Find your Passion and Connect it to Student Learning!

Name of School: Starr Elementary School

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Background Leading to this Inquiry

- Data should guide instructional decisions in any building and to that end; our school improvement plan outlines our goals and sets clear benchmarks for success.
- As a team, we struggled with aligning our SMART goals with our school improvement plan while retaining our teacher's passions for teaching and learning. ***Why does this matter?***
- "…simply providing teachers with feedback that they either used a strategy or did not use a strategy does little to enhance teacher expertise." **Robert J. Marzano**

Purpose of This Inquiry

- Therefore, the purpose our action inquiry was to update our SMART goals, tapping into teacher passion, while improving student performance, thus delving deeply into level two of the HRS framework, *Effective Teaching in Every Classroom.*
- HRS Levels 1-3

Our Wondering

- With this purpose, we wondered how SMART goals could meet our school improvement plan while tapping into teacher passion (making them MORE meaningful for everyone), ultimately increasing student achievement.

Our Actions Dilemma Protocol

- SMART goals require thoughtful reflection and analysis….if we know what our school improvement goals are but we can't identify what we hope to achieve and marry if with HOW we will achieve it they go nowhere.
- We started with the Dilemma Protocol located here: Dilemma Protocol
- Sample focus questions: What is the most efficient way to incorporate science material into the daily curriculum (MJ)? Am I providing the best instructional practices to meet the needs of our students that have special needs both academically and behaviorally during reading and math times (WS)?

Our Actions Reflective SMART Goals

- Focus questions became SMART goals through focused professional development and goal setting. SMART GOAL REFLECTION FORM
- Based on the beginning of year data and classroom observations, I know that my students demonstrate a deficit in critical thinking skills. Based on my new knowledge gained from my Mathematical Mindsets course, I will implement strategies and opportunities to foster critical thinking and problem solving in the classroom. For data, I will present a monthly critical thinking quick check to track individual student and class progress towards the goal (MJ).

Our Actions Reflective SMART Goals

- My focus question was about ensuring I am using best practices with my students, as I moved from secondary to elementary. I would like to dig into this concept by giving my students a mathematical pretest and post test. The pretest and post test will be implemented with a mathematical toolbox. The toolbox will have four or five "tools" (manipulatives) in it that they could use to solve the mathematical problems. I am observing my students take the test and whether or not they use any of the "tools" (manipulatives). I am not expecting that they will use any of these tools during the pretest. I will videotape the pretest and post test with each student. At the end of the end of the videotaping, I will ask my students how and why they responded to the questions the way they did. I will read the pretest to my students, as they receive these accommodations in their IEPs. I am taking the time to dig into this goal with my colleagues. Our collaboration will allow us to look at our practices and empower our students with the right resources they can accomplish anything. My colleagues and I are developing the assessment, rubric and observations of our students to observe their empowerment to use these "tools" from their toolbox. The students will be taught the tools from the toolbox and they will be allowed to implement them into their own practices throughout our classroom practices. I will use the data from the pretest and post test data, videos and teacher observations to collect data on my goal (WS).

Our Actions Reflective SMART Goals

- Required SMART Goal meetings with Karri BOY/MOY/EOY

Data Collection

- SMART Goal data was collected BOY/MOY (will be collected EOY as well).
- Effect size data collected MOY on both NWEA and Formative Assessment data

