School Improvement Workshop

Presented by Curriculum and Instruction Support and the Research Office
May 2017
Opening Activity

1. How did your school authentically include teacher voice?

2. What did your school do to maintain a ‘hedgehog’ focus on SIP strategies throughout the year?
WINTER PARTNER
RESEARCH DIVISION
BREAK

10 minutes

Stand Up
Use the restroom
Visit the snack table
(Snacks provided by ESU No. 19)
Chat with colleagues

DANCE!
Team Brainstorm:

What are your building’s SIP needs?
Leading with Focus
Part 1: Focused Leadership: Doing Less – and Doing it Better

• “To succeed, leaders must carefully select, severely limit, and then persistently clarify (and clarify, and clarify) the work to be done by those they lead. They must also reject anything that distracts them from their focus (Schmoker, p. 11, 2016).”

• “Success…is not the result of complex efforts or innovation, but rather a result of simplicity and diligence applied to an extremely limited set of core concepts or actions (Schmoker, p. 13, 2016).”
Leaders with “Hedgehog Focus”:

1. Carefully determine and severely reduce your focus
2. Repeatedly clarify your priorities throughout your school
3. Ensure everyone stays focused on those priorities and commits to them through practice, reflection and refinement

Leading with Focus, p. 13
Leading with Focus
Mike Schmoker

May 2016
Part 1: Focused Leadership: Doing Less – and Doing it Better

May 2017
Part 2: Leadership Opportunities in the Three Key Areas
CURRICULUM

LITERACY

INSTRUCTION

GUARANTEED AND VIALBE CURRICULUM

READING AND WRITING ACROSS CONTENT AREAS (TDA)

GRADUAL RELEASE OF INSTRUCTION, CHECKS FOR UNDERSTANDING, LEARNING GOALS

FOCUS AREAS
Curriculum, p. 33-39

*Guaranteed and Viable Curriculum*

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Why is this area important?</th>
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<tbody>
<tr>
<td>Curriculum: Guaranteed and Viable Curriculum</td>
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## Guaranteed and Viable Curriculum

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| Curriculum Guaranteed and Viable Curriculum | • Refers to a set of essential concepts provided to students regardless of the teacher they get  
• Provides for focus, common assessments, and teacher dialogue                                                                                                                                                                                                                                                                                      | • Ensure all faculty members have ready access to A+ Curriculum Guides  
• Lesson plan checks focus on pacing, learning goals, and alignment to pacing guide  
• During coaching visits ensure learning goals align to pacing guide                                                                                                                                                                                                                                 | • August staff meeting provide time for faculty to find and download A+ Curriculum Guide                                                                                                                                                                                                                                         |
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<td><em>Reading and Writing Across Content Areas</em> (TDA)</td>
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## Authentic Literacy, p. 39-45

* **Reading and Writing Across Content Areas**

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| Authentic Literacy                            | • Reading, writing, and discussion are integral to quality curriculum  
• Even in the age of technology literacy is key to success  
• Language competence can nearly eliminate achievement and earning gaps | • Reinforce expectations for implementing literacy strategies across content areas  
• Coach looking for authentic literacy in all courses (beware of imposter activities)  
• Text-dependent analysis PD for leadership team | • Use team meetings for teachers to discuss and score common essay/research paper assignments  
• Provide faculty refresher on TDA and close reading  
• Use a faculty meeting to discuss how to build more time for reading into the day |
Fall Partner
### Effective Instruction, p. 45-52

*Gradual Release of Instruction, Learning Goals, Checks for Understanding*

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<td>Checks for Understanding</td>
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### Gradual Release of Instruction, Checks for Understanding, Learning Goals

