PUTTING TALK INTO ACTION

In the presentation, we will take participants through our journey of taking DCI practices and putting them into practice at the district, building, and classroom levels in order to make connections and close gaps in student achievement.

Our Team

FARMINGTON SCHOOLS

Shana Turner
Assistant Superintendent

Amanda Sullivan
Director of Assessment

Farmington R7
Administrators & Teachers

Dr. Terri Parks
DCI Consultant

Farmington's Journey

1

District Continuous Improvement

- Organize a culture for improvement
- Use Data - Coach Others - Get Better
- Review Performance to make data-driven adjustments
- Sustainable model for Improvement
- Increase student success

2

PGC

District Leadership Team
Stakeholders from Each Campus
Meet Monthly as a Group

3

District Focus

Effective Teaching and Learning
District Learning Walks

4

Data -Based Decision Making

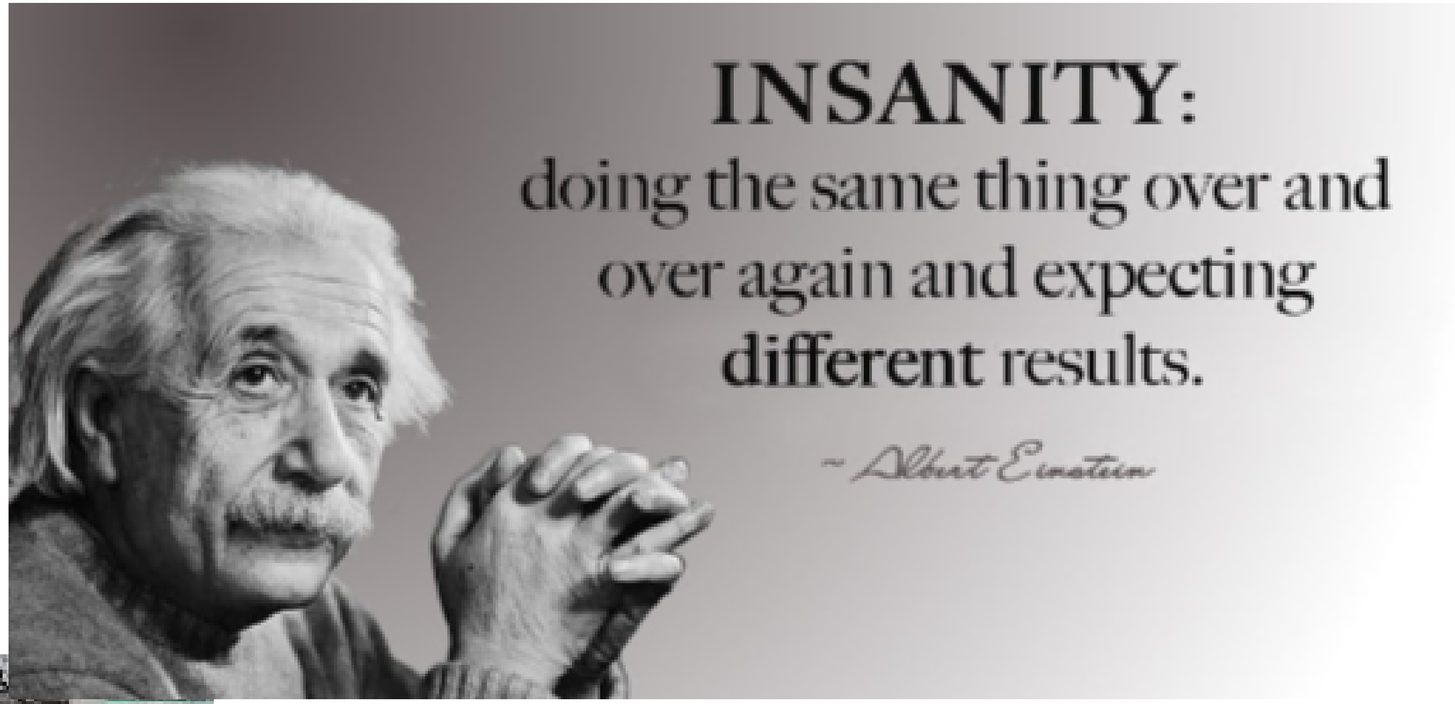
Building Administrator
Building Leadership Team
Collaborative Teams
Teachers
PGC - District Data

5

Accountability

Building Improvement Plan
Action Steps

Reality of Our Journey



Intentional and Focused

- Same Direction
- Same Focus
- Same Goal

FARMINGTON SCHOOLS
THE KNIGHT WAY

Academic Excellence

Community Connectedness

Safe & Healthy Schools

Future Focused

"If everyone is moving forward together, then success takes care of itself."

~ Henry Ford

Everyone Knows Everyone's Goals - Committed to Excellence

Closing the Achievement Gap

District Goals

Goals	Goals from CSIP and BIP
District CSIP Goals	**SMART Goal 1.1:** The school will effectively extend and perfect the way in which we communicate. By the end of the 2026-2027 school year, 90% of survey responses from students, staff, and families report that the school environment promotes two-way communication. **SMART Goal 1.2:** FSD will manage school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP. **SMART Goal 1.3:** By the end of the 2026-2027 school year, 90% of survey responses and qualitative data collected from students, staff, and families report the school actively addresses school safety and security. **SMART Goal 2.1:** FSD will increase the number of students scoring Proficient or Advanced on the End of Year Assessments by 2-3% annually through 2027 as measured by MAP and EOC proficient and advanced scores, CCR Assessments, Advanced Coursework, Kindergarten Entry Assessment and/or local benchmark assessments. **SMART Goal 2.2:** By 2026-2027 FSD will provide a comprehensive MTSS that addresses each student's academic, emotional, behavioral, social, and physical needs. ❖ 1. District discipline referrals will decrease by 5%. ❖ 2. Special education referrals will decrease by 5%. ❖ 3. Students reading at or above grade level will increase by 15%. **SMART Goal 2.3:** By the end of the 2026-2027 school year, 100% of school counseling staff will fully implement the Farmington Comprehensive School Counseling Program in all buildings. **SMART Goal 3.1:** By the end of the 2026-2027 school year, 90% of survey responses from staff will report that the school provides a safe, orderly and caring environment in which everyone is treated with respect and has a sense of safety and ownership of their work and learning. **SMART Goal 3.2:** By the end of the 2026-2027 school year, FSD will show growth on the climate culture survey responses from students, families, and staff in response to FSD by setting and responding to high academic and behavioral expectations. **SMART Goal 4.1:** FSD and building leaders are intentional in being future focused to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.

