

Quality in Motion: Facilitating Positive Change



Earl Hanson School

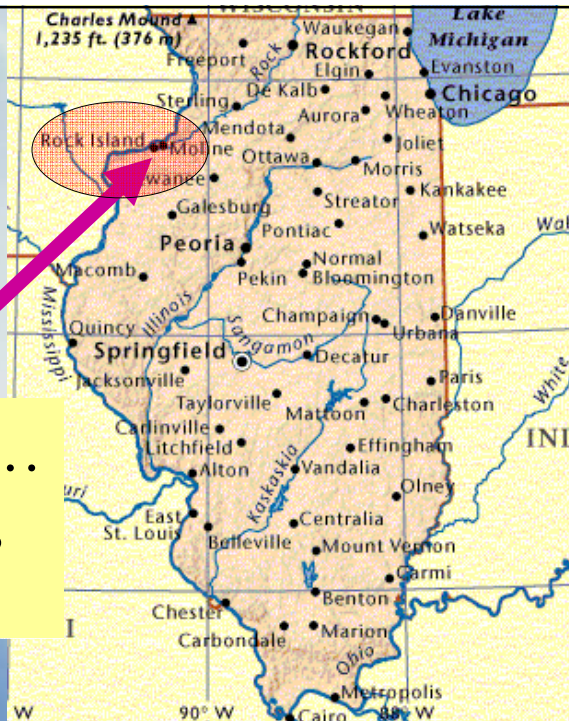
Carol Schoening

Ed Veasey

Alexis Andrews



We are here...
Rock Island,
Illinois





Who Are We? RISD # 41

- **6398 students**
- **34 square miles**
- **16 attendance sites**
- **52% White**
- **34% Black**
- **10% Hispanic**
- **57% Low income**
- **25% Mobility rate**
- **Modified Year Round Calendar**



Who are we? Earl Hanson Elementary School

- **464 student**
- **38.6% White**
- **52.8% Black**
- **5.4% Hispanic**
- **60.3% Low income**
- **25% Mobility rate**
- **Modified Year Round Calendar**

Earl Hanson School

- 2 All Day Kindergarten Classrooms
- 1-6 Multi-Age Classrooms
- 2 self contained gifted classrooms
- 3 Instructional Special Education Classrooms
- 1 ED Special Education Classroom
- 2 Headstart
- 2 EDR (Special Education Pre-School)

Before We Begin

- There have been many personnel changes in the school team since the Quality Journey began in 2000.

Earl Hanson's Road to Quality

It started with one question:

–Are we happy with our results?

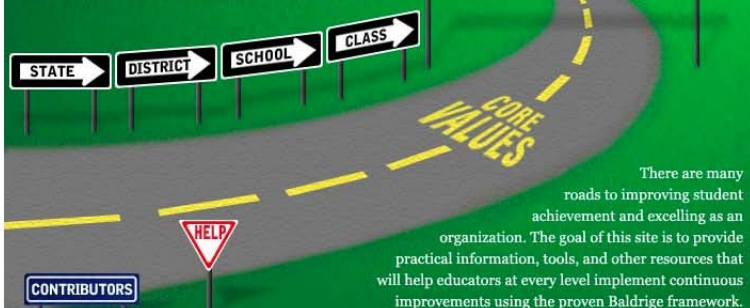
Then another . . .

–Is there a better way?

