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Education

Shue-Medill Middle School: Cultivating School Improvement on the Ground Floor

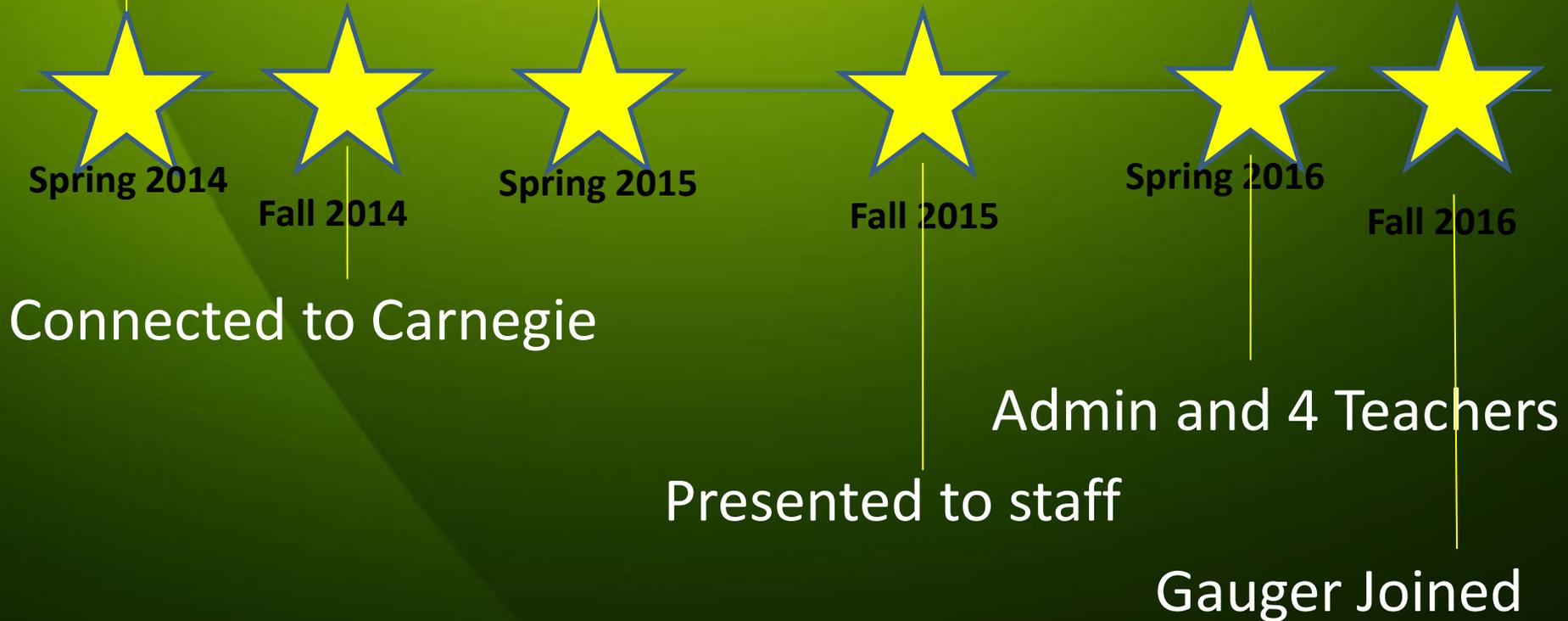
April 2018: Carnegie Summit
Dr. Christina James
Mrs. Lindsey Muldoon
Mrs. Patricia Jefferson



WHERE WE STARTED

New admin leader searching for assistance

MCA Joined Schools that Lead/Carnegie





Where Are We Now

- Admin and 50% of teachers are actively incorporating school improvement strategies specific to their classroom
- Additional 10% of teachers reported they want to commence a PDSA and asking for assistance from team
- 100% of teachers participating in monthly PLC's
- 93% participating in Request to Retest Change Idea
- 60% participating in Mindfulness/Mindbooster Change Idea



