

Simons Middle School

**Continuous Classroom
Improvement Protocol**

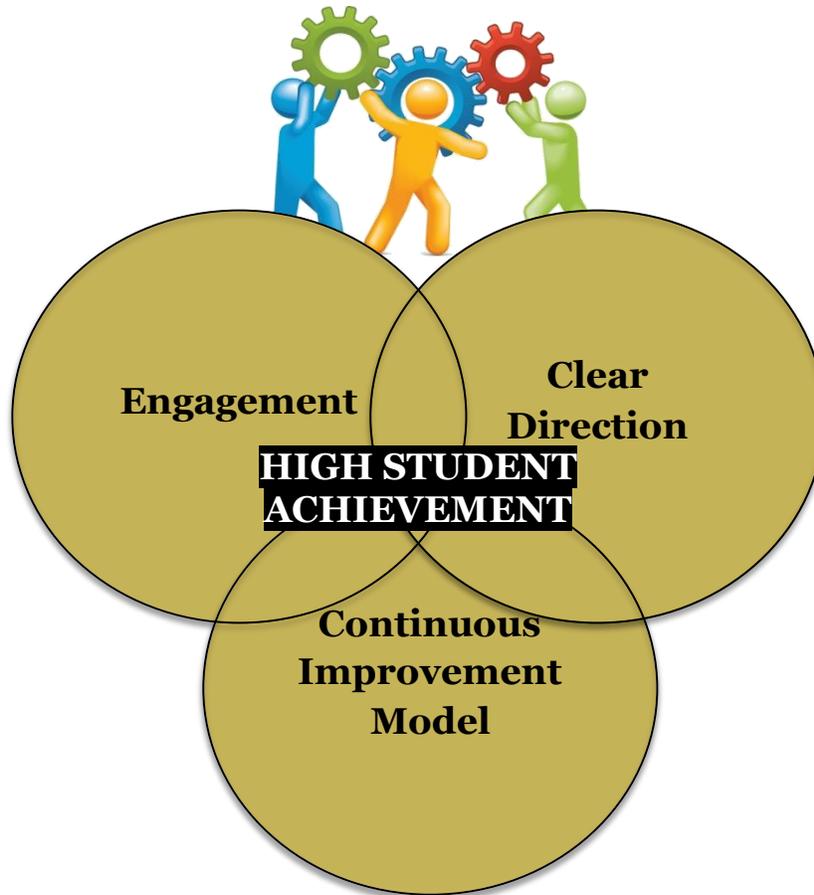


**A Process for Continuous Classroom
Improvement**

“The Cougar Way”

Simons Middle School Continuous Classroom Improvement Learning System

High student achievement is a product of setting clear direction, engagement, and ongoing evaluation and improvement of the classroom learning system.



The following protocol will be followed to align the classroom learning system with the school-wide Strategic Plan of Distinction.

- Scheduling Timeline (When & Frequency)
- Who?
- Why?
- Goals
- Who is on point and level of involvement of other staff?
- How will we prepare for continuous classroom improvement?
- Before – During – After Procedures
- How will we communicate the process to students?
- How will we analyze the process?



Simons Middle School Continuous Classroom Improvement Protocol

What	Continuous Classroom Improvement
When	Daily School-Wide Instructional Process
Who	All Classrooms
Why	<ul style="list-style-type: none"> • High student achievement is a product of clear direction, engagement, and ongoing evaluation and improvement of the classroom learning system. • A systems approach to continuous improvement is a way or method of helping us pay attention not only to the parts, but also to how well the parts work together as we try to get better and better results. • In the classroom, a systems approach to continuous improvement helps us pay attention to the right parts and how all those parts work together to produce learning. It is a blueprint for making sure we get good results on purpose, not by accident. • The classroom as a learning system is aligned to our three week PLC protocol using the PDSA continuous improvement tool.
Goals	<p>The goal is to create an aligned approach to get better and better classroom results.</p> <ol style="list-style-type: none"> 1. Provide a clear picture of how continuous improvement principles and practices connect to many of the things teachers are expected to do as part of the instructional process. 2. Provide all teachers a plan for using a systems approach to continuous improvement to improve learning results in your classroom.
Who is on Point?	<ul style="list-style-type: none"> • Teachers are responsible for implementing the eight steps to continuous classroom improvement. • The administrative team will monitor the process through walkthroughs, observations, coaching, and mentoring sessions.
Before Preparation	The PLC process will provide a structure for teachers to plan for the eight step process for setting clear direction, engagement, and continuous improvement.
During Procedure	<p style="text-align: center;">Clear Learning Direction</p> <p>Setting and Communicating Direction</p> <ol style="list-style-type: none"> 1. Clarify and communicate the Learning Requirements <p>Be clear about the learning requirements for your class.</p>

Determine how you will communicate these standards to ensure that your student and their families understand the learning requirements of your class.

