SCHOOL LEADERSHIP FOR SOCIAL EQUITY

Presenters: Jarred Zapolnik, Massillon Intermediate School Principal; Vince Lindsey, Massillon Junior High School Principal; Tiffany Martin and Jennifer Gotschall, Massillon Intermediate School Teachers; Jessica Harding, Cali Turley, Kirby Reed, Massillon Junior High School Teachers; Massillon City Schools

Room: The Alder
Morning Only

This session focuses on fostering school leadership for social equity. Through the use of collective capacity, Massillon Intermediate/Junior High Schools use the Ohio Improvement Process (OIP) to analyze equity data to create supports and structures for all students—ensuring all students receive core, rigorous, quality instruction. In doing this, the created Building Leadership Teams (BLTs) and TBTs focus each building on how the OIP helps close gaps for students while communicating major overhauls that occurred in response to the equity audit/data and changes made. Participants will learn practical action steps in alignment to the OIP, resources that can be used to assist in ensuring rigorous instruction for all, and how professional development is planned and implemented to support necessary outcomes for the adults.
Resources:

Ohio Leadership Advisory Committee (OLAC)

OLAC: *Meeting the Needs of Diverse Learners*

OLAC- *The Instructional Process*

OLAC- *Learning Supports*

OLAC- *Teacher-Based Teams (TBTs): What Districts need to Know*

Doc. DLT goals-strategies-action steps

Doc. A- Robinson

Doc. B- 5 step form

Doc. C- BLT feedback form

Doc. D- Recip. Teaching & Feedback materials
Meeting the Needs of Diverse Learners
Wow, that really made us think!
WELCOME

School Leadership for Social Equity

Presenters:
Tiffany Martin, Jenny Gotschall, Cali Turley, Kirby Reed, Jessica Harding, Jarred Zapolnik, Vince Lindsey

Massillon Intermediate/Junior High Schools
Who are you?
Your Role Matters!
LEARNING TARGETS

▪ **Identify** Leadership strategies for Social Equity

▪ **Examine** steps taken to ensure growth for **ALL** students.

▪ **Explore** research in the study of “*How Do Schools Get Better?*”

▪ **Clarify** the:
  ▪ Principal’s role in Repurposing BLTs/TBTs for Social Equity
  ▪ Teachers’ role in school leadership for Social Equity
WHAT’S HOLDING YOUR DISTRICT BACK?

Circle Activity:

At your table you will large paper. The center circle is labeled “General Education.” Think of your building or district when completing this task. Social Equality!

Things to consider:

Special Education population, special education classes, community events, the demographics of accelerated classes, gifted population, cultural biases, natural bias, history, does all really mean all...
General Education

- Programs for Students under Section 504
- Title 1 Programs
- Guidance Programs
- Alcohol and Drug Programs
- Limited English Speaking Programs
- At-Risk Program for HS Students
- Early Childhood Programs
- Programs for Homeless Children
Our Deficits Based System

Establish the Why

- History
- How are we moving forward?
  - Video (Todd Rose)
- How does the 'why' fit to what we are doing? (Connecting the dots)
- Text Rend of What We

Create Principles of Excellence

- Examine Equity Data Current Practices and CIP Role
- Create Common Understanding of Principles of Excellence (i.e. Vocabulary)
- Educate/Empower BLTs = What?: 
  - Creating/Managing/Implementing (4%)
- Provide Support to BLT
  - Giving Principles of Excellence
  - Intentional interruption = Instructional Practice
However, what did our data say?

**Equity Data**

- see handout

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**Massillon Middle School**
2015-16 The Equity Data
Equity Audit Form

(Dis)ability Data and Analysis

<table>
<thead>
<tr>
<th>Disability – Achievement Data</th>
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<tr>
<td><strong>Students With (Dis)abilities (Report fraction and percentage)</strong></td>
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<tr>
<td>Reading</td>
</tr>
<tr>
<td>4th: 91%</td>
</tr>
<tr>
<td>5th: 77.1%</td>
</tr>
<tr>
<td>6th: 88.3%</td>
</tr>
<tr>
<td>7th: 93%</td>
</tr>
<tr>
<td>8th: 96.4%</td>
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<tr>
<td>Math</td>
</tr>
<tr>
<td>4th: 82.1%</td>
</tr>
<tr>
<td>5th: 82.6%</td>
</tr>
<tr>
<td>6th: 84.3%</td>
</tr>
<tr>
<td>7th: 89.3%</td>
</tr>
<tr>
<td>8th: 92.2%</td>
</tr>
</tbody>
</table>

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Here’s what we know –

Attention to the Research

What we know

1. Varied achievement within student groupings positively impacts student achievement.

2. The students who are isolated the most in ability groupings often are the furthest behind.

Social Equity, where is your school?

