INDIANA
Principal Leadership
INSTITUTE **[Working Together is a WIN, Year 2]**

Principal Name: Rhonda Lanie
School Name: Howard Elementary
Team Members' Names: Darion Murphy
Principal's Email Contact: Rhonda Lanie

Background Leading to Our Inquiry

During the 2020-21 school year Howard Elementary implemented WIN Time. WIN Time is a 30-45 minute block of time in each grade level used to provide students with either remediation or enrichment as determined by classroom and progress monitoring assessments. One time each week the WIN Team meets to collaborate about students' data and to make an instructional plan for groups of students.

Through observation and reviewing WIN teams' agendas we noticed grade levels did not all score the assessment the same way, had difficulty staying with the topics outlined on their agenda, and felt uncertain about what instructional strategies and steps should occur during the WIN Time block.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to develop a school-wide WIN Time instructional model.

Our Wondering

With this purpose, we wondered if developing a WIN Time instructional model would help bring clarity and uniformity to our WIN Time data meeting, planning meetings, and instructional focus.

Our Actions

We completed the action steps for our action research project throughout February and March. Our first step was to review WIN teams' agendas and observation notes to determine areas of strength and areas for growth. We created a Google Form to send out asking the following questions:

1. What is going well in WIN Time?
2. What can we improve on or need to learn more about or WIN Time?
   a. Time management
   b. Data collection and meetings process
   c. Grouping students
   d. Gathering materials
   e. Other

We reviewed the survey results and then decided on an instructional model template from the "Effective Teaching in Every Classroom" handout. We divided teachers into an intermediate group and a primary group. Using the template, we brainstormed with each group what will always occur, sometimes occur, and never occur during WIN planning meetings, data meetings, and instruction. The team then met to compare the intermediate brainstorming ideas and the primary brainstorming ideas. We combine their ideas to create one instructional model draft. We then met with the entire staff to review the model and make necessary changes and modifications to the draft instructional model.

Data Collection

Our data consisted of the following items:

1. WIN Team agendas and notes.
2. Survey results from a Google Form.
3. The results from the primary and intermediate brainstorming session.
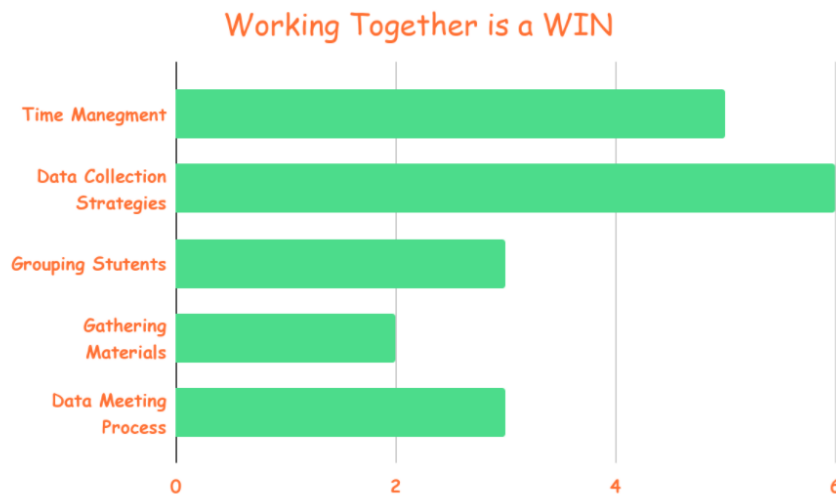4. A second draft of the instructional model

Our Data

1. Example of a WIN Meeting Agenda and notes that were reviewed by the team.

Agenda

Topics of Discussion
1. Review norms.
2. Data and classroom application for students.
3. Celebrations: Student growth on sight words, Vicki created a sight word spreadsheet that is very helpful to the team!
4. Student Data Discussion

Classroom Application Before the Next Meeting
• Judy will work on sound boxes with Annabel.
• Teachers will work on administering running records and NWEA; some of that data may be available next time.

