

# Title 1 Directors Meeting



March 1, 2018

# Lincoln Elementary

543 students

85% Economically Disadvantaged

63% Minority

33% ELL

20% Mobility

100% Children with potential

# Focus Status

**2012-13** Focus School

**2013-14** Focus School

**2014-15** Focus School-made progress but still not higher than the 25%

**2015-16** Exited Focus Status

**2017-18** Reward School,  
National Distinguished Title 1  
School

# State School Report Card

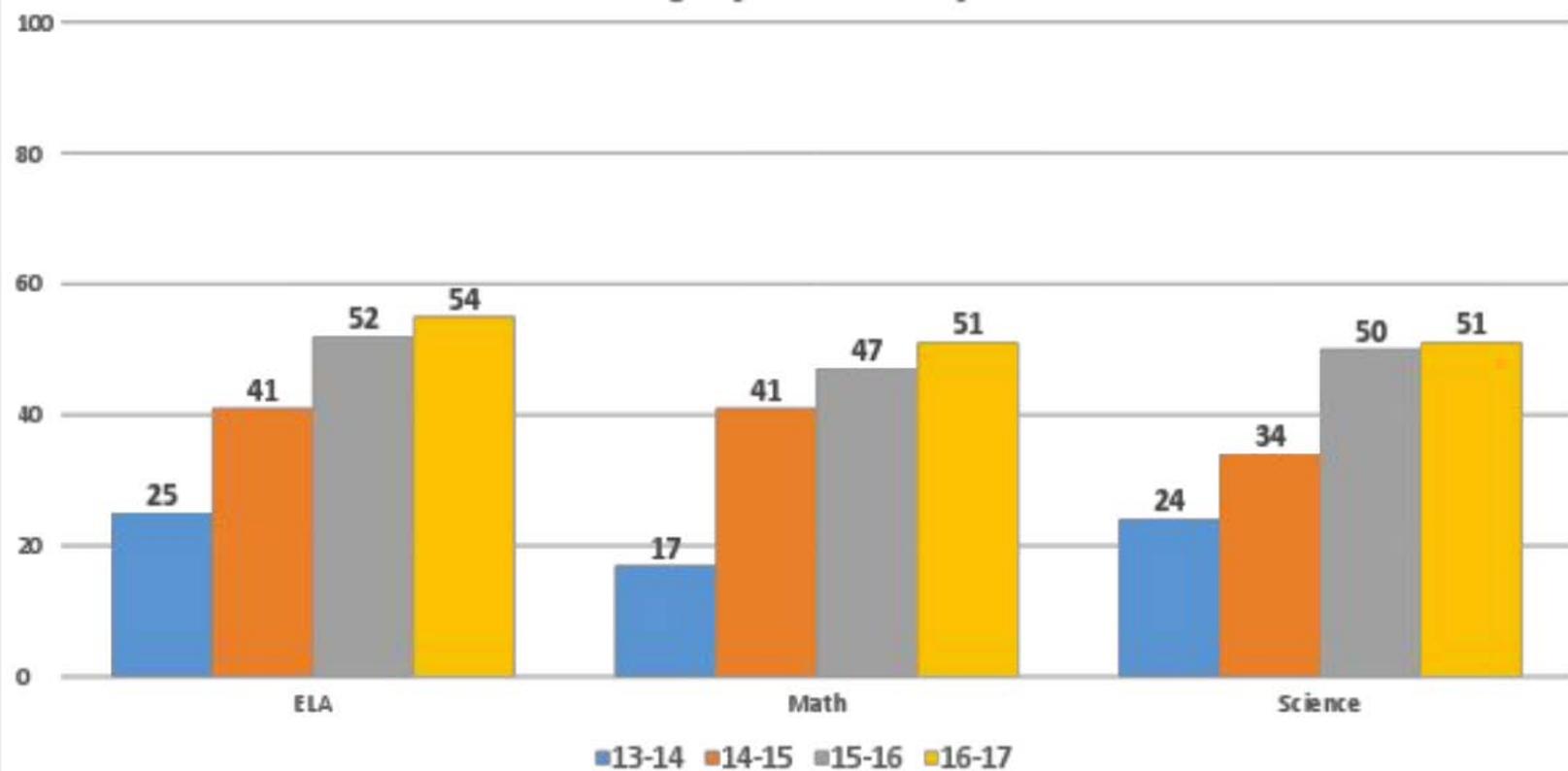
2013-14 - 43% - C grade

2014-15 - 57% - B grade

2015-16 - 64% - B grade \*Year grade ranges were changed

2016-17 - 62% - B grade

*Lincoln Elementary SAGE Assessment  
Percentage of Students Proficient*



“Every system is perfectly designed to get the results it produces.” –W. Edward Deming

