

Goal 3: Academically Prepared Critical Thinkers

Presenters:

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Relationship to Future Ready!

Goal 3: Academically-Prepared Critical Thinkers

Every student will meet standards of performance in core subjects and be fully engaged critical thinkers.

- **By 2026, 80% of 5th grade students will be meeting or exceeding grade level standards in English Language Arts (ELA).**
- **By 2026, 80% of 5th grade students will be meeting or exceeding grade level standards in mathematics.**

- **By 2026, 80% of 8th grade students will be meeting or exceeding grade level standards in English Language Arts (ELA).**
- **By 2026, 80% of 8th grade students will be meeting or exceeding grade level standard in mathematics.**



Relationship to Future Ready!



2022-2023
SCHOOL
YEAR



Goal 3: Academically Prepared Critical Thinkers

- By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in ELA.
- By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in mathematics



Goal 3: Academically Prepared Critical Thinkers

- By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in ELA.
- By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in mathematics.

Equity Looks Like

Every student receives access to rigorous curriculum and high-quality, culturally responsive teaching to meet the academic standards.



Relationship to SB LSD Policy

- Policy 2000- Student Learning Goals
- Policy 2005- School Improvement Plans
- Policy 2020- Course Design, Selection, and Adoption of Materials
- Policy 2090- Program Evaluation
- Policy 2110 - Transitional Bilingual Education Program
- Policy 2161- Special Education and Related Services for Eligible Students
- Policy 2162- Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
- Policy 2190 - Highly Capable Services



Project Cost/Budget Allocation

K-12 Budget

ELA Budget - \$356,296

- CKLA consumables
- Revising curriculum frameworks, new frameworks elementary hi-cap
- AimsWeb assessment task force
- Curriculum for additional classrooms
- Professional learning
- Development of writing units

Math - \$211,591

- Eureka math student workbooks
- Revising curriculum frameworks, new frameworks elementary hi-cap
- Manipulatives
- Curriculum for additional classrooms as well as recurring curriculum costs for intervention classes
- Professional learning



Outcomes

Similar to the work being done in PLCs, you will explore Goal 3 work through these guiding questions:

- **What do we need to know and be able to do?**
- **Where are we now and how do we know?**
- **How will we get there?**
- **How will we respond if we don't get there?**

Learn about **our Promise**, to know, value and support every student in relation to **Academically-Prepared Critical Thinkers**

Identify how the **4 pillars** are woven through the work we are doing across all elementary and middle schools.

Understand the principles of the **Instructional Core**, how the principles connect to the **assessment system**, and how we **use data from tasks and assessments** to better know our students and provide the support they need to access grade level standards.

Four Pillars

Goal 3:

Academically-Prepared Critical Thinkers

Every student will meet standards of performance in core subjects and be fully engaged critical thinkers.

Pillar A: Teaching & Learning	Pillar B: Safe Culture and Strong Partnerships	Pillar C: Professional Learning	Pillar D: Continuous Improvement
<p>Access to Core Curriculum for All Students: Establish uniform standards and learning outcomes for all students, including English language learners and students with IEPs; assure each student has access to a guaranteed and viable curriculum.</p> <p>High Leverage Teaching Practices: Implement high-leverage teaching and assessment practices that are aligned to the Danielson Framework, Hattie's effective sizes, and culturally responsive pedagogy in order to ensure all students meet rigorous standards and engage in critical thinking.</p>	<p>Academic Family Nights: Implement a series of "Family Nights" for parents to learn how to use resources to support their children's academic success.</p> <p>Communication with Families: Keep families involved and informed about their student's progress through frequent, varied communication formats.</p> <p>Adult Mentors: Develop an initiative to connect students with adult mentors committed to nurturing each student's social and cultural identities, sense of belonging, and appropriate behavior.</p>	<p>Mastery of Instructional Practices: Focus professional learning on high-leverage teaching practices aligned to the Danielson Framework, Hattie's effective size, and culturally responsive pedagogy, and align continuous learning expectations across educators, administrators, and classified staff.</p> <p>Data-Informed Cycles of Inquiry: Convene regular evidence-based collegial reflection to monitor and communicate classroom-, school- and district-level data on student learning and professional practices.</p> <p>Evidence-based PLCs: Ensure that school-based professional learning communities (PLCs) utilize data from multiple sources (including formative assessments) to adjust teaching and intervention practices during each PLC cycle of inquiry.</p>	<p>System of Assessments: Design and implement a system of assessments to facilitate reliable and timely continuous monitoring and analysis of student, practitioner, and school progress.</p> <p>Ongoing Data Review: Conduct surveys/forums with stakeholders - including students, staff, families, and community - to evaluate effectiveness and responsiveness of the school system regarding teaching practices, leadership practices, organizational practices, and learning progress for all students.</p> <p>Highly Qualified Staff: Attract, develop, and retain a highly qualified workforce who is reflective of and appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families.</p>

What do we need to know and be able to do?



