



## Success Period, Year 1

**Principal Name:** David McGuire  
**School Name:** Tindley Summit Academy  
**Principal Email Contact:** mcguire@tindley.org

### **Background Leading to My Inquiry**

Proficiency rates of scholars on assessments in ELA (English Language Arts) and Math are well below expected goals. In addition, we lack a structured and compromised plan to provide interventions. We need to increase the pass rates on state assessments in ELA and Math by at least 10-15% percentage points by April 2021. We need an intervention block in our schedule to help with the interventions. Each grade level has 30-minute block at the end of the day in which interventions will be delivered to all scholars. Scholars in grades Kindergarten, First, and Second Grade will focus on phonics. Scholars in grades 4th grade will focus on Math. 5th and 6th will work on both ELA and Math standards based on assessment data with their respective teachers. 3rd Grade scholars will get both supports for IREAD and Math. 4th grade that did not pass will get IREAD support.

### **The Purpose of My Inquiry**

I want to increase the proficiency rates of scholars on assessments, ie Interims exam, Unit Posttest, and IREAD, and ILEARN

### **My Wondering**

If I create an intervention block at the end of the day geared toward the remediation of skills and standards, will we see improvement on our interim assessments and then eventually end of the year ILEARN testing.

### **My Actions**

ADKAR Model:

- A-Awareness
- D- Desire
- K- Knowledge
- A-Ability
- R- Reinforcement

Change can be complex and a difficult process. Leading successful change in organizations requires new thinking and new tools. It is important to have a framework to lead others in change and help have actionable insight for implementing that change. Before rolling out the Success Period, I tied my idea to a change management theory. I decided to use the ADKAR Model

1. **Master Schedule Update-** I created an intervention block at the end of the day for grades K-6 from 3:15-3:50
2. **Data Analysis Protocol-** I rolled out a new data analysis protocol, which allowed teachers to analysis data more efficiently, identify misconceptions, and create scholar groups for intervention
3. **Modified Teaching Strategy-** Unlike in our Core Instruction, during Success Period teachers used the Gradual Release Teaching Strategy (I Do, We Do, You Do)
4. **Lesson Plan Feedback-** Teachers were required to submit lesson plans with the scholar groups, standards/skills taught, and activity
5. **Observation and Feedback-** During Success Period, I would observe each Success Period and provide quick feedback on each section of the lesson. Each observation lasted between 3-5 minutes per section to allow me to see multiple classrooms
6. **Professional Development-** I provided the staff with professional development in 3 phases. **Phase 1:** Data Analysis **Phase 2:** Gradual Release Teaching Responsibility **Phase 3:** Guided Discourse/Show Call
7. **Gather Teacher Voice-** I sent out 3 different surveys before the roll out, after the first two weeks, and after the fifth week. To hear from teachers what was working for them, what was not working for them, and how I could improve

### **Data Collection**

1. **Interim Assessment Data-** Our scholars take Interim Test three times a year: BOY (September) MOY (January) EOY (May)
2. **Pre/Posttest Data-** At the beginning of each Unit, the teachers give scholars a pre-test, and then at the conclusion of the unit they give a Posttest. We want to see an improvement of scores and then we use the posttest data for interventions
3. **Staff Survey-** I surveyed staff at 3 different points since the rollout of the Success Period to gather information regarding implementation and my actions as a leader
4. **Lesson Plan Tracker/Classroom Observation-** I would observe Success Period instruction to ensure proper implementation and provide feedback when necessary

## **My Data**

Included in the presentation

## **My Discoveries**

**Learning Statement 1-** I learned that it is important to get staff feedback in the early stages of planning. While I thought I had considered all possible solutions, in the first roll out, staff had a lot of questions that I did not consider.

**Learning Statement 2-** What gets monitored gets done. When I came around to check for lesson plans posted outside the door and when I came in the classroom's things ran smooth, when I did not check, there was some slack on expectations.

**Learning Statement 3-** I learned that when I am clear on a vision, then I can articulate that vision to others. When I became clear on my expectations for Success Period, I was able to answer teacher's questions so they would feel about what their role and what I expected from them. Ultimately, they were able to articulate that to the scholars.

## **Where I Am Heading Next**

The success period program will be our plan for Summer School beginning in June. Next school year, Success Period will be part of our 2021-2022 planning. Success Period will be built in the Master Schedule from Day 1.