2. Publish and post a class learning goal – publish and post one learning goal that aligns to the learning requirements for you class. Goals will be written as **SMART** goals.

- **Specific**
- **Measurable**
- **Aligned to learning requirements**
- **Results focused**
- **Time bound**

3. Chart and analyze class learning results – create a graph for charting learning results showing where the class is starting compared to where it needs to be. This is called establishing the baseline.

4. Setting and communicating direction – The teacher publishes the school’s mission statement that describes how you will partner to produce high-quality learning

Bringing it all Together

The teacher as the **leader** sets clear direction by communicating **learning requirements**. The teacher publishes a class **learning goal** and identifies the **learning results**; the teacher will chart to monitor class progress toward these requirements. The teacher and students will work together to create and publish a **class mission statement**.

ENGAGE STUDENTS IN REGULAR AND FREQUENT EVALUATION AND IMPROVEMENT OF CLASSROOM LEARNING PROCESSES

5. Plan for frequent cycles of learning by setting short-term learning targets – Identify the specific knowledge or skill(s) that you are going to focus on for a week to ten days that, if mastered will bring your students closer to meeting or achieving the class learning goal. (**Learning Targets**)

Determine how you will know if students are proficient with the learning target? What will be the measure of

proficiency? Clearly define this BEFORE the learning processes begin.

Post the learning target to be learned and how it will be demonstrated in student-friendly language.

- 6. Determine what the teacher and student need to DO to ensure that everyone learns the target: what high-yield strategies will be used?** – Engage your students in identifying key learning processes (high-yield strategies, interventions, and supporting activities) that you and your students will use to ensure that all students learn the learning target for this lesson.

Post the high-yield strategies, interventions, and supporting activities that you and your students have agreed “to do” so everyone remembers their role in improving class learning results.

Focus on the learning target (**PLAN**) and use (**DO**) the strategies, interventions, and supporting activities you agreed to use.

- 7. Study the results of strategies used for the learning cycle.** – Work with your students to regularly and frequently check the progress toward the learning target. Chart the results and analyze the data together. What number or percentage of students demonstrated growth? What number or percentage of students demonstrated mastery?

Use plus/delta to analyze the results. What helped us learn? What got in the way of our learning?

- 8. Action plan and make adjustment for the next cycle of learning. ACT – What will we do differently?** Work with your students to develop and implement a new action plan for the next cycle of learning. What will you and your students do differently when you move to the next learning target? Don’t forget to post your new action plan so everyone remembers their role in improving results.

After Analysis

Study the results of strategies used for the learning cycle.

Work with your students to regularly and frequently check the progress toward the learning target. Chart the results and

	<p>analyze the data together. What number or percentage of students demonstrated growth? What number or percentage of students demonstrated mastery?</p> <p>Use plus/delta to analyze the results. What helped us learn? What got in the way of our learning?</p> <p>Action plan and make adjustment for the next cycle of learning. <u>ACT</u> – What will we do differently? Work with your students to develop and implement a new action plan for the next cycle of learning. What will you and your students do differently when you move to the next learning target? Don't forget to post your new action plan so everyone remembers their role in improving results.</p>
Communication Students	<p>Students are an integral part of the classroom learning system. Teachers should be intentional in engaging all students throughout all eight steps of the continuous classroom improvement system.</p>
Analyzing the Results	<p>Teachers will implement the data analysis protocol and share the Plan, Do, Study, and Act protocol in weekly PLCs</p> <p>Teachers will implement the Plus/Delta tool with all students to analyze the classroom instructional process.</p>

