

ASCD STUDY GUIDE

Disrupting Poverty in the Elementary School



This study guide will provide you with tools to learn how high-performing, high-poverty schools disrupt poverty's adverse influence on their students' lives and learning.

In Part 1: Pre-Viewing Activities, you will complete two tasks. First, you'll answer three reflection questions to activate your prior knowledge about the topic. Second, you'll examine our graphic representation of how schools disrupt poverty to "jump start" your thinking prior to viewing the DVD.

In Part 2: Viewing Activities, you will participate in structured notetaking followed by a Jigsaw activity to familiarize yourself with what we call The Framework for Action and to better understand the strategies the schools profiled in the DVD used to disrupt poverty. After the Jigsaw you will identify specific strategies used by the schools, then consider the strategies your school currently employs.

In Part 3: Post-Viewing Activities, you will complete an activity to compare and contrast your school's culture to the cultures of the two schools profiled. Reflecting on your school's culture is the first step in assessing current conditions in your school; nonetheless, in high-performing, high-poverty schools, staff changes in behavior most often precede changes in beliefs. To assess the current status of the actions you have taken thus far to disrupt poverty in your school, you will use three rubrics. This final section includes a protocol for analyzing the data gathered.

Part II: Viewing Activities

Complete Jigsaw Matrix

Attribute	Notes
Leadership	
Learning <ul style="list-style-type: none">• Student• Professional• System	
Learning Environment	
School Culture (beliefs, values, norms)	
Spheres of Influence	

Part III: Post-Viewing Activities

Reflect on Your School's Culture

Read through the quotes below, which exemplify the school cultures at Summit Charter Academy and North Godwin Elementary School. Use this page and the next page to discuss your school's culture. What does it "sound like" in your school in terms of each attribute?

Summit Charter Academy and North Godwin Elementary School Cultures

"This year has been a big push to make all our families feel welcome, make all our families feel included, and then, most importantly, ultimately make families feel empowered where they can really advocate for their students."

"All of our classrooms are named for a college. So for instance, one of our kinder classes is UC Berkeley, and they really do believe they are attending UC Berkeley. So they are hearing that language early on. You're going to college because we know if we wait until high school it's too late."



"We found that if you can ask for specific things—backpacks, etc.—then people are more willing to participate a lot of times. I think there are a lot of people out there who want to help, they just don't know how to get involved."

"They [teachers] are not going to let their students fail; not going to let the ball drop on their watch."

"Equity is that we do what is necessary for each child to give them what they need; so, it's not about everyone getting the same thing. It's about figuring out what this particular child needs academically, psychologically, socially. Figuring out what could stop this kid from learning and then addressing this need."

How are the attributes of school culture talked about in your school? List some examples:

Part III: Post-Viewing Activities

Foster a Healthy, Safe and Supportive Learning Environment in Your School

Use the rubric below to prioritize the high-leverage questions you may need to address. This process can help you gather data to determine a course of action. Each viewer completes the rubric based on his or her perception.

Do We Foster a Safe, Healthy, and Supportive Learning Environment?				
Progress Indicators/Evidence		Getting Started	Gaining Momentum	Sustaining Gains/Refining
	No Action Yet	Urgency is apparent. School status is understood. A vision for improvement is shared. Implementation strategies are selected. Staff is prepared to begin	People feel empowered. Barriers are removed. Implementation is becoming routine. Commitment is increasing. Progress is monitored. Initial gains are being made and celebrated. Support for improvement continues.	Improvements have become embedded in daily practice. Collaboration continues. Refinements are made. Gains continue to be made and sustained.
What is my school's progress?	0	1	2	3
Is our school physically and psychologically safe?				
Do we understand the influence of poverty on student learning?				
Are we fostering a bond between students and school?				
Do we foster trusting relationships with all students?				
Do we offer student advisories?				
Have we created small learning environments?				
Have we removed economic barriers to student participation?				
Do we provide service learning opportunities?				
Do we engage parents, families, and the community in our school?				
Do we ensure effective two-way communication between the school and families?				

Part III: Post-Viewing Activities

Focus on Student, Professional, and System Learning in Your School

Use the rubric below to prioritize the high-leverage questions you may need to address. This process can help you gather data to determine a course of action. Each viewer completes the rubric based on his or her perception.

