

## **John Muir ES Impact Application / 21-22 Application Year**

### ***What is the need at your site for this project? What are the challenges your site is experiencing that you wish to address?***

Our school serves approximately 240 students. The vast majority of our students are from demographic groups typically underserved by our education system; African American, Latinx, and over 55% ELLs. Between March 2020 when our school closed due to the pandemic and the end of the school year, whether remote or in-person learning, our data reveals that 34% of our students were chronically absent. For these students their gap in learning extends over 16 months. The pandemic has magnified inequities surrounding access to learning for our students and our community's urgent need is to address how we can move forward to create meaningful learning experiences for these students.

Our educators are inspired by the district's focus on 'acceleration without remediation', and our plan in this project is to operationalize what this actually means in practice. We will develop a school-wide classroom-based inquiry to accelerate learning for our students. If learning acceleration affords students laser-focused instruction on the specific skills and content that they need in order to learn the new grade-level material at hand, then we need to explore how we can do this. And, if accelerated learning sets students up for success with just-in-time experiences on required foundational skills, what does this look like if not remediation? And, what do educators need to know and understand?

Our initial need is to understand what our students currently know. We see this as a key lever to avoid remediation and to create connected learning experiences for students. We also need to understand the conceptual learning gaps that our students have, as this will allow us to build educators' knowledge around how to provide just-in-time learning experiences. We also need to set up structures and processes to fully engage our community (educators, students and their families) in systematic and ongoing inquiry.

### ***Describe your project. What are the components and what are the steps you will take to carry out this project?***

The goal of this project is to bring to life a vibrant assessment for learning plan, specifically targeting students who had interrupted learning by:

1. Implement assessment for learning plan using map/street level data. Our map level data tools (subject-specific performance assessments) are selected based on how they humanize the assessment experience for students. They primarily surface what students know and reveal what students may need to learn to master K-5 conceptual content milestones. Importantly, they guide instructional planning and indicate PD needs for educators. We use Listening to Learn Interviews™ (Marilyn Burns) in mathematics, F&P reading records/Teacher College writing assessments in ELA, and for other subject areas we use Portfolios and surface subject related High Quality Performance Assessments (PLL team). Our street level data from classrooms will provide critical ongoing insight into what's working and what's not, and why.
2. Eight cycles of inquiry using Lesson Study (Study/Plan/Teach/Reflect) to collectively learn about Deeper Learning instructional approaches, make sense of student learning, and interrogate what our street data is revealing.
3. Engage specialists to elevate the work through tailored PD sessions, commentary at research lessons, and classroom observations. Specialists include students/families (identity/culture), Shane Sefir (map/street level data), Sharla Stevens (equity/anti-racism), Catherine Lewis (Lesson Study), Jessica Pederson (DOT), Marilyn Burns (Mathematics), Lisa Levin (ELA), and Nora Houseman (Portfolios).
4. Utilize technology to support educators to make the most of instructional time, and collect, organize, and analyze map/street data. Develop a contingency plan for remote learning.
5. Create a Steering Committee to lead the project. This committee is integral to organizing, coordinating, calibrating, and communicating the school-wide work to ensure it's moving toward the project goals, benefiting students, in particular focal student groups, and

bringing together key stakeholders as necessary.

***Given what you've described, how will your project serve the community and how do you expect the community to be positively impacted?***

To serve the school community, we must strive to address the opportunity gap that exists for the majority of our students, in particular those impacted by a gap in learning. This project will re-engage and build off work done at the school (2015-2019) by adding a comprehensive assessment for learning plan (Deeper Learning) using map and street-level data to accelerate learning for all students. Street data we believe will allow the project to center the voices of those currently at the margins of our schools and systems. Street data will also help us embrace a bias toward action and rapid cycles of learning-doing.

In this project, we also address concerns from community members (students, family members and educators) surfaced through the Spring 2021 Culture and Climate survey (Panorama). Comparing 2020 to 2021 results, the following areas of student development scores dropped; student growth mindset (-5), student self-efficacy (-8) and student social awareness (-3). For educators, four questions revealed a slight negative trend in relationships between adults and students and between adult colleagues, and a reduction in academic rigor for students. Family survey data revealed a general positive trend in all categories except in reading; how regularly does your child read for fun (-7).

