From Deficit to Distinction: Restructuring for Early Childhood

P3 Principal Leadership Series
Minnesota Department of Education

Yvonne Caamal Canul
Superintendent Lansing School District
December 5, 2016

The Lansing School District

- Capital of Michigan (115,000)
- 11,000 students PK – 12
- $155 million budget
- 1500 employees, 9-member Board
- Median Family Income $42,907
- Median Age of Homes: 42 years, 50/40 owned/rental
- 40% of eligible students choice to others
- 61% district graduation rate – increased 10% last 4 years
- 9 schools in “priority” status

The Deficits

- Empty Facilities
- Declining Enrollment/Budget
- Scattered grade configurations
- Trust and Communication
- Lack of Coherence, Vision, Direction
- Stagnated Achievement

Foundational Steps

I. Restructure the District Schools:

- Grade span cohorts based on child development
- Maximize facility capacity

II. Focus on Instruction

- Long-term instructional vision
- Provide coherent plan

III. Caring, Collaboration, Excellence

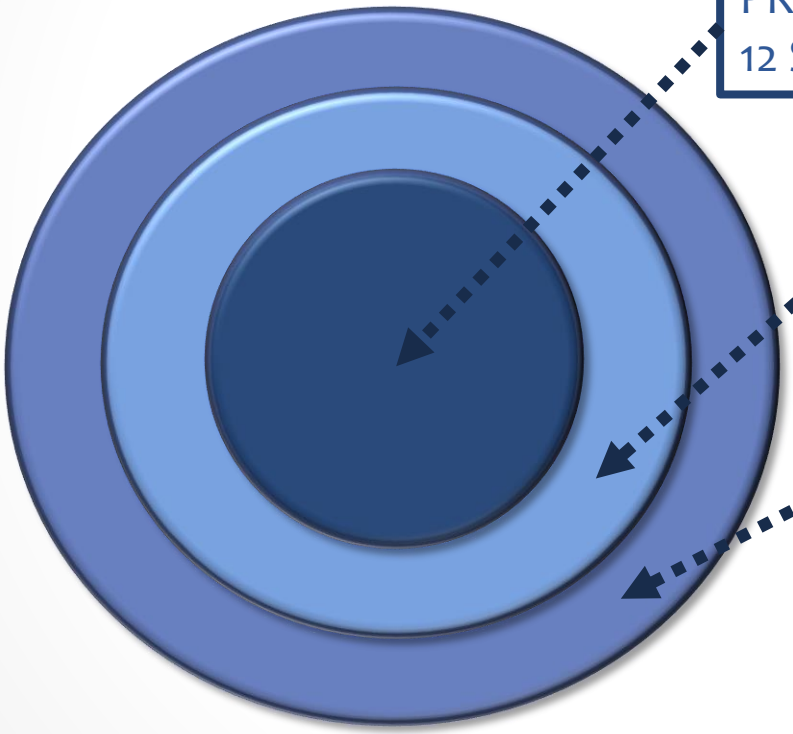
- Build trust
- Get teachers engaged in their own learning
- Generate and use process data

Grade-Span Cohorts

Maximize Facility Capacity

Grade-Span Cohorts:

Build from an Essential Core



PK to 3rd Grade
12 Schools

4th to 6th Grade
5 Schools

7th to 12th Grade
3 Schools

Pre-K – 8 Specialty
4 schools

Pre-K – 6
2 Centers

Advantages for PK-3

- Develops strong foundation of numeracy, language and literacy skills
- Intense focus on developmental needs
- Provides children with the skills and strategies for lifelong learning
- Personalized and nurturing environment that facilitates student-centered learning communities
- Teachers choose their passion
- School-level focus on PK-3 world

Advantages of 4-6 Communities

- Critical developmental stage that needs positive role models, predictability, behavioral supports
- Provides a sustained nurturing environment and gently moves students to a multi-teacher day
- Unique instructional strategies for group work
- PBL designed for this age group increases engagement by focusing real-world application

Advantages of 7-12 Communities

- More elective choices at earlier age
- Grab them before they drop-out
- More staff with specialized knowledge and expertise in a specific developmental stage of educational growth
- Increased sense of belonging, attendance, self-esteem and positive attitudes, with fewer suspensions
- Opportunity for career and college exploration at an earlier age

Long-Term Instructional Vision

Coherence

Focus on Instruction

New Lens on Instruction

- Annual outcome data does not help change instructional practice
- Students' experience drives achievement
- Data neutralizes perception
- Two observational instruments
  - EduSnap and CLASS

Developing Coherence

Developing Coherence

- This is what we're doing
- Teachers name initiative: iCollaborate
- Contracted expertise
- **All Classrooms** are observed
- Use of PD days for iCollaborate
- Timely data feedback

iCollaborate!
The Lansing Project

Instruments That Help Us Know More About What Students Experience in Their Classroom

EduSnap Lens

Minute-by-minute experience of children in PK – 3rd grade classrooms

- Activity Settings
- Child Engagement
- Teaching Approaches

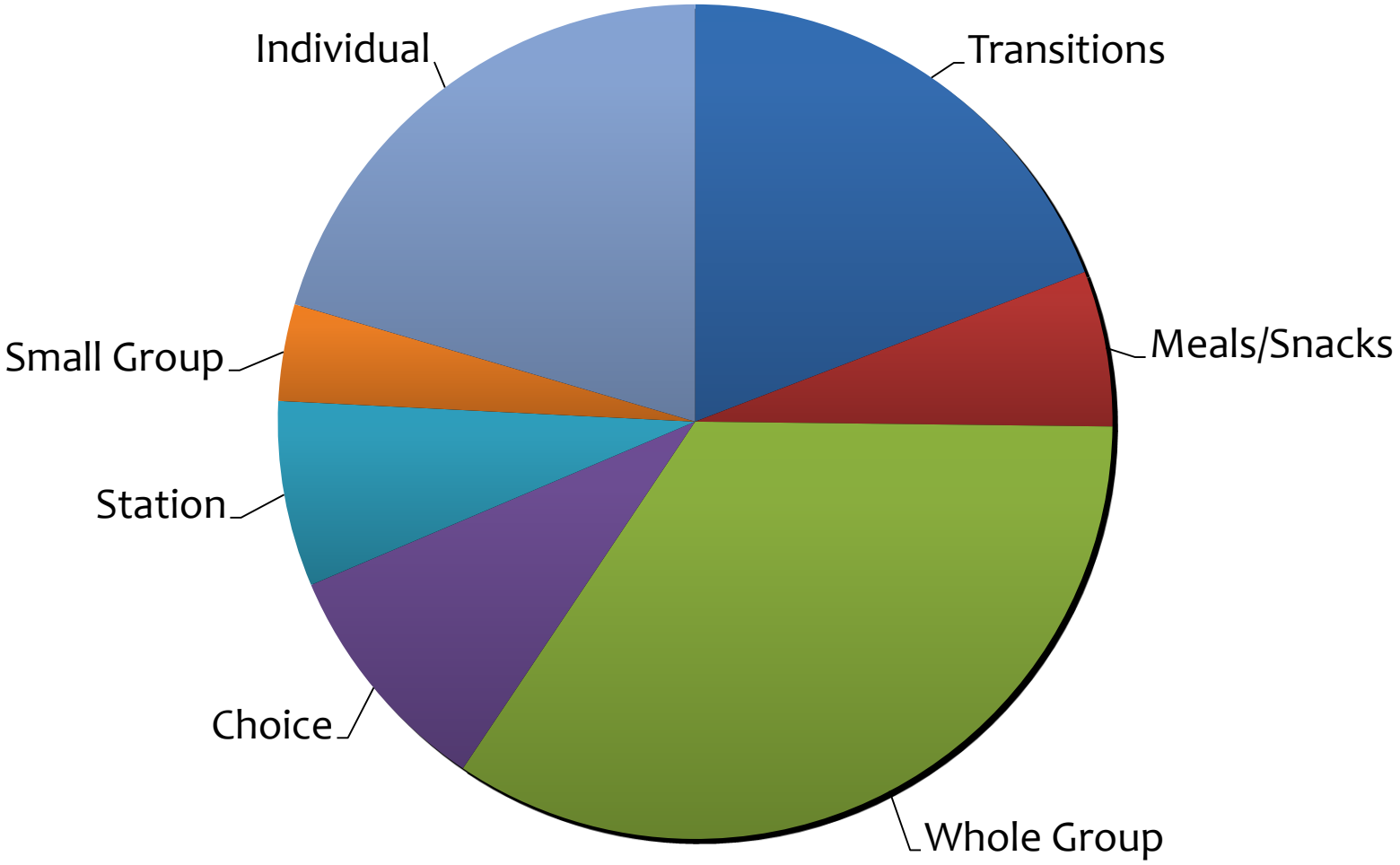
- Individual classroom collection
- Aggregated at grade level, school level, and district level