On a scale of 1-5 where is your school?
So what were our next steps to improve?
DISCUSSION ITEM

How do schools get better?

Doc. A-Robinson Handout
TABLE DISCUSSION

Rate order of lowest to highest "Effect Size."

TPS
LEADERSHIP DOMAINS

1. Establishing goals and expectations
2. Resourcing strategically
3. Ensuring quality teaching
4. Leading teacher learning and development
5. Ensuring an orderly and safe environment

--V. Robinson, 2011
HOW DO SCHOOLS GET BETTER?

- Establishing goals and expectations (0.42)
- Resourcing strategically (0.31)
- Ensuring quality teaching (0.42)
- Leading teacher learning and development (0.84)
- Ensuring an orderly and safe environment (0.27)

---Student Centered Leadership, 2011
The impact of this leadership practice is 2X the effect of any other leadership practice!

This finding refers to the direct involvement of the principal in the professional learning of their staff.
INSTRUCTIONAL LEADERSHIP INCLUDES TWO COMPLEMENTARY APPROACHES AND BOTH ARE NECESSARY:

1. A focus on classroom practice

2. Shared leadership to create learning organizations

Leithwood and Seashore Louis, 2012
What system does this remind you?
2 OVERALL FINDINGS

1. Collective leadership (collective capacity) has a stronger influence on student learning than any individual source of leadership.

2. Higher-performing schools award greater influence to teacher teams/ TBTs.

Seashore Louis et. al, 2010
So...

How did we begin?
Our Beliefs

Climate & Culture

Data & Assessment

Engaging Instruction

Our big rocks
Examine Our History....

- Gaps-SWD vs. Non-Disabled
- Why?
- Philosophy?
- Systems?

Did we align to our District's Mission Statement?
MCSD Mission - The Why!

The Massillon City School District community will educate for Excellence by challenging **ALL** students to achieve their highest potential in academics, arts and athletics.
WHY?
So, let's begin:
Dream Big
Set Goals
Take Action
MIS Vision

Equipping the next generation of tigers with 21st-century skills through student-centered learning!

MJHS Vision

Developing college and career readiness through collaborative, diverse, and real-world learning experiences.
A Massillon Middle School
Massillon City Schools
In Pursuit Of Excellence
Tiger of the Month
Lives Here
Plan - The How!

1. Strengthen teacher empowerment and teams
   - Feedback
   - TBTs
   - 5 step process

2. Rigorous instruction and assessment for **ALL**

3. Positive climate
Our Buildings’ Action Steps

Increase student achievement

Growth of ALL students
Our Buildings’ Action Steps

Schedule changes

Full inclusion - ALL means ALL

Amended IEPSSs

Communicated with parents
Being Clear...
...clear goals
...clear progress

Clear Communication!
Facilitating continuous improvement **ALL** learners!
How?

5 Step Process

The 5-step process?

Step 1: Collect evidence of student learning

Step 2: Analyze assessment results

Step 3: Plan for Instruction

Step 4: Implement with Fidelity

Step 5: Re-Assessments & Evaluate
Creation of System
5 Step Process: TBT-BLT-DLT

The 5-step process?

Step 1: Collect evidence of student learning
Step 2: Analyze assessment results
Step 3: Plan for Instruction
Step 4: Implement with Fidelity
Step 5: Re-Assessments & Evaluate
No Vision

- Groups move in various directions
- No plan or coordination

Imposed Vision

- Plan without community involvement
- Lots of energy expended
- No forward movement

Shared Vision

- Community Planning
- All groups acting in concert
- Forward movement
- Plans become reality
V/J-Building Leadership Team
### Massillon Middle School - BLT Protocol

**Date:**

**School:**

**1316 Norms:**
1. Focused Agenda
2. Show up Prepared
3. Positive Attitude
4. Professional Respect
5. Collaboration
6. Accountability

**Facilitator:**

**Time Keeper:**

**Recorder:**

**Participants:**

<table>
<thead>
<tr>
<th>Topic/Focus:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard/Indicator/Skill:</td>
<td></td>
</tr>
<tr>
<td>Unpacked Learning Target:</td>
<td></td>
</tr>
</tbody>
</table>

**Learning sub-targets to assess proficiency:**

- Students in Massillon Middle School achieve at the following levels:
  - Blue: 90-100 - Above Mastery
  - Green: 80-89 - Mastery
  - Yellow: 65-79 - Near Mastery
  - Red: Below 64 - Below Mastery

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**Step 1:** Collect and chart formative assessment data aligned to the standards.