Recap from Goal 1....

Teacher Knowledge of Priority Standards

Engaging Instructional Strategies

Assessments Aligned with Standards

Frequent Data Analysis and Timely Feedback to Students

Curriculum Frameworks

[8th Math suggested Framework](#)

[8th ELA suggested Framework](#)

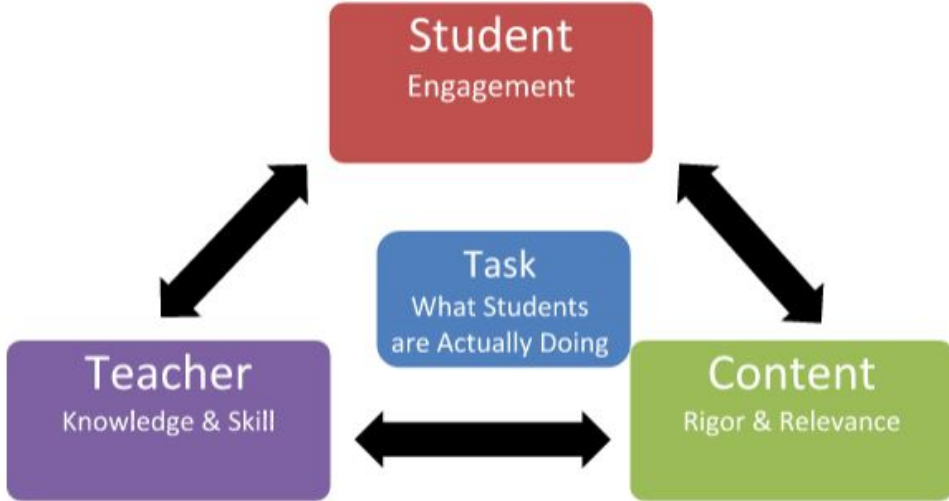
Inquiry cycle in PLCs



RESEARCH



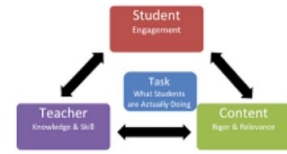
The Instructional Core



Modified from
City, Elizabeth, et al. *Instructional Rounds in Education*,
2009



Principles of the Instructional Core



“Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.”

“If you change any single element of the instructional core, you have to change the other two.”

“The real accountability system is in the tasks that students are asked to do.”

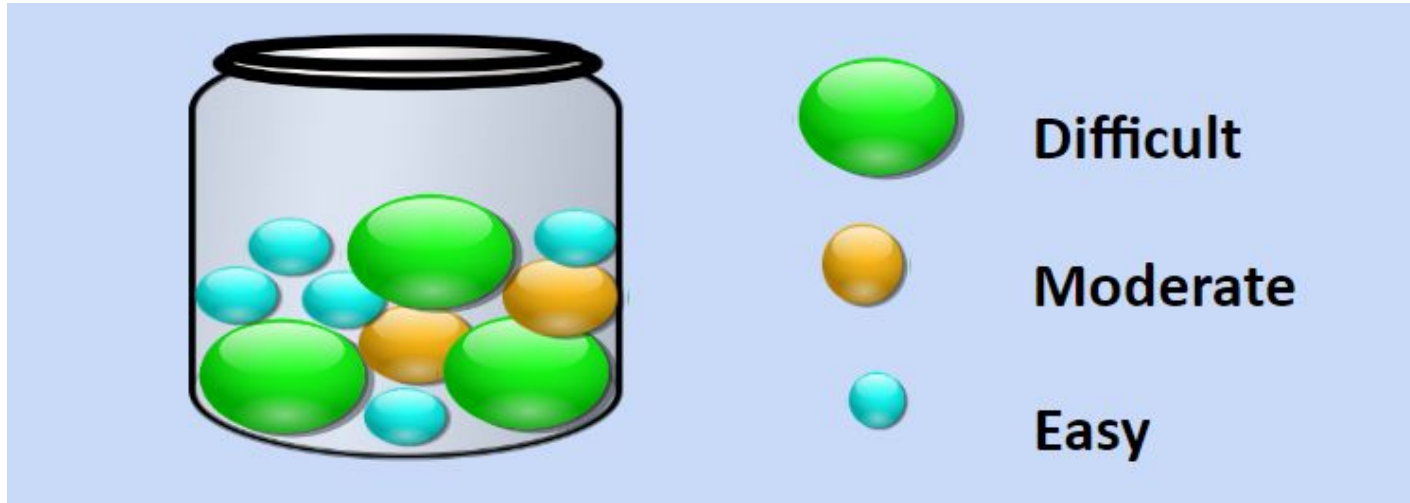
“Task predicts performance.”



