Leading Classroom Improvement

Destination High Performance

Estacada School District

2024

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Welcome

Jennifer Behrman
Director of
Teaching and
Learning

Let's Bring our Learning Forward

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For Our Learning

+Δ

For Your learning

What, So What, Now What?

Starting with the End in Mind

What Good Looks Like: 3.0 Continuous Improvement Framework

	Guiding Questions	Students:	Continuous Improvement Implementation Framework - What Right Looks Like! Proficient	
Standards	What do we want all students to know and be able to do?	Know and can access the learning requirements for the course and personal learning. Know and can explain learning targets and the relevance to their learning.	☐ ELS and Learning Targets are created and visible in student-friendly language. ☐ ELS and LT are clearly communicated with students. ☐ Students can accurately describe their proficiency on a learning target. ☐ Students can explain their plan and progress to meet the learning expectations. ☐ Students interact with rubrics by measuring exemplars or individual work samples, they are used to receive feedback and provide feedback. ☐ Rubrics and prompts in academic common assessments measure the intended learning targets and ELSs.	
Classroom Goals	What am I/we trying to do? When will I/we achieve this? How will I/we measure success?	Explain class learning goal(s) Explain personal learning goal(s)	☐ Goals represent 100% of students, are aligned to an ELS, measurable, communicated regularly, and used to guide learning. ☐ Students can explain and show how their individual goals and achievements influence the classroom goal. ☐ Students understand how to measure proficiency and/or growth toward goals. ☐ Students can explain where they are currently in relation to the goals. ☐ Routines and procedures are aligned to the classroom goals (systematized).	
Chart and Analyze Results	What will we use to measure our progress? What are our Milestones? When and how can we check often? What progress is being made toward the goal?	Explain the class data relative to the class learning goal. Chart and explain personal progress relative to data around personal goals.	☐ Data shows progress toward class goals are displayed, updated, and current. ☐ Data is used as a tool to guide improvement conversations. ☐ Teachers and students use data to determine the next steps toward achieving proficiency. ☐ Students keep track of their individual data and can make the connection to their overall class goal. ☐ Students can explain where they are at and where they are going next. ☐ Evidence that the teacher has shared the data with the students and is rounding with them. ☐ Students can articulate strengths and weaknesses based on teacher feedback and make their own next steps.	
Classroom Mission Statement	What actions will help us reach our goal? How will we work together to be our best?	Can tie specific actions in the classroom to the mission. Can connect their own actions to the class mission and live by their personal mission.	☐ The Mission Statement was collectively developed and used to guide processes and behaviors to promote learning. ☐ The consistent use of the collective commitment guides student behaviors. ☐ The mission is aligned with school, district, and PLC goals. ☐ High expectations for learning are linked to student learning. ☐ Students are holding each other accountable to the classroom mission statement in an effort to meet their goals.	

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Introductions

Coaches· **Huron | Studer Education**

Brent Brummet

Dr. Charlotte Boling

Tina Posnanski

Sue Lee

Coaches· **Estacada School District**

- Matt Wilensky
- Kristole Juker
- Jessie Mott
- Kate Dean
- Lindsey Fullenwider

School and Classroom Improvement

Strand outcomes:

❑ Understand systems thinking and make connections to continuous improvement

❑ Learn simple high-quality tools that promote student ownership of learning

❑ Make connections to and strengthen the strategies you already have in place

❑ Start a plan for integrating continuous improvement practices into your classroom

Leading Classroom Improvement

Some of our research base

PILCHER & STUDER: Nine Principles® Framework

The Nine Principles Framework and Evidence-based Leadership research for aligning organizations to achieve results.

HATTIE: High Effect Strategies

Hattie's research on high effect strategies and their impact on results (collective efficacy, feedback)

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

Build capacity for transformational change in education through improvement science.

AMABILE & KRAMER: The Progress Principle

CLEAR: Atomic Habits

Small wins motivate all and lead to big improvements.

BRYK ET AL: Improvement Science

Authored works and led efforts to transform educational research and development, more closely joining researchers and practitioners to improve teaching and learning

AHLSTROM: Continuous Improvement

Creating systems and processes around improvement.

NINE PRINCIPLES® Framework

1 Commit to Excellence
2 Measure the Important Things
3 Build a Culture Around Service
4 Develop Leaders to Develop People
5 Focus on Employee Engagement
6 Be Accountable
7 Align Behaviors with Goals and Values
8 Communicate At All Levels
9 Recognize and Reward Success

Why?

Education is the clearest indicator of **life** outcomes, employment, income, physical health, and predictor of attitudes and wellbeing.

"Changing what teachers think doesn't benefit students until it changes what teachers do."

DYLAN WILLIAM

In particular, we have begun a shift from viewing achievement gaps as resulting from problems with the children who come to our schools to viewing them as resulting from problems with the school systems to which these children come.

Gaining on the Gap, p.2

" 95% of problems are systems problems."

DR. W. EDWARDS DEMING

(HEY, IT'S NOT THEIR FAULT, USUALLY)
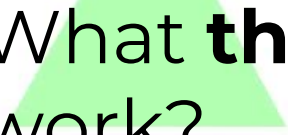
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Understanding Systems:

Aligned Processes

The Barbell Factory
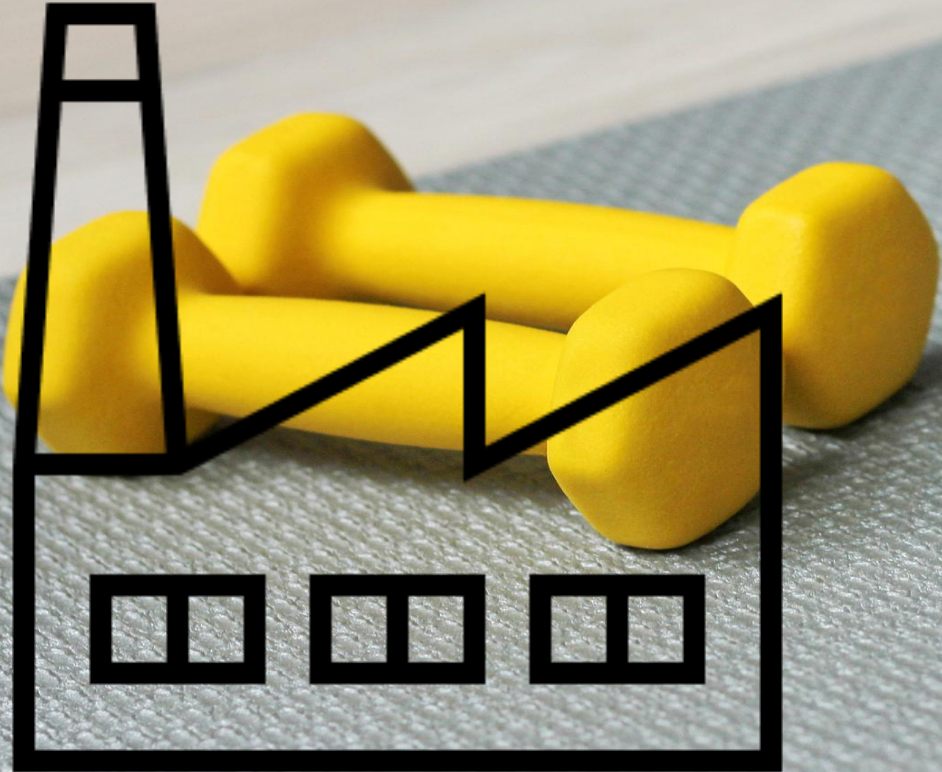
What **three** ideas are important to your work?

What **squares** with your thinking?
What do you agree with?

What is still **circling** around in your head?

Work Differently to Get Different Results

95%

of problems
are systems problems

Break Time

See you in 15 minutes

How do we build a system where more students meet success?

Curious

Empowered

Persistent

Vulnerable

URGENCY

Developing Clear Direction

Mission

Goals

Tools, Strategies & Processes

Student Outcomes

Standards

Values and Beliefs

District Big Aims
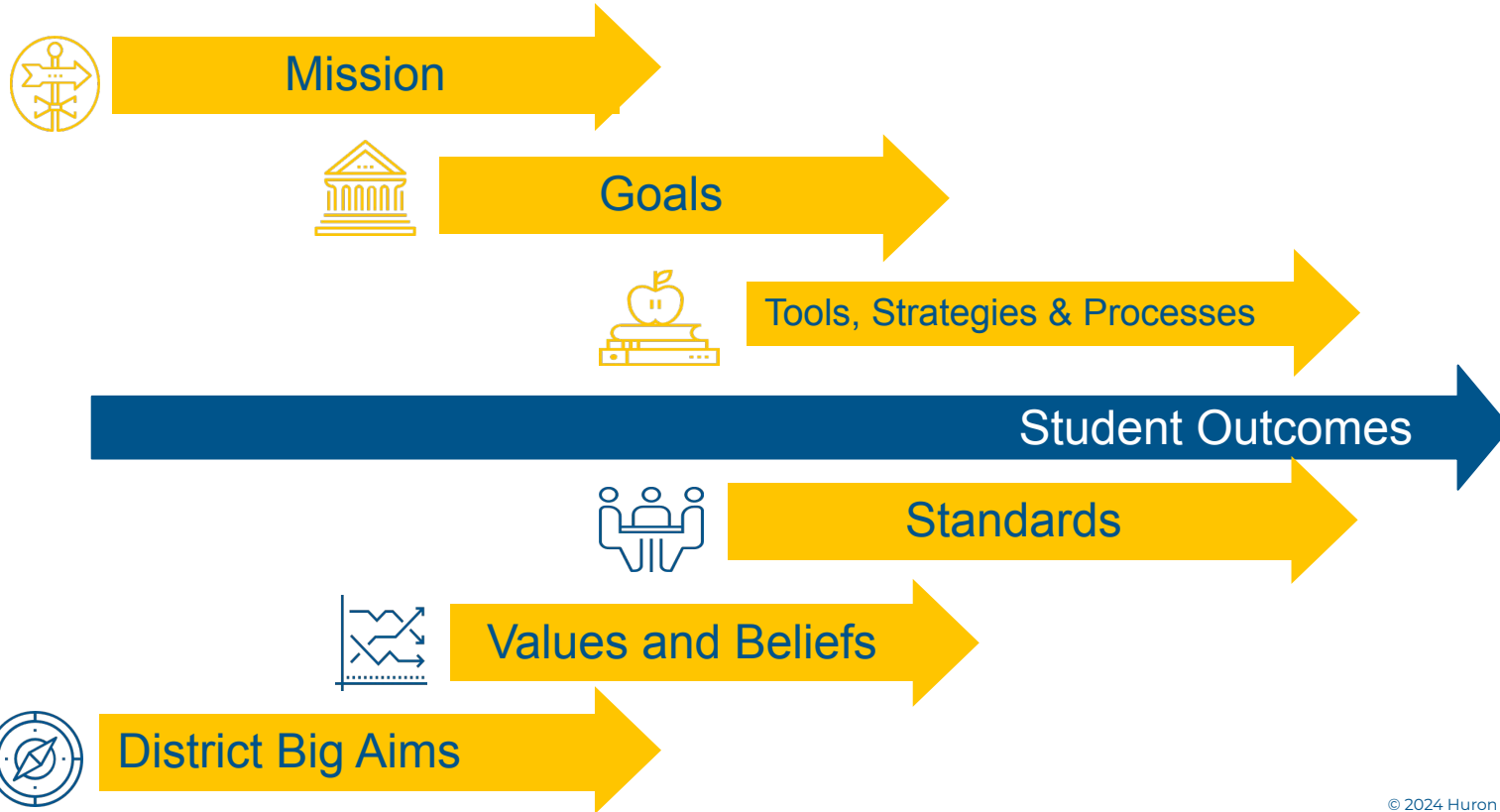
Pause, Reflect, and Discuss

In your visit yesterday, what did you see, hear and experience that indicates Estacada staff and students align their work to AIMS, missions, goals and standards?

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Purpose or Mission

ORGANIZATIONAL EXCELLENCE

Principle 1: Commit to Excellence
Set high expectations to achieve results while living out mission and values.

Principle 2: Measure the Important Things
Continuously track progress to achieve results with an improvement mindset.

Principle 3: Build a Culture Around Service
Serve others with great care and concern.

Principle 4: Develop Leaders to Develop People
Coach people to be their best at work.

Principle 5: Focus on Employee Engagement
Attend to aspirations and desires in the workplace.

Principle 6: Be Accountable
Commit individual accountability to achieve organizational goals.

Principle 7: Align Behaviors with Goals and Values
Apply consistent practices to move the organization in a positive direction.