<table>
<thead>
<tr>
<th>Student Group</th>
<th># of students who took the assessment</th>
<th>Number of students who are above mastery</th>
<th>Percent of students who are above mastery</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of students who are mastering and above mastery</th>
<th>Percent of students who are mastering and above mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-89%</td>
<td>80-89%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who are near mastery, 65-79%</th>
<th>Percent of students who are near mastery, 65-79%</th>
</tr>
</thead>
<tbody>
<tr>
<td>65-79%</td>
<td>65-79%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who are below mastery, 65-79%</th>
<th>Percent of students who are below mastery, 65-79%</th>
</tr>
</thead>
<tbody>
<tr>
<td>65-79%</td>
<td>65-79%</td>
</tr>
</tbody>
</table>
Two-Way Communication Doc. C

6th ELA: Communication to the TBT's Reflection: BLT to TBT Feedback Protocol

The purpose of the BLT is to support the teacher teams’ 5-step process implementation by:
- Monitoring
- Providing support
- Providing feedback
- Communicating

Reflective Questions for BLT to consider:
- Did the team identify a priority standard or group of standards for its focus? **YES**
- Do the unpacked learning targets and sub-targets match the rigor of the standard? **NO**
- Are all parts of the standard represented in the sub-targets? **We don’t know.**
- Did the team identify students’ strengths and weaknesses and identify prioritized needs? **YES**
- Do the instructional strategies and activities support differentiated instruction and align to the expected level of rigor? **No-unclear. See inquiries to TBT.**
- Does the implementation describe specifically what will be done and who will be doing it? **YES-step four was read to BLT.**
- Did the team reflect on student growth? **N/A**
- Did the TBT analyze the overall effect of the implemented strategies towards students with disabilities and other targeted students? **N/A**
- Did the team reflectively communicate to the BLT? **NO. This is an important step. Please complete during TBT time.**

Date: 10/27/15
TBT: 6th grade ELA

Strengths of TBT:
- The preassessment data included 7th grade standard considerations.
- The standards were clearly indicated.
- Some of the preassessment data was high-knocks.

Inquiries of TBT:
- What was the purpose of the graphic organizer chosen as a team?
- Have you considered choosing a single focus literary or informational in one 5-step process?
- Would a shorter/more focused assessment help with the student stamina?
- How do the lexile levels correspond to AIR?
- Do students ever have choice in their graphic organizer? Do all students have to use a graphic organizer?
- How is the graphic organizer being taught by all teachers?

Communication to the DLT/Reflection

<table>
<thead>
<tr>
<th>Strengths/Succesess</th>
<th>Obstacles/Challenges</th>
<th>Supports Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BLT had good instructional discussion for the 6th grade ELA TBT.</td>
<td>Time—we only had 20 minutes to provide feedback. Some BLT members had to leave without reflection the DLT.</td>
<td>(Didn’t discuss)</td>
</tr>
</tbody>
</table>
How was what was learned was shared out with BLT and TBTs;

Building Leadership Team meetings:

  During Collab. time

  After School (voluntary)

Collaboration Time Teacher Based

Team Meetings centered around data for student achievement
The world needs GREAT TEACHERS

Building Leadership Support
Kirby-Teacher Based Teams
GROUPS OF TEACHERS, WORKING TOGETHER IN PURPOSEFUL WAYS OVER PERIODS OF TIME, WILL PRODUCE GREATER LEARNING IN MORE STUDENTS.

“Thus, if principals directly influence how teachers can learn together, they will maximize their impact on student learning.”

--Fullan, 2014
Definition of Teacher Based Teams (TBTs)

Collaborative teams at the classroom/instructional level that implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about formative teaching and learning.
Non Negotiables for Implementing Teacher Based Teams

1. Team structure for collaboration
2. Common focus
3. Shared formative assessments
4. 5-Step Process as a protocol
Kirby/Jenny G.- The Process for ALL students!

