Field of Dreams

Let's Make it Happen!

District-Led Data Chats

Impact Review Action Plan

Vision

Dodgertown Elementary is known for its quality education system which engages and prepares all students for success.

Mission

To make a difference by educating, inspiring, and serving all students with excellence.

Motto

Bring Your "**A**" Game

1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	**Implementation Steps:** 1. Participate in district-led data chats 2. Review the district-provided data dashboard. 3. Request of district, an added data component to the data dashboard to reflect the progression/regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment. 4. Use the district-provided data dashboard to impact/improve teaching and learning to reduced regression of all students, including African American students, who earned a level 3, 4, or 5 on a previous statewide assessment. 5. Use leadership skills to show weekly improvement in within the data dashboard for all students, including African American students, who earned a level 3, 4, or 5 on a previous statewide assessment.

School: Dodgertown Elementary

Date: January 27, 2020

Rationale (summary of data):

Data Findings (ELA):

Grade	FSA % Proficient	i-Ready Winter	UA Average	UA % Green
3	0% 12 Retained w/12@RAL 1	Early 3+ 46% 23/50	52%	14%
4	31% 15/49	Early 4+ 18% 11/62	51%	15%
5	33% 15/46	Early 5+ 23% 12/53	55%	19%

Percentages based on students with scores, not total number of students.

Classroom Observation Findings:

	Evident	Partially Evident	Not Evident
1. Lesson(s)	3 out of 10	0 out of 10	7 out of 10
2. Tasks	3 out of 10	0 out of 10	7 out of 10
3. Questioning	2 out of 10	2 out of 10	6 out of 10
4. Monitoring	1 out of 10	0 out of 10	9 out of 10
5. Accountable Talk	0 out of 10	5 out of 10	5 out of 10
6. Differentiation	0 out of 10	0 out of 10	10 out of 10

School: Dodgertown Elementary

Date: January 27, 2020

Rationale (summary of data):

Data Findings (Math):

Grade	FSA % Proficient	i-Ready Winter	UA Average	UA % Green
3	0% 12 Retained w/10@MAL 1, 2@MAL 2	Early 3+ 30% 15/50	60%	30%
4	43% 21/49	Early 4+ 21% 13/63	56%	27%
5	46% 21/46	Early 5+ 21% 11/52	60%	33%

Percentages based on students with scores, not total number of students.

Classroom Observation Findings:

	Evident	Partially Evident	Not Evident
1. Lesson(s)	3 out of 10	0 out of 10	7 out of 10
2. Tasks	3 out of 10	0 out of 10	7 out of 10
3. Questioning	2 out of 10	2 out of 10	6 out of 10
4. Monitoring	1 out of 10	0 out of 10	9 out of 10
5. Accountable Talk	0 out of 10	5 out of 10	5 out of 10
6. Differentiation	0 out of 10	0 out of 10	10 out of 10

School: Dodgertown Elementary

Date: January 27, 2020

Rationale (summary of data):

Data Findings (Science):

Grade	FSA % Proficient	i-Ready Winter	UA Average	UA % Green
3			60%	4%
4			58%	5%
5			61%	2%

Percentages based on students with scores, not total number of students.

Classroom Observation Findings:

	Evident	Partially Evident	Not Evident
1. Lesson(s)	3 out of 10	0 out of 10	7 out of 10
2. Tasks	3 out of 10	0 out of 10	7 out of 10
3. Questioning	2 out of 10	2 out of 10	6 out of 10
4. Monitoring	1 out of 10	0 out of 10	9 out of 10
5. Accountable Talk	0 out of 10	5 out of 10	5 out of 10
6. Differentiation	0 out of 10	0 out of 10	10 out of 10

Dodgertown Elementary School ★ Impact Review (SDIRC): Quarter 3 School-Based Action Plan ★ January 27-March 16, 2020

Action Steps	Resources Available	Person Responsible	Time Line	Evidence of Implementation
Model Effective Collaborative Planning Expectations 1. Swap **"uninterrupted daily planning time"** with **"principal-directed daily planning time"**	1. N/A	1. Principal	1. Every Friday @Quarter 3	1. Completed, announced during 1/29 staff meeting