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<td>Effective Instruction</td>
<td>• Clear learning goals, gradual release of instruction, and checking for understanding are the most important elements of effective lesson delivery</td>
<td>• Look for student-friendly learning goals during coaching&lt;br&gt;• Ask students what they are learning and how they will know they are proficient?&lt;br&gt;• Beware of imposter activities</td>
<td>• Provide faculty refreshers; Gradual Release, Learning Goals, and Checks for Understanding&lt;br&gt;• Encourage PLC topics in these areas&lt;br&gt;• Discuss/share lesson plans at team meetings</td>
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Spring Partner
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| Curriculum                | • A guaranteed and viable curriculum ensures that students receive the same content in a course or grade regardless of which school they attend or who they have for a teacher.  
  • Curriculum refers to a common set of topics, concepts, and texts aligned with the content standards.  
  • This common curriculum is the material taught by teachers of the same course or grade level.  
  • Adherence to District Pacing Guides ensures that the intended curriculum is the taught curriculum. | • Ensure all faculty members have ready access to A+ Curriculum Guides  
  • Focus lesson plan checks pacing, learning goals, and alignment to pacing guide  
  • Help teachers align the learning goal to the standards’ “Indicators” found in the A+ Curriculum Guide and follow district pacing recommendations.  
  • Provide time for faculty to work in teams to:  
    • Match topics to texts, develop questions or prompts, and establish writing expectations | • August staff meeting provide time for faculty to find and download A+ Curriculum Guide  
  • September team meetings discuss pacing and alignment to pacing guides  
  • Set aside faculty or team meeting time for teachers to match topics to texts, develop questions or prompts, and establish writing expectations |
“’School Improvement is not a mystery’…On the contrary, it has always been something rarely learned in administrative training; a willingness to attend methodically and exclusively to very obvious, fundamental elements of schooling.”

Schmoker, p. 55
Hedgehog Priorities


2. Every teacher is given every opportunity to master the simple, intuitive moves associated with a traditional conception of literacy (i.e. purposeful reading, discussion, and writing about lots of rich, challenging texts) (Reading and Writing Across Content Areas (TDA)).

3. Every teacher learns – from day one and with frequent repetition and reinforcement – how to master the elements of good lessons (Gradual Release, Learning Goals, Checks for Understanding).
“...we must stop providing people with additional training until they have truly mastered the most fundamental practices necessary to their success. Because the real problem is not that we don't know what to do; it is that we don't do what we already know.”

Schmoker, p. 56
Implementing Hedgehog Priorities:
3. Every teacher learns – from day one and with frequent repetition and reinforcement – how to master the elements of good lessons. (Gradual Release, Learning Goals, Checks for Understanding)

September Principals Meeting
September EILN/SILN meetings
October and November Coaching Sessions

December Principals Meeting
December EILN/SILN meetings
January and February Coaching Sessions
Implementing Hedgehog Priorities:

2. Every teacher is given every opportunity to master the simple, intuitive moves associated with a traditional conception of literacy (i.e. purposeful reading, discussion, and writing about lots of rich, challenging texts) (Reading and Writing Across Content Areas (TDA)).

Text Dependent Analysis Presentations for Principals, EILN, and SILN in Spring/Fall 2016

Curriculum Day Presentations

Presentations at Secondary Buildings
Implementing Hedgehog Priorities:

1. A clear, useful teacher-friendly curriculum exists for every course (Guaranteed and Viable Curriculum).

September Principals Meeting
September EILN/SILN meetings
October and November Coaching Sessions

INTRODUCING THE A+ CURRICULUM GUIDES!

May SIP Workshops
August Curriculum Days
A+ Curriculum Guide

Why is this important?

Hedgehog Priority No. 1

A clear, useful teacher-friendly curriculum exists for every course.
To put it simply, Kids cannot learn what they have not been taught.
1. Ensure the curriculum is viable
Determine a reasonable amount of curriculum that can be taught within a school year

2. Allot the essential standards in a sensible manner
Determine when each standard will be taught (week, month, quarter)

3. Match topics to texts
District adopted materials and curriculum resources
4. Develop clear learning goals and lessons across like courses and grade levels

There are two parts of a clear and measurable learning goal; what will be learned and how learning will be demonstrated. The choice of verb in the goal should reflect higher level thinking.

