

# Sunnyside Journey

## What is Success?

- Program?
- Intervention?
- Something we buy?
- Something prescribed?

## Definition of Success

SUCCESS

is not found in  
the answer to the question:

What are the “things” you are doing?

## Definition of Success

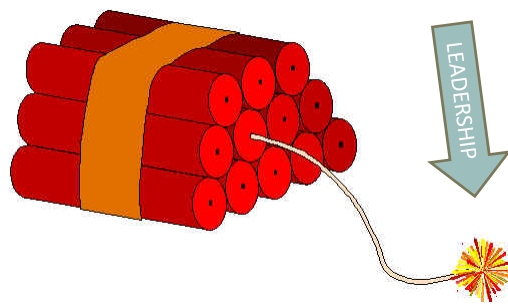
### SUCCESS

in a district, a school, a state  
is found in the answer to the question:

Are you creating/running systems aligned to your beliefs and ensuring the success of those systems?

## Formal Leadership Ignites Capacity Building

- 



# Sunnyside Journey

Reflection and Action on the Logical Conclusion:

District Vision:

All students will be successful, i.e. graduation rate, meeting standard.

# Reflection Questions

- What does it look like when our systems are aligned to our beliefs?
- What are our beliefs?
- Are our systems aligned to our beliefs?
- Do we have systems?
- If a system exists and isn't getting results is it a lack of alignment? a lack of resources? a lack of support? a misdiagnosis?

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Reflection:

What does that imply?

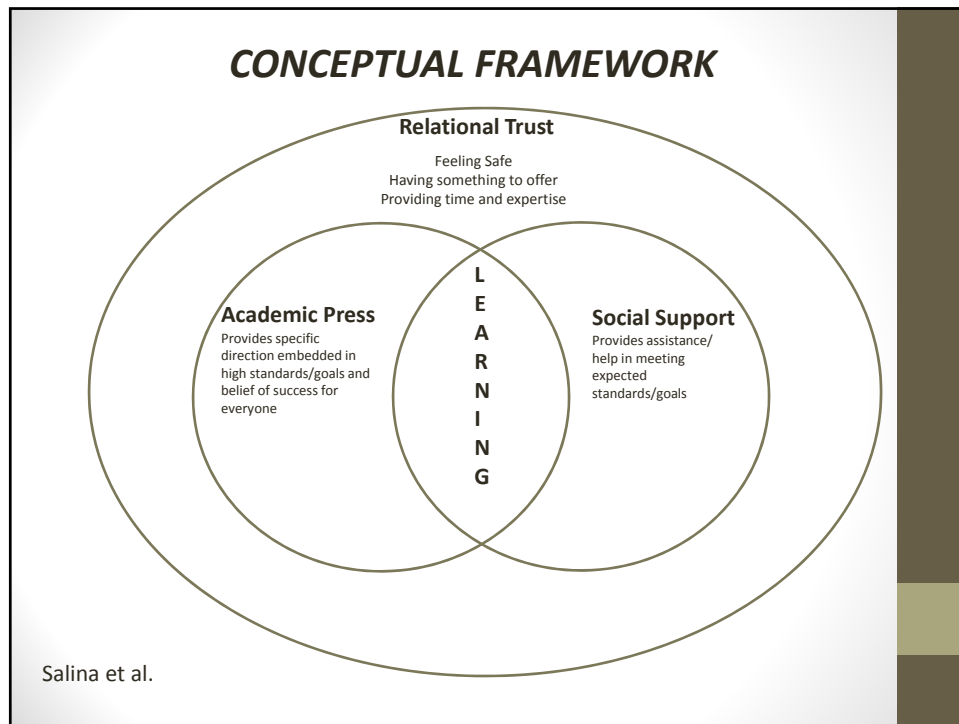
1. 100% students will be successful.
2. 100% of students will graduate.
3. All teachers will be successful.\*\*
4. All teachers/students can grow and learn.
5. Chain of accountability.

