Goal 3: Academically Prepared Critical Thinkers

Presenters:
Kelly Denn, Assistant Superintendent
Steve Sjolund, Executive Director Secondary
Beth Dykman, Executive Director Elementary
Relationship to Future Ready!

Goal 3: Academically-Prepared Critical Thinkers

Every student will meet standards of performance in core subjects and be fully engaged critical thinkers.

- By 2026, 80% of 5th grade students will be meeting or exceeding grade level standards in English Language Arts (ELA).
- By 2026, 80% of 5th grade students will be meeting or exceeding grade level standards in mathematics.
- By 2026, 80% of 8th grade students will be meeting or exceeding grade level standards in English Language Arts (ELA).
- By 2026, 80% of 8th grade students will be meeting or exceeding grade level standards in mathematics.
Relationship to Future Ready!

Goal 3: Academically Prepared Critical Thinkers
- By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in ELA.
- By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in mathematics.

Goal 3: Academically Prepared Critical Thinkers
- By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in ELA.
- By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in mathematics.
Equity Looks Like

Every student receives access to rigorous curriculum and high-quality, culturally responsive teaching to meet the academic standards.
Relationship to SBLSD Policy

- Policy 2000 - Student Learning Goals
- Policy 2005 - School Improvement Plans
- Policy 2020 - Course Design, Selection, and Adoption of Materials
- Policy 2090 - Program Evaluation
- Policy 2110 - Transitional Bilingual Education Program
- Policy 2161 - Special Education and Related Services for Eligible Students
- Policy 2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
- Policy 2190 - Highly Capable Services
Project Cost/Budget Allocation
K-12 Budget

**ELA Budget - $356,296**
- CKLA consumables
- Revising curriculum frameworks, new frameworks elementary hi-cap
- AimsWeb assessment task force
- Curriculum for additional classrooms
- Professional learning
- Development of writing units

**Math - $211,591**
- Eureka math student workbooks
- Revising curriculum frameworks, new frameworks elementary hi-cap
- Manipulatives
- Curriculum for additional classrooms as well as recurring curriculum costs for intervention classes
- Professional learning
Identify how the 4 pillars are woven through the work we are doing across all elementary and middle schools.

Learn about our Promise, to know, value and support every student in relation to Academically-Prepared Critical Thinkers.

Outcomes

Similar to the work being done in PLCs, you will explore Goal 3 work through these guiding questions:

○ What do we need to know and be able to do?
○ Where are we now and how do we know?
○ How will we get there?
○ How will we respond if we don’t get there?

Understand the principles of the Instructional Core, how the principles connect to the assessment system, and how we use data from tasks and assessments to better know our students and provide the support they need to access grade level standards.
## Four Pillars

<table>
<thead>
<tr>
<th>Pillar A: Teaching &amp; Learning</th>
<th>Pillar B: Safe Culture and Strong Partnerships</th>
<th>Pillar C: Professional Learning</th>
<th>Pillar D: Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access to Core Curriculum for All Students:</strong> Establish uniform standards and learning outcomes for all students, including English language learners and students with IEPs; assure each student has access to a guaranteed and viable curriculum.</td>
<td><strong>Academic Family Nights:</strong> Implement a series of &quot;Family Nights&quot; for parents to learn how to use resources to support their children's academic success. <strong>Communication with Families:</strong> Keep families involved and informed about their student's progress through frequent, varied communication formats. <strong>Adult Mentors:</strong> Develop an initiative to connect students with adult mentors committed to nurturing each student's social and cultural identities, sense of belonging, and appropriate behavior.</td>
<td><strong>Mastery of Instructional Practices:</strong> Focus professional learning on high-leverage teaching practices aligned to the Danielson Framework, Hattie’s effective size, and culturally responsive pedagogy, and align continuous learning expectations across educators, administrators, and classified staff. <strong>Data-Informed Cycles of Inquiry:</strong> Convene regular evidence-based collegial reflection to monitor and communicate classroom-, school- and district-level data on student learning and professional practices. <strong>Evidence-based PLCs:</strong> Ensure that school-based professional learning communities (PLCs) utilize data from multiple sources (including formative assessments) to adjust teaching and intervention practices during each PLC cycle of inquiry.</td>
<td><strong>System of Assessments:</strong> Design and implement a system of assessments to facilitate reliable and timely continuous monitoring and analysis of student, practitioner, and school progress. <strong>Ongoing Data Review:</strong> Conduct surveys/forums with stakeholders - including students, staff, families, and community - to evaluate effectiveness and responsiveness of the school system regarding teaching practices, leadership practices, organizational practices, and learning progress for all students. <strong>Highly Qualified Staff:</strong> Attract, develop, and retain a highly qualified workforce who is reflective of and appreciates the diversity of the community and is committed to practices that are responsive to the needs of all students and families.</td>
</tr>
</tbody>
</table>
What do we need to know and be able to do?
Recap from Goal 1....

