

Compass Edvantage Sample Implementation Plan

Cover Page

We co-design every improvement plan with our school partners. We know that change is complex and must be specifically designed to each individual school and district. Thus, the plan below is only one example of what an implementation plan may look like. However, it provides a good example of our core working tenets. In this case, we conducted a comprehensive needs assessment and root cause analysis that identified three evidence-based practices that had the highest potential for improved student outcomes. Knowing that change is often overwhelming, we seek to combined improvement efforts into focused leverage points. Additionally, we embed the improvement work within the existing mission/vision of the school. This provides clarity and coherence for the work. In the example below, we focused on the creation of common cohort assessments, which then allowed us to work on the three evidence-based practices in a coherent way.

Perhaps most importantly, we created a one-page school improvement plan overview to guide the work for the year (pg. 2-3 below). This concise document allows the plan to become a usable document for school leaders and staff, rather than the hundred page document submitted to the state. You will also see that it includes both teacher and leadership actions to ensure transparency for all stakeholders.

The additional pages (pg. 3-12) outline the work that was conducted throughout the school year. Each component was unpacked and implemented sequentially over the course of the year to ensure sustainability and not overwhelm staff with everything at once. It should be noted that this plan was created for an urban refuge high school that primarily services second language learners. This school was successful in meeting their school improvement goals and was exited from turnaround status.

Ultimately, the plan for each school will look different based on the school's needs and potential leverage points.

Sample Ongoing Improvement Plan Overview 2021-2022

WHY: Our mission is to give English learners full access to a **rigorous** secondary curriculum by providing content-based, sheltered English instruction in every class, and to **empower** refugees, immigrants and American-born students with collaboration skills, critical-thinking skills, and diverse global perspectives.

WHAT: In order to meet our mission, we need to ensure high levels of **rigor**, accelerate the development of students' **academic English**, and **empower** students to own their learning.

HOW: Research-based strategies to support our continued improvement:

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| Teacher clarity (Rigor and Student Ownership) | Cohort team collaboration focused on shared practices and common academic language development (Academic English) | Increasing student efficacy and ownership of learning (Student Ownership) | Continued development of a strong school culture |
| <u>Focused Leverage Point</u> | | | |
| Common cohort assessment that mirrors the format of standardized measures for each of the core classes. | | | |
| Common assessments provide clarity on the level of rigor required by the standards for teachers and short-term data for students to set learning goals. | Common assessments provide clarity on the academic language needed for students to succeed. Development of a common assessment allows teachers to see common learning needs and opportunities for common practices and structures. | Ongoing assessments build stamina and student confidence leading to increased student efficacy and provide short-term data to set goals as part of owning their own learning. | Common assessments provide the opportunity for shared celebrations focused on student learning and academic achievement. |

Measuring Our Progress:

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| <i>WE BELIEVE</i> that the most accurate measure of our work is student growth. | <u>Lagging Indicators:</u> <ul style="list-style-type: none"> We will meet or exceed state growth rates in ELA, Math, WIDA, and lowest 25% of students. 100% of students will be on track to graduate college and career ready as measured by credits earned. | <u>Leading Indicator:</u> The percentage of students passing the common cohort assessment will increase each month. |
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Our Vision for this Work:

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| Teachers --clearly see the level of rigor required for essential standards. This leads to the creation of learning progressions that teach the knowledge and skills to master those standards. | Teacher Teams --use common practices to accelerate student learning, especially those focused on academic language acquisition. | Students --set specific goals that foster ownership of learning and build their self-efficacy by seeing improvement on short-cycle assessments. |
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| Cycle 1 (Dec/Jan) | Cycle 2 (Jan/Feb) | Cycle 3 (Feb/Mar) | Cycle 4 (Apr/May) |
| Identifying and measuring essential learning | ...and common language and practices | ...and students set individual learning goals | ...and students connect cycle learning goal to daily learning |

