
Meeting the Needs of All Learners

— The Exploris School —
March 2018

Measures of Educational Excellence

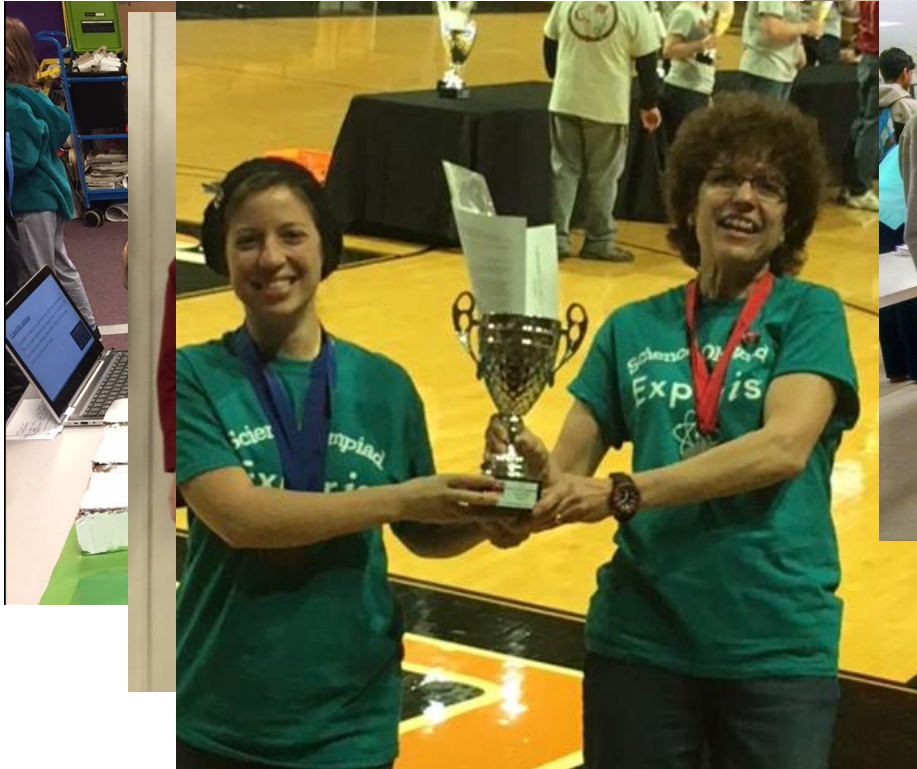
<p style="text-align: center;"><u>Rigor</u></p> <ul style="list-style-type: none"> • Students engage in tasks that are active, interactive, and appropriately challenging • Models of excellence, critique, and multiple drafts support all students to produce work of exceptional quality and craftsmanship • Curriculum, instruction, and assessments are integrated and aligned with standards and foster growth for all students • Teachers design innovative projects and tasks that encourage divergent thinking, creativity, ideation, and risk-taking 	<p style="text-align: center;"><u>Relevance</u></p> <ul style="list-style-type: none"> • Assessment practices position students as leaders of their own learning through reflection and goal setting • Students have opportunities to have a voice and leadership across the school • High quality teachers are committed to global education, the Exploris vision, and our hallmark instructional practices • Students engage in tasks that are purposeful, empower students to change their world, and are connected to student interests, global issues, and the local community 	<p style="text-align: center;"><u>Relationships</u></p> <ul style="list-style-type: none"> • Adults nurture belonging, significance, and emotional safety • Teachers, staff, and students intentionally foster a culture of respect, inclusivity, collaboration, and communication within the school and in the broader the community. • Teachers prioritize social and emotional learning including daily, intentional crew meetings • We equip students to work both independently and interdependently
<p style="text-align: center;"><u>Possible Data Sources for Rigor</u></p> <ul style="list-style-type: none"> • Artifacts from showcases and presentations of student work • Disaggregated growth, proficiency, progress monitoring, and diagnostic data (MAP, EOG, EVAAS, mClass, Fountas & Pinnell) • JumpRope Reporting • Instructional rounds data • Professional development plan • Teacher Growth Process • Expedition Snapshots 	<p style="text-align: center;"><u>Possible Data Sources for Relevance</u></p> <ul style="list-style-type: none"> • Artifacts from student portfolios • Expedition Overviews • Artifacts from service learning activities • Participation in ambassadors, international experiences, clubs, and other activities • Survey data • Student presentations in community outlets (conferences, newspapers, television, radio, etc) • Teacher leadership: conference presentations, workshop leading, after school clubs and competitions 	<p style="text-align: center;"><u>Possible Data Sources for Relationships</u></p> <ul style="list-style-type: none"> • Artifacts from Morning Meeting and Community Circle • Attendance and behavior records • Communication records (Weekly What's Up, grade level blogs, Executive Director's monthly newsletter) • Teacher Working Conditions Survey • Survey data • School sponsored events (Meet & Greet, Parent University, Curriculum Night etc.) • Demographic data

