

Title of Best Practice: Formative Instructional Practices

School: Paul Laurence Dunbar High School

District: Dayton Public Schools

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Position of the Submitter: Curriculum Intervention and Instruction Coach

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? **Yes** (Yes or No)

1. How many students did this Evidence-Based Best Practice impact? **174**
2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
 - Replaced the principal (all models)
 - New evaluation system using student growth as a significant factor (transformation)
 - Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
 - Identify and reward staff increasing student outcomes (all models)
 - Strategies to recruit, place, retain staff (all models)
 - Select and implement instructional model based on student needs (all models)
 - Job-embedded professional development (all models)
 - Continuous use of data (all models)
 - Increased learning time (all models)
 - Social-emotional and community-oriented services and supports for students (all models)
 - On-going mechanism for community and family engagement (transformation)
 - Operating flexibility (transformation)
 - New governance structure (turnaround)
3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

Prior to implementing the best practice, there was a very low demonstrated knowledge of students observed during daily walkthroughs and observations. Instruction was very universal with little variation based on student need. There were students, who needed intervention, as well as more advanced students who needed enrichment—neither group’s learning needs were being met.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

In January, a team of tenth grade teachers was selected to participate in the Battelle for Kids FIP Your School Program. FIP stands for formative instructional practices. A district FIP coach was assigned to work with us through this process. We started off meeting monthly and began to meet weekly at the end of February. We attempting to incorporate developing some universal writing standards during this process and decided that we were taking on too much at one time and agreed to stick with solidifying our knowledge of the FIP essentials. We began by developing clear learning targets for students that could be easily formatively assessed on a daily basis. This process would provide useful feedback for teachers and their students. The daily learning targets could also be used to increase student ownership of learning by using them to create short-term learning goals and track incremental learning over time.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

As a result of implementing the FIP Your School Program, we have observed growth in student achievement. For example, the Language Arts 2 students have seen an increase of 13% growth on short cycle assessments since participating in the program. In addition, our Geometry students have achieved 4% growth on short cycle assessments since beginning FIP.

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

The tenth grade pilot team will serve as a best practices model to expand the program to the entire building next year. Professional develop, coaching and peer collaboration will be used to provide the staff with the resources that they need. In addition, our district FIP coach will continue to assist us as needed.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

I would definitely stick to the “go slow to go fast” approach. We began by trying to take on too much, too soon and once we simplified our goals and stuck to gaining proficiency in the FIP essentials we were able to proceed more smoothly.