



Where Awesome Thrives

Board Presentation
January 23, 2023



Larkin Network Theory of Action

If we want students to feel a sense of belonging, ownership, empowerment, and to be able to master the skills they need to better life chances and opportunities;

- **Then teachers** will create structures and routines where student voices are valued and affirmed, instruction is aligned to grade-level standards and at the appropriate taxonomy level, with student tasks that require teaming with ongoing monitoring and feedback;
- **Then school leaders** will work collaboratively with staff to articulate an instructional vision grounded in the pillars of the School Instructional Maturity Model (SIMM), create opportunities for professional learning and planning, and provide ongoing observation and feedback; and
- **Then our Executive Director** will identify short cycle data metrics for success that reach all students, implement structures and time for collaboration, problem solving, professional development and work to provide leaders with ongoing formative feedback.

Larkin Network Goals (Pillar 1) Conditions for Self Regulation and Agency

- 1) All Larkin Network Schools will develop a Culture and Climate Handbook that will specifically outline expected routines and procedures to support positive classroom cultures, identify expected instructional routines and practices of all teachers, and will be monitored using the Conditions rubric (or some other agreed upon rubric) 3 times a year.
- 2) Our End-of-Year (EOY) Conditions for Learning Rigorous Standards score on the Rigor Diagnostic will increase by a minimum of .75 from Beginning-of-Year (BOY) to EOY by ensuring all classrooms have rigorous learning targets for each subject area, implement role cards and student responsibilities within teams, and monitor student learning.

Larkin Network Goals (Pillar 2) Core Instruction

- 1) 50% of classrooms in the Larkin Network will implement the workshop model for instruction during the literacy block and 100% of classrooms will execute the balanced literacy framework.
- 2) 75% of classrooms will engage in partner or team tasks aligned to grade-level standards as evidenced through a score of “Strongly Agree” on Q5 in the Rigor Walk rubric.
- 3) 75% of classrooms will have student work taxonomy levels at the comprehension level or higher.

Larkin Network Trend Data

(September 2021-December 2022)

Standards-Based Student Evidence

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	See Details	1.0	1.5	25%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	See Details	0.8	1.2	20%

Organizing Students to Achieve the Standard

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 5	Students are interacting with partners or groups.	See Details	0.5	0.9	13%

Larkin Network Taxonomy Trend Data (September 2021 and December 2022)

Learning Targets

	September 2021	December 2022
No Target	41%	9%
Retrieval	30%	39%
Comp	18%	45%
Analysis	10%	6%
KU	1%	0%

Student Work

	September 2021	December 2022
No Work	18%	6%
Retrieval	52%	52%
Comp	21%	36%
Analysis	7%	4%
KU	1%	1%

Harriet Gifford

*A School for Rigor and Equity
(SfRE)*



@ Harriet Gifford

Joe Corcoran, Principal
Geynell Lawrence-Tabb, Assistant Principal
Matt Erlenbaugh, Resident Administrator

Harriet Gifford Continuous Improvement Plan Goals and Connection to Larkin Network

Pillar 1 Conditions for Self Regulation and Agency:

Students will develop a sense of being important to other students in the building. This will be measured by the survey using sense of belonging questions from the Panorama survey and Q4 of the Conditions Walk.

Pillar 2 Core Instruction:

100% of our teachers will implement the Readers Workshop model of instruction. Evidence will be measured by Administration Classroom Walkthroughs noting rotation schedules, Independent/Group Center work, and use of Reader's Notebook.