5. Establish writing expectations and common assessments

Determine how many formal, core assessments and writing assignments should be assigned by every teacher and agree to the length of the writing. Ensure writing assignments and assessment align with the standards and indicators for the unit.
1. Find the pink handout in your folder

2. Read each statement and mark it with a 1, 2, OR 3 based on your level of agreement.

3. Allow each person to share their rating. Record their responses on your paper.

4. Discuss the similarities and differences in ratings.

5. Engage in a team dialogue around the questions on the back of the paper.

6. Revisit your sticky note chart. Add or delete based on your team dialogue.

ACTION STEPS
School Improvement Timeline and Forms

Elementary and Middle SIP Goals:

A. 3% increase in students meeting or exceeding MAP growth goals from Fall to Spring assessment. (Reading and Math)

B. 3% increase in students meeting or exceeding MAP proficiency goals from Fall to Spring assessment. (Reading and Math)

C. 3% gap reduction on MAP from Fall to Spring assessment. (Reading and Math)
School Improvement Timeline and Forms

Elementary and Middle SIP Goals:

D. Attendance, Behavior or Climate (MTSS-B Phase 1 or 2 schools must choose behavior)

E. Wellness Goals
School Improvement Timeline and Forms

High School SIP Goals:

A. Graduation Rate – Increase by 2% from the previous year.

  A. Sub goal – Craft two to three sub goals; Math, ELA, Science, Academic Planner, Course Failures, Attendance, Behavior, or Climate, (MTSS-B Phase 1 and 2 schools must choose Behavior for at least one goal)

    • District wide goal for Course Failures is 10% or less per individual course

B. Wellness
A. Graduation Rate – Increase by 2% from the previous year.

- Sub goal 1 – Math, ELA, Science goals progress monitored using MAP data.
- 3% increase in MAP growth, proficiency or gap reduction is statistically significant
- Pre-ACT data will also be helpful for 11th grade students.
High School SIP Goals:

A. Graduation Rate – Increase by 2% from the previous year.
   - Sub goal 2 – Course failure reduction goal can be progressed monitored for 9th graders using the Academic Planner and all 9-12 grades using the grading dashboard.
   - District wide goal for Course Failures is 10% or less per individual course
A. Graduation Rate – Increase by 2% from the previous year.

• Sub goal 3 – Attendance, Behavior, Climate goals can be progress monitored using the Behavior Dashboard, Climate Survey and attendance records (MTSS-B schools must choose behavior for one of their sub goals.)
All forms are accessible via Office 365 > Instructional Leadership SharePoint:

- 2017-18 SIP Goals
- 2017-18 PD Plan
- 2016-17 Year End Report
- 2017-18 Coaching Schedule
- 2017-18 Coaching Workshops flyer
- 2017-18 SIP Webpage Template
- Resource Guide to Wellness Strategies
- Beginning of Year Dates (Building SIP, Plan and Prep, Curriculum Days)
- Extra Duty Pay Sheet
School Improvement
Timeline and Forms

The following forms are due on Friday, September 29, 2017:

• 2017-18 SIP Goals
• 2017-18 PD Plan
• 2016-17 Year End Report
• 2017-18 Coaching Schedule
• Extra Duty Pay Sheet
• Webpage updated *

Submit forms electronically in your school-specific folder in the Instructional Leadership site.
Extra Duty Pay

Extra duty pay is provided at the curriculum writing rate of $28.50/hour for up to three 10-month staff for no more than 3 hours each.

– This Extra Duty Pay sheet can be found in the Instructional Leadership site. Please submit to Kanyon Chism by September 29, 2017.
2017-18 Coaching Workshops
– 2017-18 Coaching flyer

2017-18 Coaching Schedule Considerations
– Dosage based on teacher need
– Coach expertise and skill
– Relationship of coach to teacher
– Schedule can be flexible based on data
SharePoint Resources

1. Locate your school specific folder:
   - SharePoint > Instructional Leadership > School Improvement Planning > School Specific folder

2. Download 2016-17 documents and save to your desktop.

3. Delete the downloaded 2016-17 documents from your SharePoint folder.

4. Download and then upload blank 2017-18 templates.
Looking Into the Future

District Focus for 2017-18:

– Guaranteed and Viable Curriculum
– Instructional Framework
– Reading and writing across content areas
– Capacity building for implementation of the Instructional Improvement Target for 2017-18

• Future Principal Meetings
• Reserve two staff meetings in the spring of 2017 for this work
THANK YOU!

Questions:

Kanyon Chism

- Kanyon.chism@ops.org
YOUR CIS RESOURCES

Department Web Page
www.district.ops.org/DEPARTMENTS/curriculumandinstructionsupport

Department Twitter
Twitter: @OPS_CIA

Department SITES
- Connect to CIS at Office365
- Instructional Leadership Page

CIS Newsletter
- Web-based
- Interactive links
- Libguides.ops.org/cisnewsletter