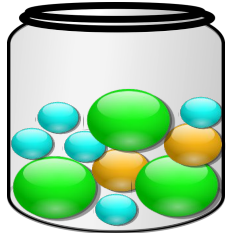
Smarter Balanced Assessment (SBA) Scoring

The SBA is designed with a varying range of difficulties intended to assess a range of student performance.

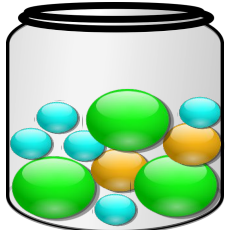
Each level of difficulty is assigned a point value.



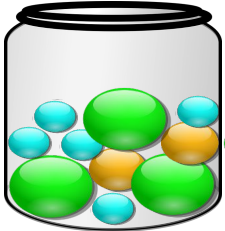
How a student performs across all claims generates their overall score



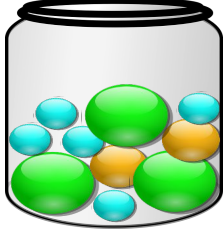
Claim 1



Claim 2



Claim 3



Claim 4

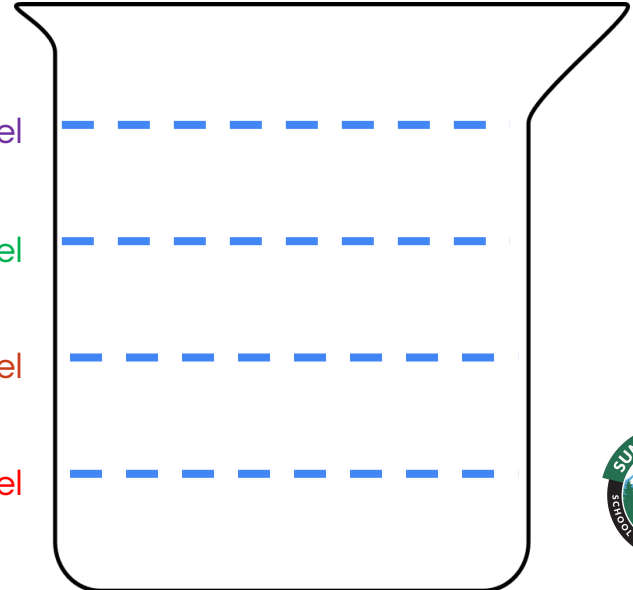
Overall Scale Score
"Estimation of Ability"

Level
4

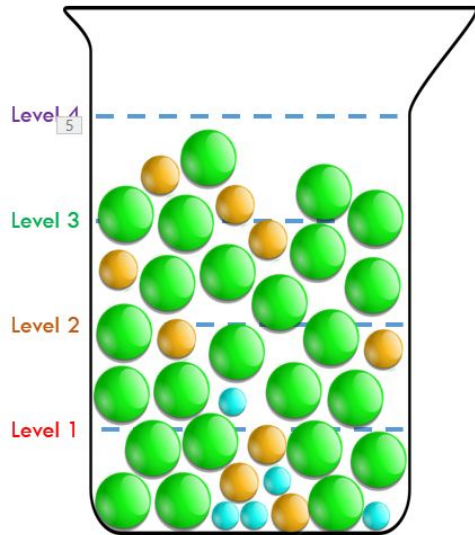
Level
3

Level
2

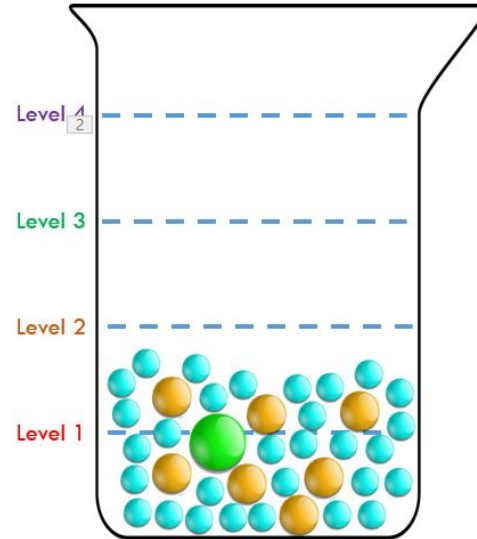
Level
1



Approximately the same number of items...
Different scale scores based on difficulty of items *answered correctly*



