



Know Better. Do Better.

**Awakening our School Improvement Plan
and our Instructional Framework.**

Principal Name: Craig Smith

School Name: Center Grove Middle School Central

Team Members' Names: Teri Blau & Debby Burton

Principal's Email Contact: smithc@centergrove.k12.in.us

Background Leading to Our Inquiry

For the last couple of years, we have been focused upon creating a highly successful PLC model using the 4 Key Ideas. Through this work, we have mainly lived in, and focused intensely on, Level 3 of HRS (Guaranteed and Viable Curriculum). The IPLI process has led us to a much better understanding of having a balanced attack within all 3 levels of HRS. Thus, our journey began to build greater capacity in our overall school improvement plan – specifically – Safe, Supportive, & Collaborative Culture and Effective Teaching in Every Classroom.

The Purpose of Our Inquiry

Therefore, after analyzing level 2 HRS survey data, our team found that our school's responses to leading indicators 2.1 (communicating a clear vision of effective instruction) and 2.6 (“opportunities to observe and discuss effective teaching”) were our lowest areas evaluated. The purpose of our action inquiry was to outline the journey our school has traveled to increase our knowledge capacity of our School Improvement Plan while developing and implementing a clear focus on effective instruction. We did this by deepening our building wide commitment to the New Art and Science of Teaching and the research based best practices needed to increase student achievement. We look forward to sharing preliminary data on the results of deepening our capacity, implementing our intentional model of instruction, and participating in instructional rounds that we used to monitor our progress.

Our Wondering

With this purpose, we wondered how do we get **all MSC Instructional Staff** to know and understand our School Improvement Plan – Specifically, a focus on Complex Text & Task, our Instructional Framework – Specifically, the New Art and Science of Teaching, and the power it has to impact our students' achievement?

***SPECIAL NOTE – Our Actions, Collections, and Discoveries were limited due to the COVID-19 Pandemic and schools being forced to close prematurely. This limited our work and abilities to properly put forth the efforts, artifacts, and data that would have produced a greater IPLI product by our team. Our apologies.**

Our Actions

2.1 - communicating a clear vision of effective instruction

2.6 - opportunities to observe and discuss effective teaching

Our team focused on a school-wide approach to better communicate the intentional focus on clarity in vision in our effectiveness within a declared instructional model.

- We worked with all of our building level leadership teams to define WHY statements and Collective Commitments to this work
 - Design Team
 - Team Leaders
 - Department Chairs
 - Whole School PLC
- We declared our most important areas of emphasis and research based resources
 - Research Foundation – Hattie
 - School Improvement Model – HRS
 - Instructional Model – NAaSoT
 - Process Monitoring – PLC
- Our Leadership Groups divided and conquered
 - Department Chairs – SIP
 - Team Leaders – RTI
 - Design Team – Teacher Professional Development
 - Admin and IPLI Team – Evaluation and Monitoring

Data Collection

Professional Development Handouts

Professional Development Surveys

Professional Development Exit Tickets

Calendars

Pictures

Emails

Observations Documents

QR codes

Samples of Monday Messages

Observation Data Charts

Our Discoveries

Our staff has a better understanding of our collective commitments and school-wide direction through the clarity that we provided throughout our IPLI action research.

- Through our data and observations, we know that they have gained this knowledge, because they are showing this knowledge in practice. They are showing actions that support our collective commitments. They are showing more use of effective practices that are research based. They are designing lessons with greater use of instructional Rounds showed that when understanding of this clarity and goals align to this clarity there is less room for confusion and we implement these learnings more consistently.
 - Our data for round one of our instructional showed
 - Greater student and teacher connection
 - Greater use of high impact and research based instructional practices
 - Greater implementation of guaranteed and viable standards, assessment, and instruction.

Where We Are Headed Next

Maintain Implementation of our Clarity Document

- Hattie
- HRS
- PLC
- NAaSoT

Continue to use instructional rounds to celebrate, evaluate, and monitor our work and progress.

Keep the IPLI teacher leader team intact and apply for IPLI Extended to continue our learning and leading process.

