Advancing School Leadership for Continuous Improvement

Instructional Support Strategies & Tools to Dramatically Increase Student Achievement

February 26, 2020

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Banneker High School, Fulton County Schools



Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.



Session Goals

- Participants will be able to explain the key levers that contributed to increased student achievement at Banneker High School
- Participants will receive tun-key tools and resources that could be implemented in their own schools to increase student achievement



About Your Facilitator

• Joined Banneker HS in 2015

- Hired to implement FCS Achievement Zone's instructional initiatives at Banneker HS (PLCs, Understanding by Design, Instructional Coaching, Balanced Literacy
- Began managing School Improvement Grant 1003(g) in 2017



• Before Banneker:

- Worked at Teach For America coached secondary math/science teachers and designed & facilitated leadership development experiences for corps members
- Taught 7th grade science at Price Middle School in APS
- Georgia Tech Biomedical Engineering





The Profile of Banneker HS

District: Fulton County Schools (South Fulton) Location: College Park/Union City (by Airport) Total Enrollment: 1450 Black: 94.5% Economically Disadvantaged: 100% Students with Disabilities: 15.8%

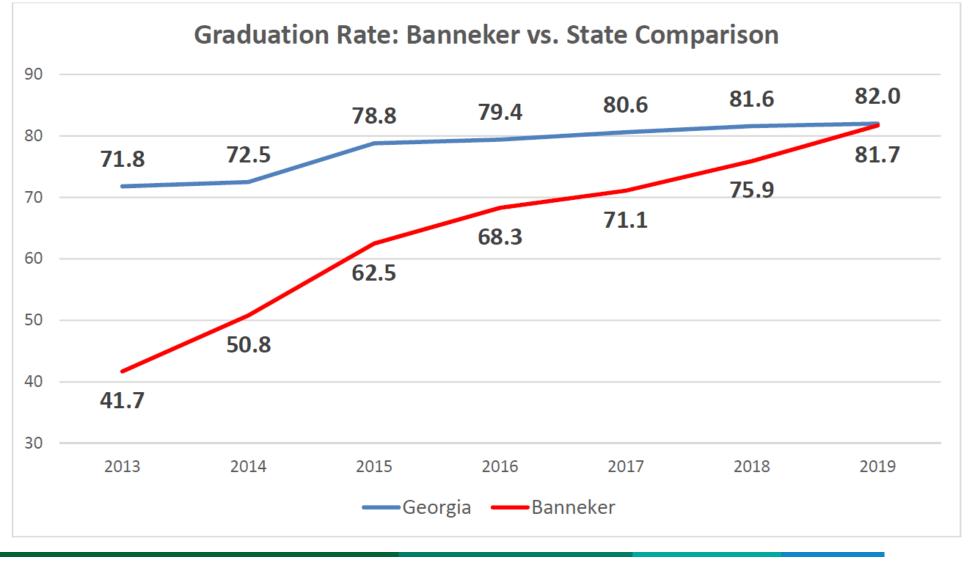
Of the 9 feeder schools, **7** were considered **failing**, including the 2 feeder middle schools

