



Progress Report for JCPS

DuFour - Urban PLC Pilot

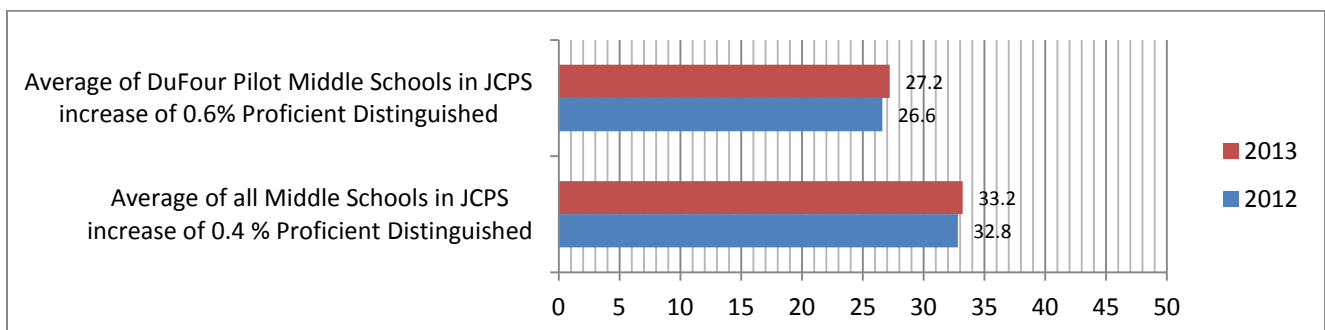
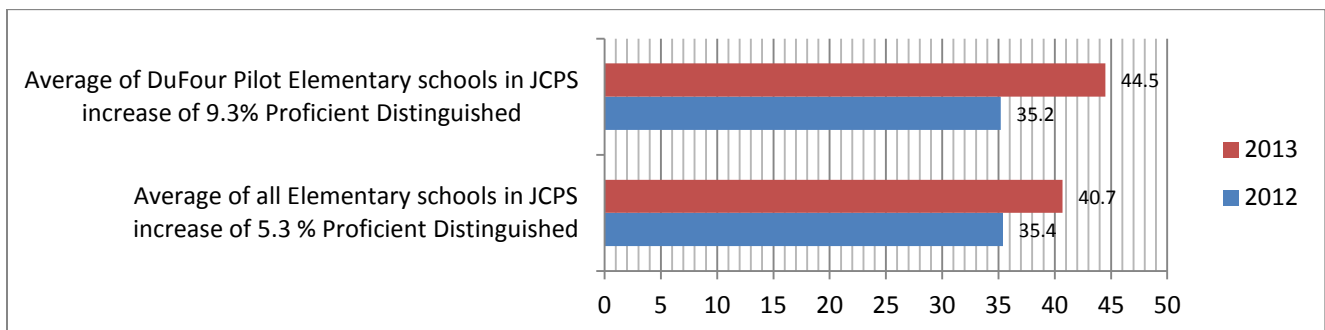
Participating schools: 2012-2013 School Year: **Frayser ES**, Wheeler ES, Coral Ridge ES, Minors Lane ES, McFerran ES, Engelhard ES, Rangeland ES, Dunn ES, Field ES, Kenwood ES, Lassiter MS, Frost MS, and Noe MS.

2013-2014 School Year: **Iroquois HS**, Wheeler ES, Coral Ridge ES, Minors Lane ES, McFerran ES, Engelhard ES, Rangeland ES, Dunn ES, Field ES, Kenwood ES, Lassiter MS, Frost MS, and Noe MS. (Frayser ES left the pilot and Iroquois HS came in.)

Objective: Develop a sustainable professional learning community - a collaborative culture with a focus on learning and a focus on results while using this new continuous improvement structure to specifically work on the implementation of the Common Core State Standards for Mathematics.

