

How to A.C.E. School Improvement Action, Commitment, Equitable Ownership

2021 K12 GLOBAL

IMPLEMENTATION

VIRTUAL SUMMIT

Presented by



IMPACT

Learning and Leading Group

Meghan Bird

Principal

Kildeer Countryside School District 96

Jason Williams

Vice Principal

Kildeer Countryside School District 96

Jackie Griffin

Language Development Coach

Kildeer Countryside School District 96

MEET THE COUNTRY MEADOWS TEAM

MEGHAN BIRD



JASON WILLIAMS



JACKIE GRIFFIN



Welcome to District 96

7 Buildings

- 1 Kindergarten center
- 4 Elementary Schools
- 2 Middle schools



Total Enrollment: 3,273 Students

Low income rate: 10%

Limited English proficiency rate: 18%

IEP Percentage: 5%

Country Meadows

Students: 407

Low income rate: 26%

Limited English proficiency rate: 27%

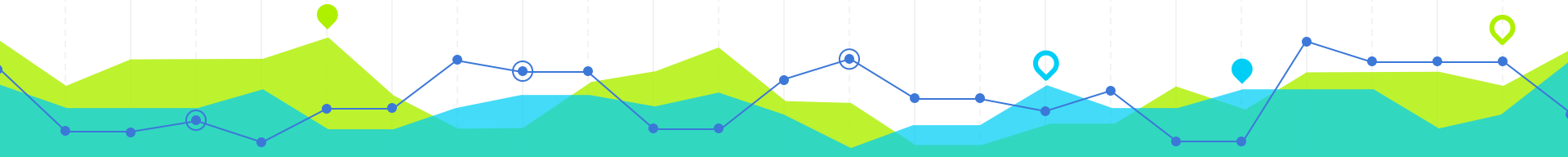
IEP Percentage: 10%



WHO ARE YOU?

IN THE CHAT:

- 1) NAME
- 2) YOUR ROLE
- 3) WHERE YOU ARE ZOOMING FROM TODAY



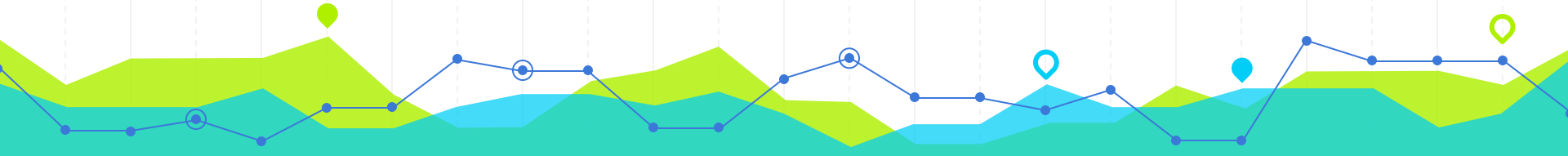
PURPOSE/NON-PURPOSE

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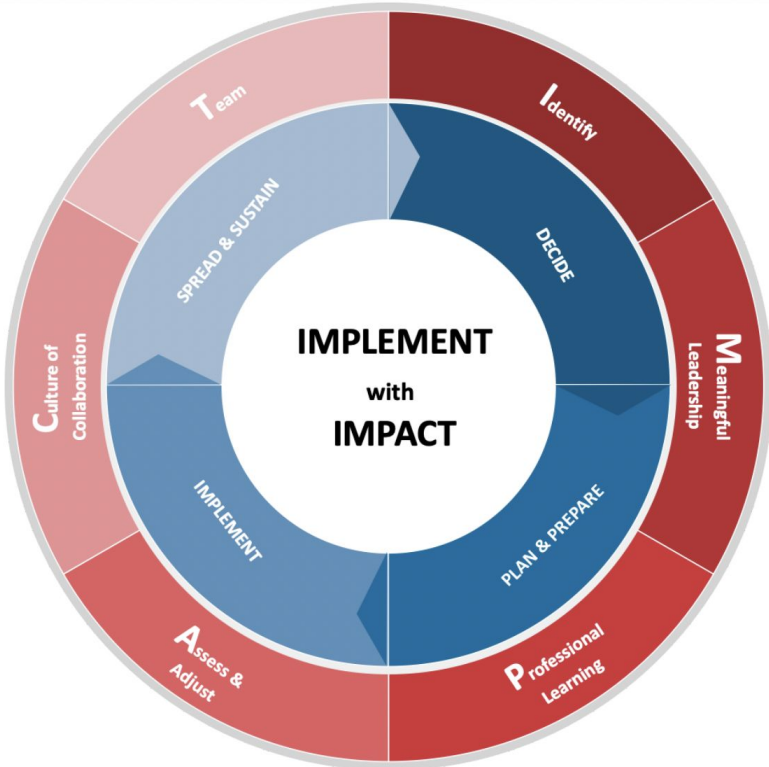
To bring you on a journey through a shift in our leadership practices that ultimately increased staff ownership & responsibility as it relates to our school improvement goal and student growth **with hope that you will take pieces that work for you within your system!**

NON PURPOSE:

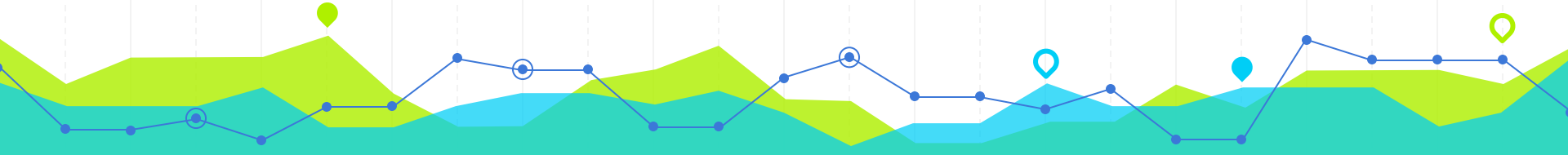
To share our step by step process with hopes that it be identically replicated in your district/building. We all know each organization needs to do what works best for them!



IMPACT FRAMEWORK



D96 GOAL PROCESS

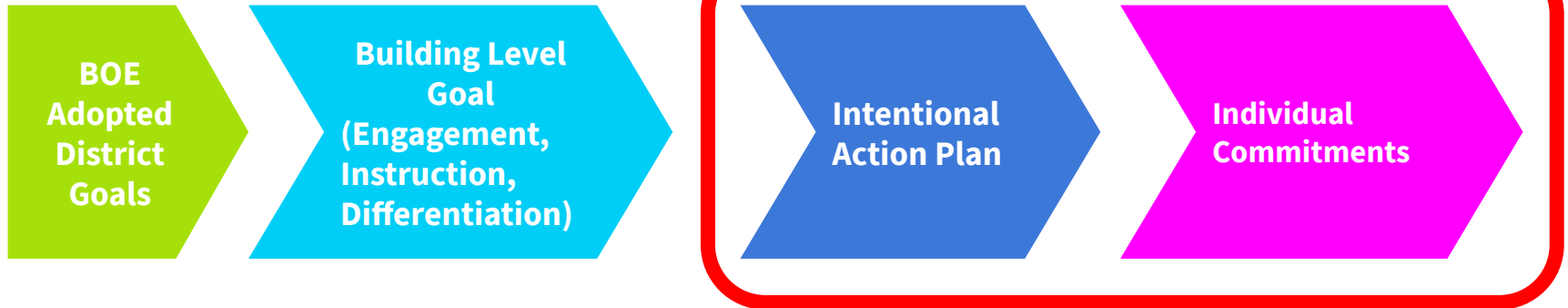


GOAL WRITING IN D96

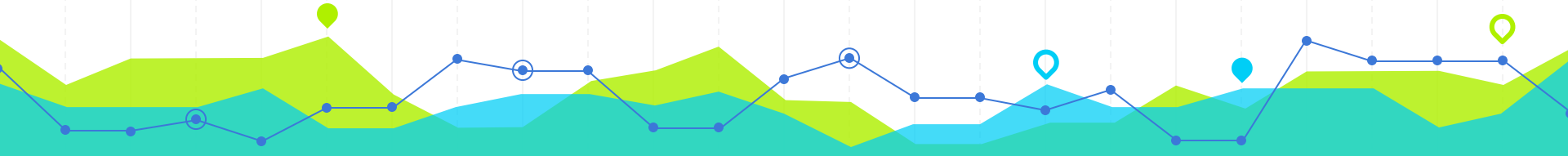
PREVIOUSLY:



THIS YEAR:



CM SIP GOAL REVIEW



COUNTRY MEADOWS SCHOOL IMPROVEMENT GOAL

**Reviewed
New Goal
Structure
with staff**

**Principal/AP
initial
brainstorm of
action step
indicators**

School Goals (School Improvement)

Principal	Meg Bird & Jason Williams
School	Country Meadows

Action Plan (Implementation of this plan with fidelity is the lynchpin to student success)

GOAL 1: Any student not projected to meet grade-level proficiency will exceed projections (blue) and other students will meet or exceed projections (green or blue).

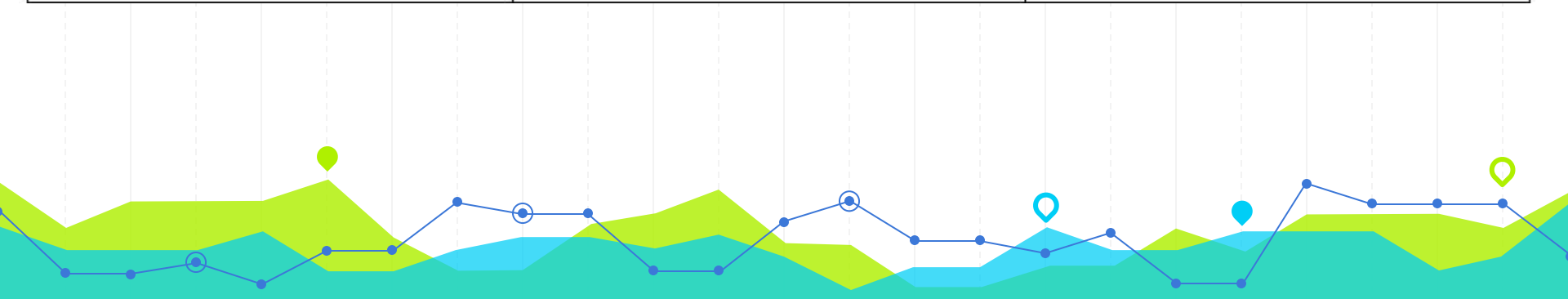
GOAL 2: For each school's greatest area of need by subject and by grade (math or lit) overall growth will exceed projections (blue) for that subject in that grade. For the other subject in each grade, the grade-level will meet or exceed the projections (green or blue).