CLASS Lens

- Focuses on the interactions between teachers and students and what the teachers do with their materials and environment.
- Data Coaches codify in 15-20 minute sessions, for 1 day
- Uses a 7-point scale to indicate the presence of key indicators and attributes
  - ✓ **1 - 2 = low**
  - ✓ **3 - 5 = mid**
  - ✓ **6 - 7 = high**
- Aggregated at grade level, school level, and district level

EduSnap™

Activity Settings

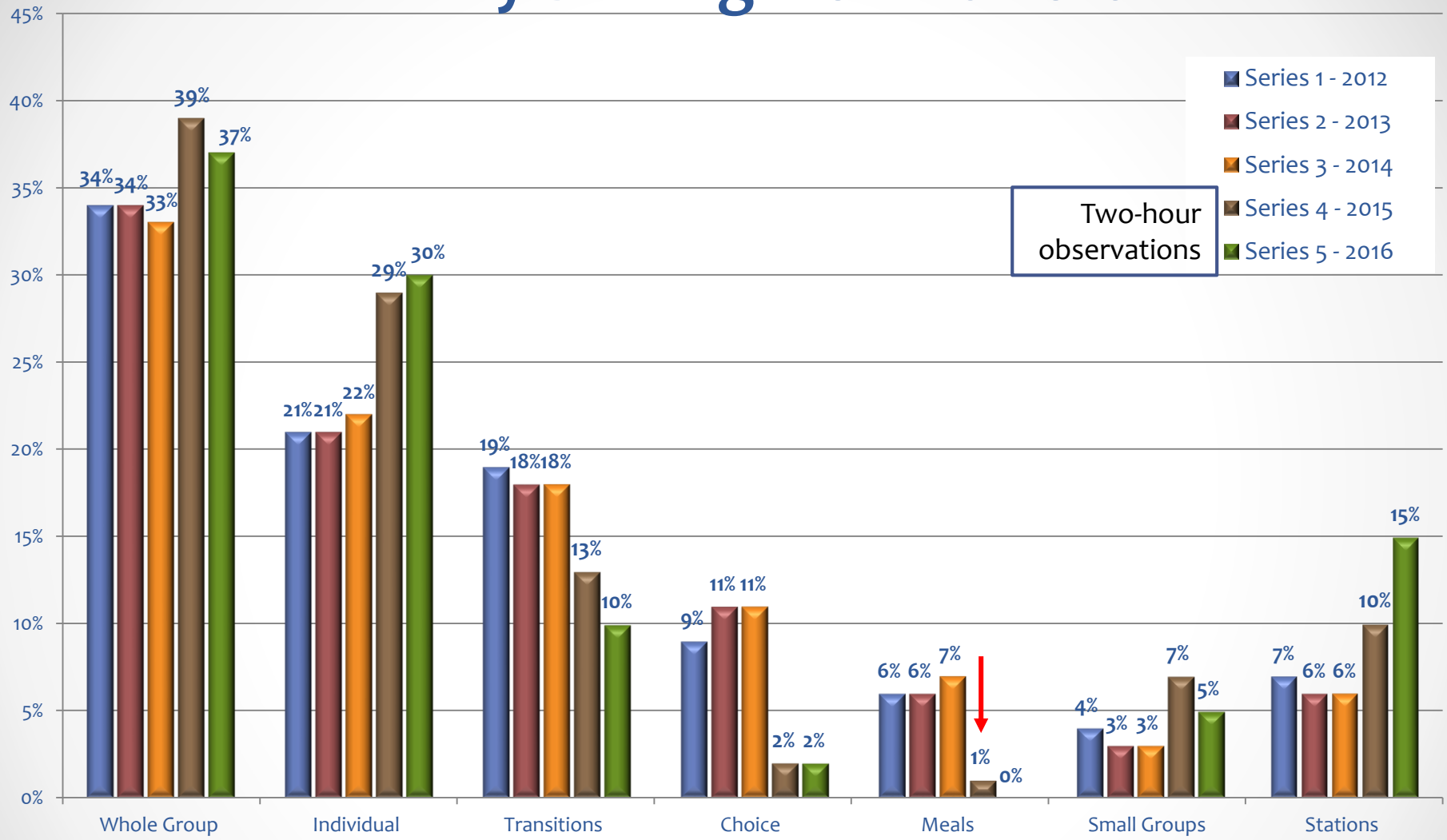


Prediction and Evidence
Sample for Discussion: EduSnap

I predict that our school spends….