Student A

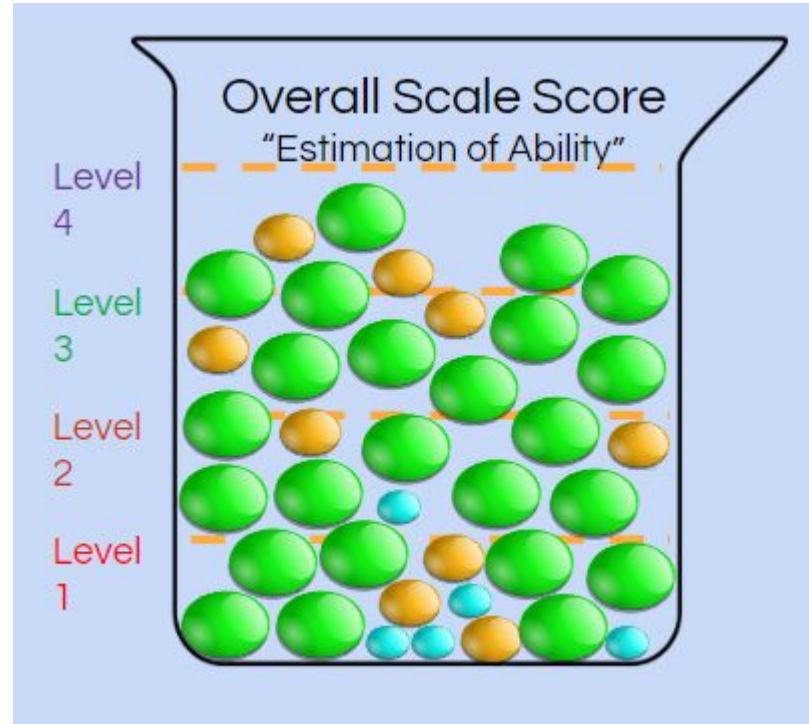


Student B



Reaching a Level 3 - Proficiency Level on the SBA

Students must be able to answer “difficult” questions in order to reach a level 3 - or meets standard on the SBA.



Where are we now and how do we know?



Smarter Balanced Grade 5

SBA ELA Grade 5 (% Meeting Standard)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	59%	60%	*	*	52%
SBLSD	70%	75%	*	*	64%

SBA Math Grade 5 (% Meeting Standard)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	49%	48%	*	*	38%
SBLSD	62%	67%	*	*	54%

2021-22

5th Grade Smarter Balanced Scores

		% Meeting Standard		% Meeting Standard
	n Value	ELA	n Value	Math
SBLSD	791	64%	791	54%
Multi-Lingual	29	24%	33	12%
Low Income	249	49%	251	38%
Special Educ	82	35%	82	22%

Lessons Learned: SBA Grade 5

	Areas of Strength	Areas for Growth
ELA	<ul style="list-style-type: none">-Main Idea/Key Details-Interpret/Explain Information-Text Structures/Features-Analyzing information from sources	<ul style="list-style-type: none">-Writing/Revising Texts-Editing (<i>spelling, punctuation, capitalization, etc</i>)-Language and Vocabulary
Math	<ul style="list-style-type: none">-Place Value-Analyzing Patterns-Interpret expressions-Operations with Fractions and Decimals-Geometric Measurement and Volume	<ul style="list-style-type: none">-Converting measurements (<i>mm-cm-m or inch-yard</i>)-Classifying 2-D figures into categories (<i>ex. Parallel sides, right angles</i>)-Graphing points on a coordinate plane



KNOW • VALUE • SUPPORT

**FUTURE
READY**

SUMNER-BONNEY LAKE SCHOOL DISTRICT



2022-2023
SCHOOL
YEAR



ELA

MATH

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Smarter Balanced Grade 8

SBA ELA Grade 8 (% Meeting Standard)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	59.1%	58%	*	*	49.2%
SBLSD	71.7%	73.8%	*	*	59.3%

SBA Math Grade 8 (% Meeting Standard)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	47.5%	45.8%	*	*	32.1%
SBLSD	58.5%	61.2%	*	*	41.8%

2021-22

8th Grade Smarter Balanced Scores

		% Meeting Standard		% Meeting Standard
	n Value	ELA	n Value	Math
SBLSD	693	59%	693	42%
Multi-Lingual	25	24%	24	17%
Low Income	279	46%	275	34%
Special Educ	89	20%	87	8%