Pillar 5 Data for Improvement/Intervention:

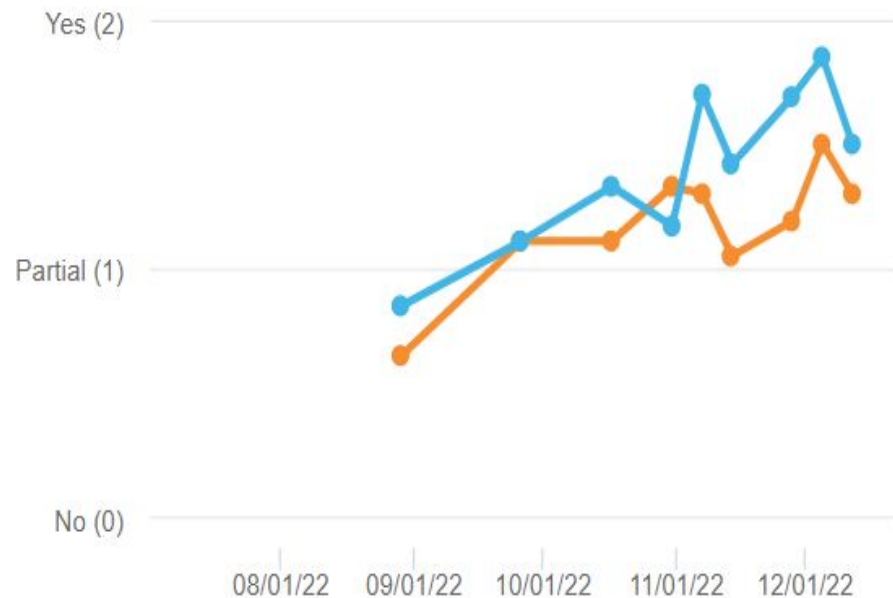
100% of our teachers will be able to input and access data to make informed decisions about instruction and intervention for all students while developing grade level, standards-based lessons to meet the needs of all children in the classroom.



Harriet Gifford Rigor Walk Trend Data Q1 and Q6

Standards-Based Student Evidence

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	See Details	0.9	1.7	40%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	See Details	0.8	1.4	30%





Harriet Gifford SfRE Highlights

- Instructional Empowerment (IE) Faculty Coach works directly with building Instructional Coach and teachers to align work
- Full-Time Specialists allow for the creation of Lunchtime “Clubs” in which students select enrichment activities of interest, resulting in a major reduction of discipline referrals during lunch, and directly impacting positive school culture (Pillar 1)
- Over 50 students participate in after school Boys and Girls Club
- Additional support teachers (Health and Reading Specialist) provide specific instruction to students and provide classroom teachers with personal planning time



Highland Elementary

A School for Rigor and Equity

Steve Johnson,
Principal

Mayrene Guerrero,
Assistant Principal

Ash Baldwin,
Resident Administrator





Highland Elementary

A School for Rigor and Equity

Three focus areas aligned to U-46 goals, Larkin Network goals and SIMM (School Instructional Maturity Model):

- SIMM Pillar 1 goals focus on the student engaged in partner or team tasks 45% of the time. Focus on tools (discussion mats/discussion cards) and then to agree/strongly agree on RW Rubric.
- SIMM Pillar 2 goals focus on Reader's Workshop. Developed a survey to baseline and monitor progress that is aligned to training by the Executive Directors.
- SIMM Pillar 5 goals focus on interventions systems and data collection for identification and progress monitoring connecting this process to teacher Professional Learning Community (PLC) groups.





Highland Elementary

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Outcomes as measured by Rigor Walks August 2022 through December 2022

Standards-Based Student Evidence

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	See Details	1.3	1.8	25%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	See Details	1.0	1.5	25%



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Outcomes as measured by Rigor Walks August 2022 through December 2022

Organizing Students to Achieve the Standard

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input type="checkbox"/> 5	Students are interacting with partners or groups.	See Details	0.6	1.0	13%
<input checked="" type="checkbox"/> 5a	Students experience productive struggle.	See Details	0.3	1.0	23%
<input type="checkbox"/> 5b	Students use academic vocabulary.	See Details	0.4	0.9	17%
<input checked="" type="checkbox"/> 5c	Students challenge and question each other.	See Details	0.3	0.4	3%