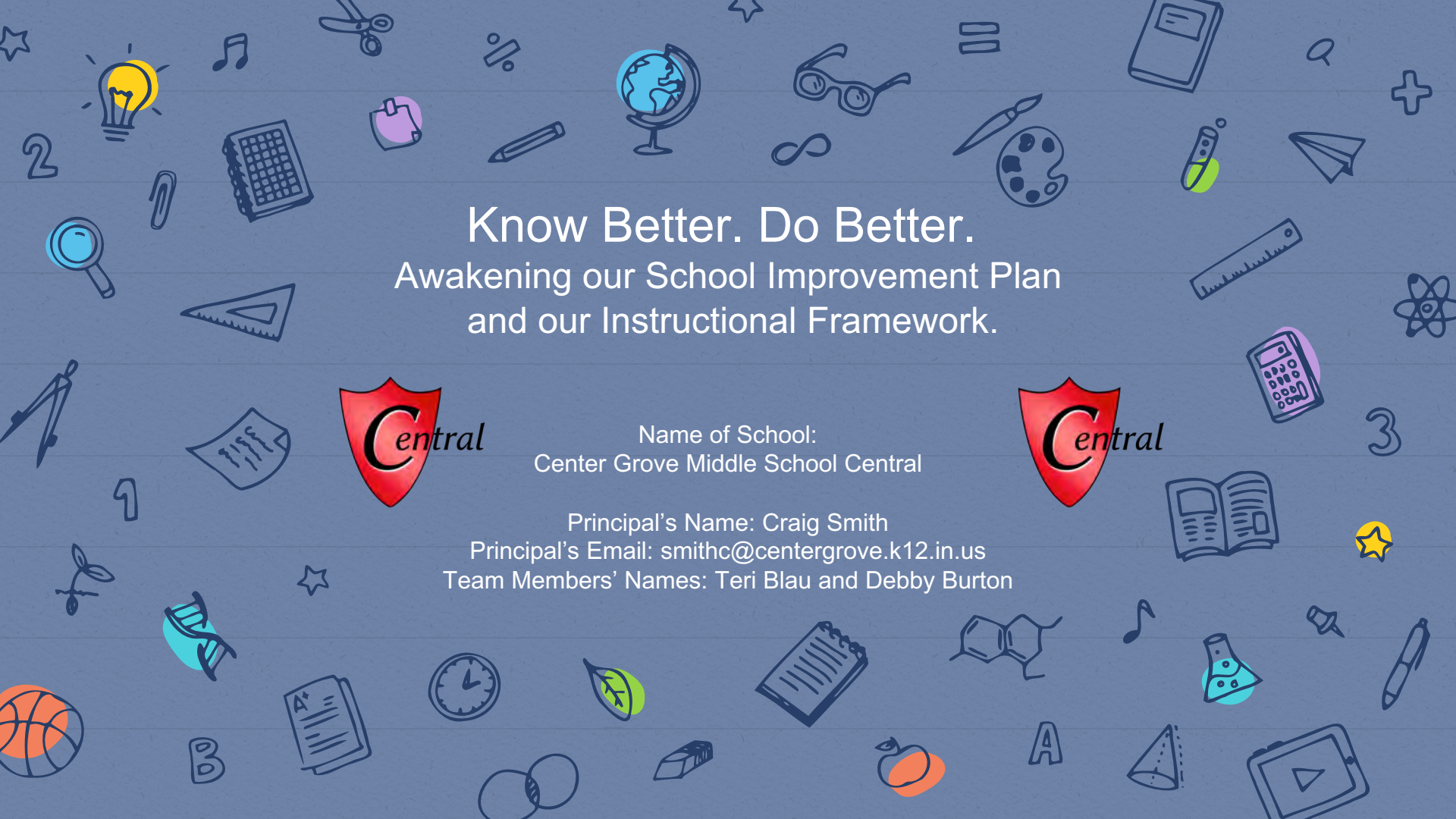
Citing Your Presentation and Publication

Presentation

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Publication

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Know Better. Do Better.

Awakening our School Improvement Plan and our Instructional Framework.