## **Bibliography**

Hiatt, J. (2006). ADKAR: A model for change in business, government, and our community. Loveland, CO: Prosci Learning Center Publications.

# SUCCESS PERIOD

David McGuire  
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***Tindley Accelerated Schools, in cooperation with parents and the broader community, will empower students - regardless of their past academic performance - to become successful learners who graduate with the capacity for rigorous college opportunities***

TINDLEY  
SUMMIT  
ACADEMY

# BACKGROUND



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# PURPOSE OF THIS INQUIRY

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## **Success Period**

I want to increase the proficiency rates of scholars on assessments, ie Interims exam, Unit Posttest, and IREAD, and ILEARN



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# MY WONDERING

# Success Period

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*Dedicated time to improve proficiency rates of scholars*

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If I create an intervention block at the end of the day geared toward the remediation of skills and standards, will we see improvement on our interim assessments and then eventually end of the year ILEARN testing.

# ADKAR Model

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*Change can be complex and a difficult process. Leading successful change in organizations requires new thinking and new tools. It is important to have a framework to lead others in change and help have actionable insight for implementing that change.*

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**MY ACTIONS**

*Before rolling out the Success Period, I tied my idea to a change management theory. I decided to use the ADKAR Model*

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# MY ACTIONS

# ADKAR Model

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*A- Awareness*

*D- Desire*

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*K- Knowledge*

*A- Ability*

*R- Reinforcement*

# MY ACTIONS

## 01 **Master Schedule Update**

I created an intervention block at the end of the day for grades K-6 from 3:15-3:50

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## 02 **Data Analysis Protocol**

I rolled out a new data analysis protocol, which allowed teachers to analyze data more efficiently, identify misconceptions, and create scholar groups for intervention

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## 03 **Modified Teaching Strategy**

Unlike in our Core Instruction, during Success Period teachers used the Gradual Release Teaching Strategy (I Do, We Do, You Do)

## 04 **Lesson Plan Feedback**

Teachers were required to submit lesson plans with the scholar groups, standards/skills taught, and activity

# MY ACTIONS

## 05 **Observation and Feedback**

During Success Period, I would observe each Success Period and provide quick feedback on each section of the lesson. Each observation lasted between 3-5 minutes per section to allow me to see multiple classrooms

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## 06 **Professional Development**

I provided the staff with professional development in 3 phases. **Phase 1:** Data Analysis **Phase 2:** Gradual Release Teaching Responsibility **Phase 3:** Guided Discourse/Show Call

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## 07 **Gather Teacher Voice**

I sent out 3 different surveys before the roll out, after the first two weeks, and after the fifth week. To hear from teachers what was working for them, what was not working for them, and how I could improve

# DATA COLLECTION

## 01 **Interim Assessment Data**

Our scholars take Interim Test three times a year: BOY (September) MOY (January) EOY (May)

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## 02 **Pre/Posttest Data**

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## 03 **Staff Survey Results**