1st Grade: Reading (49%); Math (78%)
2nd Grade: Reading (63%); Math (80%)
3rd Grade: Reading (52%); Math (70%)
4th Grade: Reading (65%); Math (73%)
5th Grade: Math (68%); Reading (72%)



ACTION STEP #1

ACTION STEPS	LEAD INDICATORS OF SUCCESS How will I know that we are making progress towards our goal?	EVIDENCE
ACTION 1: Engagement: We must do whatever it takes to ensure that ALL students are engaging in instruction.	Lead Indicator Statement: Students will attend virtual and in person learning sessions and actively engage (camera on, respond to check ins) during instruction.	Utilizing the tracking system and documentation created (used to report out during leadership meetings), we will see an overall increase in the student engagement of students while participating in remote learning (i.e. cameras on, responding to teachers, asking/answering questions)

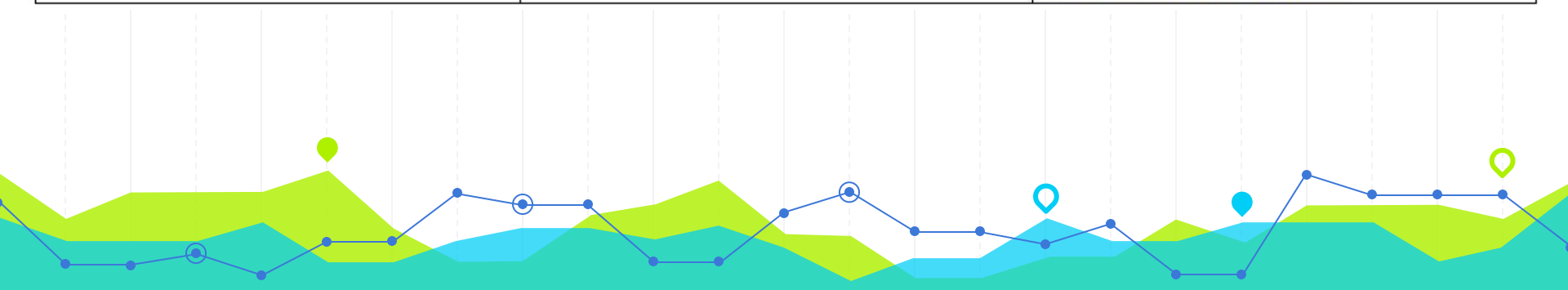


ACTION STEP #2

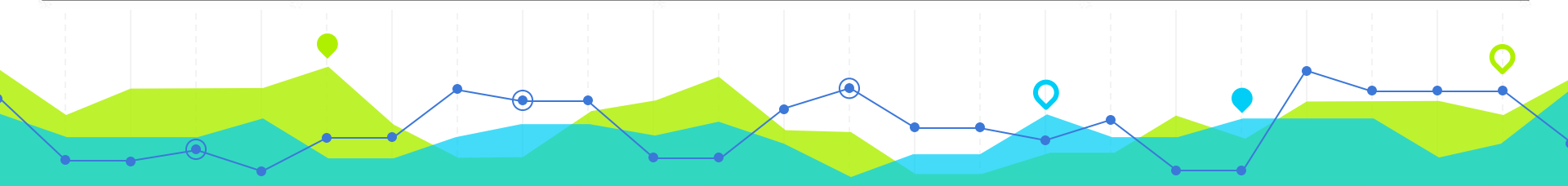
ACTION STEPS	LEAD INDICATORS OF SUCCESS How will I know that we are making progress towards our goal?	EVIDENCE
ACTION 2: Instructional Practice- We MUST keep the focus on high-quality instruction in both environments, and expect to see it in practice.	Lead Indicator Statement: The various components of the instructional practices checklist will be utilized in whole and small group lessons, and UDIP conversations will specifically reflect and focus on data of underperforming subgroups/students projected not to meet to ensure ALL students are making adequate progress and closing the gap with well planned and delivered instruction.	<p>Administrators will be able to utilize the formal and informal evaluation process to determine if components of the instructional checklist are used through domains 1, and 3.</p> <p>Informal walk through data completed by admin and staff will indicate overall growth (related to instructional practices checklist usage)</p> <p>The UDIP tabs for LEP, IEP, and Students PNTM will indicate overall growth (blue) for specific learning targets which will result in closing the learning gap and reaching overall mastery levels.</p>