The Ohio 5-Step Process: A Cycle of Inquiry

1. **Step 1**
   Collect and chart data

2. **Step 2**
   Analyze student work specific to the data

3. **Step 3**
   Establish shared expectations for implementing specific effective changes in the classroom

4. **Step 4**
   Implement changes consistently across all classrooms

5. **Step 5**
   Collect, chart and analyze post data
# Massillon Middle School TBT Protocol

<table>
<thead>
<tr>
<th>Dates</th>
<th>Team</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. Focus on Agenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Show up Prepared</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Positive Attitude</td>
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<tr>
<td></td>
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<td>4. Professional Respect</td>
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<td></td>
<td></td>
<td>5. Collaboration</td>
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</table>

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Time Keeper</th>
<th>Recorder</th>
<th>2014 Notes</th>
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<td></td>
<td>0-100: Above Mastery</td>
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<td></td>
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<td>80-89: Mastery</td>
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<td>65-79: Near Mastery</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Below 64: Below Mastery</td>
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</table>

<table>
<thead>
<tr>
<th>Topic Focus:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Standard Indicator/Skill:</td>
<td></td>
</tr>
</tbody>
</table>

| Unpacked Learning Target: |
| "Essential Elements" (2-3 Skills) |

| Learning sub-targets to assess proficiency: |

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## Step 2: Collect and chart formative assessment data aligned to the standard

<table>
<thead>
<tr>
<th>Student Group</th>
<th># of students who took the assessment</th>
<th>Number of students who met or exceeded the standard</th>
<th>Number of students who met but not exceeded the standard</th>
<th>Number of students who did not meet the standard</th>
<th>Percent of students who met the standard</th>
<th>Percent of students who met the standard, 65-79%</th>
<th>Percent of students who met the standard, 80-89%</th>
<th>Percent of students who met the standard, 90-100%</th>
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<td>All students</td>
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<td>Students with disabilities</td>
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## Cali-Use of Data

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<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
<th>P</th>
<th>Q</th>
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<td>Aspire Scores - Fall 2015</td>
<td>Sci Invest.</td>
<td>Pre-test 2.1 - Water Erosion</td>
<td>Post Test 2.1 - Water Erosion</td>
<td>Vocabulary Quiz 2.2 - Wind, Ice and Gravity Erosion</td>
<td>2.2 Pre-test - Wind, Ice and Gravity Erosion</td>
<td>2.2 Post Test - Wind, Ice and Gravity Erosion</td>
<td>2.3 Vocabulary Quiz - Topographic Maps</td>
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<td>58</td>
<td>57</td>
<td>71</td>
<td>79</td>
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</tr>
</tbody>
</table>
Cali-Data to inform assessing & planning for **ALL**

**Proactive Planning**

**Importance of Common Formative Assessments (CFA)**

“Schools with the greatest improvements in student achievement consistently used common assessments.”

Douglas Reeves, 2004
Capacity Building Daily
Rigorous Instruction for ALL
### 2015-2016 Massillon Middle School Teacher Based Team (TBT) Meeting Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (Steps 1-5)</td>
<td>Content (Steps 1-5)</td>
<td>Content (Steps 1-5)</td>
<td>SW initiatives</td>
<td>TBT/Principal Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Celebrations/successes &amp; OhioMeansJobs</td>
</tr>
</tbody>
</table>
What is needed to ensure 90% implementation of effective Teacher Based Teams?
WE CLOSE THE ACHIEVEMENT GAP
BY
CLOSING THE IMPLEMENTATION GAP.

McNulty & Besser, 2011, p. 19
High Yield Strategies
High Payoff Strats (Hattie)

Purposefully Plan (Step 3)

<table>
<thead>
<tr>
<th>Instructional Groups (may vary):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Determine instructional strategy(ies)</td>
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<tr>
<td>Determine potential activities to deliver the instruction</td>
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<tr>
<td>Write SMART goal:</td>
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<tr>
<td>___% of students proficient by:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>___% of students advanced by:</td>
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</table>
Data Diff.

Relevance for learning outcome:

<table>
<thead>
<tr>
<th>Instructional Groups (may vary):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
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<tr>
<td>Determine instructional strategy(ies)</td>
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<tr>
<td>Determine potential activities to deliver the instruction</td>
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<tr>
<td>Write SMART goal:</td>
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<tr>
<td>____% of students proficient by:</td>
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<tr>
<td>____% of students advanced by:</td>
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</table>
Steps 3 and 4

Establish shared expectations for implementing specific effective changes in the classroom

