified by Lezotte, Edmonds, Brookover, and others:

- **Correlates:**
 - Instructional Leadership
 - Clear and Focused Mission
 - Safe and Orderly Environment
 - Climate of High Expectations
 - Frequent Monitoring of Student Progress
 - Positive Home-School Relations
 - Opportunity to Learn and Student Time on Task

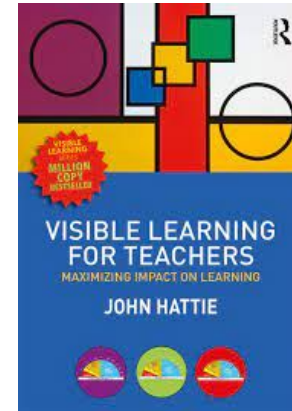
- **What works best for learning in schools. *Effect sizes* Influence on student Achievement by John Hattie**

Comparing Marzano's & Hattie's Work



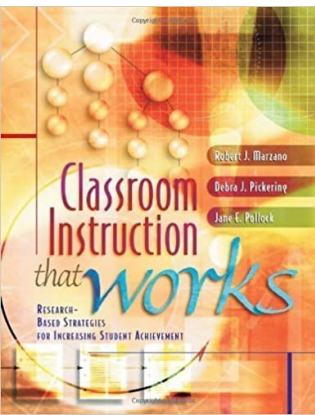
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Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement

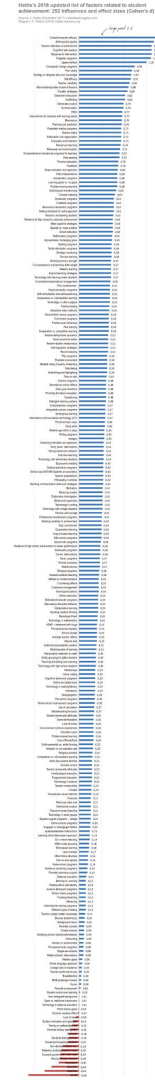


Categories of Instructional Strategies That Affect Student Achievement

Category	Ave. Effect Size (ES)	Percentile Gain	No. of ESs	Standard Deviation (SD)
Identifying similarities and differences	1.61	45	31	.31
Summarizing and note taking	1.00	34	179	.50
Reinforcing effort and providing recognition	.80	29	21	.35
Homework and practice	.77	28	134	.36
Nonlinguistic representations	.75	27	246	.40
Cooperative learning	.73	27	122	.40
Setting objectives and providing feedback	.61	23	408	.28
Generating and testing hypotheses	.61	23	63	.79
Questions, cues, and advance organizers	.59	22	1,251	.26



Quick Read:
8 Strategies
Robert Marzano
& John Hattie
Agree On



Expanding Possibilities

Reimagining student learning and engagement with the Expanded Learning and Opportunities (ELO) Grant (AB86).

Components and Expectations

Supplemental Instruction and Support Strategies:

- Extending instructional learning time
- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
- Integrated student supports to address other barriers to learning
- Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
- Additional academic services for students
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs





Life is really simple, but we insist on making it complicated.

- Confucius

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.

- Pele

Specific Action/Services

What will it take to accomplish our Goal/Subgoal(s)/Focus Areas?

- We looked at the goal, subgoal, focus area, description and specific actions
 - Is the description clear to the group?
 - Is information missing from the description?
 - Add missing information
 - Are the “Specific Actions” clear to the group?
 - Are there missing actions to achieve the focus area?
 - Add missing actions

Looking for:

- Personnel: certificated, classified, contracted services
- Instructional materials and supplies
- Professional development
- Other



[Learning Plan Summary](#)

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Don't forget who we
are and where we
are going.

Mission:
Inspire learning.

Vision:
Engaging and ❤️ (valuing/caring)
for our families, students and staff
to empower our community.

Mission: Why? Why do we exist? Fundamental Purpose

Vision: What? What must our school become to accomplish our purpose? Compelling Future

Values: How? How must we behave to achieve our vision? Collective Commitments

Goals: HOW WILL WE MARK OUR PROGRESS? Targets and Timelines

Q&A