Over the course of the year, our project is designed to positively impact students' growth mindset, self-efficacy, and social awareness through the development of 'student voice' leading toward activism and leadership. We understand that increased academic rigor is required to authentically develop student voice. Through the collaborative work of Lesson Study, our project looks to quickly rebuild educators' collegial relationships and trust. We also believe that by creating student panels that include focal student groups where we hear their perspectives and reactions to instruction, our community will earn the respect and trust of our students.

***How would your project improve equity for our district? Does it support or benefit focal group students within your school and if so, how?***

Between 2015-19 the school focused on teaching mathematics and refined processes surrounding inquiry cycles of improvement using school-wide Lesson Study. The results of this work were identified by the district's routine scans as a 3-sigma positive outlier supporting mathematics growth on SBAC scores (2018-19) for demographic groups typically underserved by our education system. This project will allow our school to continue and refocus this improvement work and to explicitly prioritize students most in need, with the goal of closing the opportunity gap for historically underserved students and for students that experienced learning gaps due to the pandemic. Expanding our focus to all content areas will allow us to create models of equitable practices in multiple subject areas to share with educators in the district (IRF network, PLL, C&I), as we did before through public research lessons. We believe we are well positioned to create similar equitable outcomes for students as we will leverage many of the same system level structures that supported the shift in mathematics outcomes for students by 2018-19. For example, Lesson Study inquiry cycles, focus on making student thinking and knowledge visible, use of specialists, and strategic planning by a Steering committee.

Inside the work of the project will be the articulation of a year-long school-wide assessment for learning plan. Both the plan itself and subsequent data will exemplify how educators can center the voices of those currently at the margins of our schools and systems. This work closely aligns with two of the 2025

SFUSD Visions of intentional work; 1. exploring and instituting models that accelerate learning, and 2. closing and eliminating opportunity gaps. By investing in this project, SFUSD will be investing in the discovery and sharing of best practices to support the acceleration of the district's most underserved students.

***How will you know if this project was successful? What measures or metrics will you use to measure success?***

This project develops a systematic means of collecting, tracking, and analyzing student data organized around Shane Safir's (The Listening Leader) data framework. Safir identifies 3-levels of data; satellite data (standardized test scores) to illuminate broad patterns of achievement, map data (subject-specific performance assessments) to provide more specific information about what students know and potential learning gaps, and street data (observation of students engaged in classroom activities) to understand learning experiences from the student perspective, and with a keen lens on why challenges exist and how they can be addressed. These data will provide timely metrics to both feed our larger inquiry (Acceleration without Remediation) and also to understand our successes. Specifically, we will focus on student outcomes in two key areas.

1. Content specific student knowledge and thinking measures -- Map data: Students will take baseline assessments in September and again at one other time period after an instructional intervention. Assessments include Listening to Learn interviews, F&P reading running records, Teachers College writing assessments, and subject specific High Quality Performance Assessments. Satellite data end of year: SBAC scores.
2. Student engagement and student voice measures -- Street-level data (continuous, documented, made public for the community, and analyzed/discussed) to include; classroom observations; use of 'Types of Student Voice' framework (Benner, Brown, & Jeffrey, 2019) as a tool to measure the impact of instruction on student voice and engagement, specifically focal student groups. The framework places student voice and engagement on a spectrum of student expression – consultation - participation – partnership - activism – leadership; student practical measures to provide snapshots of insight into how daily instruction is working, for example, student reflections; student voice panels where students share their perspectives/reactions to the Lesson Study's research lesson that they just experienced as part of the formal post-lesson reflection discussion.

***Describe how educators were included in the development and/or writing of this submission.***

The Lead Team and Instructional Leadership Team started planning this work in Spring 2021, and nine educators piloted the Listening to Learn mathematics interviews with their students during remote learning last academic year. Already this year (2021-22) across all grade levels, Map data collection is underway. Street-level data is also being collected and shared at our PD sessions so as a community of learners we can begin to make sense of its power, use it to acknowledge student voice, and understand the conditions and complexities of capturing street data, especially street-level data that reveals what is not working for our students. Our community is fully invested in accelerating learning for our students, in particular our focal student groups. Ten out of sixteen of our general education teachers at our school have participated in Lesson Study cycles of inquiry at a school-wide level and have used it as an approach

to instructional improvement. We have been responsive in this project to our general educators request to include ELA and other subjects areas in our school-wide Lesson Study work.

The final version of this submission has been approved by the UBC and is supported by our community of educators.