



# ACADEMIC OFFICE UPDATES

**Dr. Marion Smith Jr.**  
**Deputy Superintendent of Academics**  
**March 8, 2022**



# LEARNING GUIDE



- Individualized Reading Success Plans (IRSP) Update
- Academic Office Focus on Scholar Learning(FOSL) Learning Walks
- Textbook Adoption
- Unfinished Learning
- Standards Based Grading

# ELEMENTARY READING INTERVENTION PROGRAM



**Student and Parent Participation in Orientations and IRSP Goal Setting  
Grades 3, 4, and 5  
Fall 2021**

<b>23 Schools</b>	<b>Total Number of Students Participating</b>	<b>% Students Participating in IRSP Orientations</b>	<b>% Parents Participating in IRSP Orientations</b>	<b>% Students Participating in IRSP Goal Setting</b>	<b>% Parents Participating in IRSP Goal Setting</b>
<b>Grade 3</b>	<b>229</b>	<b>93</b>	<b>58</b>	<b>85</b>	<b>31</b>
<b>Grade 4</b>	<b>219</b>	<b>92</b>	<b>52</b>	<b>84</b>	<b>24</b>
<b>Grade 5</b>	<b>217</b>	<b>92</b>	<b>49</b>	<b>86</b>	<b>21</b>



# STUDENTS PARTICIPATING IN READING INTERVENTION

**Average Star GE Change  
Fall 2021 to Winter 2022  
Grades 3, 4, and 5**

<b>23 Schools</b>	<b>Total Number of Students Assessed in Fall and Winter Star Administration</b>	<b>Average Star GE Change from Fall to Winter</b>
<b>Grade 3</b>	<b>231</b>	<b>.54</b>
<b>Grade 4</b>	<b>227</b>	<b>.55</b>
<b>Grade 5</b>	<b>219</b>	<b>.54</b>

# ACADEMIC OFFICE FOSL (FOCUS ON SCHOLAR LEARNING) LEARNING WALKS



There is no better data source than observing teaching and learning happen in real-time in classrooms.

## ***The WHAT of Academic Office Learning Walks for SY 21-22?***

The Learning Walks are brief classroom visits (no more than 10 minutes) utilizing a research-based observation tool that provides participants opportunities to observe what scholars are learning, identify learning strategies being implemented, and gather data on scholar interaction with the content and scholar engagement.

**The Learning Walk IS NOT evaluative; it IS NOT an evaluation.** Data collected during the LW will be provided to the school leader and Network Superintendent, so they may share and discuss trends, work with staff to identify next steps, and collaborate with central office to identify supports as/if needed. The Learning Walk is a ‘snapshot’ in time of learning and teaching in the school based on specific ‘Look Fors’

## ***The WHY of Academic Learning Walks for SY 21-22?***

- To (re)center our attention and focus on teaching and learning.
- To gather data about instructional practices and scholar learning across the district; use this information to develop and/or modify support structures at central office.
- To stimulate collegial conversations about teaching and learning by engaging in a structured observation process anchored in collection of objective ‘Look Fors’ data.
- To learn from other colleagues through their observations, questions and perspectives
- To deepen teaching and learning practices across the district by providing continuous targeted feedback and spotlighting ‘Promising Practices’ observed across the district.
- ‘Look Fors’ for first round of LW:**
  1. Posted Learning Target(s),
  2. Scholar explanation / communicated understanding of Learning Target(s),
  3. Technology Integration, and
  4. Learning Activities.

# FOSL WALKS



2021-2022

## Academic Office FOSL Learning Walks- (Round 1)

Network Superintendent	School	Date	Time
Hochman	Laclede	Thur. Dec. 2	8:00-10:00
Zitta	Carver	Fri. Dec. 3	12:30-2:30
Mitchell	Clyde C. Miller	Mon. Dec. 6	8:00-10:00
Hochman	Pamoja	Fri. Dec. 10	8:00-10:00
Mitchell	Metro	Fri. Dec. 10	12:00-2:00
Jones	Wilkinson	Fri. Dec. 17	12:00-2:00
Glass	Gateway	Wed. Jan. 5	12:00-2:00
Glass	CLA	Mon. Jan. 10	9:00-11:00
Hartman	Ashland	Thur. Jan. 13	8:00-10:00
Zitta	Nance	Mon. Jan. 24	8:00-10:00
Jones	Dewey	Mon. Jan. 31	9:00-11:00
<b>Hartman</b>	<b>Meramec</b>	<b>Fri. Feb. 10</b>	<b>9:00-11:00</b>