www.baldrigeineducation.org

Baldrige in Education

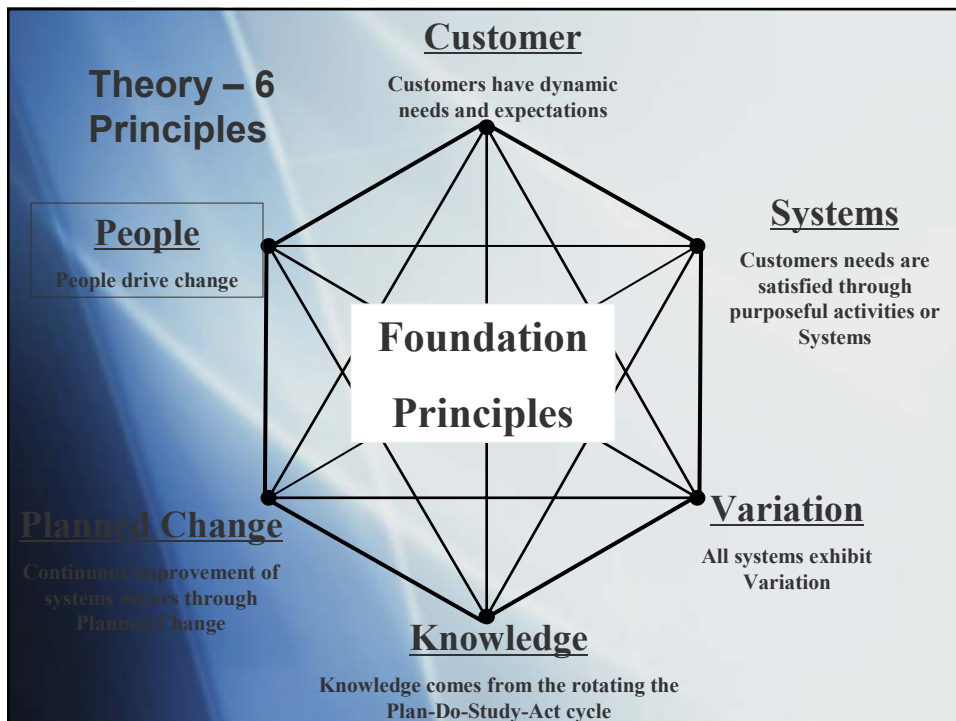
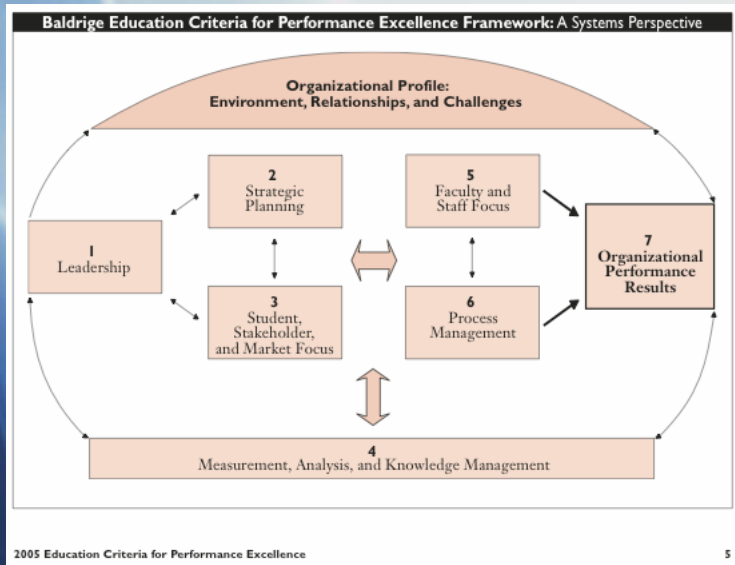
Click a road sign to begin your journey to excellence.



There are many roads to improving student achievement and excelling as an organization. The goal of this site is to provide practical information, tools, and other resources that will help educators at every level implement continuous improvements using the proven Baldrige framework.

[What is Baldrige?](#) [Partners](#) [Success Stories](#) [Calendar/Contacts](#) [Site Map](#) [Feedback](#)