How We Got Here

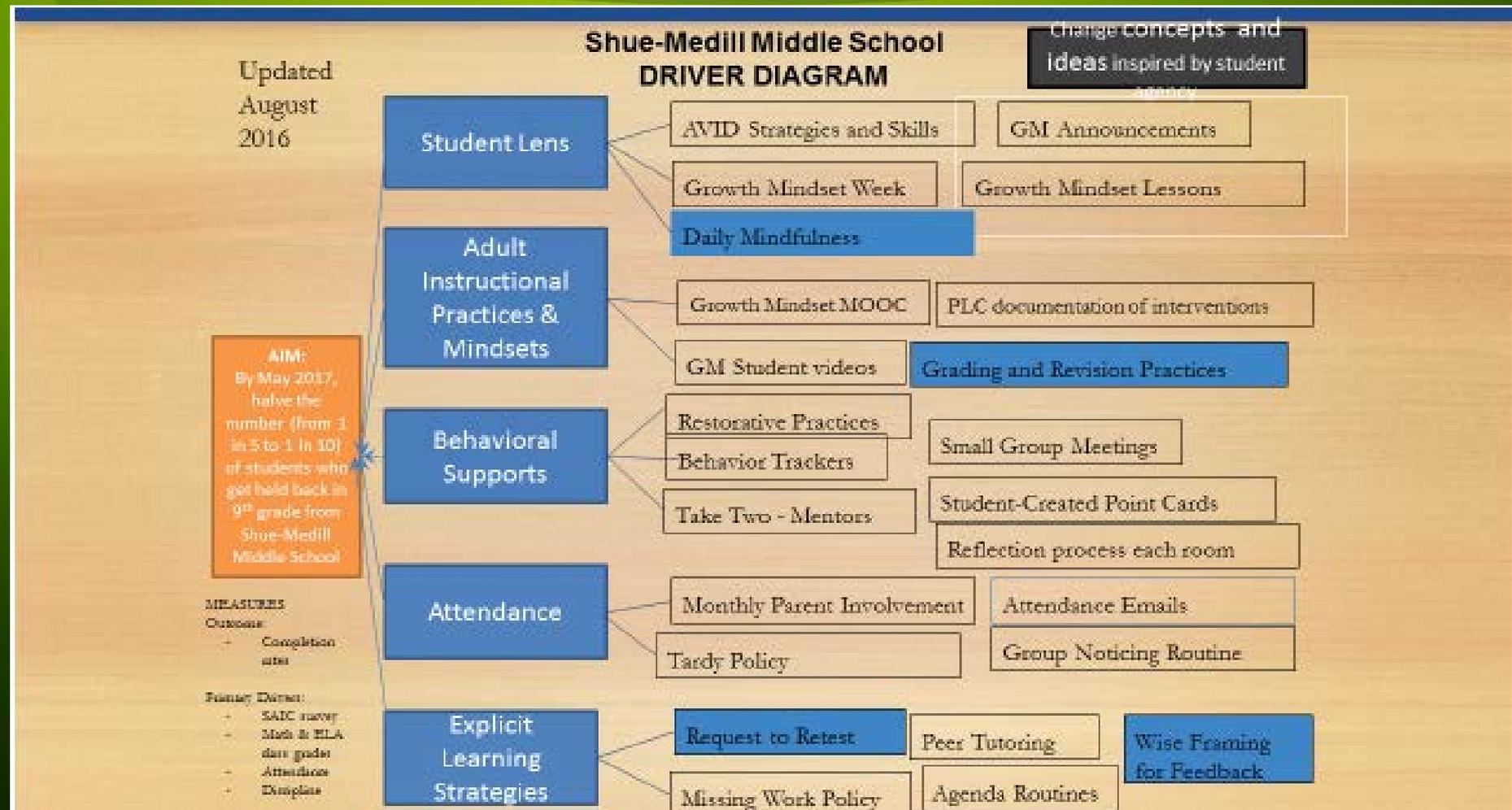
Networking is Necessary

- Schools that Lead
 - Connected us to Carnegie's Network
 - Assisted in PDSA work
 - Organized monthly check ins/ site visits
 - Data protocol approach
- Carnegie
 - Platform to network with schools across the country
 - Bank of resources revolving around research-based and practiced change ideas
 - Access to experts