Principle 8: Communicate at All Levels
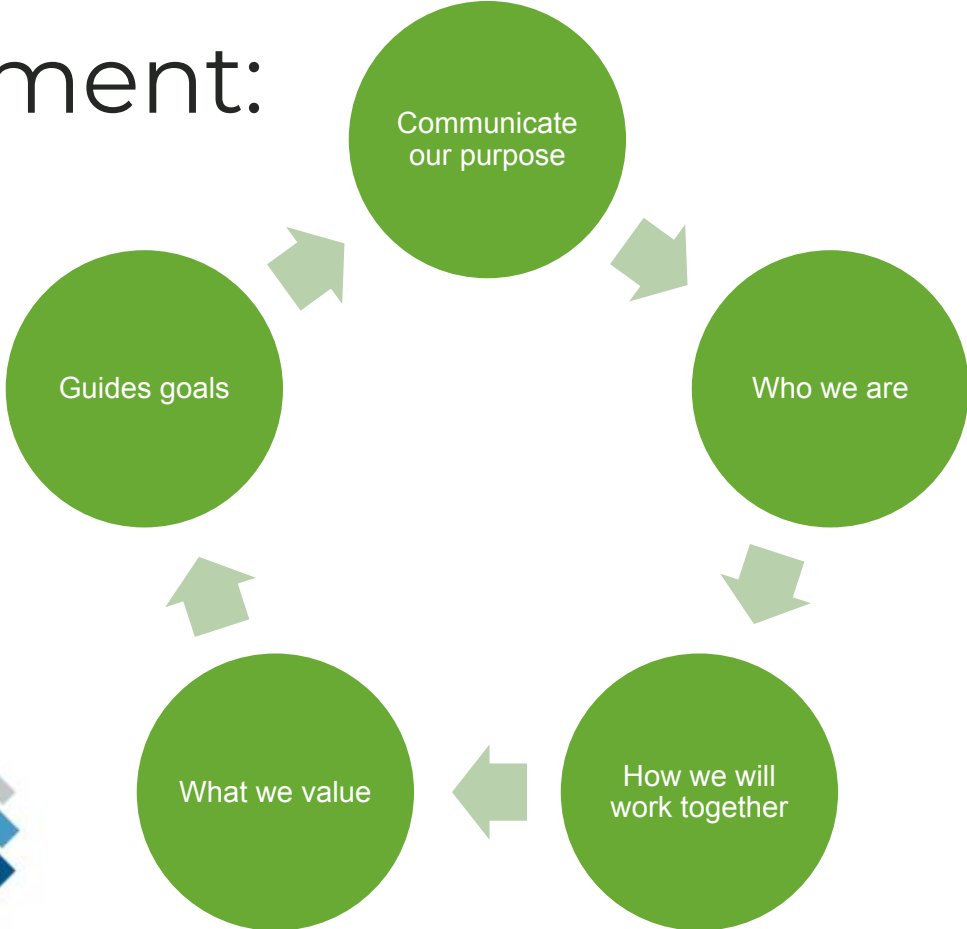Build connections so that people know why what they do matters.
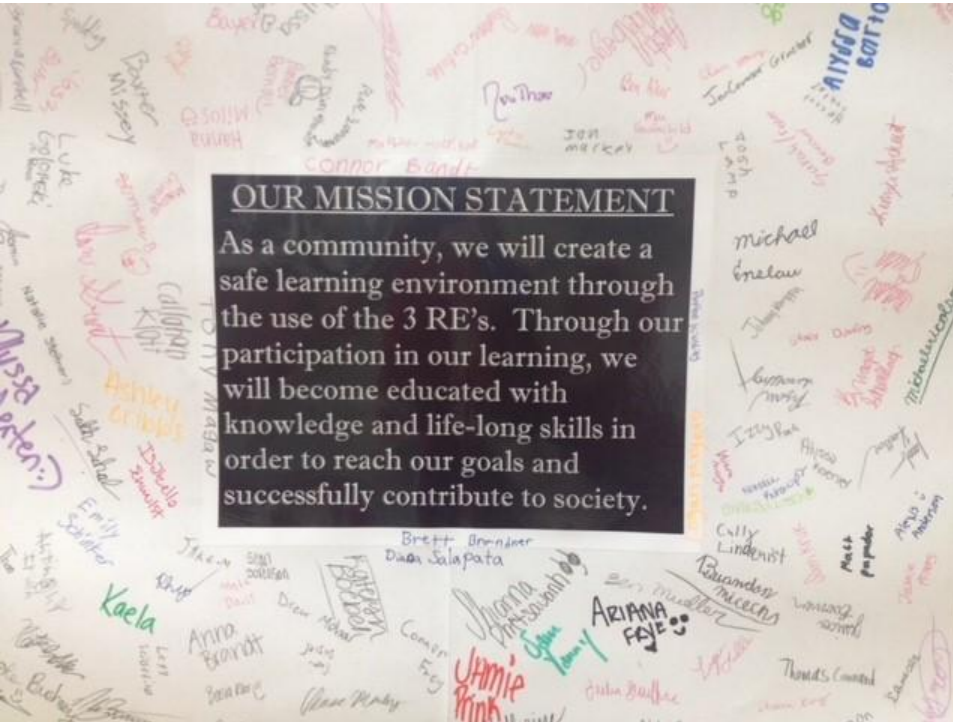
Principle 9: Recognize and Reward Success
Value and appreciate people working together to get results.

NINE PRINCIPLES® FRAMEWORK

A Mission Statement:

Oxford Languages definition:

a formal summary of the aims and values of a company, organization, or individual

Communicate our purpose

Who we are

How we will work together
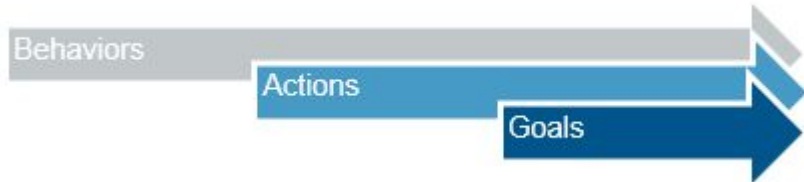
What we value

Guides goals

Behaviors

Actions

Goals

Answers the questions:

✔ Why are we here?

✔ What is our purpose?

✔ What do I/we have to do well to get our job done?
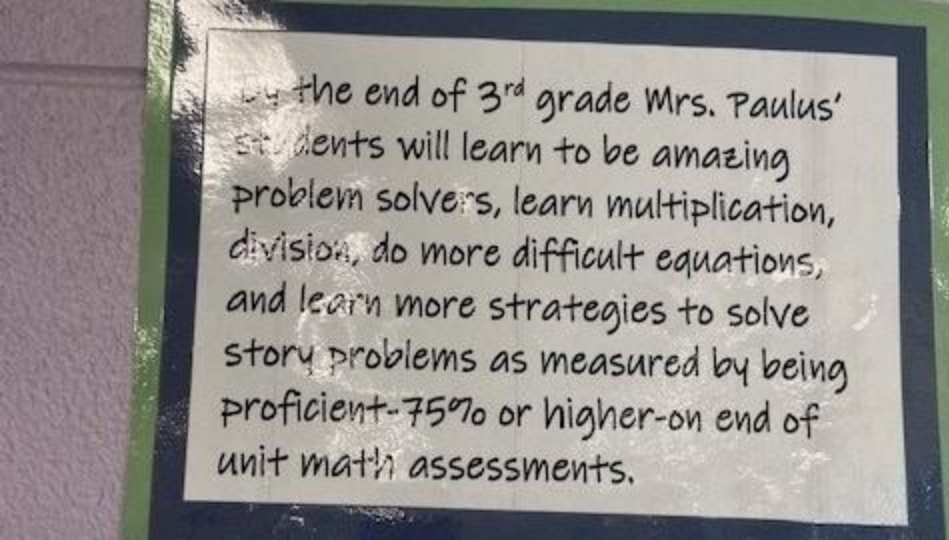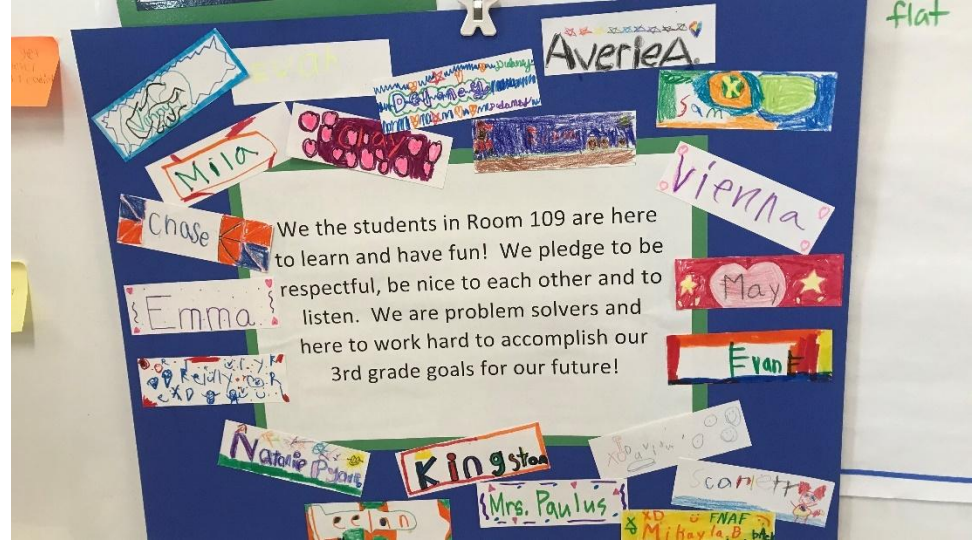
Our mission is **to equip all students with the knowledge and skills necessary to be resourceful and successful**.

Mission

Strengthens commitment
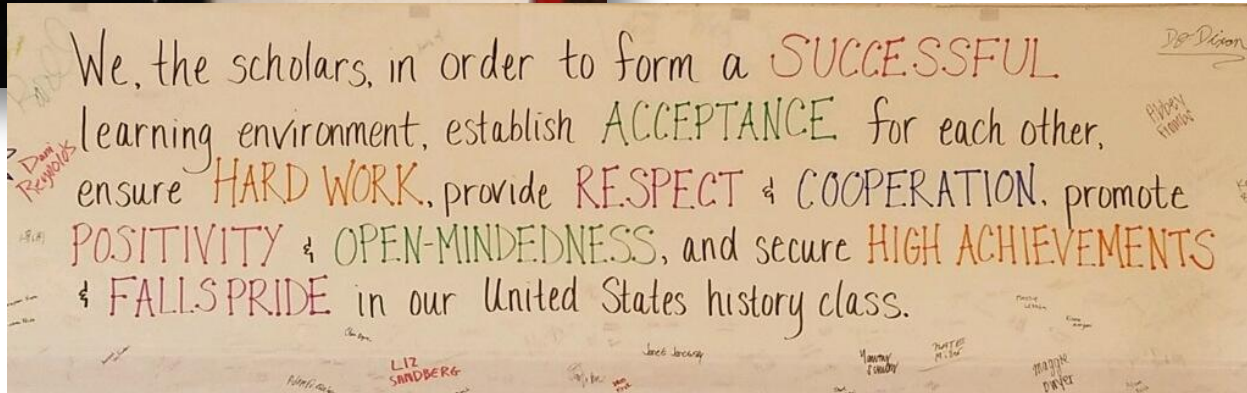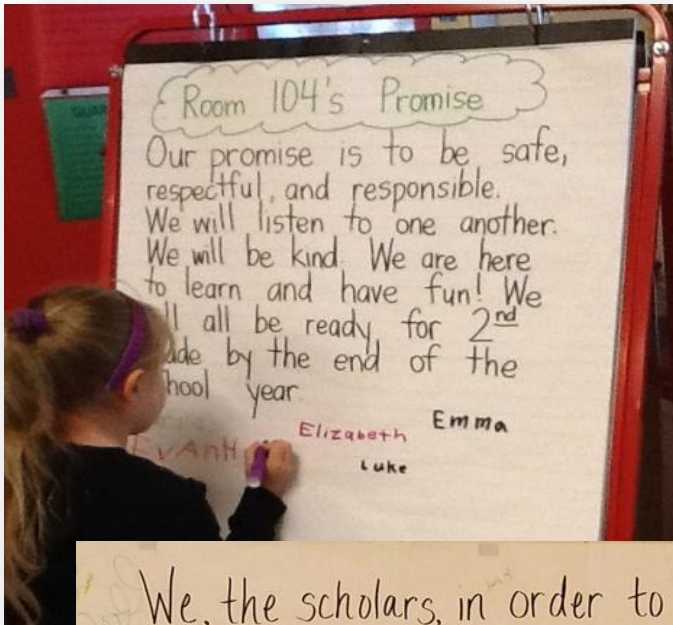

We the students in Room 109 are here to learn and have fun! We pledge to be respectful, be nice to each other and to listen. We are problem solvers and here to work hard to accomplish our 3rd grade goals for our future!

by the end of 3rd grade Mrs. Paulus' students will learn to be amazing problem solvers, learn multiplication, division, do more difficult equations, and learn more strategies to solve story problems as measured by being proficient-75% or higher-on end of unit math assessments.

Goal

Supports learning

Student Ownership
Live the Mission

Progression

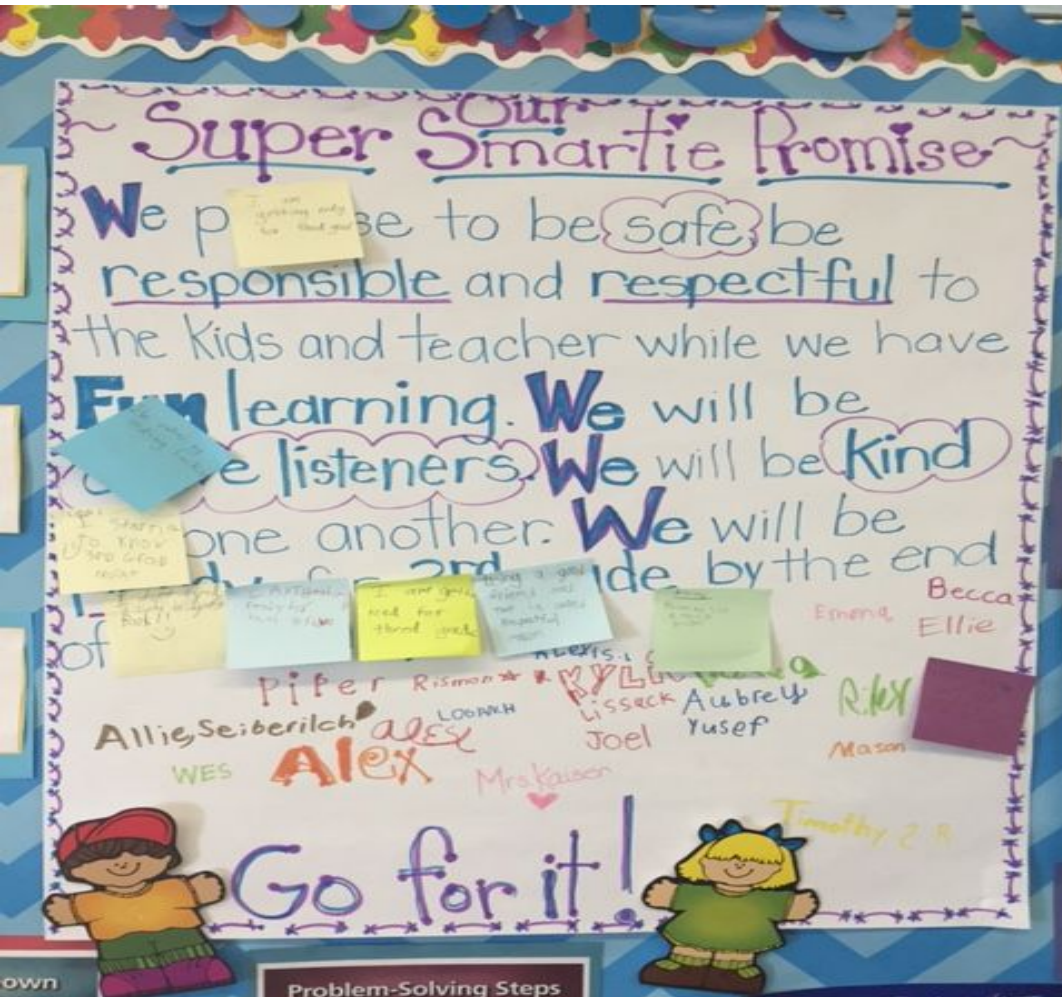**Build a collective mission** to become a team member in a learning community