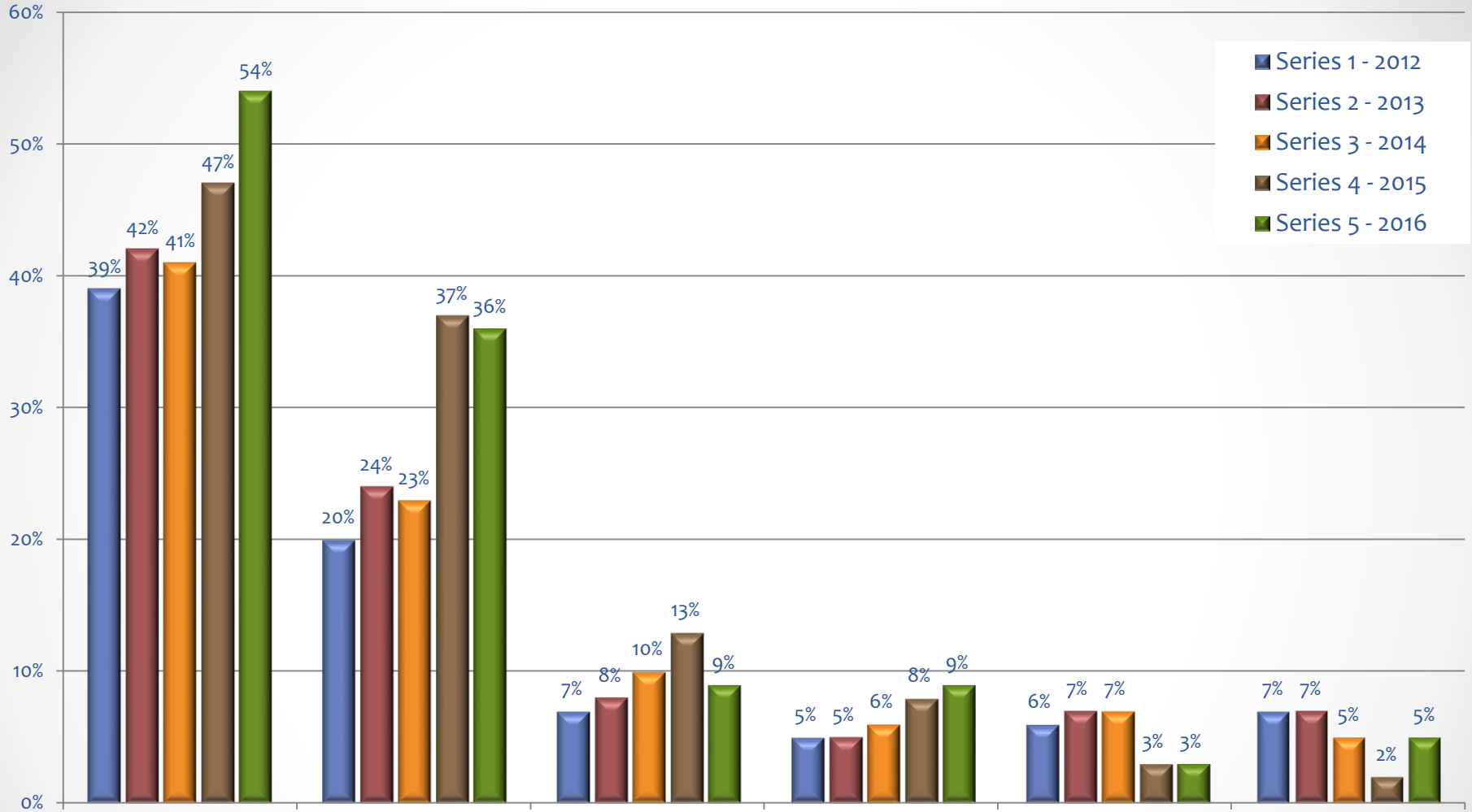
% of Time	Activity Setting	Evidence
	Whole Group	
	Transitions	
	Small Group	
	Choice	
	Individual	
	Stations	
100% of Day	Total	

Activity Setting: 2012 to 2016



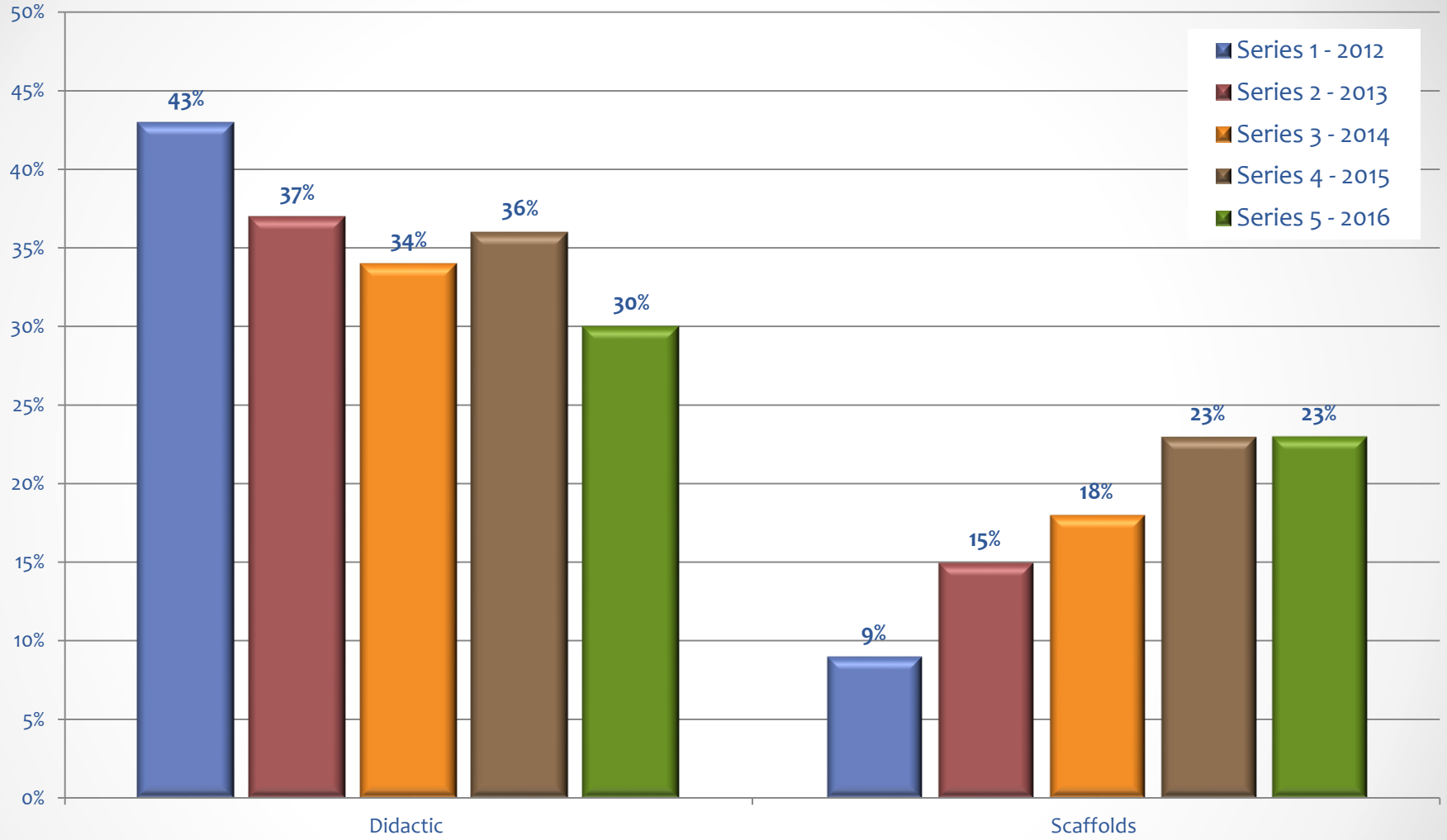
	Whole Group	Individual	Transitions	Choice	Meals	Small Groups	Stations
Series 1	34%	21%	19%	9%	6%	4%	7%
Series 2	34%	21%	18%	11%	6%	3%	6%
Series 3	33%	22%	18%	11%	7%	3%	6%
Series 4	39%	29%	13%	2%	1%	7%	10%
Series 5	37%	30%	10%	2%	0%	5%	15%