ACTION STEP #3

ACTION STEPS	LEAD INDICATORS OF SUCCESS How will I know that we are making progress towards our goal?	EVIDENCE
ACTION 3: Differentiation - We MUST expect assist teachers in learning how to structure differentiation to meet individual student needs	Lead Indicator Statement: Small group instruction will be utilized regularly and will be planned based on current, student specific academic and behavioral data. Each small group lesson will focus on a specific learning objective identified through the data analysis process.	Formal/Informal evaluation process conducted by administrators UDIP conversations (instructional plan after reviewing and analyzing data - specific instructional lesson ideas developed for skills) Staff meeting review document



ACTIONS	ACTION 1: Engagement: We must do whatever it takes to ensure that ALL students are engaging in instruction. (Not participating/frequently absent)	ACTION 2: Instructional Practice- We MUST keep the focus on high-quality instruction in both environments, and expect to see it in practice.	ACTION 3: Differentiation- We MUST expect assist teachers in learning how to structure differentiation to meet individual student needs
PRINCIPAL ACTIONS			
LEADERSHIP TEAM ACTIONS			
ELST/COACH ACTIONS			
TEAM/INDIVIDUAL ACTIONS (Grade-Level and Specials/ Exploratories)			
PIT ACTIONS			



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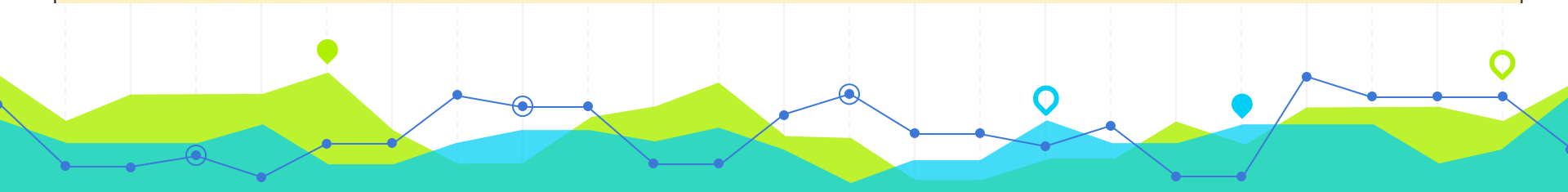
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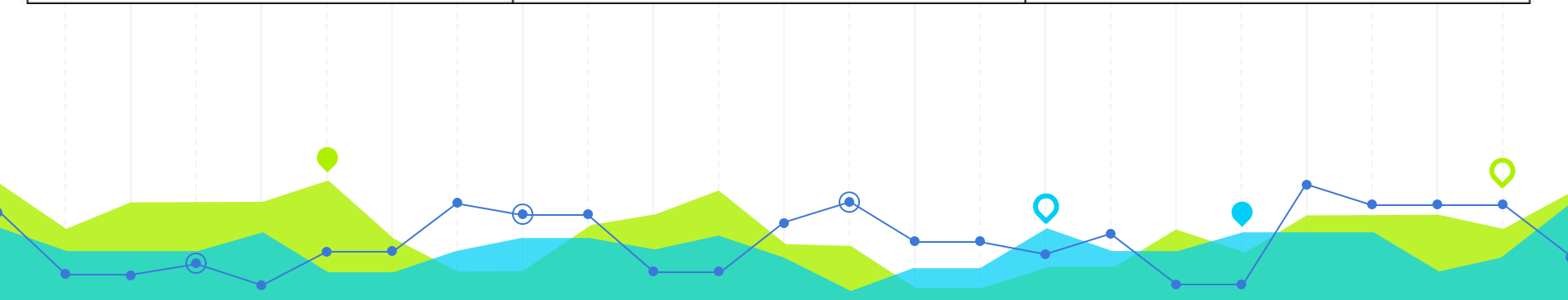
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ACTIONS	ACTION 1: Engagement: We must do whatever it takes to ensure that ALL students are engaging in instruction. (Not participating/frequently absent)
PRINCIPAL ACTIONS	<ul style="list-style-type: none">- Create and share via News Note a specific plan/flowchart for attendance (present vs. not present) and follow through steps for teachers- Create and share via News Note a specific plan/flowchart for engagement (i.e. camera on, participation in "teacher check-ins") and include leadership follow up document for data recording- Communicate engagement flowmap expectations with families- Define "teacher check ins" and provide examples- Facilitate job-embedded learning opportunities for staff to engage in sharing ideas to increase student engagement

ACTIONS	ACTION 1: Engagement: We must do whatever it takes to ensure that ALL students are engaging in instruction. (Not participating/frequently absent)
LEADERSHIP TEAM ACTIONS	<ul style="list-style-type: none">- Weekly check in at team meeting to be reported at a weekly team leader meeting- Facilitate conversations at 3rd team meeting to ensure all team members are utilizing developed protocol to monitor student engagement- Communicate with administration regarding adjustments that need to be made to the overall process based on formative data collection/trialing process- Work with admin to plan job-embedded learning opportunities for staff to engage in sharing ideas to increase student engagement