Of our rising 9th graders:
9% are Proficient in Math
15% are Proficient in ELA





Our Results: Grad Rate

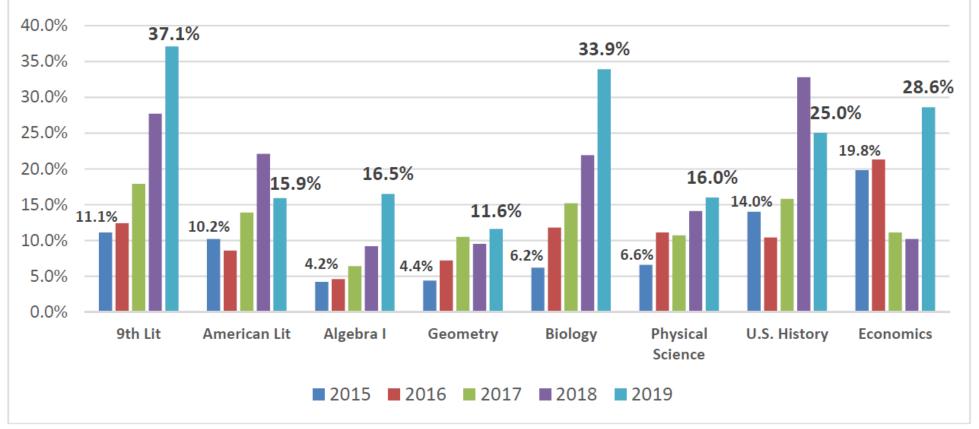


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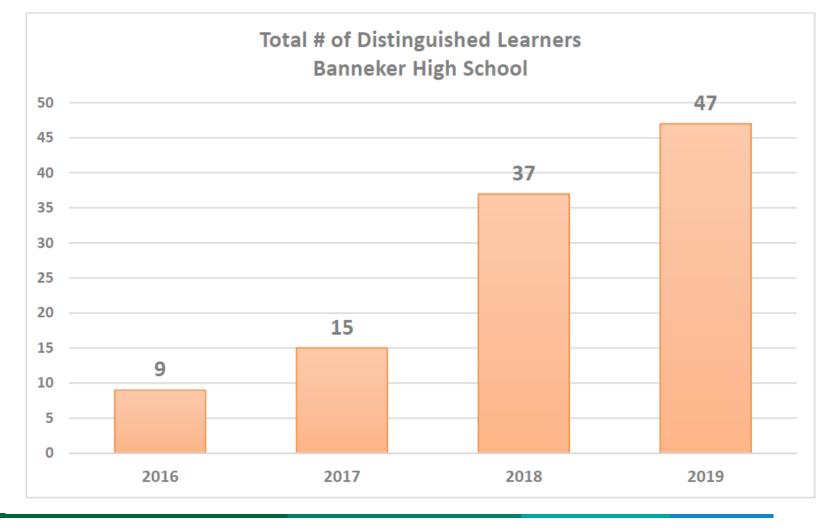
Our Results: GA Milestones





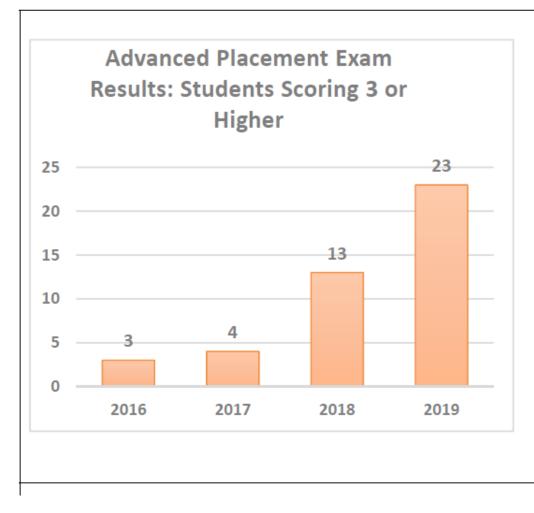


Our Results: Milestones Distinguished Learners





Our Results: AP Passage Rates



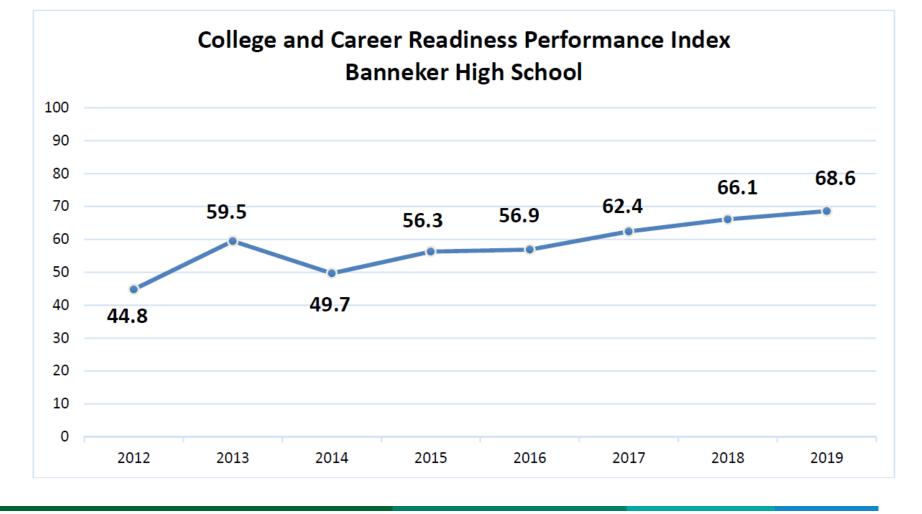
New AP Courses Added Since 2015:

- AP Statistics
- AP Computer Science A
- AP Computer Science Principles
- AP Environmental Science
- AP U.S. Government & Politics
- AP Macroeconomics
- AP Spanish
- AP French

Significant percentage increases in the number of AP course participants Annual increases in the number of students producing "3's" or better on AP exams

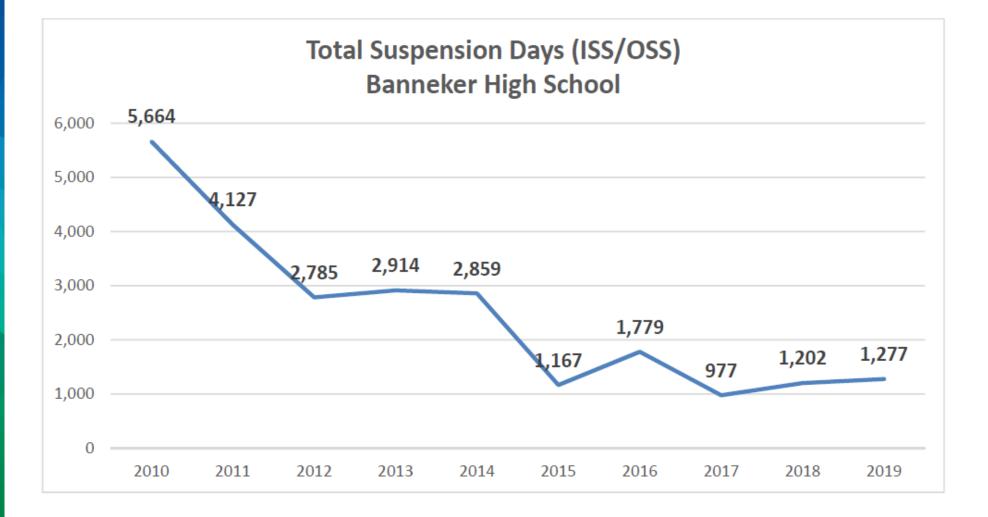


Our Results: CCRPI





Our Results: Student Discipline





Banneker is impacted by three challenges common in low performing schools

- Inability to recruit and retain high quality experienced and novice staff
- Pervasive culture of low expectations
- 3 Lack of intensive supports for struggling students





Our Instructional Support Model



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Initial Strategy: Laser Focus on "E8" (GA Milestones teachers)

- Shifted teaching assignments to funnel strongest talent into EOC courses
- 24 General Ed teachers + 10 SPED teachers
- 8 PLC teams meeting 2x weekly
- Learning by Doing plans, assessments, data analysis
 - Backwards Design unit planning: unpacking standards, mapping onto instructional calendar, creating quality assessments first
 - Lesson Planning: gradual release with majority of time focused on student practice using rigorous and engaging content-specific strategies

Building of Instructional Infrastructure:

- PLC schedules, expectations/norms, agenda templates
- Systems for communication and sharing
- Templates for lesson plans, instructional calendars, unit plans
- Building rubrics for instructional deliverables (LPs, assessments, etc)
- Processes for assessment creation and data analysis
- Repository for instructional strategies & best practices



2nd Phase: Expanding Instructional Support School-Wide

- Summer training for non-Milestones teachers and non-core departments
- Hiring additional instructional support staff (hired ELA coach and Social Studies coach) to build out a robust instructional support team
- Weekly Small ILT (Instructional Support Team) meetings to calibrate and ensure consistent rollout across departments



Current Phase: Distributing Ownership of Instructional Initiatives to Department Chairs, PLC Leads, and Administrators





PLCs

- Led primarily by Department Chairs and PLC Leads
- Instructional coaches provide bite-size PD
- Assistant principals attend and participate



Game Changer: Teacher-Led PD

- Initially, PD was led by an instructional coach or instructional support team member
- Switched to teacher-led PD:
 - Sent teachers to external conferences and PDs
 - Teachers return and redeliver to their departments or school-wide
- Impact:
 - Provides new professional learning opportunities for teachers
 - Increases teacher buy-in of instructional strategy/new learning tool when someone who is using it in their classroom is presenting
 - Positions teachers to be in teacher leadership roles