Lessons Learned: SBA Grade 8

	Areas of Strength	Areas for Growth
ELA	<ul style="list-style-type: none">-Main Idea/Key Details-Citing evidence to support ideas-Text Structures and Figurative Language-Analyzing and evaluating information from sources-Narrative, Explanatory, and Argumentative Writing	<ul style="list-style-type: none">-Revising Texts-Editing (<i>spelling, punctuation, capitalization, etc</i>)-Determining meaning of words
Math	<ul style="list-style-type: none">-Understand and apply the Pythagorean Theorem-Solve problems involving volume of cylinders, cones and spheres	<ul style="list-style-type: none">-Understand the connections between proportional relationships, lines and linear equations-Analyze and solve linear equations and pairs of simultaneous linear equations-Define, evaluate, and compare functions-Use functions to model relationships between quantities





ELA:

68.8%

71.85%

74.9%

77.95%

80%

2022-2023
SCHOOL
YEAR



MATH:

60.3%

65.39%

70.2%

75.1%

80%

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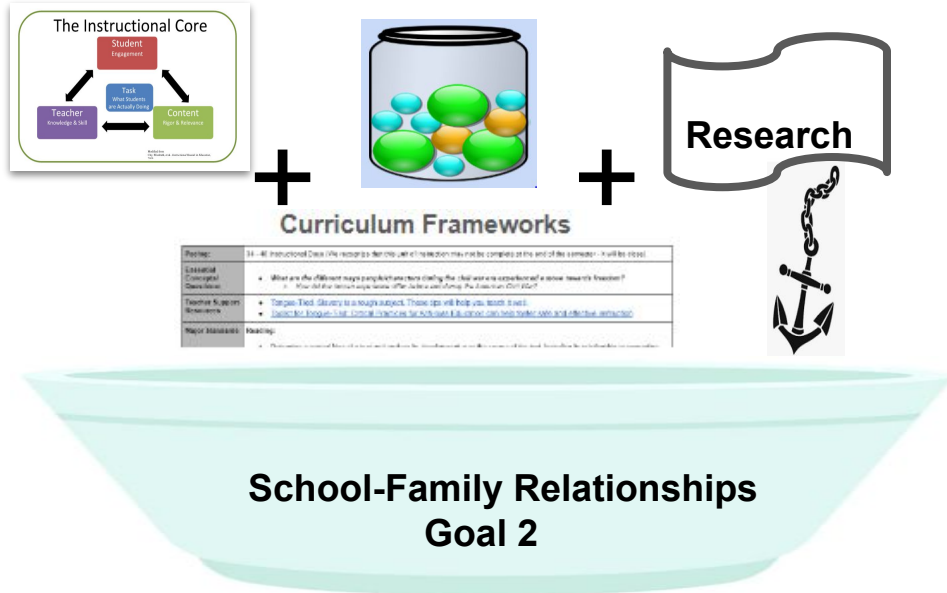


How will we get there?



Putting It All Together for Student Success:

“Task Predicts Performance”



=

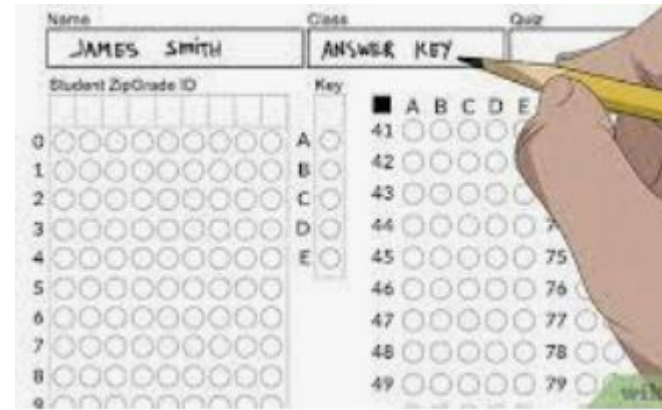


Past Assessments

What is the capital of Washington state?

- A. Tacoma
- B. Seattle
- C. Olympia
- D. Vancouver

Multiple choice with 1 correct answer.



Smarter Balanced Assessment (SBA) Question Types

A more complex testing system.

- Multiple choice - single correct response
- Multiple choice - multiple correct responses
- Matching tables - variation using True/False or Yes/No
- Short Text - type - keyboard entry
- Drag and Drop - select and move objects
- Hot Spot - select targeted areas in the response area
- Table Fill In - keyboard entry into table cells or drag/drop items into table cells



Smarter Balanced Assessment (SBA) Question Types

- Equation/numeric - select buttons representing numbers and symbols
- Graphing - use commands to plot points, draw lines
- Two part multiple choice, with evidence responses
- Hot Text - select text, click and drag text to new area
- Listening Tasks - start or pause an audio clip
- Essay - keyboard entry



Thanks to Tech Levy = Students can practice on Chromebooks!