ACTIONS	ACTION 1: Engagement: We must do whatever it takes to ensure that ALL students are engaging in instruction. (Not participating/frequently absent)
ELST/ COACH ACTIONS	<ul style="list-style-type: none">- Support engagement "check ins" through content lens to support teachers with natural ways to embed these check ins into instruction- Support classroom teachers in implementing engagement strategies and completing the engagement flowmap- Support lesson design and development to ensure instruction is engaging and accessible to all learners- Model engagement techniques requested by the teacher/discussed during planning sessions

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**Principal/AP
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indicators**

**Leadership &
Instructional
Coaches Review &
provide feedback**

**Staff Review and
Reflection on
Admin/
Leadership/
Instructional
Coach indicators**

STAFF REVIEW & FEEDBACK

- Staff engaged in the EXACT same process that leadership/ELST team did, only on a bigger scale
- Team leaders and instructional coaches helped facilitate the process
- Provided feedback which was recorded
- Asked clarifying questions regarding responsibilities of
 - Administration
 - Leadership Team
 - Instructional Coaching Team (ELST)

BREAK OUT ROOM DISCUSSIONS

- ① Number off 1 to 3
 - ① #1 - Principal Action Focus
 - ② #2 - Leadership Team Action Focus
 - ③ #3 - ELST Team Action Focus
- ② Review your assigned actions/bullet points and choose ONE to discuss
 - ① Individual Think Time
 - How will this action/bullet point positively impact student learning?
 - How will this action/bullet point impact your professional work?
- ③ Round Robin beginning with **PERSON #1**



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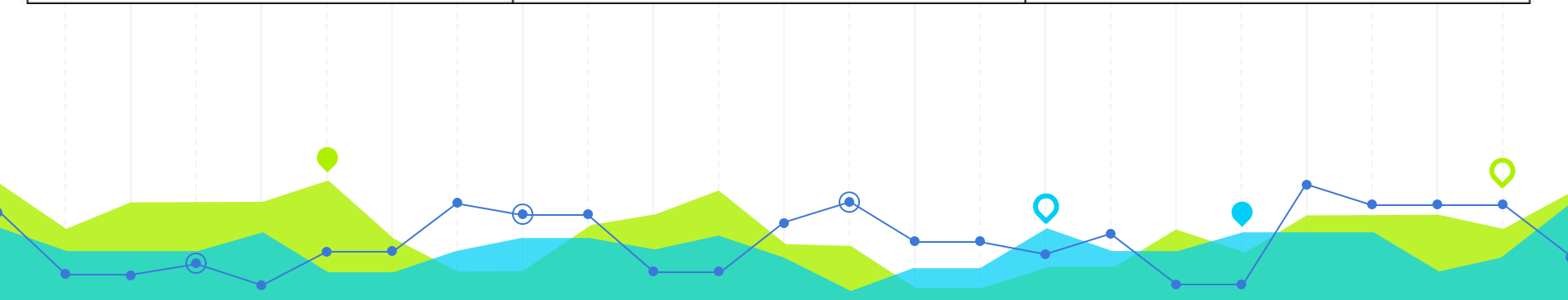
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**Staff reflect
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TEAM/ INDIVIDUAL ACTIONS (Grade-Level and Specials/ Exploratories)	<ul style="list-style-type: none">- Report daily attendance (present/not present/time in & time out to clerical aide)- Follow flowchart, document concerns, and report data to team leader each week- Contact parents when student engagement is concerning (Tier 1 problem solving steps - MTSS)



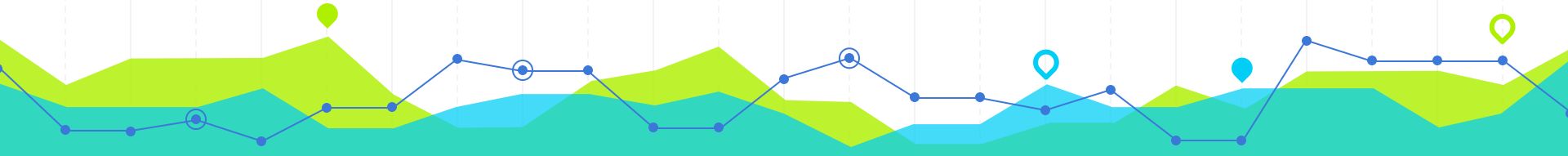
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PIT ACTIONS	PROBLEM SOLVING: <ul style="list-style-type: none">- Attendance protocol follow up and facilitate problem solving discussions when needed (MTSS format)- Brainstorm tier 1 strategies for increasing student engagement for teachers to implement as part of the engagement protocol.



BREAK OUT ROOM

DISCUSSION/FEEDBACK

- Team Leaders add feedback using the Comment feature on CM School SIP (20-21) Document
- Feedback to consider:
 - Are there any action step indicators/bullet points that need to be ADDED?
 - Does any language need to be clarified/changed?



