Maine League of Innovative Schools
State Meeting #2
Leading and Learning for Equity
Westbrook High School

January 31, 2017
From the Great Schools Partnership

From Westbrook High School
Kelli Deveaux, Principal

From the Great Schools Partnership
Reed Dyer, Senior Associate

From the Maine Department of Education
Diana Doiron, Proficiency-Based Education Specialist
Outcomes

Acquire specific ideas/resources that can help my school in our personalized learning efforts
Outcomes

Deepen my professional network
Outcomes

Engage in Professional Learning Group conversations specifically focused on providing presenters from different schools with feedback, ideas, and resources.
Outcomes

Learn from and with colleagues from other LIS schools.
Internet: WESTBROOK

Password: 142904092
Agenda

Welcome

Westbrook overview & areas of focus

Learning walks/classroom visititations

Processing our learning & highlights from Westbrook

Lunch

Student voices

Professional learning groups

Reflection & closure
Norms for Today

Respect time & agenda
Monitor your air time
Respect differences
Support a “culture of possibilities”
Attend to your personal needs
Maintain confidentiality when needed
Foster good humor
League of Innovative Schools is...

- a network of 113 member schools...
- across five states...
- serving over 70,000 students
- coordinated by the New England Secondary Schools Consortium
League of Innovative Schools is...

- Brewer High School
- Cony High School
- Deer Isle-Stonington High School
- Dexter Regional High School
- Foxcroft Academy
- Freeport High School
- Gorham High School
- Gorham Middle School
- Hall-Dale Middle/High School
- Lake Region High School
- Madison Area Memorial High School
- Maine Connections Academy
- Massabesic High School
- Monmouth Academy
- Monmouth Middle School
- Noble High School
- Nokomis Regional High School
- Orono High School
- Richmond Middle/High School
- Saco Middle School
- Skowhegan Area High School
- Troy Howard Middle School
- Westbrook High School
- Windham High School
- Windham Middle School
- York Middle School
League of Innovative Schools
Membership Information
2017-18

Membership: We believe that participation in the LIS should remain viable and free to any middle or high school that wishes to participate. Schools wishing to join the LIS may do so with no financial costs and participate in state-level activities at no additional cost.

LIS Professional Learning Services: Members can also choose to personalize their professional learning experiences through the services offered within the League. Schools can align support services to their perceived levels of readiness and their school's annual goals. The services offered will align with the vision of the League and the goals of NESSC. These services can be reconsidered annually; and are options for schools, not requirements.

Member Benefits

<table>
<thead>
<tr>
<th>NEW ENGLAND NETWORKING FOR DEEPER LEARNING SERVICES</th>
<th>COST to MEMBERS</th>
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<tbody>
<tr>
<td>LIS Members-Only Website Access</td>
<td>Free</td>
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<tr>
<td>Provides access to LIS resources, tools, presentation slides, handouts, and more to support implementation of personalized learning</td>
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<tr>
<td>Fall LIS Conference</td>
<td>$100 per person, open only to LIS member schools</td>
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<td>This annual event occurs in October and provides opportunities for members across New England to come together to learn via content aligned to Global Best Practice strands. Presenters include schools engaged in best practices as well as staff from Great Schools Partnership. This conference intentionally creates conditions for networking and learning from and with other members. We encourage participating in this event as a team, inclusive of a diverse group of teachers + administrators.</td>
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<tr>
<td>LIS State-Level Network Meetings</td>
<td>Free</td>
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<td>Two meetings per year in each member state – fall + winter. These meetings allow members to engage with colleagues from across their state around school-level initiatives.</td>
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League of Innovative Schools

Year-long Theme

Leading + Learning for Equity
Who is in the room?

- Introduce yourselves
- What do you hope to focus on or learn today?
Professional Learning Groups

- Giving & Receiving Feedback on Dilemmas & Work
Framing Dilemmas

A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can’t figure out. All dilemmas have some sort of identifiable tension in them. Sometimes the dilemma will include samples of student or adult work that illustrate it, but often the dilemma crosses over many parts of the educational process.
Thinking About Your Dilemma

• Is it something that is bothering you enough that your thoughts regularly return to it?

• Is it something that is not already on its way to being resolved?

• Is it something that does not depend on getting other people to change - in other words, can you affect the dilemma by changing your practice?

• Is it something that is important to you, and is it something you are willing to work on?
Framing a Focus Question

• Try to pose a question around the dilemma that seems to you to get to the heart of the matter.