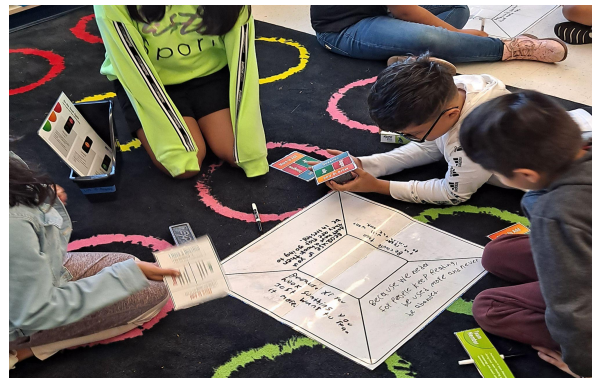


Highland Elementary

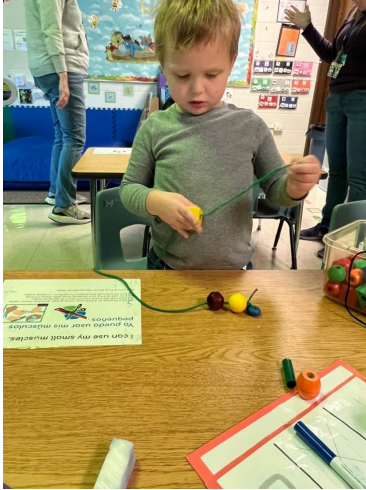
A School for Rigor and Equity

Highlights of our collective work:

- Teachers meeting in teams weekly to plan and collaborate
- Coaching support for Academic Teaming, Planning, and Literacy
- Organized and systemic development of interventions connected to core instruction
- Development of student agency



Independence Center for Early Learning



Lisa Bergbreiter, Principal
Cretia Kirkwood, Assistant Principal



Independence School For Rigor and Equity Goals

Continuous Improvement Plan:

❖ **Conditions for Self-Regulation and Agency**

- By March 7, 2023, we will use meaningful data in ATL REG 5 (self-control of feelings and behaviors,) Desired Results Developmental Profile (DRDP) data to compare student growth of all kindergarten-bound Preschool For All (PFA) and Early Childhood Instructional (EC/I) students.

❖ **Core Instruction**

- By March 7, 2023, we will use meaningful data from our building Math COG 3(number sense and quantity) DRDP data to compare student growth for all kindergarten-bound PFA students.

❖ **Family and Community Engagement**

- By January 31, 2023, 60% of families will participate in at least one culturally responsive activity as tracked in the spreadsheet.

Reflections for 2022-2023

✓ Rigor walk data

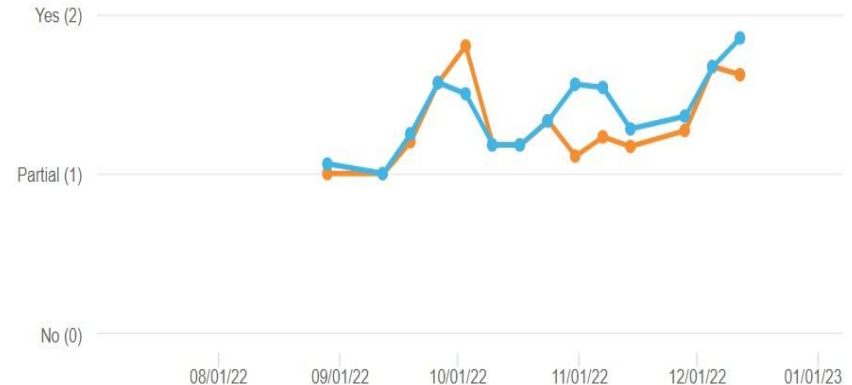
- Question 1: 25% growth
- Question 4: 20% growth

Growth History for RigorWalk Questions

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view question specific data.