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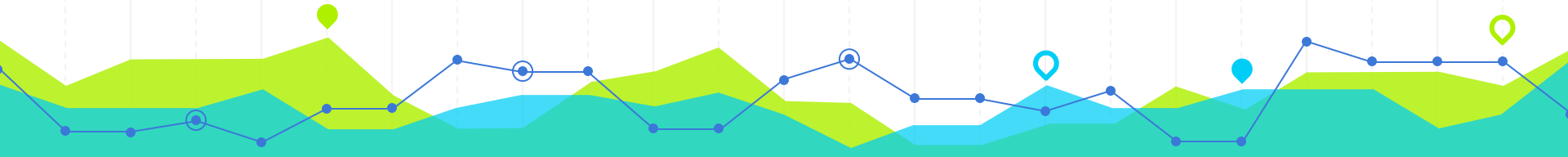
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Personal Commitments, Feedback & Reflection

STAFF COMMITMENTS



WHAT ARE PERSONAL COMMITMENTS?

- They are SPECIFIC
 - Over-clarify (which strategy? What student(s)? When? How will you communicate or collect information?)
- They are MEASURABLE
 - How will you know you are successful? (Data, How many, deadline, etc.)
- They are INTENTIONAL
 - Is this something that would occur without you intentionally taking action? If so, challenge yourself with a different commitment.
- They are SHORT TERM
 - Is this something that is feasible to accomplish this week?
- They are PUBLIC
- They are NOT THE ONLY FOCUS OF YOUR INSTRUCTION
- When implemented they will MAKE A DIFFERENCE!

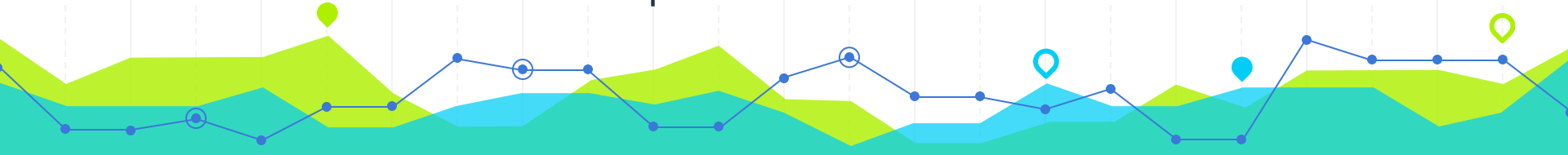
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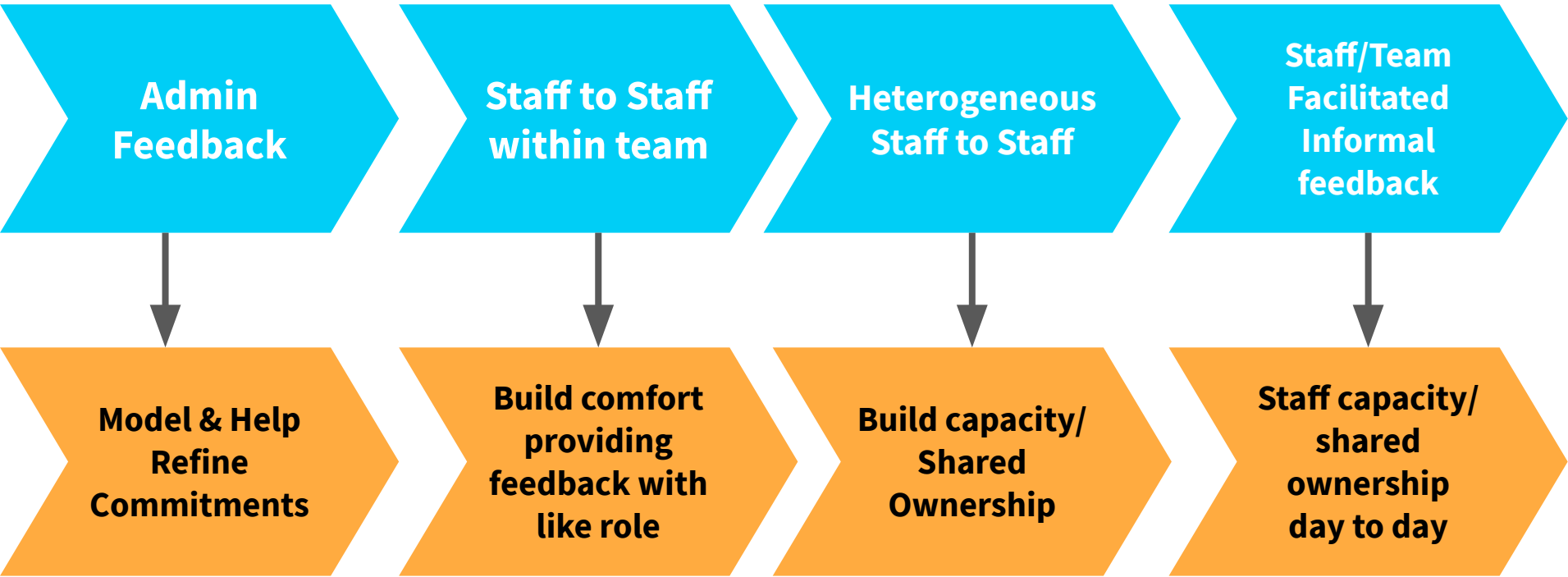
- Build staff capacity to increase specificity and intentionality while writing biweekly commitments
- Increase staff to staff accountability & comfort having critical conversations
- Small action steps lead to big change!