Concerns Reflections/Recommendations
• Vicki has been working on nonsense words with Diana's students during push-in.
• Annabel & Navin have worked on phonics games and other word work, but not sound boxes.
• Clifford is improving his speech, but it is still hard to understand him most of the time.
• Judy is concerned about Addison. Diana reported that she cannot identify the letter T. She calls it "S". Addison is showing improvement through progress monitoring, but she is still a concern.
• Diana is concerned about her group in general: Collin, Clifford, Navin, Addison. Navin is starting to get the concept of final sounds of words. This group is working on Recipe for Reading. They have learned 5 new phonemes so far. Joi has Navin do 6 spelling words instead of 12. Collin is showing some behavior issues in the group. Clifford is getting tested for more services; he already has a speech IEP. This group is being assessed on letter sounds. Navin showed great growth! Addison declined, and Clifford and Collin stayed the same.
• Vicki's students didn't demonstrate as much growth as she was hoping. Eli is showing good growth. Gage is showing some concerns academically; he needs lots of repetition before information starts to stick. Joi reported that Gage did well on Read the Room, and was able to identify short vowel words and blend them to read.
• Some students in Michelle H.'s group decreased in number of words per minute, but there were some difficult words in the passage, such as Pacific Ocean. No major concerns with her students.
• Michelle Y. reports the only student she is monitoring that struggles to show good growth is Annabel Hughes. She gets stuck on words sometimes and has to re-read.
• Teresa is concerned about Reese (Six Minute Solution). He tends to speed through and guess on words. He doesn't try to sound out words, and does have some speech issues. He is showing growth on easyCBM. Alexis isn't showing consistent growth, but Joi reports that she is showing progress in class. Her score may be lower because she wants to get everything right and tends to take longer to complete things.

Date: March	Subject: CH 7 Test		Sixth Grade		Teacher: Brad Burkhalter	

Proficient (P)   Approaching Proficiency (A)   Below Proficency (B)

Item #	Standard	Skill
1	6C5	Exponents
2	6AF3	Algebriac Expressions
3	6AF3	
4	6C5	Exponents
5	6AF1,2,3	Identify Parts of Expressions
6	6AF1 and 6AF3	Evaluate/Define Variables
7	6AF2	Apply Properties of Operations
8	6C5	Order of OPS/Exponents
9	6AF3	Define/Use Multiple Variables
10	6AF2	Apply Properties of Operation
11	6AF1 and 6AF3	
12	6AF2	Apply Properties of Operation
13	6AF2	
14	6AF2	
15	6AF3	Algebriac Expressions
16	6AF2	Apply Properties of Operation
17	6AF2	
18	6AF3	Algebriac Expressions
19	6AF3	
20	6C5	Order of OPS/Exponents

Class Trends: What is an area in which students struggled?	If you identified an are of weakness, reflect on the students' misconceptions by analyzing their work. What did you notce?
A=(S) SQUARED	SELECTING "ALL THAT APPLY"
Which students need additional time and support to achieve proficiency?	**What was their area of difficulty?**
All except my Big Ideas Group	
Which students are at or above proficency?	**What is you plan to enrich or extend their learning?**

2. The results from the Google Form survey.

Working Together is a WIN

Category	Value
Time Manegment	5
Data Collection Strategies	6
Grouping Stutents	3
Gathering Materials	2
Data Meeting Process	3

3. The primary and intermediate teams' brainstorm of the WIN Instructructional model.

BRAINSTORM WIN TIME INSTRUCTIONAL MODEL 1ST - 3RD GRADE

	Should Occur	Might Occur	Never Occur
WIN PLC Planning Meeting	• Continued work on skill for students while meeting • Make the groups fluid • Make sure all instructors are included in decision making	• Share resource folder with team to add resources • Make sure all instructors know how to teach concepts	• Busy work for students while meeting
WIN PLC Data Meeting	• Continued work on skill for students while meeting • Groups should be differentiated based on data • Share data in a way that everyone can see each student's data.	• Only classroom teachers meet.	• Not prepared • Off topic
WIN Time Instruction	• Students should be in small groups • Be on time to switch groups • Make sure all instructors decide on a realistic time to start and stop groups • Focus on priority standards	• Students can move to different groups during the time • Work on supplemental standards if needed • Groups can change throughout the week, but communication is needed	