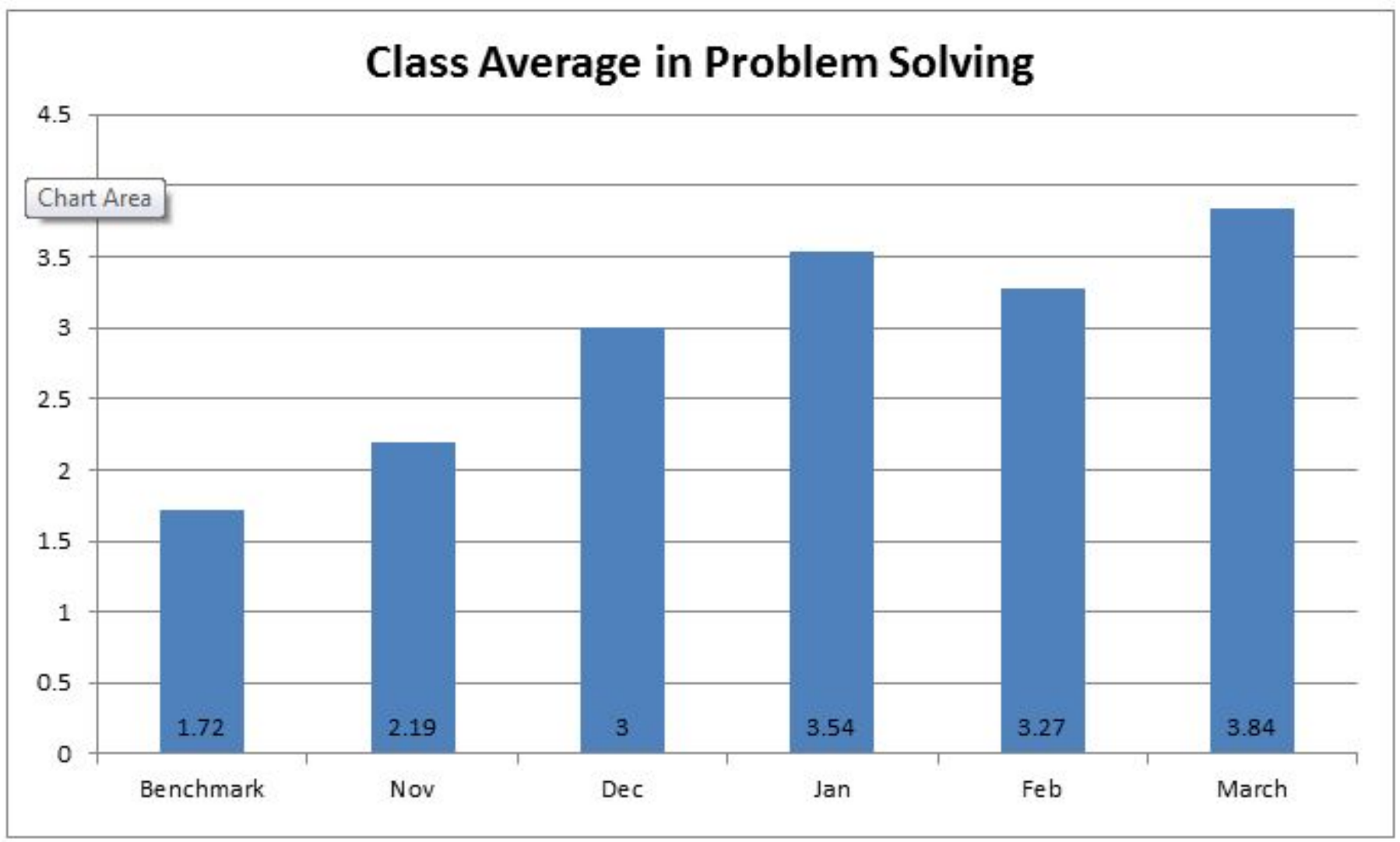
Our Data SMART Goal BOY

Group Baseline Data: **Based on Beginning of Year Problem Solving Performance Task 0% (0/25) of the students are at or above a passing score of 6/10 on the problem solving rubric.** **(See attached BOY Problem Solving Report)** Approved Assessment Measure: Problems Solving Performance Task A1 / Problem Solving Rubric
Statement of goal: **During the 2018-2019 school year, students in my class will demonstrate:**
Achievement: **50% (12/25) of the students will be at or above the passing score of 60% (6/10) on the End of Year Problem Solving Assessment.**
Growth: **75% (18/25) students will make 4 points growth or higher from beginning to end of year on the problem solving rubric.**