Leader and Building Growth Goals

Goals	Leadership Goals	Building Goals
Central Office	2.2 - Teaching and Learning (Promote Positive School Culture in the District) 3.2 - Management of the Organizational Structure (Lead Personnel)	
High School	2.2 Teaching and Learning (Providing an Effective Instructional Program) 6.1 - Increase Knowledge and Skills based on Best Practices	2.2 - Student Learning, Growth and Development (Student Goals) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)
Middle School	2.2 - Teaching and Learning (Providing an Effective Instructional Program) 4.1 - Collaboration with Family and Stakeholders (Collaborate with Families and other Community members)	2.2 - Student Learning, Growth and Development (Student Goals) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)
Lincoln	2.2 - Teaching and Learning (Providing an Effective Instructional Program) 3.2 - Management of Organizational Systems (Lead Personnel)	1.1 - Content knowledge aligned with appropriate instruction (Content knowledge and academic language) 5.3 - Positive Classroom Environment (Classroom, School and Community Culture) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning) *8.1 - Professionalism (Self-Assessment and Improvement) (New Staff)
Washington Franklin	2.1 - Teaching and Learning (Promoting a Positive School Culture) 3.1 - Management of Organizational Systems (Managing the Organizational Structure)	5.3 - Positive Classroom Environment (Classroom, School and Community Culture) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)
Roosevelt	2.2 - Teaching and Learning (Providing an Effective Instructional Program) 3.2 - Management of Organizational Systems (Lead Personnel)	5.3 - Positive Classroom Environment (Classroom, School and Community Culture) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)
Jefferson	2.1 - Teaching and Learning (Promoting a Positive School Culture) 3.2 - Management of Organizational Systems (Lead Personnel)	5.3 - Positive Classroom Environment (Classroom, School and Community Culture) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)
Truman	2.2 - Teaching and Learning (Providing an Effective Instructional Program) 3.1 - Management of Organizational Systems (Managing the Organizational Structure)	5.3 - Positive Classroom Environment (Classroom, School and Community Culture) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)
Dayse Baker	2.1 - Teaching and Learning (Promoting a Positive School Culture) 3.2 - Management of Organizational Systems (Lead Personnel)	2.2 Student Learning, Growth and Development (Student Goals) 7.2 - Student Assessment and Data Analysis (Assessment Data to Improve Learning)

Building Improvement Goals

High School	**Goal One:** By May of each school year (2023, etc.), students will show 3% growth in academic achievement as measured by individual department level assessments in math, science, social studies and ELA. **Goal Two:** By May of 2023, there will be a 5% reduction in major discipline referrals recorded at FHS as measured through SIS and Pulse. In addition, there will be a 5% reduction in the number of OSS suspensions and the number of bullying reports filed using the same measurements. By May of 2023, there will be a 5% increase in the number of students reporting involvement in an extracurricular activity (i.e., athletic team, NHS, ROTC, FFA, etc.) as measured by extracurricular membership data.By May of 2023, there will be a 3% increase in the number of students meeting the attendance goal of 90% or higher for the given school year.
Middle School	**Goal One:** By **May of 2023, (60%)** of students will have shown mastery of standard RI/RL.1.A.1 as identified by the Spring Language Arts iReady assessment. **Goal Two:** By **May of 2023, YTD ADA will increase by 2%.**
Lincoln	**Goal One:** By May 2023, 85% of Lincoln students ***will be on grade level or show academic growth of one school year*** in Reading as compared with window 1 of iReady to window 3 of iReady. **Goal Two:** By May 2023, 85% of Lincoln students ***will be on grade level or show academic growth of one school year*** in Math as compared with window 1 of iReady to window 3 of iReady. **Goal Three:** By May 2023, with effective teaching and learning strategies, Tier 3 students will show a decrease in total number of discipline referrals from 5th grade to 6th grade.
Washington Franklin	**Goal One:** By May 2023, an average of 70% of Washington Franklin students will be performing on or above grade level as indicated by the final iReady Language Arts assessment. **Goal Two:** By May 2023, an average of 70% of Washington Franklin students will be performing on grade level as indicated by the final iReady Math assessment. **Goal Three:** By May 2023 the cumulative average of discipline events per month will decrease by 5% from an average of 35 referrals per month as evidenced by the number of Office Discipline Referrals in Pulse.

Building Improvement Goals Continued

Roosevelt	**Goal One:** By May 2022, an average of 65% of Roosevelt students will be performing on grade level as indicated by the final iReady Language Arts assessment. **Goal Two:** By May 2022, an average of 60% of Roosevelt students will be performing on grade level as indicated by the final iReady Math assessment. **Goal Three:** By May 2022 the cumulative average of discipline events per month will decrease by 5% from an average of 23 referrals per month as evidenced by the number of Office Discipline Referrals in Pulse.
Jefferson	**Goal One:** By September 30th, 2022: 100% of Certified staff will effectively provide students with clear and interactive learning targets that are linked to learning standards. This will be evidenced by observations (Learning Walks). **Goal Two:** By May 2023, 70% of staff will have interactive success criteria including rubrics and visual examples of strong and weak/work displayed in their classroom. Evidence of Impact- Students understand the learning objectives and are able to set personal goals for their learning **Goal Three:** By May 2023, Jefferson's classroom, school, and community culture will improve as evidenced by student/community surveys and decreasing student discipline referrals by 20% or 55 referrals. **Goal Four:** By May 2023, 60% of students will be performing on grade level in math and reading as evidenced by iReady Diagnostic tests.
Truman	**Goal One:** By the end of the school year, 80% of TLC students will be (pre)reading or reading at or above grade level as measured by local assessments and/or using the Wonders Reading Program (Running Records). **Goal Two:** By the end of the school year, 90% of students who regularly attend school meet or exceed the state standard (90%) or demonstrate required improvement
Dayse Baker	**Goal One:** By May 2023, 90% of students will attend 90% of the time. **Goal Two**: By May 2023, 100% graduation of students of current graduating class. **Goal Three**: By May 2023, there will be a decrease in OSS discipline referrals.