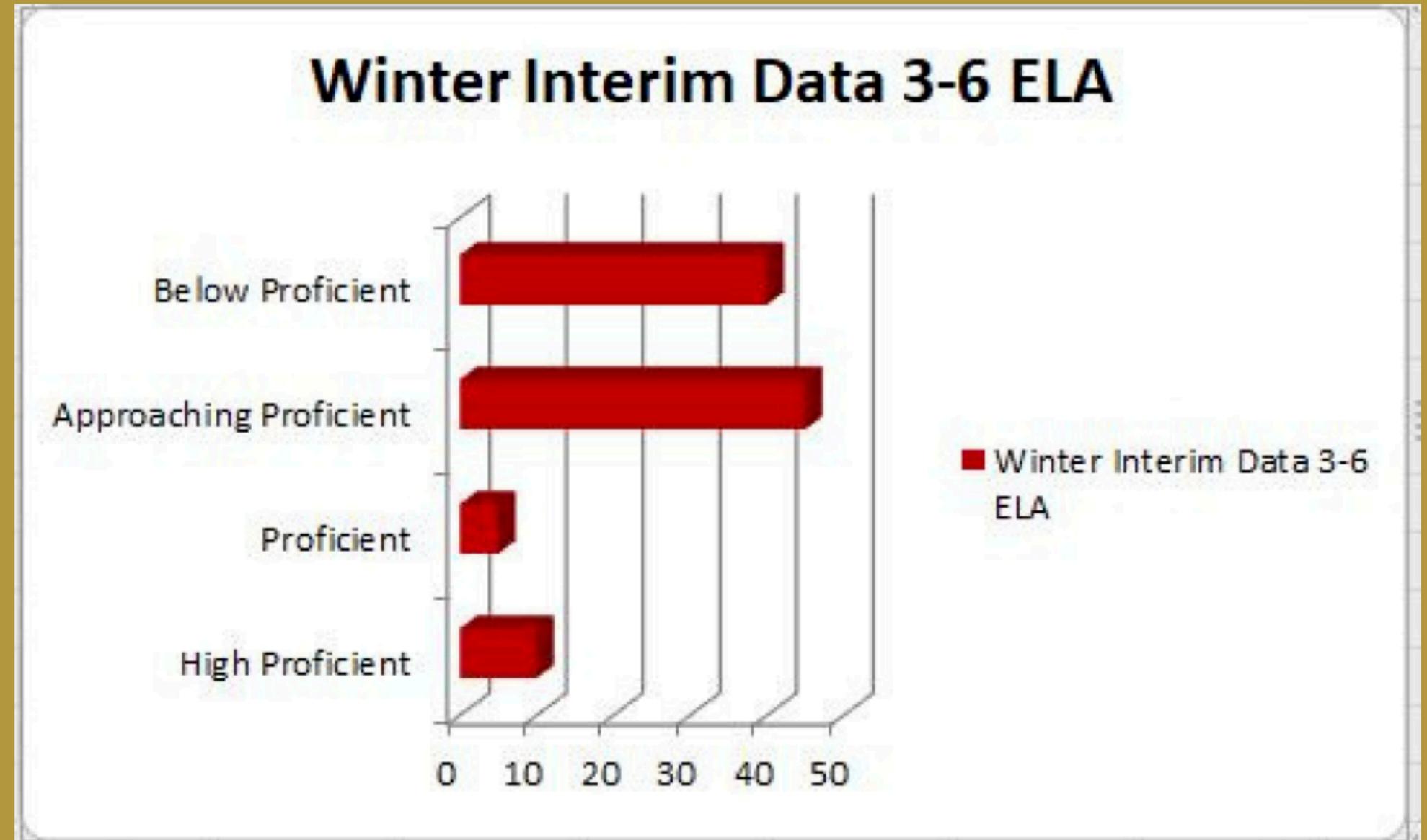
I surveyed staff at 3 different points since the rollout of the Success Period to gather information regarding implementation and my actions as a leader

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## 04 **Lesson Plan Tracker/Classroom Observation**

I would observe Success Period instruction to ensure proper implementatino and provide feedback when necessary