Instructional Coaching Team

• Small ILT Organizational Structure:

- 2 Full-time coaches (Math + ELA)
- 2 Part-time coaches (Science + Social Studies)
- CTAE Support: STEM Director
- Testing Coordinator (provides additional CTAE support)
- Weekly meetings to calibrate on PLCs, PD, and coaching
- Uniform systems for monitoring progress and providing coaching & feedback



Investment in Training for Instructional Coaches on Gradual Release Strategies

Areas of Focus This Year:

- Do Now's & Exit Tickets (Daily Formative Assessments) *continuing from last year*
- Focused Instruction ("I Do")
- Maximizing Independent Learning ("You Do")

Impact:

- Strong PD for instructional coaches lots of feedback on their coaching during trainings
- Resources provide clarity on the most effective methods for high-impact gradual release strategies
- Provides foundational classroom management strategies

DO NOW CHECKLIST

			Do Now			
	Do Now Structure	Purpose, and Four-Step Model	Timing and Urgency	Collecting Data	Using Data	
	Teacher crafts 1 to 2 review and diagnostic questions for the Do Now that are aligned to yesterday and today's objectives	Teacher gives scholars the purpose for the Do Now and connects it to the Exit Ticket	Teacher uses a timer to ensure efficiency	Teacher has a tracker on a clipboard and collects in-the- moment data during the Do Now	Teacher shares data with the class and next steps as a result	
FORS:	Today's objectives are clearly written on the board and in the Do Now	MVP directions are written on the board and delivered clearly, including what to do when finished and encouragement to persevere when stuck	All scholars participate in the Do Now	Teacher collects and documents data from Do Nows for 100% of the scholars	Teacher uses data from the Do Now review question(s) to adjust and target instructional delivery in the moment	
LOOK FORS:	Teacher explains the rationale for the review question and diagnostic question and how they are aligned with the objectives from yesterday and today	Teacher narrates 3 scholars who are starting to work silently, consequences 1 scholar if necessary, and narrates again immediately	The Do Now takes 5 to 7 minutes from the start of class or the learning block	Teacher tracks data so class can see progress	Teacher uses data from the Do Now diagnostic question(s) to adjust and target instructional delivery in the moment	
		Teacher circulates and narrates the precise directions, including how scholars are using strategies to answer	Scholars who walk in late complete the Do Now immediately before joining the rest of the class in the lesson			
		Teacher provides a class incentive point for 100%	Teacher delivers language with a sense of urgency and purpose			



Coaching Tracker: Shows which teachers are getting coached and is linked to description of the coaching cycle

Math		Aug			Sep				Oct				N	ov
Maur	19	26	2	9	16	23	30	7	14	21	28	4	11	18
-			Get	Better Faste	r - Managen	ient	Get Better	Faster - Ri	gor	Get Better	Faster - (Other	СТЗ	
Teacher 1														
Teacher 2														
Teacher 3														
Teacher 4										2				
Teacher 5					3									
Teacher 6														
Teacher 7											1			
Teacher 8					2		2			2				
Teacher 9								3						
Teacher 10		1				1				1				
Teacher 11				1						1				
Teacher 12														
Teacher 13														
Teacher 14		2												



Systems for Tracking + Monitoring Impact of Coaching & PD

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Banneker High School Coaching Dashboard 🛛 ☆ 🤼