District Leadership Team

PGC

Professional Growth Committee

- Comprised of 5-7 teacher leaders from each campus, building administrators and district leaders.
- Meet monthly for continuity with district goals and mission
- Agenda driven collaborations to model for campuses

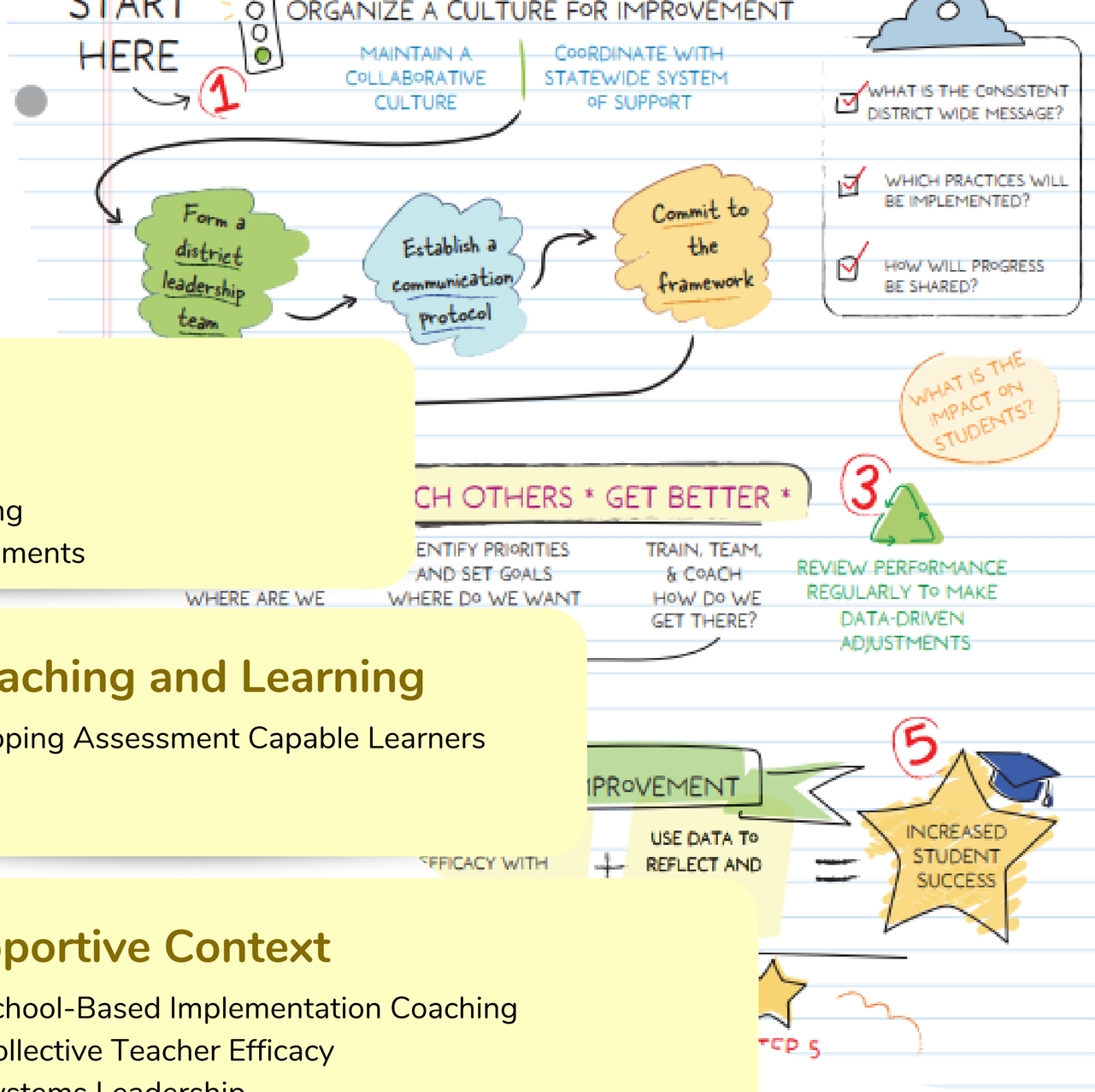
Our Journey

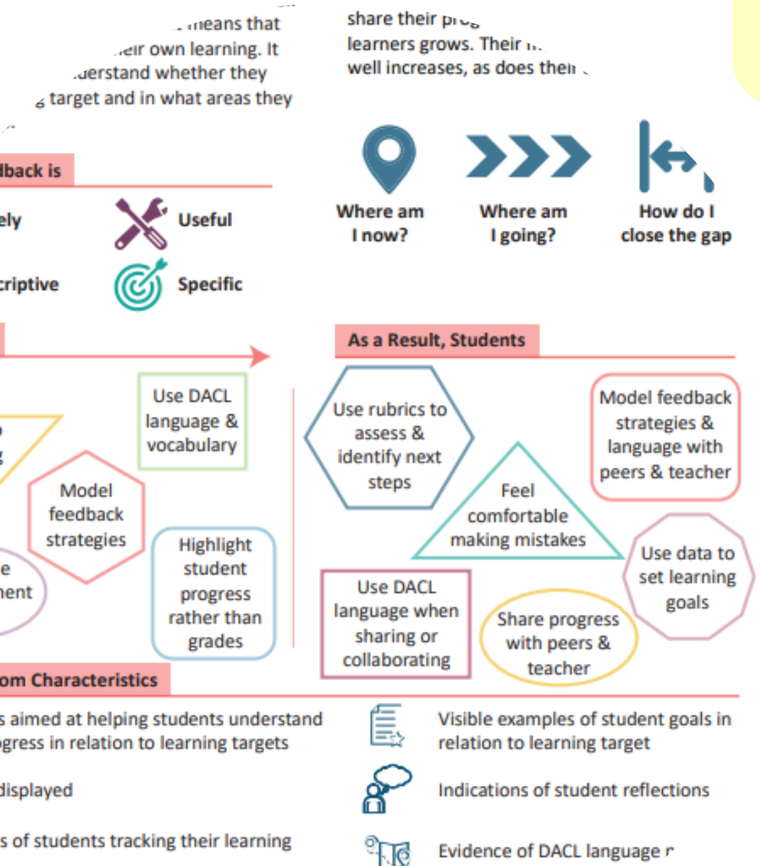
We are entering our sixth year with district continuous improvement. Each year we refine our process and practices to continue to move forward.