Curriculum Balance: 2012 to 2016



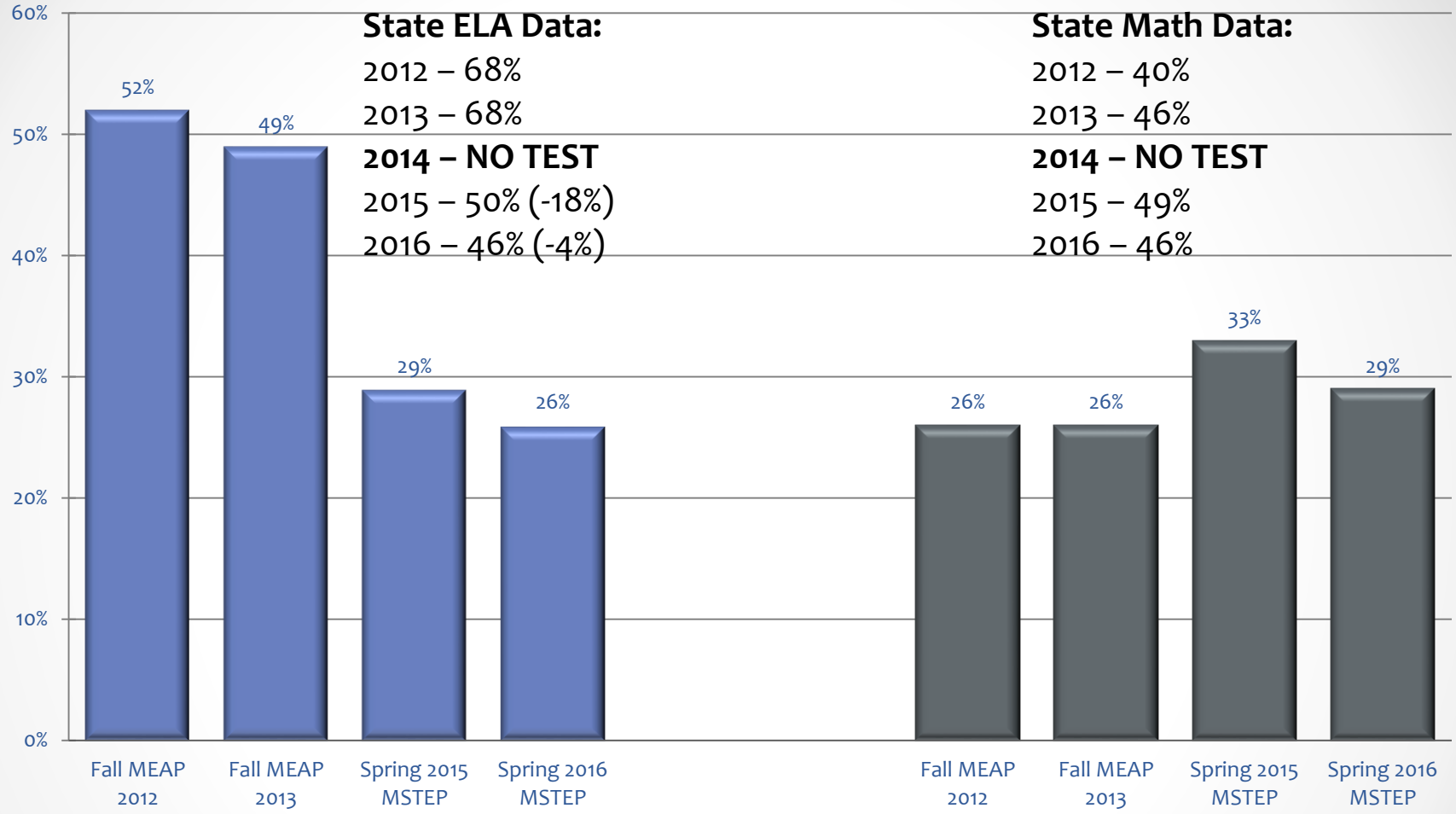
	Literacy	Math	Social Studies	Science	Gross Motor	Aesthetics
Series 1	39%	20%	7%	5%	6%	7%
Series 2	42%	24%	8%	5%	7%	7%
Series 3	41%	23%	10%	6%	7%	5%
Series 4	47%	37%	13%	8%	3%	2%
Series 5	54%	36%	9%	9%	3%	5%

Teaching Approaches: 2012 to 2016



Series 1	43%	9%
Series 2	37%	15%
Series 3	34%	18%
Series 4	36%	23%
Series 5	30%	23%

State Assessment Proficiency: 2012 to 2016



State ELA Data:
2012 – 68%
2013 – 68%
2014 – NO TEST
2015 – 50% (-18%)
2016 – 46% (-4%)

State Math Data:
2012 – 40%
2013 – 46%
2014 – NO TEST
2015 – 49%
2016 – 46%

English Language Arts (3rd Grade)

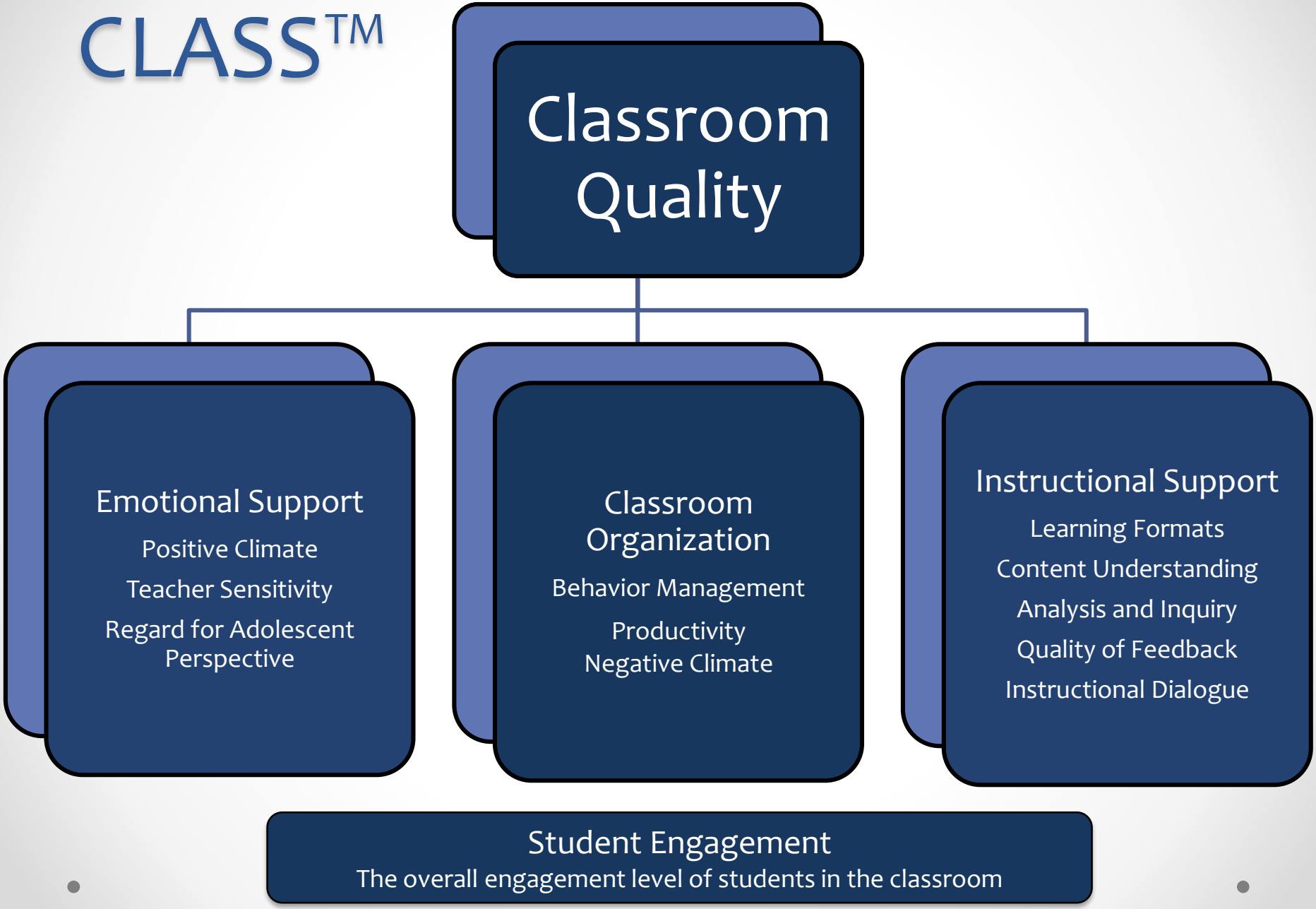
Mathematics (3rd Grade)

