ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

Background:

Action Taken	Insights or Result of Action
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1.) During the 2016-2017 school year reviewed growth and proficiency data over time.	• What we Found: o Growth and proficiency levels were not satisfactory.

2.) Completed a curriculum and assessment inventory for the school.	• What we Found:
	  o Each class was functioning autonomously.
	  o No common tier one instruction.
	  o I-ready, the school wide system for tracking data, was being utilized

3.) Met with teachers to obtain their mindset and stance regarding current curriculum and moving to a school wide approach.	• What we Found:
	  o Autonomy was celebrated and valued as a strength.
	  o Staff was very hesitant and opposed to the idea of adjusting or shifting tier one instruction to a school wide approach.

4.) Student Growth and Proficiency shared and analyzed with teachers.	• Result:
	  o Teachers acknowledge need for the change
	• What we Found:
	  o Teachers were hesitant on moving into a new curriculum.

5.) Academic Team met with Northeastern Nevada Professional Development Program (NNRPDP)
6.) Contacted districts who have undergone Curriculum shifts.
	• What we Found:
	  o It was discussed and discovered changing all Tier one curriculum in a single year has been ineffective and leads to holes in implementation.
	  o Professional Development needed to be provided with each change in Curriculum.

7.) The team decided to use data to prioritize curriculum adjustments	• What we Found o Math became the area of biggest concern with the lowest scores.

8.) Through meetings with NNRPDP Eureka Math and Readers and Writers Workshop was chosen for Tier one instruction.	• Action
	  o 2017-2018 Was the implementation year for Eureka Math school wide.
	  o Professional Development was focused on implementation of Eureka Math.
	• What we Found:
	  o There was a gap that needed filled as the curriculum being used prior to the switch was not matching the rigor required within Eureka Math.

• We knew making drastic curriculum changes had risks such as possible implementation dips. Those are conversations we had as a team and decided if we wanted to be amazing, change was going to have to happen**.** • **If we hadn't made changes, and our growth continued as it was, we would still currently be 2 stars due to the increase in state expectation. Our growth would not have kept up with state expectations.**	

9.) ☆ ☆	• Action:
	  o 2018-2019 was the implementation year for Reader's and Writer's workshop school wide.
	• What we Found:
	  o We discovered for the elementary the switch was a drastic change because it wasn't just the implementation of the new curriculum but a change in mindset and our understanding of how kids learn and understanding best practices in teaching ELA.
	• Jr. High was already currently using Readers and Writers Workshop
	  o We hired a new ELA teacher for 7th and 8th
	  o Implementation was focused on training new teacher and refining practice.

Now (2019-2020):

Action Taken	Insights or Result of Action

1.) Analyze SPCSA's feedback and suggestions.
    a. Clear and Concise student objectives
    b. Increase Rigor and questioning techniques
	• Create school wide goal to raise proficiency.
	• By Sunday, teachers will submit through google doc tracker:
	    ○ 2 higher level questions for every day of the week
	    ○ Student friendly objectives for every lesson of the week
	• Teachers will meet with coach once a week to review questions and objectives

2.) Moving into 2019-2020 the focus was to shift from Tier one instruction into our Tier two instruction and providing the interventions need to fill holes.
    a. After analyzing our CRT results that is still the plan just at an **accelerated pace**.
	• Use Data Wise as structure for data process.
	    ○ Provide teachers with professional development on interpreting and comparing data from multiple assessments (learner centered problem) and how to implement new teaching strategies targeted to areas of need identified by data (problem of practice). (See appendix A)

3.) Analyzed results from SBAC a. Analyzed our school wide data and growth tracking tools (I-ready).	• Made the decision to implement MAP assessment school wide for math and ELA to give us another data point that is closely related to the SBAC assessment.
4.) Compared Spring 2019 CRT Data to Fall 2019 MAP and I-Ready Data.	• Big discrepancy in data results. • CRT shows ELA is bigger area of concern • MAP and I-ready show math is bigger area of concern • Proficiency numbers are very different • **Bottom line:** We have a lot of work to do in both areas