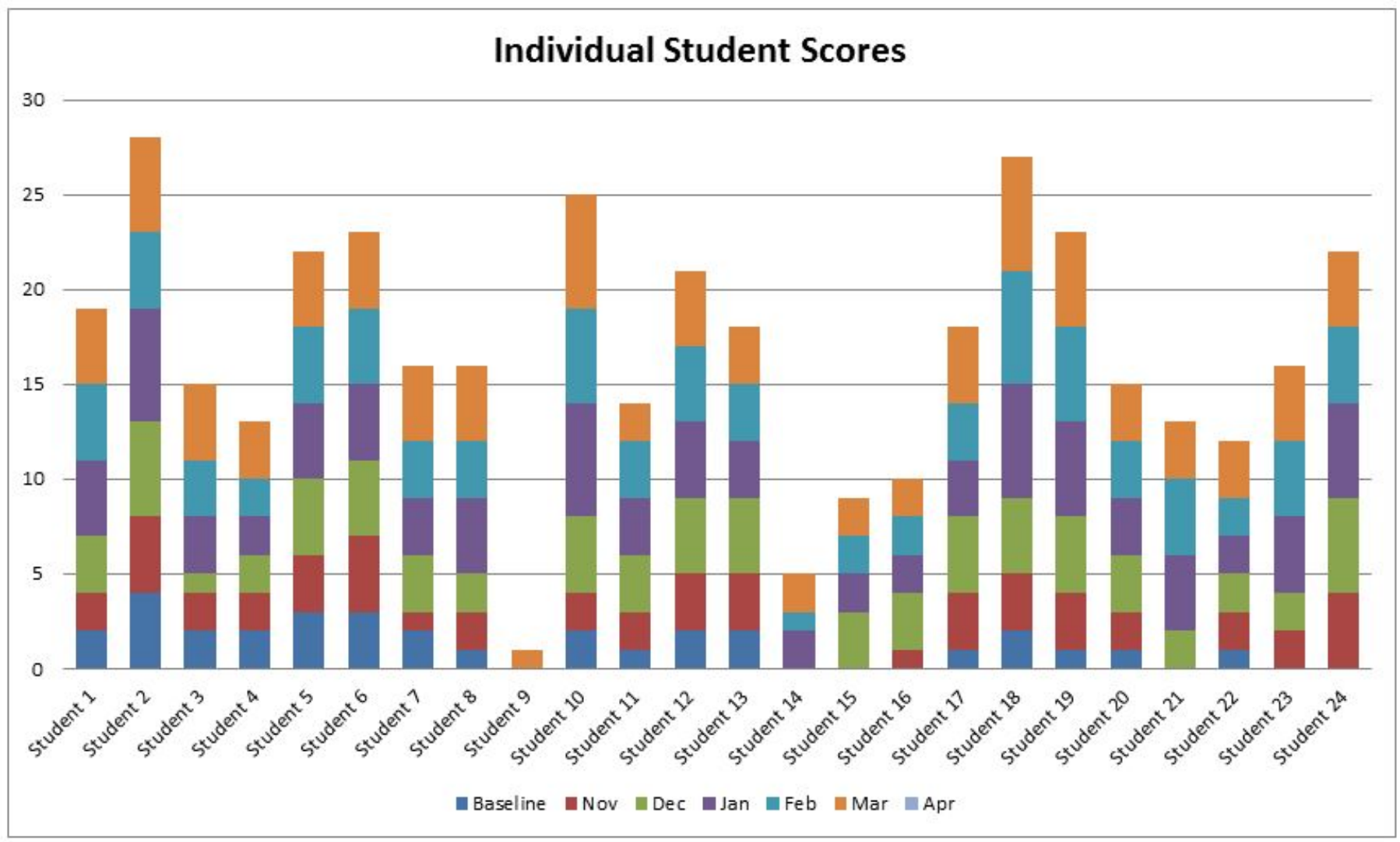
Our Data SMART Goal BOY

Group Baseline Data: **0/10 (0%) students demonstrated the ability to correctly identify and use manipulatives appropriately.** **0/10 (0%) students were able to construct a viable explanation that demonstrated their thinking process on a multi-step math problems.** **2/10 (20%) students were able to persevere through multi-step math problems.** **Approved Assessment Measure: Second grade assessment problems (see attached)**
Statement of goal: During the 2018-2019 school year, students in my class will demonstrate:
Achievement: 0/10 (0%) students were able to show competency in all three areas of the process standards. 4/10 (40%) students will be able to show competency in at least two of three areas within the process standards. (see above)
Growth: 40% (4/10) of students will improve application and perseverance of the math processing skills by 50%, as specified above in the baseline data.