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fx	Developing										
	A	в	с	D	E	F	G	н			
1	Teacher Name	Dept	EOC/Non-EOC EOPA/Non-EOPA	Academic Goal-Setting	Individual Student Goal-Setting	Lesson Planning	Do Now's	Exit Tickets			
2	90 Day Plan Goal			100% of EOC teachers will set Proficiency + Goals by 8/30	100% of Math/ELA EOC teachers will set growth goals by 9/30	80% Proficient by 12/20	80% Proficient by 10/18	80% Proficient by 10/18			
3	PTG										
4		ELA	Non-EOC	N/A 👻	N/A 👻	Ŧ	Ŧ	Ŧ			
5		ELA-IRR	EOC	Yes 💌	Yes 💌	Ŧ	Developing 🔹	Proficient 💌			
6		ELA	EOC	Yes 👻	No 🔻	Developing 🔹	Developing 🔹	Developing 💌			
7		ELA	EOC	Yes 💌	No 🔻	Developing 💌	Proficient 💌	Proficient 💌			
8		ELA-IRR	Non-EOC	N/A 👻	N/A 👻	Beginning 💌	Beginning 💌	Beginning 💌			
9		ELA	EOC	Yes 💌	Yes 💌	Developing 🔹	Beginning 💌	Developing 💌			
10		ELA	Non-EOC	N/A 👻	N/A 👻	Proficient 💌	Developing 🔹	Developing 💌			
11		ELA-IRR	Non-EOC	N/A 👻	N/A 👻	Beginning 💌	Developing 🔹 👻	Developing 💌			
12		ELA	Non-EOC	N/A *	N/A 👻	Proficient 🔹	Proficient 🔹	Proficient 💌			
13		ELA	EOC	Yes 💌	No 🔸	Developing 🔹 🔻	Developing 🛛 👻	Developing 💌			
14		ELA	EOC	Yes 🔻	Yes 💌	Beginning 💌	Beginning 💌	Beginning 💌			
15		ELA-IRR	EOC	Yes 👻	Yes 💌	Beginning 💌	Progress Unknown 🔍	Beginning 💌			
16		Math	Non-EOC	N/A 👻	N/A 👻	Beginning 💌	Proficient 💌	Proficient 💌			
17		Math-IRR	EOC	Yes 🔻	Yes 🔻	Beginning 💌	Proficient 🔹	Developing 💌			



FOR BREAKFAST

Key Mindset to Build a Culture of High Expectations:

"Student proficiency is directly correlated to adult proficiency"

Teachers must operate with a Growth Mindset when it comes to their own instructional/professional practice



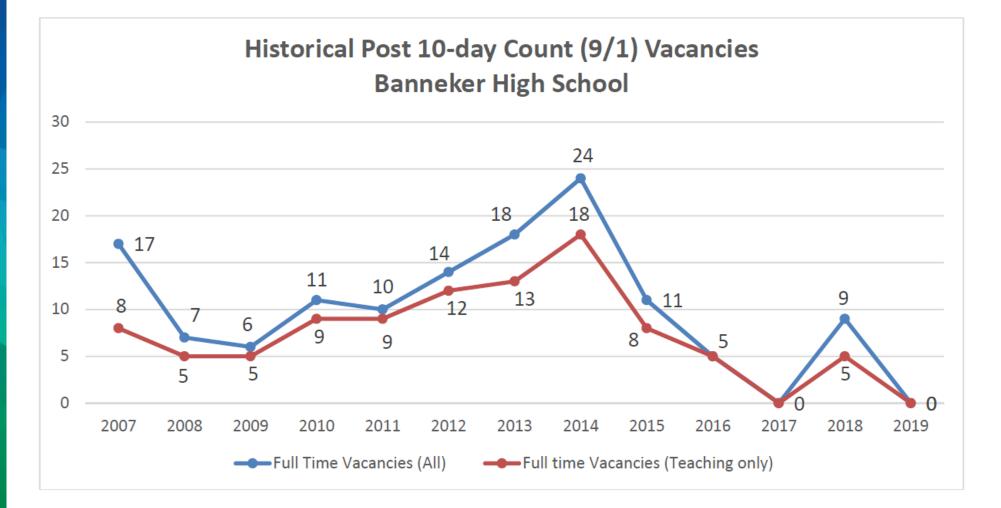
Our Results: Staff Culture

2019-20 Banneker Staff Inventory Results: Selected Response Questions

Question	Spring 2018	Fall 2019	Change
I know what is expected of me at work.	90%	92%	+2
At Banneker, I <u>have the opportunity to</u> do what I do best every day.	67%	72%	+5
In the last 7 days, I have received recognition or praise for doing good work.	53%	64%	+11
My supervisor, or someone at Banneker, seems to care about me as a person.	85%	85%	0
There is someone at Banneker who encourages my development.	82%	81%	-1
At Banneker, my opinions seem to count.	54%	63%	+9
Teachers and staff members are committed to doing quality work.	71%	89%	+18
Teachers in this school truly believe every child can learn.	62%	79%	+17
Teachers here are confident they will be able to motivate their students.	46%	77%	+31
In the last six months, someone at Banneker has talked to me about my progress.	74%	74%	0
This school year, I have had opportunities at work to learn and grow.	74%	83%	+9