FSD Professional Growth Community (Year 5) 22-23

The goal this year was talking about achievement data with our district leadership team and create action plans to help us stay focused.

Goal is ALWAYS Continuous Improvement





Foundations

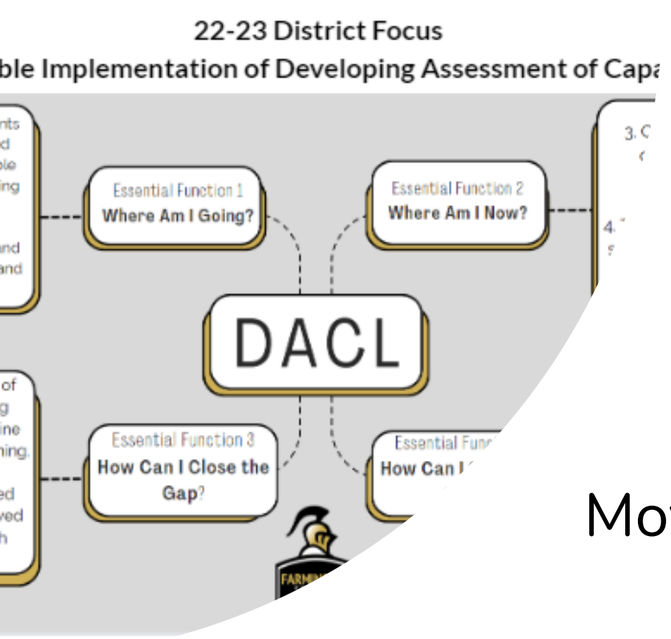
- Collaborative Teams
- Data-Based Decision Making
- Common Formative Assessments

Effective Teaching and Learning

- DACL - Developing Assessment Capable Learners
- Feedback
- Metacognition

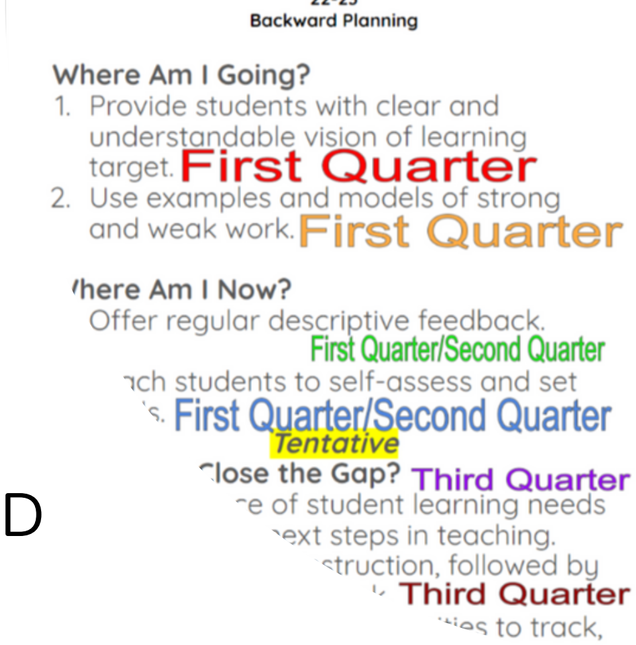
Supportive Context

- School-Based Implementation Coaching
- Collective Teacher Efficacy
- Systems Leadership
- Instructional Leadership



District Focuses

Moving forward together has been a focus for FSD with the help of the DLT



DACL

With the foundation of collaborative teams and data based decision making in place at most campuses, we moved to DACL.

Learning Walks

Occurs 2 to 3 times a year
Encourage teacher participation
Focus on building goals for feedback

Collaborative Teams

Continued work in progess to maintain and sustain

Data-Based Decision Making

District assessment platform of Mastery Connect in placed to help with this process.

2022-2023 FOCUS

LOOKING AT OUR DATA AS A DISTRICT LEADERSHIP TEAM

FARMINGTON SCHOOLS

DBDM Cycle = Gains Process

Overview

Data-Based Decision Making (DBDM) is a way of collecting, organizing, and analyzing data for the purposes of problem-solving and making instructional decisions.