2. Conduct "**principal-directed planning time**" following the **Early Release schedule** below:
    a. 08:50-09:20, **Grade 5**
    b. 09:20-09:50, RtI
    c. 09:50-10:20, **Grade 4**
    d. 11:20-11:50, **Grade KG**
    e. 11:50-12:20, **Grade 2**
    f. 12:20-12:50, **Grade 1**
    g. 01:00-01:30, **Grade 3**
	2. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	2. Principal	2. Every Friday @Quarter 3	2. Agenda, Inservice/ attendance Roster

Address Feedback from the Impact Review: #1) Lessons and #2) Tasks
3. Plan standards-aligned, grade level, rigorous **lessons** and **tasks** for whole/small group instruction
    a. **Week 1:** Design ELA lessons/tasks
    b. **Week 2:** Design Math lessons/tasks
    c. **Week 3:** Review student ELA products
    d. **Week 4:** Review student Math products
    e. **Extended Planning Time:** Design Science lessons/tasks; Review Science products
	3. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	3. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	3. Every Friday @Quarter 3	3. Agenda, Inservice/ attendance Roster

Address Feedback from the Impact Review: #3) Questioning 4. Plan/design quality standards-aligned Higher Order Thinking Questions (**HOTQs**).	4. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	4. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	4. Every Friday @Quarter 3	4. Agenda, Inservice/ attendance Roster
Address Feedback from the Impact Review: #3) Questioning 5. Plan to **release** rigorous grade level, standards-aligned **tasks to students**. (Be the "guide on the side" not the "sage on the stage".)	5. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	5. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	5. Every Friday @Quarter 3	5. Agenda, Inservice/ attendance Roster
Address Feedback from the Impact Review: #3) Questioning 6. Plan to use "close reading strategies" such as the deliberate annotation of text.	6. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	6. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	6. Every Friday @Quarter 3	6. Agenda, Inservice/ attendance Roster
Address Feedback from the Impact Review: #4) Monitoring 7. Plan to use deliberate methods to check for 1) understanding and 2) standards mastery. Plan to answer the following questions, "How do you know when a student is not mastering the standards? What will you do about it?"	7. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	7. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	7. Every Friday @Quarter 3	7. Agenda, Inservice/ attendance Roster
Address Feedback from the Impact Review: #5) Accountable Talk 8. Plan student discourse opportunities to allow **all** students to demonstrate their understanding of the standard, including team roles that hold all students accountable.	8. Standards, Item Specifications, Standards, SDIRC Curriculum Map, Adopted textbooks	8. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	8. Every Friday @Quarter 3	8. Agenda, Inservice/ attendance Roster

Action Steps	Resources Available	Person Responsible	Time Line	Evidence of Implementation
Practice Delivery Support PD to Practice **(Admin-Led)** *Practice and Support with Implementing Action Steps 1-8* 9. In a non-judgmental and non-evaluative manner, conduct **side-by-side coaching** with classroom teachers to assist with implementing/practicing skills gained from PD (**PD to Practice Support**), including but not limited to the **Effective Collaborative Planning Expectations** modeled by the Principal and Leadership Team and explicitly listed in **Action Steps 1-8.**	9. Side-by-side coaching support from Principal and Assistant Principal	9. Principal, Assistant Principal, Instructional Coaches (if time permits)	9. Daily @Quarter 3	9. Coaching/ Observation Feedback, Coaching Log

Action Steps	Resources Available	Person Responsible	Time Line	Evidence of Implementation

Delivery Accountability Observation **(Admin-Led)**
 	
Expectation to Implementing Action Steps 1-8 with Confidence and Fidelity
 	
10. Examine **academic programs** and **school culture initiatives**
   a. ensure that **essential practices** are being implemented
   b. sustain results to:
      i. meet the **needs** of **all learners**
      i. maximize **student outcomes**.
	10. Side-by-side coaching support from Principal and Assistant Principal	10. Principal, Assistant Principal	10. Daily @Quarter 3	10. Marzano Observation Scripts and Ratings

Action Steps	Resources Available	Person Responsible	Time Line	Evidence of Implementation
Internal Impact Reviews (Leadership Team) 11. Conduct and include classroom teachers in school-based Impact Reviews to increase opportunities to improve teaching and learning through feedback, reflection and refinement of our Action Plan(s).	11. Side-by-side coaching support from Principal and Assistant Principal	11. Principal, Leadership Team, Teachers (Homeroom and ESE Teachers)	11. Monthly @Quarter 3	11. Agenda, Inservice/ attendance Roster