High Yield Strategies: Effect Size

The hinge-point; average effect-size 0.4

Hattie 2009
## Strategies vs. Activities

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Self Report Grades=1.44</td>
<td>Leveled Reading Passages</td>
</tr>
<tr>
<td>Reciprocal Teaching =.74</td>
<td>Tiered Math Tasks</td>
</tr>
<tr>
<td>Feedback=.73</td>
<td>Practice Stations</td>
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<tr>
<td>Metacognitive Strategies = .69</td>
<td>Creating or Utilizing a Graphic Organizer</td>
</tr>
<tr>
<td>Cooperative vs. Individual Learning = .59</td>
<td>Researching an Author’s Point of View</td>
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<tr>
<td>Study Skills =.59</td>
<td>Participating in a Science Lab</td>
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<tr>
<td>Direct Instruction =.59</td>
<td>Comparing Two Pieces of Text</td>
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<tr>
<td>Cooperative vs. Competitive Learning = .54</td>
<td>Analyzing Musical Genres</td>
</tr>
<tr>
<td>Small Group Learning = .49</td>
<td>Building a Model</td>
</tr>
<tr>
<td>Questioning=.46</td>
<td>Gallery Walk</td>
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</table>
### Real Data!

(Plot/Conflict/Theme: 5.2 / 5.5)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Pre-Data</th>
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<th>Pre-Data</th>
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<th>Post-Data</th>
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<th>Post-Data</th>
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<td>3(At)</td>
<td>2(Near)</td>
<td>1(Below)</td>
<td>4(Above)</td>
<td>3(At)</td>
<td>2(Near)</td>
<td>1(Below)</td>
<td>4(Above)</td>
<td>3(At)</td>
<td>2(Near)</td>
<td>1(Below)</td>
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<tr>
<td>Dennis/All (45)</td>
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<td>0</td>
<td>45</td>
<td>11</td>
<td>25</td>
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<tr>
<td>Martin/SWD (12)</td>
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<td>12</td>
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<tr>
<td>Nicholas/All (45)</td>
<td>0</td>
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<td>1</td>
<td>44</td>
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<tr>
<td>Nicholas/SWD (5)</td>
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</table>

**ALL means ALL-Social Equity**
What are some strategies we researched, supported through PD, and implemented?
Jessica- Reciprocal Teaching
While working with our TBT 5-Step Process, we needed to determine a strategy to implement.

We researched and discussed several strategies to use and picked “Reciprocal Teaching”.

We chose that strategy for 2 reasons:

- It had a large effect size
- It worked well for how we could break down the standard into groups to use the strategy

We then created a “skeleton” of what we wanted the end result for the students to look like - and since it looked doable, we fully dove in!
The Process - Standard/Deconstruction for Groups

8.G.9 **Know** the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

(1) **Know** the formulas for the volumes of cones.
(2) **Know** the formulas for the volumes of cylinders.
(3) **Know** the formulas for the volumes of spheres.
(4) **Use** the formulas for the volumes of cones.
(5) **Use** the formulas for the volumes of cylinders.
(6) **Use** the formulas for the volumes of spheres.
Daily Checklists

Day 3

_____ We created 3-5 questions covering the topic/focus of our group using an exit slip, Socrative, Google Forms, or whiteboards. It is shared with my teacher or turned in as a hard copy.

_____ We created an accurate answer key for our 3-5 questions. It includes worked-out solutions, as well as answers. This is turned in as a hard copy (handwritten).

Day 4

KNOW Groups

_____ We found or created a discovery activity for the volume formula of our solid. It is shared with my teacher or turned in as a hard copy.

_____ We found or created some type of interactive activity (foldable, task cards, scavenger hunt, Khan academy, actual solids to manipulate, online game) that includes our classmates in the process of KNOWING the volume formula for your solid. It is shared with my teacher or turned in as a hard copy.
## The Rubric

### Interactive Learning Activity (Score is doubled)

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entire activity is accurate, includes discovery or review, and includes an interactive activity for that specific topic. The presenters act in a professional manner and deal with classmates in a respectful way. All group members have an active role in the activity/presentation.</td>
<td>One required element is missing from the Interactive Learning Activity.</td>
<td>Two accurate, required elements are missing from the Interactive Learning Activity.</td>
<td>Three accurate, required elements are missing from the Interactive Learning Activity.</td>
<td>Zero accurate, required elements are included in the Interactive Learning Activity.</td>
<td></td>
</tr>
</tbody>
</table>
Peer Evaluations and Self-Reflection

<table>
<thead>
<tr>
<th>STUDENT PEER EVALUATION SHEET – Evaluate your group members. This will be done confidentially.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (rarely/never)</td>
</tr>
</tbody>
</table>

List Each Group Member Below: ____________________________________________________________________________