NON PURPOSE:

- Create an administrative facilitated process that requires compliance and constant administrator supervision



FEEDBACK EVOLUTION



EXAMPLES

I will work on providing sentence frames and sentence starters for my CLD student Aleks during each informative writing lesson this week and next. I will also have him orally share his thought using the sentence frame or starter with a partner before writing it down. I will check in with Aleks to see if what he orally shared is what he actually wrote down on his paper.

Aleks has voluntarily raised his hand to share with the class his idea for writing, and he completed his writing task in class during the given time. An area I will continue to focus on is proving sentence frames and holding him accountable to share and write even when learning remotely. I will check in with him at the end of writing or during small group time to see his writing progress.

EXAMPLES

I'm committing to working on creating language objectives for my lessons and small group lessons. I think this will help with planning and structuring my lessons to keep them clear and focused. I will work with Jackie to learn more about this and to help!! I will plan to circle back to language objectives at the end of lessons and reference them when assessing work.

Jackie has been helping me to write language objectives for math. I will continue to work on trying to write language objectives at the start of my planning, sending drafts to her if I'm looking for feedback on how the objective might align to the lesson. Using a few today, I think it was helpful and more straight forward for my students! We also circled back to the objective at the end of our lessons to self assess.

EXAMPLES

My commitment is to work with a small group of students to help them determine the best fit subtraction strategy for them and to see where their mistakes are being made. Using the Unit 5 post Assessment data, a group of students were identified as needing more support with determining the strategy that works best for them with double digit subtraction. Students have been introduced to a variety of strategies to solve two digit subtraction. This group of students is switching between the strategies and making errors. By working in a small group, I am hopeful that I can pinpoint the errors and direct students to the strategy that works best.

Going Well: I met with this group once and was able to support three of the four students. Luke & Bri were using a number line but making errors with their landings. The hops were correct and they had an understanding of how to use the number line. We talked about how to double check their work and make hops to a friendly number to make the problems easier. This was effective for them! For Charlie, he was using the base ten model and making mistakes with drawing the blocks where he could not read them and use them as a visual support. He would also sometimes draw the blocks for the number that was being taken away. We talked through which number needed to be represented and how using the shape pieces from seesaw would be a helpful tool. This way he could pull the correct number of blocks/pieces and cross out to show the subtraction or grouping. This was helpful and he showed success with this strategy. The fourth student in this group was Elizabeth and she was very distracted over zoom. She messaged me that she couldn't concentrate because of distraction in her home.

Next Steps: I am going to pull Elizabeth again when she can focus and we can work together on a strategy that works best for her. I am also going to pull the other three students again to ensure that the strategies determined are still working well for them.

EXAMPLES

After working with Isabella over the past several weeks to increase her speaking output with intervention 'buddy' sessions, I will now engage her in speaking output activities in which she will use the word 'because' 3 or more times. For Carter, I will continue to utilize intervention to, once a week, allow him the opportunity to practice his handwriting and articulating his thoughts to paper. After having now completed weekly sessions of writing 'about-me's' and step by step instructions, he will begin handwriting assignments aligned to current literacy targets.

What's going well: Isabella is now using the word 'because' to elaborate on explanations which is thus increasing her speaking output. My CLD coach and I discuss Isabella's progress with this Access goal and that really helps me to make sure each 'buddy session' is aligned towards measurable growth.

What I might change: I want to make sure that Isabella can transfer her use of the word 'because' to academic conversations as well.

I schedule Carter's handwriting work to be done with his aide in intervention, which is so much more beneficial to him as she can devote 100 percent of her time at intervention to working with him and it is uninterrupted for him.

EXAMPLES

I will meet with a particular student to help fill in the gaps with phonics and decoding. I have met with Lauren Fix to learn how to go about implementing some lessons with this student to give them the tools they need to be a successful reader and continue progressing in their decoding strategies. I will plan to meet with this student three times a week during intervention or small group time to implement these lessons.

-We met for the first time today and it went really well. The student was engaged and excited and I felt confident leading out the lesson.

-One change is that after receiving our new updated intervention schedule, it is only realistic for me to meet with the student two times a week during intervention. Tuesdays and Fridays. I will plan to do this moving forward.



EXAMPLES

My goal is to collaborate with 1 teacher to discuss language formulation strategies we are both using in our settings.

The challenge with this goal is that before and after school time are frequently filled with meetings already, and there is not really time available during the school day to talk live with teachers. I can adjust this by focusing on just sending an email



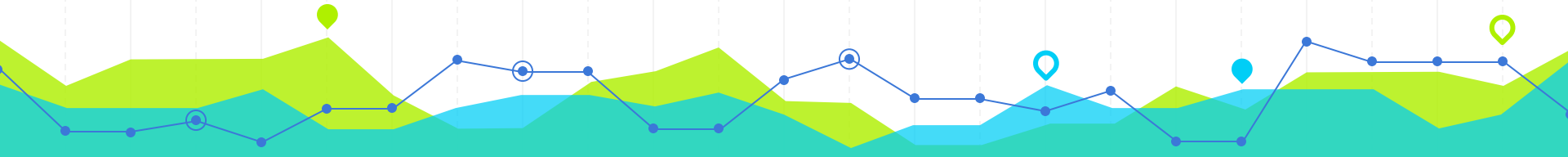
REFLECTION & RESULTS



REFLECTIONS

Administration:

- Immense power in vulnerability and modeling
- Intentional about intentionality
- Take it slow to move fast -action over compliance
- Build staff capacity throughout the process
- Weekly to biweekly commitments
- Classroom visits/informal walkthroughs focused on staff driven goals
- Small stepping stones vs large ticket items = more manageable



Staff Reflections:

Working with the coaches was an important component of making progress with my goals. I have felt like student engagement and differentiation have both increased due to the goals/reflection.