Vision Unpacked

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| <p>Teacher Clarity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze units of study to determine essential learning. <input type="checkbox"/> Use standards and standardized items to increase clarity about rigor for essential learning. <input type="checkbox"/> Design an assessment item for the essential learning. <input type="checkbox"/> Create learning progressions that prepare students to be successful on those essential outcomes. <input type="checkbox"/> Analyze assessment data to identify ongoing student needs. | <p>Cohort Teams</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide feedback to each other on improving assessment items. <input type="checkbox"/> Identify common areas of need or possible shared practices. <input type="checkbox"/> Support each other to address common areas of need or shared practices. <input type="checkbox"/> Collectively analyze assessment data to identify ongoing student needs. | <p>Positive School Culture & Student Efficacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers use data to promote student goal setting, ownership of learning, and self-efficacy. <input type="checkbox"/> Students set learning goals and connect them to their daily work. <input type="checkbox"/> Ongoing school-wide messaging to reinforce student efficacy. |
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Implementation

| | Teacher Focus | Leadership Focus |
|------------------------------|---|---|
| Cycle 1 (Dec/Jan) | <p>Cohort teams design shared assessment that matches level of rigor and combines content areas. 25 min.</p> <ul style="list-style-type: none"> ● Daily content objectives link together to form a learning progression towards standards achievement. | <p>Positive School Culture and Student Efficacy</p> <ul style="list-style-type: none"> ● Messaging highlights from existing data and positives from classroom observations. <p>Specific Student Support</p> <ul style="list-style-type: none"> ● Identify and root cause analysis for lowest 25% - school level support |
| Cycle 2 (Jan/Feb) | <p>Cohort teams design shared assessment that also utilizes past data to determine areas of need. (past standardized and previous common assessment) 25 min.</p> <ul style="list-style-type: none"> ● Daily content and language objectives link together to form a learning progression towards standards achievement. ● Consider shared language development and common practices across the cohort team. | <p>Positive School Culture and Student Efficacy</p> <ul style="list-style-type: none"> ● Messaging highlights from existing data and positives from classroom observations. <p>Specific Student Support</p> <ul style="list-style-type: none"> ● Targeted support for lowest 25% on monthly assessment |
| Cycle 3 (Feb/Mar) | <p>Cohort teams design shared assessment that utilizes past data and WIDA language levels to determine areas of need. 40 min.</p> <ul style="list-style-type: none"> ● Daily content and language objectives link together to form a learning progression towards standards achievement. ● Consider shared language development and common practices across the cohort team. ● Students set a learning goal based on common assessment results. | <p>Positive School Culture and Student Efficacy</p> <ul style="list-style-type: none"> ● Messaging highlights of growth between the first two common assessments <p>Specific Student Support</p> <ul style="list-style-type: none"> ● Identify and root cause analysis for “bubble” students - school level support |
| Cycle 4 (Apr/May) | <p>Cohort teams design shared assessment that utilizes past data and WIDA language levels to determine areas of need. 50 min.</p> <ul style="list-style-type: none"> ● Daily content and language objectives link together to form a learning progression towards standards achievement. ● Consider shared language development and common practices across the cohort team. ● Students set a learning goal based on common assessment results and connect that goal to their daily work. | <p>Positive School Culture and Student Efficacy</p> <ul style="list-style-type: none"> ● Messaging highlights of growth on common assessments <p>Specific Student Support</p> <ul style="list-style-type: none"> ● Targeted support for “bubble” students on monthly assessment |

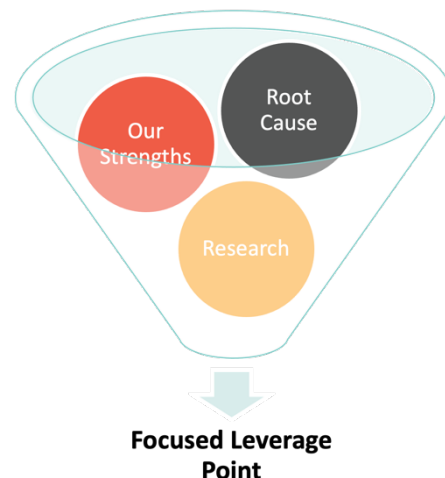
Ongoing Work Overview

Common Cohort Assessment

Rationale

Our mission is to provide access to rigorous secondary curriculum, but our student growth rates on state assessments do not yet show that. Through a root cause analysis we have determined that we need to: (1) be clearer about the level of rigor required (Teacher Clarity), (2) provide students with the skills needed to demonstrate their knowledge in this format (Academic English and Assessment Strategies), and (3) increase students' levels of Self-Efficacy. Addressing these needs are also three of the most powerful levers identified by research to improve student learning.

While each area may be addressed individually, that would be overwhelming for any school to attempt to implement. The process of using a common cohort assessment is a single leverage point to address all three areas and utilizes one of the strongest advantages the school already has in place—student cohorts.