Use a collective mission to align goals, behaviors and processes

Write and live a personal mission to align goals, behaviors and processes

Revise a personal mission to align goals, behaviors and processes

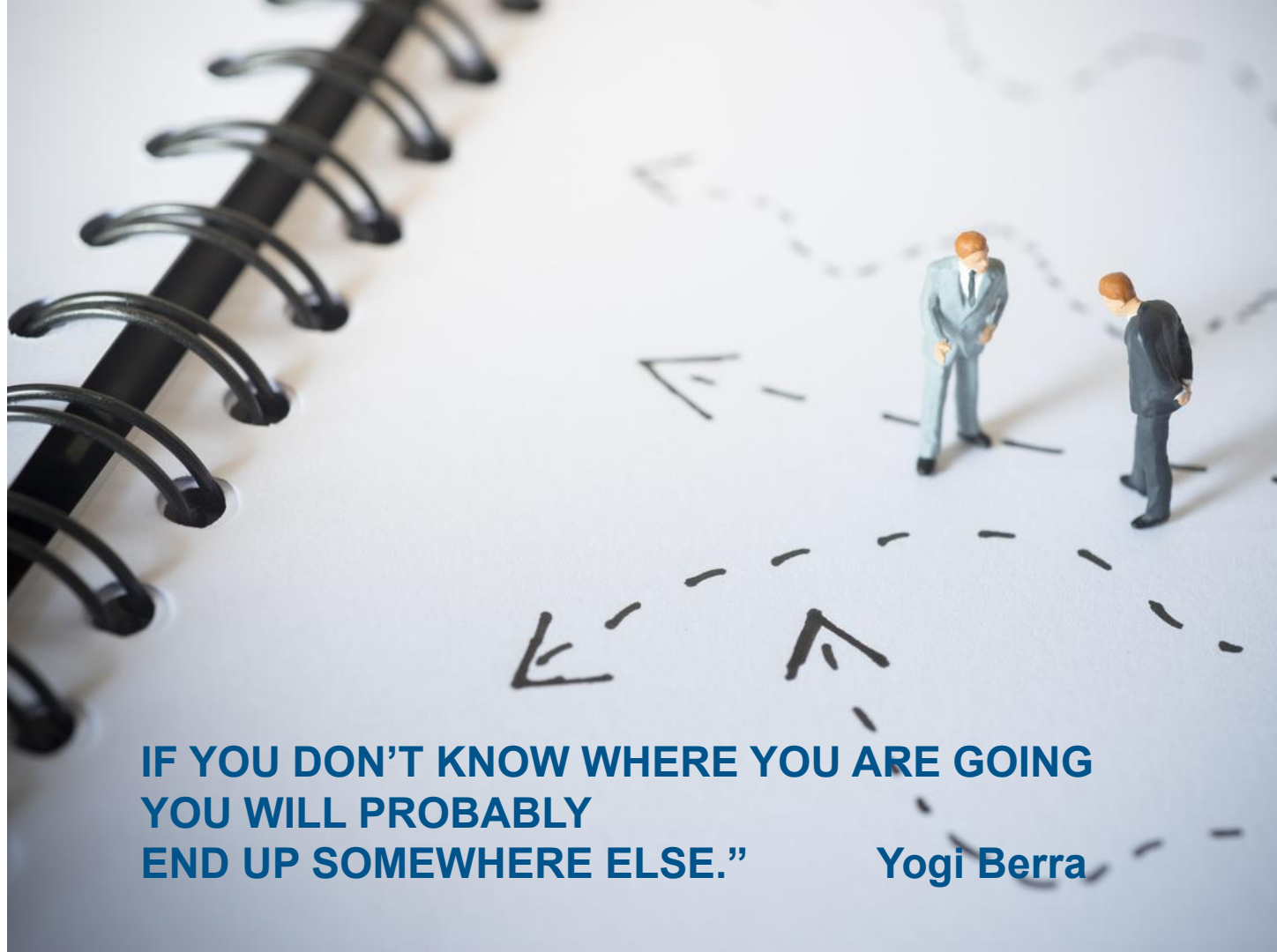# HOW- the mission is used is what makes an impact.

Builds Culture

Live the Mission

Celebrate actions that align to our mission

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Goals

IF YOU DON'T KNOW WHERE YOU ARE GOING
YOU WILL PROBABLY
END UP SOMEWHERE ELSE."   Yogi Berra

Aligned Goals

100% of students exiting the School District will leave ready for their next career step as measured by achieving proficiency in all core subject areas.

100% of 4th grade students will be learn the State adopted ELA standards as measured by achieving 75% on unit assessments and achieving a reading level of M.

100% of the students who haven't shown proficiency on the benchmark reading learning targets will increase their proficiency one level.

I will show I am a reader by learning to read my 35 kindergarten words by the end of kindergarten.

Goals
What is already in place?

- What organizational goals are already in place?

- What goals guide YOUR work?

- Who knows these goals?

- How do you keep your goals in front of you?

- Who helps you work toward your goals?

- How do you communicate the goals to others?
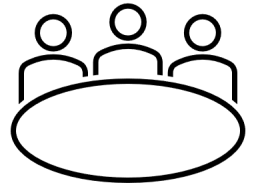
Health Room Goal

100% of the students will receive the appropriate care as measured monthly by health logs, medication logs, incident reports, and care plans.

Class Math Goal

Learning Goal for Today

By the end of the day, 100% of workshop participants will be ready to use the steps of continuous improvement as measured by self assessing a 3 or 4 on the Consensogram.

What we will learn

How progress will be measured

By the end of the 2023-2024 school year 100% of _____

will learn the standards of _____ **as measured by achieving** _____ **or better on** _____

The measure is NOT the goal.

The measures shows how you are progressing toward the goal.

Why 100%?

How will we know how we are doing if we don't look at our data?"

ERIN OLSON 3RD GRADE TEACHER, VALLEY VIEW ELEMENTARY

10-20-21

Unit 2 Multi-Digit Operations
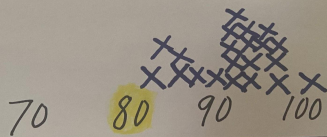
70   80   90   100

11-8-21

Unit 3 Percents

A
A-
B+
B
B-
C+
C
C-
D+
D
D-
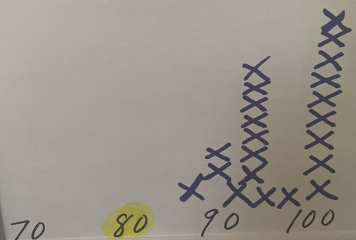
70   80   90   100

Unit 4 Fraction Operations
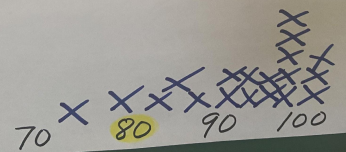
70   80   90   100

Unit 5 Expressions

12-22-21
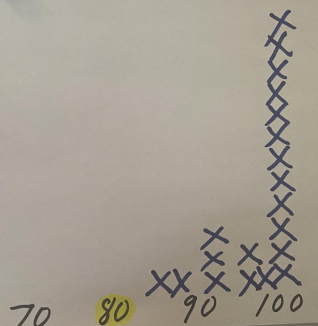
70   80   90   100

Unit 6 One Variable Equations

1-25-22

70   80   90   100
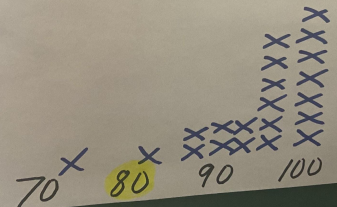
Unit 7 Rational Numbers Coordinate Plane

70   80   90   100

End of Unit Science Data

🎯 I can answer questions to demonstrate understanding of an informational text.

		21/25		
Exceeds 4		• • • • • •	• • • • •	
Met 3		• • • •	• • • • • • •	Goal: 23/25 students will get a 3 or higher by the end of the year
Almost 2	• • • • •		•	How? • underline info. ✓ • write "According to the text." ✓ • underline questions • practice/practice tests • Assigning colors to the questions
Not Yet 1	• • • • •			
	Test 1 10/20	Test 2 1/26	Test 3 3/	Test 5/2

What went well? • According to the text

What didn't go well?

Homework Goal

Team
Time

ACTion Plan
What, So What, Now
What?

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**Ninth Grade
Success
Project**

Jessie Mott

Kate Dean

ESTACADA —SCHOOLS—

Estacada High School
Our Continuous Improvement Journey

Estacada High School Continuous Improvement Model

100% of students will demonstrate proficiency in 100% of Essential Learning Standards

Essential Learning Standards are posted in the classroom and are consistently referred to during instruction. Each assignment is clearly aligned with the ELS it supports.

Class goals related to academic progress towards class ELS are collaboratively developed with students. Goal is posted in classroom. Class progress towards goal is routinely analyzed and recorded on **visible data charts**

Ranger PRIDE
An agreed upon creed that allows all to feel comfortable in the learning environment and work well with each other

Rounding – teachers routinely meet (2-3 times per term) individually with each student to discuss their academic progress and build trusting relationships that nurture a collaborative approach to student learning. Teachers log rounding with each student on student class data trackers.

ALL EVIDENCE OF CONTINUOUS IMPROVEMENT WORK IS EASILY VISIBLE FOR EACH CLASS

If less than 80% of class demonstrates learning progress (on an assessment and/or at the end of a unit)a **Plus/Delta** is utilized to solicit student input and identify a change/solution and a **PDSA** is used to collaboratively problem solve through short cycles of improvement

Academic Progress Trackers – students routinely track their own academic progress. Every student knows exactly where they are in their learning and what they need to do to improve performance. Students develop **short term individual goals** using the data in their tracker

iates.

WHY 9TH GRADE IS CRITICAL

THE ON-TRACK METRIC

Based on Research by the UChicago Consortium, a 9th grade student is "on-track" at the end of 9th grade if they have:

- Completed one quarter of the credits needed to graduate on time;

- Received no more than one F

- **Oregon = 6 credits**

LIKELIHOOD OF FAILURE

9th Graders are:

3-5X

More likely to fail a course than any other grade level

9TH GRADE ON TRACK

In fact, 9th Grade On-Track is more predictive of high school graduation than all other factors combined!

Predictive Ability of Indicators of High School Graduation

80%

65%

All other factors*

Freshman OnTrack (9th grade course Performance)
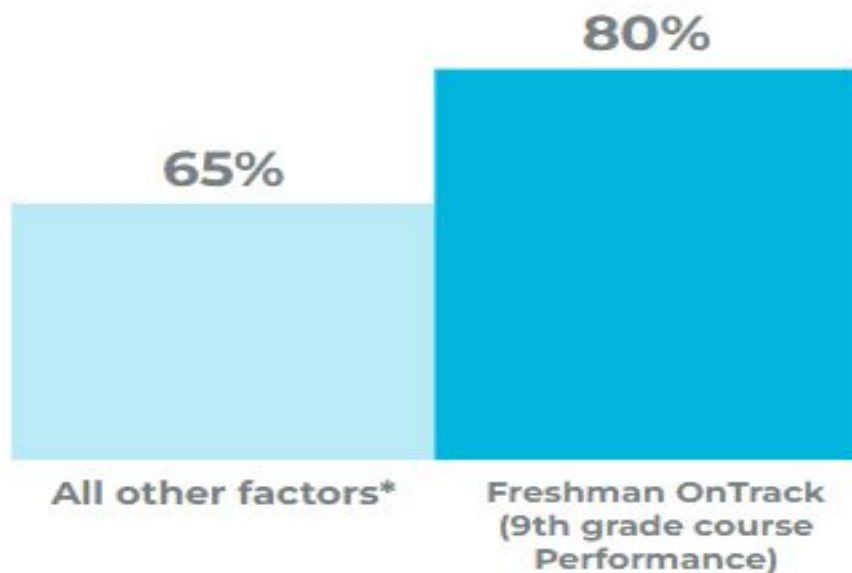
Students who are "on-track" in the 9th grade are

4X

more likely than their off-track peers to graduate from high school

Estacada 9th Graders Were Struggling

Started 9GS in 2018

Consistently between 50-60% On Track

Covid Hits

First year back fell to **40%**

What We Tried

1. **Partnered with CHSS**

2. **Built a 9th Grade Success Team**

3. **Made 9GS a required elective**

4. **Used data to identify tier 2 students**

5. **Developed targeted interventions**

6. **Built Tier 1 support strategies**

CENTER for HIGH SCHOOL SUCCESS

TIER 3
Targeted/Intensive
Individual Interventions
3-5%

TIER 2
Selected
Small Group &
Individual Strategies
10-25%

TIER 1
Universal
All Students
75-90%
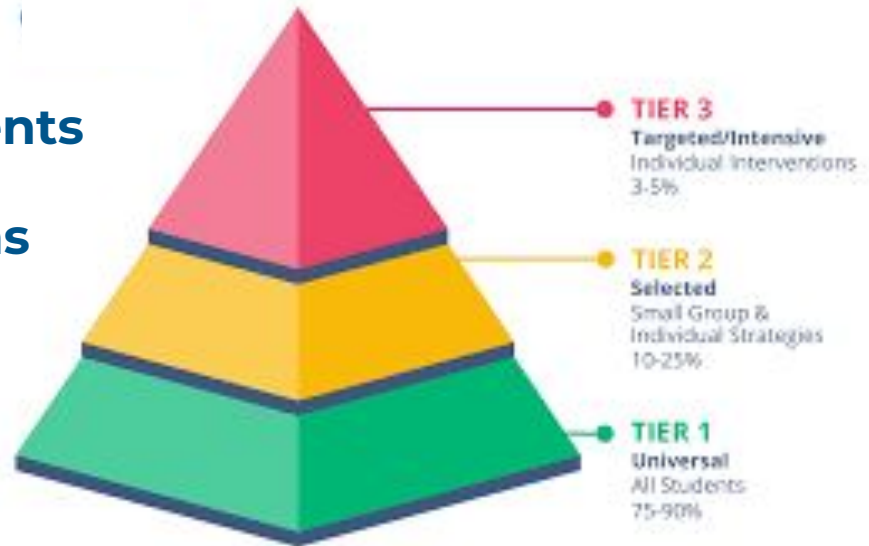
"9th Grade Success helps me keep my grades up and know how many assignments I have, and how to get them done."