Name: ____________________________________________________________________________

Comments: ____________________________________________________________________________

In My Opinion: ____________________________________________________________________________

Word describing this person as a group member: ____________________________________________________________________________

Name: ____________________________________________________________________________

Comments: ____________________________________________________________________________

Word describing this person as a group member: ____________________________________________________________________________

Name: ____________________________________________________________________________

Comments: ____________________________________________________________________________

Word describing this person as a group member: ____________________________________________________________________________

Rate your contribution as compared to your group members. Explain your reasoning for your self-evaluation score:
Feedback Through Formative Instructional Practices

**Rapid Formative Assessment**

effect size: **0.75**
Timely

“The more delay that occurs in giving feedback, the less improvement there is in achievement.” (Marzano(1), p. 97)

As often as possible, for all major assignments

Constructive/Corrective

What students are doing that is correct
What students are doing that is not correct
Choose areas of feedback based on those that relate to major learning goals and essential elements of the assignment
Should be encouraging and help students realize that effort on their part results in more learning (Marzano(2), p. 105)
Specific to a Criterion
Precise language on what to do to improve
Reference where a student stands in relation to a specific learning target/goal
Also specific to the learning at hand
Based on personal observations

Focused on the product/behavior - not on the student

Verified
Did the student understand the feedback?
Opportunities are provided to modify assignments, products, etc. based on the feedback
What is my follow up plan to monitor and assist the student in these areas?)

Feedback (Hattie, 2009)
### Classroom examples - Ms. Martin

#### Language Arts

**Tiger Targets (9.28-10.2)**

- **RL.5.2** Summarize a text
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **L.5.3.a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

<table>
<thead>
<tr>
<th>Date/Tiger Target(s)</th>
<th>How do you feel about this target at the <strong>beginning</strong> of class/the week? Circle one.</th>
<th>How do you feel about this target at the <strong>end</strong> of class/the week? Circle one.</th>
<th>What questions or concerns do you still have? If you don’t have any, what do you want to do next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can compare and contrast characters, settings and events in a grade-level fiction text. I can use textual evidence to support my similarities and differences.</td>
<td>😊 😐 😞 😞 😞</td>
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<td>I can determine the details that should be placed in a summary. I can organize these details in the correct sequence, or order.</td>
<td>😊 😐 😞 😞 😞</td>
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<tr>
<td>I can create compound sentences and sentences with compound subjects and predicates.</td>
<td>😊 😐 😞 😞 😞</td>
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</tr>
<tr>
<td>I can define and and use the following words: forbidden, mischievous, reluctant, irresistible and summarize.</td>
<td>😊 😐 😞 😞 😞</td>
<td></td>
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</tr>
</tbody>
</table>

- 😊: I completely understand this tiger target. I could do this on my own, and I could help others. (4-3)
- 😐: I understand some of this target, but I still have some questions. I would struggle doing this on my own. (2)
- 😞: I do not understand this tiger target at all. I would not be able to do this on my own. I would need the teacher’s help. (1)
<table>
<thead>
<tr>
<th>Name</th>
<th>Vocabulary (7 pts)</th>
<th>Post Vocab</th>
<th>Characterization (1 pt)</th>
<th>Post Characterization</th>
<th>Text Evidence (8 pts)</th>
<th>Post Text Evidence</th>
<th>Compare/Contrast (7 pts)</th>
<th>Post C/C</th>
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</table>
Amounts of Feedback

Selecting 2-3 main points about a paper for comment

Giving feedback on important learning targets

Commenting on at least as many strengths as weaknesses

Returning a student’s paper with every error in mechanics edited

Writing comments on a paper that are more voluminous that the paper itself

Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers

~ Susan Brookhart
As you can see....

Leadership (TBTs/BLTs) created and fostered a:

School Wide Growth Mindset

Centered on Rigorous instruction for ALL
Focus on strategies to implement!
Support the work!
1. Exit Ticket/Survey Data.
2. OTES data.

Aug. 18 Staff Exit Ticket
Our Students are telling us….

Aug. 14 Student Survey
Inclusive Practices 15-16 Plan

September 21, 2015: Tiered Lessons (Ferrell, Karp, Moore, Simpson, Harris, Zapolnik, Lindsey)

September 23, 2015: Co-plan/Co-serve within step 3 (D. Hartwig, SST-9)

October 22, 2015: CRUDL-(Shawna Benson, OCALI)

November 18, 2015: Follow up to 9/23/15: Co-plan/Co-serve within step 3 (D. Hartwig, SST-9)

December 16, 2015: inclusive practices for all students: Classroom management strategies for all students (PBIS teams).