Fall 2012	52%	26%
Fall 2013	49%	26%
Spring 2015	29%	33%
Spring 2016	26%	29%

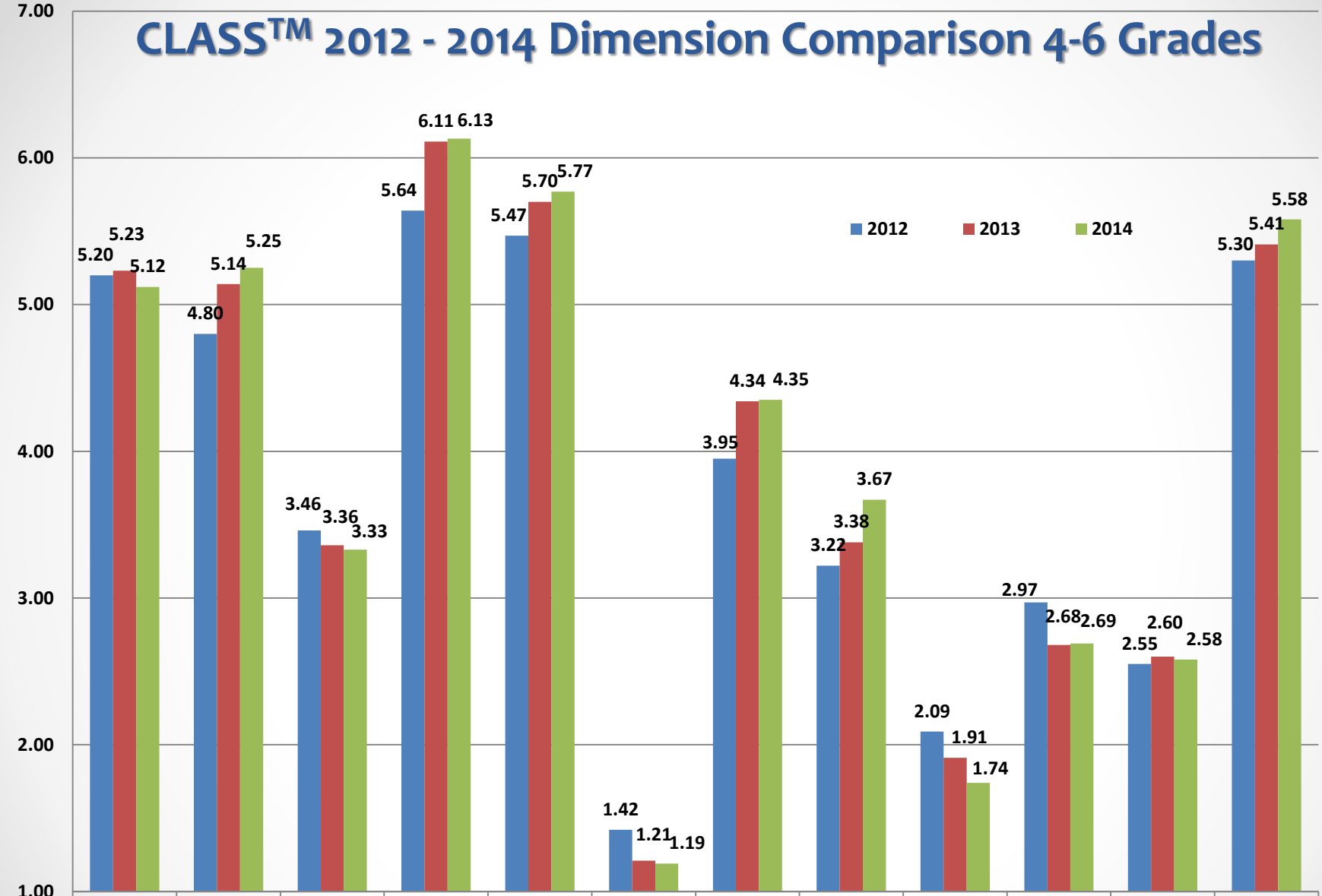
CLASS™

Classroom Assessment Scoring System

CLASS™


Classroom Quality
Emotional Support
Positive Climate
Teacher Sensitivity
Regard for Adolescent Perspective
Classroom Organization
Behavior Management
Productivity
Negative Climate
Instructional Support
Learning Formats
Content Understanding
Analysis and Inquiry
Quality of Feedback
Instructional Dialogue
Student Engagement
The overall engagement level of students in the classroom

CLASS™ 2012 - 2014 Dimension Comparison 4-6 Grades



	PC	TS	RAP	BM	P	NC	ILF	CU	AI	QF	ID	SE
	Emotional Support			Classroom Organization			Instructional Support					Student Engagement
2012	5.20	4.80	3.46	5.64	5.47	1.42	3.95	3.22	2.09	2.97	2.55	5.30
2013	5.23	5.14	3.36	6.11	5.70	1.21	4.34	3.38	1.91	2.68	2.60	5.41
2014	5.12	5.25	3.33	6.13	5.77	1.19	4.35	3.67	1.74	2.69	2.58	5.58

