

Increasing Student Achievement

Leon County Schools

Tallahassee, Florida

May 18, 2006



System Alignment

Florida Department of Education
Staff Development Standards guide the
design of school and district based
workshops.



System Alignment

Teacher Individual Professional Development Plan's are aligned with School Improvement objectives and with individual teacher student data which drives the selection of professional development activities.



System Alignment

Inservice credit based on teachers reporting how they used what they learned and students' learning was impacted.



Strategies and Initiatives

- ⦿ Trained school based **Action Research** contacts
- ⦿ Trained school representatives to set up peer study groups
- ⦿ Provided mini grants for schools to:
 - ⦿ implement comprehensive professional development
 - ⦿ driven by student data
 - ⦿ learning communities
 - ⦿ evaluated for impact
- ⦿ Two Schools using Japanese Lesson Study



Strategies and Initiatives

- ◎ Support beginning teachers and beginning principals with trained mentors
- ◎ District wide training on research based instructional strategies
- ◎ District wide Systematic Vocabulary Instruction Program lead by National Board Certified Teachers



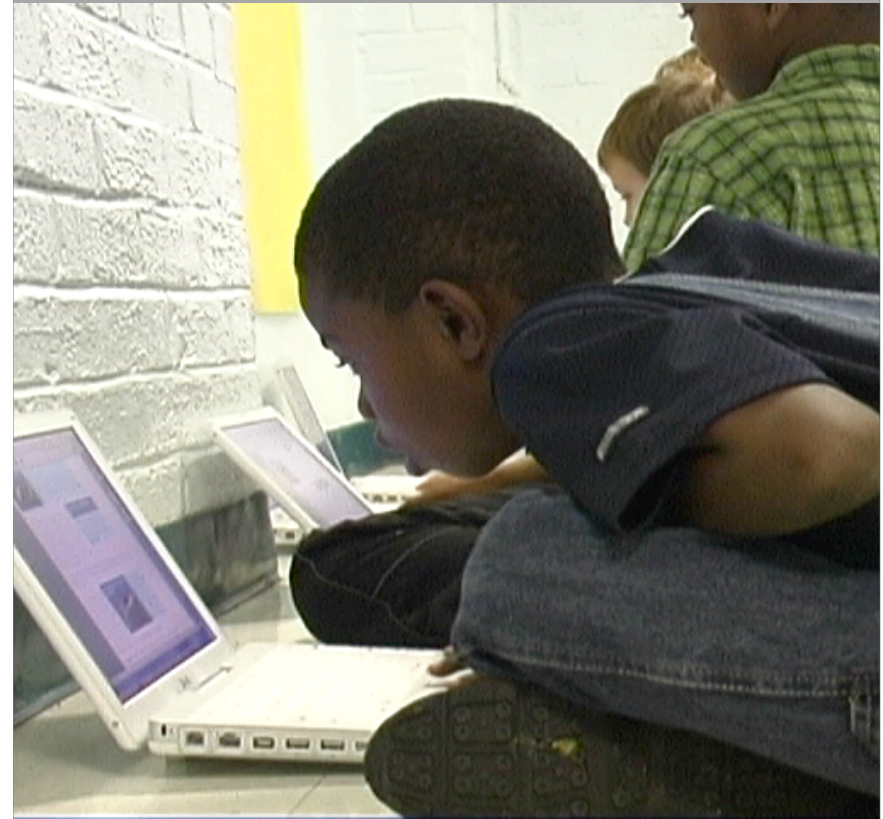
Strategies and Initiatives

- ⦿ Long history of effective professional development integrated in School Improvement workshops
- ⦿ Supported schools with funds and materials for book studies and other teacher learning communities.



Reading Program

*All children
learn*



Reading Program

- ◎ Common reading program throughout Elementary Schools
- ◎ Reading Councils at each schools
 - ◎ reading success
 - ◎ offer solutions to teachers,
 - ◎ problem solvers
- ◎ Initial training for reading programs included purchase price
- ◎ Progress monitoring tools and training for teachers
 - ◎ ensure focus instruction to meet needs of students



Reading Program

- ⦿ Ongoing staff development of reading programs to ensure successful implementation
- ⦿ Reading Coaches that help support teachers in the classroom
- ⦿ Reading materials that are designated to a certain grade levels to limit repetition



Reading First Grant

- ◎ Schools/Coaches
 - ◎ Year 1 - 2003-04 (\$810,000) 9 schools
 - ◎ Year 2 - 2004-05 (\$729,000) 9 schools
 - ◎ Year 3 - 2005-06 (\$648,000) 8 schools



K-12 Reading Plan

- ◎ Coaches' Model School Grant (Old)
- ◎ Middle School Coaches Grant (Old)
- ◎ FEFP - Reading Funds (New)
 - ◎ Funding (\$1,077,566.00)
 - ◎ Reading Coaches (12 Coaches)



Summer Reading Academies

- ◎ 3rd Grade SRA
 - ◎ 400 students
- ◎ 6th Grade SRA
 - ◎ 120 students
- ◎ 8th/9th Grade SRA
 - ◎ Projected 180



Assistance & Intervention

- ⦿ 5 elementary schools
- ⦿ 4 middle schools
 - ⦿ Including one charter school
- ⦿ 2 high schools (not Title I schools)
 - ⦿ Included by district because of “D” grades
- ⦿ 1 alternative school
 - ⦿ The district Second Chance school



A & I Team

- ⦿ Assistant Superintendent
- ⦿ Chief Finance Officer
- ⦿ Elementary, Secondary, & Special Programs and Sites Executive Directors
- ⦿ School Improvement, Staff Development, Testing and Student Assessment Directors
- ⦿ Program Monitoring & Evaluation Directors
- ⦿ Title I and Instructional Technology Coordinators
- ⦿ Elementary and Secondary Language Arts, K-12 Mathematics, Science, and Social Studies Curriculum and Instruction Developers