5.) Three teachers are attending SBAC Professional Development to:
    a. Better understand components of assessment
    b. Analyze EIAA data to better understand what claims we struggle in and what that means.
	• Teachers provide PD to staff on findings and understandings
	• Adjust instruction and questions based on findings

6.) Hire learning Strategist	• Fulfill requirements of RBG3
7.) We have a third-party evaluator evaluating our data and professional development plan as the year proceeds. (Impact Evaluation and Assessment Services)	
8.) Admin will update Board with I-ready data quarterly 9.) Admin will update Board with MAP data in the winter and the fall.	

PD plan

Teachers who have completed Collaborative Inquiry Teams will demonstrate the ability to choose and implement new teaching strategies targeted to areas of need identified by multiple assessments.	
Outcomes	**Evidence**
Teachers will:	**Gusky's Professional Development Evaluation** (**Guskey**)
1. Teachers will learn to interpret and compare data from multiple assessments (learner-centered problem)	**Level 1** **Participants' Reactions** • teacher Evaluation
2. Teachers will learn and implement new teaching strategies targeted to areas of need identified by data (problem of practice)	**Level 2** **Participants' Learning** • Data. Google Form. Assessment Knowledge Survey pre/post and Stoplight Report • New Strategies. Primarily qualitative • Observation Protocol, Action Plan, Coaching Notes
	Level 3 **Organization Support & Change** • End of Cycle Survey
	Level 4 **Participants' Use of New Knowledge and Skills** • End of Cycle Survey, • Coaching Notes, • Action Plan, • Observation Protocol • Semi-Structured Interviews • Teacher submissions of higher-level questions and student objectives.
	Level 5 **Student Learning Outcomes** • SBAC, aggregated by subject, by cohort of Collaborative Inquiry Teams, measured against service area totals, annually • MAP

Plan/Schedule

- **September**
  - 4th-1.1, 1.2, 1.3, (ACE Habits of Mind, Ladder of Inference, Stoplight Protocol)
  - 11th -Coherence Protocol (identify entry point), Assessment Knowledge Questionnaire (Baseline data)
  - 18th-Organizing for Collaborative Work
  - 25th- Build Assessment Literacy, Create a Data Overview, analyze data and find the story, identify a school-wide priority question
  - 26th (½ Day)- Build Assessment Literacy, Dig into Student Data: Analyze Beginning of Year (BOY) data (SBAC, MAP, writing samples, running records), identify a school-wide learner-centered problem
- **October**
  - 2nd-Build Assessment Literacy, Examine Instruction
  - 9th- Identify a problem of practice
  - 16th-Develop Action Plan
  - 23rd- Act, Assess, Adjust (implement the action plan, assess progress, adjust)
  - 30th -Act, Assess, Adjust
- **November**
  - 6th P/T Conferences (no meeting)
  - 8th (All Day) Act, Assess, Adjust
  - 13th Collaborative Inquiry Teams: Act, Assess, Adjust
  - 20th Act, Assess, Adjust
  - 27th Early Out Thanksgiving (no meeting)
- **December**
  - 4th Act, Assess, Adjust
  - 11th Act, Assess, Adjust
  - 18th Christmas Program (no meeting)
- **January**
  - 8th Act, Assess, Adjust
  - 15th Collaborative Inquiry Teams: Act, Assess, Adjust
  - 22nd Create Data Overview
  - 24th (All Day) Dig into Student Data (identify a learner-centered problem)
  - 29th Collaborative Inquiry Teams: Examine Instruction identify a problem of practice)
- **February**
  - 5th Create Action Plan
  - 12th Collaborative Inquiry Teams: Act, Assess, Adjust
  - 19th Act, Assess, Adjust
  - 26th Collaborative Inquiry Teams: Act, Assess, Adjust
- **March**
  - 4th Act, Assess, Adjust
  - 11th Collaborative Inquiry Teams: Act, Assess, Adjust
  - 13th (½ Day) Dig into Student Data (identify a learner-centered problem)
  - 25th Examine Instruction (identify a problem of practice)
- **April**
  - 1st P/T Conferences (no meeting)
  - 3rd (All Day) Create Data Overview, Dig into Student Data, Create Action Plan
  - 8th Spring Break (no meeting)
  - 15th Develop Action Plan
  - 22nd Collaborative Inquiry Teams: Act, Assess, Adjust
  - 29th Act, Assess, Adjust
- **May**
  - 6th Collaborative Inquiry Teams: (SBAC testing week) Act, Assess, Adjust
  - 13th Collaborative Inquiry Teams: (SBAC testing week) Act, Assess, Adjust
  - 20th Create Data Overview
  - 27th Collaborative Inquiry Teams: Dig into Student Data
- **June**
  - 3rd Create Action Plan
  - 10th Collaborative Inquiry Teams: Create Action Plan (Last Day of School)