### Academic Office FOSL Learning Walks (Round 1)

#### Calibration Team:

Dr. Marion Smith Jr., *Deputy Superintendent of Academics*

Dr. Kimberly Moody, *Director of Curriculum and Instruction*

Dr. Sara Martens, *Interim Director of Academic Instructional Coaches*

Dr. LaTisha Smith, *Director of Professional Development*

Candice Boyd, *Director of Special Education*

Dr. Alla Gonzalez Del Castillo, *Director of ESOL*

Dr. Samantha March, *Director of Early Childhood Education*

Natasha Mitchell, *Director of Virtual Learning*

Dr. Kay Royster, *Literacy/Reading Specialist*

### “The Work” | WHY of our work for SY 21-22

To develop and/or deepen the habits of mind an critical learning, leadership and teaching (coaching) moves to disrupt and dismantle inequities in our systems, practices, policies and procedures so each scholar thrives.

#### What of SY 21-22

1. Strengthen the academic and social emotional core through tiered supports(foundational, Targeted, Comprehensive) so all scholars access and have targeted/responsive supports to achieve Standards
2. Use multiple sources of data to surface and address inequitable practices and outcomes
3. Content Area Focus: Literacy. Apply research(science of reading) and “best we know right now practices” to educated the Whole Child

# SPRING 2022 TEXTBOOK ADOPTION UPDATE



- ELA (Grades 9-12 & Advanced Placement Courses)
- Science (Advanced Placement Courses Only )
- Social Studies (Advanced Placement Courses Only)

# HIGH SCHOOL ENGLISH TEXTBOOK ADOPTION



## Courses Reviewing New Materials

- ❑ English 9-12 Courses
- ❑ AP Language / AP Literature

## Process Updates

- ❑ Materials have been unpacked and set up for display and in-person review in the Academic Office.
- ❑ Course samples will be evaluated over the next two weeks using review guidelines from DESE, SLPS, and the equity audit resources from McREL.
- ❑ Vendor presentations will occur on March 28-30 via Zoom. Vendor presentations will be recorded. Individuals have already indicated interest in serving on various review committees within ELA (teachers, parents, administrators, higher ed, students, community residents, Local 420, SPED, ESOL, and AICs are represented in the makeup of these committees).





# UNFINISHED LEARNING (ACADEMIC INSTRUCTIONAL COACHES)



## What have we done so far:

### Revised the Lesson Planning Template

- Standards-aligned, strategic lesson planning
- Scaffolding
- Data-driven instructional decisions

### Revised the Coaching Cycle Template

- Providing immediate and actionable feedback prior to the lesson being taught
- Coaching with the Collaborative Lesson Analysis Protocol

# UNFINISHED LEARNING (ACADEMIC INSTRUCTIONAL COACHES)



**What have we done so far:**

**Received Trained on Scaffolding Using Technology**

- Monthly training by Director of Virtual Learning
- Training on Data-Driven Coaching and Data Analysis Strategies

**Led Professional Development on Instructional and Intervention Strategies**

- Whole Staff
- Small Group/PLCs
- Individual Coaching Cycles

# AICS COACHING FOR UNFINISHED LEARNING



## Scaffolding Strategies<sup>1</sup>

### Overview:

1. [Top General Tips](#)
2. [General Scaffolding Practices](#)
3. [Literacy Scaffolds](#)
4. [Mathematics Scaffolds](#)

### Top General Tips

**#1 The 80% Rule:** Ensure that your students are engaging with grade-level content *at least 80%* of the time

**#2 Use data:** Use diagnostic data and formative data to determine the extent to which students may need scaffolds to access grade-level content