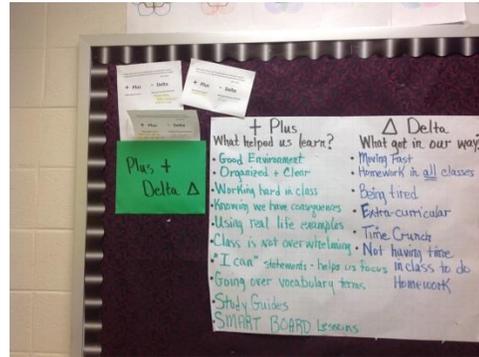


Simons Middle School Continuous Improvement Tools

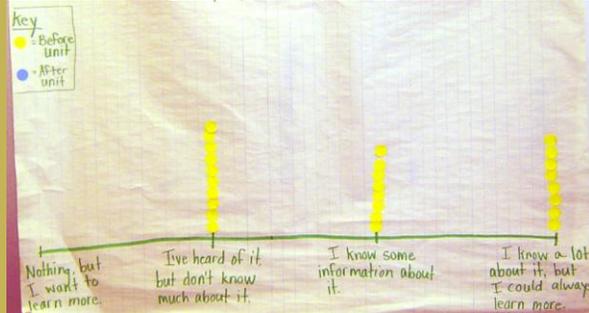
Plus/Delta

+	△
What has helped or is working with the work?	What needs to change?
Issue Bin: What issues remain unresolved? Need training?	

Plus deltas can be used by the class or individual students to determine what is working (pluses) as well as what is not working, translated into opportunities for improvement (deltas). Pluses and deltas are reinforced or reviewed in follow-up sessions or instruction.

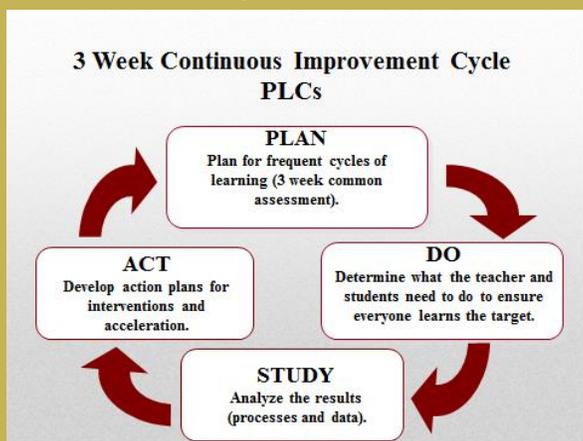


Consensogram



Consensograms can be used by the class as a pre-assessment/post assessment tool to gauge students' understanding, knowledge base, or feelings before and after a task over time.

Plan, Do, Study, Act (PDSA)



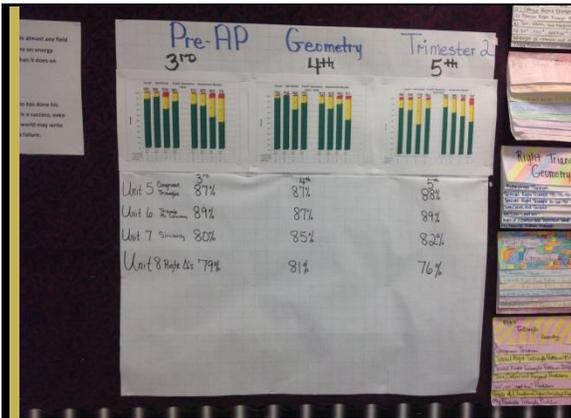
The PDSA cycle for continuous improvement can be used by the class or individual students to:

- determine areas that need to be improved to guide the development of an improvement plan (Plan)
- implement the improvement plan (Do)
- analyze whether or not the improvement strategy is making a difference (Study)
- use the data to make decisions (Act)

Note: When acting upon the results of the PDSA cycle, it is equally important to sustain an action that brings the desired results as it is to reinitiate the PDSA cycle when the desired results are not obtained.

Graphs

Graphs can be used by the class and individual students to chart, organize, analyze, and display data for decision-

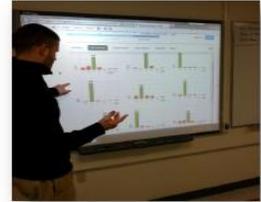


making, drawing conclusions, and making recommendations.

- GradeCam and CIITS are two tools used to analyze and display data



Mr. Folman sharing the class' last formative assessment and distribution of scores.



The students have the assessment and their responses while discussing the item analysis.