Vision

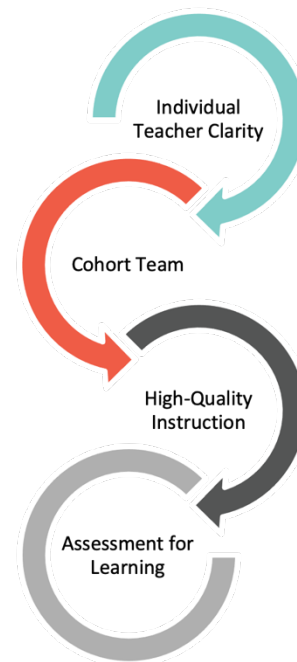
Teachers—more clearly see the level of rigor required for essential standards. This leads to the creation of learning progressions that teach the knowledge and skills to master those standards.

Teacher Teams—identify common needs and use common practices to accelerate student learning, especially those focused on academic language acquisition.

Students—set specific goals that foster ownership of learning and build their self-efficacy by seeing improvement on short-cycle assessments.

Process

1. Individual teachers identify one or two essential outcomes for their upcoming unit. They use standards, released/practice test items, and their content teams to create a very short assessment item for the outcome(s).
2. Cohort teams meet to refine individual assessment outcomes, consider ways to combine items, and consider common learning needs that the team might address collectively (key academic language, strategies for answering an open-ended prompt, structure for a 5 sentence paragraph, etc.). The combined assessment is finalized.
3. Teachers design and teach a progression of learning leading to the desired outcome on the assessment. The possibility of ongoing collaboration around shared practices exists, as well as using peer observation time to support this work.
4. The assessment is given and analyzed individually by each teacher and then collectively as a group to identify successes and continued areas of growth. Results are used with students to set goals, drive ownership of learning, and build self-efficacy.

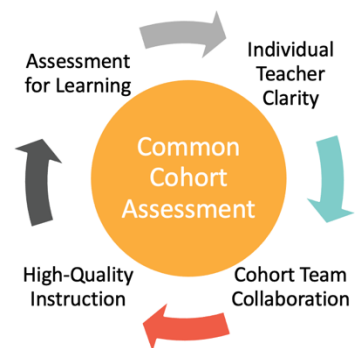


Implementation Support Plan

- a. Individual coaching and thought partnership
- b. Guided protocols for each step in the process
- c. Ongoing team support

Teacher Clarity

Individual teachers identify one or two essential outcomes for their upcoming unit. They use standards, released/practice test items, and their content teams to create a short assessment item for the outcome(s).



Success Criteria

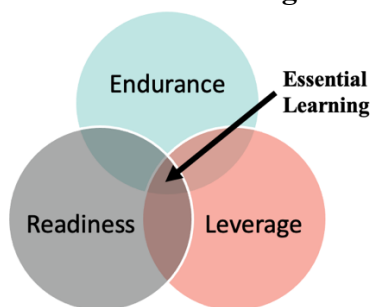
1. Teachers can name the standard they have selected as their essential learning outcome and justify why it was selected over other possible outcomes.
2. Teachers can explain how the assessment item matches the level of rigor required by the standard.

Process

A. Identifying essential learning

1. Examine all the standards being taught in the upcoming unit.
2. Apply the criteria below for identifying essential learning
3. Use your content and cohort teams to help, if you're having a hard time narrowing it down to one or two essential outcomes.
4. **KEY** – critically examine the standard for your essential learning outcome. What will students need to understand and be able to do? What is the level of **rigor** required?

Essential Learning Criteria



Endurance: When the standard represents learning that goes beyond one course or grade level and is representative of a concept or skill that is important in life, it has endurance.

Leverage: When the standard represents learning that is applied both within the content area and in other content areas, it has leverage.

Readiness: When the standard represents learning that is essential for success in a new unit, course of study or grade level, it has readiness.

B. Create an assessment item that measures the essential outcome(s).

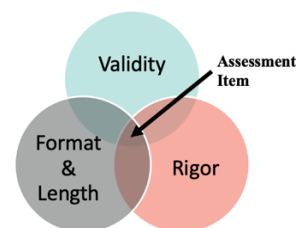
1. Examine existing test items to better understand the level of rigor and format required.
 - a) Utah Assessment Page - <https://www.schools.utah.gov/assessment/assessments>
 - b) ACT Practice Tests - <https://blog.prepscholar.com/complete-official-act-practice-tests-free-links>
 - c) Current curriculum based measures
2. Use the criteria below to aid in your design of the assessment item
3. Use your content team to ensure the level of rigor and for support in format

Assessment Item Criteria

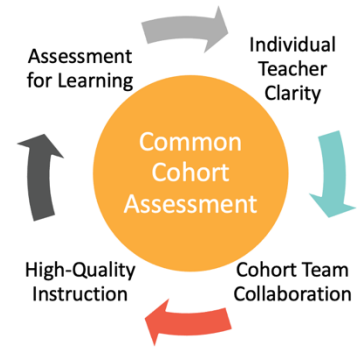
Validity: The item measures the intended outcome.

