

Promising Practice

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Clayton County

School District

Babb Middle School

Principal: 2 years

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<http://www.clayton.k12.ga.us/schools/011/>



Our Better-seeking Team:

- **Who:**

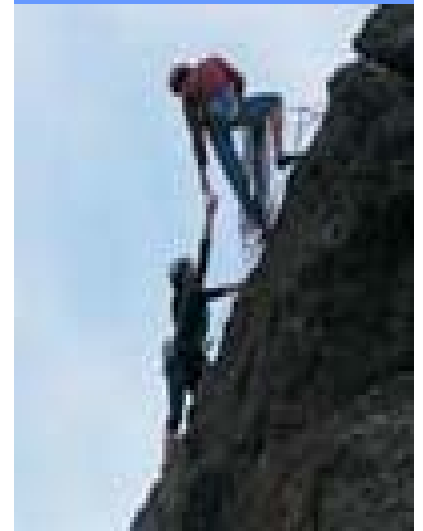
- 13 school level leaders (1 Principal, 2 Assistant Principals, 1 Counselor, 1 Instructional Math Coach, 1 Instructional Literacy Coach, and 7 Teachers)

- **Selection Process:**

- We held an open application process for any school personnel interested in joining our Better-seeking Team (BST). Interested candidates filled out an application describing their leadership behaviors. Those applicants whose scores demonstrated strengths in one or more of GLISI's 8 Roles of School Leaders™ were selected for the team.

- **Supportive Structures/Processes we Implemented to Support BST:**

- Ensured team met on a weekly basis. Previously, weekly meetings were scheduled but not consistently occurring on a weekly basis.



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We faced this challenge:

- **Performance Problem:**
 - Limited English Proficiency (LEP) students below grade level
 - Students with Disabilities (SWD) below grade level
- **Data:**
 - Did not meet AYP for these two subgroups (2004/2005)
- **Additional Challenges in 2004/2005:**
 - 84% Free/Reduced Lunch
 - 91% Minority
 - 14% LEP
 - 11% SWD
 - > 40% Primary Home Language other than English (PHLOTE)



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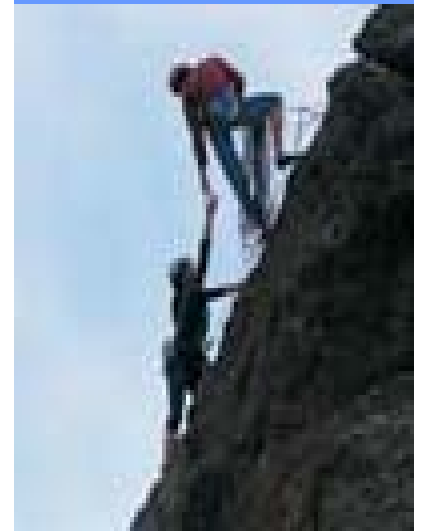
Our data analysis helped us define the causes of the problem:

- **Probable Root Causes Identified:**

- For Limited English Proficient (LEP): lack of teachers, lack of knowledge about who the students are, lack of a coherent strategy to improve scores
- For Students With Disabilities (SWD): lack of knowledge about who students are and which students are both LEP and SWD, lack of a coherent strategy to improve scores

- **Processes Used to Identify Actionable Causes:**

- District selected Babb Middle School to pilot an instructional strategy [Sheltered Instruction Observation Protocol (SIOP) <http://www.cal.org/siop/>]
- Team recognized the need of SIOP professional learning and devised SIOP boot camp
- Team recognized the need for the entire school staff to be conscious of who the SWD and LEP students are and devised a tracking and communication system to help monitor the students