Integration of Standards for Professional Learning

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies the outcomes, roles, and responsibilities of stakeholders in the learning and demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	A learning community will be formed with the staff (one per grade band level k-8) for one large group of roughly 12-15 and smaller groups of both grade bands and heterogeneous groups. Weekly professional learning will provide a forum for this community. The learning community participants will follow the Data Wise Improvement process through the implementation of Collaborative Inquiry Teams. In this community, learners will explore data analysis, examine problems of practice, develop action plans, assess progress, adjust action plans including new instructional strategies, and reflect on personal practice and implementation.
LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	The PLP is designed to develop capacity in all participants and support systems for ongoing professional learning.
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	Human resources include two NNRPDP coordinators, as well as the teaching staff at EIAA willing to commit to weekly professional learning meetings, implementation of the Data Wise Improvement Process and Collaborative Inquiry Teams, and coaching.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	**Short term measures:** 1. Teachers will demonstrate an increased level of understanding of data (including statistical terms and methods and various assessment benchmarks and proficiency levels) as measured by the Assessment Knowledge Questionnaire and End of Cycle Survey 2. Teachers will demonstrate the ability to choose and implement new teaching strategies based on the results of data as evidenced by Observation Protocol, Action Plan, Coaching Notes, and End of Cycle Survey **Midterm measures:**

	1. Teachers will demonstrate increased levels of confidence and understanding data as measured by Assessment Knowledge Questionnaire (and the Stoplight Report aggregate results) **Long term measures:** 1. Increased student learning and growth as measured by aggregate assessment scores and those scores compared to comparison group
LEARNING DESIGNS: **Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.**	Guskey's Five Levels of Professional Development and the Standards for Professional Learning are the basis for this professional learning. The learning includes opportunities to identify personal and professional relevancy through reflection, inquiry, practical engagement, collaboration, interconnection, integration, and application of concepts.
IMPLEMENTATION: **Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.**	Participants are provided with tools to support their efforts in making essential instructional shifts required to successfully implement Collaborative Inquiry Teams through the use of the Data Wise Improvement Process. Continued support of outcomes will be made available to all stakeholders upon request.
OUTCOMES: **Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.**	Teachers will provide students with actions- data-driven instructional strategies that are monitored for progress toward learning goals and adjusted as needed. This includes a focus on NVACS, teach the whole class, small groups, and individuals in order to increase student learning, and participate in coaching in the content area.
EQUITY: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities, and outcomes with an emphasis on addressing achievement and opportunity disparities between student groups.	Teachers will learn effective pedagogical practices that provide equitable access, opportunities, and outcomes for all students.
CULTURAL COMPETENCY: Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich educational experiences for all students.	The recursive Data Wise Process, in conjunction with Collaborative Inquiry Teams, will increase pedagogical knowledge, enhance implementation of a variety of teaching strategies, along with self-reflection supports teachers as they develop culturally-responsive strategies for all students.