

School Improvement Plan – Saline High School

Brief statement of the student-learning problem you identified in your workplace

Students are not formulating 21st Century Skills, specifically going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. This is evidenced by the gap in achievement between formative and summative assessments.

Most probable root cause(s) for the learning problem you identified

- Attitude toward learning
- Learning Climate
- Student engagement with content/process
- Quality of formative assessments

Brief description of the process you used to identify and select the instructional intervention strategy to address root cause

When trying to determine which instructional intervention strategies I would use to address root cause I talked to my building principal, who gave me many ideas for how to start approaching how to work on this gap in my classroom. I also read some background information on how the State expects the 21st Century Skills to be implemented into my content area.

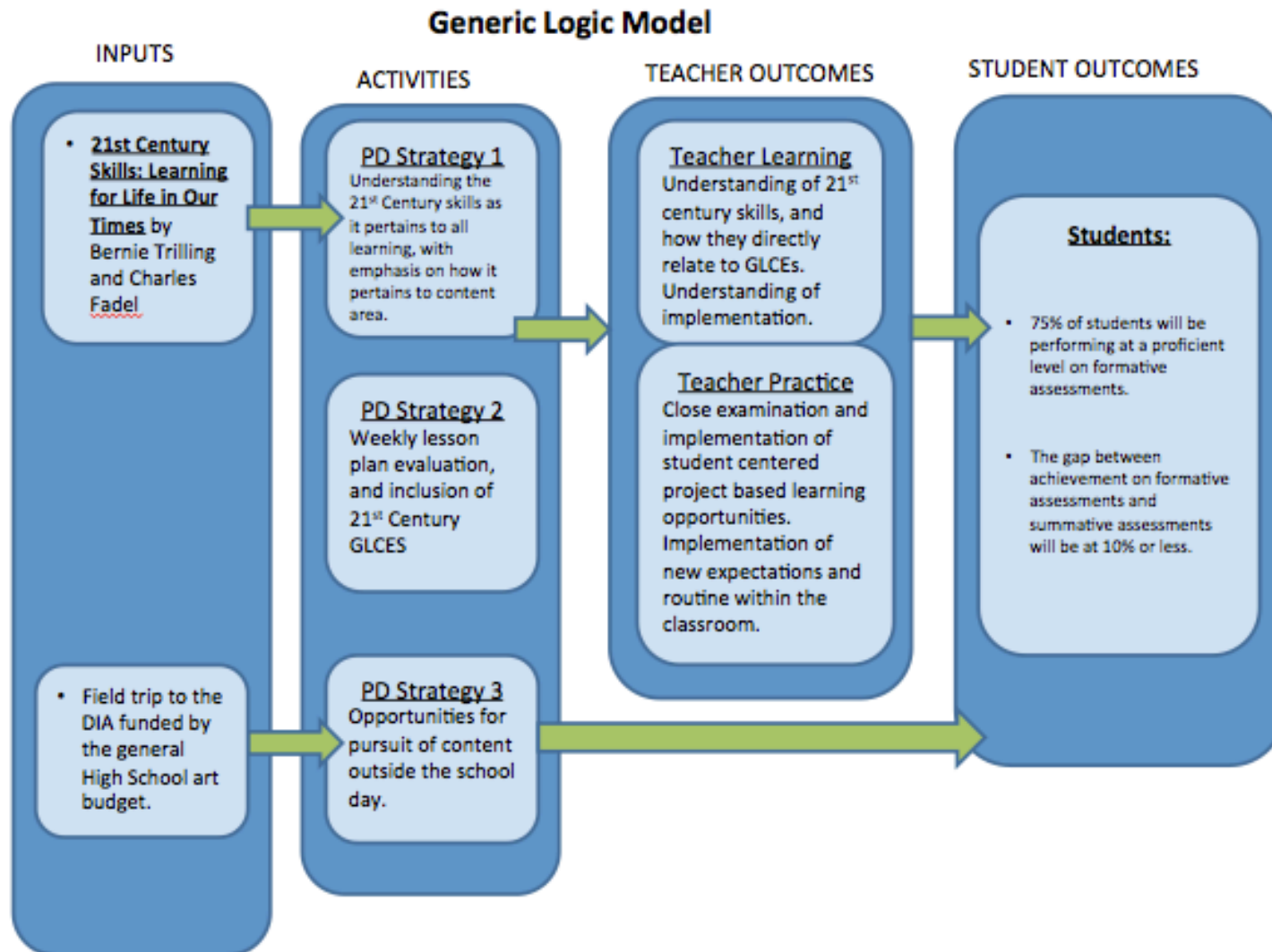
- Instructional Rounds – Spending 10 minutes in 5-7 veteran teachers classrooms that instill this expansion of student learning to mastery in their classrooms daily, taking notes on their procedures and delivery of content.
- Reading 21st Century Skills: Learning for Life in Our Times, by Bernie Trilling and Charles Fadel.
- Focusing on the GLCE's that specifically mention 21st century skills, and writing lesson plans around them.