Educators

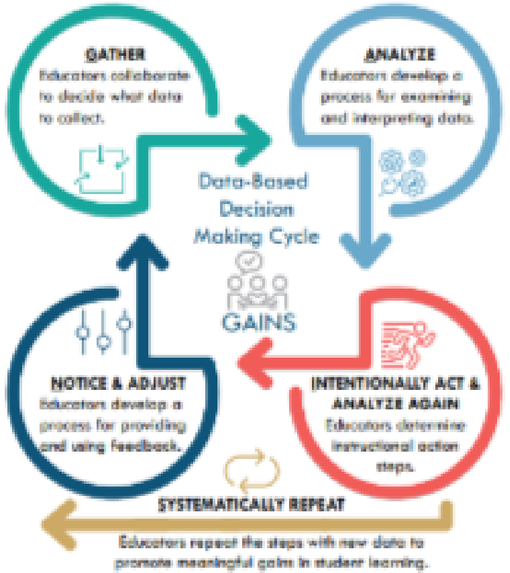
- Collect student data in relation to learning targets
- Collect student data describing instructional processes
- Schedule and deliver instructional change
- Know data protocols used by the data team
- Gather student feedback about effectiveness of instructional practices
- Understand how instructional change advances student learning
- Adjust instructional action plan to reflect findings of student data review

Data Teams

- Use team roles to improve meeting effectiveness & efficiency
- Reflect on & discuss what worked, what did not work, and why
- Can predict a link to teacher practice
- Members share a common interest (content, grade level, etc.)
- Design a lesson or set of lessons addressing the learning goal
- Organize and track data-informed decisions made by the team
- Determine new or revised instructional strategies to address learning problem(s)

Making a Difference

When data is collected, analyzed, prioritized, and synthesized it becomes "actionable knowledge" for making decisions.



Reflective Questions

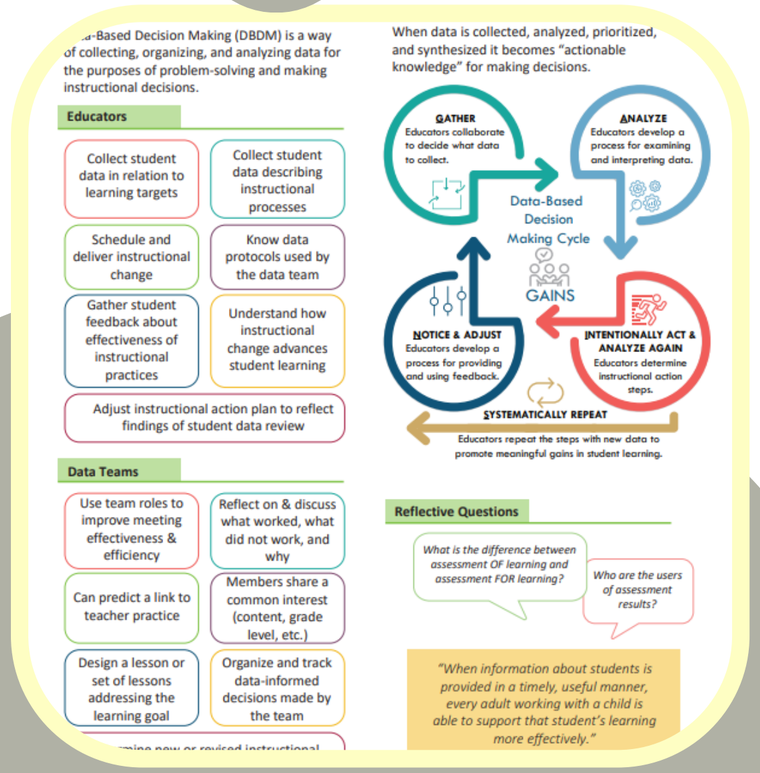
What is the difference between assessment OF learning and assessment FOR learning?

Who are the users of assessment results?

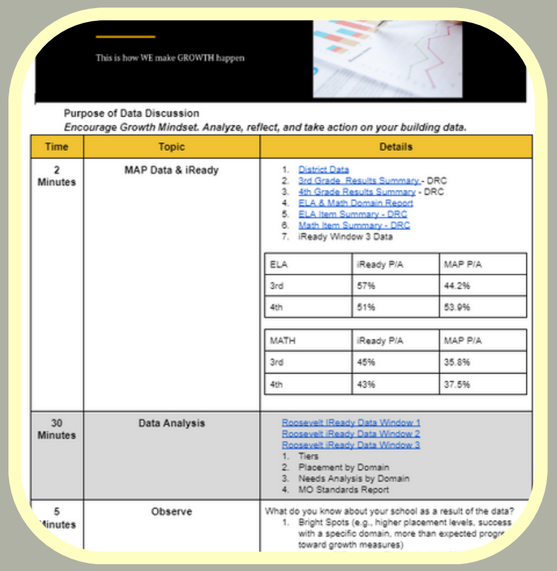
"When information about students is provided in a timely, useful manner, every adult working with a child is able to support that student's learning more effectively."

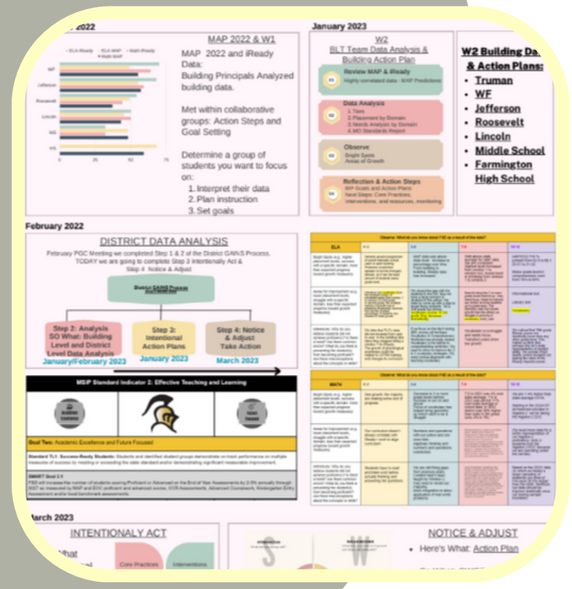
(Data Quality Campaign, 2016)

Data-Based Decision Making



GAINS





Building Level

- Administrator
- Building Leadership Team
- Agenda

District Level

PGC

Agenda

GAINS Process

District Academic Data Summary

GAINS…Our Journey

September 2022

W1 Data Analysis:

- **Gather Data**
- **Analyze Data**
- **Intentionally Act**

Building level data analysis with building administrator and Director of Assessment

Grade level data analysis with collaborative teams.