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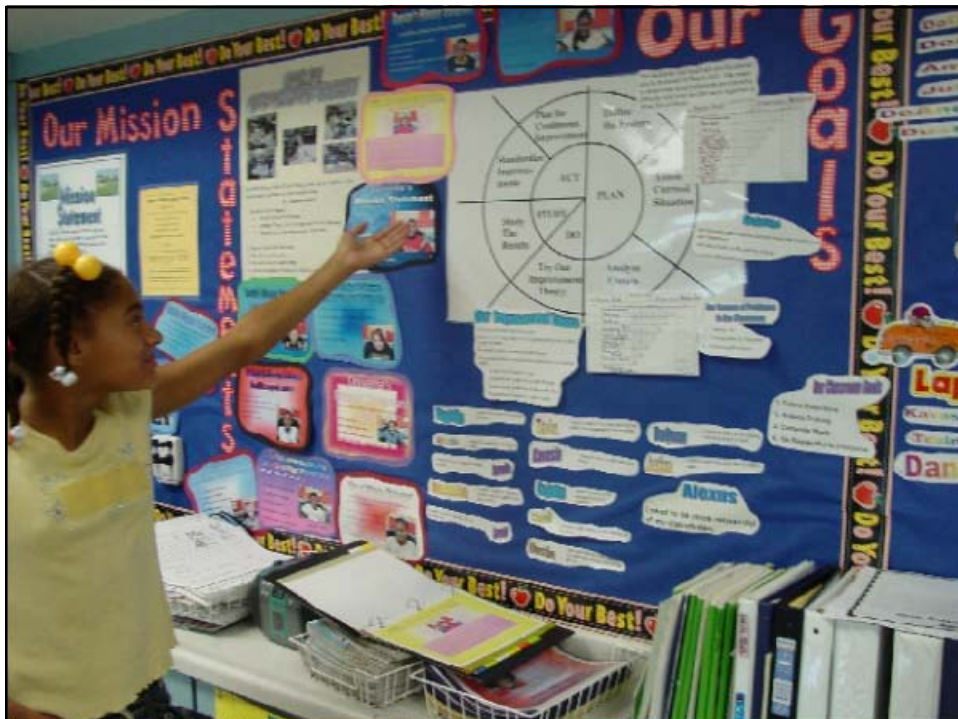


Student/Stakeholder Focus

- Engaging students in educational planning and decisions that affect them will have the largest payback in terms of performance and positive climate.



Adapted from Mark Blazey, author of Insights to Performance Excellence in Education



Information and Analysis

- Key goals need to be measurable
- Information is used to drive actions
- High performing organizations:
 - collect data on competitors and similar providers
 - compare themselves against world-class leaders

Adapted from Mark Blazey, author of Insights to Performance Excellence in Education

Excellence Every Day Is Accomplished By...

- **Collecting, analyzing and using data to drive decision making and inform classroom instruction**





Our Business Partner Partners for Excellence

- **Trinity Medical Center**



STRATEGIC PLAN

ROCK ISLAND/MILAN SCHOOL DISTRICT NO. 41

2006-2009

Vision

Excellence Every Day

Mission

To develop high achieving world citizens

Core Values/Beliefs

All Students Can and Will Learn

Working Together Toward Common Goals

Continuous Improvement

Community Satisfaction

Data Driven Decisions

Empowerment with Responsibility

Priorities

8/21/06

Excellence Every Day
District 41 Scorecard-Annual Targets

Focus	Priority	Indicators	When	Base	2007	2008	2009	Current	Report
Student Achievement	To show individual student improvement in reading, writing, and math in all subject areas	ISAT-score	Annua	160	162	165	169		Nov
		PSAE-score	I	152	154	157	161		Nov
		ISAT/PSAE-AYP	Annua	86.7%	88.7%	90.7%	93%		Nov
		Graduation rate	I	85.5%	84%	86%	89%		Jul
		Promotion Rate	Annua	95.78%	96.03%	96.33%	96.83%		Sep
		Student Attendance	I	93.75%	94.0%	94.25%	94.5%		Jul
			Annua						
Safe & Nurturing Environment	To have a safe, caring, and respectful learning community	Discipline referrals	Annua	15,379	15,003	14,553	13,971		Aug
		Out of school suspension-days	I	5,273	5,115	4,910	4,665		Aug
		Safety rating-survey	Annua	1.83	1.80	1.77	1.74		Aug
		Loss time injuries	I	4	3	2	1		Aug
		Referrals to special	Annua	106	104	101	97		Aug
			I						
			Annua						

Strategic Planning

- Every person must know the strategic plan and be able to describe how he/she contributes to achieving the goals.