Teacher Knowledge of Priority Standards
Engaging Instructional Strategies
Assessments Aligned with Standards
Frequent Data Analysis and Timely Feedback to Students
Curriculum Frameworks

8th Math suggested Framework
8th ELA suggested Framework

Inquiry cycle in PLCs
The Instructional Core

- **Student Engagement**
- **Task**: What Students are Actually Doing
- **Content**: Rigor & Relevance
- **Teacher**: Knowledge & Skill

Modified from:
City, Elizabeth et al. Instructional Rounds in Education, Texas
Principles of the Instructional Core

“Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.”

“If you change any single element of the instructional core, you have to change the other two.”

“The real accountability system is in the tasks that students are asked to do.”

“Task predicts performance.”
Smarter Balanced Assessment (SBA) Scoring

The SBA is designed with a varying range of difficulties intended to assess a range of student performance.

Each level of difficulty is assigned a point value.
How a student performs across all claims generates their overall score

Overall Scale Score
“Estimation of Ability”

Claim 1
Claim 2
Claim 3
Claim 4
Approximately the same number of items…
Different scale scores based on *difficulty* of items *answered correctly*
Students must be able to answer “difficult” questions in order to reach a level 3 - or meets standard on the SBA.
Where are we now and how do we know?
## Smarter Balanced Grade 5

### SBA ELA Grade 5 (% Meeting Standard)

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</thead>
<tbody>
<tr>
<td>State</td>
<td>59%</td>
<td>60%</td>
<td>*</td>
<td>*</td>
<td>52%</td>
</tr>
<tr>
<td>SBLSD</td>
<td>70%</td>
<td>75%</td>
<td>*</td>
<td>*</td>
<td>64%</td>
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### SBA Math Grade 5 (% Meeting Standard)

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<tbody>
<tr>
<td>State</td>
<td>49%</td>
<td>48%</td>
<td>*</td>
<td>*</td>
<td>38%</td>
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<tr>
<td>SBLSD</td>
<td>62%</td>
<td>67%</td>
<td>*</td>
<td>*</td>
<td>54%</td>
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## 5th Grade Smarter Balanced Scores

<table>
<thead>
<tr>
<th></th>
<th>% Meeting Standard</th>
<th>% Meeting Standard</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n Value</td>
<td>ELA</td>
</tr>
<tr>
<td>SBLSD</td>
<td>791</td>
<td>64%</td>
</tr>
<tr>
<td>Multi-Lingual</td>
<td>29</td>
<td>24%</td>
</tr>
<tr>
<td>Low Income</td>
<td>249</td>
<td>49%</td>
</tr>
<tr>
<td>Special Educ</td>
<td>82</td>
<td>35%</td>
</tr>
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</table>
# Lessons Learned: SBA Grade 5

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td></td>
</tr>
<tr>
<td>- Main Idea/Key Details</td>
<td>- Writing/Revising Texts</td>
</tr>
<tr>
<td>- Interpret/Explain Information</td>
<td>- Editing (<em>spelling, punctuation, capitalization, etc</em>)</td>
</tr>
<tr>
<td>- Text Structures/Features</td>
<td>- Language and Vocabulary</td>
</tr>
<tr>
<td>- Analyzing information from sources</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>- Place Value</td>
<td>- Converting measurements (<em>mm-cm-m or inch-yard</em>)</td>
</tr>
<tr>
<td>- Analyzing Patterns</td>
<td>- Classifying 2-D figures into categories (<em>ex. Parallel sides, right angles</em>)</td>
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<tr>
<td>- Interpret expressions</td>
<td></td>
</tr>
<tr>
<td>- Operations with Fractions and Decimals</td>
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<tr>
<td>- Geometric Measurement and Volume</td>
<td>- Graphing points on a coordinate plane</td>
</tr>
</tbody>
</table>