4. The draft of our WIN Instructional Model.

DRAFT WIN TIME INSTRUCTIONAL MODEL

	Should Occur	Might Occur	Never Occur
WIN PLC Planning Meeting	• Continued work on skill for students while meeting • Make the groups fluid • Make sure everyone understands the concepts • Develop an agenda for the next meeting • Include everyone in the decision making • Instructional plan for individual students or whole group. • Use your agenda to guide the meeting.	• Share resource folder with the team to add resources • Help instructors know how to teach concepts • Data and Planning meetings might happen simultaneously • Decide on the assessments to use for data • Type of meeting depends on the need of students • Discuss specific strategies to use during instruction.	• Work in isolation. • Students should not be doing work that is not relevant
WIN PLC Data Meeting	• Continued work on skill for students while meeting • Groups should be differentiated based on data • Share data in a way that everyone can see it • Develop an agenda for the next meeting • Data should be an agreed-upon assessment • Include everyone in the decision making • Use your agenda to guide the meeting	• Type of meeting depends on the need of students • Data and Planning meetings might happen during the same meeting.	• Leave instructors out of the loop • Have no data to share • Have conversations about things we cannot control. • Work in isolation
WIN Time Instruction	• Students should be in smaller groups • Be on time to switch groups • Make sure all instructors decide on a realistic time to start and stop groups • Focus on priority standards • Kids working above proficiency • Focus on priority standards	• Students can move to different groups during the time • Work on supplemental standards if needed • Groups can change throughout the week, but communication is needed • Some kids remain in the same group for consistency	• non-academic work for students that has nothing to do with the standards

Our Discoveries

We discovered that six of the twelve teachers surveyed needed more support with data collection and the data meeting process. This discovery will help us refine the data meeting section of our instructional model.

We discovered that over half of the teachers need more support to create common assessment and professional development in this area will be needed.

We discovered that all teachers reported that WIN Time has been a big success this school year and our students have shown growth.

Where We Are Headed Next (Slide ?)

Our action research project went in a different direction than we had originally planned. In the beginning we had discussions around developing an instructional model for all instructional practices at Howard. It was determined that with so many other obstacles in our path this school year and the possibility of getting a new evaluation tool that might help guide our thinking around a school-wide model we decided an instructional model for WIN Time would be a better fit for current needs.

Through this project we learned that a more indepth look at John Hattie's visible mindframes (specifically mindframes 1,2, and 3). Learning about these three mindframes and evaluating our progress in these three areas will even further our students' success

and make our staff stronger. Along with learning more about these three mindframes, we have determined that we will need more professional development in creating common assessments. We will use all of our learned information to continue to refine our instructional model for WIN Time.

Bibliography

Marzano. R., Warwick., P., Rains, C., & DeFour. R. *Leading a High Reliability School.* Bloomington, IN, Solution Tree, 2018

McConnell, Stephanie, and Lyon, Morris. *WIN Time: Fearlessly Transforming Your School.* Principal Principle, 2020

Marzano, Robert and Warrick, Philip. *Leading HRS Level 2 (Effective Teaching in Every Classroom).* 2020, Handout

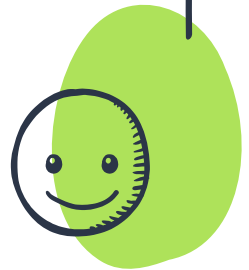# Working Together is a WIN
Howard Elementary

AR Project Team

Rhonda Lanie
HES PRINCIPAL

DARION MURPHY
4TH GRADE TEACHER

Background Leading to this Inquiry

During the 2020-21 school year Howard Elementary implemented WIN Time. WIN Time is a 30-45 minute block used to provide students with either remediation or enrichment as determined by classroom and progress monitoring assessments.

Through observations and reviewing WIN agendas we noticed grade levels were not always on the same page with their data, not always sticking to the agenda during meetings, and felt uncertain about what instruction should occur during this block of time.

Purpose of This Inquiry

Therefore the purpose of our action research project was to develop a school wide WIN Time instructional model.

Our Wondering

With this purpose, we wondered if developing a WIN Time instructional model would help bring clarity and uniformity to our WIN Time data meetings, WIN planning, and instruction.

Action Step

The actions steps in our action research project took place over the months of February and March.
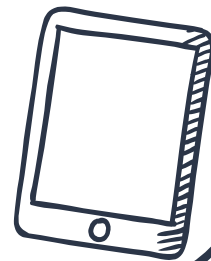
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Action Step #1

Reviewed Agendas and Notes

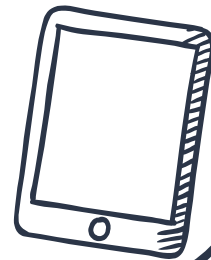As a team we reviewed the WIN meeting agenda and notes.

2

Action Step #2

Survey

A Google Form was sent out to the staff asking the following questions:

1. What is going well during WIN Time?
2. What can we improve on or need to learn more about for WIN Time?
   a. Time management
   b. Data collection and meetings
   c. Grouping students
   d. Gathering materials
   e. Other

3

Action Step #3

Survey Results Meeting

- We looked over the results of our survey and determined a need to clarify and refine the components of WIN Time.
- We reviewed the instructional model templates provided in the "Effective Teaching in Every Classroom" handout.
- We chose a template.