## Sunnyside Journey

If these are the things we believe, how do we do  
business?

Relational Trust  
Academic Press  
Social Support

For students AND adults.



## Adult/Adult Relational Trust (The Key To Change)

- Feeling Safe
- Having Something to Offer
- Putting In Time to Help



When teachers feel supported through SYSTEMS that lead to ACTIONS, they are more likely to engage in the REAL WORK of teaching and learning.

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### Accountability/Support

Teachers are in the forefront of successful instruction; supervision (leadership) is the background, providing support, knowledge, and skills that enable teachers to succeed; when improved instruction and school success do not materialize, supervision (leadership) should shoulder the responsibility for not permitting teachers to succeed.

-Glickman



## Organizational Trust

**BEHAVIOR + BELIEF**

**=**

CONSISTENT MESSAGE

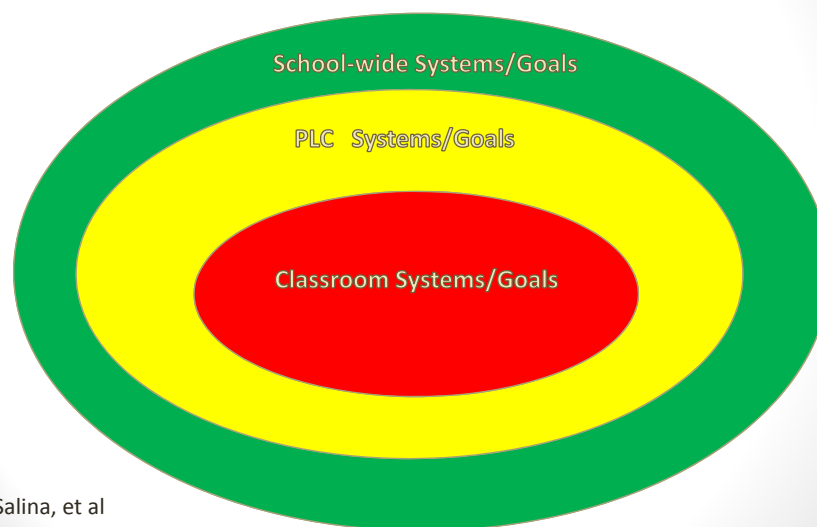
School Improvement Requires  
Demonstrating New Behaviors to Change Old Beliefs

## Sunnyside Journey

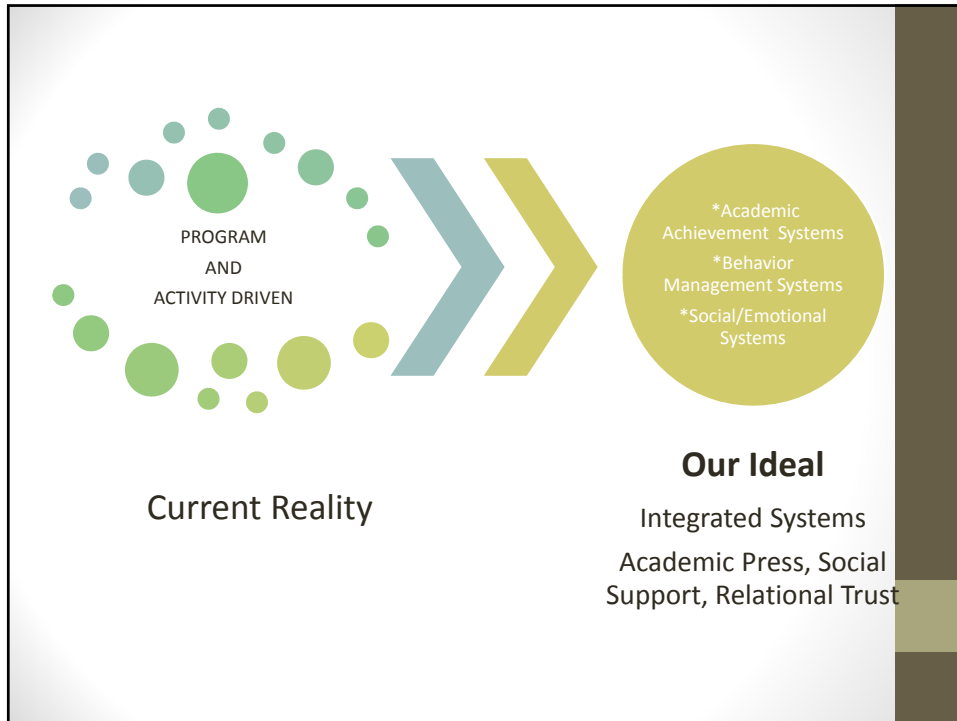
As behaviors are emerging to transform beliefs....  
As dynamic leadership ignites capacity building...