Activity to implement the strategy	Staff responsible for implementing activity	Timeline for activity	Resources Needed for activity	Monitoring Plan for the activity	Evidence of activity success
1. Teacher will read <u>21st Century Skills: Learning for Life in Our Times</u> by Bernie Trilling and Charles Fadel.	<ul style="list-style-type: none"> Art Teacher Administrator 	Summer 2015 – Nov. 2016	Books as indicated in action steps New Teacher PD money	Meeting with Administrator during instructional rounds	Results of teacher reflection
2. Lesson plans directed toward student directed project based learning activities in conjunction with 21 st Century content area GLCEs	<ul style="list-style-type: none"> Art Teacher 	Sept. 2015 – May 2016		Teacher will submit all lesson plans to department chair for revision each Friday	Completed supplemental materials.
3. Implementation of content area driven speakers and field trips.	<ul style="list-style-type: none"> Art Teacher 	Sept. 2015- May 2016	Classroom spaces Local artist connections Budget money for buses to DIA	Teacher to submit notes from speakers. Teacher to submit notes for field trips	Student surveys
4. Daily, ungraded formative assessments that students believe directly relate to content being taught.	<ul style="list-style-type: none"> Art Teacher 	Sept. 2015 – June 2016	Classroom spaces	Lesson plan submission.	Completion of formative assessments by students

Rationale for selecting the instructional intervention strategy (How you would convince someone this is the way to solve the problem)

The State has already implemented some ways to solve this achievement gap. I would be using what they already have in place, and expanding on their framework. This would entail individual professional development, and close examination of lesson plans.

Logic model that includes both instructional intervention and capacity building (adult learning) strategies



Statement of your theory of change represented by the logic model

If there is a clear understanding of what 21st century skills are, and how they relate to content area, then the teacher can correctly implement student centered project-based learning opportunities in the class. If students are given the opportunity to explore content related activities and events outside of school they will be more interested in the content as a whole. This will create a will to learn more about the content; therefore students will be more willing to participate in formative assessments that remain simply for learning purposes because of their interest in the subject.

Monitoring/Evaluation Plan

<i>Monitoring Questions</i>	Information Needed	Data source	Data collection method	Timeline	Responsible person(s)
Adult (Fidelity)					
How frequently are formative assessments being used?	The timeline for when formative assessments are being used	Pacing guides/daily lesson plans	Teacher provided	Each month	Teacher
What types of formative assessments are being used?	The kind of formative assessments being used	Daily lesson plans	Teacher provided	Each week	Teacher
Where are 21 st century skills being used?	The lessons that incorporate 21 st century skills	Daily lesson plans/GLCES	Teacher provided	Each week	Teacher
What projects are specific to student-centered learning?	Lesson plans that include project based learning	Daily lesson plans	Teacher provided	Every trimester	Teacher
Student (Impact)					
Do students understand the impact of formative	Student understanding of use	Student survey	Survey	Once per trimester	Teacher and student