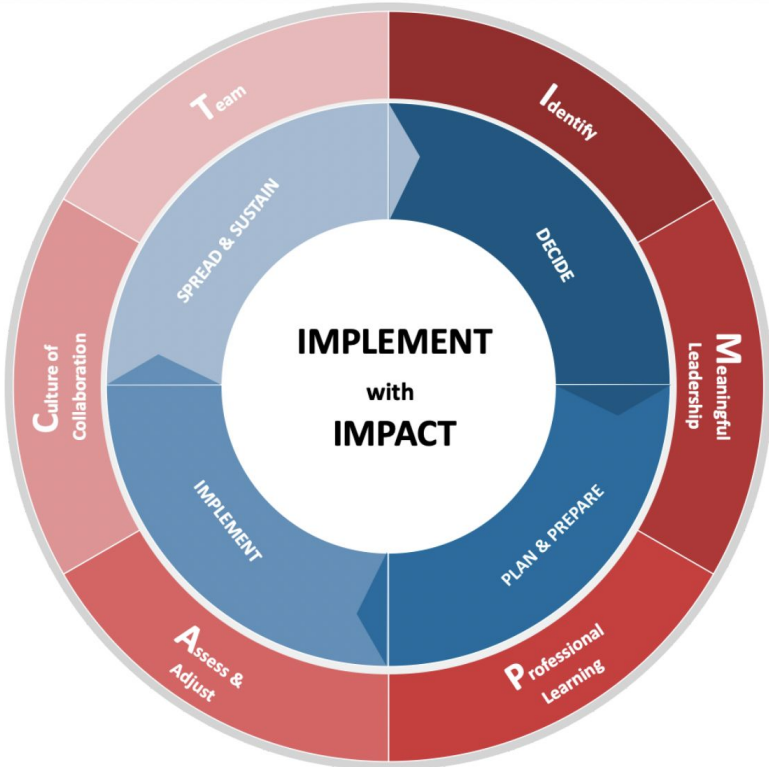
REFLECTIONS

I do appreciate that this held me accountable for specific goals in order to refine my thinking and instructional practices during this school year. It has helped broaden my thinking around all of the different action steps. It helped make everything more individualized when I was able to focus on certain students for specific weeks. It gave us a nice weekly roadmap.

Overall, this process made me more aware of what it is I SHOULD be doing and held me accountable for that goal. If I could do it all over again, I would have made 1 goal and continued tweaking and refining that goal.

The UDIP conversations have been amazing this year. We have moved from a general data conversation to a detailed conversation around specific students. After teachers have made a commitment, coaches were then able to support teachers with their commitments. This ensured that each and every student was challenged and received an equitable education.

IMPACT FRAMEWORK



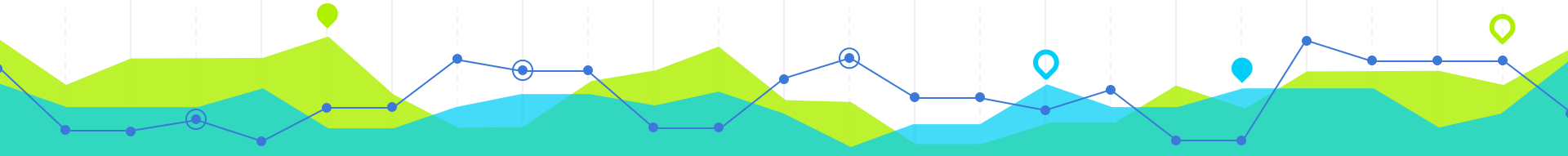
IMPACT FRAMEWORK

Inclusion	Meaningful Leadership	Professional Learning	Assess & Adjust	Collective Efficacy	Team
Development of look-fors for each team/role with direct input	Leverage already existing protocols and mechanisms to facilitate learning and analysis around SIP	All learning at Staff Meetings directly connected to areas of SIP; intentionally designed experiences to be staff led	Micro commitments to measure, gather feedback, reflect, and alter course while unwavering our focus on goals	Built capacity of staff to develop measurable commitments and provide meaningful feedback to sustain ownership and collective efficacy	Relied on districtwide administration teams, coaching team, grade level teams, and heterogeneous teams to provide perspective and help guide the work

NEXT STEPS



QUESTIONS?



CONTACT INFO

Meghan Bird - Principal - mbird@kcsd96.org

Jason Williams - Assistant Principal - jawilliams@kcsd96.org

Jackie Griffin - Language Development Coach - jgriffin@kcsd96.org