February 2023

Window 2 Data Analysis: Building & District Level Data

- **Gather Data**
- **Analyze Data**
- **Intentional Act**

First time the BLT (building level team) reviewed building level data and shared/brainstormed solutions in collaboration

FIRST TIME EVER reviewing District Level Data as a District Team

March 2023

Window 2 Data Intentionally Act: Action Plans

- **Gather Data**
- **Analyze Data**
- **Intentional Act**
- **Notice and Adjust**

Analyzed strengths, weaknesses, threats, and opportunities. Adjusted actions plans.

April 2023

Window 3 Data Analysis:

- **Gather Data**
- **Analyze Data**
- **Intentional Act**
- **Notice and Adjust**

Determine what action steps you need to adjust.

- What is working and why?
- What isn't working and how will you adjust?

Getting Started with Achievement Data

Model at District Level

Collaborative Conversations

SWOT Analysis

Strength

When looking at district data, district leadership team determined strengths when looking at our data.

Opportunity

Looked for what opportunities do we have to improve our practices to help our data.

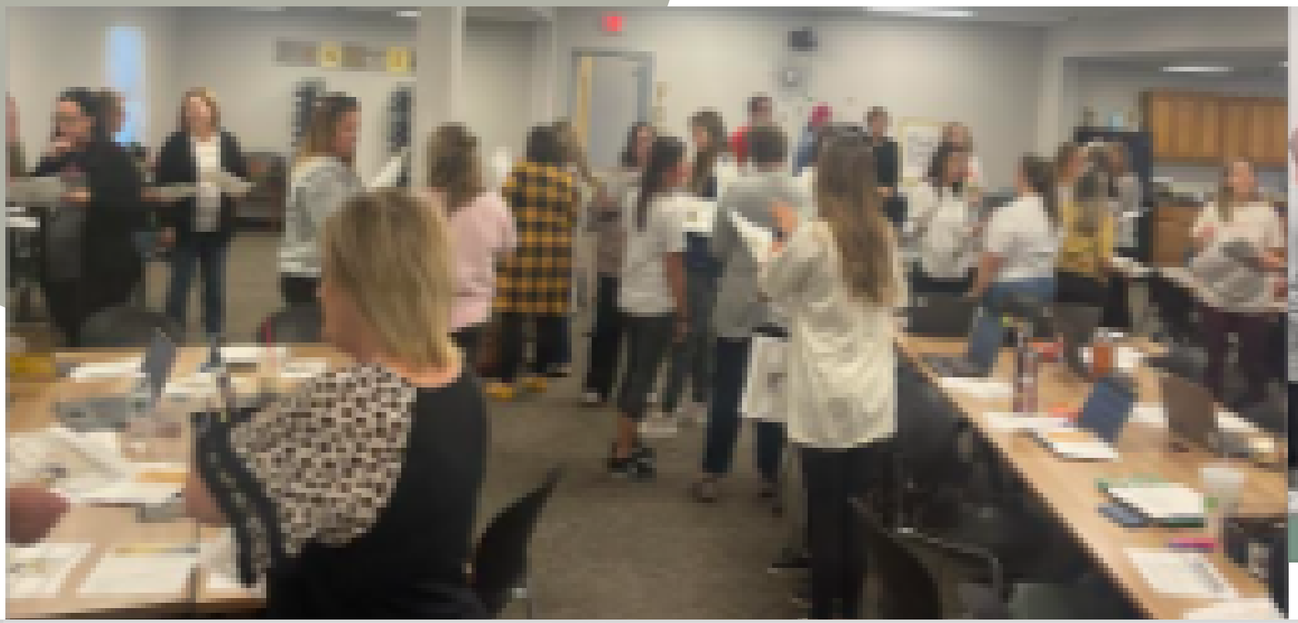
Weakness

What weaknesses did we notice in our data. Then determined our next steps to help with our growth.

Threats

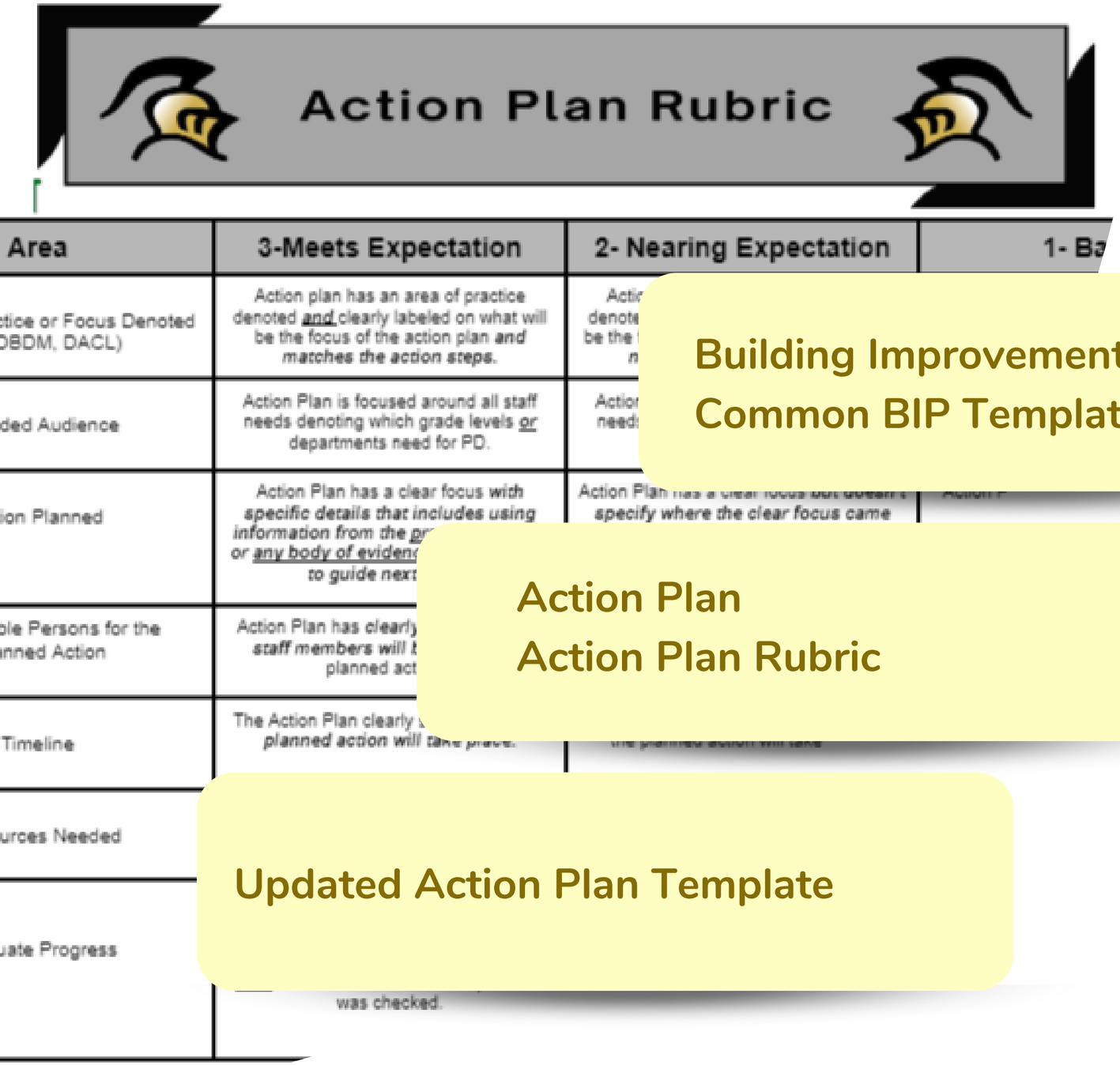
Looked for threats with our data that keeps us from moving forward. Then asked what will we do with that threat to move forward?