Your Turn: A Day at the Beach



Read the prompt.

What skills, knowledge, strategies, etc... would a student need to know and apply in order to correctly answer the question?

Note: This is an elementary level ELA SBA question.



Your Turn: The Electrician



Read the prompt.

What skills, knowledge, strategies, etc... would a student need to know and apply in order to correctly answer the question?

Note: This is a 6th grade Math SBA question. No calculator allowed portion of test.



Instructional Tools Used in Classrooms



Teacher and Curriculum Driven

- Formative assessment questions developed during PLCs
- Elementary and middle school unit assessments mirror SBA-like questions
- Data analyzed in PLCs for increased student achievement

Smarter Balanced Assessment Supports

- ICAs: Interim Comprehensive Assessments
- IABs: Interim Assessment Blocks
- F-IABs: Focused IABs

The use of these types of supports are written into school improvement plans.



How will we respond if we don't get there?



Low-income

Special Education

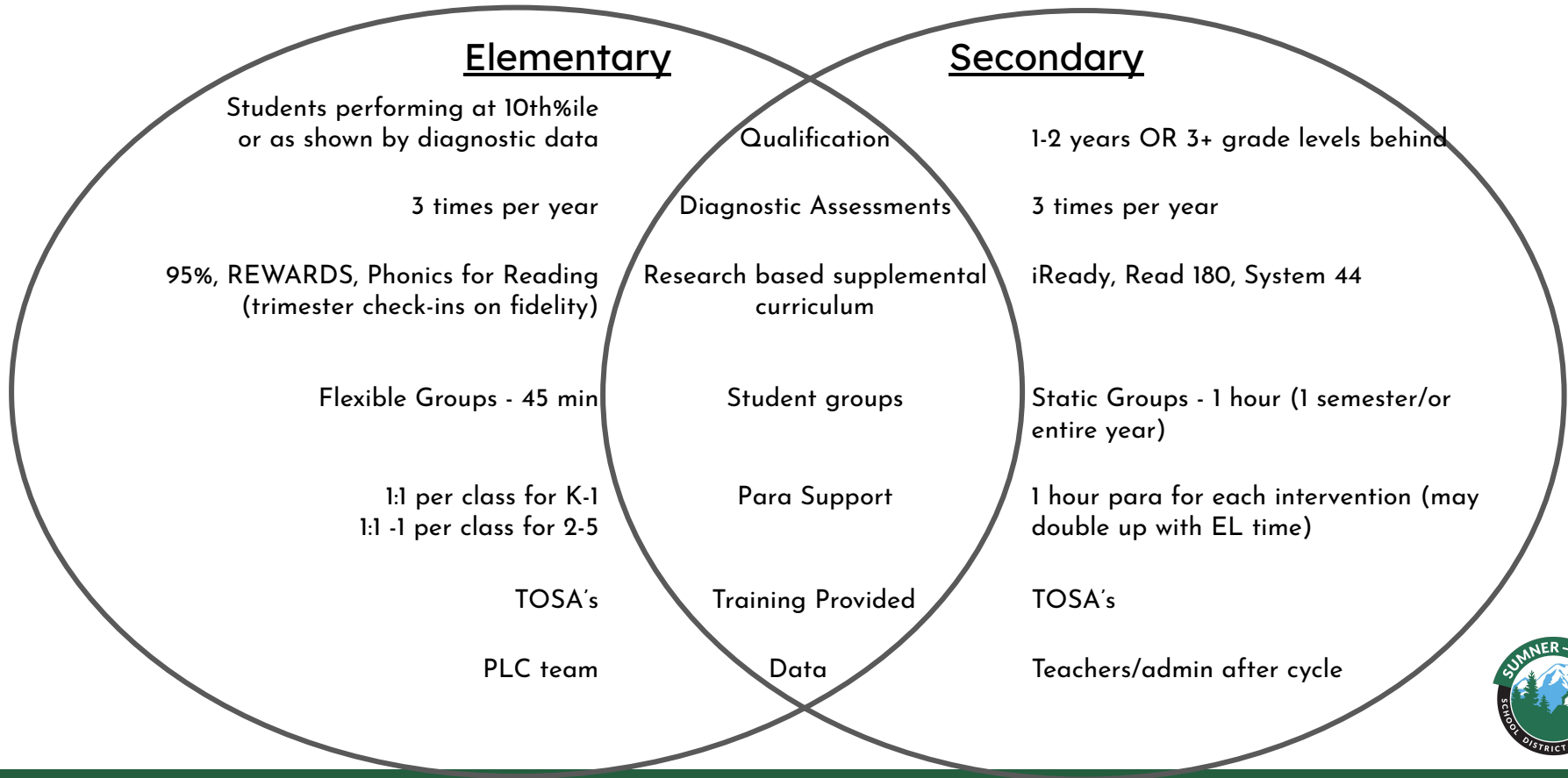
INTERVENTIONS

Multilingual

General Education

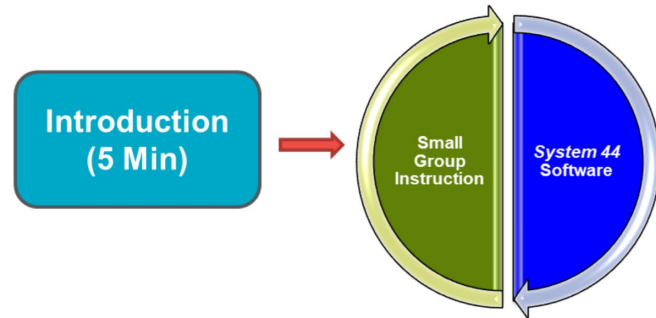
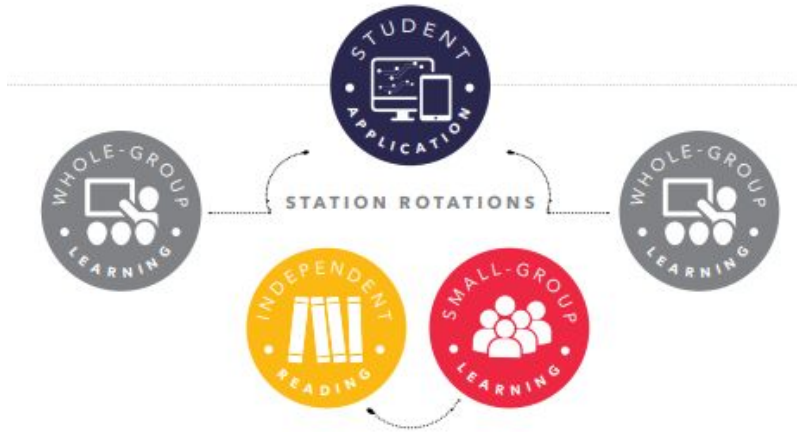