Rigor

- Students engage in tasks that are active, interactive, and appropriately challenging
- Models of excellence, critique, and multiple drafts support all students to produce work of exceptional quality and craftsmanship
- Curriculum, instruction, and assessments are integrated and aligned with standards and foster growth for all students
- Teachers design innovative projects and tasks that encourage divergent thinking, creativity, ideation, and risk-taking

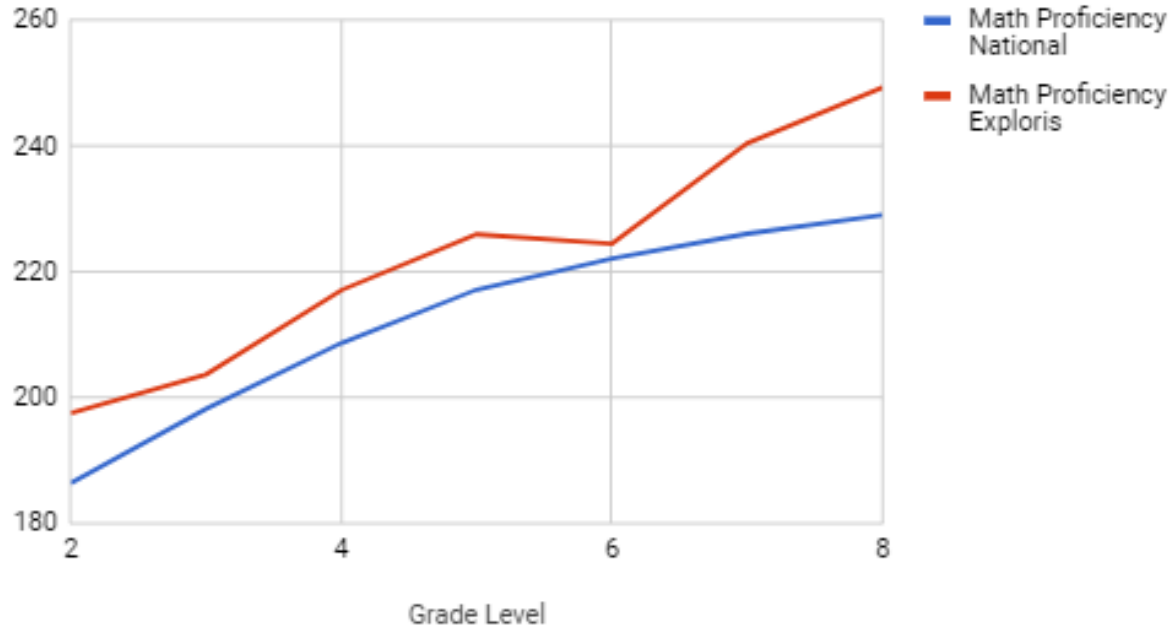
Rigor Data: Aug 2017 - March 2018

- Artifacts of student work



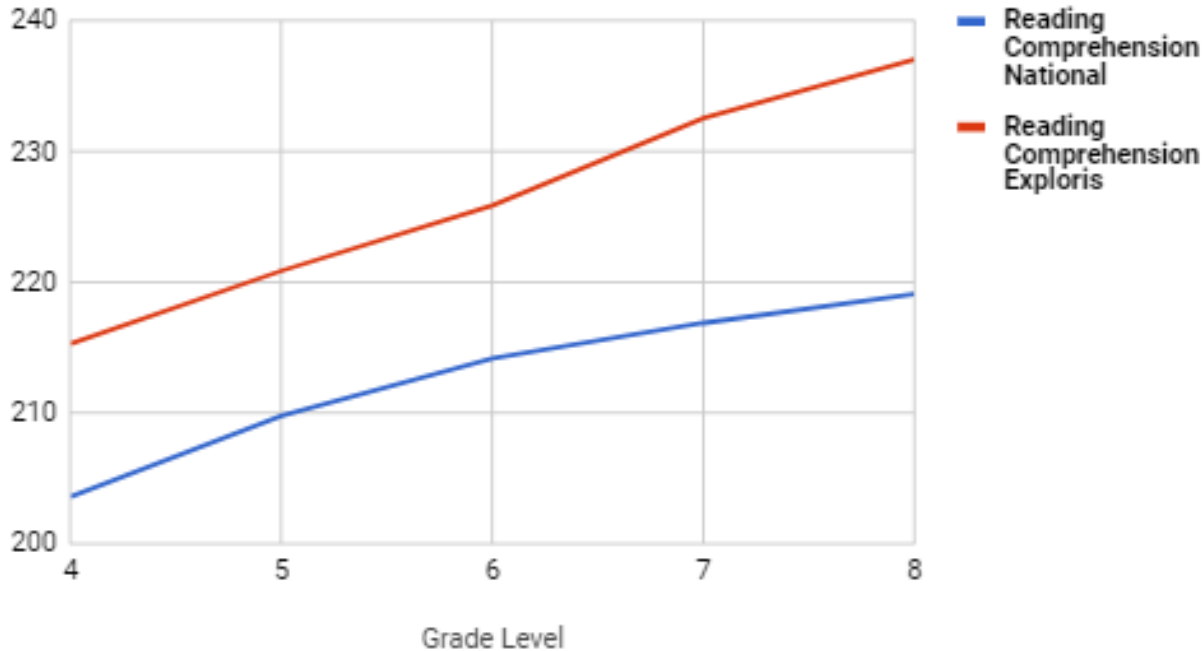
Winter MAP - National Norm Comparison, Math

**Math Proficiency
National v Exploris**



Winter MAP - National Norm Comparison, Reading

Reading Comprehension National V Exploris



Rigor Data: Aug 2017 - March 2018

- Disaggregated proficiency and growth data

Side note 1: MAP National Norms are based on testing in the 20th week. Our students take winter MAP between the 16th & 18th weeks.

Winter Data - Grade Level Proficiency