9th Grade Success Student

9th Grade Success Class

Monday: Weekly Academic Tracking/Goal Setting/PDSA

>>>

Tuesday: Academic Competency Training

<<<

Wednesday: Structured study time, communication with teachers/parents

>>>

Thursday: Self reflection/Culture Building/Support Time

<<<

Friday: REID Day Interventions

>>>

WEEKLY LIST   WEEK OF:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY   SUNDAY

Improvement Strategies

Weekly data tracking

Student Feedback- regular +/ Δ and surveys

Individual Student Goal Setting/PDSA

Weekly Rounding
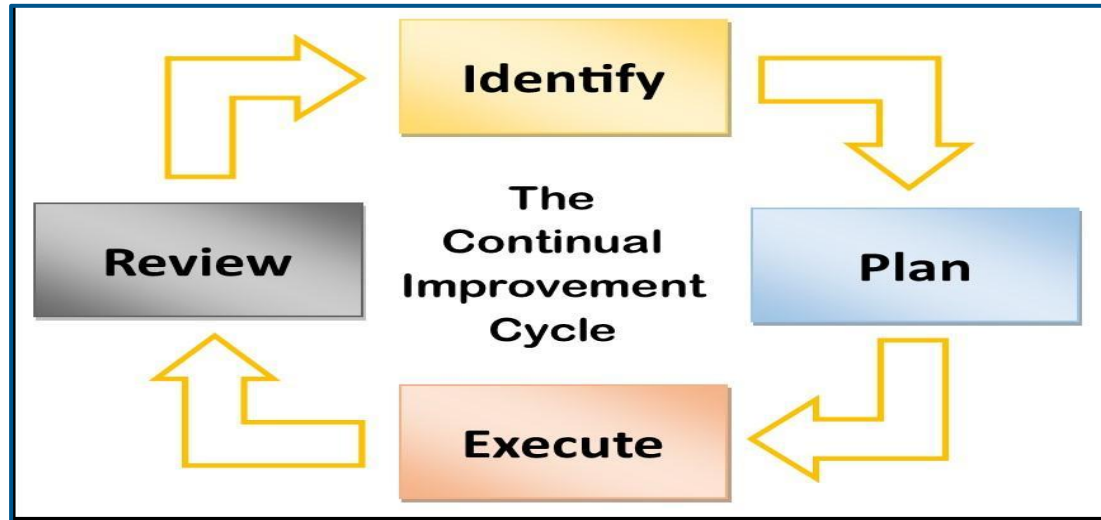
"9th Grade Success has helped me get back on track every time I got behind. It helped me by giving me work time when I needed it. PDSAs help me make a plan for what I have to get done. Once I see my plan I start to work. When I finish the assignment I go back to the PDSA and see what else I can do it's also very easy and organized."

9th Grade Success Student

9GS Weekly Class Grade Tracker

9GS Teacher Names	2/16 Passing	Not Passi	%	Classes NP	1/29 Passing	Not Passi	%	Classes NP	1/22 Passin	Not Passi	%	Classes N	1/17 Passing	Not
	7	0	100%		4	3	57%	9GS,ALG,WEIGHT	5	2	71%	9GS, ALG	5	
	3	4	43%	9GS, BIO,ALC	3	4	43%	9GS,BIO,ALG,LIT	3	4	43%	9GS,BIO,A	3	
	7	0	100%		6	1	86%	GEO	7	0	100%		7	
	6	1	86%	ALG	5	2	71%	ALG,LIT9	5	2	71%	ALG,LIT9	5	
	7	0	100%		7	0	100%		7	0	100%		6	
	3	4	43%	ANSCI,BIO,9(	2	5	29%	ANSCI, BIO,9GS,	2	5	29%	ANSCI,BI(	2	
	7	0	100%		7	0	100%		7	0	100%		6	
	6	1	86%	THTRWKSP	6	1	86%	THEATREWK	6	1	86%	THEATRE	6	
	7	0	100%		6	1	86%	ALG	6	1	86%	LIT9	6	
	4	3	57%	ALG,LIT9,BIC	5	2	71%	ALG,LIT9	5	2	71%	ALG, LIT9	5	
	7	0	100%		7	0	100%		7	0	100%		7	
	7	0	100%		7	0	100%		7	0	100%		7	
	1	6	14%	ALL BUT SS	0	7	0%		0	7	0%		0	
	1	0	14%	ALL BUT WE	1	6	14%	ALL BUT AUTO	2	5	29%	BIO,ALG,L	2	
	6	1	86%	LIT9	6	1	86%	LIT9	6	1	86%	LIT9	5	
	7	0	100%		6	1	86%	ALG	7	0	100%		7	
	7	0	100%		6	1	86%	PE	5	2	71%	GEO,PE	6	
	7	0	100%		6	1	86%	SPA	6	1	86%	SPA	6	
	7	0	100%		7	0	100%		6	1	86%	GEO	6	

EHS Plus/Delta Protocol

Typically, the plus/delta tool is used during the Plan and Study steps of the PDSA cycle. It can also be used to collect student feedback before identifying a problem for a PDSA.

You will need: a plus/delta poster and different color post its or class discussion/sharing

Steps of Plus/Delta:

1. Clearly identify a problem occurring in the classroom - could be behavioral, could be academic. Could be a problem identified as a PDSA.

2. Have class brainstorm things that are working well and things that could be improved - teacher records student input on plus/delta poster

   OR Pass out post-its to each student (two different colors)

3. Have students brainstorm something that is going well (plus) and something that could improve (delta). Record their ideas on the post-its. Usually one color is for plus and one color is for delta.

4. Have student place post-its on appropriate side of poster

5. As a class, review ideas on post-its, arrange/group ideas, identify repeats

6. Focus on the delta side of poster - is there one idea that stands out? One that would have the biggest impact if we tried?

7. Use this identified idea to continue a PDSA cycle.
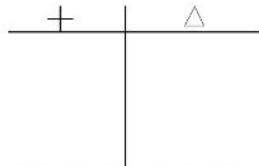
Class Goal:
100% of 9th Grade Students will be <u>on track</u> at the end of the semester.

★ELS #2: I can track & communicate both my academic & attendance progress throughout the school year.

★ELS #3: I can actively set goals and monitor progress through the use of PDSAs.

Last Semester

P/ Strategies

- Active Listener - Eye contact, sit up straight, Nod
- Organize your work - Folder for each class, Notebooks, Binder w/ dividers
- Materials - Chromebook charged, - Pencils - All supplies everyday
- Work done in class.
- To Do Lists - Phone, Binder, Notebook, planner on Fridge → Success Plans
- Time Management → Set-up Schedule, Set Hour, Set time limits
- Study + HW @ Home

Class Progress Graph for 9th Grade Success On Track Goal

67% 67% 71% 77%

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9
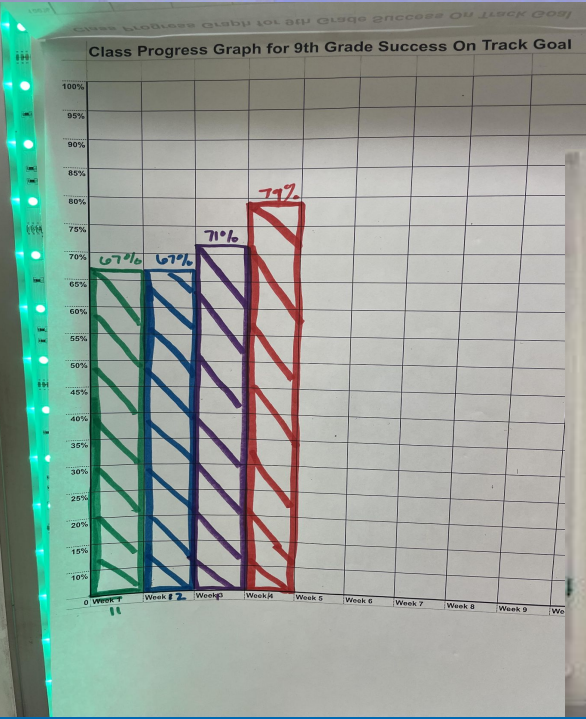
3rd What is Working?

- ☐ Setting a long term goal & tracking it.
- ☐ Daily assignment check list
- ☐ Prioritize assignments, quick ones first
- ☐ Try to finish work the day of the assignment
- ☐ If you have late work, do current work first then late, so you don't get behind further
- ☐ Keeping track of your grades, check often

Now try one of these Strategies to improve before semester ends

9th Grade Success PDSA Example

- Early in year, 9th graders struggling to adjust to high school teacher expectations

- Early in year, relational trust survey given to every ninth grader

- Survey indicated that students did not yet feel connected with adults, trust not yet established

Problem/Plan
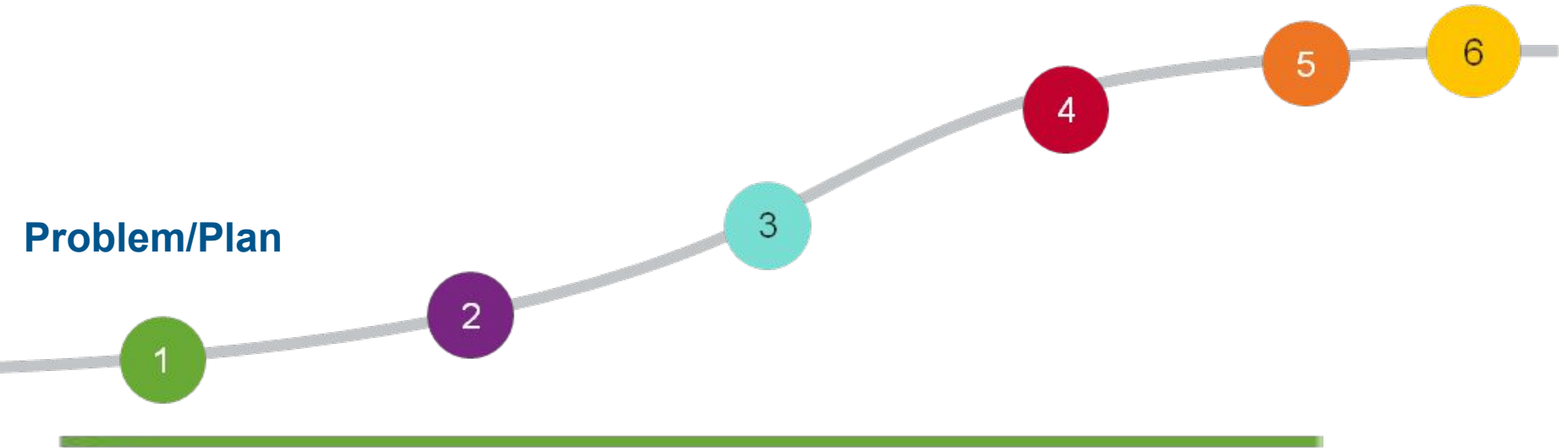
- **Lack of regular rounding led to lack of connection**
- **Classroom management was a barrier to rounding**

Do
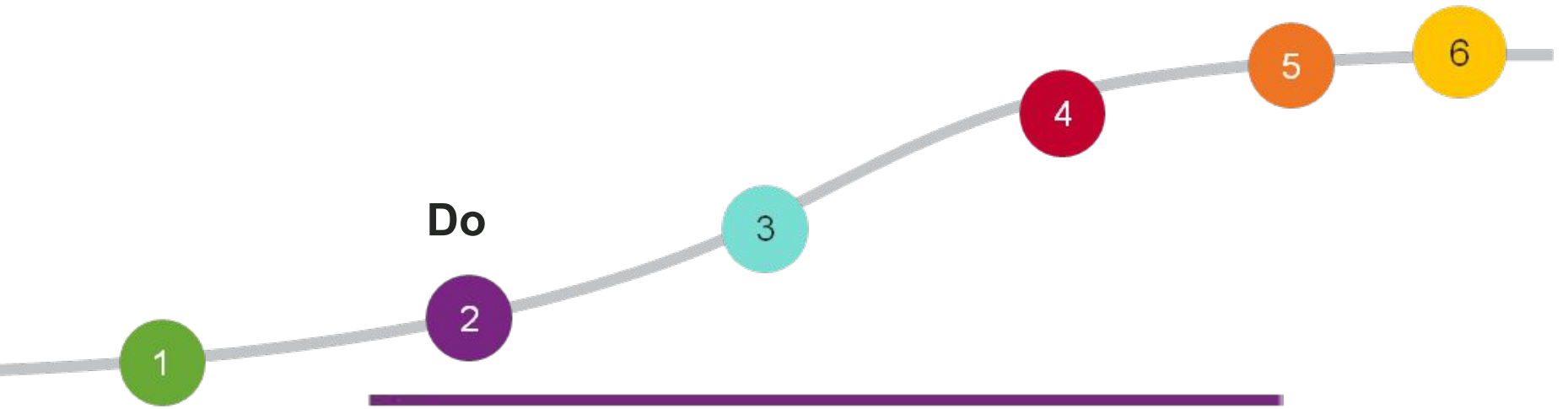
- Developed rounding protocols for teachers to use

Student Rounding Protocol

Note: this conversation should be student driven - the teacher just guides the conversation and only provides input after student contributions.

1. **Begin with a check-in.**
   - Connect in some way- such as, connecting to something you know they do/did- such as an activity, event, socializing, etc…, how are you, or what's on your mind?
   - If they minimally respond or don't respond, it's okay, you can progress with the next step.

2. **State explicitly the purpose of your meeting** (to discuss current learning status and plan next steps in working toward a learning goal/target, etc…)
   - Explain that the purpose is to gather their feedback to gain insight into how to better support them in their learning while helping them determine next steps.

3. **Validate the student's ability to master the learning target as you both come to an understanding regarding how to help them.**
   - Have the student analyze the task with you- having them lead the conversation
   - Identify the easy parts and the harder parts.

4. **Have the student deliver feedback to themselves that is specific, based on the rubric.**
   - Have them (or you) restate what the final goal is and what mastery looks like.
   - Then have the student show you where he/she/they want to be in relation to the goal/target (a 3 or 4).