February 8, 2023
Goal 3: Academically Prepared Critical Thinkers

- By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in ELA.
- By 2026, 80% of 5th grade students will be meeting or exceeding grade-level standards in mathematics.
### SBA ELA Grade 8 (% Meeting Standard)

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<tbody>
<tr>
<td>State</td>
<td>59.1%</td>
<td>58%</td>
<td>*</td>
<td>*</td>
<td>49.2%</td>
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<tr>
<td>SBLSD</td>
<td>71.7%</td>
<td>73.8%</td>
<td>*</td>
<td>*</td>
<td>59.3%</td>
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### SBA Math Grade 8 (% Meeting Standard)

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<tbody>
<tr>
<td>State</td>
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<td>45.8%</td>
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<td>32.1%</td>
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<tr>
<td>SBLSD</td>
<td>58.5%</td>
<td>61.2%</td>
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<td>*</td>
<td>41.8%</td>
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<td></td>
<td>2021-22</td>
<td>8th Grade Smarter Balanced Scores</td>
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<td></td>
<td>% Meeting Standard</td>
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<tr>
<td></td>
<td>n Value</td>
<td>ELA</td>
<td>n Value</td>
<td>Math</td>
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<tr>
<td>SBLSD</td>
<td>693</td>
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<td>693</td>
<td>42%</td>
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<tr>
<td>Multi-Lingual</td>
<td>25</td>
<td>24%</td>
<td>24</td>
<td>17%</td>
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<tr>
<td>Low Income</td>
<td>279</td>
<td>46%</td>
<td>275</td>
<td>34%</td>
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<tr>
<td>Special Educ</td>
<td>89</td>
<td>20%</td>
<td>87</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>Areas of Strength</td>
<td>Areas for Growth</td>
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<td></td>
<td>-Citing evidence to support ideas</td>
<td>-Editing (spelling, punctuation, capitalization, etc)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>-Text Structures and Figurative Language</td>
<td>-Determining meaning of words</td>
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<td></td>
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<tr>
<td></td>
<td>-Analyzing and evaluating information from sources</td>
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<tr>
<td></td>
<td>-Narrative, Explanatory, and Argumentative Writing</td>
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<tr>
<td>Math</td>
<td>-Understand and apply the Pythagorean Theorem</td>
<td>-Understand the connections between proportional relationships, lines and linear equations</td>
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<tr>
<td></td>
<td>-Solve problems involving volume of cylinders, cones and spheres</td>
<td>-Analyze and solve linear equations and pairs of simultaneous linear equations</td>
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<tr>
<td></td>
<td></td>
<td>-Define, evaluate, and compare functions</td>
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<tr>
<td></td>
<td></td>
<td>-Use functions to model relationships between quantities</td>
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- By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in ELA.
- By 2026, 80% of 8th grade students will be meeting or exceeding grade-level standards in mathematics.
How will we get there?
Putting It All Together for Student Success: 

"Task Predicts Performance"

School-Family Relationships
Goal 2
Past Assessments

What is the capital of Washington state?

A. Tacoma
B. Seattle
C. Olympia
D. Vancouver

Multiple choice with 1 correct answer.
Smarter Balanced Assessment (SBA) Question Types

A more complex testing system.

- Multiple choice - single correct response
- Multiple choice - multiple correct responses
- Matching tables - variation using True/False or Yes/No
- Short Text - type - keyboard entry
- Drag and Drop - select and move objects
- Hot Spot - select targeted areas in the response area
- Table Fill In - keyboard entry into table cells or drag/drop items into table cells
Smarter Balanced Assessment (SBA) Question Types

- Equation/numeric - select buttons representing numbers and symbols
- Graphing - use commands to plot points, draw lines
- Two part multiple choice, with evidence responses
- Hot Text - select text, click and drag text to new area
- Listening Tasks - start or pause an audio clip
- Essay - keyboard entry

Thanks to Tech Levy = Students can practice on Chromebooks!
Your Turn: A Day at the Beach

Read the prompt.