Side note 2: “NWEA does not consider winter assessments to be an official growth point due to the limited number of instructional weeks. Winter assessments should be viewed in this light.”

~ Understanding Negative Growth

Winter Data - MAP Growth Comparison

Expected Growth: Fall to Midyear (3 Year Average)		
	Reading	Math
3*	N/A	5.5
4*	1.65	3.4
5*	2.2	4.7
6	1	4.4
7	1.7	3.4
8	1.2	3
Average	1.55	4.066666667

Actual Growth	
Reading	Math
N/A	4.7
3	2.9
1.4	2.3
1.3	3.4
1.6	5.7
0.4	2.2
1.54	3.533333333

Winter Data - Grade Level Proficiency

Some observations:

- K/1 Reading Comprehension
- 5th Grade Math
- 7th Grade Math

Rigor Data: Aug 2017 - March 2018

- Instructional Rounds Data
 - Conducted October 25, 2017
 - End-of-Year Rounds scheduled for April 11, 2018
 - Problem of Practice: “To what degree are students taking an active role in their own learning?”
 - Three patterns observed in the fall

Rigor Data: Aug 2017 - March 2018

- One way students learn actively is by seeking support from peers.
- Active learning decreases as whole-group, teacher-led time increases.
- Students take a more active role in their own learning when they can connect to content and articulate why it's important.