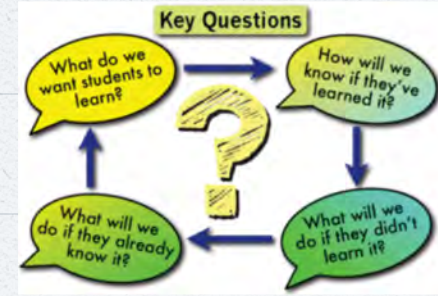


Name of School:
Center Grove Middle School Central



Principal's Name: Craig Smith
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Team Members' Names: Teri Blau and Debby Burton

BACKGROUND LEADING TO THIS INQUIRY

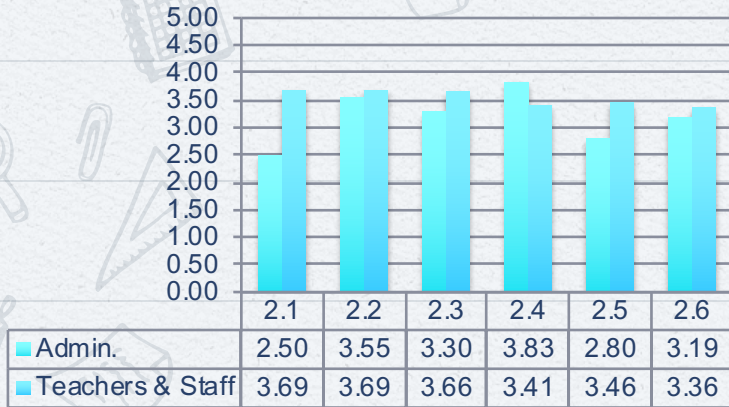


For the last couple of years, we have been focused upon creating a highly successful PLC model using the 4 Key Ideas. Through this work, we have mainly lived in, and focused intensely on, Level 3 of HRS (Guaranteed and Viable Curriculum). The IPLI process has led us to a much better understanding of having a balanced attack within all 3 levels of HRS. Thus, our journey began to build greater capacity in our overall school improvement plan – specifically – Safe, Supportive, & Collaborative Culture and Effective Teaching in Every Classroom.



PURPOSE OF THIS INQUIRY

A Comparison of Stakeholder Means Level 2



Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed in the school. – 1.22 Standard Deviation

Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching. – 1.23 Standard Deviation

Therefore, after analyzing level 2 HRS survey data, our team found that our school's responses to leading indicators 2.1 (communicating a clear vision of effective instruction) and 2.6 (“opportunities to observe and discuss effective teaching”) were our lowest areas evaluated. The purpose of our action inquiry was to outline the journey our school has traveled to increase our knowledge capacity of our School Improvement Plan while developing and implementing a clear focus on effective instruction. We did this by deepening our building wide commitment to the New Art and Science of Teaching and the research based best practices needed to increase student achievement. We look forward to sharing preliminary data on the results of deepening our capacity, implementing our intentional model of instruction, and participating in instructional rounds that we used to monitor our progress.

OUR ACTIONS

Our Why:

All Students receive an exceptional educational experience! at MSC!

School-wide

Our Collective Commitments:

We find joy and are passionate about what we do!

We build relationships to keep a kid first mindset!

We are lifelong learners that embrace a growth mindset!

WHY:

The purpose of the Department Chairs is to serve as a liaison to facilitate curricular needs so that all MSC students will receive an exceptional education.

Department Chairs

Collective Commitments:

To accomplish our purpose, the Department Chairs advocate, mentor, and model current curricular practice by making sure all teachers are prepared both in curriculum and in resources, encouraging ingenuity, growth mindset, and ongoing professional development, and making collaborative decisions regarding broad curricular offerings. (through consensus with stakeholders)

Design Team

WHY:

The purpose of the Design Team is to support staff needs and provide tools so that all MSC students will receive an exceptional education.

Collective Commitments:

To accomplish our purpose, the Design Team will facilitate professional development by

- modeling best practice & professionalism
- encouraging risk taking & growth mindset
- promoting collaboration & positivity.

Team Leaders

WHY:

The purpose of the Team Leaders is to be the voice of our team so that all MSC students will receive an exceptional education.

Collective Commitments:

To accomplish our purpose, the Team Leaders facilitate communication of big picture decisions that affect the whole staff and all students by representing the team with 2-way communication, applying solution oriented decision making through consensus, and modeling professionalism.