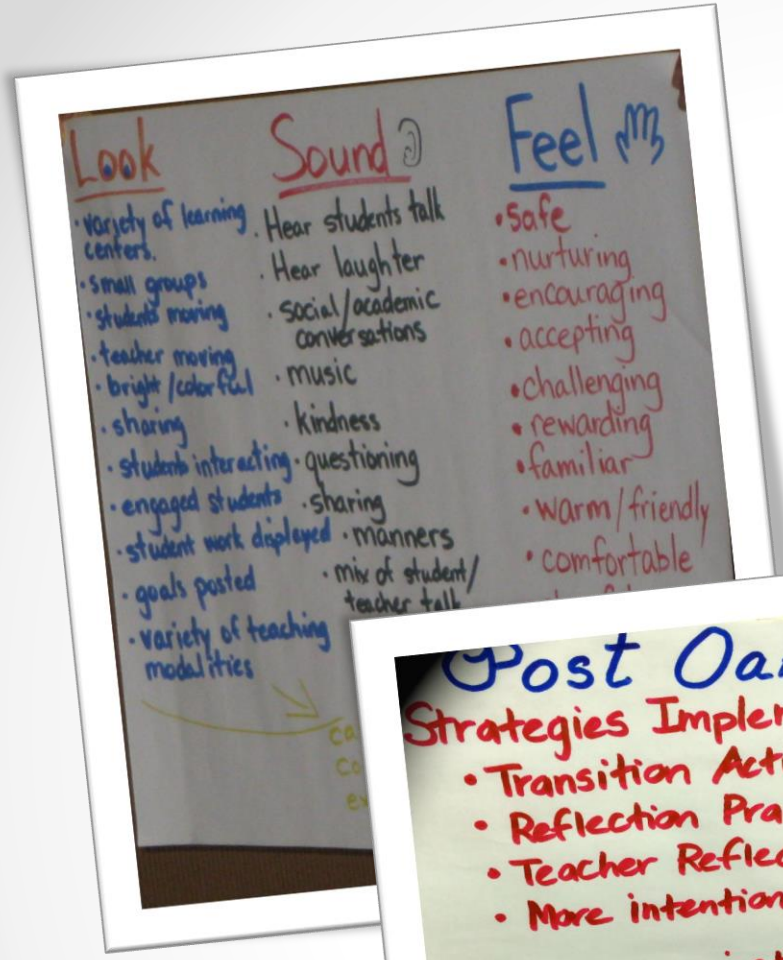
Build Trust

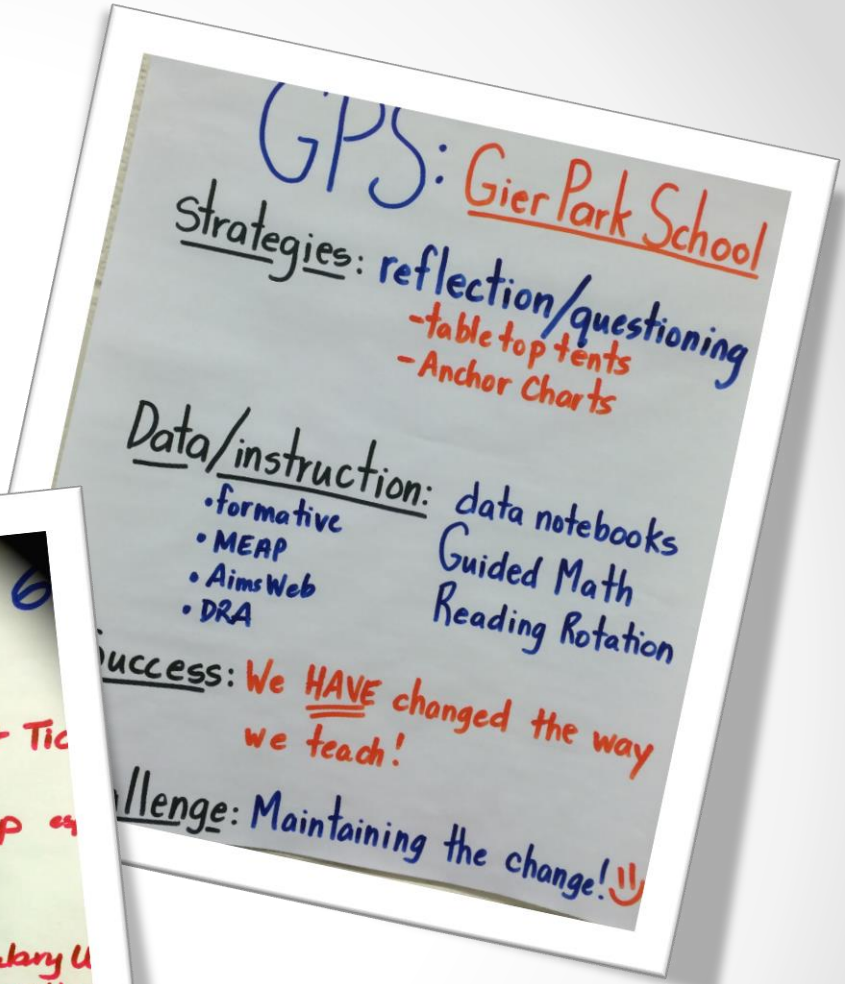
Teachers Engaged in Their Own Learning

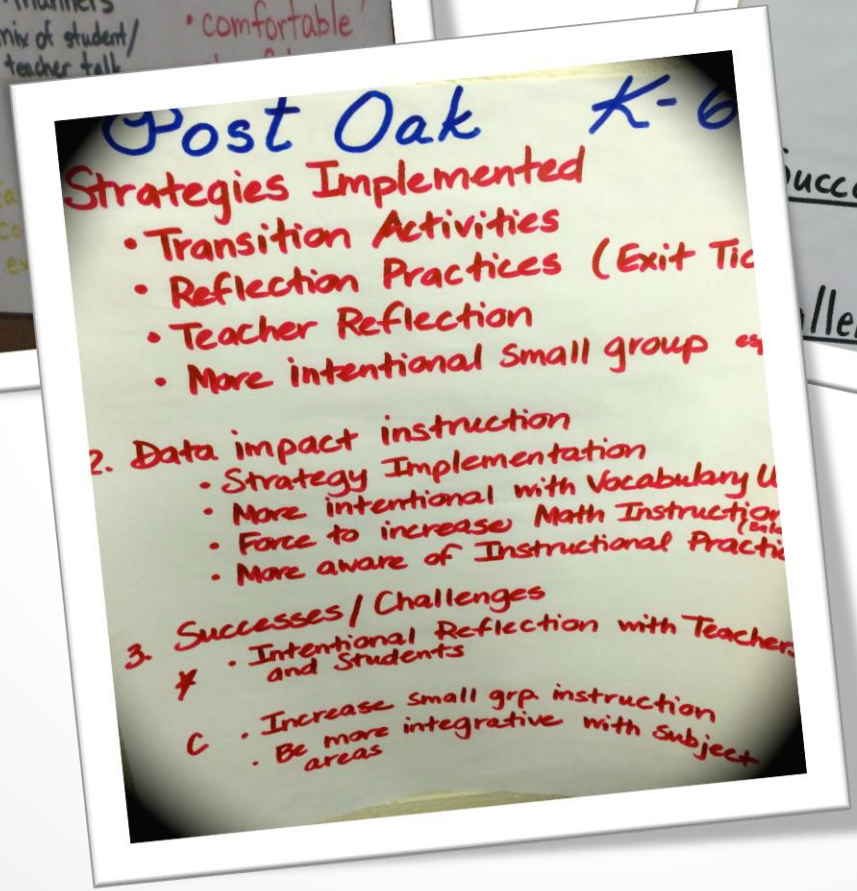
Use Process Data

Building Trust

- School-Level Leadership Teams
  - Principal and 2 teachers
  - Meet 3x's/year with iCollaborate staff/data coaches
  - Identify strengths, areas of challenge, and action plan to guide practice and professional development
  - Build in-school capacity
- Train the Trainer Model
  - Leadership Teams share PD at School
- Individual Data is for Personal Growth Only
  - Individuals can request data
  - Can be used by teacher in evaluation


Look
Sound
Feel
• variety of learning centers
• small groups
• students moving
• teacher moving
• bright / colorful
• sharing
• students interacting
• engaged students
• student work displayed
• goals posted
• variety of teaching modalities
• Hear students talk
• Hear laughter
• social / academic conversations
• music
• kindness
• questioning
• sharing
• manners
• mix of student / teacher talk
• safe
• nurturing
• encouraging
• accepting
• challenging
• rewarding
• familiar
• warm / friendly
• comfortable


GPS: Gier Park School
Strategies: reflection/questioning
-table top tents
-Anchor Charts
Data/instruction: data notebooks
• formative
• MEAP
• AimsWeb
• DRA
Guided Math
Reading Rotation
uccess: We HAVE changed the way we teach!
llenge: Maintaining the change!