Rigor Data: Aug 2017 - March 2018

- Professional Development Schoolwide
 - New Teacher Orientation (August)
 - RACE Exhibit and Cultural Conversations
 - Inquiry-Driven Learning
 - Faculty led small groups: Standards-Based Grading, School Design, Behavior Management Strategies
 - Global Education with Graham Pike

Rigor Data: Aug 2017 - March 2018

- Professional Development for Individuals and Groups
 - Social Justice Teaching 101
 - Facilitating Critical Conversations
 - Early Literacy Strategies
 - Social Studies Conference
 - PBL Fellows
 - Design Thinking
 - Big History Project
 - NCCAT- STEM Ocracoke

Rigor Data: Aug 2017 - March 2018

- Formal Teacher Growth Process

The plan:

- Professional Growth Plans for each teacher
 - (BOY, MOY, EOY check-ins)
- Frequent informal observations for new teachers
- Two formal observations for all teachers

Rigor Data: Aug 2017 - March 2018

- Formal Teacher Growth Process

Implemented so far:

- Professional Growth Plans for each teacher
 - BOY check-ins (EOY hopefully)
- Frequent informal observations for new teachers
- One formal observation conducted for 6 teachers

Relevance

- Assessment practices position students as leaders of their own learning through reflection and goal setting
- Students have opportunities to have a voice and leadership across the school
- High quality teachers are committed to global education, the Exploris vision, and our hallmark instructional practices
- Students engage in tasks that are purposeful, empower students to change their world, and are connected to student interests, global issues, and the local community

Relevance Data: Aug 2017 - March 2018

- Participation in ambassadors, international experiences, clubs, and other activities
 - Ambassadors have led 21 tours so far
(An average of nearly one per week)
 - International visitors from: Germany, Japan, Saudi Arabia
 - Big Wigs: WCPSS Central Office, UNC Lab School, NCSU Principal Fellows
 - Middle School Clubs (23 clubs)
 - Elementary Clubs (~90 students in each of 2 rounds)

Relevance Data: Aug 2017 - March 2018

- Student presentations in community outlets
 - Community forum on lynching in Rolesville
 - [CCES Conference](#)



Relevance Data: Aug 2017 - March 2018

- Teacher leadership: conference presentations, workshop leading, after school clubs and competitions
 - PBL Fellows
 - Educators of Excellence
 - Science Olympiad and MathCounts competitions
 - NCSU Czech Cultural Connections
 - Choice Not Chance
 - Design for Change
 - Citizen Science Model School
 - Numerous after school clubs: 25 teachers

Relationships

- Adults nurture belonging, significance, and emotional safety
- Teachers, staff, and students intentionally foster a culture of respect, inclusivity, collaboration, and communication within the school and in the broader the community.
- Teachers prioritize social and emotional learning including daily, intentional crew meetings
- We equip students to work both independently and interdependently

Relationships Data: Aug 2017 - March 2018

- Attendance and behavior records
 - Partnership with Campbell Law for Restorative Justice
 - Responsive Classroom Training
 - Nakama Small Group Study on Behavior
 - Social-Emotional Behavioral Study Team
 - Out of School Suspensions: 7
 - Crisis/Incident Reports: 6
 - Suicide Risk Screening Assessments: 7
 - CPS Referrals: 5
 - 31 (7%) students have perfect attendance

Relationships Data: Aug 2017 - March 2018

- Staff survey data (December, 30 responses)
 - I feel supported by the school leadership team (83%)
 - School leaders are responsive to my concerns (87%)
 - Parents are welcome in our school community (100%)
 - I feel proud to work at Exploris (93%)

Relationships Data: Aug 2017 - March 2018

- School sponsored events
 - Fall Picnic
 - Capital Campaign Kickoff
 - Parent University: High schools
 - Parent University: Child Development
 - Parent University: Building transition