Action Step #4

Initial Brainstorming Meeting

4

- We then divided the staff into primary and intermediate teams to brainstorm what should occur, might occur, and never occur during WIN Time data meetings, planning time, and instruction.
- We placed the brainstorming ideas on a draft model template.

5

ACTION STEP #5

REVIEWING THE MODEL

The team met to compare the primary and intermediate instructional model drafts. We combine these ideas into one draft instructional model to present to the staff.
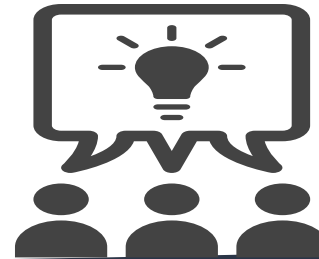
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Action Step #6

Draft Model Meeting

We met with the entire staff to review the model and make necessary changes and modifications.
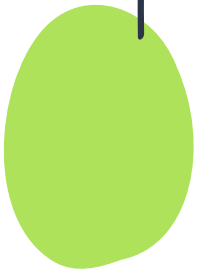
DATA

Data Collection

✗ We reviewed the WIN agendas and notes form all WIN Teams.

Data Collection

Our data was collected in the following ways:

✗ What is going well during WIN Time?
✗ What can we improve on or need to earn more about for WIN Time?
   ✗ Time management
   ✗ Data collection and meetings
   ✗ Grouping students
   ✗ Gathering materials
   ✗ Other

Data Collection

✗   During our brainstorming session we created the first draft of what will occur, what might occur and will never occur during WIN Time.

✗   A second draft of the WIN Instructional Model was created during the second staff meeting.

Data

Agenda

Topics of Discussion
1. Review norms.
2. Data and classroom application for students.
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4. Student Data Discussion

Classroom Application Before the Next Meeting
- Judy will work on sound boxes with Annabel.
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Concerns Reflections/Recommendations
- Vicki has been working on nonsense words with Diana's students during push-in.
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- Judy is concerned about Addison. Diana reported that she cannot identify the letter T. She calls it "S". Addison is showing improvement through progress monitoring, but she is still a concern.
- Diana is concerned about her group in general: Collin, Clifford, Navin, Addison.
  Navin is starting to get the concept of final sounds of words. This group is working on Recipe for Reading. They have learned 5 new phonemes so far. Joi has Navin do 6 spelling words instead of 12.
  Collin is showing some behavior issues in the group.
  Clifford is getting tested for more services; he already has a speech IEP.
  This group is being assessed on letter sounds. Navin showed great growth! Addison declined, and Clifford and Collin stayed the same.
- Vicki's students didn't demonstrate as much growth as she was hoping. Eli is showing good growth. Gage is showing some concerns academically; he needs lots of repetition before information starts to stick. Joi reported that Gage did well on Read the Room, and was able to identify short vowel words and blend them to read.
- Some students in Michelle H.'s group decreased in number of words per minute, but there were some difficult words in the passage, such as Pacific Ocean. No major concerns with her students.
- Michelle Y. reports the only student she is monitoring that struggles to show good growth is Annabel Hughes. She gets stuck on words sometimes and has to re-read.
- Teresa is concerned about Reese (Six Minute Solution). He tends to speed through and guess on words. He doesn't try to sound out words, and does have some speech issues. He is showing growth on easyCBM.
  Alexis isn't showing consistent growth, but Joi reports that she is showing progress in class. Her score may be lower because she wants to get everything right and tends to take longer to complete things.

Date: March	Subject: CH 7 Test	Sixth Grade		Teacher: Brad Burkhalter

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Item #	Standard	Skill	
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6	6AF1 and 6AF3	Evaluate/Define Variables	
7	6AF2	Apply Properties of Operations	
8	6.C5	Order of OPS/Exponents	
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10	6AF2	Apply Properties of Operations	
11	6AF1 and 6AF3		
12	6AF2	Apply Properties of Operations	
13	6AF2		
14	6AF2		
15	6AF3	Algebraic Expressions	
16	6AF2	Apply Properties of Operations	
17	6AF2		
18	6AF3	Algebraic Expressions	
19	6AF3		
20	6.C5	Order of OPS/Exponents	

Class Trends: What is an area in which students struggled?	If you identified an are of weakness, reflect on the students' misconceptions by analyzing their work. What did you notice?
A=(S) SQUARED	SELECTING "ALL THAT APPLY"

Which students need additional time and support to achieve proficiency?	What was their area of difficulty?
All except my Big Ideas Group	

Which students are at or above proficiency?	What is you plan to enrich or extend their learning?