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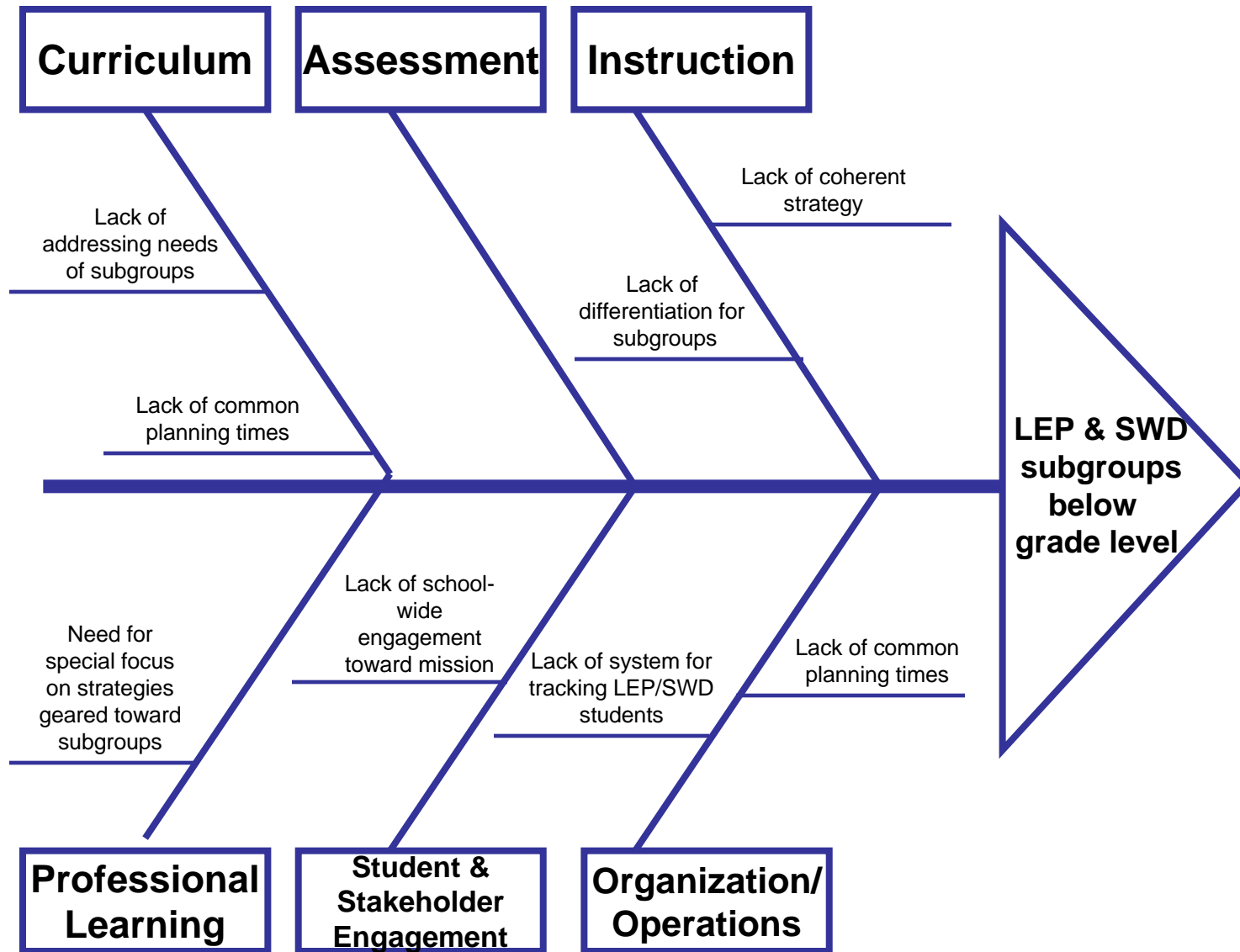
Our analysis compared our practices to best practices. Here is how we determined what needed to change:

- **Current Practices vs. Best Practices:**
 - Instruction and curriculum systems needed to be tailored to meet the needs of LEP and SWD students
 - Professional learning system needed a component dedicated to LEP and SWD teachers
 - Commitment to all students needed to be strengthened
- **Changes in Current Practice as a Result of our Findings:**
 - Trained and implemented SIOP curriculum
 - Developed system for tracking LEP and SWD students
 - Developed collaborative team planning time for LEP teachers and SWD teachers
 - Utilized Plan-Do-Check-Act Model



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As part of our root cause analysis...our Fishbone Diagram looked like this:



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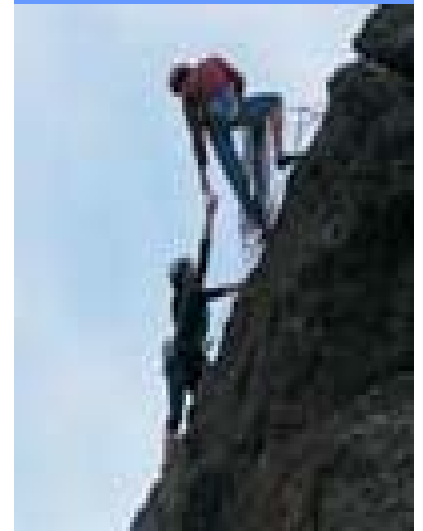
We selected this set of solutions to implement to solve the problem

- **Description of Solutions:**

- Professional learning (SIOP) for 24 faculty, school administration, and central office staff
- Supported LEP and SWD teams through collaborative planning time
- Strengthened commitment to LEP and SWD students for all staff

- **Rationale for Solutions:**

- Aligned goals with strategy
- Based solutions on best practices from research regarding instruction, leadership, team work and implementation