**HOW DO WE CREATE CHANGE?**

## Change From the Outside In Building Organizational Trust



Salina, et al



## Problem of Practice #1

- Problem of Practice - Smarter Balanced Assessment Implementation
- Success Criteria - All directors will have an understanding of the SBA problem of practice and will develop a strategy for their department to positively impact implementation.



## Smarter Balanced Summative Assessments - Administration Windows

Smarter Balanced 2015 Testing Windows	
Grade 3 ELA	March 10 to April 23 – online March 10 to April 15 – paper/pencil
Grades 4–8 ELA and Grades 3-8 Math	Last 12 weeks of school, but no earlier than March 10 and no later than June 15 – online March 10 to May 20 – paper/pencil
Grade 10 ELA	Last 12 weeks of school, but no earlier than March 10 and no later than June 15 – online Last 3 weeks of school, but no later than May 30 – paper/pencil
Grade 11 ELA and Math	Last 7 weeks of school, but no earlier than April 6 and no later than June 15 – online Last 3 weeks of school, but no later than May 30 – paper/pencil
Off Grade Level (formerly called DAPE)	Last 12 weeks of school, but no earlier than March 10 and no later than June 15 – online

## Problem of Practice Template

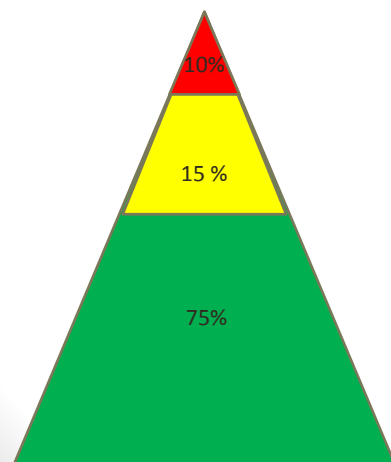
<u>IDENTIFY PROBLEM</u>	
<u>RELEVANT INFORMATION</u>	
<u>IDEAL SITUATION</u>	
<u>SOLUTIONS/ BARRIERS</u>	
<u>PLAN OF ACTION</u>	

## Problem of Practice #2

- **Current Reality**
  - Not all students were being successful 1<sup>st</sup> time taking state required tests (Reading/Writing, Bio, Alg/Geo).
- **Relevant Information**
  - How can students receive assistance in preparing for state required tests?
  - How can teacher provide needed interventions?
  - Dependent on COE (Tier 3) classes
- **Ideal Situation**
  - Create a Tier 2 course to reduce number of students needing COE (Tier 3) courses.