Action Steps	Resources Available	Person Responsible	Time Line	Evidence of Implementation
Intentional Science Review (Instructional Coach) 12. The Instructional Coach will meet with 5th graders during their repeated session of Cultural Arts (Q3 repeated session is the Media Center visit) to intentionally review Science through ELA and vocabulary instruction.	12. Instructional Coach	12. Instructional Coach	12. Weekly @Quarter 3	12. Attendance Roster

Initial Action Plan

1. Provide time for teachers to collaboratively plan rigorous, grade-level instruction.
2. Teachers will integrate text-based writing and reading comprehension into the Writing block.
3. Teachers will provide time for students to practice independently as well as in teams.
4. Every 5th grade student will independently complete a Science Fair Project.
5. K-2 teachers will deliver a strong phonics curriculum, while K-5 interventionists will deliver consistent Tier 2 and Tier 3 interventions that are aligned to the needs of students.
6. The principal and assistant principal will conduct fidelity walks to monitor the implementation of Tier 1, Tier 2 and Tier 3 instruction.
7. The leadership team will monitor data frequently and meet with grade groups to discuss how Tier 1, Tier 2 and Tier 3 instruction must be adjusted to respond to trends in data.
8. The leadership team will use data to determine effectiveness of

Dodgertown Elementary School ★ <mark>Impact Review (SDIRC)</mark>★ Monday, January 27, 2020

Purpose
Examine __academic programs__ and __school culture initiatives__
- *ensure that __essential practices__ are being implemented*
  - *sustain results to:*
    - *__meet the needs__ of __all__ learners*
    - *__maximize__ student __outcomes__.*

I. OPENING

Time		Activity	Procedure
08:00-08:45	30 minutes	Welcome SIP Review	• Overview Mid-Year data dashboard • Review **classroom walkthrough schedule** • Review the components of Phase II & III of the School Improvement Plan • Determine priorities in __School Culture__ (5, 8, 10) and __Academic Programs__ (3, 4, 5)
08:45-09:05	5 minutes	Breakfast/Break	• Breakfast/Break
09:00-09:05	5 minutes	Morning Announcements	• Pledges, Expectations
09:05-09:10	5 minutes	Transition	• Social/Emotional (Sanford Harmony, Morning Meetings)

II. WALKTHROUGH **(Classroom Walkthrough Schedule)**

Time		Activity	Procedure

09:10-09:20	10 minutes	Morning Meeting
		  DeBenedet
		  Sumner-Schofield
			Walkthrough
			• Conduct **classroom visitations** and **collect data** with a focus on **Effective Practices**
			  o Collected information should give a clear picture of:
			    ▪ the **level of implementation**

09:20-09:30	10 minutes	Form Groups	▪ the **impact** on **sustaining** and **improving** instructional practices
09:30-10:45	75 minutes	Classroom Walkthrough	*Hallway (Preview)* • Revisit any support that has been provided to teacher being observed

3rd ELA **(15 min.)**
 	
Racine Arreola
 	
ESE SF
Vilardi (Ruby)
Greenberg (DeBenedet)
	09:30-09:45
	09:45-09:50
	09:50-10:05
	10:05-10:10
	10:10-10:25
	10:25-10:30
	10:30-10:45
	10:45-10:50
		Teacher DeBenedet
		Debrief DeBenedet
		Teacher Sumner-Schofield
		Debrief Sumner-Schofield
		Teacher Rubaszewski
		Debrief Rubaszewski
		Teacher Grapsy
		Debrief Graspy
			Classroom (Observe & Take Notes)
			• What is the teacher doing/saying?
			  o The teacher is standing in front of the room
			  o The teacher asks, "What does glare mean?"
			• What are the students doing/saying?
			  o Three (3) students with their heads down
			  o One (1) student responds to the teacher question(s)
			• Where is the teacher in the instructional block?