Intervention

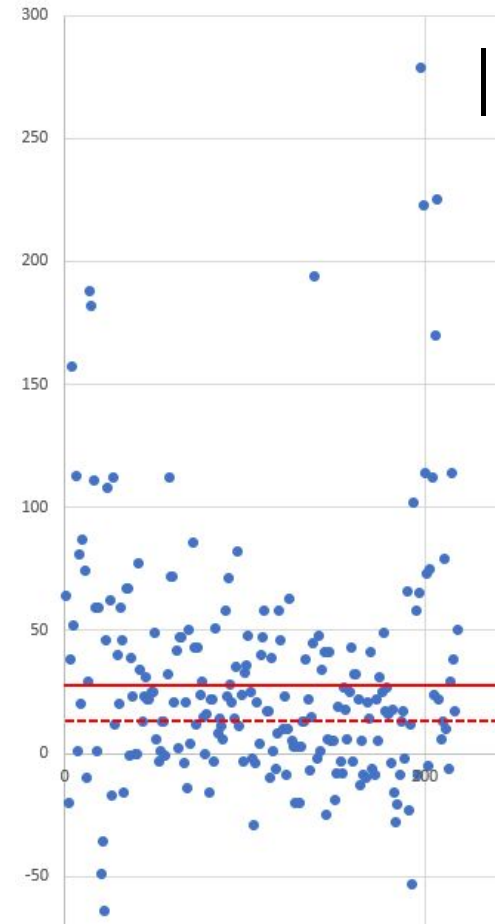


Impacts to Student Performance: Instruction

Secondary Intervention



Impacts to Student Performance: Semester 1 Growth Report



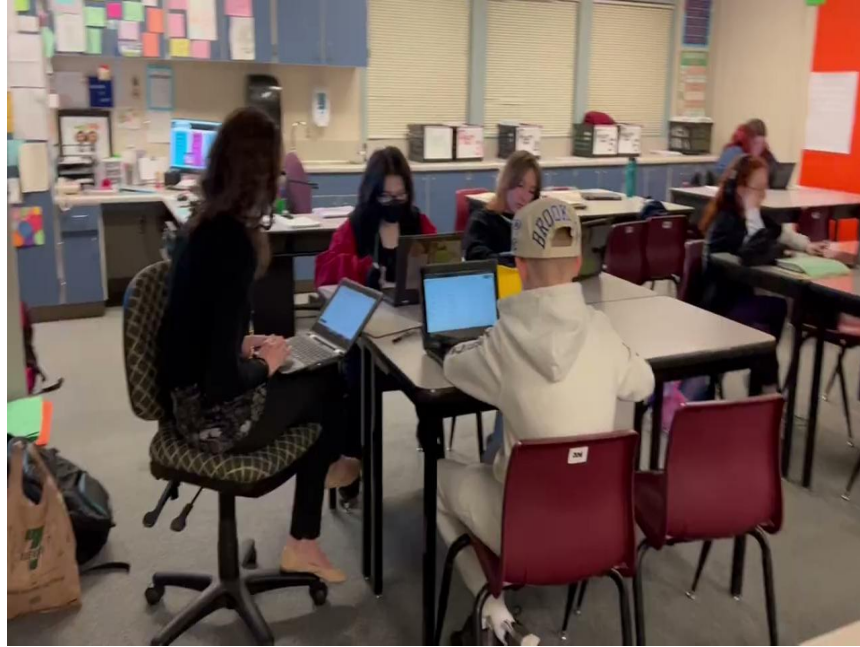
1 year of growth 25-35 lexile points

**1 semester of growth approximately
13-18 lexile points**



Impacts to Student Performance: Placement

Secondary Intervention: Middle School & High School System 44 & Read 180



Small Group Instruction - Cert & Para Staffing

Secondary Intervention: Middle School & High School



22-23 Semester 1 Growth

Secondary Intervention: Middle School & High School



What is Working Well?



- Transition Document 5th grade teachers fill out for 6th
- Partnership Nature Ed EST
- Added CTE classes in MS
- Principal data meetings at elementary and secondary level
- HiCap at all 3 middle schools
- Focus on PLC's and the data inquiry cycle
- School Improvement Plans aligned to Strategic Plan - Future Ready
- Allocating funding for paraeducators to support Intervention classes
- Inside the U.S.A curriculum for multilingual newcomer students