January 20, 2015: Co-teaching within a UDL classroom (J. Harding and teachers that went to trainings-MMSW grant)

We believe in having our staff identify and discuss research and theory that support the academic needs of all students.

Exit tickets and two-way communication will help plan our second semester after school PD.
Sustainability -- Accountability -- Results!
In conclusion

Mission ALL means ALL
Our Vision...
Our Plan...
Climate & Culture
Data & Assessment
Engaging Instruction

Our big rocks
In Conclusion

ALL means ALL

Social Equity of Education
Resources to get you started:

Ohio Leadership Advisory Committee (OLAC)

OLAC: *Meeting the Needs of Diverse Learners*

OLAC-*The Instructional Process*

OLAC-*Learning Supports*

OLAC-*Teacher-Based Teams (TBTs): What Districts need to Know*

Doc. A- Robinson

Doc. B- 5 step form

Doc. C- BLT feedback form

Doc. D- Recip. Teaching & Feedback materials

Doc. F- Inclusive Practices PD Plan
Contact Information

School Phone Number
330-830-3902

Mr. Zapolnik
Ext. 52522

Website:
www.massillonschools.org

Mr. Lindsey
Ext. 52721

Thank you for joining us!
Massillon City Schools  
Ohio Improvement Process (OIP) District Action Plan  
2015-2018

### Climate & Conditions Goal Plan – Massillon Middle School

#### District Goal 3

**Goal #3 Climate & Conditions**

By the Fall of 2018, 100% of MCSD staff will provide a positive and safe school environment to engage students as measured by a reduction of 10% in behavior referrals.

#### Improvement Strategies and Indicators

| Strategy 3.A | Adult Implementation Indicator:  
Consistently implement and monitor positive behaviors, interventions and supports for TBT’s. | Student Performance Indicators:  
3.A Buildings will see an annual 10% decrease in student behavior referrals. |
| Strategy 3.B | Adult Implementation Indicators:  
3.B 100% of adults will consistently implement building positive behavior plan as measured by surveys, reduction in referrals, TBT feedback and building plan indicators. | Student Performance Indicators:  
3.B Buildings will see an annual 10% decrease in student behavior referrals. |

#### District Action Steps

| Step 3.A.1 | Implement and sustain building level Positive Behavior Interventions & Supports (PBIS) teams. |
| Step 3.A.2 | Develop and continue ongoing professional development in Positive Behavior Interventions & Supports (PBIS) |
| Step 3.A.3 | Establish a district PBIS committee that meets quarterly to assess implementation of PBIS as well as support of building initiatives. |
| Step 3.B.1 | Monitor and celebrate each building’s focus on establishing positive programs to highlight student and staff successes. |
| Step 3.B.2 | Expect, promote, and encourage all staff to positively support each other through our work within the building, district, and community. |

#### Building Action Steps

| Step 3.A.1 |  |
| Step 3.A.2 |  |
| Step 3.A.3 |  |
| Step 3.B.1 |  |
| Step 3.B.2 |  |
| Step 3.B.3 |  |
| Step 3.B.4 |  |
**Academic Goal Plan – Massillon Middle School**

**District Goal 1**

### Goal #1: Academic

**Strategy 1.A:**
Teacher-based teams (TBTs) will work collaboratively to co-plan to develop and implement proactive practices in instruction, curriculum, and assessment for all learners which will be monitored and supported by building leadership teams (BLTs) and feedback will be provided to TBTs.

**Adult Implementation Indicator:**
1A. 100% of TBTs will complete the 5-Step Process with fidelity with emphasis on agreed upon high yield strategies indicated in Steps 3 and 4. Walk through data indicating implementation of agreed upon high yield strategy.

**Student Performance Indicators:**
1A. Pre-K-12 students in MCS will increase achievement and growth by 10% annually using:
- Common Assessments
- Pre-school assessment
- MAP (K-3)
- Aspire (4-10)
- ACT

**District Action Steps**

- **Step 1A.1** Ensure the implementation of the 5 step process for planning core instruction from team, building, district, statewide, and national assessments.
- **Step 1A.2** Provide ongoing and embedded professional development on research based effective instructional strategies.
- **Step 1A.3** Commit to strengthen monitor, and provide feedback to all TBTs, BLTs, and the DLT.