Our Data

Working Together is a WIN

Our Data

BRAINSTORM WIN TIME INSTRUCTIONAL MODEL 1ST - 3RD GRADE

	Should Occur	Might Occur	Never Occur
WIN PLC Planning Meeting	• Continued work on skill for students while meeting • Make the groups fluid • Make sure all instructors are included in decision making	• Share resource folder with team to add resources • Make sure all instructors know how to teach concepts	• Busy work for students while meeting
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WIN Time Instruction	• Students should be in small groups • Be on time to switch groups • Make sure all instructors decide on a realistic time to start and stop groups • Focus on priority standards	• Students can move to different groups during the time • Work on supplemental standards if needed • Groups can change throughout the week, but communication is needed	

Our Data

BRAINSTORM WIN TIME INSTRUCTIONAL MODEL 4TH - 6TH GRADE

	Should Occur	Might Occur	Never Occur
WIN PLC Planning Meeting	• Make the groups fluid • Make sure everyone understands the concepts • Develop an agenda for the next meeting • Include everyone in decision making	• Data and Planning meetings might happen simultaneously • Decide on the assessments to use for data • Type of meeting depends on the need of students	•
WIN PLC Data Meeting	• Groups should be formed bases on data • Develop an agenda for the next meeting • Data should be an agreed upon assessment • Make sure everyone can see data • Include everyone in decision making	• Type of meeting depends on the need of students	• No data to share • Leave instructors out of the loop
WIN Time Instruction	• Kids working above proficiency • Focus on priority standards	• Some kids remain in same group for consistency • Work on supplemental standards if needed	

Our Data

DRAFT WIN TIME INSTRUCTIONAL MODEL

	Should Occur	Might Occur	Never Occur
WIN PLC Planning Meeting	• Continued work on skill for students while meeting • Make the groups fluid • Make sure everyone understands the concepts • Develop an agenda for the next meeting • Include everyone in the decision making • Instructional plan for individual students or whole group. • Use your agenda to guide the meeting.	• Share resource folder with the team to add resources • Help instructors know how to teach concepts • Data and Planning meetings might happen simultaneously • Decide on the assessments to use for data • Type of meeting depends on the need of students • Discuss specific strategies to use during instruction.	• Work in isolation. • Students should not be doing work that is not relevant
WIN PLC Data Meeting	• Continued work on skill for students while meeting • Groups should be differentiated based on data • Share data in a way that everyone can see it • Develop an agenda for the next meeting • Data should be an agreed-upon assessment • Include everyone in the decision making • Use your agenda to guide the meeting	• Type of meeting depends on the need of students • Data and Planning meetings might happen during the same meeting.	• Leave instructors out of the loop • Have no data to share • Have conversations about things we cannot control. • Work in isolation
WIN Time Instruction	• Students should be in smaller groups • Be on time to switch groups • Make sure all instructors decide on a realistic time to start and stop groups • Focus on priority standards • Kids working above proficiency • Focus on priority standards	• Students can move to different groups during the time • Work on supplemental standards if needed • Groups can change throughout the week, but communication is needed • Some kids remain in the same group for consistency	• non-academic work for students that has nothing to do with the standards

Conclusions

Our Discoveries

✗   We realized that many teachers had similar questions about what assessments to use and how to use the data to plan instruction.

✗   Professional development in the area of common assessments is needed.

✗   Our WIN Time is going very well in spite of all the COVID restrictions and day-to-day stress.

✗   OUR KIDS ARE MAKING LOTS OF GROWTH!

Where We Are Heading Next

During the 2020-21 school year we will focus our professional development on three areas:

1. John Hattie's research (specifically mindframes 1,2,and 3)
2. Professional development in common assessments.
3. Continue building our Instructional Model and align it with our new evaluation rubric.

Bibliography

Marzano. R., Warrick, P., Rains, C., & DuFour. R. *Leading a High Reliability School.* Bloomington, IN, Solution Tree, 2018

McConnell, Stephanie, and Lyon, Morris. *WIN Time Fearlessly Transforming Your School.* Principal Principals, 2020

Marzano, Robert and Warrick, Philip. *Leading HRS Level 2 (Effective Teaching in Every Classroom).* 2020, Handout/presentation

Thanks!

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