Rigor: The item matches the level of rigor required by the standard.

Format & Length: The item matches the format of standardized tests the student will have to take and can be completed in the time allowed for the common assessment.



Assessment Design



Requirements

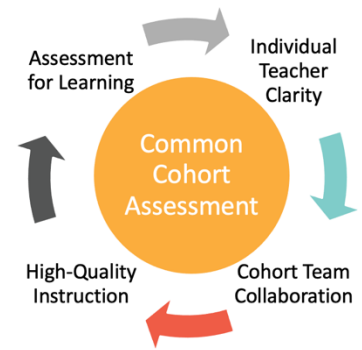
1. Includes one essential outcome from each core content area and elective in which the student is enrolled.
2. The assessment should approximate the format of standardized assessment measures.
3. Results are used to identify student needs and inform instruction.

Considerations

1. What format?
 - a. What format do standardized tests take? Is there a common question format?
 - b. Should we use paper/pencil or a digital version?

Cohort Team Collaboration

Cohort teams meet to refine individual assessment outcomes, consider ways to combine items, and consider common learning needs that the team might address collectively. The combined assessment is finalized.



Success Criteria

1. Teachers are clear on the essential learning for their colleagues' units.
2. Possible common learning challenges have been identified. These might include academic language, test-taking strategies, or learning skills/process (ie: compare and contrast, synthesize, summarize, analyze, etc.)
3. Strategies for addressing the common learning challenge have been identified and team members have discussed ways to collaborate (common anchor chart, similar notes template, teach the same vocabulary, peer observation, etc.)
4. Combined assessment completed.

Process

A. Clear on Essential Learning

1. Teachers summarize their target outcome and standard (if appropriate). Teachers should be able to explain why this was selected as an essential outcome. (see Teacher Clarity if needed) Teachers show their assessment item. Team members ask clarifying questions. **No more than 3 minutes per person.**
2. The team considers possible connections across the essential outcomes. Are there common learning challenges, like assessment format or language needs that should be considered?

Total of 5 minutes.

- a) Individually write down all possible connections you can think of between your content and the outcomes you've heard from your colleagues. **1 minute.**
 - b) Quickly Go Around the Horn (each person shares around the table) and share one or to possible connections. Group members listen for possibilities with which they can connect in their classroom. **2 minutes.**
 - c) The group discusses the possibilities and tries to select one or two for which they can collaborate. **2 minutes.** (capture in shared document)
3. If a possible common learning challenge is identified, the team strategies ways to collaborate to address the need. **Total of 5 minutes.** (capture in shared document)

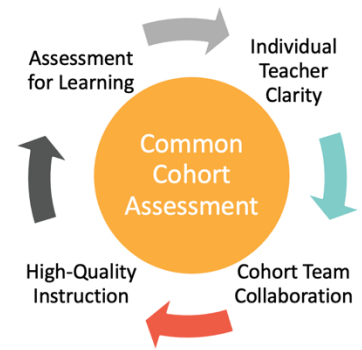
B. Create Combined Assessment

1. Finalize any remaining logistical questions (ie: formatting, which class will host the assessment this time, managing time, etc.). **Total of 5 minutes.** (capture in shared document)
2. Ensure structure that allows for the replacement of questions for students in reading, essential math, and non-grade-level course. **Total of 5 minutes.**
3. Teams consider possible alignment opportunities (ie: shifting the wording in a question, use of similar visuals, etc.). **Total of 5 minutes.**

4. Combine items to create common assessment and alternate versions. **Remaining Time.** (link to assessment in shared document)

High-Quality Instruction

Teachers design and teach a progression of learning leading to the desired outcome on the assessment. The possibility of ongoing collaboration around shared practices exists, as well as using peer observation time to support this work.



Success Criteria

1. There is a clear learning progression that articulates a sequence of learning between where students are now and the standard.
2. Teachers conduct formative assessments at each step in the sequence to ensure students are on track in their learning and provide additional supports for students who are not.
3. Lessons are designed to provide a series of learning that leads students to the individual outcomes identified in the learning progression.
4. Cohort teams engage in ongoing collaboration regarding their common learning challenge.