**#3 Proactive planning:** Proactively plan scaffolds into lesson plans that are based

**#4 Be cautious of over-scaffolding:**

### Literacy Scaffolding Practices:

Strategy	Description
Build Background Knowledge through Text Previews	Before students begin reading a text, activate their background knowledge on the topic or themes of the text and build background knowledge about the text to support them in understanding it. Consider pairing short non-fiction texts or other multimedia to build their schema.
Encouraging Get and Don't Get Text Annotation	Encourage your students to mark up the text while reading it - noting what they get (understand) and don't get (don't understand). <a href="#">See here for an example.</a> If students cannot write on the text, provide students with sticky notes or place the text into a sleeve so that students can write over it. When it's time to discuss the text, focus first on what students got by asking them what they understood and then zoom into what they didn't understand so that you support them in comprehending those specific parts.
Questioning and Cognitive Engagement	Check for comprehension of the text by asking your students questions about it intentionally and proactively to avoid confusion: <ul style="list-style-type: none"> <li>• In preparation for the lesson, read the text over closely, <a href="#">complete a text complexity analysis</a>, and then pre-plan questions to ask students to support them in comprehending the text deeply</li> <li>• During the lesson, provide students with an opportunity to consider the question within the context of the text by pausing at key points and zooming into specific chunks for deeper discussion</li> <li>• Use cognitive engagement strategies to promote deep thinking. For example:                             <ul style="list-style-type: none"> <li>◦ Think-Pair-Share: When posing the question, give students a chance to</li> </ul> </li> </ul>



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 Mission - We will provide a quality education for all students and enable them to realize their full intellectual potential.

## Collaborative Lesson Analysis Protocol

Teacher(s):	Date:	Grade:
Subject/Lesson:		

### Core Purpose: Equity and Engagement in Standards-Based Lesson Design

**Standards Analysis:** The purpose of this tool is to coach teachers around ACTIVELY engaging with the standards proficiency scales, ACTIVELY identifying the unfinished learning, and ACTIVELY planning, engaging, rigorous, and relevant lessons to ensure all students master the standards.

**Equity Focus:** ensuring equity in the process of addressing unfinished learning by providing educators with tools and strategies to maintain a focus on grade level instruction, while also supporting teachers in planning for gaps in prerequisite learning.

**Accelerated Learning:** In the context of lost learning, accelerated learning refers to ensuring students consistently receive grade-level materials, tasks and assignments along with appropriate scaffolds that make the work accessible.

Leader Prework (to be completed prior to meeting)	Teacher Prework (to be completed prior to meeting)
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### Collaborative Action Planning Revisions

- What improvements can be made to this lesson to ensure proficiency on learning targets?
- What might be a struggle for you during this lesson?
  - How can we preemptively plan to support you through that struggle?

**Coaching Note:** Guide teacher(s) in identifying resources/strategies to improve the lesson on the specific areas noted above. Review the lesson sections collaboratively. Be sure lesson updates are added to the lesson plan, and that any new resources are hyperlinked/uploaded.

### Planned Follow-Up

- When I observe/review this lesson, what will be different? Tell me what I should notice in the lesson.
  - Together, identify what data you will collect during the synchronous lesson observation or asynchronous lesson review.

# ADDRESSING LEARNING LOSS IN THE CLASSROOM



## Before Instruction

- Data-Driven Lesson Planning (Collaborative Lesson Analysis)
- Data-Driven Grouping (Groups built into the lesson plan)
- Standards-Based Instruction (Using Proficiency Scales)

## During Instruction

- Checks for Understanding with Intentional Planned Pivots
- Daily Guided Reading Groups (Elementary)
- Daily Spiral Review of content (Built into the lesson plan)

## After Instruction

- Exit Tickets
- Supplemental Extended Practice for Learning Targeted Skills
- PLCs and Weekly Data Team Meetings
- Tutoring and Intervention Groups (primarily Reading and Math)

# STANDARDS-BASED GRADING



## Curriculum Work

- Summer Writing Teams (2020 and 2021)
  - Proficiency Scales for all standards in all contents in all grades
  - Curriculum Revision and Course Maps Standards-Based

## Professional Development

- Thinkific Course
- Micro-credentialing for all K-5 teachers (4 Levels of Mastery)

## Parent Communication

- After First Progress Report, we got feedback and responded.
- A letter was sent out with the next report card.

# STANDARDS-BASED GRADING



## Who

- All SLPS Classrooms are engaged in Standards-Based Teaching, Feedback, and Learning.
- PreK-5th Grade are engaging in Standards-Based Grading and Reporting using a hybrid report card.

## Status

- Paused Upon Start of 2021-2022
  - We need board approval before full grading transition.
  - Until all systems are in place, we paused on full rollover.
  - SBG Guidebook with Parent Letter to be delivered to families by schools each grade reporting period.

## Next Steps

- Next step planning is currently in progress. We are working with our new MTSS Specialist with intent to roll out plans for future SBG endeavors in May of 2022.



# QUESTIONS?