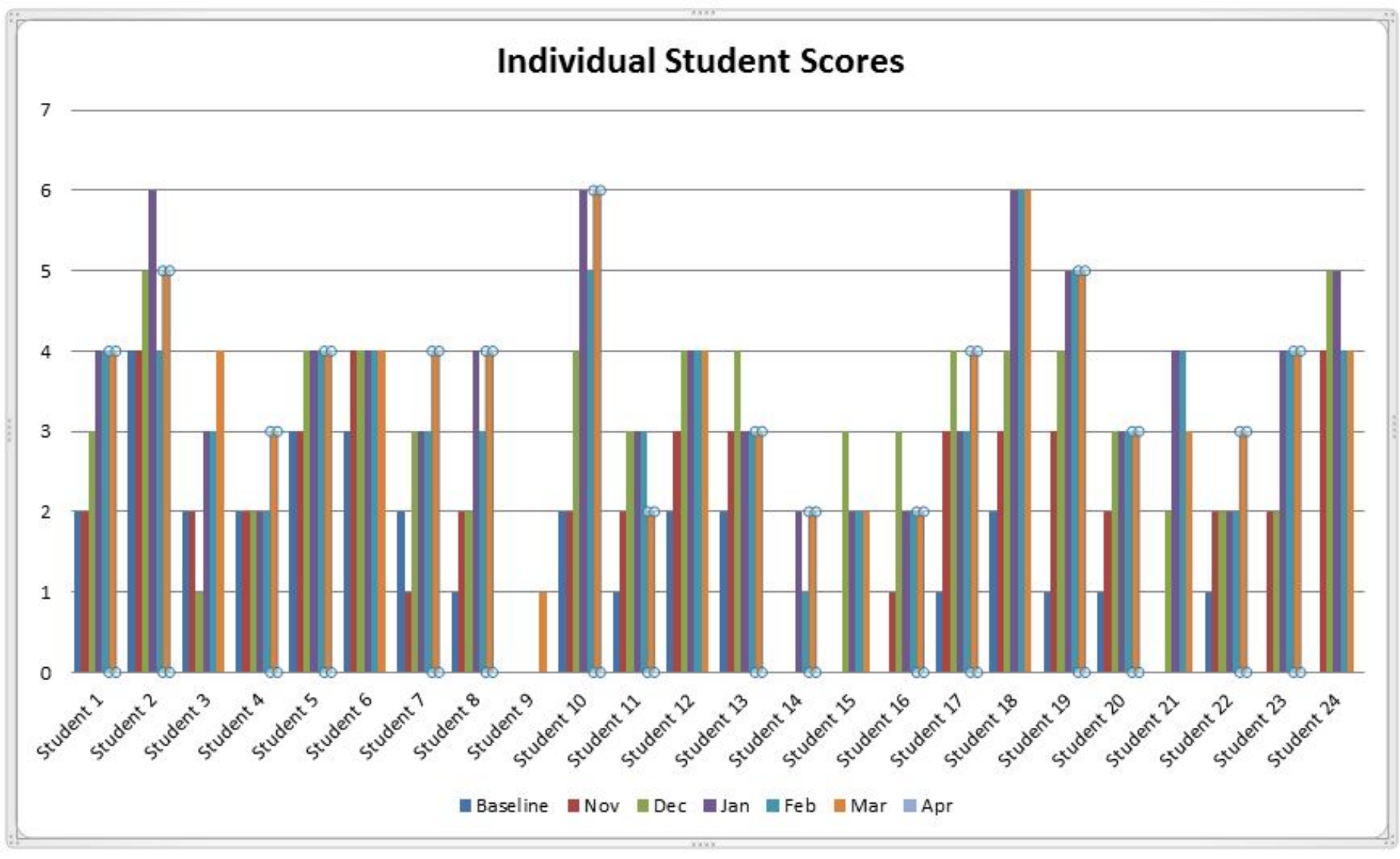
Our SMART Goal Data MOY



Our SMART Goal Data MOY

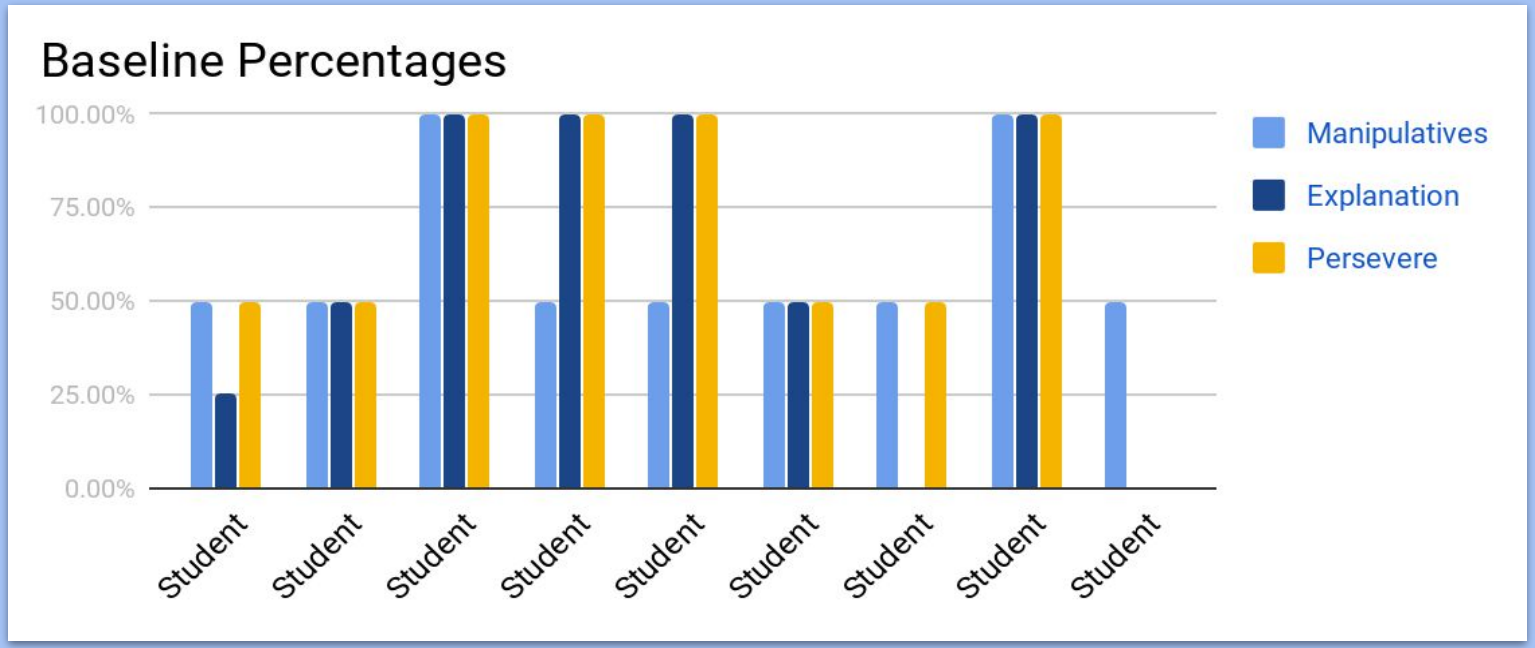


Our SMART Goal Data MOY



Our SMART Goal Data MOY

Group Baseline Data (Student Progression)