# Why Turnaround?

Bringing Schools back from the  
brink of doom to stellar  
success.

# What is School Turnaround?

A documented quick dramatic and sustained change in the performance of a school.

A successful turnaround results in dramatic improvement in school performance in 18-24 months

-and requires district commitment and collaboration to support sustainable change.

# School Improvement

School improvement plans should be centered on what goes on in classrooms between teachers and students around subject matter.

Quality instruction from well-prepared teachers has a greater impact on student achievement than “the effects of race and parent education combined”

Students will only learn at high levels when teachers teach.

# What Did We Do?

1. Set a purpose/vision
2. Looked at systems
3. Set goals as a school and classrooms
4. Talked to students about expectations
5. Worked on staff culture

# VISION

Lincoln will be the highest achieving elementary in the Ogden School District. We will achieve this by becoming the best instructors of literacy and mathematics resulting in the highest level of learning.

# Creating/Identifying Urgency

Tapped into faculty and staff emotions. We began to tell stories.

Looked at where our school lined in our district academically and economically.

Questioned why our students were not achieving like other schools.

Asked if we actually believed our students could achieve.

Asked if we were bringing the “fire” to our students everyday.

# Systems We looked at

**PLCs**-How were we spending our time? Were they focused?

**Data**-How were we tracking data and what were we using to track it?

What data points were we tracking?

**PD**-What were we focusing on for professional development?

**Teacher Quality**-What did class instruction look like from classroom to classroom?

# Set Goals

We set goals as a school in Dibels and SAGE.

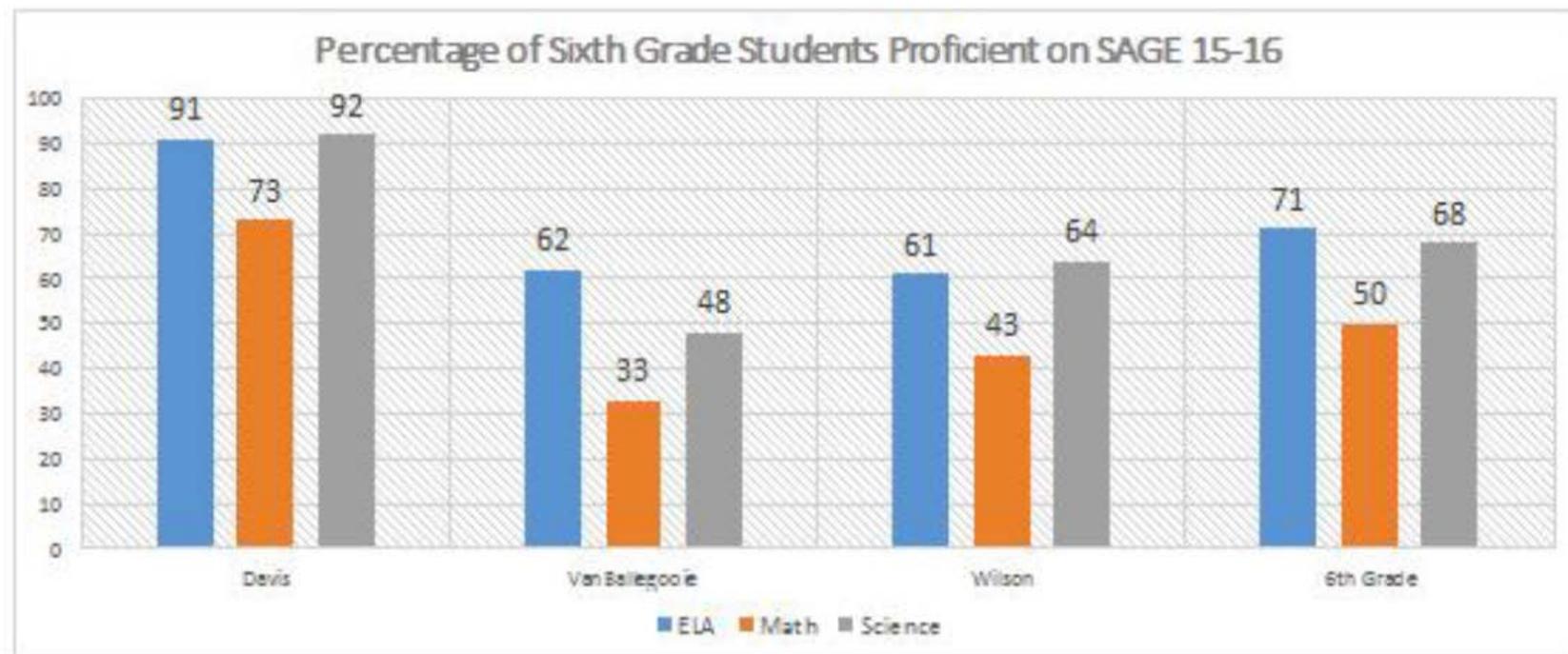
We set classroom goals.

