



# Improving Classroom Instruction and Student Learning

IPLI Action Research Project

Milan Elementary School  
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A photograph of Milan Elementary School, a brick building with a sign that reads "MILAN ELEMENTARY SCHOOL". The school is set against a backdrop of a cloudy sky with a vibrant rainbow arching across it. Bare trees are visible in the foreground and background.

We take pride in being a  
*Leader in Me* School K-4.

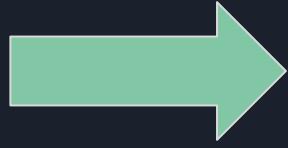
Safe and collaborative culture  
teaching students to be leaders

Effective Teaching-90% highly  
effective teachers

...At the same time,  
less than desirable scores on state  
testing



## **Purpose of Inquiry**

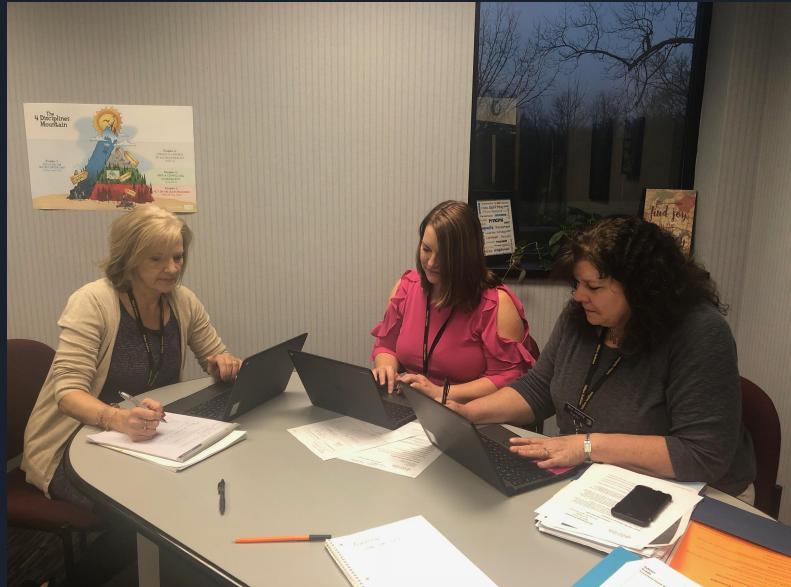


Identify ways

to improve instruction and student learning.

# Beginning the process

An Action Team was established to work on a select set of goals for the 2018-2019 school year. We met weekly for 30 minutes to discuss strategies and a plan to keep us on track.





# IPLI Project Wondering...

## How can we ensure a viable curriculum in every classroom?

**Goal:**

- *Identify what is being taught at every grade level*
- *Identify priority standards and essential content area vocabulary.*
- *Formulate “I Can” statements for student accountability.*



# **Timeline and Objectives**

## **Collecting Data:**

1. Teacher Action Team will meet for 30 minutes weekly keeping agenda and meeting notes.
2. Teachers will identify essential standards for Language Arts and Math by December.
3. Teachers will develop “I Can” statements for each standard.
4. Teachers will identify academic vocabulary-Guaranteed Depth Words (content-specific) and cognitive vocabulary (Power Words).

# Identification of Essential Standards

Teachers met at grade level to identify Essential Standards for math and language arts.

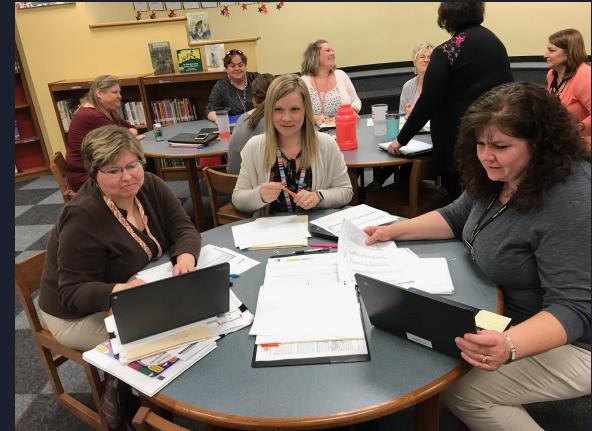
[Kindergarten](#)

[Grade 1](#)

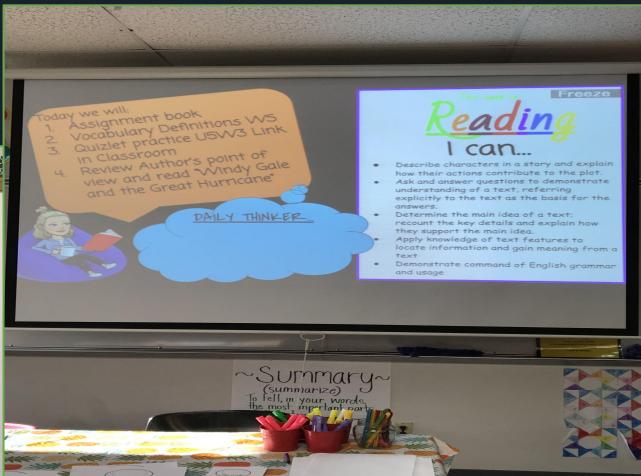
[Grade 2](#)

[Grade 3](#)

[Grade 4](#)



# Teachers used Essential Standards to write and post “I Can” statements to drive student instruction and accountability.



ushhorn's Reading and Math

Standards:

**Math:**

- \*I can read and create picture graphs, bar graphs, and frequency tables.
- \*I can solve "how many more" and "how many less" problems regarding data.