## Ideal Situation vs Current Reality

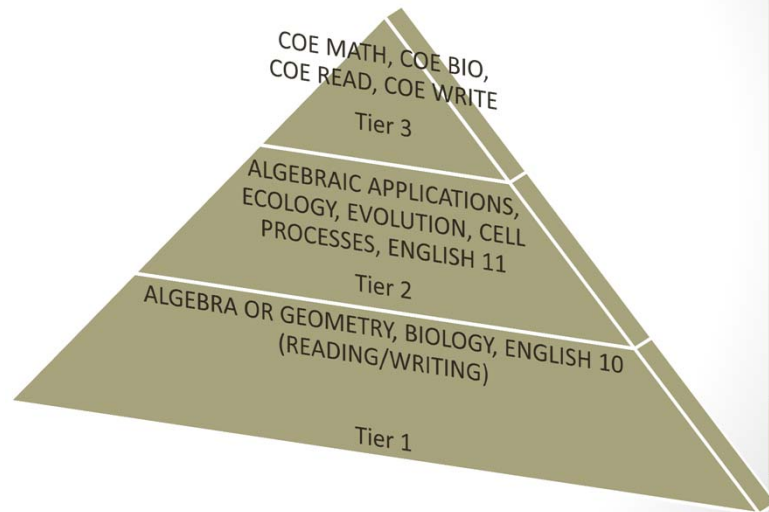
Ideal RTI Breakdown



Reality October 2010



## Academic Tiered Support at SHS



## Problem of Practice #3

- **Current Reality**
  - Graduation rate as low as 46%
- **Relevant Information**
  - Managing a caseload with a high number of number students that are off track for graduation.
  - High Failure Rate
  - Low Attendance Rate
- **Ideal Situation**
  - Increasing graduation rate

## AHOD

*The Glue that Holds the Systems Together*

1. A process that identifies and tracks all students
2. Regular ongoing discussions with students, parents, teachers
3. Ongoing feedback and accountability at all levels



4. Ensures there are no surprises
5. Data driven
6. Aligns specific systems geared to the needs of students AND teachers

## Roles and Responsibilities for Our Counselors

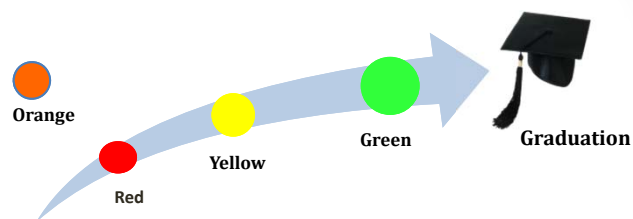
- Meet weekly in their PLCs
- Use data
- Link students and teachers to systems
- Follow-up; Follow-up; Follow-up
- Communicate; Communicate; Communicate
- KEEP SCORE



## Color Identification Monitoring System

- Helps to identify if students are on-track to graduate and helps to determine what requirements they need to fulfill for graduation
- Determines level support needed for students
- The Color Identification Monitoring System is tied to AHOD – they are not separate systems

### Sunnyside High School A.H.O.D. - All Hands On Deck Color Identification Monitoring Support System



#### Definitions of Colors:

- **Orange** - Indicates a student who ONLY needs to pass a state assessment requirement
- **Red** - Indicates a student is credit deficient, failing multiple classes, and/or has not met one or more state assessment requirements
- **Yellow** - Indicates a student has credits to make up but is consistently working on credit retrieval, making progress, and following a graduation plan
- **Green** - Indicates a student is on track with graduation requirements

## AHOD Monthly Tracking

	Green	Yellow	Orange - R/W	Orange - Math	Orange - Multi	Red	5th Year	Total
Adrian	25	2	0	18	1	5		51
Dave							15	15
Diana	3	2	1			5		11
Dustin	14	4	5	2	4	7		36
Liz	28	1	12	0	14	10		65
Maria	49	17	2	0	4	9		81
Maribel	19	5	5	12	8	8		57
Sara	41	0	0	8	3	14		66
Terry	23	1	0	3	3	15		45
	202	32	25	43	37	73	15	427
	49.0%	7.8%	6.1%	10.4%	9.0%	17.7%		
		56.8%	62.86%	73.30%	82.28%		412	

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## PROCESS V. THINGS