I spoke to classrooms about what we expected from them.

Transparent and open with data.

	1	2	3	4	% Proficient
	4/19%	2/10%	4/19%	11/52%	15/71%
	5/23%	3/14%	8/36%	6/27%	14/63%
	2/8%	6/24%	7/28%	10/40%	17/68%
	4/17%	7/29%	9/37%	4/17%	13/54%
	8/32%	5/20%	9/36%	3/12%	12/48%
	7/25%	5/18%	5/18%	11/39%	16/57%
	7/30%	7/30%	6/23%	6/23%	12/46%
	7/30%	6/22%	9/33%	5/19%	14/52%
	13/50%	4/15%	7/26%	2/7%	9/33%
	15/54%	8/28%	4/14%	1/4%	5/18%
	0/0%	8/36%	7/32%	7/32%	14/64%
	5/20%	9/38%	7/29%	3/13%	10/42%
	3/13%	6/26%	5/22%	9/39%	14/61%

# 6<sup>th</sup> Grade



# Worked on Staff Culture

Repeating Vision

Read data success stories

Acknowledged, Awarded Academic success in classes.

Rallied around the work

Developed Norms

# Negative Quotes

“Why is that person talking she is a new teacher.”

“I really don’t feel like doing this (collaborating during team planning) I’ll just do it by myself Friday after school.”

“Your scores are high because you have a high class.”

“I feel like a bad teacher after PLC’s if my scores were low.”

“I just have a low class.”

“I hate how we have to plan as a team. I’d rather do it on my own.”

# Negative Quotes

“I don’t share ideas because I don’t want people to think I am bossy/pushy/know it all.”

“People say Lincoln is a family, but I don’t feel part of the family.”

“I almost feel like I don’t belong here.”

“I don’t share my ideas because I don’t feel like my team/peers value them.”

“It doesn’t matter what I do with these kids they won’t be successful they won’t learn.”

- “If you treat people the way they currently are, they will remain that way. If you treat people the way they can and should aspire to be, they will move closer to their true potential.” – Jimmy Johnson

# Lincoln Norms

- We are all fully present and interactive.
- We value each other's opinions and efforts.
- We speak positively about our peers, students and our school.
- We are all responsible for student learning.
- We accept failure as a necessary part of the learning process.
- We rise together; we are all in this together.

# Culture eats strategy for breakfast

How you talk about turnaround is important

Turnaround is not compliance

Turnaround is about driving students to succeed.

Accountability vs. Responsibility

# Distractions

Kill turnaround efforts/any momentum

Laser Focus

Thousand things want to happen in your building that are not tied to the vision.

Greatness as it turns out is  
largely a matter of conscious  
choice and discipline.

“We are what we  
repeatedly do. Excellence,  
therefore is not an act but  
a habit.” -Aristotle