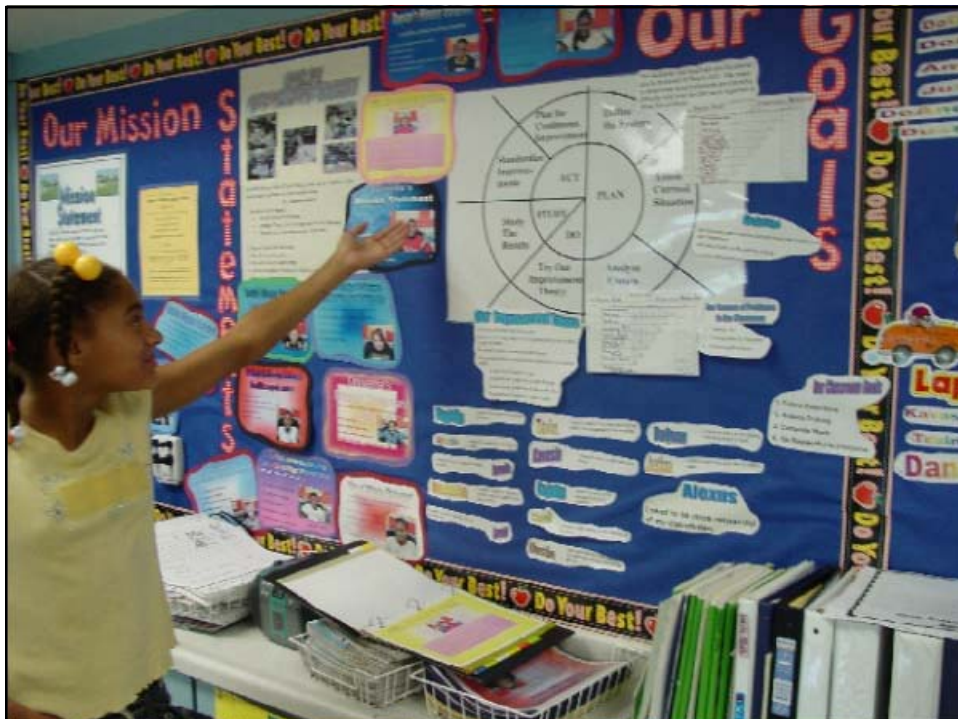
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Information and Analysis

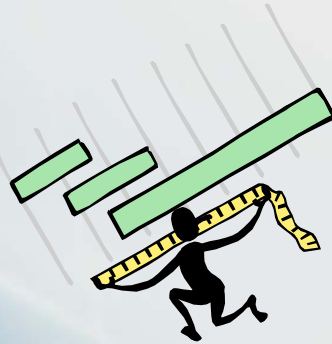
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- Information is used to drive actions
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Excellence Every Day Is Accomplished By...

- Collecting, analyzing and using data to drive decision making and inform classroom instruction



Rock Island School District 41 System s for Student Success (DR A FT 4-11 -06)

Academic System s

Tier IV: Intensive Interventions
 - Individual Students
 - Assessment-based
 - High intensity

Tier III: Specialized Interventions
 - Few students
 - Collaboration of services
 - Assessment-based

Tier II: Targeted Classroom Interventions
 - Some students (at risk)
 - Based on best practices
 - Rapid response

Tier I: Universal Interventions
 - All students
 - Standards-based
 - Data-driven
 - Preventative, proactive

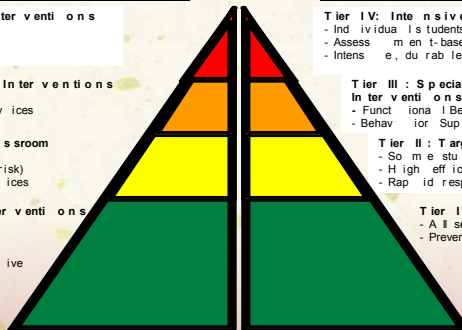
Behavioral System s

Tier IV: Intensive Individual Interventions
 - Individual Students
 - Assessment-based
 - Intensive, durable procedures