5. **Create space for the student to share any thoughts or feelings related to what you just reviewed together.**

6. **Have them highlight or note the specific rubric component(s) that they need to work on- even if they have already earned a 4.**
   - Ask the student if they have any ideas as to what specific actions they need to take to improve: new strategies, more focus, other mode(s) of learning, more review of examples/instructions, etc…
   - Then share your ideas, if needed- such as 'review these steps', 'practice this procedure,' 'when you get to this, do this,' etc…

7. **Based on your conversation, have them write down their action steps; making sure they have some way to track progress.**

8. **Offer encouragement and state your belief in the student accomplishing their target because of the fact that they determined what they need to do.**
   - They are in control of their learning as they know the next steps, and you are there to support them

9. **Set up a time to follow up and check progress.**

Strategies for Rounding with challenging students or repairing a damaged relationship with a student

Keep in mind:
- Some students are receptive to a more personal relationship
- Students affected by poverty are more receptive to working relationships
- Students affected by poverty are less likely to defer to teachers
- Depending on student, teacher may not get to decide on type/quality of relationship or amount of compliance
- Challenging students can resent a teacher who "decides" they are going to form a relationship with that student
- Some students know what the teacher wants (compliance) but do whatever they want to do
- Don't let teacher identity be caught up in needing compliance
- Teachers managing challenging students MUST manage their own emotions
- The more a teacher requires compliance , the more the teacher's own emotions can

Do not walk into a difficult conversation cold

Know exactly what you need to say and how you are going to say it

Less is more – let the student do the majority of talking

Practice amnesia – always approach student as if past problems/misbehavior never happened

For students who are extremely behind, choose one or two essential pieces of work – preferably low hanging fruit that will result in a fast win for the student

Most students are attracted to the personal effectiveness of a teacher

Approaching and conducting the conversation:
- Calmly approach student from side
- Do not make direct eye contact – focus gaze elsewhere
- Conduct 3 point interactions – you, student and something to look at (grade print out)
- Stop talking if student looks away
- Talk slowly and softly, ok to pause
- Breathe through your nose
- Pay attention to student breathing – try to limit your talking to their inhales, pause during their exhales
- If student breathing accelerates, stop talking and let them calm down
- Stop talking if student raises their head up or back
- Try to match student breathing rate and non-verbals
- Stay away from constant questioning
- Listen closely – try to identify

Adjust #1

1   2   3   4   5   6
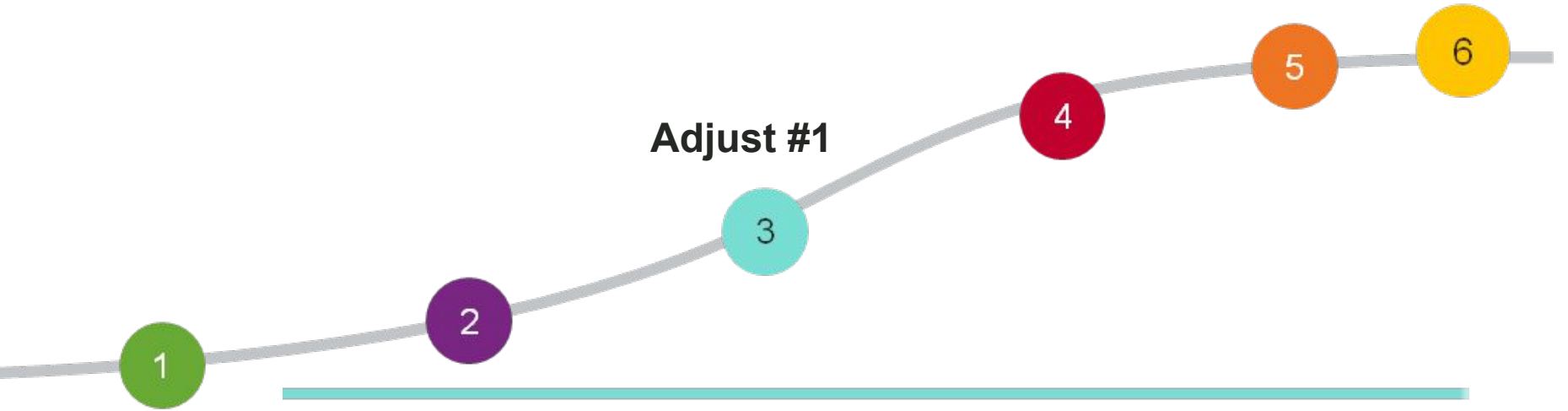
- **Developed rounding log for teacher use**

Bund 12/12	Pedraza-Gooing 1/4					
Farrell 12/12	Packard 12/15					
Noland 12/13	Burns 1/10	Noland 1/12/23				
Noland 12/13						
Drew 12/13	Farrell 12/13	Patino 12/12	Drew 1/12	Ball 1/11	Farrell 1/12	Miruka 12 13
Farrell 12/12				Farrell 1/11		
Packard 12/15	Patino 1/6					
Mellema 12/13	Burns 1/10					
Nation 12/12	Johnson 12/14	Drew 1/3	Nation 1/3	Drew 1/12		
Nation 12/8 email contact		Gundlach 12/15	Nation 1/6			
	Farrell 12/13	Ball - everyday?				
Nation 12/11	Farrell 12/13	Patino 12/8	Nation 1/5		Farrell 1/12	
Johnson 12/14	Patino 1/6	Pedraza-Gooing 1/4				
Mellema 12/13	Nation 12/12	Pedraza-Gooing 1/4				
Patino 1/6						
Noland 12/13	Nation 12/13		Nation 1/4, 1/6	Noland 1/12	Collins 1/11	Nation 1/10
Farrell 12/12	Mellema 12/13	Noland 12/13	Noland 1/12/23			
Patino 12/12						
Collins 1/4	Allen 1/3 via email					
Drew 12/13	Packard 12/15	Drew 1/3	Drew 1/12	Packard 1/12		
Mellema 12/13	Farrell 12/13	Patino 12/12	Packard 1/11	Drew 1/12	Farrell 1/12	
Mellema 12/13	Patino 12/12					
Benson 1/11						
HOMESCHOOLED - ONLY ENROLLED IN FFA LEADERSHIP						
Farrell 12/12	Mellemaj 12/13	Noland 12/13	Patino 1/6			

Adjust #2
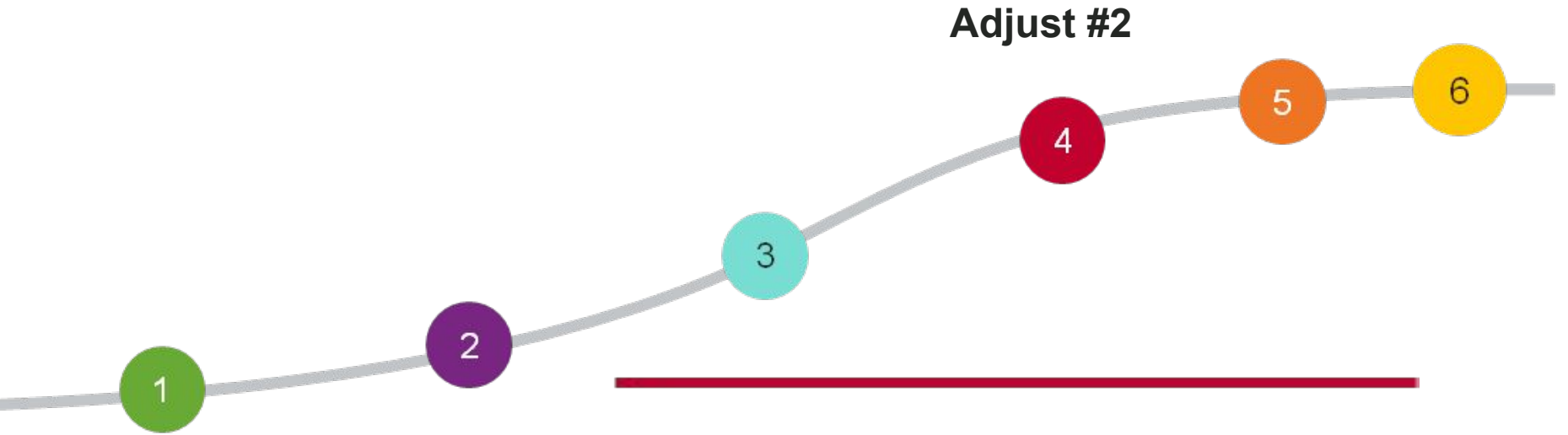
- **Return from break - 12 students still not rounded with**

Study
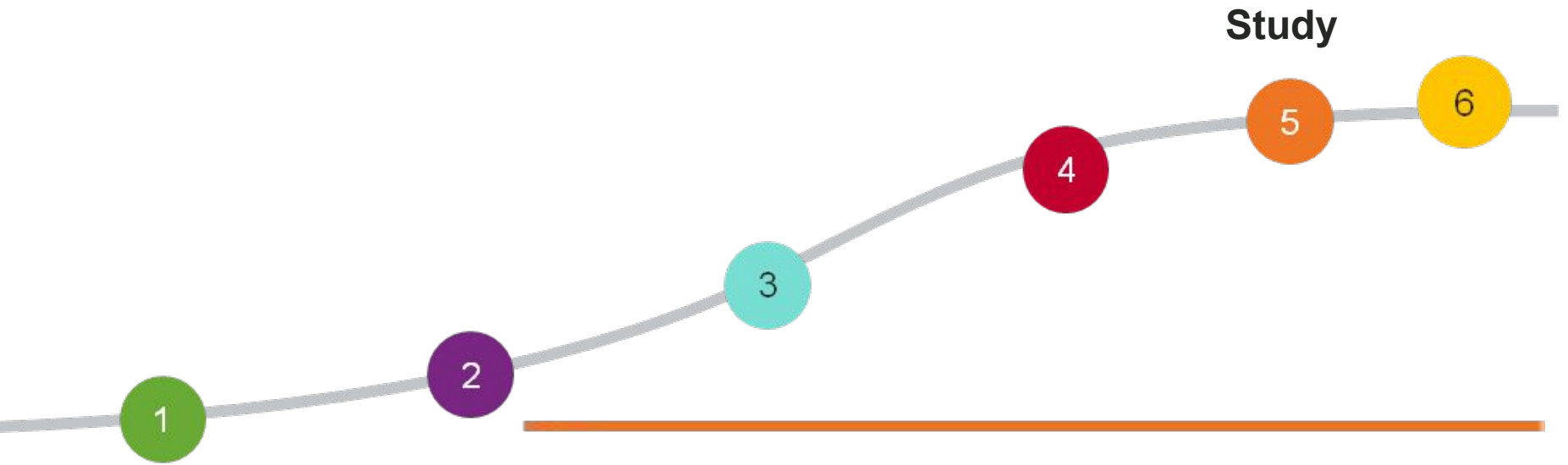
- **Start of S2 - students take Relational Trust survey again**

Which of the following is true:
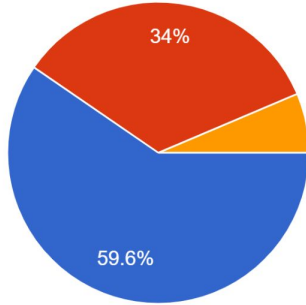
- A few of my teachers (1 or 2) show interest in me as a student and person
- Most of my teachers show interest in me as a student and person
- All of my teachers show interest in me as a student and person

34%

59.6%

Initial Student Response
60% only a few teachers show interest in me as a person
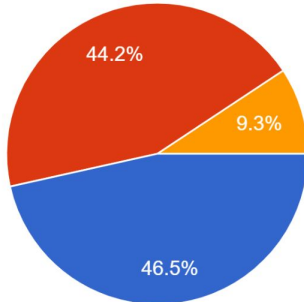
Which of the following is true:

- A few of my teachers (1 or 2) show interest in me as a student and person
- Most of my teachers show interest in me as a student and person
- All of my teachers show interest in me as a student and person

44.2%

9.3%

46.5%

Student response after targeted rounding
46% only a few teachers show interest in me as a person
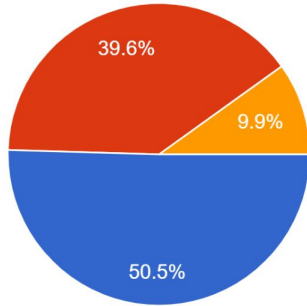
Which of the following is true:

- ● I can count on a few of my teachers (1 or 2) to support me
- ● I can count on a most of my teachers to support me
- ● I can count on all of my teachers to support me

39.6%

9.9%

50.5%

Initial Student Response
50% I can count on only a few of my teachers to support me

Which of the following is true:
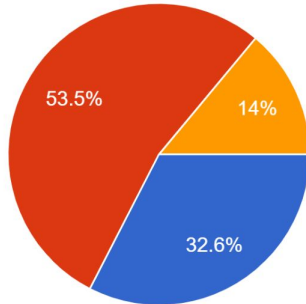
- ● I can count on a few of my teachers (1 or 2) to support me
- ● I can count on a most of my teachers to support me
- ● I can count on all of my teachers to support me

53.5%

14%

32.6%

Student response after targeted rounding
32.6% I can count on only a few of my teachers to support me

Act
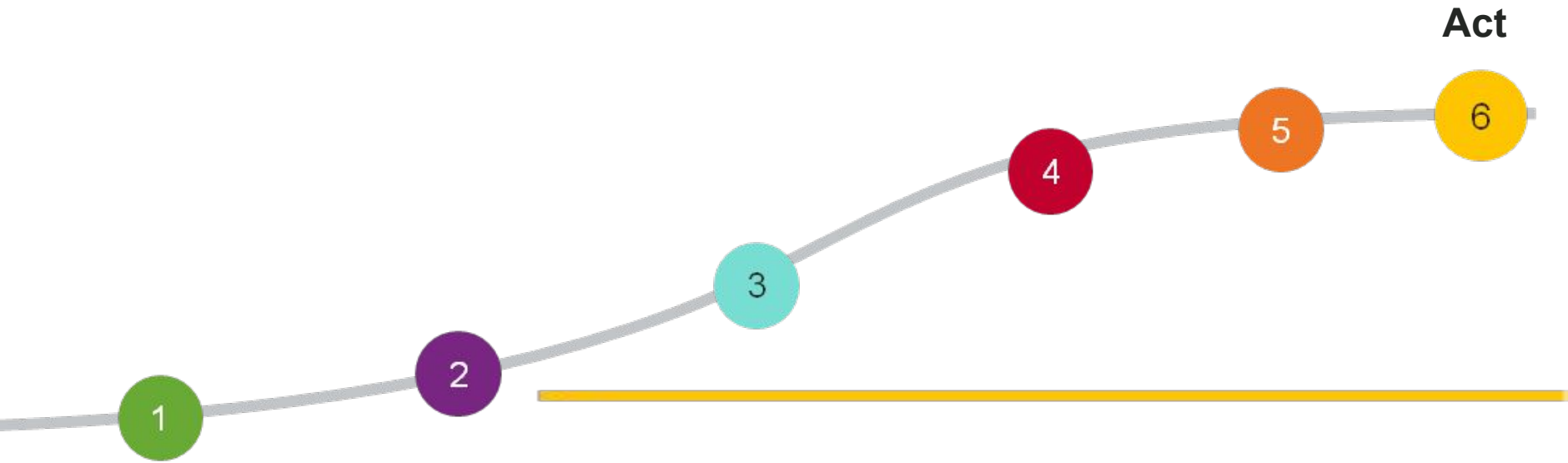
● **Adjust, <u>Adopt</u>, Abandon - continue to round regularly with all students**

Implementation of Continuous Improvement work into 9th grade success work has been a game changer!

2020-2021 9th grade On Track Rate **40%**

2021-2022 9th grade On Track Rate 65%

2022-2023 begin use of Continuous Improvement 9th grade On Track Rate 91%

Currently in 2023-2024 after one semester …70% but improving every week

Plus Delta

+		Δ
	Group discussion Handouts Examples Self Reflection Anchor Activity Team Time	

Lunch

Simplest Root Cause Tool

+	Δ	→ As a result of this feedback, we will…keep doing…try these changes)

9

Scaling Eighth to Grade Success

Kristole Juker

Kate Dean

Estacada Middle School Our Improvement Journey

EMS's Continuous Improvement Journey......2023-2024

Hardwired…

- ❖ **EMS School Goals**
- ❖ **Class Goals**
- ❖ **Mission Statements**
- ❖ **Plus/Deltas**

Improving In…

- ❖ **PDSA's**
- ❖ **Visible Classroom Data**
- ❖ **Student Data Trackers**

Trying Out…

- ❖ **Student Rounding in Life Class**

Overcoming Roadblocks and Barriers

A story of improvement….