Standards-Based Student Evidence

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	See Details	1.1	1.6	25%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	See Details	1.1	1.5	20%



Growth
2022/2023
September-November
Pillar Average: 1.3

Growth
September 2021-November 2022
Pillar Average: 1.8

Rigor Diagnostic Visits

Rigor Diagnostic 1

September 1, 2022

Classrooms: 10

Total Teachers: 10

Pillar Average: 3.4

Conductor: Watson, Molly

Rigor Diagnostic 2

November 17, 2022

Classrooms: 10

Total Teachers: 10

Pillar Average: 4.7

Conductor: Watson, Molly

Rigor Diagnostic Visits

Rigor Diagnostic 1

September 22, 2021

Classrooms: 10

Total Teachers: 10

Pillar Average: 2.9

Conductor: Watson, Molly

Rigor Diagnostic 2

February 2, 2022

Classrooms: 7

Total Teachers: 7

Pillar Average: 3.4

Conductor: Watson, Molly

Rigor Diagnostic 3

April 26, 2022

Classrooms: 8

Total Teachers: 8

Pillar Average: 3.7

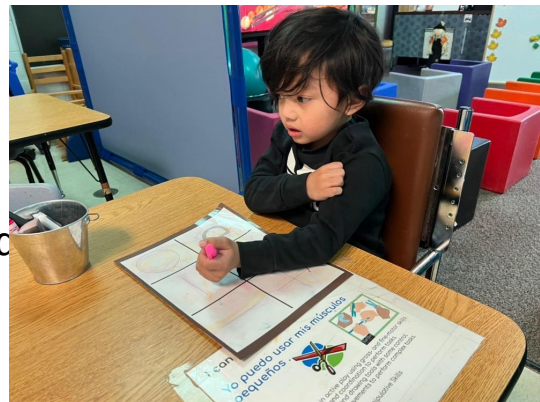
Conductor: Watson, Molly

Reflections for 2022-2023 (continued)



DRDP Data

- Physical Development: More students scoring at integrating earlier and building later.
- Self-Regulation: Fewer students scoring in the lower stages and more students scoring in building later and building middle.
- Social/Emotional: Many more students in building later and building middle.



Intervention Data

- 87% of kindergarten bound students have shown growth in math.
- 77% of kindergarten bound students have shown growth in reading.



Creekside CIP Goal Highlights and Current Focus

- Conditions - Increase to 70% of students responding affirmatively on the Sense of Belonging Pillar on the Panorama Equity and Inclusion Survey (District Inst. Priority 2 and Larkin Conditions Goals 1 and 2)
 - 3rd Quarter Focus - Morning Meeting and Social/Emotional Learning (SEL)
- Core Instruction - 75% of student work undertaken in classrooms will be at the comprehension level or above (District Inst. Priority 1 and Larkin CI Goals 2 and 3)
 - 3rd Quarter Focus- Monitoring Systems
- 80% of students identified for interventions in math, literacy, and social-emotional learning will show improvement as measured by progress monitoring systems. (District Inst. Goals 3 and 4 and Larkin Data Goal 3)
 - 3rd Quarter Focus - Student Learning Plans

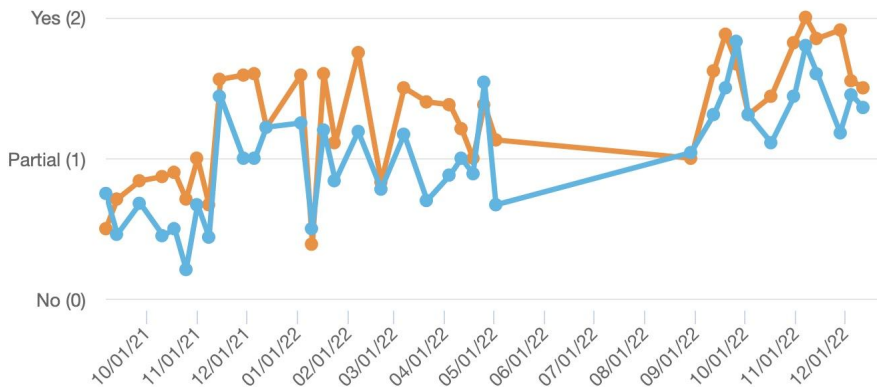
Creekside Rigor Walk Trends - Standards-Based Student Evidence

Growth History for RigorWalk Questions

Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view question specific data.