Tier III: Specialized Individual Interventions
 - Functional Behavioral Assessment
 - Behavior Support Plan

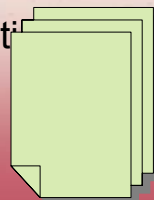
Tier II: Targeted Group Interventions
 - Some students (at-risk)
 - High efficiency
 - Rapid response

Tier I: Universal Interventions
 - All settings, all students
 - Preventative, proactive



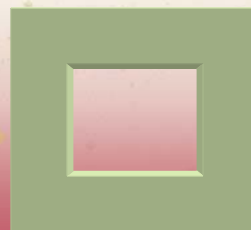
Requirements of RTI

- ◆ The state and federal governments are requiring “documentation of planning, assessment, and adjustments to student programs prior to special education referrals and placements”.
- ◆ Placements without appropriate documentation of prior attempted interventions will result in district sanctions.



District 41's Response to Intervention Framework is called Systems for Student Success.

- ◆ The SSS Framework is composed of several major steps.



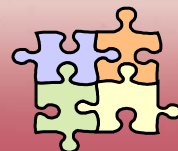
Steps in SSS

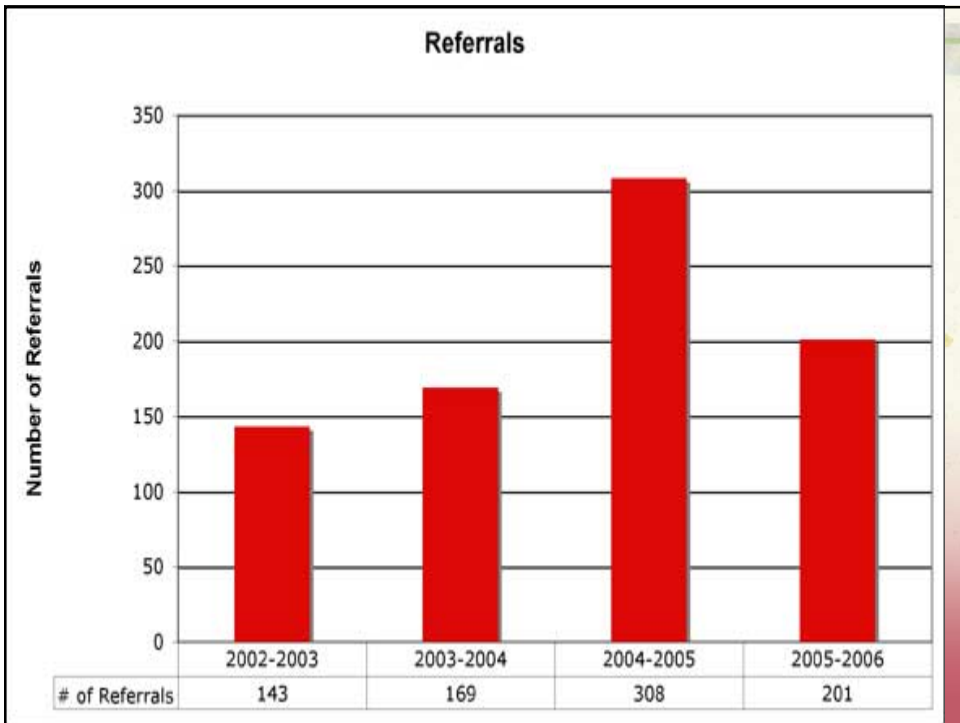
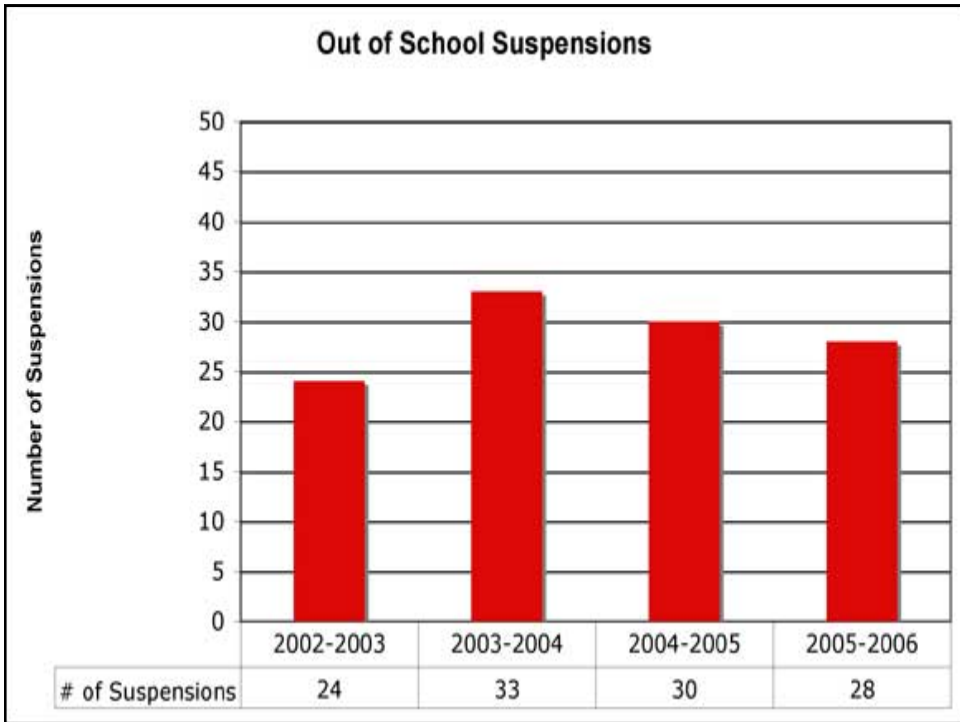
- ◆ Initial building-wide screening (such as DIBELS)
- ◆ Data Team discussion and planning
- ◆ Initial intervention using **scientifically-based programming** (perhaps for all students at grade level)
- ◆ Parent involvement
- ◆ Progress monitoring (at least 2 weeks)
- ◆ Data review and program adjustment (hopefully fewer students)
- ◆ Progress monitoring
- ◆ Data review and program adjustment (hopefully fewer students, yet)
- ◆ Progress monitoring
- ◆ Case study **considered** if no progress is made and child has statistical deviation from grade level achievement