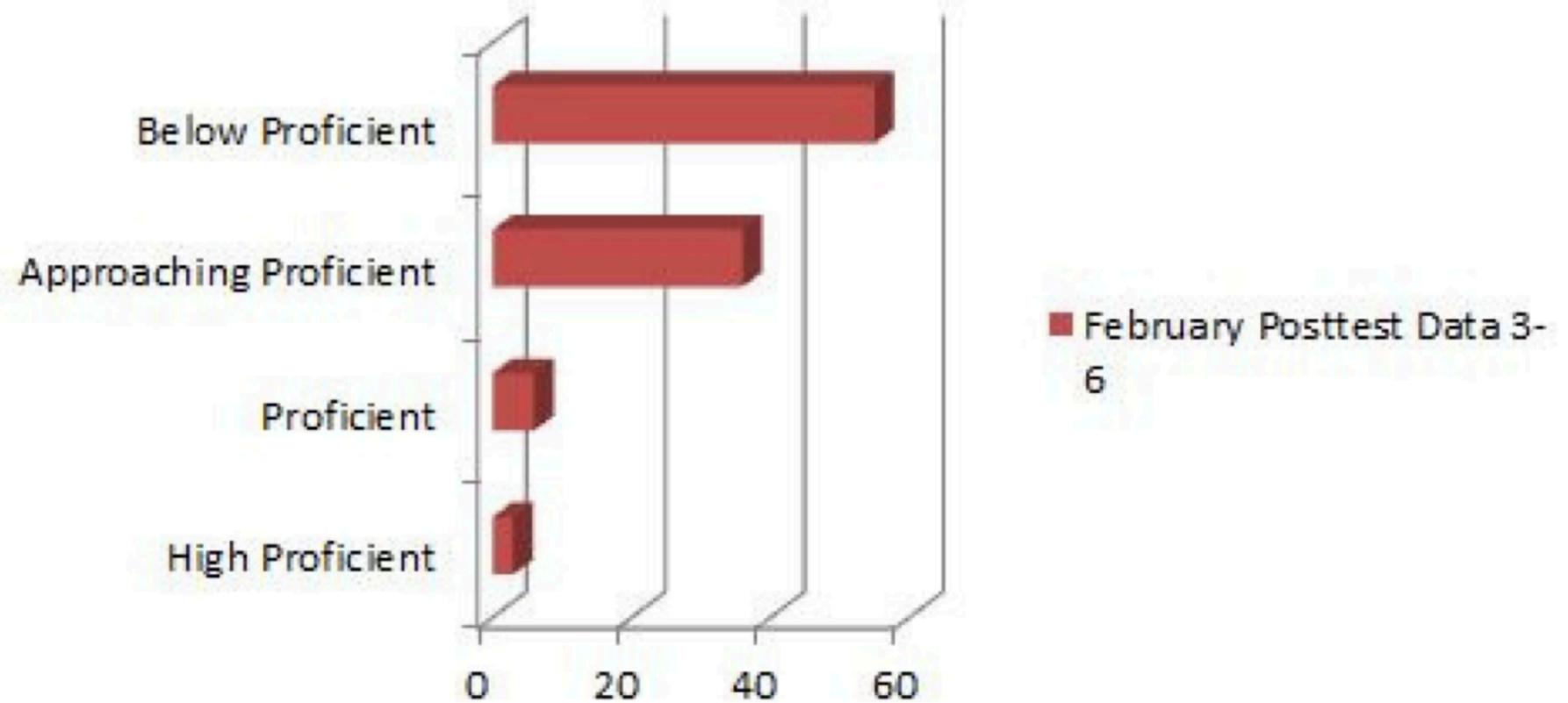
# Interim Assessment Data



My  
Data

# Pre/Posttest Data

February Posttest Data 3-6



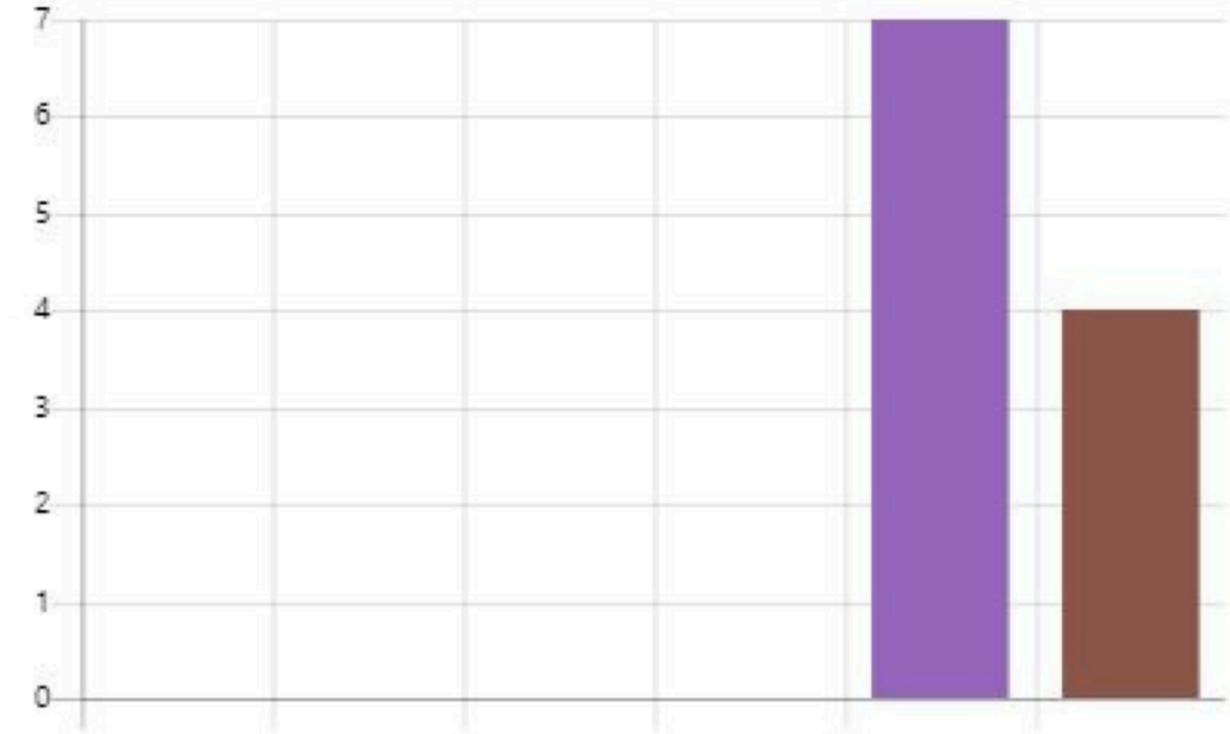
My  
Data

# Staff Survey Results

2. I feel if done consistent Success Period will lead to higher scholar achievement