Developing Driver Diagram

- Develop AIM
- Use of Carnegie's Expertise
 - Growth Mindset
 - Value
 - Belonging
 - Learning Strategies
- Initial SAIC Survey with random population of students
- Draft presented to whole staff with suggested activities corresponding to the 5 drivers

Driver Diagram: Then



HOW WE GOT HERE (Cont'd)

Driver Diagram: Now

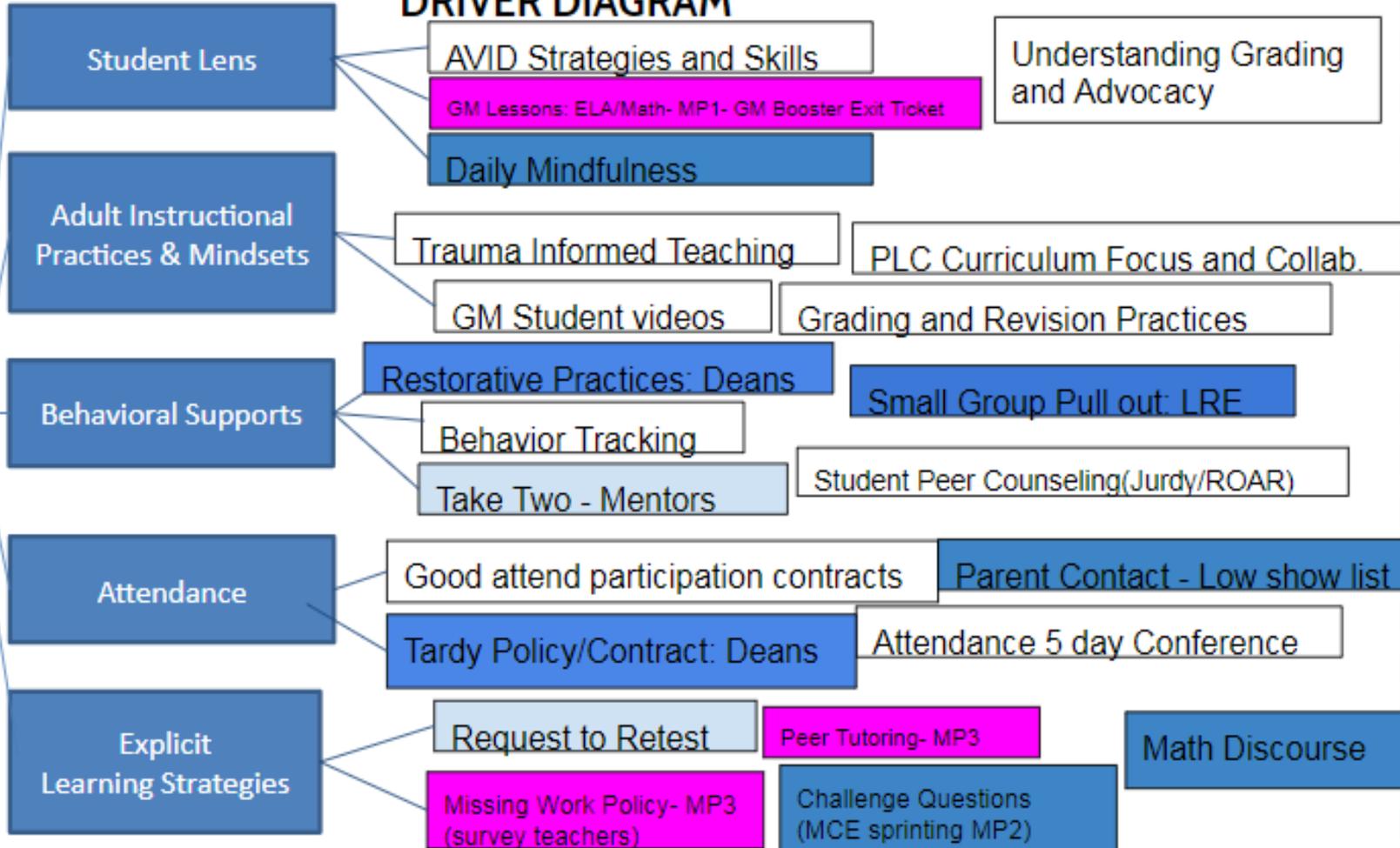
Shue-Medill Middle School DRIVER DIAGRAM