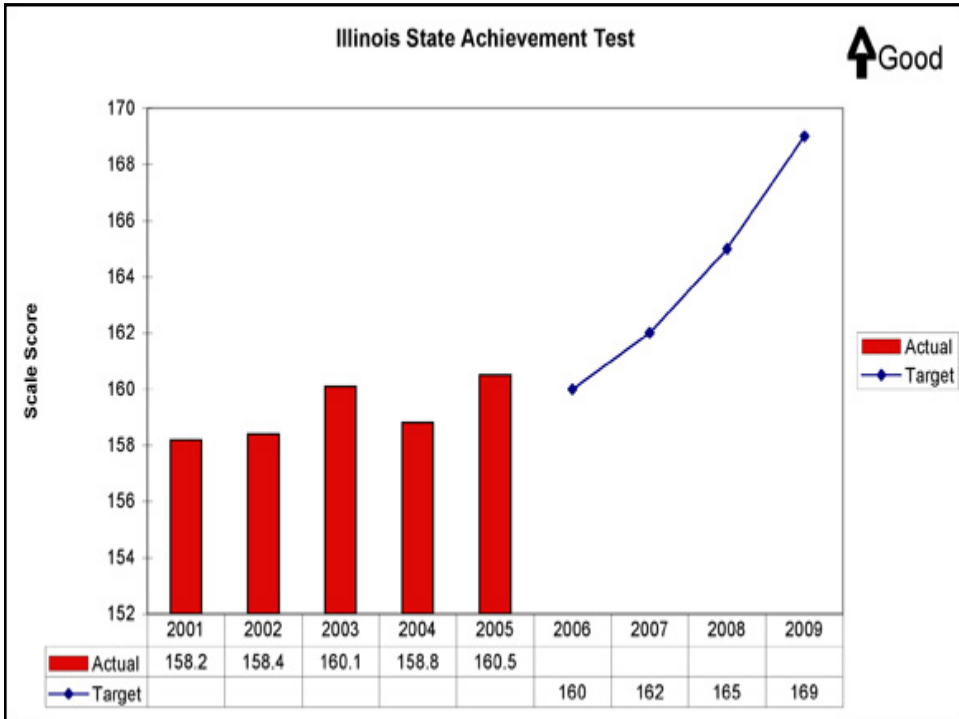
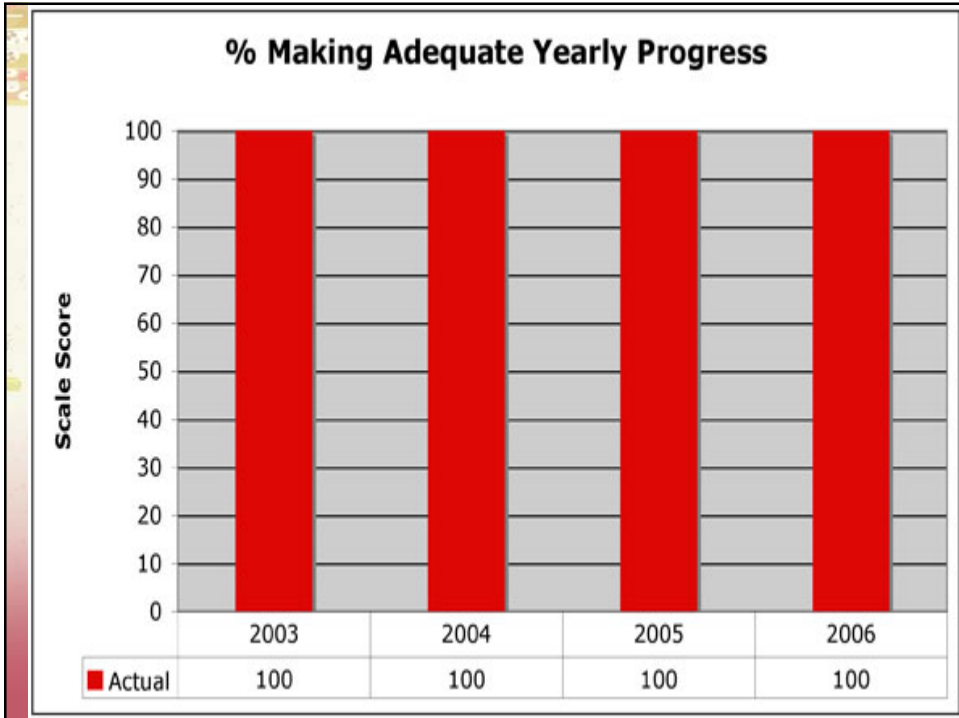