4th Math **(20 min.)** **Swanigan Miller**	09:30-09:50 09:50-09:55 09:55-10:15 10:15-10:20 10:20-10:40 10:40-10:45	Teacher Stedtler Debrief Stedtler Teacher Sloan Debrief Sloan Teacher Maddalon Debrief Maddalon	• Consider the content standards. • Is there evidence of Effective Practices? • What is the level of implementation? *Hallway (Debrief)* • Share notes on what was observed and heard.

5th Science **(20 min.)**
 	
Vernette Ingrum
	09:30-09:50
	09:50-09:55
	09:55-10:15
	10:15-10:20
	10:20-10:40
	10:40-10:45
		Teacher Cathcart
		Debrief Cathcart
		Teacher LaViska
		Debrief LaViska
		Teacher Zitsch
		Debrief Zitsch
			• Share information on the Effective Practices.
			  o What was evident?
			  o What are the opportunities for improvement?
			• Discuss what additional information is needed, including remaining questions.

III. DEBRIEF

Time		Activity	Procedure

10:45-11:15	30 minutes	**Small Group Debrief**
		    Culture
		    ELA
		    Math
		    Science
		
		● Discuss the next steps
		  o the level of implementation
		  o the impact on sustaining and improving instructional practices
			Small Group Debrief
			● Debrief using the **Instructional Review Collection Tool**
			  o Review the evidence that was collected on
			    ▪ the Effective Practices
			    ▪ the level of impact
			  o Based on the walkthroughs and the dialogue that has taken place
			    ▪ Revisit your Phase III of your SIP
			  o What are the next steps that should be implemented to:
			    ▪ give the school the greatest return on investment to
			      ● sustain and improve instructional practices?

11:15-11:45	30 minutes	**Whole Group Debrief**
		    Culture
		    ELA
		    Math
		    Science
		
		● Each School Walkthrough Team will:
		  o present their findings aligned to the Effective Practices and
		  o discuss possible Implementation Steps.
		● The principal will ask clarifying questions.
			Whole Group Debrief
			● The **principal** should invite the IRCEA Union Representative to be a part of the debrief process.
			● Each **School Walkthrough Team** will:
			  o present their findings aligned to the Effective Practices and
			  o discuss possible Implementation Steps.
			● The **principal** will ask clarifying questions.
			● The **principal** will reflect on the presentations:
			  o Do you agree will the findings?
			  o Does this align with what the School's Leadership team believed were the instructional priorities in their School Improvement Plan?
			  o What refinements do you think are needed?

IV. CONCLUSION/IMPLEMENTATION DEVELOPMENT

Time		Activity	Procedure
12:00-12:15 **01/27/2020**	15 minutes	Conclusion of Findings	• The **principal** will: o synthesize the findings schoolwide (and by department) o reconfirm findings o give suggestions for Implementation Steps for the Effective practices.
12:15-02:15 **01/27/2020**	120 minutes	School-Based Action Plan Development (e.g. *I need Science support*.)	• The **team** will work together to: o develop **Quarter 3 School-Based Action Plan** that *may* consist of: ▪ modifying the SIP to ensure alignment of strategies o ensure the action steps contain specific steps that are: ▪ time-bound ▪ based on specific action taken by teacher leaders, transformation coaches, instructional staff and leadership team ▪ address the instructional priorities at the school o ensure that there is a clear understanding of the Effective o ensure that there is a clear understanding of the Effective Practices and the implementation steps that will need to occur to successfully sustain or improve instructional practices. o ensure that there is a clear system to monitor the action steps and provide feedback. o determine "How will you know that School Improvement Process is successful and sustaining and improving Effective Practices to maximize return on investments?" o ensure the School Improvement Process is a topic of every School Leadership Team (SLT) meeting. o ensure a status of the Implementation Steps is provided at faculty meetings, Leadership Meetings, SAC etc. o [After the Acton Steps are completed] ▪ evaluate the success of the implementation and ▪ adjust if needed. o use the Action Steps during walkthroughs and formative classroom data chats to decide on the success of the implementation and the impact on student outcomes. • The **principal** will: o Upload the **Quarter 3 School-Based Action Plan** recorded on the electronic SIP template no later than 48 hours after the Impact Review ▪ [Deadline February 4, 2020, data will be "pulled" for upcoming data reviews] ▪ February 7, 2020 Principal Data Review, 8:00-11:00 @TEC