Change concepts and ideas inspired by student agency

Updated August 2017

Testing
Occurring w/o testing
Sprinting

By May 2018, reduce the number (from 1 in 7 to 1 in 10) of students who get held back in 9th grade from Shue-Medill



HOW WE GOT HERE (Cont'd)

Developing Watchlists

- Academic, behavioral, and/or attendance
- Tier 1, 2, and 3 or a combination
- History of data points include, but not limited to the following:
 - Prior behavioral interventions or behavioral plans/ behavior referral rate
 - Teacher completed insight cards
 - Communication with prior school(s)/teacher(s)
 - Communication with parents and students
 - Standardized testing/Grades
 - Attendance history (Transient)

Test Title:		Date:	
Tester:		Cycle#:	Driver:
What change idea is being tested?			
What is the overall GOAL of the test?*			

*Identify your overall goal: To make something work better? Learn how a new innovation works? Learn how to test in a new context? Learn how to spread or implement?

1) PLAN		
Questions: Questions you have about what will happen. What do you want to learn?	Predictions: Make a prediction for each question. Not optional.	Data: Data you'll collect to test predictions
Details: Describe the who/what/when/where of the test. Include your data collection plan.		

3) STUDY
What were the results? Comment on your predictions in the rows below. Were they correct? Record any data summaries as well.
→
→
→
→
What did you learn?

2) DO (Briefly describe what happened during the test, surprises, difficulty getting data, obstacles, successes, etc.)

4) ACT (Describe modifications and/or decisions for the next cycle; what will you do next?)



Teacher-Led Initiatives: Reflection Meets PDSA

HOW WE GOT HERE (Cont'd)

Teacher-Identified Areas of Need

- **Attendance** – what do we do with truancy? None of our current practices are working.
- **Behavior** – we have interventions in place, how do we know if they are working? Are we identifying the right students?
- **Academics**– How do we introduce approach to mastery?
- **Mindset**- How do we help our students feel a sense of belonging and value their education?
- **Organizational Level**- What do we need to know about social emotional learning? How do we support each other and our students?
- Q: Can you think of an area of need or how you could identify an area of need? Share!

What Teachers Tried (Individually)

- Missing Homework Board (Approach to Mastery/Attendance) ORIGINAL
- Chill 5 –Daily Mindfulness (Behavioral) ORIGINAL
- Request to Retest (Approach to Mastery) NETWORK
- Mindset Booster (Growth Mindset) NETWORK
- Math Discourse (Approach to Mastery) NETWORK
- Restorative Circles (Social Emotional) Out of NETWORK
- Meditation – Daily Mindfulness (Behavioral) NETWORK
- Challenge Questions- (Approach to Mastery) NETWORK
- Student Substitute Leader (Approach to Mastery) NETWORK
- Attendance Protocol for Truancy (Attendance) NETWORK
- Teacher to Student Mentoring (Behavioral) ORIGINAL
- Peer Tutoring (Approach to Mastery) NETWORK

HOW WE GOT HERE (Cont'd)

PLC Approach

- Originally
 - 4-6 Grade Level PLCs and 1 Schoolwide Staff Meeting a month
 - Presentations and talked at teachers instead of facilitating discussions
- Refined our PLCs since productivity of meetings is important to making school imp work
 - 4 routine grade level PLCs, 1 staff meeting, 1 department meeting, 1 student services meeting a month
 - Surveys, data presentation, discussion **(THIS IS THE KEY TO SUCCESS)**
- Q: Do you have PLC's at the ground level of your organization? Are they helpful? Why or why not?

Teacher Leader Initiative

- Peer-To-Peer Observation
 - Targeted towards a specific focus area established by the teacher (examples – collaborative discussions, following specific directions, asking questions, etc.)
 - Purpose is to gain feedback to directly enhance and improve classroom instruction (immediately)
 - More student focused, not necessarily teacher focused

Teacher Leader Initiative

- Peer to Peer Observations Occur Once a Month
 - Calendar of observation dates is established during summer planning
 - Substitute coverage is arranged by administration
 - Currently have nine teachers participating
 - Opportunities for peer collaboration and sharing of best practices to directly impact instruction and student engagement
- The TLI team shares what has been changed and what has been working during school improvement meetings, faculty meetings, and PLCs.