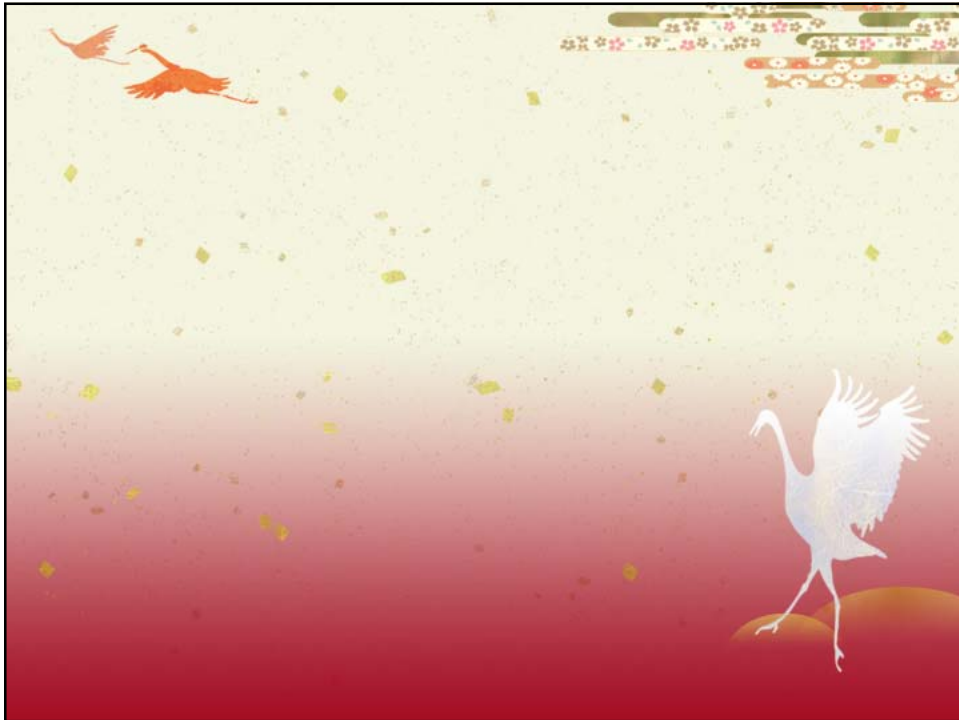
Fitting It All Together

- ◆ This process is a sea change. We are moving from a “Wait to Fail” model to a “Work to Prevent Failure” model (Response to Intervention)
- ◆ This change process will not be linear. We will make changes, see errors, and have to backtrack to rectify.
- ◆ Get comfortable being uncomfortable
- ◆ Everything “we have always done” was once new and “not the way we’ve always done it”. So too with this.
- ◆ Let’s be patient together.









5/6 Math Units

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Unit:	Number sense	Algebra and Number sense	Measurement/Geometry	Statistics, Data analysis, probability
Skills covered:	<ul style="list-style-type: none"> • Whole numbers • Estimation/problem solving • Decimals 	<ul style="list-style-type: none"> • Fractions/mixed numbers • Decimals, fractions, percentages • Patterns and relationships • Expressions, equations, inequalities 	<ul style="list-style-type: none"> • Geometric figures • Geometric concepts • Measurement systems • Geometric measurements 	<ul style="list-style-type: none"> • Statistics and data analysis • Probability • Ratios/Proportions • Problem solving using charts and graphs

* Problem solving will be integrated into all units

5/6 Math Curriculum

Drafted 4/06

QUARTER 1

I. Whole Numbers – 2 weeks

- A. Place value up to 1,000,000 (6.5.01, 6.6.01, 6.7.01)
- B. Recognize equivalent representations of positive powers of 10 (6.7.01)
- C. Comparing and ordering whole numbers to 1,000,000 (6.5.07, 6.6.07, 6.7.05)
- D. Compare and order integers (6.7.05)
- E. Addition/Subtraction (6.5.12, 6.6.12, 6.7.08)
- F. Multiplication/Division (6.5.12, 6.6.12, 6.7.08)
- G. Multiplication as repeated addition, including exponents (6.5.06, 6.6.06, 6.7.04)
- H. Distance between two points and on a number line (9.5.15, 9.6.13)
- I. Locating integers on a number line (6.7.06)

Mathematics- State Goal 6 Number Sense 6B, 6C Computation, Operations, Estimation and Properties

Grade 5	Grade 6	Grade 7
6.5.12 - Solve problems and number sentences involving addition, subtraction, Multiplication, and division using whole numbers.	6.6.12 - Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.	6.7.08 - solve problems and number sentences involving addition, subtraction, multiplication, and division using integers, fractions, and decimals.
6.5.13 - Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels)	6.6.13 - solve problems and number sentences involving addition, subtraction, and multiplication of decimals.	
	6.6.14 - Identify and apply order of operations to simplify numeric expressions involving whole numbers.	6.7.09 - Identify and apply order of operations to simplify numeric expressions involving whole numbers (including expressions), fractions and decimals.