assessments?	of formative assessments				
What evidence is there that formative assessments are valuable?	Information being provided on formative assessments	Analysis of formative assessments being used.	Improvement on summative assessments after formative assessments	Once a unit	Teacher
Are students aware of what 21 st century skills are?	Student understanding of 21 st century skills	Student survey	Survey	Twice per trimester (beginning – end)	Teacher and student
What evidence do we have that student-centered learning promotes 21 st century skills?	Students achievement after working on project based learning assessments	Scores on project assessments	Project based learning assessment	Once a trimester	Teacher and student
<i>Evaluation Questions</i>	Information Needed	Data source	Data collection method	Timeline	Responsible person(s)
Adult (Fidelity)					
Are 21 st century skills being implemented into lesson plans?	Assessment of daily lesson plans	Daily lesson plans	Daily lesson plans to admin	Once a week	Teacher and admin
Are the formative assessments being used in a productive way?	The implementation of assessments	Daily lesson plans	Emailed daily lesson plans	Once a week	Teacher and dept. chair
Are outside events being attended and provided for students?	Evidence of students attendance at outside events	Evidence of attendance	Student turns into teacher	Once a trimester	Teacher/Dept./student
Student (Impact)					
Did student mastery in content improve?	Assessment improvement throughout trimester	Data between assessments	Evaluation of differences	Evaluation before and after trimester	Teacher

Has the gap between achievement in formative and summative assessments decrease?	Achievement on formative assessments versus achievement on summative assessments.	Data between assessments	Evaluation of differences	End of trimester	Teacher
Are students driving their own learning?	Project based learning opportunities	Achievement on projects	Evaluation of achievement	End of trimester	Teacher

Communication Plan

1. **Stakeholders:** Central Administration, School Board, Community members, Business community, PTA, and Religious community
2. **Details Shared:** Major changes to curriculum, findings in learning behavior changes, Off-site visits, awareness of 21st Century Skills and implementation in classroom.
3. **Channels of Communication:** Email, Monthly newsletter, Letters home.
4. **Plan:**
 - a. *Central Administration:* Major changes in curriculum and off-site visit information in an email, and/or phone conversation depending upon receptiveness to the email.
 - b. *School Board:* Major changes, findings in learning behavior, awareness of 21st Century Skills, Off-site visit information in letter.
 - c. *Community Members:* *Off-site visits, and awareness of 21st Century Skills and implementation in classroom information in monthly newsletter.*
 - d. *Business Community:* *Off-site visits, and awareness of 21st Century Skills and implementation in classroom information in monthly newsletter.*
 - e. *PTA:* Major changes, findings in learning behavior, awareness of 21st Century Skills, Off-site visit information in monthly newsletter.
 - f. *Religious Community:* awareness of 21st Century Skills, Off-site visit information in monthly newsletter.

Communication Sample (Building Principal)

Julie,

After recent data collection and findings in my classroom, I have found that students are ultimately not performing to learn. This is manifesting itself in my classroom through lack of effort in formative assessments and a lack of passion toward content driven learning. My goal is to shorten the gap between performance on formative and summative assessments, and to provide students with more project-based learning opportunities that are ultimately driven by them. It is important that you are made aware of the changes that will be taking place in my classroom because I will need administrative support with some of the initiatives that I want to implement inside and outside of the classroom.

Firstly, I plan to implement more 21st Century Skills into each lesson plan I present to students. This will allow students to be in control of their own learning in my classroom, and will encourage a level of mastery in content. I will need your support in this area by making sure that when you are evaluating my lesson plans you are paying close attention to how these skills are being implemented. I am inviting scrutiny of my implementation techniques.

Secondly, I hope to provide students with the opportunity to explore my content area outside of the school. This will involve field trips, guest speakers, and unique experiences. I hope to have your support in this endeavor, as it is proven that providing students with real-life application of content sparks passion and mastery within the content area.

I appreciate your willingness to help me become more successful in this area, and hope we can work together to create a student-centered learning environment where 21st Century Skills are second nature. I look forward to your feedback. Do not hesitate to contact me with implementation suggestions.

Thanks Again,

Meghan Tiernan