**Reading:**

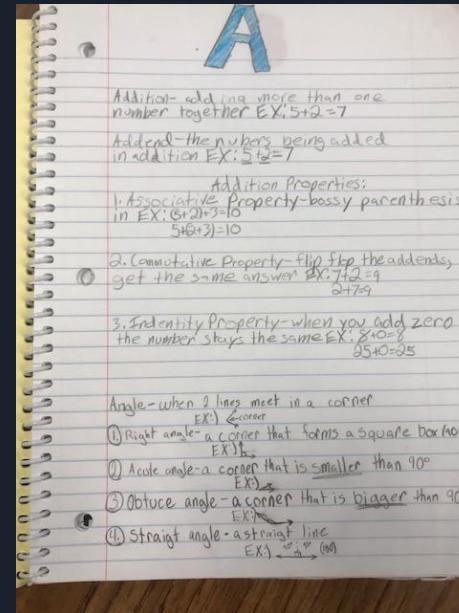
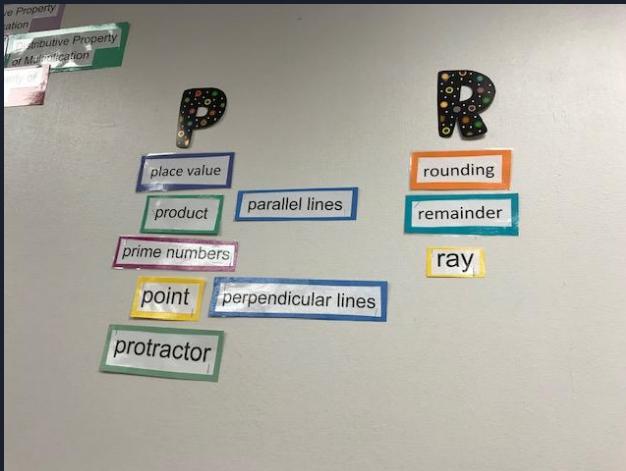
- \*I can identify fantasy.
- \*I can use vocabulary to understand text meaning.
- \*I can ask/answer questions.
- \*I can identify character traits.
- \*I can identify major/minor characters.

# Power Words were identified and displayed



# Grade and content specific vocabulary was identified.

## Link for grade-level specific vocab





# Findings

- ❑ Essential standards were identified at each grade level
- ❑ Student “I Can” statements or outcomes were established for each standard
- ❑ Essential content area vocabulary and power words were identified and displayed in hallway and classrooms
- ❑ Meeting agendas, pictures, student data was collected



Where to next....

Teachers write assessments to ensure student mastery

Comparison of NWEA scores

Evaluate areas to improve

Look into possibility of standards-based report cards



# Bibliography

## Books

Marzano, Robert, et al. *High Reliability Schools: The Next Step in School Reform*. Marzano Research.

Marzano, Robert, et al. *Collaborative Teams that Transform Schools*. The Next Step in PLCs. Marzano Research.

Marzano, Robert, et al. *Leading a High Reliability School*: Bloomington: Solution Tree Press.

Bell, Larry. *Power Words*

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**Team Members' Names:** Kris Clark, Lisa Ludwig

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### **Background Leading to Our Inquiry (Slide 2)**

Milan Elementary is a great place to learn. We have dedicated teachers and good students. We are a Leader in Me School and focus on teaching the “whole child” • Our concern was that our state testing scores were lower than what was acceptable to us-Were we trying to teach too much? How could we narrow down what is most important to afford our teachers sufficient time to teach and students to learn what is absolutely essential?

### **The Purpose of Our Inquiry (Slide 5)**

Therefore, the purpose of our action inquiry was to . . . ensure a viable curriculum in all classrooms by identifying essential standards.

### **Our Wondering (Slide 5)**

With this purpose, we wondered . . .

How can we ensure a viable curriculum in every classroom?

Identify essential standards Identify essential vocabulary?

Formulate “I Can” statements to direct instruction and student learning?

### **Our Actions (Slide 4,7,8,9,10)**

. In this step, begin by outlining how you gained insights into your team’s wondering. Then, simply share exactly what your team did to conduct this AR cycle. Our team began to meet weekly on Tuesday mornings 7:00-7:30 to formulate a plan. In this section, provide the following:

- Planned for identification of essential standards at all grade levels for math and language arts
- planned for identification of essential vocabulary at all grade levels
- planned for “I Can” statements for student accountability

### **Data Collection (Slide 7-10)**

Teachers met at grade level to identify and narrow down essential standards for math and language arts by the end of December.

Teachers wrote “I Can” statements to post in classrooms

Teachers identified essential vocabulary and posted “Power Words” in all classrooms

### **Our Discoveries (Slide 11)**

Teachers worked together to narrow focus of essential skills/vocabulary to teach in the time given each year

- Teachers had a focus for what needed to be taught
- Students had a focus of what needed to be learned

### **Where We Are Headed Next (Slide ?)**

Our teachers will continue to focus on essential standards:

- Teachers will write assessments to ensure all essential standards have been mastered
- Teachers will use NWEA assessments to assess student growth
- Teachers will continue to look for ways to improve instruction
- Teachers will consider the possibility of standards based report cards

Through this IPLI Project our teachers and I have learned to work together to improve instruction and student learning. This has enabled me to learn and grow as an administrator.

### **Bibliography (Slide 13)**

Marzano, Robert, et al. High Reliability Schools: The Next Step in School Reform.

Marzano Research. Marzano, Robert, et al. Collaborative Teams that Transform Schools.

The Next Step in PLCs. Marzano Research. Marzano, Robert, et al. Leading a High Reliability School: Bloomington: Solution Tree Press. Bell,

Larry. Power Words

Presentation

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Publication

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