A & I Process

- ⦿ Initial meeting
 - ⦿ A & I Team and all school principals
 - ⦿ Setting the stage
 - ⦿ State and district requirements and timelines
- ⦿ Individual meetings at each school
 - ⦿ A & I Team and school team including SAC reps
 - ⦿ Identify needs based on school improvement plan and other factors



A & I Process

- ◎ A & I Team provides assistance
 - ◎ Prioritize needs
 - ◎ Team assignments
 - ◎ Monitoring assistance provided
- ◎ Midyear check
 - ◎ Schools write SIP midyear report
 - ◎ A & I Team writes assistance report



A & I Sample School Needs

- ⦿ Funds for behavior management contract
- ⦿ AIMS training
- ⦿ Demonstration Lessons
- ⦿ CIM/FOCUS-summer work
- ⦿ Assistance in using online materials
- ⦿ Parent Liaison
- ⦿ Additional ESE Reading teacher unit
- ⦿ Amend SIP to include Reading and Science unmet needs



School Strategies

- ⦿ Tutoring/Mentoring/Extended Learning Opportunities
- ⦿ Smaller Student/Teacher Ratio
- ⦿ Reading Support
- ⦿ Math Assistance
- ⦿ Professional Development



School Strategies

- ◎ Emphasis on Progress Monitoring
- ◎ More Effective Curriculum and Instruction
- ◎ Parental Involvement Strategies



Secondary Intervention Sample

- ◎ Writes Upon Request
 - ◎ Given quarterly
 - ◎ Same as Florida Writes
 - ◎ All teachers trained in grading using 6-point rubric
 - ◎ Given to all students (6-12)
 - ◎ Graded by 2 teachers for average score
 - ◎ Teachers to include extended responses in all courses



School Improvement Planning

Planning - Action = Status Quo

Planning + Effective Action = Success



Parts of a puzzle?

- ◎ Progress monitoring
- ◎ Attention to research
- ◎ Teacher collaboration/collegiality
- ◎ Teacher evaluation
- ◎ Analyzing data
- ◎ Action Research
- ◎ Study Groups
- ◎ IPDP's
- ◎ Focused and comprehensive professional development



District Example

A Comprehensive Training Plan for Math



Analysis of Data

- ◎ FCAT disaggregated data by:
 - ◎ strands,
 - ◎ teacher,
 - ◎ student race
 - ◎ student gender
- ◎ Internal progress monitoring data:
 - ◎ SME, Compass, ALS, Harcourt, et.al.
- ◎ Correlation of data show gaps of what teachers must know to teach students



Results of Analysis

- ⦿ Weak
 - ⦿ Strands A (Number Sense, Operations)
 - ⦿ Strands D (Algebraic Thinking)
- ⦿ Professional Development in these areas are required



Methods-Means

to Close

Professional Development

Gap

- ◎ Thinking Math K-8
- ◎ Algebra Institutes with TCC/FAMU/FSU
- ◎ PBS online
- ◎ NCTM online
- ◎ Teacher-to-Teacher online
- ◎ AIMS/GEMS
- ◎ Redundant employee



Selection Process

- ◎ Based on pros/cons of methods-means:
 - ◎ Thinking Math
 - ◎ Algebra Institutes
- ◎ Site Managers inform teachers, IPDP
- ◎ Teachers sign up for Algebraic Thinking and Thinking Math workshops
- ◎ Site Managers follow-up with sign-up



Professional Development

- ◎ Algebraic Institute (Elementary - Secondary)
 - ◎ 1st week, content refresher in algebra, algebra concepts, algebraic thinking.
 - ◎ 2nd week what does algebra look like in your grade? Model and develop concepts to use in your class
 - ◎ Lesson study of sharing ideas



Professional Development

- ◎ Thinking Math 1, 2 or 3
 - ◎ 1st week - intensive introduction into differentiated instruction of skills and concepts.
 - ◎ Site Manager to ensure have entire school or large cohort from a school sign up. Offers support structure and professional learning community.



Implementation



Teachers plan and implement concepts in their classrooms



Progress
Monitoring
Multi-Level



Progress Monitoring

- ⦿ Daily Lesson study of reflecting teaching practices
 - ⦿ Professional learning groups
- ⦿ Site Administrator CWT bi-monthly
 - ⦿ Feedback
- ⦿ District Math Specialist to validate or troubleshoot.
- ⦿ Revise lessons as required



Progress Monitoring

- ◎ Mid-January workshop follow-up for Thinking Math and Algebra Institute – what is working and what is not.
- ◎ Bring in identified leaders who successfully use TM from other schools to assist with trouble-shooting.
- ◎ Revise lessons as required



Cycle Restarts

- ⦿ Testing cycle begins
- ⦿ Data Analysis cycle
- ⦿ Gaps identified
- ⦿ Methods Mean analysis
- ⦿ Site manager prescriptions
- ⦿ Workshops
- ⦿ Continual progress monitoring



Our Efforts are Paying Off!

- ◎ 3rd Grade FCAT Scores
- ◎ High School Retakes
- ◎ FCAT Writing
- ◎ Closing the Gap
- ◎ High School Rankings
- ◎ Expecting Similar Results for Other Grades



Next Steps

- ⦿ Continued laser-like focus on the students and the strategies
- ⦿ Improved progress monitoring system
- ⦿ Emphasis on data-driven professional development
- ⦿ Additional support through staffing plan (technology support/ reading coaches/PK)
- ⦿ Continued support for reading
- ⦿ Support for math/ science/career-tech



Leon County Schools

Rigor, Relevance, Relationships.....
and Opportunities for Acceleration

High Expectations for ALL students!