Facilitating Reflection Constantly: Two in-depth examples

HOW WE GOT HERE (Cont'd)

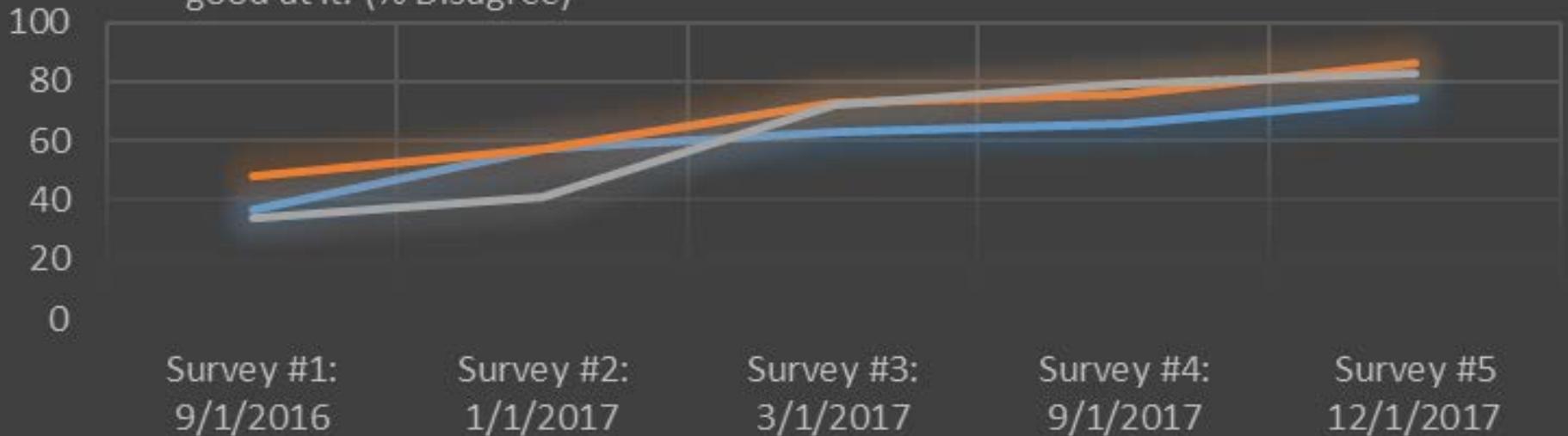
REQUEST TO RETEST

- 1 → 3 → 8 → 16 → 48 (Number of teachers using change idea has grown over 2.5 years)
- Student reflection surveys
- Tried to attach to our grading policy – mistake (DON'T MANDATE)
- 15 → 68 → 91 → 145 → 240* (Number of students using Request to Retest has grown over 2.5 years)
- Teacher reflection surveys
- How did School Improvement Team Adjust
 - Provided time in PLC for data tracking
 - Developed power point for students
 - Continue to present data at monthly PLCs
 - Tweaked what data we track
 - Changed grading policy

Growth Mindset

Mindset Survey Questions

- Question 1 You have a certain amount of intelligence in this class, and you really can't do much to change it. (% Disagree)
- Question 2 How confident are you that you can be successful in your Health class? (% Agree)
- Question 3 When you have to try really hard in this class, it means you can't be good at it. (% Disagree)



Obstacles Are Part of the Process

- PDSA/SAIC/School Improvement
- Handful of seeds - throw it down and see what grows NO MANDATING, make it relative to their classroom/building
- Always a few negative nellys, move forth anyway
- Letting teachers lead it/always adding to group (Teacher Leader Initiative)
- MAJOR OBSTACLE: FUNDING SUPPORT and DISTRICT PRESENCE

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What's Next?

What's Next

- Spread our work with nearby schools
- University of Delaware – future partners?
- Continue summer work - VERY IMPORTANT
- Building Student Voice
- Continue meeting with staff and reflecting

<https://tinyurl.com/y88g49cu>



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PLANT SEEDS AND THEY WILL GROW!

Where will you plant yours?