[More Details](#)

Disagree A Lot	0
Disagree	0
Disagree A Little	0
Agree A Little	0
Agree	7
Agree A Lot	4



My  
Data

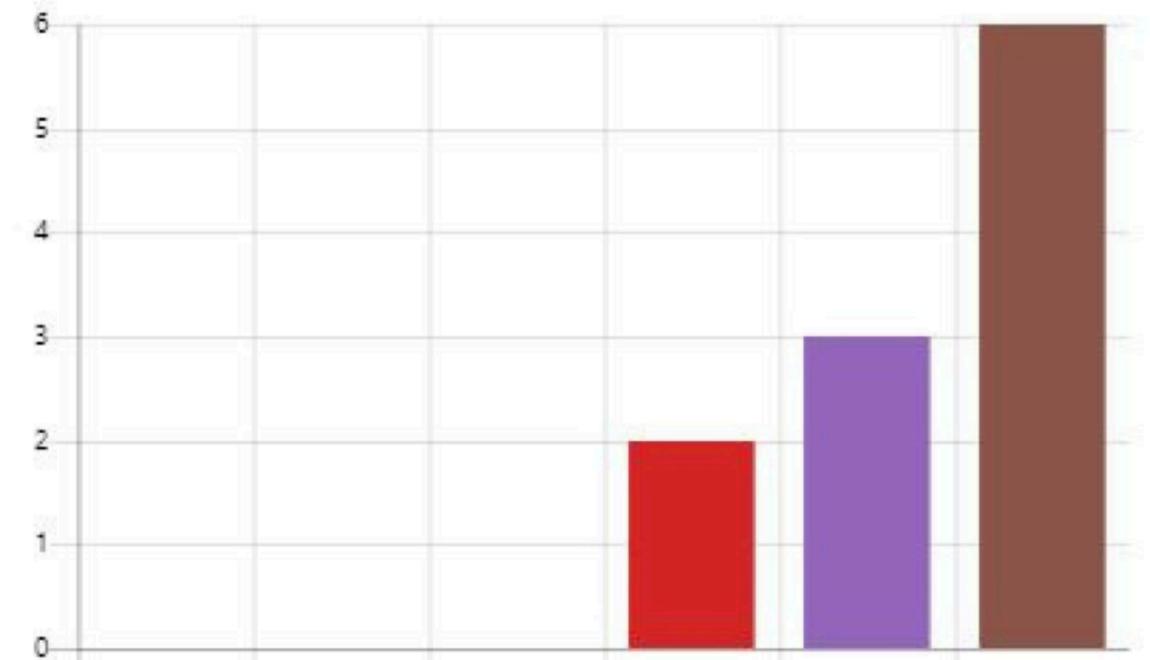
# Staff Survey Results

My  
Data

Success Period is a good use of the last 30 minutes of the day

[More Details](#)