Are We Focusing on Student, Professional, and System Learning?				
Progress Indicators/Evidence		Getting Started	Gaining Momentum	Sustaining Gains/Refining
	No Action Yet	Urgency is apparent. School status is understood. A vision for improvement is shared. Implementation strategies are selected. Staff is prepared to begin	People feel empowered. Barriers are removed. Implementation is becoming routine. Commitment is increasing. Progress is monitored. Initial gains are being made and celebrated. Support for improvement continues.	Improvements have become embedded in daily practice. Collaboration continues. Refinements are made. Gains continue to be made and sustained.
What is my school's progress?	0	1	2	3
Do teachers understand the disposition and personal mission necessary to succeed with students living in poverty?				
Do we use common formative and summative assessments to measure student learning?				
Have we ensured that teachers are assessment literate and can use assessments to guide instruction?				
Have we developed assessment literacy in students				
Are we collaboratively analyzing student work and collectively improving teaching?				
Do teachers have common vision of good teaching?				
Are we using research-based models for professional learning?				
Have we ensured all students are proficient in reading?				
Do we provide targeted interventions?				
Are we engaged in continuous data-based inquiry as a school?				

Part III: Post-Viewing Activities

Assess and Prioritize Conditions in Your School

The remaining pages of the study guide provide suggested protocols for prioritizing potential actions and determining your next steps.

Step 1: Rank Order High-Leverage Questions

Ask participants to reflect on each rubric and select the five most urgent questions to address in their schools across the arenas of action. Then, ask them to rank their five questions with 1 as the highest priority.

List those the five most urgent high leverage questions in rank order below.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Step 2: Create a Visual Display (see example on next page)

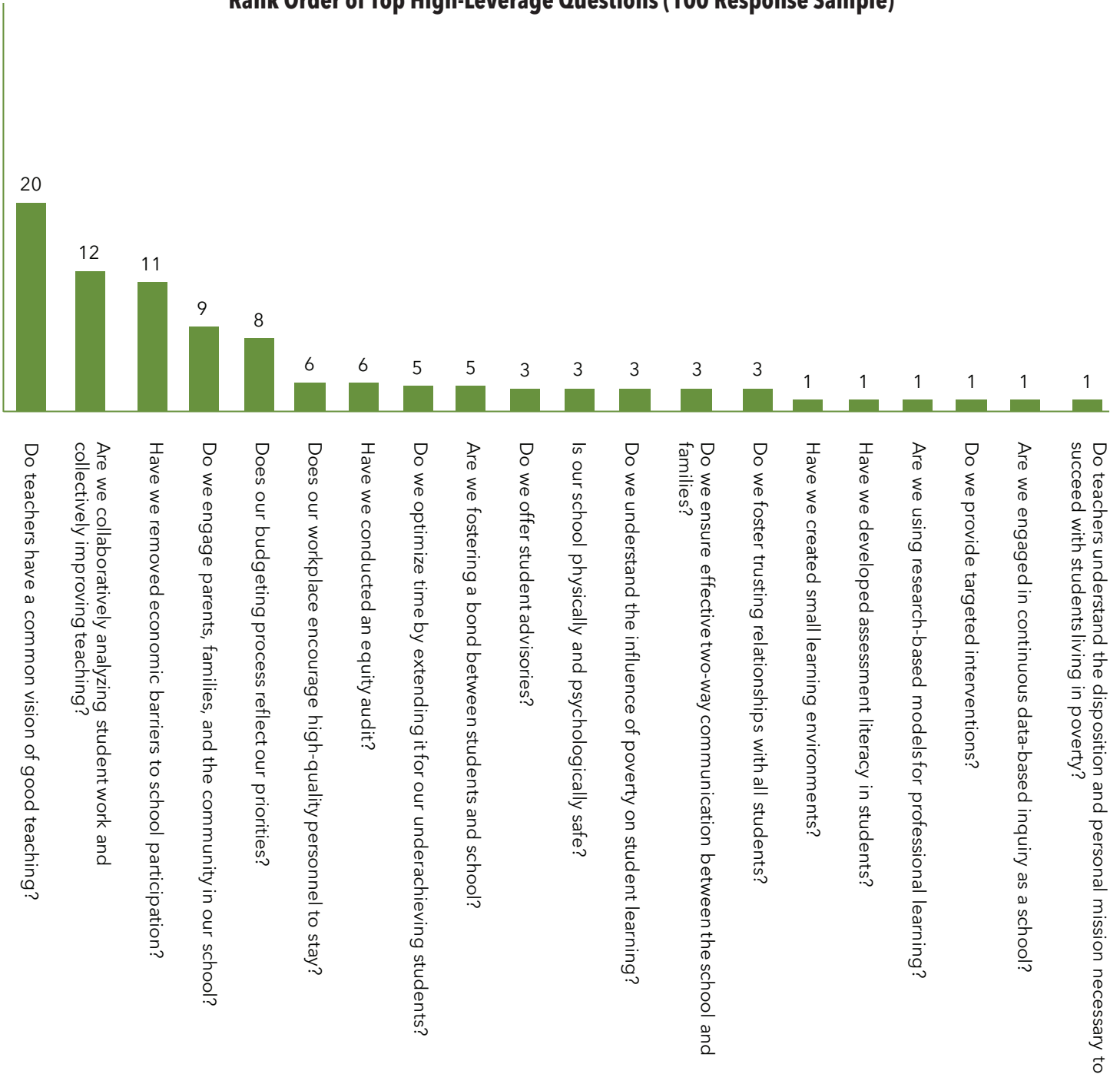
1. Collect the rank order from each participant and tally the data.
2. Compile the tallied data in order from most urgent to least urgent.
3. Create a visual display of this data to be used a basis for discussion of potential next steps.