OUR ACTIONS

A deeper dive into Clarity was a large theme coming out of our 2018-2019 school year. As we began this work, we knew we needed to start this year off with coming to a collective understanding of our WHY. We also discovered through our Level 2 HRS data that along with this we needed capacity built in our collective commitments to our WHAT as well. Upon deeper investigation, specifically our use of our School Improvement Plan/Process and our Instructional Framework.

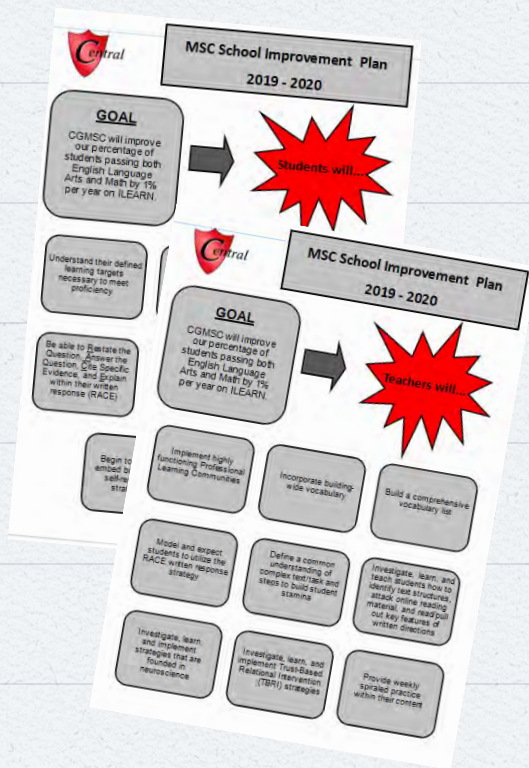
This led us into our focus of the following:

- Unified depth in understanding of our SIP
- Unified depth in understanding of our Instructional Model.
- Unified application of these learnings
- Observable actionables in reference to our SIP and IM.
- Use of this data to inform our next steps in a sustainable way.

DATA COLLECTION

Professional Development Handouts
Professional Development Surveys
Professional Development Exit Tickets
Calendars
Pictures
Emails
Observations Documents
QR codes
Samples of Monday Messages
Observation Data Charts





Year of Prior Progression	Goals	Focus Areas
2015-2016	Learning Leader	Advocacy
2016-2017	Transparency	ATC Light App
2017-2018	Innovation within the box	Collaboration
2018-2019	Visibility/Communication	Results Orientation, Focus on Learning, #11 Year 1
2019-2020	Integrity/Accountability	Bringing it all Together and #11 Year 2

How will we accomplish this work?

- Our decisions will be based on the best and most current educational research.
- Our School Improvement Model (Levels 1-3 only)
- Our Instructional Model.
- Our Process.

OUR QUALITATIVE DATA

Monday Message
Sample

MSC PD Spring 2020

Making Connections PD



OUR QUALITATIVE DATA

MS Instructional Snapshot - **TABLE OF CONTENT**

- Knowledge of Content
- Well executed Routines & Procedures
- High Yield Instructional Strategies
- High Level of Engagement
- Clear, Explicit, Challenging & Attainable Expectations
- Various Levels of Bloom's
- Formative Assessment Drives Instruction
- Classroom a Safe Place to Make Mistakes

OUR REALITY



N.A.S.T

- Q1 Providing/Communicating Clear Learning Goal L2/L3
- Q2 Using Assessments L3
- Q3 Conducting Direct Instruction Lessons L2
- Q4 Conducting Practicing & Deepening Lessons L2
- Q5 Conducting Knowledge Application Lessons L2
- Q6 Using Strategies that Appear in All Lessons L2
- Q7 Using Engagement Strategies L2
- Q8 Implementing Routines & Procedures L1
- Q9 Building Relationships L1
- Q10 Communicating High Expectations L1 L2 L3