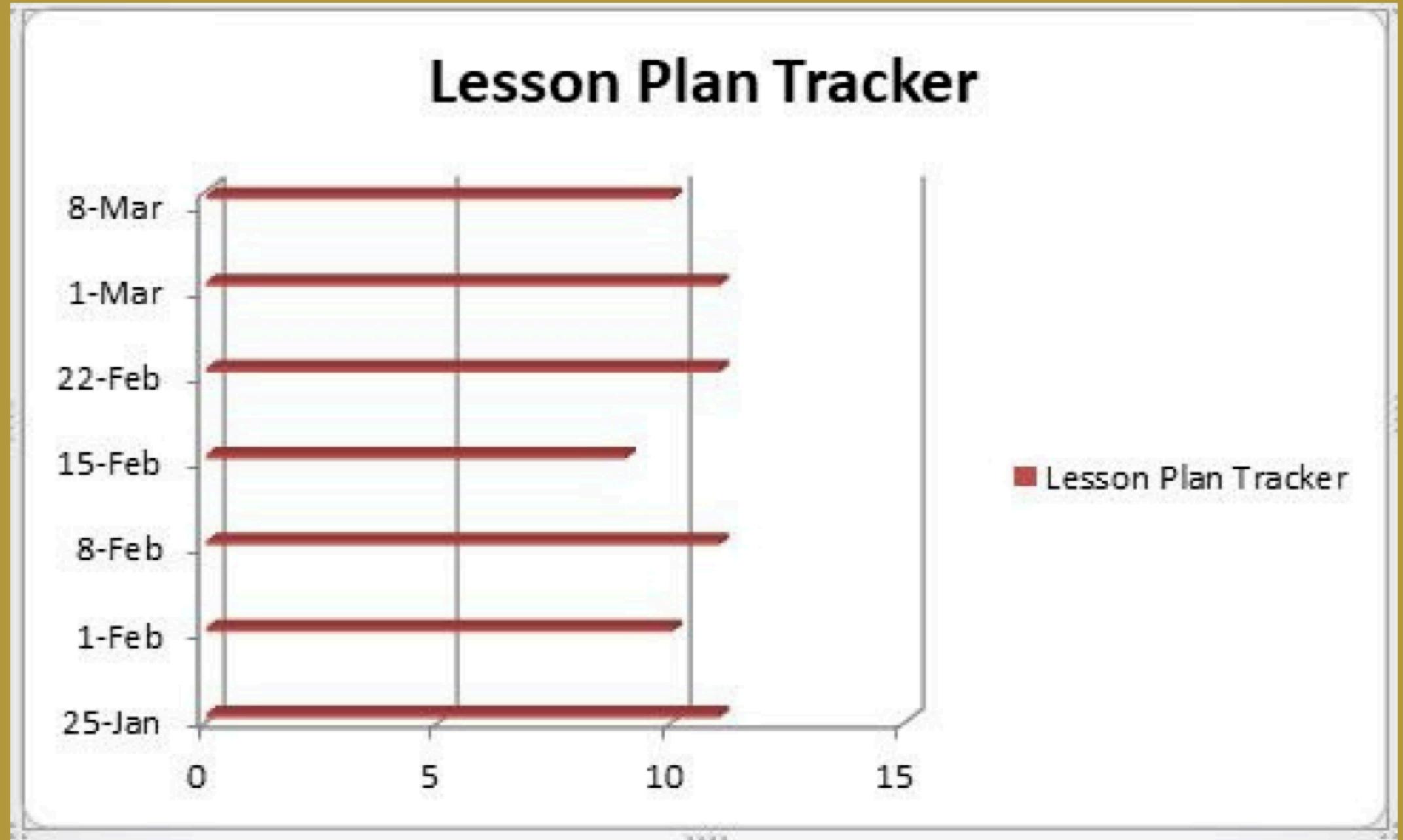
Disagree A Lot	0
Disagree	0
Disagree A Little	0
Agree A Little	2
Agree	3
Agree A Lot	6



# Lesson Plan Tracker

*The graph represents the number of teachers out of 11 who submitted lesson plans for the week*

**My  
Data**



# Classroom Observations

*Data was compiled using the average score combined by the school over the course of the 7 weeks of Success*