District Leadership Team
In Action



Putting Talk into Action

Accountability & Adjustments



Action Plan Rubric

Area	3-Meets Expectation	2- Nearing Expectation	1- Ba
ctice or Focus Denoted OBDM, DACL)	Action plan has an area of practice denoted *and* clearly labeled on what will be the focus of the action plan *and matches the action steps.*	Acti denote be the n	
ded Audience	Action Plan is focused around all staff needs denoting which grade levels *or* departments need for PD.	Actio need	
ion Planned	Action Plan has a clear focus *with specific details that includes using information from the pr or any body of evidenc to guide next*	Action Plan has a clear focus but doesn't *specify where the clear focus came*	
ble Persons for the nned Action	Action Plan has *clearly staff members will b* planned act		
Timeline	The Action Plan clearly *planned action will take place.*	the planned action will take	
urces Needed			
uate Progress	was checked.		

Building Improvement Plan
Common BIP Template

Action Plan
Action Plan Rubric

Updated Action Plan Template

How do We close the Gap?

- Notice, Adjust, Take Action Again (Systemically, continue the cycle)
- Action Plans and Action Plan Rubric

Building Action Plan Example

Action Plan for Effective Teaching and Learning

School: Roosevelt/BSIP	Date of Action Plan: 3rd Quarter

Effective Teaching and Learning Practice: Professional Growth Community		
What Practice & Essential Function is your Action Plan focused on? *BSIP Goals for Roosevelt*		**What concept (strategy) from an Essential Function are you focusing on?**
Collaborative Teams	1. Educators collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement. 2. Educators effectively implement group processes in collaborative meetings. **3. Educators intentionally use collaborative skills in collaborative team meetings.**	**During team meetings, problem-solving and sharing will focus on at least one of the following collaborative behaviors.** Pausing Paraphrasing Posing Questions Putting ideas on the table Providing data Paying attention to self and others. Presuming positive intentions.
Data Based Decision Making	1. Educators establish collaborative processes for collecting data. 2. Educators implement a possess for examining and interpreting data. 3. Educators determine instructional action steps. 4. Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.	**As a team we need current baseline data to make informed decisions.**
Developing Assessment Capable Learners	Where Am I Going? **Where Am I Now?** How Can I Close the Gap?	• Strategy 1: Provide students with a clear and understandable vision of learning target. • Strategy 2: Use examples and models of strong and weak work • Strategy 3: **Offer regular descriptive feedback to students** • Strategy 4: Teach students to self-assess and set goals. • Strategy 5: **Use evidence of student learning needs to determine next steps in teaching.** • Strategy 6: Design focused instruction, followed by practice with feedback • Strategy 7: Provide students opportunities to track, reflect on, and share their learning.

Building Action Plan Example

Intended Audience (Core, Elective, Special Services, Paras)	Action Planned (What will you do?) (Be specific)	Responsible Person(s) for Planned Action (Who will be responsible for delivery of planned action?)	Timeline (When will the plan action take place? Be specific)	Resources Needed/ Support Needed (Be specific here)	Evaluate Progress (Results) (When/Who/What will the feedback be for the planned action?)	Did I meet the goal of the action plan?
Classroom Teachers, Elective Teachers, & Special Services Teachers	1. *Set a personal goal for small group instruction.* a. *Monitor the goal with peers & administration. Feedback is designed to improve student feedback* b. *Revisit the goal at the beginning of March Principal Collaboration.* 2. *Incorporate the 3x rule for referring to learning targets.* a. *1 @ beginning when asking students to set a learning goal* b. *1 mid lesson* c. *1 @ the end* 3. *Model and provide description and samples of descriptive feedback.* a. *Facilitate opportunities for peer observations.* b. *Provide professional development and training.* 4. *Intentional Teacher Collaborations with the following focuses.* a. *Facilitate discussions regarding the teacher question(s),* i. *"How do I know my students learned (it)?* b. *And student question(s)* i. *"What are you learning?"*	1. Admin will facilitate 2. Teacher leaders 3. Leadership Team 4. Leadership Team	1. January - March	1. Feedback form 2. None 3. Utilize "Visible Learning ", MRI Training, Subs 4. None	1. Progress will be monitored at weekly collaboration & on our next iReady assessment. 2. Building SAPP given at the end of 3rd quarter.	☐