• Remember that the question you pose will guide the group in their discussion of the dilemma.
Westbrook: A City in the Midst of Change
Our Proficiency Journey to Date...

• The Class of 2019 and beyond are in a proficiency-based system for all subject areas,

• Current Grade 11 and 12 students are in a traditional model of earning 21 credits with a 70% or better.
Our Proficiency Journey to Date...

- We are using JumpRope to track proficiency for grades 9 and 10,
- We are using Infinite Campus as our database and for grading 11 and 12.
Our Proficiency Journey to Date...

- 9 and 10 students are on teams with english/math/social studies. There are loose connections with science.

- We have established 40 Standards for graduation.

- The Guiding Principles have not been aligned to our standards yet.
Our Proficiency Journey to Date...

• Last year we used a straight average for determining progress toward proficiency.

• This year we have been using decaying average, and while there are improvements, there is still a concern that the formula does not reflect the success of a student.

• Current level to meet proficiency has been established as a 3 for each standard.
Our Proficiency Journey to Date…

• We offered a summer academy during which students attended to remediate grades between a 2.0-2.4 to a 2.5 or greater

• We are working on the development of our Senior Capstone project

• Our transcript is still in rough draft form and has not been shared with most staff, students or parents.
Our Organization…

- We have a 4 period, every other day schedule with a 15 minute advisory, called connections, every day but Wednesday.

- Personal Learning Plans, through the use of Naviance, is supposed to be developed during connections, but has not taken hold.
Our Organization…

- Teachers teach 6 periods out of 7 periods during which classes are offered.
- The 8th period, or the 4th block every other day, is our Intervention/enrichment block.
- We use EdYousched to ‘tag’ students for 4W.
Our Organization...

We offer classes through:

- Alternative education
- Special education
- ELL, both newcomer and inclusive
- WRVC classes and programs
• What topic mosts interested you in terms of sharing & discussing dilemmas?

• Please sign up…
Guiding Questions…

• How can we increase student voice and choice in the classroom?
• How do we increase student engagement?
• What can we create greater enrichment opportunities aligned to proficiency?
Processing our Learning

What did we observe?

What are the implications?

Clarifying Questions
Processing our Learning

• **Warm Feedback**: what is aligned to Westbrook’s questions?

• **Cool Feedback**: how might Westbrook continue to strengthen their impact?
Westbrook: A City in the Midst of Change
LUNCH
Professional Learning Groups

- Giving & Receiving Feedback on Dilemmas & Work
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The Quick Fire Consultancy

tinyurl.com/QuFire
Steps in the Process (tinyurl.com/QuFire)

1. **First Presentation:** The first presenter gives his or her presentation. Participants listen without interrupting. (2 - 3 minutes)

2. **Clarifying Questions:** These are questions to understand either what has been presented or what the presenter wants from the participants in terms of feedback. (2 – 3 minutes)

3. **Participant Feedback:** Participants quickly share ideas to solve or better understand the dilemma. Knowing that time is purposely short, people should get directly to their point. The presenter is “relatively” quiet choosing to participate only when necessary or desired. Both presenter and participants should note potential commonalities they are hearing across the presentations. (8 - 10 minutes)

4. **Presenter Response:** The presenter provides a final thought. (2 – 3 minutes).

5. **Repeat steps three through six:** Repeat these steps as many times as necessary to give each participant a chance to present a dilemma.

6. **Summary Conversation:** What patterns did we see across the dilemmas? What does this say about our work or how we move forward with our work? (5 minutes)

7. **Debrief the Protocol.**
Reflection and Closing
Individual & Team Reflection

- What are our biggest take aways?
- What are our next actions?
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<tr>
<th>Date</th>
<th>Event Title</th>
<th>Time</th>
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<tr>
<td>March 15, 2017</td>
<td>Schools in the Spotlight: Detracking &amp; Heterogenous Grouping</td>
<td>3 pm - 4 pm</td>
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<tr>
<td>May 3, 2017</td>
<td>Schools in the Spotlight: 21st Century Skills</td>
<td>3 pm - 4 pm</td>
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<td>Thursday, May 18, 2017</td>
<td>LIS Moving Forward—What’s Next?</td>
<td>3 pm - 4 pm</td>
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newenglandssc.org/conference
GLOBAL BEST PRACTICES
2ND EDITION

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
Closing Thoughts

From Westbrook High School
Kelli Deveaux, Principal

From the Maine Department of Education
Diana Doiron, Proficiency-Based Education Specialist
Thank You