I think
I notice
I wonder

PDSA Survey Results 2/15/24

On a scale of 1-5, how comfortable do you feel leading your students through an academic PDSA?

1. On a scale of 1-5, how comfortable do you feel leading your students through an academic PDSA?

18 responses

7 (38.9%)
6 (33.3%)
4 (22.2%)
1 (5.6%)
0 (0%)
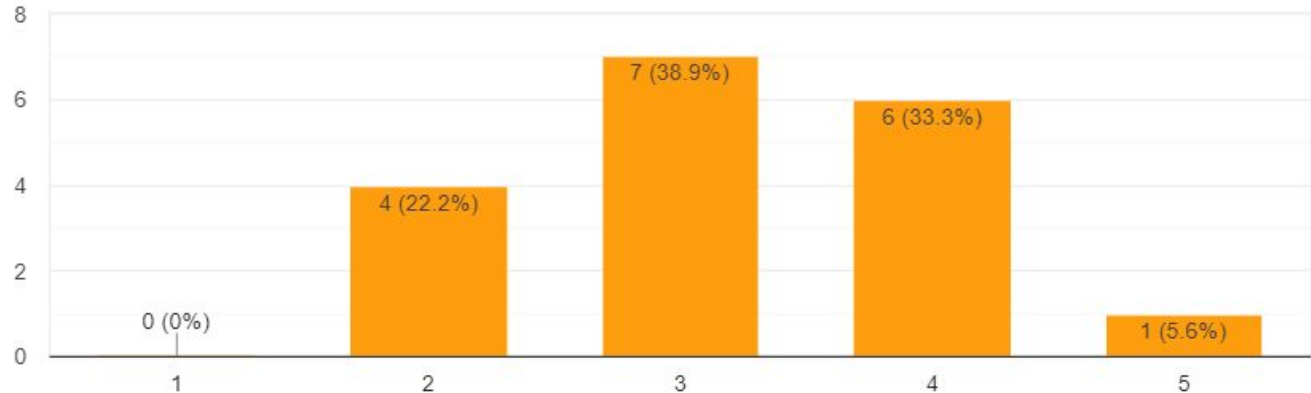
I think
I notice
I wonder

PDSA Survey Results 2/15/24

In which area(s) are you feeling the most "stuck", select all that apply.

In which area(s) are you feeling the most "stuck", select all that apply.   Copy

18 responses

PLAN — 6 (33.3%)

DO — 7 (38.9%)

STUDY 10 (55.6%)

ACT — 5 (27.8%)

0   2   4   6   8   10
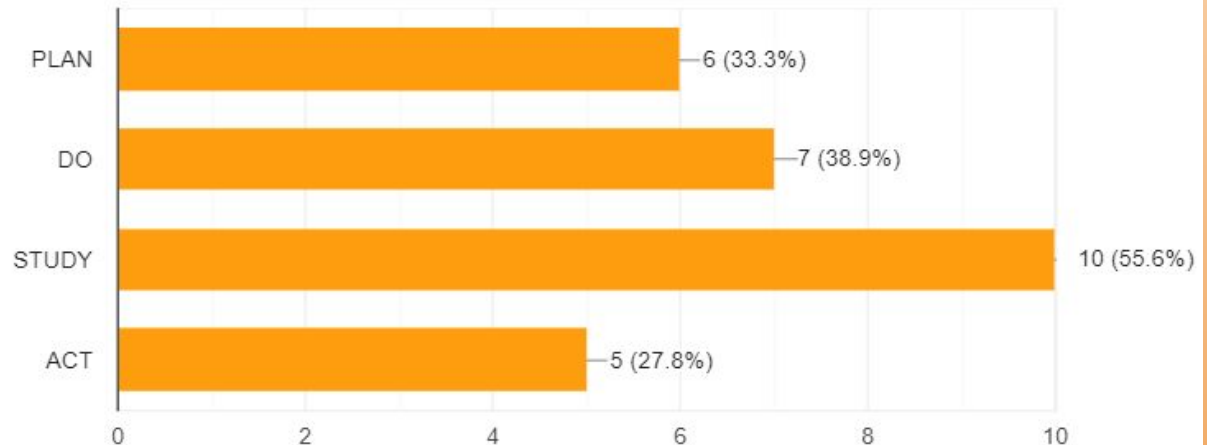
It's going to be messy

AND.....
It might not be correct
AND.....

That's OKAY!!!

	PLAN		DO (Change Idea)

PLAN

Increase teacher's comfort level leading an academic PDSA as measured by an exit ticket survey on 2/22 and 2/29.

DO
(Change Idea)

Be specific and ensure that your actions are measurable. What specific strategy are you going to try?

2/22/24 - Begin mini PD session during our staff meeting (focus on modeling the PDSA process).

2/29/24 - Complete mini PD session during our staff meeting (focus on modeling the PDSA process).

Per the Exit Ticket, Coaches will follow-up individually with teachers with would like additional support.

ACT

Did we do what we said we were going to do? YES!
What will we **keep doing**, **change** or **stop doing**?
- Keep Doing: Staff members are together during this time, this is a great way to provide mini PD sessions to staff. Our initial data showed that we had an opportunity for growth in teacher's comfort level leading academic PDSA's.

Why?
- Our data shows that we moved people's confidence to lead an academic PDSA (from 38% to 58% in 2 weeks) We had GROWTH! We still have work to do though.

What is the **change** that we will try next time?
- Creating a space for Improvement Science on the Tiger Hub full of resources. Co-leading PDSA with teachers.

STUDY

	2/15/24 (18/21 = 86%)		
1	0 (0%)		
2	4 (22%)		
3	7 (39%)		
4	6 (33%)		
5	1 (5%)		

Name: ████████████████

2. On a scale of 1-5, how comfortable do you feel leading your students through an academic PDSA?

(Not at all)　　1　　(2)　　3　　4　　5　　(I've got this and could show others how to roll this out to students)

Other feedback:
I'm on board for trying. I struggle to know how to keep it different & attach numbers to it. I struggle to find time to do this. I struggle with students who don't seem to care about it or get engaged (like during +/Δ sessions, they just sit there w/ nothing but pointless comments.) I feel like it keeps our ELT team out of alignment w/ pacing, and my problem to

PLAN	DO (Change Idea)

PLAN

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DO
(Change Idea)

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What is the **change** that we will try next time?
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STUDY

	2/15/24 (18/21 = 86%)	2/22/24 (18/18 = 100%)	
1	0 (0%)	0 (0%)	
2	4 (22%)	2 (11%)	
3	7 (39%)	8 (44%)	
4	6 (33%)	5 (28%)	
5	1 (5%)	3 (17%)	

Name: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮   2/29/24

1. On a scale of 1-5, how comfortable do you feel leading your students through an academic PDSA?

1	2	3	4	5
I do not know what a PDSA is yet	I do not yet have the tools that I need to start a PDSA with my students. I need additional support before I am ready to roll this out with my students.	I've almost got all of the tools I need to start a PDSA with my students. I would like a bit of support before I am ready to roll this out with my students.	I'm ready to go! I've got the tools I need to start a PDSA with my students!	I've got all the tools I need to lead an academic PDSA with my students AND I feel comfortable showing others how to roll this out to students.

(5 circled)

2. Was our mini PD on PDSA's a good use of your time?   (YES)   SORT OF   NO

3. Based on what we did today, what's your next step that you can commit to trying before our next Staff meeting?

I can do a PDSA next week with each class that is aimed at achieving their unique goals.

Other feedback:

I'd still like some specific feedback on "Act"

| | PLAN | | | DO |

PLAN

Increase teacher's comfort level leading an academic PDSA as measured by an exit ticket survey on 2/22 and 2/29.

DO
(Change Idea)

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STUDY

	2/15/24 (18/21 = 86%)	2/22/24 (18/18 = 100%)	2/29/24 (19/19 = 100%)
1	0 (0%)	0 (0%)	0 (0%)
2	4 (22%)	2 (11%)	2 (10%)
3	7 (39%)	8 (44%)	6 (32%)
4	6 (33%)	5 (28%)	7 (37%)
5	1 (5%)	3 (17%)	4 (21%)

EMS PDSA's DATA!

Date	PDSA (Up-to-Date, Visible & Academic)
2/29/24	3/20 = 15%
3/7/24	9/20 = 45%
3/14/24	11/20 = 55%
3/21/24	13/20 = 65%
4/4/24	14/20 = 70%
4/11/24	17/20 = 85%

Scaling 9GS to 8th Grade

Expansion of Success Work into Middle school

- Positive impact of 9th grade success program at EHS led to the district asking that the work be expanded down to 8th grade.

- Research shows eighth-grade core GPA is the best predictor of being on-track at the end of ninth grade

- Eighth-grade attendance is the next most predictive indicator of passing ninth-grade classes.

Second Semester Pilot of 8GS Team

- Group of 10 teachers, counselors, case managers, admin
- Meet every Tuesday AM for 30 minutes
- Focus on data literacy, discourse 1 vs. 2, unique needs of our student population
- Utilize both qualitative and quantitative data to identify group of tier 2 pushable students
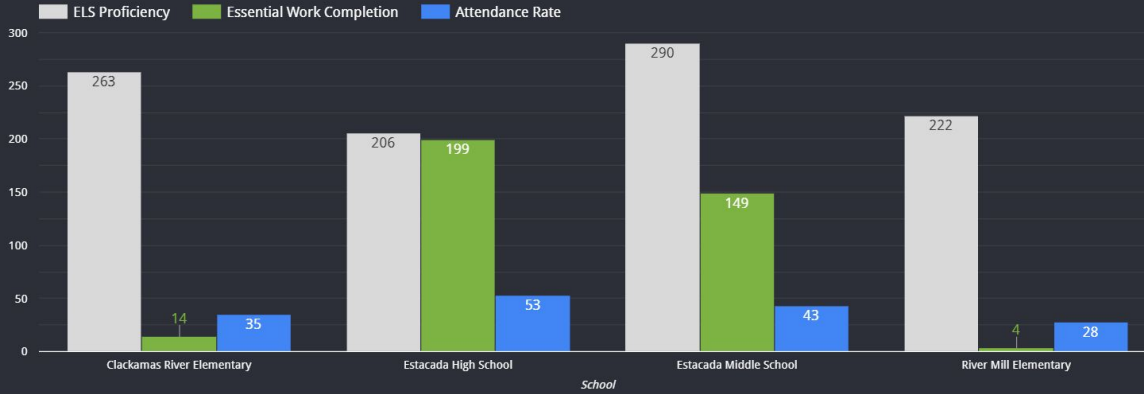- Team collaborates to identify intervention - uses PDSA process to implement, monitor and adjust

Our mission, as members of the EMS 8GS Team, is to meet our 8th graders where they currently are. We commit to trying new systems and practices to support and guide them as they prepare for high school and their future.

SUCCESSFUL STUDENTS DASHBOARD

School ▾

Readiness Indicator by School - Below 80%

3/25/2024

Legend: ELS Proficiency | Essential Work Completion | Attendance Rate

School	ELS Proficiency	Essential Work Completion	Attendance Rate
Clackamas River Elementary	263	14	35
Estacada High School	206	199	53
Estacada Middle School	290	149	43
River Mill Elementary	222	4	28

Indicator ▾

Readiness Indicator by Percentage - Below 80%

Legend: 0%-49% | 50%-69% | 70%-79%
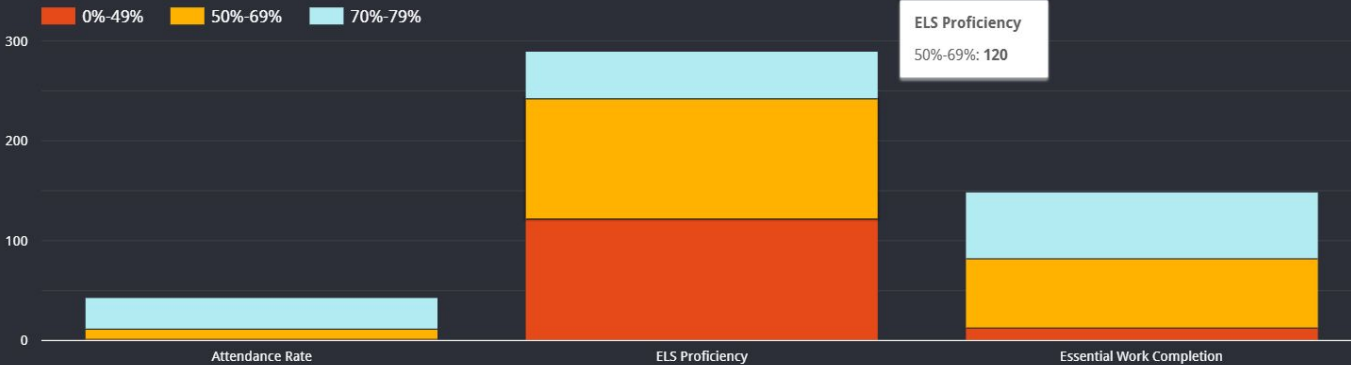
ELS Proficiency
50%-69%: **120**

Most teachers at my school are interested in me as a person, not just as a student.
121 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

52.1%
9.1%
7.4%
31.4%

What I'm learning in my classes will be important in my future.
121 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

45.5%
12.4%
9.9%
32.2%

Rounding with student & creation of a Plan

The Plan!