---

### Goal #2: Academic

**Strategy 2.A:**
Instruction is differentiated for all learners using high yield instructional strategies.

**Adult Implementation Indicator:**
2A. Completion of the 5-Step Process with fidelity with emphasis on agreed upon high yield strategies indicated in Steps 3 and 4. Walk through data indicating implementation of agreed upon high yield strategy.

**Student Performance Indicators:**
2A. Pre-K-12 students in MCS will increase achievement and growth by 10% annually using:
- Common Assessments
- Pre-school assessment
- MAP (K-3)
- Aspire (4-10)
- ACT

**District Action Steps**

- **Step 2A.1** Ensure the implementation of the 5 step process for planning core instruction from team, building, district, statewide, and national assessments.
- **Step 2A.2** Provide ongoing and embedded professional development on differentiating Instruction with high yield strategies based on student assessments for quality core instruction.
- **Step 2A.3** Monitor, reinforce, and provide feedback of inclusive instructional practices for all students and subgroups.
# Massillon Middle School TBT Protocol

**Dates:**

**Team:**

**Norms:**
- 1. Focused Agenda
- 2. Show up Prepared
- 3. Positive Attitude
- 4. Professional Respect
- 5. Collaboration

**Facilitator:**

**Time Keeper:**

**Recorder:**

**Participants:**

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>90-100- Above Mastery</td>
</tr>
<tr>
<td>Green</td>
<td>80-89- Mastery</td>
</tr>
<tr>
<td>Yellow</td>
<td>65-79- Near Mastery</td>
</tr>
<tr>
<td>Red</td>
<td>Below-64- Below Mastery</td>
</tr>
</tbody>
</table>

**Step 1: Collect and chart formative assessment data aligned to the standards**

<table>
<thead>
<tr>
<th>Student Group</th>
<th># of students who took the assessment</th>
<th>Number of students who are above mastery. 90-100%</th>
<th>Percent of students who are above mastery. 90-100%</th>
<th>Number of students who are mastering and above mastery. 80-89%</th>
<th>Percent of students who are mastering and above mastery. 80-89%</th>
<th>Number of students who are near mastery. 65-79%</th>
<th>Percent of students who are near mastery. 65-79%</th>
<th>Number of students who are below mastery. 0-64%</th>
<th>Percent of students who are below mastery. 0-64%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
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**Step 2: Analyze Student Work: Specific to the data**

- What did students do well and why?
- What did students not do well on and why?
- Were there common errors, misconceptions, urgent needs? Are there patterns or trends?
Step 3: Establish shared expectations

<table>
<thead>
<tr>
<th>Process: Determine learning outcome(s)</th>
<th>Mastery</th>
<th>Above Mastery</th>
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</thead>
<tbody>
<tr>
<td>Identify the level of rigor and relevance for learning outcome</td>
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</table>

Instructional Groups (may vary):

<table>
<thead>
<tr>
<th>Instructional Groups (may vary):</th>
<th>1-Above Mastery</th>
<th>2-At Mastery</th>
<th>3-Near Mastery</th>
<th>4-Below Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine instructional strategy(ies)</td>
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<tr>
<td>Determine potential activities to deliver the instruction</td>
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Write SMART goal:

Step 4: Implementation
- Who will implement? How often will we implement? How long will we implement?
- What will you see in the classroom when the selected strategies are implemented?
- How will we know if we implemented with fidelity?
### Step 5: Collect, chart, & analyze post data aligned to the standards

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What was the overall effect of the implemented strategies towards the targeted students?

<table>
<thead>
<tr>
<th>Communication to the BLT/Reflection</th>
<th>Strengths/Succes</th>
<th>Obstacles/Challenges</th>
<th>Supports Needed</th>
</tr>
</thead>
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rev 6/11/15
The purpose of the BLT is to support the teacher teams’ 5-step process implementation by:
- Monitoring
- Providing support
- Providing feedback
- Communicating

Reflective Questions for BLT to consider:
1. Did the team identify a priority standard or group of standards for its focus?
2. Do the unpacked learning targets and sub-targets match the rigor of the standard?
3. Are all parts of the standard represented in the sub-targets?
4. Did the team identify students’ strengths and weaknesses and identify prioritized needs?
5. Do the instructional strategies and activities support differentiated instruction and align to the expected level of rigor?
6. Does the implementation describe specifically what will be done and who will be doing it?
7. Did the team reflect on student growth?
8. Did the TBT analyze the overall effect of the implemented strategies towards students with disabilities and other targeted students?
9. Did the team reflectively communicate to the BLT?

Date:
TBT:

Strengths of TBT:

Challenges of TBT: