Strategy: Learning
Tactic: Responsive Teaching

Taking Stock of Progress
11.1.18

Tactic Leader: Roger Dowd
1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
Keeping Learning at the center
Structure of the Strategic Plan
System Indicators

JEFFCO PUBLIC SCHOOLS

ACADEMIC INDICATORS

SAT MATH/READING & WRITING
560/560

7-YEAR COMPLETION
97%

7-YEAR GRADUATION RATE
95%

4-YEAR GRADUATION RATE
90%

7TH GRADE ELA/MATH (CMAS)
60%/50%

3RD GRADE ELA/MATH (CMAS)
60%/60%

KINDERGARTEN - 3RD GRADE (at or above benchmark DIBELS)
90%
| System Indicators |

4TH - 8TH GRADE
Equity Growth Gaps:
60th Percentile (CMAS)

CCRI*
Participation: 50%
( IB, AP, CE, Internship, CTE)
*Career and College Readiness Index

CCRI Success: 85%
( 3+ AP, B or Higher;
CE, Apprenticeships, IB exam, Industry Certificate, SAT,
Capstone, Seal of Biliteracy;
ASVAB (40+))

Equity Growth Gaps:
55th Percentile (SAT)

NON-ACADEMIC INDICATORS

Employee Engagement: 85% Positive

Student Engagement: 3.75 on Emotional, Behavior, & Academic Engagement

Family Engagement: 3.75 on National Family Engagement Standards
LEARNING

CREATE A PROFOUNDLY AUTHENTIC STUDENT EXPERIENCE

**TACTIC 1:** Transforming Student Task

**TACTIC 2:** Responsive Teaching

**TACTIC 3:** Customized Pathways

**TACTIC 4:** Technology to Transform Learning

**TACTIC 5:** Embracing the Full Range of the Human Experience

**TACTIC 6:** Student-Directed Learning
“Responsive Teaching”

...All our students have individual strengths, challenges, hopes, and dreams, and our mission as educators must be to tailor each student’s learning experience to match. The best performing education systems have intentional procedures and systems to monitor how students are doing and adapt the learning experience of the student based on their needs. We must work to make sure these well-established best practices are present in our schools, with clear and repeatable processes and procedures, so every student receives the individual attention they deserve.
1. What are we trying to do?
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Theory of Action

IF schools implement Multi-Tiered Systems of Support (MTSS) that respond effectively to student needs THEN student behavioral and academic needs will be met.
SMART Goals

By 2025 at least 75% of Jeffco Public Schools will implement the Data Based Problem-Solving and Decision-Making section of the CDE MTSS rubric to a practice level of at least 8/10 (achieving the CDE ‘Gold Standard’).
Team-Driven Shared Leadership

- Family, School, and Community Partnering
- Evidence-Based Practices
- Data-Based Problem Solving and Decision-Making
- Layered Continuum of Supports
Milestones

- Needs assessments and baseline rubric data for both focus schools
- Problem-solving protocol adopted
- Universal behavioral support implementation & data-gathering
- Fidelity check-ins
- Outcome data check-ins
- Develop resources on alignment between MTSS & PLC
- Develop training resources embedded into SOARS
- Develop face to face and online training modules
Leading Indicators

- Results of Pilot Schools
- Creation of a Networked Improvement Community (NIC)
- Participation of additional schools in NIC
- Use of team created resources and trainings
| Testimonial

- Zak Martin, Vanderhoof Elementary Principal
<table>
<thead>
<tr>
<th>Conversation Structure</th>
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<tbody>
<tr>
<td>1. What are we trying to do?</td>
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SMART Goal

- By 2025 at least 75% of Jeffco Schools will implement the Data Based Problem-Solving and Decision-Making section of the MTSS rubric to a practice level of at least 8/10 (CDE Gold Standard)
<table>
<thead>
<tr>
<th>Implementation Heat Map</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
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<tr>
<td>---</td>
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<tr>
<td>Highly problematic – requires urgent and decisive action</td>
</tr>
<tr>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
</tr>
<tr>
<td>Mixed – aspect(s) require substantial attention, some good</td>
</tr>
<tr>
<td>Good – requires refinement and systematic implementation</td>
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</tbody>
</table>
Successes

- Development of resources and protocols aligned with MTSS alongside Pilots schools
- Clarified focus of work going forward at each school
- Established baseline status at each school
| Conversation Structure |

1. What are we trying to do?

2. How are we trying to do it?

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Challenges

- Inconsistent understanding and implementation of MTSS across schools
- Lack of problem-solving protocols at many schools
- Lack of universal behavioral supports, data gathering, and problem-solving
- Data gathering and analysis systems cumbersome; lack of training on data use
- Schools will need buy-in; see this as a priority

Resources Required

- District leadership (Community Superintendent support)
  - Integrated support from other departments (coaches, specialists)
- Professional Learning support (integration of PLC work; scaling up PL)
- Data Visualization Tools to help track effectiveness of interventions (SOARS)
- Oversight team to ensure effective implementation when taken to scale
Questions?

Thank you
Board of Education Ends Alignment

Ends 1- Engaging Climate and Culture

Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.
- Values the diversity of all students, staff and families.
- Supports the social, emotional and physical wellness for students and staff.
- Encourages family and community engagement to support, enhance and maximize learning.
- Provides opportunities to develop civic and global engagement within and outside of the school setting.

With the expectation that:

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).
- Every student will be a responsible and engaged member of the community (Civic and Global Engagement competency).
Board of Education Ends Alignment

Ends 2- Career, College and Life Aspiration Connections
Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations.
- Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.
- Ensure the development of academic confidence through self-direction and personal responsibility skills.
- Use relevant measures to track progress and communicate meaningful results to students and families.
- Address opportunity and achievement gaps through an integrated system of support that ensures equity in meeting all students needs.

With the expectation that:

- Every student will demonstrate a year or more of growth on their way to mastery of Colorado Academic Standards (Content Mastery competency).
- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking and Creativity competency).
- Every student will have the opportunity and expectation to demonstrate leadership attributes.
- Every student will communicate effectively in a variety of formats and situations (Communication competency).
Board of Education Ends Alignment

Ends 3- Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- **Ensure that there is an effective teacher in every classroom and an effective principal in every school.**
- Provide high quality professional development and professional growth support structures.
- Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.
- Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.

With the expectation that:

- **Every student will be taught by a highly skilled teacher and caring staff.**
- Every student will be taught in a high performing school led by strong leadership.
- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.