Post Oak K-6
Strategies Implemented
• Transition Activities
• Reflection Practices (Exit Tic
• Teacher Reflection
• More intentional small group
2. Data impact instruction
• Strategy Implementation
• More intentional with Vocabulary U
• Force to increase Math Instructio
• More aware of Instructional Practi
3. Successes / Challenges
• Intentional Reflection with Teacher and Students
C • Increase small grp instruction
• Be more integrative with Subject areas

Teachers Engaged in Their Own Learning

Goals as "I Can" Statements:

- I can use the Data Dialogue process for reviewing data
- I can compare school/grade level and my own Time 1 and Time 2 data
- I can use research to guide my decisions
- I can collaborate with my colleagues to identify strategies/plan for our school
- I can develop a plan to implement in my classroom

Learning Within
A Culture of Collaborative Inquiry

- Move from evaluation to inquiry
- Value educator expertise and insights
- Provide educators with opportunities for meaningful participation in decision-making
- Convey high expectations
- Increase intellectual curiosity, competence, openness and willingness to share

Action Planning Process

Using the action planning sheet, prioritize 1-2 items on which to focus.

- Consider the following:
  - *What would your students benefit from the most?*
  - *What fits in with current initiatives at your school?*

Develop your plan of action!

Using Data to Improve Practice

Identify One or Two Priority Areas – Where do I really want to focus?

EduSnap	Change	Focus for Action Planning	Practice
	Looking at your data, what has changed? Why do you think that?	Select one or two priorities from your data that you want to change for next year.	What will this look like in your classroom?
Activity Settings Small Group Group Work			
Components of Math Early Math Concepts			
Components of Literacy Oral Language Vocabulary			
Content Balance Early Math Language Vocabulary			
Teaching Approaches Scaffolds			
Student Learning Approaches Collaboration Metacognition			

Using Process Data

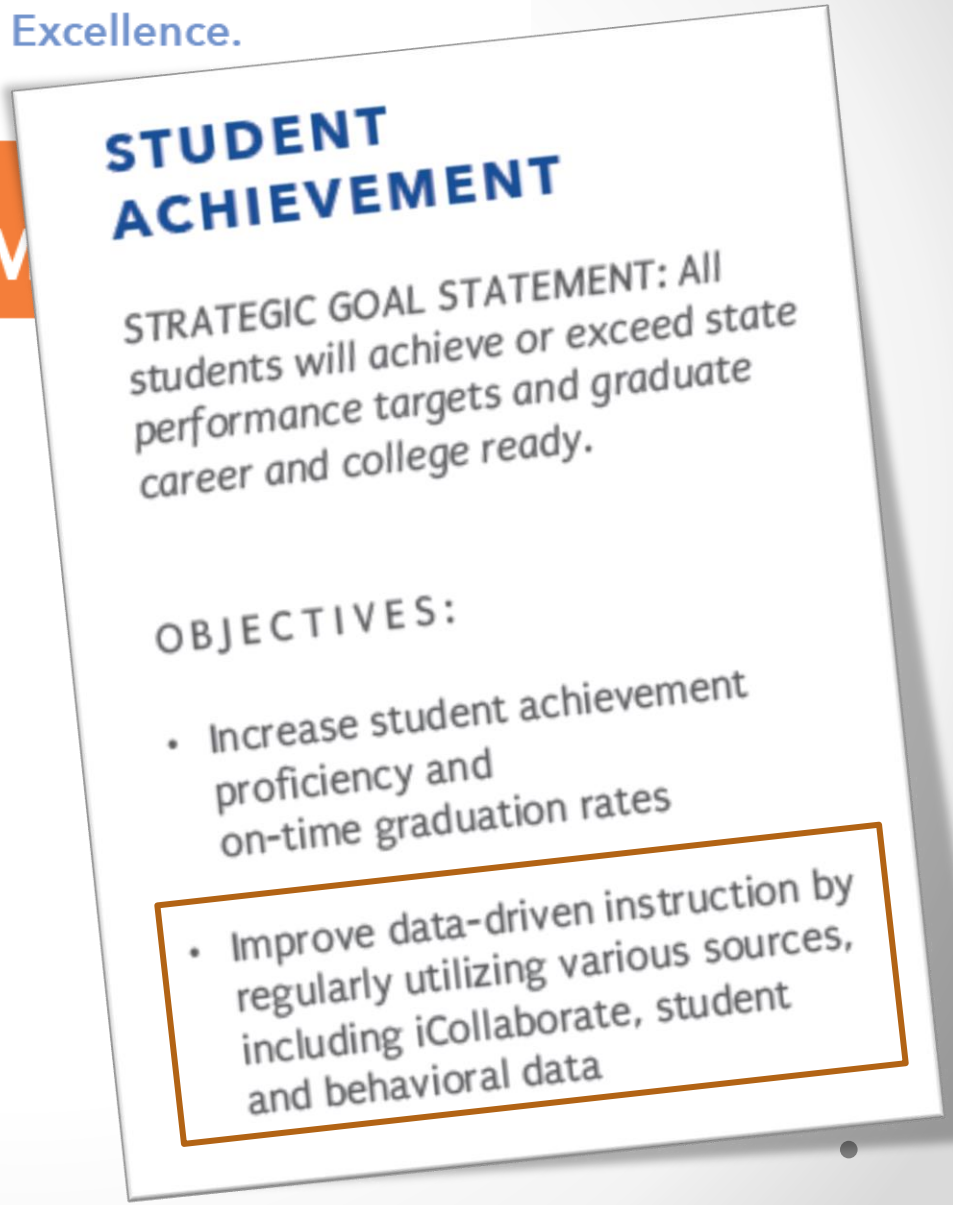
- Identifies and drives professional learning agenda, topics, and activities and uses funding resources more coherently – School Improvement Plans
- Convene in collaborative inquiry using the data to improve the instructional practice
- District Improvement/Strategic Plan
- Monitor change over time
- Share with Board of Education

Lansing School District | Caring. Collaboration. Excellence.

LANSING SCHOOL DISTRICT

STRATEGIC PLAN SUMM

iCollaborate is embedded in District's Strategic Plan and Superintendent's Evaluation



STUDENT ACHIEVEMENT

STRATEGIC GOAL STATEMENT: All students will achieve or exceed state performance targets and graduate career and college ready.

OBJECTIVES:

- Increase student achievement proficiency and on-time graduation rates
- Improve data-driven instruction by regularly utilizing various sources, including iCollaborate, student and behavioral data

Teachers Say it Best

"Now we are sharing data with one another. It is clear what successes we have had and we know what we need to work on. The data has helped us be more intentional and meaningful with every bit of our time. Time is so precious."

"I don't have to feel like a perfect teacher. Data gives me the feedback that helps me engage in thoughtful and meaningful planning of how to engage kids in practices and activities that I know are going to make a difference."

