Office of School Turnaround





Title of Best Practice: Implementing Inquiry Based Instruction School: Westwood PK-8 School **District: Dayton Public Schools** Submitter Name: Anthony Comer Position of the Submitter: Principal Submitter Email Address: acomer@dps.k12.oh.us Submitter Phone: (937) 542-4990 **Submission Date:** 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? 471 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) X 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)

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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 the use of the Evidence Based Practice Westwood PK-8 School serves approximately 471 students in PreK-8th grade. The make-up of the school population is 96.5% African American and students are Economically Disadvantaged and all students qualify for free lunch. Before the full implementation of this Best Practice Westwood Academic data, based on the State Report Card, our school is currently in Academic Emergency School Improvement Year 10. Based upon data from the report card students in grade 3-8 are scoring below state standards in the area of Reading, Mathematics and Science. As Westwood transitions we are implementing Direct Instructional Model (Madeline Hunter Model). Westwood will incorporate our S.O.A.R. model to meet student needs. S. (Start On Time). Both the teachers and students will be ready with materials and mindset to have bell to bell instruction. Teachers will use policies and procedures which are in place and taught to provide bell to bell instruction. O. (Objective Is Stated). The objective for that lesson will be stated in student friendly language. The student will also be able to state the reason for the lesson.

A. (Actively Participate). Both the teacher and the student will be actively involved in the learning process. This will be done through engaging lessons, hands on activities and cooperative work among students.

R. (Reflect on What I Have Learned). Reflection will be done after each lesson through formative assessments, exit tickets, engage-o-meters and journaling. In addition to implementing the following we will also focus on inquiry based learning that will be centered around meeting STEM objectives, while focusing on Higher Order Thinking skills of students. In the process of implementing Inquiry Based Instruction, teachers have been provided several professional development trainings and work to implement strategies in the classroom in the areas of reading, math, and science. This instructional practice allows for teachers to change behaviors as it relates to student achievement. We have seen some increases based upon the current data (See Report Card Data 3 Year Trend Data).

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 process for implementing this best practice is to assist Westwood PK-8 School transition into a STEM school. We begin the process by analyzing data and instructional practices currently being used. The BLT worked to plan and fully implement inquiry based training on Saturdays in an effort to build teacher capacity. After providing trainings we then begin to analyze resources teachers needed in order to fully implement inquiry based instruction in the classroom. We then provided additional support through district level support specialists. These specialists worked with targeted

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teachers collaboratively to effectively plan lessons that incorporated inquiry that increased student achievement in mathematics and science.

- 5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.
 - Analyzing the attached State Report Card 3 year trend data, students showed some success across several grade levels. In some cases the data remained the same and changes are being made to increase the level of inquiry based instruction at all grade levels as well as subject areas.
- 6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.
 - This practice will be sustained by building teacher leaders within the building. These teachers will work collaboratively with teachers to build capacity within the building. The following year teachers will conduct observations providing teachers with feedback to help increase the level of instruction in the classroom.
- 7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.
 - Implementing Inquiry Based Instruction requires staff members to change their mindset on how students learn. When implementing or providing training make sure all activities are relevant to all teachers. During the training some teachers were only able to see inquiry being used in science and mathematics.

RN# 018119

Ohio Educat

Westwood PreK-8 School

2805 Oakridge Dr, Dayton, OH 45417-1569-Grades P,K-8-Montgomery County



The School Report Card for the 2011-2012 school year shows the progress schools have made based on four measures of performance.







Adequate Yearly Progress

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The sk designations are

- · Excellent with Distinction
- Excellent
- · Effective
- · Continuous Improvement
- · Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-B and 10, at least 75% of students tested must score profident or higher

on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

On the Web: reportcard.ohlo.gov

2011-2012 School Year Report Card

Current Principal: Anthony Comer (937) 542-4990 Current Superintendent: Lori L Ward (937) 542-3000









ľ	State
Į	 Indicators

Reading

Percentage of Students at and above the Proficient Level

Indicators	Your School	Your District	State
	2011-2012	2011-2012	2011-2012
and Oracle Antiquement	The state se	mulesment is 75 .	T T T T T T T T T T T T T T T T T T T

2.	Mathematics	
4th G	rade Achievement	
3.	Reading	
4.	Mathematics	
5th G	rade Achievement	
_		

5.	Reading	
6.	Mathematics	
7	Science	

	0010	1100		
6th G	rade	Achie	veme	nt

8.	Reading
9.	Mathematics

7th Grade Achievement

10.	Reading
11.	Mathematics
8th G	rade Achievement
12	Ponding

1	2.	Reading
1	3.	Mathematics
1	4.	Science

Ohio G	Braduation Tests (10th Grade
15.	Reading
16.	Mathematics
17.	Writing
18.	Science
19.	Social Studies
Ohio G	Braduation Tests (11th Grade

Ohio C	Braduation Tests (11th Grade)
20.	Reading
21.	Mathematics
22.	Writing
23.	Science
24.	Social Studies
Atten	dance Rate
25.	All Grades

2010-1	1 Four-Year	Graduation	Rate
26.	School		

Any result a - = Not Cabu *Cumulathe s

hool	
it or above the state standard is indi	cated by a
fated)Wot Displayed when there are fewer than souts for students who took the tests as 1 office	

2011-2012	2011-2012	2011-2012
The state red	quirement is 75 p	ercent
51.4%	54.8%	79.0%
37.1%	49.0%	79.8%
The state red	quirement is 75 p	ercent
32.1%	53.7%	83.3%
14.3%	45.3%	78.4%
The state red	quirement is 75 p	ercent
16.2%	43.1%	76.8%
8.1%	25.4%	67.5%
10.8%	26.4%	72.5%
The state red	quirement is 75 p	ercent
40.0%	61.0%	86.7%
24.0%	44.4%	79.9%
The state red	quirement is 75 p	ercent
22.2%	51.8%	79.5%
8.3%	38.7%	73.6%
The state red	quirement is 75 p	ercent
50.0%	57.1%	83.0%
11.5%	50.8%	79.6%
23.1%	31.8%	71.5%
The state red	quirement is 75 p	ercent
	68.4%	86.0%
	65.2%	82.6%
	75.5%	87.1%
	53.6%	76.7%
	66.0%	81.6%
The state red	quirement is 85 p	ercent
	85.0%	92.6%
	81.2%	89.9%
2012	97.4%	03.0%

87.4% 93.0% 85.6% 72.1% 77.0% 87.8% The state requirement is 93 percent 94.5%

92.7% 92.2% The state requirement is 90 percent 65.5% 79.7%



