

School Improvement: 9 Systemic Processes to Raise Achievement

As issues of accountability and growth in student achievement continue to be a challenge for many schools, simpler processes that take less time yet give a payoff in achievement are needed. The attached model, developed by Dr. Ruby Payne and her team, outlines nine processes that can be taught to teachers in two-hour increments of time. At the elementary level, these can be taught to individual grade level teachers or multiple grade levels in a session. The key is that the groups be small enough to receive the individual attention that will enhance teachers' professional growth and learning and also allow the group to move quickly through the processes. At the secondary level, it is recommended that teachers meet by department/content areas; and if the size of the department is so great that the process would be impeded, work could be done by courses taught. Emphasis will be placed upon literacy and math skills; if science and social studies teachers are included, the primary focus would be literacy, using content specific examples. An alternative to this model is to work with the principal and leadership team provided there is a cross-representation of departments involved on the leadership team.

To support the principal in leading the implementation of this model and monitoring its progress, a checklist is provided, along with suggestions of activities for faculty meetings. It is our belief that faculty meetings should be more about staff learning and growth than announcements. These activities will also maintain focus on the model and its implementation, which aha! Process had found to be significant when using the work to impact student achievement and enhance teacher practice.

With the sessions scheduled in two-hour increments, schools can more easily schedule substitute teachers and reduce the amount of time teachers are out of their classrooms and away from direct instruction with their students. Each process includes a classroom application activity that can be utilized by the teachers between sessions with the aha! Process consultant. These sessions also provide a scaffolding for instruction, so are deliberately designed for delivery in the order outlined. The gridding of data identified in the first process is a MANDATORY step that must be completed by teachers when working with this model; this is not an option.

The foundational trainings, *A Framework for Understanding Poverty* and *Research Based Strategies for the Under-Resourced Learner*, will need to be provided prior to implementing the 9 systemic processes. These trainings will provide key understandings needed to apply the model. Should a campus wish to embed the strategies at a deeper level and choose to work with aha! Process over multiple years, it will be necessary for any new staff members to receive the foundational trainings prior to beginning the technical assistance work. This is ideally done by sending staff members to a certification training so they can return to the campus and train the new teachers. In addition, a day with the aha! Process consultant needs to be provided to the new staff members to assist them in understanding the processes prior to working with the entire department/grade level to embed the processes at a deeper level.

With our revised model for improvement, you will find that all of the processes could be completed by a department or grade level in a three day period, or it can be spread out over the school year, allowing teachers time to work with the processes before adding the next step. The decision is yours. Our desire is to provide the flexibility and ease of use while helping you to meet your accountability goals, build capacity of your staff, and provide a model that can be sustained over a period of time. For more information, contact Dr. Donna Magee at 800.424.9484.

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	Process	Classroom Application
2 hours	Grid student data	Math – problem solving model/ELA – non-fiction reading strategy Share examples of walk-throughs, open response strategy
2 hours	Time and content grids* (must be matched against standards)	Bell work
2 hours	Assessment context/state assessment glossary/academic vocabulary/assessment blueprint	Vocabulary sketching (mental models)/word walls (Consultant needs time scheduled with principal to review assessment blueprint.)
2 hours	10-Question Tests – 1 st semester – reading/writing/math	Mental Models examples
2 hours	Interventions/data analysis/grade distribution-failure rate	Resource Analysis
2 hours	Content comprehension – processes/step sheets/planning/RtI/specific mental models	Researched based strategies and targeted interventions using intervention form
2 hours	10-Question Tests – 2 nd semester	Question Making
2 hours	Curriculum calibration/artifact analysis/rubrics	Rubrics—ELA teachers teach writing rubric to entire staff; open response rubric
2 hours	Review of voice/putting students in charge of their own learning/relational learning for students using technology	Data conferencing with students

*needs to be done for each content area

Foundational Workshops

A Framework for Understanding Poverty

Research Based Strategies for the Under-Resourced Learners

Required Texts

A Framework for Understanding Poverty

Research Based Strategies for the Under-Resourced Learners

Recommended Texts

Secondary mental models books

Putting the Pieces Together (elementary)

Additional Offerings:

- Observation days
- Follow-up with new teachers with the consultant (use certified trainer for foundational trainings)