Predicted Outcomes:

- Increased student engagement at all levels.
- Increase in student achievement data for reading, math, and science.
- Decrease of achievement gap for SPED, ELL, and minority students.
- Administrators modeled strong instruction at all staff meetings and promoted instructional leaders in their buildings.

Implementation Plan:

- Implementing regular staff development sessions to enhance instructional strategies.
- Providing professional development opportunities for teachers to improve their instructional practices.
- Creating a culture of collaboration among teachers to share best practices.
- Regularly reviewing and updating the instructional model to ensure its effectiveness.

Resource Impacts:

This plan requires significant additional resources to impact student learning. However, some resources may be allocated instead of their teachers in the learning practice, either through professional development. In addition, our district meetings and activities are focused on instruction, and this impacts how we communicate about instructional improvements. Administrators are being asked to provide feedback. Teacher feedback will help to shape and provide models of strong instruction, therefore, we will depend on our teachers to lead our professional development rather than putting it out ourselves. Our website was created to be a resource for staff, and it is essential to be provided to support teachers and administrators.

Improving Instruction: Developing and Coordinating a District-wide Instructional Model
Alexa Pearson, EDLD 655
University of Oregon
November 27, 2012

Our Goal:

To develop a consistent district-wide instructional model with a common language and vision regarding instruction.
Improving Instruction: Developing and Coordinating a District-wide Instructional Model

Alexa Pearson, EDLD 655
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Introduction

In the summer of 2012, the Curriculum and Instruction team from XX School District read the book Focus by Mike Schmoker and examined district student achievement data. We noticed that in addition to a decrease in student achievement at almost all levels, our achievement gap was glaring and unacceptable. We decided that as a K-12 system we needed a clear action plan that ensured an equitable learning environment no matter which school or classroom a student was in.

<table>
<thead>
<tr>
<th>STUDENT GROUP</th>
<th>ENGLISH LANGUAGE ARTS</th>
<th>STUDENT ACHIEVEMENT</th>
<th>MATHEMATICS</th>
<th>STUDENT ACHIEVEMENT</th>
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<tbody>
<tr>
<td></td>
<td>EXCEEDED</td>
<td>MET</td>
<td>NOT MET</td>
<td>EXCEEDED</td>
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<tr>
<td>American Indian/Alaskan Native</td>
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<td>55.4</td>
<td>31.3</td>
<td>12.2</td>
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<td>Asian/Pacific Islander</td>
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<td>53.5</td>
<td>23.8</td>
<td>38.5</td>
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<td>41.6</td>
<td>49.7</td>
<td>7.6</td>
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<td>48.9</td>
<td>10.2</td>
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<td>50.9</td>
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<td>22.6</td>
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<tr>
<td>Multi-Racial/Multi-Ethnic</td>
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<td>23.8</td>
<td>25.0</td>
</tr>
<tr>
<td>Male</td>
<td>18.6</td>
<td>47.9</td>
<td>33.5</td>
<td>22.5</td>
</tr>
<tr>
<td>Female</td>
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<td>51.5</td>
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<td>&gt;95.0</td>
<td>&lt;5.0</td>
<td>&gt;95.0</td>
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<tr>
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<td>Economically Disadvantaged</td>
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<td>46.3</td>
<td>41.5</td>
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<tr>
<td>All Students</td>
<td>20.9</td>
<td>49.6</td>
<td>29.5</td>
<td>21.6</td>
</tr>
</tbody>
</table>
Our Goal:

To develop a consistent district-wide instructional model with a common language and vision regarding instruction.
Mike Schmoker writes, "To ensure that our best practices and structures are truly and efficiently implemented, we must make constant, unwavering efforts to clarify reinforce and reward their implementation by teams and teachers" (17). Richard Allington writes about the importance of a consistent model that spans general ed to special education and remediation. Thus we began our journey to define our best practices and what good instruction looks like at all levels. Our belief is that if strong instruction happens in all classrooms, for all students, every day, then we will have high achievement for all students. We will have piercing clarity around our instructional model.
Each bubble will be linked to professional resources, videos of teachers and students, and implementation ideas.
Implementation Plan

August 2012- All administrators read Focus by Mike Schmoker. Examine district data and identify key instructional strategies.

Sept./Oct. 2012- District curriculum leaders gather feedback from August meeting and develop draft of instructional model. Share draft with administrators and teachers for feedback. District curriculum leaders conduct learning walks in K-12 classrooms to assess instructional model. Revisions made to instructional model.

November 2012- Curriculum team shares instructional model with School Board. Administrators read professional research on learning targets, then collect teacher learning targets in their buildings. Teams of administrators evaluate collected targets and conduct learning walks together with a focus on learning targets.

August 2012-June 2013- District Leadership Team monthly meetings focus on developing administrators as instructional leaders by modeling and teaching the instructional model. Principals meet in levels monthly to conduct learning walks. Exemplar videos of teachers using elements of the instructional model posted on district website. All staff meetings model elements of instructional model. Revise instructional model as needed.

Spring 2013- Create common learning walk tool and evaluate implementation of instructional model. Examine student achievement data and survey teachers and administrators.
Resource Impacts

This plan does not require significant additional resources or impact scheduling. However some resources need to be allocated so that teachers can be included in the learning walks or other professional development. In addition, our district meetings and agendas are focused on instruction, and this impacts how we communicate about business/management items. Administrators are being asked to be in classrooms more often. Teacher leaders will emerge and provide models of strong instruction, therefore we will depend on our teacher leaders to lead our professional development rather than paying an outside resource. Our website does need to be revamped so that it can be easily navigated to support teachers and administrators.
Predicted Outcomes

• Increased student engagement at all levels.
• Increase in student achievement data for reading and math.
• Decrease of achievement gap for SPED, ELL and minority students.
• Administrators model strong instruction at all staff meetings and are instructional leaders in their buildings.
Sources