Process

A. Learning Progression

1. Teachers “unpack” their essential outcome (standard) to determine the various components necessary for students to successfully meet the outcome.
 - a) Nouns often indicate concepts students should know, while verbs indicate things students should be able to do.
 - b) Teachers should think critically about the other necessary learning that students must have to meet the outcome. This may be prior content knowledge, non-content specific skills (ie: analyzing a graph), or academic language.
2. Teachers sequence the knowledge, understandings, and skills into a progression of learning that leads to the essential outcome. Curricular resources maybe helpful if they already provide a sequence, but the teacher should ensure the knowledge and skills identified in step one are included.

B. Formative Assessment

1. Teachers identify short, quick formative assessments for each step in the learning progression. At minimum, these occur at the end of each lesson. Examples include exit tickets, google forms, response journals, worksheet answers, etc.
2. Teachers should consider occasionally using a similar format for their formative assessment as their common cohort assessment. This ensure students are familiar with the format and provides the opportunity for teachers to teach test taking strategies.
3. Teachers use the information collected from each assessment to support students who have not yet mastered the learning. In some cases, this may be individual reteaching or it may be a whole class review. Formative assessment should occur after reteaching to re-evaluate student progress.

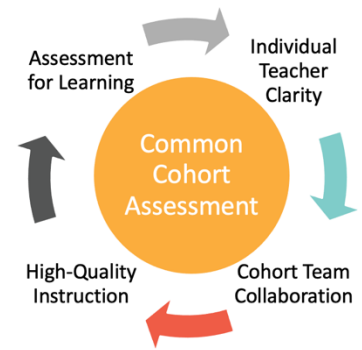
C. Lesson Design

1. Teachers start with the individual target from their learning progression that will be the focus of the day’s lesson. They use the formative assess for that target to ensure understanding of the outcome.

2. Similar to creating learning progressions from standards, teachers consider the specific things students need to understanding and be able to do in order to meet the outcome for the lesson.
3. Teachers consider various lesson structures that lead to a sequence of learning for students. This could be an inquiry approach, gradual release, or other design.

Assessment for Learning

The assessment is given and analyzed individually by each teacher and then collectively as a group to identify successes and continued areas of growth. Results are used with students to set goals, drive ownership of learning, and build self-efficacy.



Success Criteria

1. Individual teachers analyze assessment data to determine which students need additional learning to master the essential outcome. The teacher creates a plan for addressing those needs in the next cycle.
2. Individual teachers reflect on the instructional progression to determine possible improvements. This may include improved use of formative assessment data leading up to the assessment, better alignment of instruction to the rigor required by the assessment, or a shift in the learning progression to address student needs.
3. Teams of teachers analyze their collective data for trends in student needs. This may include identifying cross-cutting concepts (ie: justifying thinking), academic language, or common assessment needs (ie: strategies for multiple choice items). Teams create a plan for supporting needs in the next cycle.

Process

A. Individual data analysis and reflection

1. Teachers conduct a root cause analysis for the students who were not successful on their assessment item. They attempt to identify groups of students with similar needs.
2. Teachers create a plan for addressing student needs by embedding additional instruction into whole group lessons, adding assignments (or components to assignments) that review the concepts from this cycle, and/or identify opportunities for small group and individual instruction.
3. Teachers review the results with their students as a whole and individually or in small groups to re-teach content and/or provide instruction on test-taking strategies. Teachers use the data to set goals with students, promote student ownership of learning, and develop student efficacy.
4. Teachers reflect on their instruction during this cycle and seek to identify possible areas of improvement. This may include improved use of formative assessment data leading up to the assessment, better alignment of instruction to the rigor required by the assessment, or a shift in the learning progression to address student needs.
5. Teachers also consider how those improvements might be applied to the next cycle to improve their overall instruction.

B. Team data analysis and reflection

1. Teacher teams examine the results of the assessment holistically, with the aim of identifying common student needs across content areas.

2. Teachers share the reflections on their own practice. These may support identifying common student needs, as well as support the team's learning regarding ways to best structure learning progressions, use formative assessment, and design instruction.
3. Teams identify at least one common student need and develop a plan to support that need across their classrooms. This may focus on common academic language, common learning requirements (ie: summarizing), or common assessment strategies (ie: multiple choice items).
4. Teams create a plan for how they will collaborate to meet common student learning needs and continue improving their instructional process.