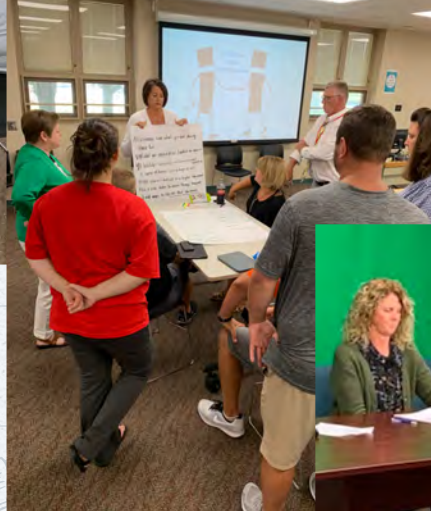


Admin C/I (9) ER Jan 4/7

Sept - R T2 Date L2/L3	Aug - Why Disc.
Oct - PAPERBACK Kickoff	Sept - Why & Behavior TESTING
Nov	Nov - TBR1 → L1
Dec	Dec - 3 Rings → L1
Jan - > 2000	Jan - WORK L2
Feb - SDEI	Feb - Relationship L1
March - Testing	March - Self L1
April - Playbook L2	April - WORK L2
May - Summary	May - Rock

Are you hungry, humble and smart?

Do you let your brain talk you out of doing what you know is right?

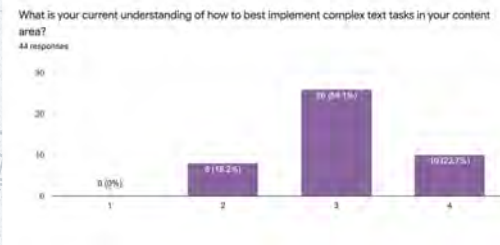


OUR QUANTITATIVE DATA

February Data –
39 classroom observations
 performed by our teaching staff
 peers!

Connections Data

- 24** instances of Students willingly initiating conversation
- 2** instances of Students stays after class to talk about his/her personal life
- 2** instances of Students ask to eat lunch with teacher
- 6** instances of Student stops by randomly to say hi or chat
- 7** instances of Student shows vulnerability toward teacher
- 1** instance of Student has personal handshake or routine with teacher
- 1** instance of Student shares that they have or will pie the teacher in the future
- 2** instances of Student shares that they have missed teacher or shows effort to catch up after and absence or weekend
- 11** instances of "other"
- 5** instances of "N/A"



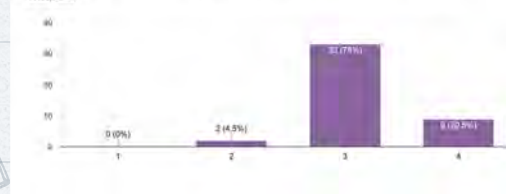
Guaranteed and Viable

- 16** instances of EL content is a focus of the lesson
- 7** instances of Elements of similar content being taught/practiced/assessed
- 23** instances of Use of content vocabulary and/or building wide vocabulary
- 6** instances of Weekly Skills practice
- 4** instances of "Other"
- 2** instances of "N/A"

PD Practices

- 7** instances of TBRI
- 20** instances of Connections with Students
- 27** instances of Feedback, Content, Context
- 6** instances of Use of Design Questions within lesson planning
- 3** instances of Stamina
- 10** instances of Perseverance
- 12** instances of Complex Text/Task
- 8** instances of Stick-with-it-ness
- 2** instances of "Other"
- 1** instances of "N/A"

What is your current understanding of how to identify complex texts for your students?
 44 responses



OUR QUANTITATIVE DATA

March Data –
classroom observations
performed by our teaching staff
peers!

Guaranteed and Viable

Connections Data

COVID-19

COVID-19

PD Practices



OUR DISCOVERIES

Our staff has a better understanding through the clarity that we provided.

- Through our data and observations we know that they have gained this knowledge, because they are showing this knowledge in practice.
 - They are showing actions that support our collective commitments.
 - They are showing more use of effective practices that are research based.
- They are designing lessons with greater use of instructional Rounds showed that when understanding of this clarity and goals align to this clarity there is less room for confusion and we implement these learnings more consistently.

Our data for round one of our instructional rounds showed

- Greater student and teacher connection
 - Greater use of high impact and research based instructional practices
- Greater implementation of guaranteed and viable standards, assessment, and instruction.

Learning Statement Three: N/A due to lack of final phase of our project.



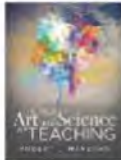
BIBLIOGRAPHY



Our decisions will be based on the best and most current Educational Research.



Our School Improvement Model (Levels 1-3 only)



Our Instructional Model.



Our Process