Student Voice - How 8GS work has helped them improve their work completion

PLAN	DO
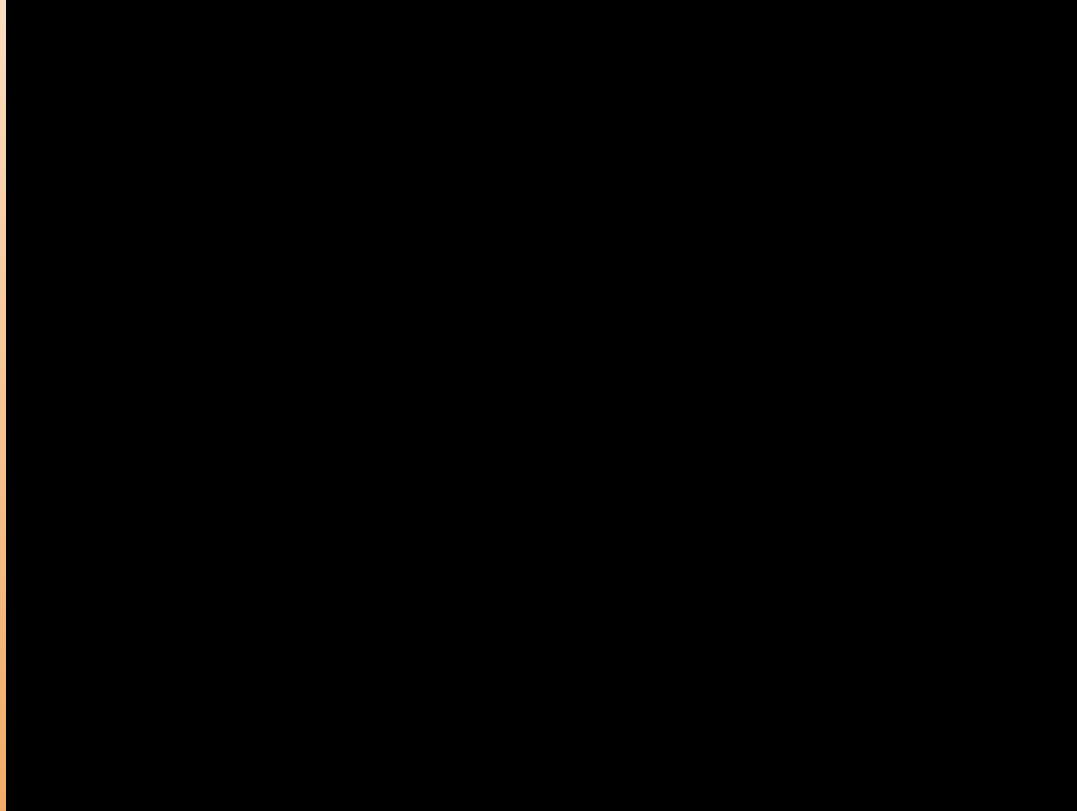
PLAN

Increase work competition by addressing student identified barriers and by providing the skills and tools. As measured by the Successful Student Dashboard.

DO

Be specific and ensure that your actions are measurable.

We will support our students' growth goals by implementing using student identified strategies and tracking data daily.

ACT

What will we **keep doing**, **change** or **stop doing**?
Adapt - see below.

Why?

What is the **change** that we will try next time?
Keep focusing on the 4 (create a new plan for CG) add one additional student
Daily reminders to complete
-Give students a copy of the plan
-Focus on specific classes
-Debrief with the students (K & K)
-Add a photo of student on plan

STUDY

Student	2/1 Data	2/26 Data	4/2/24 Data
AS	68%	65.9%	66%
RT-P	76%	83.5%	78%
JL	77%	74.3%	78%
CG	63%	61.6%	62%
MG	76%	78.5%	80%

Life class allows for implementation of Tier 1 strategies for all middle school students

- Refocus entire student body on importance of passing middle school classes
- Lessons around how our Standards based grading system translates to grades and GPA in high school
- Students calculate their first semester GPA - compare to what research says about potential to excel in high school
- Use of Tiger Trackers and weekly individual student PDSA

Tiger Tracker and Student PDSA Examples

Tracker 1

How am I performing in my current classes?

Class	ELS's Met (3's & 4's)	ELS Not Met Yet (1's & 2's)	Missing Assignments
ELA	4	2 (LA.01, LA.04)	Self evaluation sheet (assessment #9)
Math	All of them	none	Assignment 7.6.1P: Pg 223; 30 / Assignment 7.6.2C: pg 249; 25 / Assignment 2C.3A: pg 236; 6 / Assignment 7.6.3P: pg 250; 22 / Assignment 7.6.4A: pg 344; 10 1-2021 / Assignment 7b.4B: Pg 226; 17
Science	All of them	none	none
Social Studies	8	none	none
PE/Health	All of them	none	none
Elective	N/A	N/A	N/A

PDSA 1

FILL THESE IN AT THE START OF THE WEEK

Are you currently on track? Yes or **No** (circle one)
(On Track = No missing assignments & ALL ELS's/Learning Targets are at a 3 or 4)

If not, explain why:
I have 1 missing assignments

What do you need to do in order to get back on track?
redo or turn in my assignments

What is your timeframe for getting back on track? (Give yourself an achievable deadline to work towards):
2 weeks

Choose **one** class to focus on this week: *(Select a class in which you have scores of 1, 2 or Missing)*
Class: ELA **MATH** SCIENCE SOCIAL STUDIES SCIENCE P.E. ELECTIVE (circle one)

Problem - What is a specific problem you have noticed:
I can't complete assignments in time

Plan: Describe what you will try this week in order to fix the above problem:
I will complete all assignments or homework club or red days.

Prediction: What do you expect will happen?
I will complete at least 2 or 3 assignments in one week.

NOW DO IT!!!

FILL THESE IN AT THE END OF THE WEEK

Study: Look at your data/results. What happened?
I completed 2 assignments

How did it match your prediction?
It only matched because I fixed some

What worked or did not work?
going to homework club.

Act: What will you do next based on your results? If you did not solve your identified problem, use it to create a new plan for next week.
I will make a new goal to fix the rest, this goal worked so I will redo this

Tracker 2

How am I performing in my current classes?

Class	ELS's Met (3's & 4's)	ELS Not Met Yet (1's & 2's)	Missing Assignments
ELA		8.1 8.4 8.6	8.1 Astronaut/Cosmonaut Research Practice / 8.4 & 8.5 Assignment #9 Space / P.4 & 8.5 Self Evaluation Assessment #9
Math	8.1 ELS 8.2 8.3 8.4	8.6	
Science	8.2 8.3 8.4 8.5 8.6	8.1 missing	SCI.1 Wave - EMS Comic
Social Studies	I am passing 8.1 8.2 8.4	8.3 8.5 Missing 8.7	Boston Massacre Writ. Assessment / American Revolution End of Unit Assessment
PE/Health	P.E.3 He.2 He.4 He.6 He.8		
Elective			

PDSA 2

FILL THESE IN AT THE START OF THE WEEK

Are you currently on track? Yes or **No** (circle one)
(On Track = No missing assignments & ALL ELS's/Learning Targets are at a 3 or 4)

If not, explain why: because I have missing assignments and that is why I don't have all my ELS's met

What do you need to do in order to get back on track?
Work hard in FLX so I can get it all done and ask for help

What is your timeframe for getting back on track? (Give yourself an achievable deadline to work towards): before spring break

Choose **one** class to focus on this week: *(Select a class in which you have scores of 1, 2 or Missing)*
Class: **ELA** MATH SCIENCE **SOCIAL STUDIES** SCIENCE P.E. ELECTIVE (circle one)

Problem - What is a specific problem you have noticed:
That we have assessments 2 to 1 times a week

Plan: Describe what you will try this week in order to fix the above problem:
Work really hard because I don't want to fail my classes so I will get it all done

Prediction: What do you expect will happen?
Then I will pass all my classes

NOW DO IT!!!

FILL THESE IN AT THE END OF THE WEEK

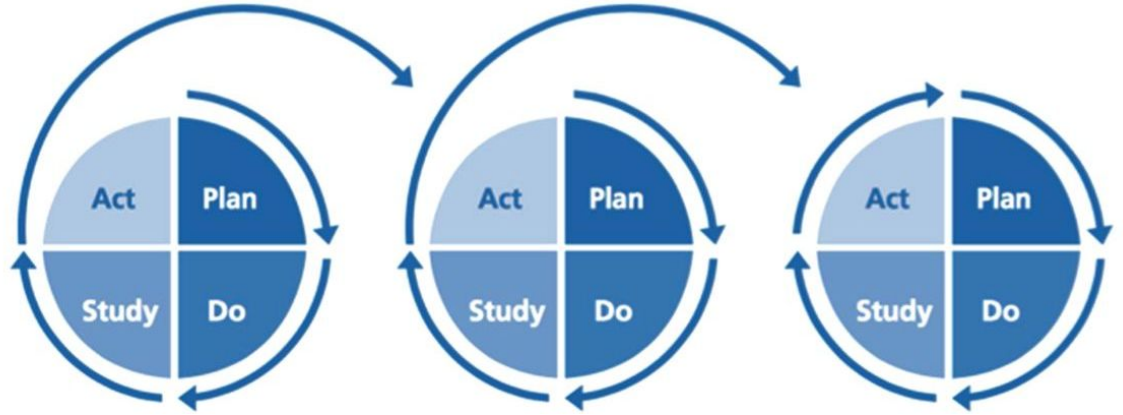Study: Look at your data/results. What happened?

How did it match your prediction?

What worked or did not work?

Act: What will you do next based on your results? If you did not solve your identified problem, use it to create a new plan for next week.

10

Engaging Students in the Improvement Process: Regularly and Frequently Evaluating Learning Progress

At its Core Improvement is:

Barriers are eliminated.

Problems are solved.

Outcomes are improved.

Closing the gap between where you are and where you want to be.

It all begins with a goal or a
PROBLEM

What specifically are we trying to accomplish?

What change(s) might we introduce and why?

How will we know that a change is actually an improvement?

"The Model for Improvement" @2009 API

Make the work problem specific and user focused.

Seek input from the people closest to the work.

PDSA is:

An intentional and structured problem-solving method
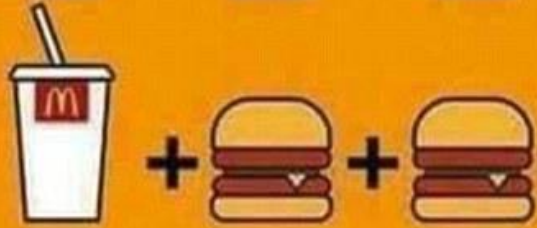
A way to think, do, learn, repeat & learn more

Replicable for others, they can "see" your story

ACTIVITY: PUZZLED

- Work will be on your own, and with table teams.

- Room facilitator will keep time.

- Be mindful of when it is time to work "on your own" and when you can share.

ACTIVITY: PUZZLED

ACTIVITY: SOLVE THE CHALLENGE

- Look at the puzzle.

- Plan a strategy for solving the puzzle ON YOUR OWN.

- Keep your answers hidden from others.

- You will have 5 minutes to try and solve the puzzle on your OWN.

How did we do?

- What strategies did you try to solve the puzzle?

- What worked? What didn't?

- Which strategies would you **use again** to solve another puzzle like this?

- Which might you abandon?

From the strategy list, choose a strategy you will try.

Make a prediction about what will happen.

★ + ★ + ★ = 18

🌀 + 🌀 + ★ = 14

🕐 + 🕐 − 🌀 = 02

🌀 + 🕐 × ★ = ?

How did we do?

- What happened?
- What strategy did you try to solve the puzzle?

- What worked? What didn't?
- What adjustments did you make from the first to the second puzzle?

- Which strategies would you **use again** to solve another puzzle like this?
- Which might you abandon?

What is my next BEST move?

If I make this move, what do I PREDICT will happen?

VIRAL MATH PUZZLE

Inc. and affiliates.

Our Third Data Conversation

1. What does this data tell you?

2. What doesn't it tell you?

3. What questions do you have about it?

4. Is this leading data or lagging data?

5. What can we celebrate?

6. What is an area of opportunity?

7. What strategies might we use to shift our data?

Discussion

- What did you learn?

- What worked and what didn't?

- As a result of what you learned, what would you do next?

What specifically are we trying to accomplish?

What change(s) might we introduce and why?

How will we know that a change is actually an improvement?

What specifically are we trying to accomplish?

What change(s) might we introduce and why?

How will we know that a change is actually an improvement?

"The Model for Improvement"
@2009 API

Make the work problem specific and user focused.

Seek input from the people closest to the work.

Break Time

See you in 15 minutes

11

Elementary
PLCs

Matt Wilensky

Lindsey
Fullenwider

Strengthening Our PLC Teams

"Changing what teachers think doesn't benefit students until it changes what teachers do."

Studying our Data, Identifying a Problem, and Determining Action Steps

Essential Standards and Learning Targets

Grade 5 Math	2017-18			2018-19			2021-22			3-Year Trend
Estacada School District	26% of students proficient			29% of students proficient			28% of students proficient			
Assessment Targets within Claim 1 (Concepts and Procedures)	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	
Write and interpret numerical expressions. [Target A]	- -	-	-	- -	-	-	- =	-	=	0.08
Analyze patterns and relationships. [Target B]	- -	-	-	- -	-	-	= =	=	=	0.33
Understand the place value system. [Target C]	- =	-	=	- -	-	-	- =	-	=	0.17
Perform operations with multi-digit whole numbers and with decimals to hundredths. [Target D]	- -	-	-	- -	-	-	- -	-	-	0
Use equivalent fractions as a strategy to add and subtract fractions. [Target E]	- =	-	=	- -	-	-	- +	-	+	0.25
Apply and extend previous understandings of multiplication and division to multiply and divide fractions. [Target F]	- =	-	=	- +	-	+	- +	-	+	0.42
	- =	-	=	- +	-	+	- =	-	=	0.33
	- =	-	=	= +	=	+	= =	=	=	0.83
volume [Target]	- +	-	+	- =	-	=	- +	-	+	0.42
world	- -	-	-	= +	=	+	- +	-	+	0.58
sed on	- =	-	=	- =	-	=	- -	-	-	0.17

Target report information and resources: bit.ly/target_report_resources   ODE Math Assessment Home: bit.ly/osas_math

Essential Standards	Targets Within the Essential Standard
2.OA.A Solve and represent word problems involving addition and subtraction within 100.	1. I can use addition and subtraction within 100 to solve one- and two-step word problems in authentic contexts by using drawings and equations with a symbol for the unknown. (OA.A.1)
2.OA.C Work with equal groups of objects to gain foundations for multiplication.	1. I can use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2.OA.C.3)
2.NBT.A Understand place value up to the hundreds place.	1. I can understand 100 as a bundle of ten tens and that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (NBT.A.1) 2. I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (NBT.A.4)
Use place value understanding and properties of operations to add and subtract.	1. I can fluently add within 100 using strategies based on place value, properties of operations, and or the relationship between addition and subtraction. (2.NBT.B 5a) 2. I can fluently subtract within 100 using strategies based on place value, properties of operations, and or the relationship between addition and subtraction. (2.NBT.B 5b) 3. Explain why strategies to add and subtract work using properties of operations and the relationship between addition and subtraction (2.NBT.B.9)
Partition shapes into equal parts.	1. I can partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.GM.A.2) 2. I can partition circles and rectangles into two, three, or four equal parts. I can recognize that equal parts of identical wholes need not have the same shape. (2.GM.A.3)

Data Analysis

|	CFA 1								CFA 2							
	identify a number as even or odd	Intervention	write an equation to model an even number as a sum of two equal addends.	Intervention	show equal groupings of an object.	Intervention	write an addition equation to find the total number of objects.	Intervention	identify a number as even or odd	Intervention	write an equation to model an even number as a sum of two equal addends.	Intervention	show equal groupings of an object.	Intervention	write an addition equation to find the total number of objects.	Intervention
	1	YES	1	YES					1	YES	1	YES	1	YES	1	YES
	3		3						2	YES	1	YES	3		3	
	3		3						3		3		3		3	
	3		2	YES					3		3		1	YES	1	YES
	3		3						3		2	YES	3		3	
									3		3		3		3	
									3		2	YES	3		3	
									1	YES	1	YES	1	YES	3	
									3		3		3		3	
									3		3		3		3	
									3		3		3		3	
									3		3		3		3	
									2	YES	1	YES	1	YES	1	YES
									1	YES	2	YES	3		1	YES
									3		3		3		2	YES
									3		3		2	YES	2	YES

Overall		Well Below Proficiency (1)	Below Proficiency (2)	At or Above Proficiency (3)	% At or Above Proficiency	% Below Proficiency
CFA 1	Target 1	16	19	121	77.56%	22.44%
	Target 2	39	16	101	64.74%	35.26%
	Target 3	0	0	0	#DIV/0!	#DIV/0!
	Target 4	0	0	0	#DIV/0!	#DIV/0!
CFA 2	Target 1	12	13	126	83.44%	16.56%
	Target 2	25	18	108	71.52%	28.48%
	Target 3	24	26	101	66.89%	33.11%
	Target 4	26	4	16	34.78%	65.22%

For each Essential Standard: Student by Student, Target by Target

Getting Better at Determining Next Steps Based on Data

Intervention Plans

Reteach
Small Groups
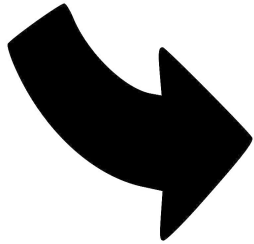
CFA 11.3/11.4 PDSA

I can explain and generate equivalent fractions using visual models.