Step 3: Develop a Logic Model (see examples on pages 14 and 15) and an action plan (template on page 17)

Part III: Post-Viewing Activities

Assess and Prioritize Conditions in Your School (Sample)

Rank Order of Top High-Leverage Questions (100 Response Sample)



Part III: Post-Viewing Activities

Review Logic Model (Sample)

Problem Statement

Use of agreed-upon instructional practices (instructional time, lesson planning, strategies, formative assessments) is inconsistent and collaboration time does not focus on collaborative analysis of student work and instructional practices.

Goal Statement and Rationale

Leverage instructional coaches and communities of practice to build a shared understanding and consistent use of effective instructional practices to strengthen core instruction.

Logic Model			
Inputs/Resources	Activities	Outputs	Outcomes (After 2 Years)
Department heads/ grade-level teachers Instructional coaches Professional learning community (PLC) training District assessment and data team District budget for PD and assessments	Revisit lesson planning process and template. Develop a rubric to measure quality of lesson plan. Develop coaching protocol. Complete PLC training. Develop or purchase common assessments. Research successful walk-through processes	<u>After 30 days:</u> Revised lesson-plan- ning template vetted through faculty. <u>Within 1-3 months:</u> Coaching protocol <u>After 1 year:</u> <ul style="list-style-type: none"> All staff trained in PLC process Walkthrough pro- cess selected and in use <u>After 2 years:</u> Common assessments fully in use	Teachers have a shared understanding of good teaching Collaborative analysis of student work is a routine part of the school's practice Student learning con- tinues to improve

Part III: Post-Viewing Activities

Review Logic Model (Sample)

Problem Statement

Students who live in poverty participate less in curricular choices that require extra fees and in extracurricular activities in general. Seventy percent of students who are eligible for the free or reduced-cost meal program report they do not feel “a part of the school” on the School Climate Survey (compared to 30 percent of those who are not eligible for those programs).

Goal Statement and Rationale

Remove economic barriers to participation in curricular and extracurricular activities. Provide items—free of charge, if necessary—that promote a bond between students and school (such as yearbooks and school T-shirts) to all students.

Logic Model			
Inputs/Resources	Activities	Outputs	Outcomes (After 2 Years)
Booster Club Rotary and other service organizations Reprioritized school budget District budget Business partnership District administrators and school board support Grants (?)	<p>Ask staff to participate in a “tally activity” of fees currently charged.</p> <p>Review the School Climate Survey with faculty and staff.</p> <p>Prioritize fees to eliminate and brainstorm alternate resources.</p> <p>Discuss this initiative with the district leaders, reviewing climate survey data and research on high-performing/high-poverty schools.</p> <p>Create a campaign to get service organizations and businesses interested in being a part of creating a stronger bond between students and schools.</p> <p>Determine how students can “give back” to the community.</p>	<p><u>After 30 days:</u></p> <ul style="list-style-type: none"> Faculty and staff are aware of the problem Fees are tallied and prioritized <p><u>After 60 days:</u></p> <ul style="list-style-type: none"> Fees are eliminated in priority order, using school-budget creatively first Short-term taskforce is assembled to develop a campaign or “way to approach” service organizations and business. District office leaders are on board with the goal and approach. Booster club is providing support, replacing “scholarships” that require students to ask for help. Department heads have discussed integration of “pay-it-forward” activities into selected courses. 	<p><u>After 90 days:</u></p> <ul style="list-style-type: none"> Service campaign has begun Students are “paying it forward” <p><u>After 1 year:</u></p> <p>All fees are eliminated</p> <p><u>After 2 years:</u></p> <ul style="list-style-type: none"> A greater number of students living in poverty are participating in athletics, advanced placement courses, and art and music classes. Results on the School Climate Survey have improved

PART III: POST-VIEWING ACTIVITIES

Complete Logic Model Template

Problem Statement

Goal Statement and Rationale

Logic Model			
Inputs/Resources	Activities	Outputs	Outcomes (After 2 Years)

PART III: POST-VIEWING ACTIVITIES**Develop Action Planning Strategies**

TAKE ACTION: Based on your reflections of your learning and your assessment of the conditions in your school or district, what are your next steps?

Action Plan		
Next Steps	Lead Person Responsible	Timeline