Our Results: Staff/Teacher Vacancies





Talent: The "First Who" Concept

"Leaders of companies that go from good to great start not with 'where' but with who.' They start by getting the right people on the bus, the wrong people off the bus, and the right people in the right seats. And they stick with that discipline—first the people, then the direction—no matter how dire the circumstances." – Jim Collins, author of Good to Great

Key Steps:

- Get the right people on the bus.
 Get the right people in the right seats.
 Get the wrong people off the bus.
 Put who before what.
- 1. https://www.kinesisinc.com/first-who-then-what/



Recruiting Talent: Key Levers

- Screening for key mindsets when hiring teachers and staff
- Attractive programming and supports for teachers (3DE, Teacher Wellness Center)
- A reliable source for meeting teacher staffing needs (Teach For America)

Increased teacher retention has allowed us to become increasingly selective in hiring process over time





Retaining Talent: Key Levers

- Opportunity Culture: increased impact for increased pay
 - Expanded Impact Teachers: teach 20% more students
 - Multi-Classroom Leaders: half teach/half coach positions, currently in Social Studies and Science departments
- Formal & informal teacher leadership opportunities
- Added PD Days to calendar for growth and development opportunities
- Staff Culture Changes (Increased focus on Celebration, Joy, & Recognition; teacher wellness)
- Rewards & Incentives, Additional Pay (through SIG Grant)



2019-20 90 DAY PLAN INSTRUCTIONAL GOALS

- 80% of coached teachers are Proficient in lesson planning (using BHS LP rubric) by Dec 20th
- 85% of coached teachers are proficient in implementation of the Do Now's & Exit Tickets strategy (using the Do Now/Exit Ticket rubrics) by Oct. 18th
- 95% delivery with fidelity of Focus Lessons for Milestones teachers by Dec 20th
- 80% of ELA teachers consistently implement Mark the Text strategies into their instructional practice
- 100% of instructional coaches are providing instructional support aligned to their teachers' highest area of growth based on TKES walkthrough results
- 95% student participation rate for all district-required assessments.
- 90% of PLCs review student data & create re-teaching/remediation plans following all common formative/summative assessments and district-required assessments.



Academic Historical Data + Goals

	BANNEKER HIGH SCHOOL HISTORICAL MILESTONES EOC DATA 2019-20 GOALS													
9th Lit	Beginning Learner Level 1	Developing Learning Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	% Levels 3-4 All Tested Students	Levels 3-4 +/-	American Lit	Beginning Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	% Levels 3-4 All Tested Students	Levels 3-4 +/-	
19-20 GOAL					42.1%	+5.0% pts.	19-20 GOAL					20.9 %	+5.0% pts.	
2018-2019	26.8%	36.1%	34.6%	2.5%	37.1%	+9.4% pts	2018-2019	35.9%	48.2%	14.6%	1.3%	15.9%	-6.2% pts	
2017-2018	31.5%	40.9%	26.9%	0.8%	27.7%	+9.8% pts	2017-2018	35.0%	42.7%	20.5%	1.6%	22.1%	+8.2% pts	
2016-2017	40.3%	41.8%	16.6%	1.3%	17.9%	+5.5% pts	2016-2017	39.8%	46.3%	13.6%	0.3%	13.9%	+5.3% pts	
2015-2016	49.0%	38.5%	12.2%	0.2%	12.4%	12.4% +1.3% pts	11 206 pts	2015-2016	57.5%	33.9%	7.6%	1.0%	8.6%	- 1.6% pts
2014-2015	51.5%	37.4%	11.1%	0.0%	11.1%	+1.5% pts	2014-2015	48.4%	40.4%	10.1%	1.1%	10.2%	- 1.0% pts	
Algebra I	Beginning Learner Level 1	Developing Learning Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	% Levels 3-4 All Tested Students	Levels 3-4 +/-	Geometry	Beginning Learner Level 1	Developing Learning Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	% Levels 3-4 All Tested Students	Levels 3-4 +/-	
19-20 GOAL					21.6 %	+5.0% pts.	19-20 GOAL					16.6%	+5.0% pts.	
2018-2019	51.9%	33.0%	14.7%	1.8%	16.5%	+7.3% pts	2018-2019	56.6%	33.0%	10.2%	1.4%	11.6%	+2.1% pts	
2017-2018	54.9%	35.9%	8.7%	0.5%	9.2%	+2.8% pts	2017-2018	56.7%	33.8%	8.1%	1.4%	9.5%	-1.0% pts	
2016-2017	60.7%	32.9%	6.4%p	0.0%	6.4%	+1.8% pts	2016-2017	53.1%	36.4%	10.5%	0.0%	10.5%	+3.3% pts	
2015-2016	63.4%	32%	4.4%	0.2%	4.6%	+.4% pts	2015-2016	61.3%	31.5%	7.2%	0.0%	7.2%	+2.8% pts	
2014-2015	70.2%	25.6%	4.2%	0.0%	4.2%	T.4/0 pis	2014-2015	66.9%	28.6%	4.1%	0.3%	4.4%	+2.0/0 pis	



