

Ohio 8 Coalition Best Practice Focus Form

Each district is asked to complete a summary document that is shared with the group and is the foundation of our collaboration time together.

District: Cincinnati Public Schools
Superintendent's name: Laura Mitchell
Union President's name: Julie Sellers

District DLT Contact: (Please include phone number and email)
Union DLT Contact: (Please include phone number and email)

What strategies have you implemented or do you plan to implement focused on improving the focus topic? What data strategies have had the most impact on student learning?

- Access to on-grade level work.
- Evidence-based instructional strategies (John Hattie).
- Quality Improvement.

What lessons have you learned or suggestions do you have for other districts working to improve the focus topic?

- Collaboration is key: build into the district professional development schedule opportunities for principals and teachers to analyze their school data and develop improvement strategies.
- Incorporate PDSAs to determine if school teams should adapt, adopt, or abandon each strategy.
- Provide the names of students along with their performance results in real time so that these data can be studied and modifications can be implemented quickly.
- Identify patterns ahead of time (e.g., vocabulary related to informational text).
- Provide component simulators based on student performance to project report card grades.

*Please attach any data related public communication/relevant fliers/handouts/information you have already developed for your district.

NOTE: This should be one page or less and will be shared with the Ohio 8 Coalition Members

CPS T & L Systems Outcomes Key Driver Diagram (KDD)

Accountable Leader(s): Tianay Amat, Shauna Murphy, Emily Campbell Revision Date: v11.19.2019

Global Aim

All students will achieve their full potential, learn at high levels and graduate prepared to succeed in school, career and life.

Strategic Goals

With the belief that teachers have the number one impact on student achievement and principals have the number one impact on teachers, we will improve academic outcomes:

Increase Literacy outcomes by 10% points as evidenced by MAP, KRA, OST and EOC (PreK - 3rd - 6th - 9th Grade)

Increase Math outcomes by 10% points as evidenced by OST and EOC (K - 3rd - 6th - 9th)

Increase ACT Composite Score from 18.6 to 19.1 by Spring 2020.

Decrease AP disparities by increasing % of AA students in AP from 40% to 50% by 2020-2021

Close the academic gap between African American, Latinx and Caucasian Students as evidenced by AMO "maintain B"

SEL Goal - Reduce lost classroom instructional time from x to y (i.e. days of ISS, OSS, ER, A2E, A2S) through improvements in PBIS, classroom management, and social emotional programming.

Increase graduation rate to 85%

Increase the 3 Es rate to 100%

Key Drivers

Activated Students and Families

Instructional Practices
Learning is Visible (John Hattie's Research)

Safe and Healthy Culture for Learning

On Grade Level Work

Data-Informed Decision Making
for Instruction

Distributed Instructional
Leadership

Current Project Portfolio / Prototypes

SEL
Project Leader: Carrie Bunger
Interventions: K-6 PATHS
K-6 PAX
Second Step 7-8
Trained Social Workers

K-12 ELA Tier II Intervention
Project Leader: Lucie Collier and Lanisha Simmons
Interventions: SRA PDSA; Cold Write PDSA; 3rd Grade Text Companion; ThinkCERCA, R Specialists

K-12 Math Tier II Intervention
Project Leader: Dawn Williams
Interventions: Double Bell; Companion Course; Integration of Technology, M Specialists

My Tomorrow
Project Leader: Kayla Ritter
Ricketts, Brittney Cousins, Mike Turner
Interventions:

K-12 ELA Tier I
Project Leader: Lucie Collier and Lanisha Simmons
Wit and Wisdom
My Perspectives
PDSAs:

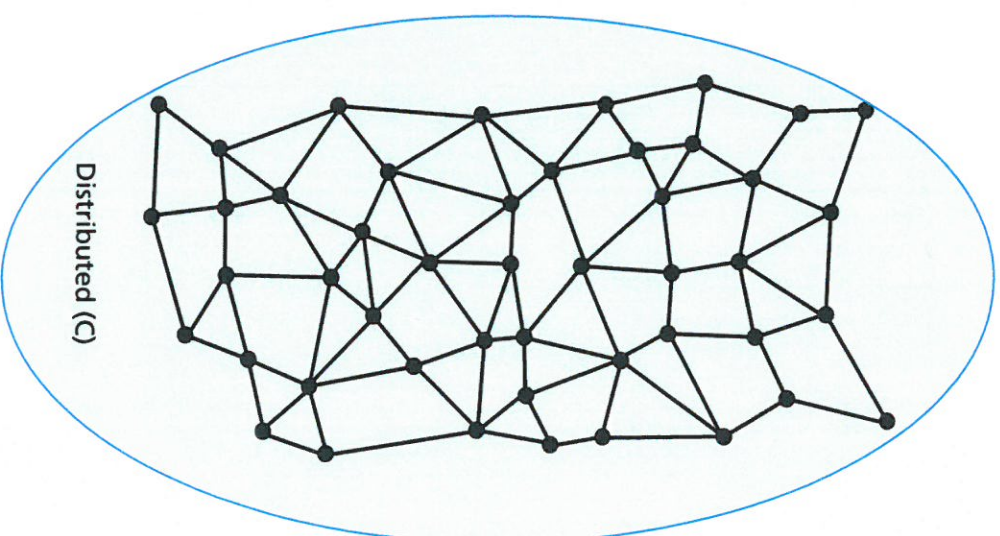
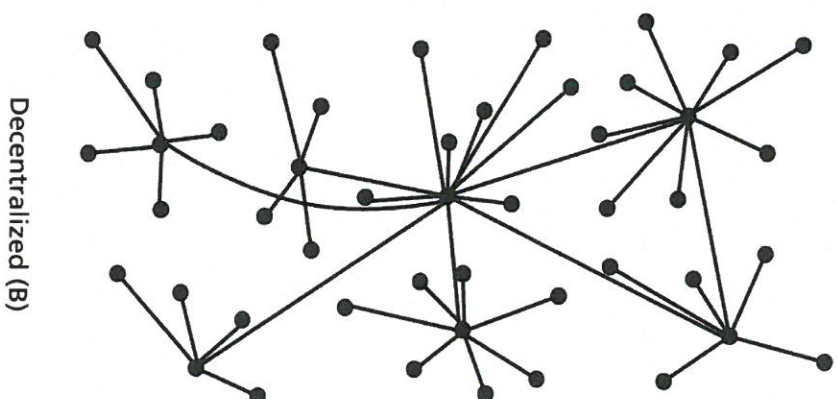
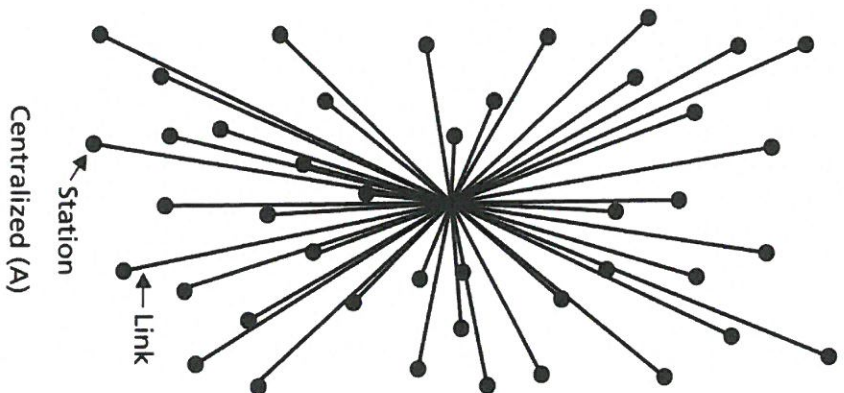
Algebra I and Grade 8 Tier I
Serve: Teachers
Project Leader: Dawn Williams
Engage NY
Open Up, Integration of Technology, M Specialists

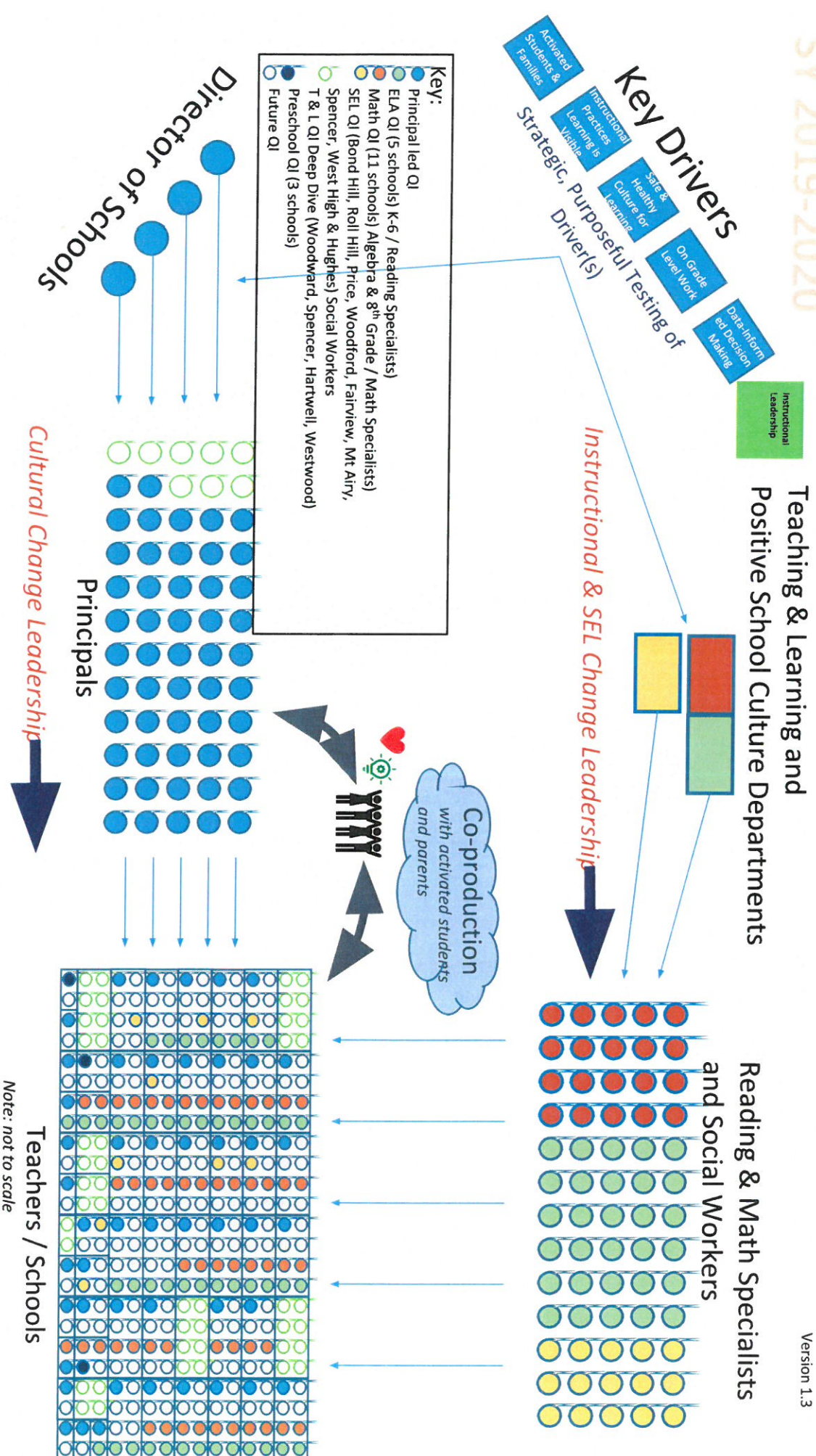
ACT
Project Leader: Jenn Williams
Interventions: PODSs; Mastery C; 1-day Bootcamp; Website

PreSchool
Project Leader: Vera Brooks
Interventions:

Principal QI Leadership
Project Leader: Tianay/ Emily/ DSLs
Interventions: One Plan; Kafete Team Days; QI Showcase; Coalitions

WHY?





Activated Students and Families

How do students/families provide feedback on what is working and what is not working?

How often do students/ families provide feedback?

How do students provide “small tests of change” to improve?

What systems are in place for student and family leadership?

What systems are in place to activate students & families in your building?

When you hear “student voice” what does that mean to you?

How does student and family voice inform the decisions your team makes?

Instructional Practices and Visible Learning

Are best practices research based? (Visible Learning for Teachers, John Hattie)

Do all students have the opportunity to discuss key learnings through various discussion protocols such as turn and talk; socratic seminar; etc? (0.82)

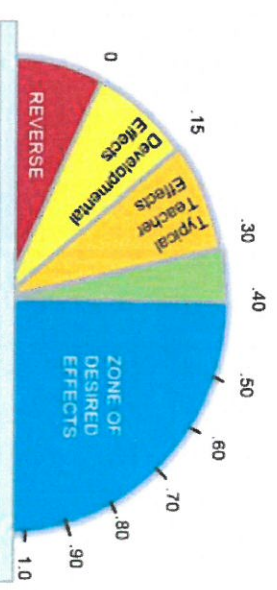
Do students regularly engage with Problem of the Days (Spaced Practice 0.71)

Are students and teachers provided feedback (0.75)

Are PDSAs displayed, revised and discussed with key stakeholders?

Can students articulate the end goal of each lesson and unit?

Do students regularly work with instructional routines noted in curriculum?



Safe and Healthy Culture for Learning

Within the first five minutes, ask yourself in context of Safe and Healthy Culture for Learning, "What does this building look like, feel like & sound like?"

How do culturally relevant curricular materials contribute to Safe and Healthy Culture for Learning? Do students see themselves and others in the materials?

What practices create a sense of safety in the classroom in order to optimize teaching and learning?

Is there at least a 5 to 1 ratio of asset based vs deficit based interactions?

Are we explicitly teaching behavioral and emotional skills to students?

Is it easier to make healthy choices than unhealthy choices?

Are we acknowledging appropriate behavior and developmentally appropriate consequences for misbehavior?

Do students and staff in the building have an identified person to go to when stressed or need support?

On Grade Level Work

Does the work clearly align to standard?

Are district materials and curriculum being used effectively?

Are all students engaged with task/work?

Do all students have support they need to access and engage deeply with rigorous, culturally responsive work?

Are all students reading anchor texts, labs and experiences that meet the demands of the course?

Are all students writing to demonstrate deep understanding of anchor texts, labs, and new knowledge acquired?

Are all students consistently explaining and justifying their thinking?

Are students able to explain the relationship between lessons and grade level standards?

Data Informed Decision Making for Instruction

Do students understand their personal goal and how to achieve it?

Do teachers communicate class and individual goals with students and families with ways to achieve?

Do leaders, teachers and students study the results and adapt, adopt and abandon strategies accordingly?

Do students, teachers and leaders know if their changes are working?

Do leaders, teachers and students have a common protocol to study the results?

Do Ts and Ss know what success looks like in each course and how to monitor progress toward goals?

Distributed Instructional Leadership

Does the leader create a culture for distributed leadership?

Are you as the leader able to openly provide your leaders with a platform to critique and disagree with your ideas and direction?

Does the leader consistently plan with their leaders?

Do you show your leaders how much they are valued in the organization?

Do identified leaders feel supported and protected in the organization as they move the difficult work?

Are structures in place for leaders to regularly touch base with their leaders?

Are goals aligned and clear for all stakeholders?

Are there avenues to seek support and PD for leaders and their teams?

Are there avenues to escalate barriers that can't be solved up to leaders?

Are leaders able to identify high quality instruction and provide actionable next steps for growth?

Are student voices considered?

Purpose: We will increase the number of students at or above the 50th percentile on the NWEA MAP assessments in order to reach our goal of a 10 percentage point increase on the OST in Spring 2020.

Individual Building Goal:

3rd Math from _____ to _____ % by Spring 2020. (OST) # _____ SWDs _____ ELLs _____
 3rd ELA from _____ to _____ % by Spring 2020. (OST) # _____ SWDs _____ ELLs _____
 6th Math from _____ to _____ % by Spring 2020. (OST) # _____ SWDs _____ ELLs _____
 6th ELA from _____ to _____ % by Spring 2020. (OST) # _____ SWDs _____ ELLs _____

(inclusive of all students except those who are Alternative Assessed)

Action Steps

Principals and teachers understand how to use the MAP Growth Class Breakdown by Goal Report
 Principals and teachers know the alignment between the ELA and Math blueprints and MAP Skills
 Principals and teachers know the Tier I look fors (Year at a Glance Folder)
 Principals and teachers identify and schedule one intervention for students to have access to aligned to major work
 Visit classrooms
 Reflect on progress using PDSA tool

Elementary ELA

Student Numbers | Tier I | Tier II

3rd - Informational Text = 50% of OST Blueprint

Teacher (target # of students) _____

Teacher (target # of students) _____

6th - Informational Text = 55% of OST Blueprint

Teacher (target # of students) _____

ELA Classroom Instruction (Evidence of Success)

Wit and Wisdom (Board Adopted Curriculum)
 Vocabulary Deep Dives (part of regular lessons)
 Informational Text - Focus on *Reveal* and *Distill*
 Questions using *Strategies for W & W* questions
 Increased student engagement through turn and talk
 strategies included in lessons and in the
Instructional Routines guide.
 Writing using information/evidence from texts -
 included in most lessons with *feedback* for students

ELA Classroom Intervention (Tier II)

Fluency Intervention grade 6
 Success on OST resources grade 3
 Vocabulary building strategies

Progress Monitoring Tool

Tier I: New Reads and Vocabulary Assessments
 Tier II: MAP Skills (grade 6) and Acadience (grade 3) and Gr. 3 OST Quick Checks

Elementary Math

Student Numbers | Tier I | Tier II

3rd - Multiplication and Division 23-33% and Numbers

and Operations 21-27% OST Blueprint

Teacher (target # of students) _____

6th - Expressions and Equations 31-44% and Ratios and

Proportions 24-33% OST Blueprint

Teacher (target # of students) _____

Math Classroom Instruction (Tier I)

Engage New York (Recommended Curriculum)
 Integration of Technology
 Conceptual Understanding - EngageNY problem sets
 Focus & Coherence - recommended curriculum &
 guides
 Application & Problem Solving - EngageNY application
 problems

Math Classroom Intervention (Tier II)

Khan Academy - support aligned to MAP RTT scores
 Math Specialists
 Progressive Stations

Progress Monitoring Tool

Tier I: Mid & End Module Assessments
 Tier II: MAP Skills

HS Math and ELA Fall Principal Plan 2019-2020

Purpose: We will increase the number of students at or above the 50th percentile on the NWEA MAP assessments in order to reach our goal of a 10 percentage point increase on the EOC in Spring 2020.

Individual Building Goal:

Algebra I from _____ to _____ % by Spring 2020. (EOC) # _____ SWDs _____ ELLs _____
 ELA I from _____ to _____ % by Spring 2020. (EOC) # _____ SWDs _____ ELLs _____
 ELA II from _____ to _____ % by Spring 2020. (EOC) # _____ SWDs _____ ELLs _____

(inclusive of all students *except* those who are Alternative Assessed)

Action Steps

Principals and teachers understand how to use the MAP Growth Class Breakdown by Goal Report
 Principals and teachers know the alignment between the [ELA II](#) and [Algebra I](#) blueprints and MAP Growth Goal Areas
 Principals and teachers know the Tier I look fors
 Principals and teachers identify and schedule one intervention for students to have access to aligned to major work
 Visit classrooms
 Reflect on progress using [PDSA tool](#)

HS ELA

Student Numbers | Tier I | Tier II

ELA I Informational Text = 60 % of OST Blueprint

• Teacher (target # of students) _____

• Teacher (target # of students) _____

ELA II Informational Text = 60 % of OST Blueprint

• Teacher (target # of students) _____

• Teacher (target # of students) _____

ELA Classroom Instruction (Tier I)

• MyPerspectives (Board Adopted Curriculum)
 • Launch text (models the mode of writing to be assessed)
 • First Read & Close Read Strategies
 • Evidence Logs
 • Whole Class Learning Strategies
 • "Making Meaning" Express and Reflect

ELA Classroom Intervention (Tier II)

• Success Maker and Think Cerca
 • Remediation assigned automatically
 • Juicy Sentences
 • ELD Companion - support ELL students
 • Reading Specialists

Progress Monitoring Tool

• Tier I: myPerspectives Performance Task
 • Tier II: MAP Skills

HS Math

Student Numbers | Tier I | Tier II

Algebra I (Functions 41-50%) OST Blueprint

• Teacher (target # of students) _____

• Teacher (target # of students) _____

Algebra I Classroom Instruction (Tier I)

Engage New York (Recommended Resource)

• Integration Technology
 • Focus & Coherence - recommended curriculum & guides
 • Conceptual Understanding - EngageNY problem sets
 • Application & Problem Solving - EngageNY application problems

Algebra I Classroom Intervention (Tier II)

• Khan Academy - support aligned to MAP RIT scores
 • Math Specialists
 • Progressive Stations

Progress Monitoring Tool

• Tier I: Mid & End Module Assessments
 • Tier II: MAP Skills - Math 7-8 only
 • Tier II: SuccessMaker - Algebra I only