

**TITLE OF BEST PRACTICE: Classroom Management System**

**SCHOOL: Trimble Elementary**

**DISTRICT: Trimble Local School District**

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*My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? ...*

- 1. How many students did this Evidence-Based Best Practice impact? 370**
- 2. Which component(s) 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.**

Before implementing the classroom management system, teachers at Trimble Elementary described classroom scenarios where they are unable to work individually or in small groups with students. In instances when teachers attempted to, they would be constantly interrupted by the other students. This was a frustration not only for the teachers, but also the students. This often meant that teachers opted for whole class instruction and activities rather than differentiating instruction through grouping. Teachers believe this has had a negative impact on our students' reading skills and levels. Previous to the School Improvement Grant (SIG), our DIBELS data showed that many of our students were at least one grade level below where they should be. To be able to address individual student needs to improve their reading abilities, teachers needed a means to be able to work productively with individual and small groups of students. This need pointed to implementing a classroom management system.

**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.**

The implementation of this management system has occurred over all three years of SIG. In the first year of the grant, the kindergarten teachers piloted the system. With positive feedback from these teachers, it was decided to implement the system school wide. Implementation plans as established by our external provider follow.

*2011-2012 Implementation Plan:*

- ✓ Pretest will be administered to determine the prior knowledge and schema on differentiation and student independence.
- ✓ Handouts weekly from the "Two Sisters" tip of the week
- ✓ Notebook - to collect research and handouts
- ✓ On site visitations of implementation of the Daily Five and the CAFÉ
  - Dublin City Schools, 3<sup>rd</sup>-4<sup>th</sup> grade teachers
  - Amanda Clearcreek, Kindergarten teachers
- ✓ Lesson plans developed on how to differentiate a lesson for whole group, mini-lessons and independent learning stations so students can spend 90 minutes a day reading
- ✓ Teacher videotaped three times a year to demonstrate their room arrangement before and after implementation with a written explanation of progress towards the goal of fostering student independence
- ✓ Monthly professional development to introduce and model new strategies for the Daily Five with teach grade level and intervention specialists
- ✓ Calendar marked for station implementation of the Daily Five
- ✓ Posttest
- ✓ Course credit assigned by Ohio University (2 quarter hours)

*2012-2013 Implementation Plan:*

- ✓ Pensive notebook set up
- ✓ Book study on CAFÉ to begin fall 2012
- ✓ Benchmarks and teacher implementation set by principal
- ✓ Eight days of PD provided by the external provider

In this final year of SIG, we selected to evaluate this strategy through measuring student stamina growth. Stamina is defined as the time a class is able to spend reading independently without disrupting classmates or interacting with the teacher. Goals and results are shared in the next section.

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

*Implementation Data*

**Goals:** In order to see growth in student achievement, students need to have stamina. For each grade level, the expected growth measures vary and are defined below:

- Students in kindergarten will have a gain of 20 minutes of stamina.
- Students in first grade will have a gain of 30 minutes of stamina.
- Students in second grade through fourth grade will have a gain of 45 minutes of stamina.

**Results:**

- Students at kindergarten had an average increase of stamina by 18 minutes. They missed the expected growth by 2 minutes.
- Students at first grade had an average increase of stamina by 25.25 minutes. They missed the expected growth by 4.75 minutes.
- Students at second grade had an average increase of stamina by 16.5 minutes. They missed the expected growth by 28.5 minutes.
- Students at third grade had an average increase of stamina by 35 minutes. They missed the expected growth by 10 minutes.
- Students at fourth grade had an average increase of stamina by 35 minutes. They missed the expected growth by 10 minutes.

Overall, we did not have a grade level meet the expected growth in stamina; however, we did have two individual classes that exceeded expectations. One first grade class exceeded the expected growth by 3.5 minutes, and one kindergarten class exceeded the expected growth by 3 minutes.

*Student Achievement Data*

Since this system was chosen to implement to allow for differentiation specifically during reading, we are looking at student achievement based on DIBELS data comparing the beginning of the year to their growth throughout the school year.

Students in kindergarten through second grade were administered DIBELS Plus as part of the Dyslexia Pilot grant the Trimble Elementary also received. Their data are as follows:

	Beginning of Year			Middle of Year			Change		
	At or Above	Below	Well Below	At or Above	Below	Well Below	At or Above	Below	Well Below
<b>Kindergarten</b>									
	22	11	67	25	20	55	3	9	-12
	62	10	29	48	29	24	-14	19	-5
	57	14	29	24	38	38	-33	24	9
<b>Averages</b>	47	12	42	32	29	39	-15	17	-3
<b>First Grade</b>									
	38	13	50	35	9	57	-3	-4	7
	27	14	59	29	10	62	2	-4	3
	56	22	22	67	0	33	11	-22	11
	0	0	100	0	0	100	0	0	0
	41	18	41	45	14	41	4	-4	0
<b>Averages</b>	32	13	54	35	7	59	2.8	-6.8	4.2
<b>Second Grade</b>									
	77	15	8	0	0	100	-77	-15	92
	38	21	42	26	17	57	-12	-4	15
	0	0	100	0	0	100	0	0	0
	52	0	48	33	5	62	-19	5	14
<b>Averages</b>	42	9	50	15	6	80	-27	-3.5	30.25

*\*All numbers are percentages.*

Students in third and fourth grade were administered DIBELS. Their data are as follows:

- Students at the third grade had an average increase of reading 31 words per minute.
- Students at the fourth grade had an average increase of reading 26 words per minute.

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

To sustain this strategy, we will utilize our staff members who implement the management system with fidelity and excellence. These staff members will be able to provide job-embedded professional development to new staff members or teachers who need extra support in effectively executing the system. To ensure that this strategy does not simply disappear from teacher practice, implementation (and the quality of implementation) will be monitored through principal walk-throughs. Additionally, we are extremely fortunate that our external provider has offered free assistance for the coming school year.

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

We have learned a few lessons from implementing the classroom management system over the last few years. They are:

1. **See to Believe:** Before beginning to implement this system in your school or classroom, see it in action. Arrange site visits at schools that already utilize the system. Seeing it in action will help gain teacher buy-in and will assist teachers in executing the system.
2. **Start-Up Funds:** Start-up funds are necessary. There are certain materials needed to implement this in classrooms like bags for each student, materials for stations, and wind chimes. Additionally, teachers will benefit from having the books *The Daily 5: Fostering Literacy Independence in the Elementary Grades* and *The CAFÉ Book Engaging All Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser, so that they can effectively implement the system.
3. **External Provider:** Having a knowledgeable person come in and provide PD through traditional means and who is also able to model the strategies in the classroom is vital to making the system work. Teachers will need the extra support as they transform how they typically operate their classroom.