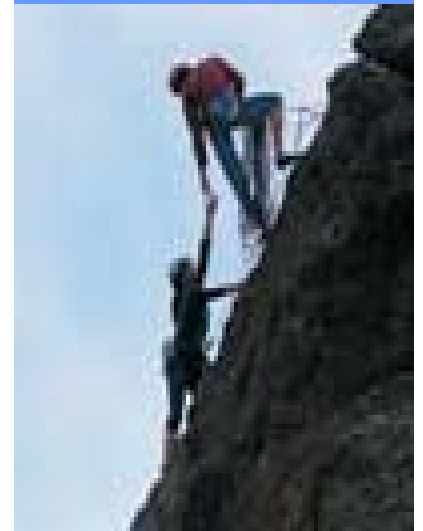


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We took these actions to implement the set of solutions:

Tasks, Sub-tasks and Steps

- **Professional learning (SIOP) for 24 faculty, school administration, and central office staff**
 - One time boot camp
 - Ongoing instructional strategies sent to teachers on weekly basis from SIOP
 - Allowed for professional learning time during preplanning
- **Supported LEP and SWD teams**
 - Allotted weekly cooperative planning time for LEP and SWD teams
 - Ensured we had one ESOL teacher per grade level (Hired one more teacher)
 - Hired a bilingual Assistant Principal
 - Assigned a team leader for each team (SWD and LEP)
- **Strengthened commitment to LEP and SWD students**
 - Ongoing identification and monitoring of LEP and SWD students
 - Monitoring of progress of LEP and SWD students given to all teachers
 - Assigned one teacher to monitor recently graduated LEP students
 - Daily reminders of mission and vision
 - Communicated strategy to all stakeholders including community and parents



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We tracked our impact and results...

- **Checked Impact:**

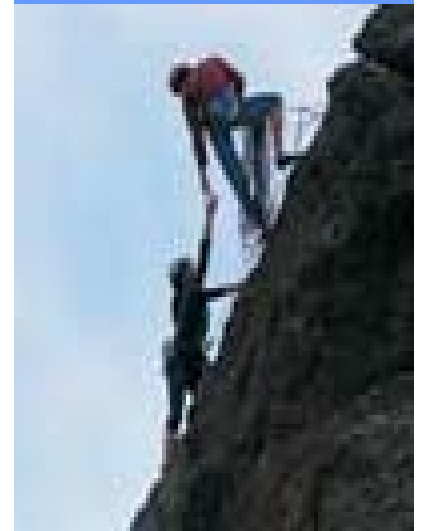
- Monitored progress, did not wait for end of year testing
 - Two times per year held Mock CRCT tests to understand where students are struggling
 - Ensured that all LEP and SWD students were being tracked and monitored by all teachers
 - Administration monitored implementation of SLOP

- **Measured Impact:**

- Mock CRCT tests and CRCT tests for 2005/2006 and 2006/2007
- SLOP a permanent part of our instructional culture
- Subgroup leadership teams a permanent part of our instructional culture

- **Recommendation for Adoption:**

- For any school facing similar struggles with the student achievement of specific subgroups, we recommend implementing SLOP, offering professional learning for all teachers and aligning support across the school and district



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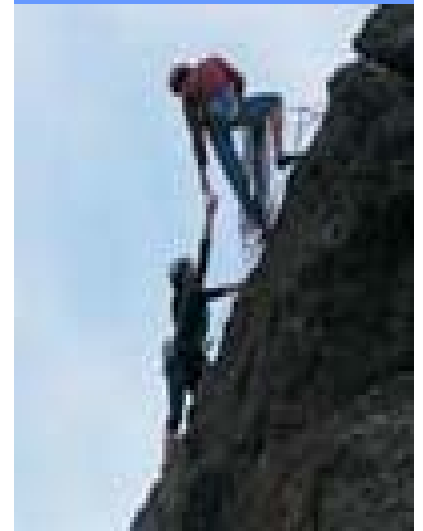
We experienced these changes as a result:

- **Changes:**

- System changes: Personnel, Assessment, Instruction, and Curriculum
- Improved identification of problem: tracking of students and improved teaching strategy
- Improved student engagement of LEP and SWD
- Improved stakeholder involvement (all teachers and district)
- Improved knowledge of how to address the specific challenges of LEP and SWD students