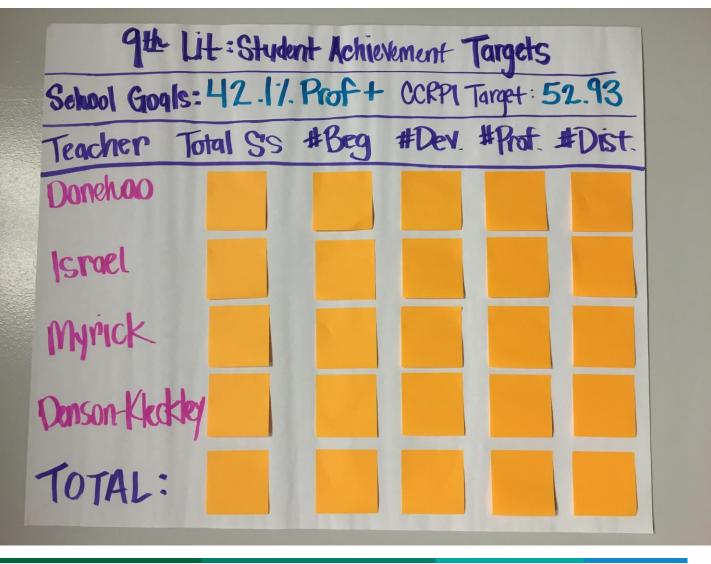
Individual Student Trackers

				Scale	
1 Teacher ▼ Block ↓Î Full Name ▼	Assessment	Subject 💌	Achievement	Score 🔻	19-20 Ach Level Targe 🗡
	18-19 Spring MilestonesEOG	MATH	Developing Learner	503	Proficient Learner
	18-19 Spring MilestonesEOG	MATH	Proficient Learner	569	Distinguished Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	451	Developing Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	472	Developing Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	472	Developing Learner
	18-19 Spring MilestonesEOG	MATH	Developing Learner	480	Developing Learner
	N/A	N/A	N/A	N/A	Developing Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	416	Beginning Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	451	Beginning Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	451	Beginning Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	460	Beginning Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	464	Beginning Learner
	18-19 Spring MilestonesEOG	MATH	Beginning Learner	468	Beginning Learner
	N/A	N/A	N/A	N/A	Beginning Learner
	18-19 Spring MilestonesEOG	MATH	Developing Learner	485	Proficient Learner
	18-19 Spring MilestonesEOG	MATH	Developing Learner	492	Proficient Learner
	18-19 Spring MilestonesEOG	MATH	Developing Learner	492	Proficient Learner
	18-19 Spring MilestonesEOG	MATH	Developing Learner	523	Proficient Learner
	18-19 Spring MilestonesEOG	MATH	Proficient Learner	544	Proficient Learner
	N/A	N/A	N/A	N/A	Proficient Learner

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Team-Wide Goal Setting





Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC



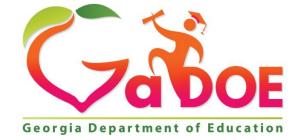
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(f) (georgiadeptofed) (CoorgiaDepartment)

) youtube.com/c/GeorgiaDepartmentofEducation



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