

St. Joseph School District Comprehensive School Improvement Plan
2018-19

CSIP Goal 1

Student Performance

CSIP Objectives

SUBGROUP PERFORMANCE

- 1.2 Close the achievement gap between sub-groups
- 1.7 Support Co-Curricular Programs: Enhance student performance through all support and extra-curricular programs.
- 1.8 Assessment: Utilize data and assessment to promote student achievement.

ACADEMIC ACHIEVEMENT

- 1.3 English Language Arts: SJSD students will develop a variety of skills and strategies needed for comprehending and producing (writing) a broad range of high quality, increasingly challenging literature and informational text, both print and non-print, across all subject areas through a balanced literacy approach.
- 1.4 Mathematics: SJSD students will develop conceptual understanding, apply mathematical concepts, and think critically through reasoning of authentic problems.
- 1.5 Science: SJSD students will have the content knowledge and understanding of scientific concepts and processes required for personal decision making, prediction of natural phenomenon, and evaluation of scientific information and argument.
- 1.6 SJSD students will have the content knowledge and understanding of history, economics, and geography along with the processes required for personal decision-making as global and US citizens and demonstrate evaluation of social studies information and argument.

COLLEGE & CAREER READINESS

- 1.7 College and/or Career Readiness: SJSD students will be post-secondary, college and/or career ready upon graduation.

2018-19 STUDENT PERFORMANCE Strategies for Focus

- 1.7.1 The district will apply effective research-based instructional strategies to support student performance.
- 1.7.2 The district will provide research-based programming and support services.
- 1.8.3 The district will use data analysis strategies to improve teaching, learning and student achievement.

2018-19 STUDENT PERFORMANCE District Action Steps

1. Study, define, and implement the 4C's (creativity, communication, critical thinking, and collaboration) as a framework for innovation in PK-12 instructional processes using a wide variety of strategies in the learning environment.
2. Study critical thinking, as defined by P21, and design and implement a lesson or problem-based lesson centered on critical thinking.
 - P21 Components of Critical Thinking:
 - i. **Reason Effectively:** Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
 - ii. **Use Systems Thinking:** Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
 - iii. **Make Judgements and Decisions:** Effectively analyze and evaluate evidence, arguments, claims, and beliefs; Analyze and evaluate major alternative points of view; Synthesize and make connections between information and arguments; Interpret information and draw conclusions based on the best analysis; Reflect critically on learning experiences and processes.
 - iv. **Solve Problems:** Solve different kinds of non-familiar problems in both conventional and innovative ways; Identify and ask significant questions that clarify various points of view and lead to better solutions.
3. Implement a consistent, district-wide approach to student support and intervention processes through the Multi-Tiered Systems of Support (MTSS) model.

SJSD Academic Services
Continuous Improvement Plan—Innovation

For schools, innovation is about taking different things that already exist and piecing them together and making them work in a profoundly different way that makes teaching and learning better.

--Grant Lichtman, #EdJourney

Background

In meeting the needs of students and our community, we are charged with balancing rapidly changing innovations and technologies with a central focus on academic skills. As Lichtman (2014) states in #EdJourney, “schools are people places. Change makes people uncomfortable, and schools generally don’t like to make people uncomfortable.” While change can be uncomfortable and unpredictable, in the SJSD, we are working to build a culture that focuses on a growth-mindset, understanding that risks in the area of innovation can lead to reward—and that failure can be productive when used to reflect and refine our work.

To frame innovation in the SJSD, it is important to define innovation as it is used in this context. Innovation is first a significant positive change (Berkun, 2013) that, as Lichtman says, is not just the act of creating and implementing new ideas. He challenges that successful innovation demands that new ideas create new value. Further explaining this idea, he shares that innovation is not invention. . .3M did not invent glue or cellophane, but they did invent Scotch tape. For schools, according to Lichtman, “innovation is about taking different things that already exist and piecing them together and making them work in a profoundly different way that makes teaching and learning better “(p. 28).

As we prepare our students to successfully navigate careers, college, and postsecondary endeavors, we must maintain a focus on content knowledge and sound instructional practices, as well as work to innovate in ways that incorporate 21st Century skills, specifically the 4C’s (creativity, communication, critical thinking, and collaboration) into educational outcomes. By balancing innovation and academic readiness, staff becomes skilled at understanding, designing, and implementing engaging instruction that prepares students for their next grade, course, and post-secondary experience.

References:

- An Educator’s Guide to the “Four C’s.” <http://www.nea.org/tools/52217.htm>
- The Best Definition of Innovation (2013). <http://scottberkun.com/2013/the-best-definition-of-innovation/>
- Lichtman, G. (2014). #EdJourney: a roadmap to the future of education. San Francisco: Jossey-Bass.

District Support:

- The district will provide professional development support for exploration of the 4C's, personalized and individualized learning, and innovative practices.
- The district will provide professional development support for the ongoing implementation of iReady and Lexia adaptive learning resources.
- The district will provide professional development support for project-based learning (PBL).
- The district will provide professional development support for Multi-Tiered Systems of Support (MTSS).

School Action Plan:

Provide professional development for K-12 staff that supports the study and implementation of meaningful and relevant strategies in classrooms, with the goal of increasing student engagement and increasing personalized learning opportunities.

Resources for Study and Implementation:

- An Educator's Guide to the "Four C's"
 - <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- <https://www.edutopia.org/blog/21st-century-leadership-teacher-support>
- <http://www.p21.org/our-work/resources/for-educators/1007>
- EdLeader Video: The 4C's: Making 21st Century Education Happen
 - <https://www.youtube.com/watch?v=ghx0vd1oEzM>
- Framework for 21st Century Learning (2011). Partnership for 21st Century Skills. Washington, DC. http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf
- P21 Framework Definitions (2009). Partnership for 21st Century Skills. Washington, DC. http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf
- Assessing the Four C's: The Power of Rubrics (2012). EdLeader21. https://www.youtube.com/watch?v=oYL_l1YlkbC
- Critical Thinking and Problem Solving Rubric (2014). Envision 21 Deep Learning. Catalina Foothills School District, Tucson, AZ. <http://www.cfsd16.org/application/files/7214/7024/6209/CriticalThinkingProblemSolving.pdf>
- STEM Coalition
- Job-embedded Professional Development
- Digital Tools
- SAMR tool (Substitution, Augmentation, Modification, Redefinition)
 - <https://www.commonsensemedia.org/videos/ruben-puentedura-on-applying-the-samr-model>
 - <http://www.hippasus.com/rrpweblog/archives/2014/06/29/LearningTechnologySAMRModel.pdf>
 - <http://www.csudh.edu/fisher/tbe518/samr.pdf>

- TPACK (Technology Pedagogical Content Knowledge)
 - <http://www.hippasus.com/rrpweblog/archives/2011/12/08/BriefIntroTPCKSAMR.pdf>

Evidence of Effectiveness:

- PD schedules from buildings will demonstrate focused learning on the 4C's and innovation.
- 75 percent of teachers will indicate on staff survey that they have increased their understanding of the 4C's.
- The Gallup Student Poll district grand mean related to engagement, the involvement in and enthusiasm for school, will be 4.0 or higher in 2017.
- The Gallup Student Poll district grand mean related to hope, the ideas and energy students have for the future, will be 4.5 or higher in 2017.
- At least 90 percent of the student population who have been in the district for more than one year will demonstrate growth towards meeting district and state proficiency target in reading and mathematics.
- Student attendance will increase in all schools and in every grade level until all schools and grade levels are meeting the district attendance goal.