Action Plan Rubric

Area	3-Meets Expectation	2- Nearing Expectation	1- Basic
Teaching Practice or Focus Denoted (CT, DBDM, DACL)	Action plan has an area of practice denoted ***and*** clearly labeled on what will be the focus of the action plan ***and matches the action steps.***	Action plan has an area of practice denoted ***OR*** clearly labeled on what will be the focus of the action plan ***and does not match the action steps.***	The action plan does not specify a focus for area of practice ***and does match the action steps.***
Intended Audience	Action Plan is focused around all staff needs denoting which grade levels ***or*** departments need for PD.	Action Plan is focused around all staff needs but doesn't denote which staff.	Action Plan doesn't mention the intended audience.
Action Planned	Action Plan has a clear focus ***with specific details that includes using information from the practice profiles or any body of evidence from building to guide next steps.***	Action Plan has a clear focus ***but doesn't specify where the clear focus came from.***	Action Plan doesn't have a clear focus.
Responsible Persons for the Planned Action	Action Plan has ***clearly laid out which staff members will be leading*** the planned actions.	Action Plan has laid out some staff members who will be leading the planned actions.	Action Plan doesn't mention which staff members will be leading the planned actions.
Timeline	The Action Plan clearly states ***when the planned action will take place.***	The Action Plan somewhat states when the planned action will take place.	The Action Plan doesn't state when the planned action will take place.
Resources Needed	The Action Plan ***clearly defines which resources*** will be needed for the planned action.	The Action Plan somewhat defines which resources will be needed for the planned action.	The Action Plan doesn't define which resources will be needed for the planned action.
Evaluate Progress	The Action Plan clearly states who will monitor ***and*** assess the planned action ***AND*** evidence is linked to show the progress made for the planned action ***AND*** the date of the evaluated progress was checked.	The Action Plan clearly states who will monitor ***and*** assess the planned action but no evidence is linked to show the progress made for the planned action ***AND/OR*** the date of the evaluated progress was not checked.	The Action Plan doesn't clearly state who will monitor ***and*** assess the planned action OR no evidence is linked to show the progress made for the planned action ***AND/OR*** the date of the evaluated progress was not checked.

Building Improvement Plan

Vision/Mission Statement

Vision:	
Mission:	
Motto:	

Members of BIP Team

Brief School Summary

State or Local Assessment Data

Academic Goal(s) for Building

CSIP Goals Related to Academics

SMART Goal 2.1: FSD will increase the number of students scoring Proficient or Advanced on the End of Year Assessments by 2-3% annually through 2027 as measured by MAP and EOC proficient and advanced scores, CCR Assessments, and/or local benchmark assessments.

SMART Goal 2.2: By 2026-2027 FSD will provide a comprehensive MTSS that addresses each student's academic, emotional, behavioral, social, and physical needs.

- 1. District discipline referrals will decrease by 5%.
- 2. Special education referrals will decrease by 5%.
- 3. Students reading at or above grade level will increase by 15%

SMART Goal 3.2: By the end of the 2026-2027 school year, FSD will show growth on the climate culture survey responses from students, families, and staff in response to FSD by setting and responding to high academic and behavioral expectations.

SMART Goal 5.1: By 2026-2027 90% of FSD educators will implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards or National Learning Standards as measured by Academic Performance Data, District Annual Performance Report, Local Benchmarks, Walkthrough Data, and Leadership Agendas.

BIP SMART GOAL

Action Plans to Support Goal One Academic Action Plan Template		
Date of Action Plan	**Action Plan (Linked)**	**Brief Summary of Action Plan**

Culture/ Climate Goal for Building

CSIP Goals Related to Culture Climate

SMART Goal 2.2: By 2026-2027 FSD will provide a comprehensive MTSS that addresses each student's academic, emotional, behavioral, social, and physical needs.

- 1. District discipline referrals will decrease by 5%.
- 2. Special education referrals will decrease by 5%.
- 3. Students reading at or above grade level will increase by 15%

SMART Goal 3.1: By the end of the 2026-2027 school year, 90% of survey responses from staff will report that the school provides a safe, orderly and caring environment in which everyone is treated with respect and have a sense of safety and ownership of their work and learning.

SMART Goal 3.2: By the end of the 2026-2027 school year, FSD will show growth on the climate culture survey responses from students, families, and staff in response to FSD by setting and responding to high academic and behavioral expectations.

SMART Goal 4.1: FSD and building leaders are intentional in being future focused to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.

BIP SMART GOAL

Action Plans to Support Goal One Culture/Climate Action Plan		
Date of Action Plan	**Action Plan (Linked)**	**Brief Summary of Action Plan**

Attendance Goal for Building

CSIP Goals Related to Attendance

SMART Goal 2.1: FSD will increase the number of students scoring Proficient or Advanced on the End of Year Assessments by 2-3% annually through 2027 as measured by MAP and EOC proficient and advanced scores, CCR Assessments, and/or local benchmark assessments.

SMART Goal 2.2: By 2026-2027 FSD will provide a comprehensive MTSS that addresses each student's academic, emotional, behavioral, social, and physical needs.

- 1. District discipline referrals will decrease by 5%.
- 2. Special education referrals will decrease by 5%.
- 3. Students reading at or above grade level will increase by 15%

SMART Goal 3.2: By the end of the 2026-2027 school year, FSD will show growth on the climate culture survey responses from students, families, and staff in response to FSD by setting and responding to high academic and behavioral expectations.

SMART GOAL

Action Plans to Support Goal One Attendance Action Plan		
Date of Action Plan	**Action Plan (Linked)**	**Brief Summary of Action Plan**

Accountability

- Quarterly Goal Meeting with Principals -- Look at BIP goals with action plans

- After each benchmark window, Director of Assessment meets with principal and building leadership team to go over data.

POINT OF PRIDE

"When your intention is clear, so is the way."

Alan Cohen

ONE COMMUNITY
#THEKNIGHTWAY

FARMINGTON SCHOOLS
THE KNIGHT WAY

Phone

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