What skills, knowledge, strategies, etc… would a student need to know and apply in order to correctly answer the question?

Note: This is an elementary level ELA SBA question.
Your Turn: The Electrician

Read the prompt.

What skills, knowledge, strategies, etc… would a student need to know and apply in order to correctly answer the question?

Note: This is a 6th grade Math SBA question. No calculator allowed portion of test.
Instructional Tools Used in Classrooms

Teacher and Curriculum Driven

- Formative assessment questions developed during PLCs
- Elementary and middle school unit assessments mirror SBA-like questions
- Data analyzed in PLCs for increased student achievement

Smarter Balanced Assessment Supports

- ICAs: Interim Comprehensive Assessments
- IABs: Interim Assessment Blocks
- F-IABs: Focused IABs

The use of these types of supports are written into school improvement plans.
How will we respond if we don’t get there?
**Elementary**

- Students performing at 10th%ile or as shown by diagnostic data
- Qualification: 1-2 years OR 3+ grade levels behind
- Diagnostic Assessments: 3 times per year
- Research Based Supplemental Curriculum: 95%, REWARDS, Phonics for Reading (trimester check-ins on fidelity)
- Flexible Groups - 45 min
- 1:1 per class for K-1
- 1:1 -1 per class for 2-5
- TOSA’s
- Para Support
- Training Provided
- PLC Team
- Data

**Secondary**

- Students performing at 10th%ile or as shown by diagnostic data
- Qualification: 1-2 years OR 3+ grade levels behind
- Diagnostic Assessments: 3 times per year
- Research Based Supplemental Curriculum: iReady, Read 180, System 44
- Flexible Groups - 45 min
- Student groups
- Static Groups - 1 hour (1 semester/or entire year)
- 1:1 per class for K-1
- 1:1 -1 per class for 2-5
- Para Support
- Training Provided
- TOSA’s
- PLC Team
- Data
- Teachers/admin after cycle
Impacts to Student Performance: Instruction

Secondary Intervention
Impacts to Student Performance: Semester 1 Growth Report

1 year of growth 25-35 lexile points

1 semester of growth approximately 13-18 lexile points
Impacts to Student Performance: Placement
Secondary Intervention: Middle School & High School System 44 & Read 180
Small Group Instruction - Cert & Para Staffing
Secondary Intervention: Middle School & High School

February 8, 2023
22-23 Semester 1 Growth
Secondary Intervention: Middle School & High School
What is Working Well?

- Transition Document 5th grade teachers fill out for 6th
- Partnership Nature Ed EST
- Added CTE classes in MS
- Principal data meetings at elementary and secondary level
- HiCap at all 3 middle schools
- Focus on PLC’s and the data inquiry cycle
- School Improvement Plans aligned to Strategic Plan - Future Ready
- Allocating funding for paraeducators to support Intervention classes
- Inside the U.S.A curriculum for multilingual newcomer students
- Addition of SPED Director, SPED TOSA, and secondary TOSAs
- Curriculum frameworks
- Targeted professional learning for teachers and paraeducators
What are Opportunities for Improvement?

- Vertical alignment between elementary and middle school
- Expanding middle school conferences
- Stronger support for students receiving multilingual services
- Development of priority standards for special education classes
- Refinement of Co-teaching delivery model /Special Education delivery model
- Developing a balanced assessment system
- Increased development and refinement of curriculum frameworks
- Innovation to create flexibility for middle school intervention classes
- Elementary WIN more flexible - MS not as flexible - can this be changed?
- Engaging all our families in school
- Professional learning to strengthen Tier 1 instruction for all students
- Incorporate high DOK questions and test taking strategies in all classes

February 8, 2023
Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know**, **value** and **support** every student, helping them graduate ready to pursue a promising future.
QUESTIONS