- **Supporting Evidence:**

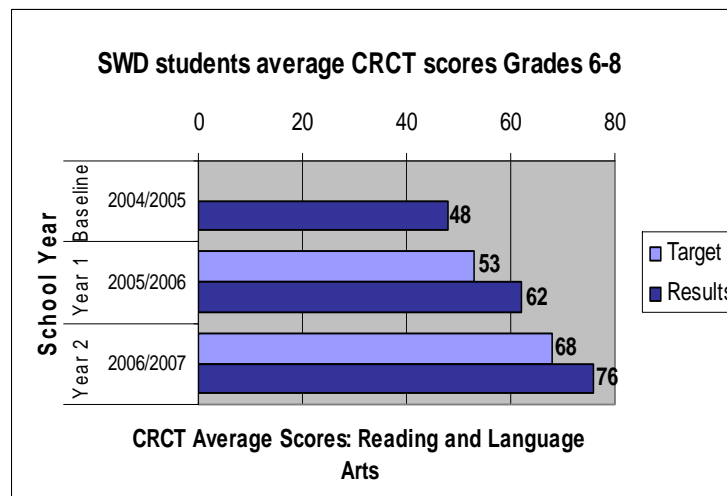
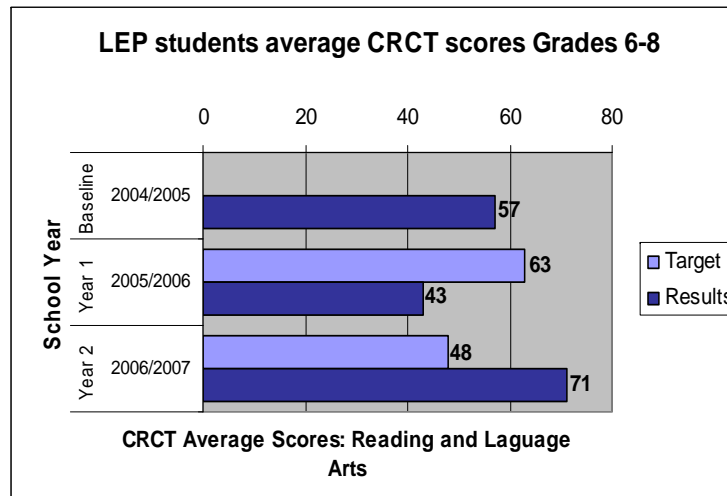
- Positive school climate
 - Teachers feel empowered and supported
 - Students have pride in accomplishments, improved grades
 - Fewer discipline referrals
 - Higher attendance rate (2nd place in district)
- Made AYP!!!



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We gained these targeted measurable results:

How long have you been with GLISI?	Two Years Cohort 17 Clayton County
Indicator	CRCT-LEP and SWD subgroups Reading/LA
Baseline (2004/2005)	LEP-57% Meet/Exceed SWD-48% Meet/Exceed
Year 1 Target (2005/2006)	LEP-63% Meet/ Exceed SWD-53% Meet/Exceed
Year 1 Results (2005/2006)	LEP-43% Meet/Exceed SWD-62% Meet/Exceed
Year 2 Target (2006/2007)	LEP-48% Meet/Exceed SWD-68% Meet/Exceed
Year 2 Results (2006/2007)	LEP-71% Meet/Exceed SWD-76% Meet/Exceed Made AYP



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We also gained these unanticipated measurable results...

- **Increased staff and student morale**
- **School-wide commitment adopted**
- **School-wide increases in Reading, Language Arts, and Math CRCT scores!**
 - All Grades and All Students! (2006/2007)
 - Highest 8th Grade Writing Assessment scores in the District! (83%) for 2007/2008



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These other factors influenced our results:

- **Support from the district**
 - Personnel
 - Professional learning
- **Alignment of district and school goals**
 - Focusing instruction, curriculum and professional development on the goal to not leave any student behind
- **Amazing positive attitude**
 - Regarding capabilities of our students
 - Regarding their willingness to make changes



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We learned these lessons:

- **Meaning to us as Professionals:**

- Realization that communication and collaboration are KEY!
- Realization that best practices really work!
- Pride of accomplishment – proud to be a Bulldog!

- **How we Shared our Practices:**

- Presentation at GLISI Display of Excellence
October 2007
- Presentation at Secondary Language Learning Workshop
October 2007
- Presentation to SWD and LEP teachers from inside and
outside the district
November 2007



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Our Solution Implementation Summary:

- **Problem identified:**
 - LEP and SWD below grade level in 2004/2005
 - Did not make AYP for 2004/2005
- **Set of solutions implemented:**
 - Plan-Do-Check-Act
 - Identify students and track student achievement data
 - Provide data to teachers
 - Provide professional learning
 - Celebrate accomplishments
- **Changes experienced:**
 - Babb Middle School met AYP in 2007-CRCT in 7 subgroups
- **Results realized:**
 - LEP: Increase from 43% in L.A. CRCT to 71% meeting/exceeding in two years
 - SWD: Increase from 62% in L.A. CRCT to 76% meeting/exceeding in two years



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