Feedback data from PLC progress reports: All the schools are working on their team structures and working to focus on data. In most schools, they are doing a good job in these areas: creating a safe learning environment, celebrating student success, and creating formative assessments aligned to the CCSS. Almost all the schools have the following areas that still need to be strengthened: creating a common language for learning, holding team time sacred, building a schoolwide process for intervention that can take place entirely in the school day.

Growth in State Math Scores



Reflections: The schools have learned how to celebrate student success but have not created cultural components to celebrate adult learning, risk taking, and improvement.

RTI at Work Coaching Academy

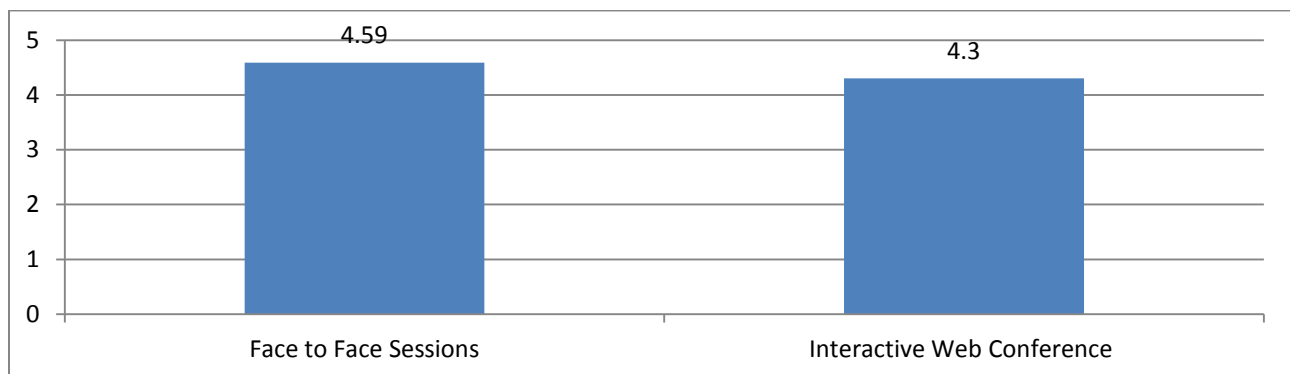
Participating schools: Iroquois HS, Seneca HS, Doss HS, Ferncreek HS, Fairdale HS, Southern HS, Stuart Middle, Olmstead Academy North, Olmstead Academy South, Academy at Shawnee

Objective: Dr. Austin Buffum is leading this ongoing RTI Academy. The ongoing dates are June 17-18, July 15-16, and will conclude December 11-13. Interactive web conferences will be held September 27, November 1, and December 18. Leadership teams from participating schools will know what successful response to intervention (RTI) looks like when all the pieces come together. RTI's underlying premise is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students who demonstrate the need. Teams will learn how to create a tiered system of supporting that includes:

- Tier 1 core instruction that ensures all students have access to rigorous essential grade level curriculum, highly effective teaching, and embedded academic/behavior support.
- Tier 2 supplemental interventions that support students in grade level curriculum, immediate prerequisite skills, and academic/social behavior expectations.
- Tier 3 intensive interventions that develop foundational prerequisite academic skills (reading/number sense/writing/English language) and behaviors, without removing students from essential grade-level curriculum.

Teams will build a timely, targeted, and systematic intervention program by looking at the four essential elements to a successful RTI model: collective responsibility, concentrated instruction, convergent assessment, and certain access.

Coaching Academy Evaluation Results through October, 2013 (Highest possible score is 5)



Feedback data: Specific evaluation feedback on what teams appreciated included the following:

- Gained specific strategies to enhance PLC
- Can create focused learning targets
- Will use unit assessment maps
- Appreciated collaborating with people from other schools
- Finally understand a true systematic approach to RTI

Reflections: Schools have much to gain from an ongoing intensive learning experience like this. Not only are they learning from the trainer but also from each other. The IWC sessions will ensure Dr. Buffum can help the schools get over any speed bumps that might arise as they implement their new plans back in the buildings.

SIG Schools Initiative

Participating schools: Fairdale HS, Seneca HS, Waggener HS, Doss HS, Iroquois HS

Objective: Each school determined their own needs based on their achievement data and plans for support and professional development were written accordingly. All schools worked in varying degrees on leadership training, effective instructional practices, observation protocols, creating a collaborative culture, developing SMART goals, data analysis and progress monitoring, assessment and grading (including common formative assessments), differentiated instruction, transforming school culture, and developing a behavior pyramid of intervention.

Feedback data: Several trainers have been used to cover specific topics. In most cases, Solution Tree had one trainer who anchored most of the work in each school with specific presenters brought in for topical expertise. In all cases, the anchor presenter and the Solution Tree PD team worked closely with the additional presenters to ensure they were properly briefed with background knowledge of past training and clarity around the needs of the school. A total of 79 on-site training days have occurred in the 5 buildings over the past 2 years. The trainers ranged from a 3.69 to 4.8 out of 5 on their evaluations. The data was always higher when the presenters were sharing strategies that could be used immediately in the classroom. Data monitoring sessions received the lowest scores. Ultimately the data we all focus on is improvement in overall student achievement and strong gains for sub-groups.

Reflections: Training is only as good as the accountability implemented and the high expectations set by leaders. "That which is monitored gets valued." The schools that immediately determined goals, timelines and responsibilities for implementation have gotten better results. Schools who had training for teams during their planning time had poorer results because the lack of planning showed lack of value for the training. In one instance, we had an established author who got to one of the SIG schools only to be told "We forgot you were coming. Just go around and see if you can meet with groups where you can." The author reported that the faculty members were kind but the day was not a good use of his time nor the district's resources. It is not a surprise this is still a struggling school. Historically SIG schools throughout the country have many challenges as they strive to transform. In many cases, they are working on too many initiatives at once. They also have the most fires to put out. The immediate concerns trump the more important initiatives. Only when school leader's receive ongoing guidance and mentoring do they usually stay focused on the real struggles of school reform.

Focus of On-Site Support from Solution Tree					
	Year 1 - 2011-2012		Year 2 - 2012-2013		Year 3 - 2013-2014
Fairdale High School	PLC Implementation	Overall State Accountability Score: 46.0	Data Analysis, Differentiated Instruction	Overall State Accountability Score: 52.0 ↑	Response to Intervention
Seneca High School	PLC Implementation	Overall State Accountability Score: 45.7	Data Analysis, Differentiated Instruction	Overall State Accountability Score: 53.2 ↑	School Culture, Response to Intervention
Waggener High School	PLC Implementation, Leadership	Overall State Accountability Score: 41.7	Data Analysis, School Culture	Overall State Accountability Score: 47.3 ↑	N/A
Doss High School	N/A	Overall State Accountability Score: 35.8	PLC Implementation	Overall State Accountability Score: 42.8 ↑	N/A
Iroquois High School	N/A	Overall State Accountability Score: 34.4	PLC Implementation, Behavior Interventions, Observation Protocol and Instructional Practices	Overall State Accountability Score: 40.5 ↑	N/A

Comprehensive Reflections for JCPS:

Nationally the research indicates that districts that experience high mobility in some schools need to create:

- a shared vision and a common language for learning.
- specific district SMART goals to which all schools align their own SMART goals.
- implement a tight – loose leadership model. The district must be tight on their expectations for each school but loose in how the school achieves them.
- design a system where we track the student's progress regardless of the school is essential.
- build the professional learning community process to ensure continuous improvement safeguarding time each day for collaborative teaming and learning interventions.
- Develop districtwide homework and grading policies.

We congratulate the Jefferson County Public Schools for the leadership they provide to individual schools and to the community. Solution Tree is honored to serve as your partner in ensuring high levels of learning for all students.