The below video shares an experience of a student using the manipulatives correctly, explaining half of the problem and persevering through the problem using the processing standards.

https://www.youtube.com/watch?v=umfcF4vvJR8

Our Data Effect Size MOY

Duncan Effect Size	HF Words	Letter ID	Letter Sounds	Counting	Number ID	Number Writing
	.76	.94	.89	1.03	1.02	.89
Ross Effect Size	HF Words	Letter ID	Letter Sounds	Counting	Number ID	Number Writing
	3.20	1.57	2.68	2.11	1.15	1.02

Grade 1 Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts
	.69	.95	1.6	.83	.45

Our Data Effect Size MOY

Angelucci Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts
	.32	.61	.90	.47	.76	.50
Benner Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts
	.65	.61	.90	.52	.52	.57
Bertsch Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts
	.83	.73	1.27	.77	1.4	.96

Our Data Effect Size MOY

Allen Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts	Mult Facts
	.38	1.34 (7 students reporting)	.61 (12 students reporting)	.45	1.98 (14 students reporting)	1.85 (15 students reporting)	4.10 (14 students reporting)
Kuhn Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts	Mult Facts
	.40	.77 (13 students reporting)	.55 (16 students reporting)	.38	.77 (14 students reporting)	.99 (14 students reporting)	.61 (14 students reporting)
Makovic Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts	Mult Facts
	.29	.41 (10 students reporting)	.52 (10 students reporting)	.22	.41 (10 students reporting)	.30 (16 students reporting)	1 (16 students reporting)

Our Data Effect Size MOY

Jordan Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts	Mult Facts	Div Facts
	.51	.53	.21	.98	.91	.02	.10	1.
Miller Effect Size	ELA NWEA	HF Words	F&P	Math NWEA	Add Facts	Sub Facts	Mult Facts	Div Facts
	.42	.35	.38	.81	.40	.79	.45	.64

Our Discoveries

- Learning Statement One: SMART Goals can empower teachers to pursue their passions while meeting school improvement plans and increasing student learning.
- “I would like to see student growth in use of materials, original thinking and problem solving about creating a work of art.’
- At MOY 62/72 or 86% of teachers had an effect size of .4 or above on 72 possible data points (summative and formative).

Our Discoveries

- Learning Statement Two:When empowered a majority of our teachers 12/16 chose SMART Goals incorporating higher level thinking for our students (a marked increase from past practice where goals were relegated to standard growth/achievement on summative assessment.)
- Sample Statement: “Achievement: Students will demonstrate and implement characteristics /behaviors of a functioning reader – appropriate book choice, purpose for reading, and supporting claims with evidence.”

Our Discoveries

- Learning Statement Three: Genuine PLC's have developed across grade levels and within teams as teachers share and pursue their SMART goals and passions for student learning.
- We need to capitalize on this learning and support PLC development and norms going into the 2019-2020 school year.

Where We Are Heading Next

- Student achievement and success is directly linked to teachers setting and tracking goals. While tied to evaluations, SMART goals can still be used to ignite teacher excitement and passions related to student learning.
- Teachers will most often select SMART goals that challenge higher-order thinking in their students. Teams (PLC's) naturally developed around SMART goals.
- We need to continue to push all teachers outside of their comfort zones. We hope to in part, share our success (and all those that followed this protocol with fidelity) in a presentation at BOY (2019-2020).
- During the 2019-2020 school year we will be deliberate in partnering teachers into PLC based on SMART goals dedicating PD time to nurture these relationships.

Bibliography

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- Hattie, J., & Hattie, J. (2014). *Visible learning plus, evidence into action*. Mount Eden, Auckland, New Zealand: Cognition Education.