*Period:*

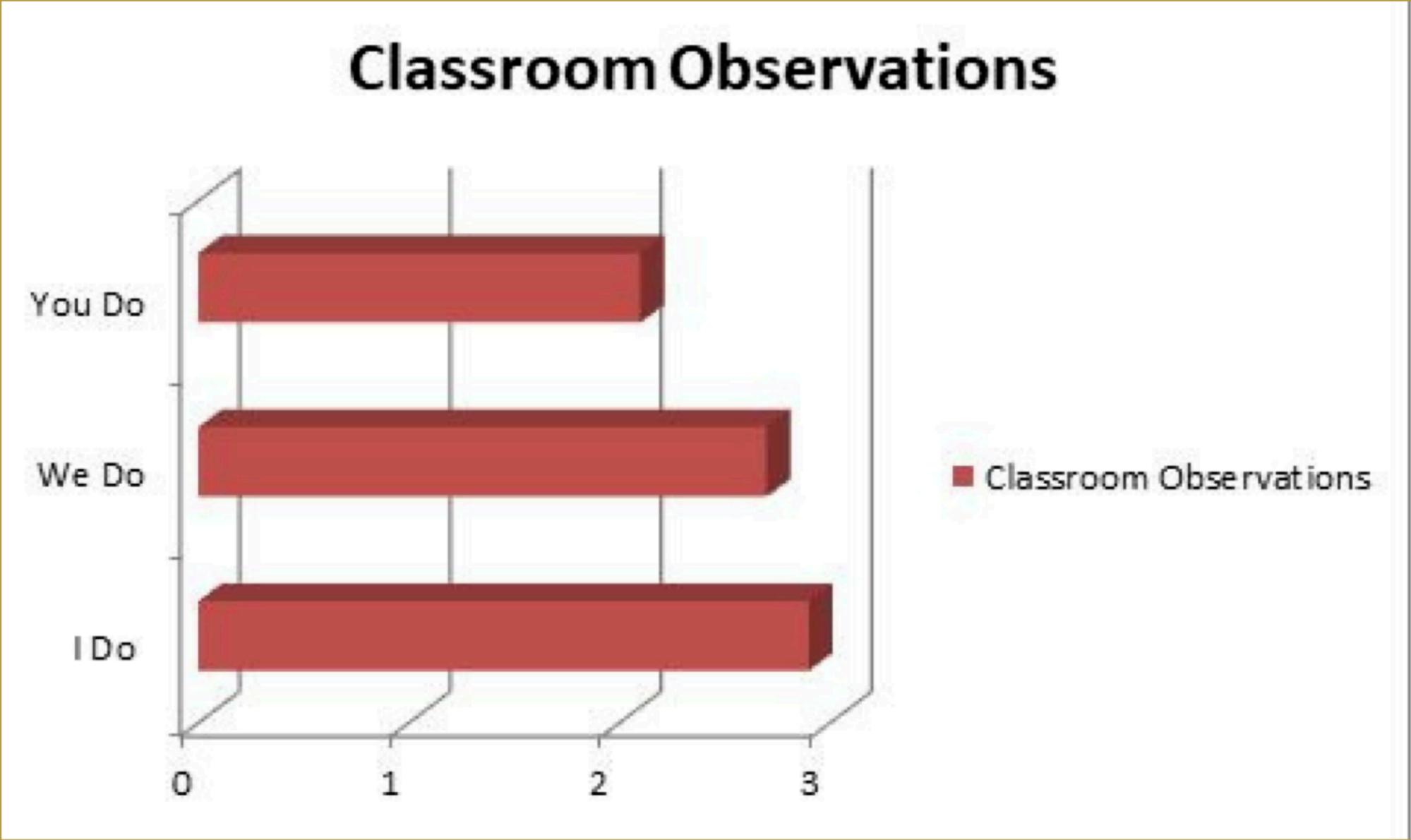
*0- Not Observed*

*1- Basic*

*2- Proficient*

*3- Distinguished*

# My Data



# MY DISCOVERIES

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## Learning Statement 1

I learned that it is important to get staff feedback in the early stages of planning. While I thought I had consider all possible solutions, in the first roll out, staff had a lot of questions that I did not consider.



## Learning Statement 2

What gets monitored gets done. When I came around to check for lesson plans posted outside the door and when I came in the classrooms things ran smooth, when I did not check, there was some slack on expectations .



## Learning Statement 3

I learned that when I am clear on a vision, then I can articulate that vision to others. When I became clear on my expectations for Success Period, I was able to answer teachers questions so they would feel about what their role and what I expected from them. Ultimately they were able to articulate that to the scholars.



# WHERE AM I HEADED NEXT

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# Bibliography