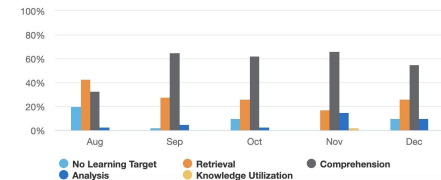
Standards-Based Student Evidence

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<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	See Details	0.9	1.7	40%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	See Details	0.6	1.5	45%



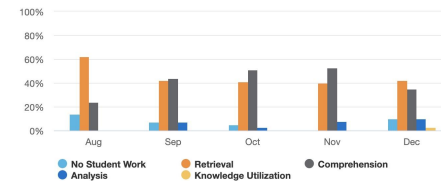
What is the taxonomy level of the lesson learning target?

Percentage of Classroom Visits by Taxonomy Level



What is the taxonomy level of the student work?

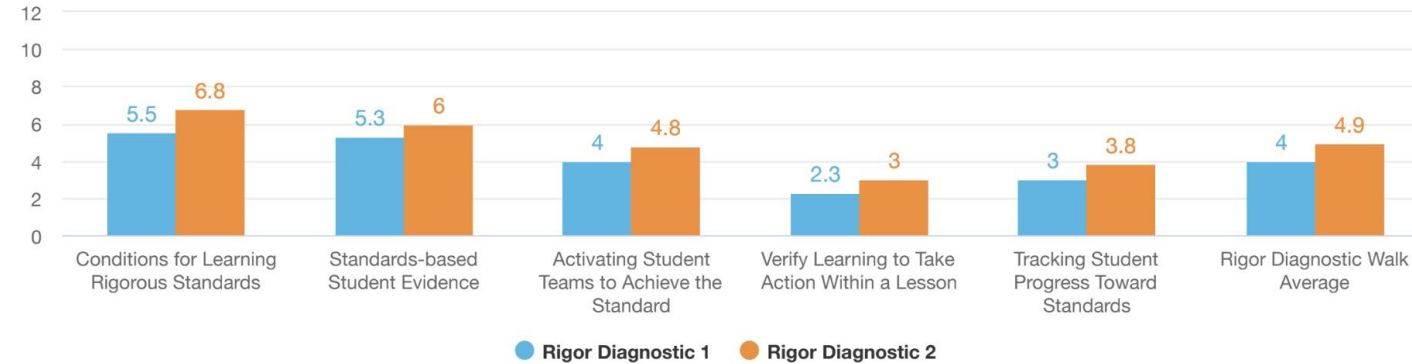
Percentage of Classroom Visits by Taxonomy Level



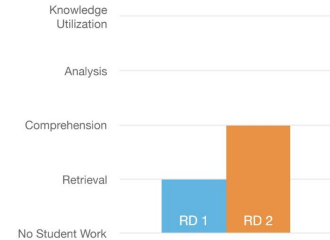
Creekside Rigor Diagnostic Trends - 2022

Rigor Diagnostic Pillar Scores

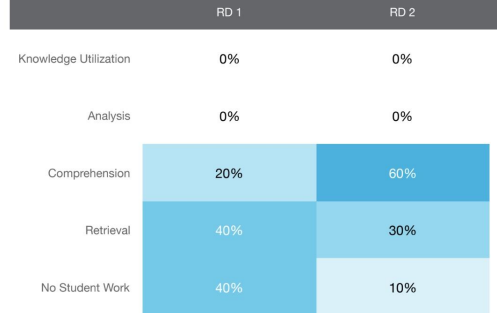
The Rigor Diagnostic contains questions on a 12-point scale, grouped into one of five pillars. The average score for each pillar is compared below. Higher scores indicate a stronger alignment with the characteristics of rigorous instruction



Taxonomy Level Most Often Seen in Student Work



Taxonomy Levels Seen in Student Work



Key Levers -

- PLC planning to unify SBLA instruction, supported by classroom visits and feedback during PLC time to illustrate and build upon strong practices
- Intentional focus on the intersection of Sense of Belonging (Panorama) and Conditions for Learning (SIMM)
- Increased focus in 2022-23 on monitoring student learning within the lesson and across the school as a comprehensive organization

Larkin Network

Century Oaks

Creekside

Harriet Gifford

Highland

Hillcrest

Illinois Park

Independence

Lowrie

Washington