Plus	Delta
At and Above 61% Drawing visual models Starting to feel more confident with multiplication and division strategy Practicing specific strategy the way it looks in the assessment Some students are using a second strategy to check their math or drawing	**Below 39%** Some students can create equivalent fractions but cannot determine if two fractions are equivalent Using division is tricky Drawing visuals HMH assumes students know what HMH taught in 3rd grade Students are missing some fraction concepts from 3rd grade and curriculum does not ease them into 4th grade

PLAN: Build conceptual understanding in equivalent fractions
DO: Include 2 slides at the beginning of every lesson that shows a visual of equivalent fractions and students must prove equivalence using multiplication and division. Group discussions/pair shares that include whole group conversations on evidence of equivalence. Reass in one week.
SLIDES to use

Coaching and the Classroom

Our Coaching Systems

Practice	Indicators	Evidence/Feedback
Essential Learning Standards	❑ ELSs and Learning Targets are visible in student-friendly language ❑ ELSs are discussed with students, in student-friendly language throughout the lesson ❑ **Students can explain the ELS and Learning targets and the relevance to their learning.**	
Rubrics	❑ Rubrics are discussed and shared with students at the beginning of the unit ❑ Rubrics are used to provide feedback to students ❑ **Students use the rubric to self-assess (w/ evidence) and/or provide peer feedback**	
Classroom Mission Statements	❑ Visible, readable, and clearly constructed with students ❑ Referenced during class as needed ❑ **Evidence of student ownership of the class mission, holding each other accountable**	
Class Goals	❑ Goals are aligned to an ELS, visible, and revisited with students ❑ Students can explain the class goal and articulate how the class is progressing towards meeting the goal ❑ Teacher and students utilize plus/deltas and PDSAs to adjust instruction and strategies in order to demonstrate proficiency. ❑ **Class goals are routinely referred to as part of the daily procedures.**	
Individual Student Goals	❑ Students are able to explain their progress toward the essential standard or learning targets. ❑ Student goal tracking/data is up to date. ❑ Students can explain and show their individual goals/data. ❑ **Students can articulate how they are doing towards meeting their goals and know the steps they will take to reach proficiency.**	
Chart and Analyze Results:	❑ Data is visible and up to date (it's living on the walls, in data binders, etc.) ❑ Evidence that the teacher has shared the data with the students to facilitate conversations about improvement and progress towards proficiency or exemplary ❑ **Teachers and students are using data to determine the next steps towards achieving proficiency or exemplary**	

PLAN	❑ PDSA process is visible and easily identified ❑ The problem is clearly identified and linked to an essential learning standard, target, or rubric. ❑ Students know the time frame of the PDSA ❑ **Students are included in the identification of the "problem" and development of the plan.**	
DO	❑ Engage students in determining which strategy will be most impactful in achieving targets (utilize plus/delta) ❑ Students can create action steps to reach short-term learning targets ❑ Evidence of action steps or strategy selected is visible ❑ **Students can articulate the strategy used in class**	
STUDY	❑ Data is visibly shared and analyzed with students ❑ Teacher and students utilize a plus/delta ❑ **Students can connect strategy to individual growth goal**	
ACT	❑ Teacher solicits student feedback on learning strategies to determine what needs to be adapted, adopted, or abandoned for the next learning cycle/PDSA. (utilize plus/delta) ❑ Celebrate wins and fail forwards with students	

Our Coaching Systems

Instructional Coach Scope and...

By the end of the 2023-24 school year, 100% o...
continuous improvement strategies into t...

Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
	September				**October**				**November**				**December**				**Janu...**
CI Walkthrough		MSI Goals				W #1				W #2				W #3				W #4
Maturity Model Feedback	Mission Statements/Hopes and Dream, Goals, Standards		810		Mission Statements/Hopes and Dream, Goals, Standards				Chart and Analyse Results			1,080		Plan			
VT Checks along the			261				491				695							
New Teachers							131				227							
Total							622				922							

Elementary

Data/Not Proficient:
ELS's 8/37 not proficient*
*This data is likely skewed as I scored many as 3's without necissarily hearing the LT/ELS during the lesson
Hopes/Dreams: 2/38 not
Goals: 26/36 not proficient

Themes: Teachers not understanding where goals fit in, lots of behavior PDSA's/goals

Action Steps: Sent an email with picture of examples of the components of CI Work

Data/Not Proficient:
15/40 not proficient on ELS's
2/40 not proficient on Mission Statment
15/37 not proficient on Goals

Themes: Goals were still a challenge but as more academic PDSA's are starting improvement is occurring with goals, need to get teachers referring to LT's/ELS's more frequently

Action Steps: Updated and resent the examples document

Data/Not Proficient:

Themes:

Action Steps:

Data/Not Proficient 40

Themes: New le... starting to be ap... grade levels tha... introduced to it

Action Steps: C... out PDSA proce...

Middle

Data/Not Proficient:

Themes:

Action Steps:

Data/Not Proficient: 12/23 Not proficient

Themes: Teacher have posted all of the ELS's. However, they are not "living" on the walls. Students do not seem to know which standard they are focused on.

Action Steps: As a building, teachers will use a STAR to identify the current standard that they are focused on.

Data/Not Proficient: 6/23 not proficient

Themes: Data is either missing/not up to date

Action Steps: Individual teacher check-in's to identify barriers

Data/Not Proficient: 14//22 not proficient

Themes: PDSA's are not being utilized on a regular basis

Action Steps: Create a Google Form to collect data from teachers. Continue to use Coaching Tool to support teachers.

Data/Not Proficient: 14/22 not proficient

Themes: Teacher's are not feeling comfortable leading PDSA's.

Action Steps: Mini PD sessions modeling the PDSA process during our staff meetings. Exit tickets from teachers & individual check-in's as needed.

By the end of the 2023-24 school year, 100% of classroom teachers will embed Continuous Improvement strategies into their Classroom practices as measured by scoring a "3" proficient on the Maturity Model.

Data
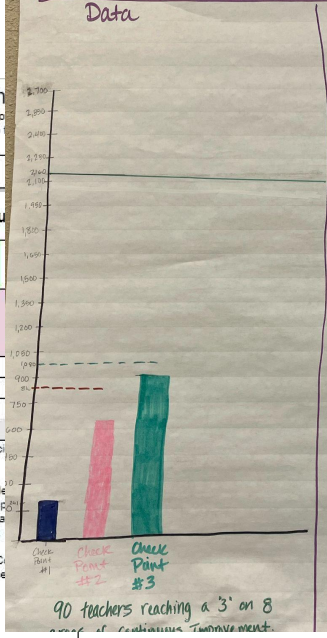
Plus +

Using the coaching tool with follow up conversations

Theme - how to make it Part of your system

Clear set of expectatio... - used to come back to.

Backing up admin expect... ex...

...

90 teachers reaching a '3' on 8 areas of continuous improvement.

Plan

By the end of Jan, all indicators previously marked adding "Plan" will be at a 3 on the scale, will coaches calibrating and making needed adjustments.

Do

- Create a reference sh... that shows how CI integrates into les... and units
- Coaches run observation... and feedback
- Modeling and providing resources & examples
- Calibrating our scorin... (1,2,3,4 look like)
- Walkthrough

Act

Study

Standards	Sept.	Oct.	Nov./Dec.
	1-18	1-5	1-3
	2-37	2-50	2-4
	3-31	3-38	3-78
			4-2

Mission Statement / H+D/RP

	Sept.	Oct.	Nov./Dec.
	1-12	1-6	1-1
	2-35	2-35	2-9
	3-41	3-49	3-80

Goals

	Sept.	Oct.	Nov./Dec.
	1-45	1-19	1-3
	2-32	2-38	2-25
	3-10	3-31	3-59

Our Coaching Systems

Practice	Indicators	Evidence/Feedback
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Rubrics	❑ Rubrics are discussed and shared with students at the beginning of the unit ❑ Rubrics are used to provide feedback to students ❑ Students use the rubric to self-assess (w/ evidence) and/or provide peer feedback	
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Class Goals	❑ Goals are aligned to an ELS, visible, and revisited with students	

PLAN	❑ PDSA process is visible and easily identified ❑ The problem is clearly identified and linked to an essential learning standard, target, or rubric. ❑ Students know the time frame of the PDSA ❑ **Students are included in the identification of the "problem" and development of the plan.**	
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ACT	❑ Teacher solicits student feedback on learning strategies to determine what needs to be adapted, adopted, or abandoned for the next learning cycle/PDSA. (utilize plus/delta) ❑ Celebrate wins and fail forwards with students	

Teacher	Date	Essential Learning Standards: Visible and Student Friendly Language, Discussed with Students, Students can explain ELS and LT's including relevance to learning	Classroom Mission Statements: Visible, Readable, Clearly Constructed with Students, Referenced during class as needed, Evidence of student ownership of the class mission, holding each other accountable	Classroom Goals: Goals aligned to ELS, visible, and revisted with students, Students can explain the class goal and articulate progress, Teacher and students use plus/deltas and PDSAs to adjust instruction and strategies, Class goals are routinely referred to	Chart and Analyze Results: Data is visible, up to date, evidence that the teacher has shared data with students to facilitate conversations, Teachers and students use data to determine the next steps	Plan: Process is visibile and identified, problem is clearly identified and linked to ELS/LT/Rubrics, Students know Time Frame, Students included in plan	Do: Engage students in determining strategies (plus/delta), Students create action steps, evidence of actions steps or strategy selected is visible, Students can articulate strategy	Study: Data visibly shared and analyzed, Teacher and Students use a plus/delta, Students connect strategy to growth goal	Act: Student feedback solicitied on strategies to determine what needs to be adapted, adopted, or abandoned (plus/delta), Celebrate wins and fail forwards	Total	Comments
		3	3	3	3	3	3	3		21	Based on old Learning
	2/14	3	3	3	3	3	3	3	3	24	Based on old Learning
		3	3	3	3	3	3	3	3	24	Based on old Learning
	2/12	3	3	2	2	1	1			12	Met on 2/6 to launch new PDSA process- need to see it in action now
	2/14	3	3	3	3	3	3	3	3	24	Amazing Count to 120 PDSA following new learning ideas!
	2/12	3	3	3	3	3	2	3	2	22	Met on 2/6 to launch new PDSA process and she is now at 3's
	2/21	3	1	2	1	2	2	2		13	Met on 2/22 to share new PDSA Process
	2/21	3	2	2	3	1	1	1		13	Met on 2/22 to share new PDSA Process
	2/21	3	3	3	4	3	3	3	3	25	Met on 2/22 to share new PDSA Process
		3	3	3	3	3	3	3		21	
	1/25	3	3	3	3	3	3	3	3	24	
	1/24	3	3	3	3	3	3	3		21	Based on old learning

Taking it to the Classroom- Where We Were

Taking it to the Classroom- How Did we Improve?
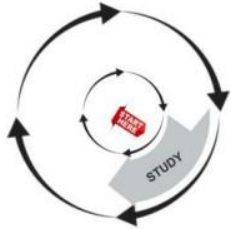
START WITH STUDY: ANALYZE THE CURRENT SITUATION

- ❑ Assess the current situation: What's working? Where are your opportunities?

- ❑ Define the gap between where you are and where you want to be.

- ❑ Determine your problem of practice: What is the problem you are trying to solve

  - ❑ How do you know it is a problem?

  - ❑ How big is the problem?

  - ❑ What is your "what"?

- ❑ Determine "root cause" to be sure you have explored the problem's cause: Wha
  root cause? Which cause will have the greatest impact?

- ❑ Define success: What will success look-like?

ESTACADA SCHOOLS — PDSA Process Guide

A Step-by-Step Process for Implementing PDSA's

1. At the beginning of a unit, set a **Classroom Goal** connected to the **Essential Learning Standard** for that unit, stating '100% of students will be proficient' in said standard

2. Start teaching the unit! Give a **CFA or Exit Ticket** to collect data to **Study**, this will be the starting point of a PDSA

3. Complete a quick **Plus/Delta** with students to attempt to answer questions such as these:
   a. What's working well?
   b. What is the problem we are trying to solve?
   c. What could a root cause of the problem be?
   d. What is the gap between where we are and where we want to be?
   e. What changes might be introduced?

4. Based on the **Plus/Delta** feedback, create a **PDSA (Not every question here will be answered every time)**
   a. Set a clear **Plan** considering these elements:
      i. Define the problem of practice clearly- What are we learning or improving?
      ii. Define the change- Where will you start? How might we go about learning?
      iii. Make a prediction about what will happen
      iv. Define success- What will success look like?
   b. With students, work to determine a **Do** action):
      i. What action will help you achieve the desired results? How and When?
      ii. What can we try to overcome the barrier?
      iii. What leading measures exist so we know if it is working?
      iv. Elevate one to try and determine a timeline

Taking it to the Classroom- Where We Are Going

From This

To This

12

Team Time

For Your learning

What, So What, Now What?

13

**Q & A
with Coaches?**

What was most
important
for your learning?

15

Closing

What is Impacting Learning

Sue Lee, Coach Director sslee@hcg.com

Conference Evaluation