- Addition of SPED Director, SPED TOSA, and secondary TOSAs
- Curriculum frameworks
- Targeted professional learning for teachers and paraeducators



What are Opportunities for Improvement?

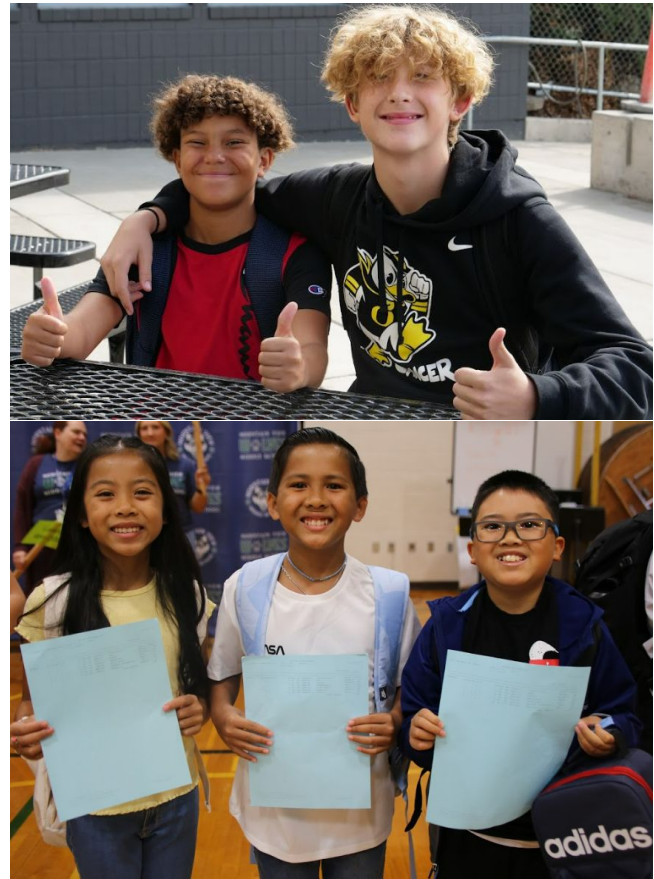


- Vertical alignment between elementary and middle school
- Expanding middle school conferences
- Stronger support for students receiving multilingual services
- Development of priority standards for special education classes
- Refinement of Co-teaching delivery model /Special Education delivery model
- Developing a balanced assessment system
- Increased development and refinement of curriculum frameworks
- Innovation to create flexibility for middle school intervention classes
- Elementary WIN more flexible - MS not as flexible - can this be changed?
- Engaging all our families in school
- Professional learning to strengthen Tier 1 instruction for all students
- Incorporate high DOK questions and test taking strategies in all classes



Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know**, **value** and **support** every student, helping them graduate ready to pursue a promising future.



QUESTIONS