Teachers Say it Best

"I think the fact that there is a leadership team that has a 'focused' and 'consistent' agenda that allows for each building and staff member to speak the same language is important and should remain in place for the duration of this Central Office's reign.

"Change is happening and there are some good things that have already risen. We need to continue to visit and celebrate it regularly."

On the Horizon

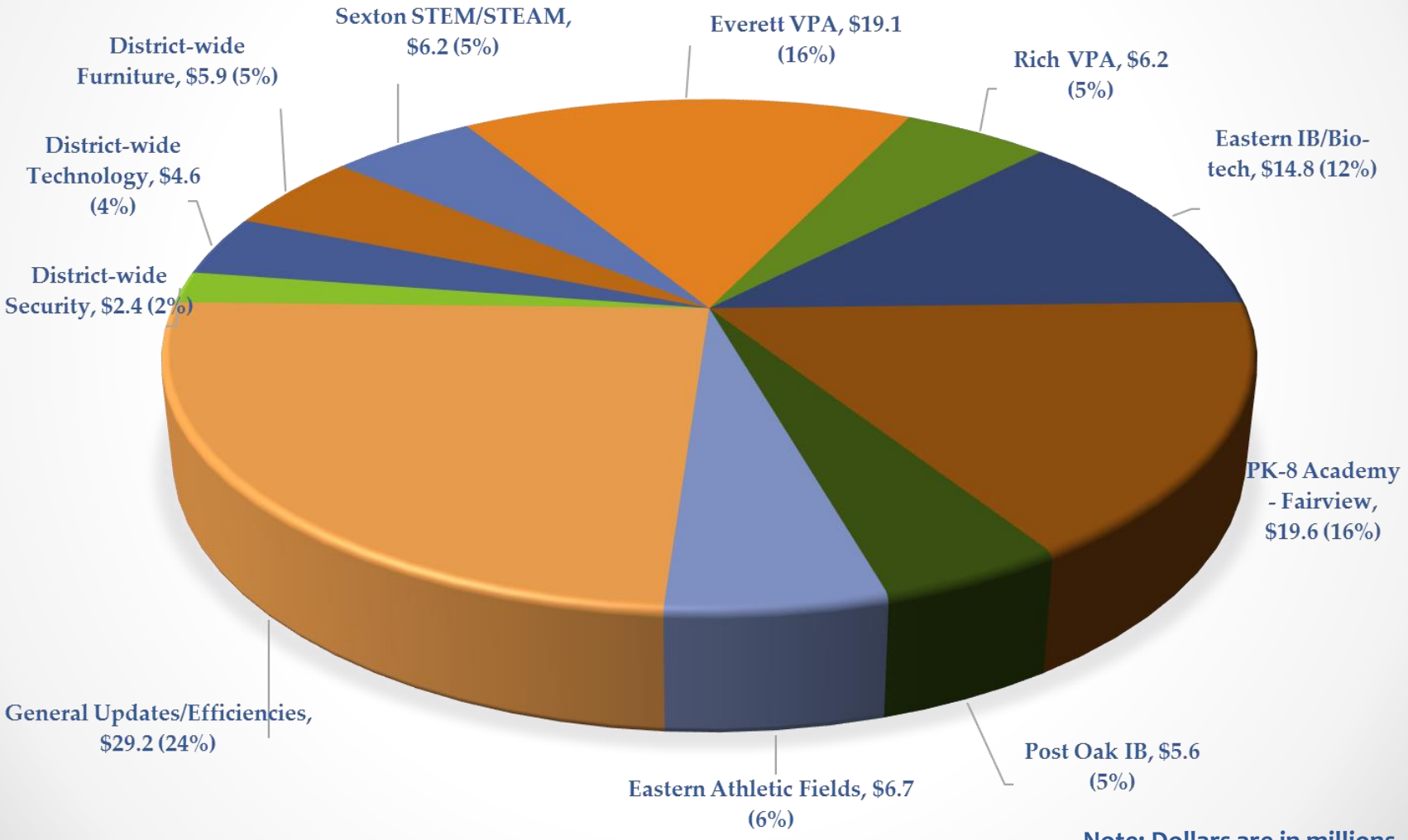
(no stopping us now!)

The Lansing Pathway Promise

- $120 million Bond passed with 62% in May 2016
- The Lansing Pathway Promise
  - Promise Scholarship upon graduation
  - Career and College Readiness
  - Create open choice throughout district
  - Establish multiple learning options
  - Projects-based learning approach
  - Partnerships with business, industry, and higher ed.
- Bond upgrades district based on the Pathways
  - Furniture – flexible
  - Technology – benchmarking grade spans
  - Security – safe entrances
  - General upgrades for efficiencies
  - School upgrades based on its Pathway

Lansing©
Pathway Promise

Projects at a Glance



Note: Dollars are in millions

THE PATHWAY PROMISE

The Pathway Promise is the Lansing School District's commitment to guiding students through bountiful early educational choices that lead to robust offerings at our three high schools. With Pathway Promise, an education in the Lansing School District ultimately ends with a Lansing Promise scholarship.

Post-Secondary Partnerships

All Lansing School District Graduates are eligible for a Lansing HOPE or Promise scholarship

SY 19/20

EASTERN HIGH SCHOOL
7th - 12th Grades
IB/Chinese/Bio Tech/Comprehensive

SY 19/20

- **Post Oak** — K-8 IB/Chinese

SY 18/19

- **Pattengill Academy (Fairview)** — PreK-8th Grades, Bio/Tech, General
- **Fairview/STEM** — PreK-3rd Grades
- **Gier Park** — PreK-3rd Grades
- **Lyons** — PreK-3rd Grades
- **Cumberland** — PreK-3rd Grades
- **Forest View** — PreK-3rd Grades

On-going technology, furniture, security upgrades

SY 20/21

EVERETT HIGH SCHOOL
7th - 12th Grades
New Tech/VPA/Comprehensive

SY 21/22

- **Rich Visual Performing Arts Academy** — PreK-8th Grades
- **Gardner Leadership, Law & Government Academy** — PreK-8th Grades
- **North** — PreK-6th Grades
- **Attwood** — 4th-6th Grades
- **Mt. Hope STEAM** — 4th-6th Grades
- **Reo** — PreK-3rd Grades
- **Cavanaugh STEM** — PreK – 3rd Grades
- **Kendon** — PreK-3rd Grades

On-going technology, furniture, security upgrades

SY 21/22

SEXTON HIGH SCHOOL
7th - 12th grades
STEM/STEAM/Spanish/Comprehensive

On-going

- **Sheridan Rd. STEM** — 4th -6th Grades
- **Mt. Hope STEAM** — 4th-6th Grades
- **Gier Park** — PreK-3rd Grades
- **Cumberland** — PreK-3rd Grades
- **Lewton** — 4th-6th Grades, Spanish
- **Averill** — PreK-3rd Grades, Spanish
- **Riddle** — PreK-3rd Grades
- **Willow** — PreK-3rd Grades

Choice of Pathways

- **Wexford Montessori** — PreK-8th Grade
- **Pleasant View** — Offline or GSRP

KEY: Bond Construction; Possible Change

Lansing School District

Vision without Implementation is Hallucination.

Thank You!

Yvonne Caamal Canul
yvonne.caamalcanul@lansingschools.net