Our outcomes today are to use the collaborative inquiry process for analyzing data, reflecting upon practices, and determining some next steps.

# Activating and Engaging

Think back to when you participated in the poverty simulation, what were 2-3 takeaways you had from that experience?

* Don’t prejudge people
* try to be more understanding
* anything can make a family dip into poverty
* stealing isn’t always a malicious act-some do it for survival
* undocumented families live in constant fear yet still go about their days to make a better life for their children and themselves
* don’t make negative assumptions when parents aren’t able to be as active as you would like in the classroom/school
* household situations can affect a student’s behavior in class (i.e. homeless, hunger, etc.)
* students sometimes can’t face social and economic issues correctly
* adults don’t pay attention on the effect that economic situation can cause on children
* even though it was a simulation, I was really feeling angry and frustrated at the situation I was put in
* You can only be “nice” for as long as it works for you. If being nice doesn’t help you and your family survive, you won’t continue being nice.
* reminded me of when I went through hard times
* how not to waste money, even though have more now
* to give to others
* be mindful of planning school events that it does not put a strain on students’ families
* refrain from being reactive to student behavior. Find the “why” that student’s situation could be the trigger
* experience could have been a little longer or with a smaller group
* family experiences were real and depicted what most families are going through
* we don’t know all the things people have to go through
* people need help and understanding
* it takes a village and the schools are a big part of the village
* resources in the community—they’re available but difficult to get
* sympathy—I am more sympathetic toward families of lower socio-economic backgrounds
* every family had similar issues with different outcomes
* people will do what is necessary to survive
* be patient and understanding with everyone
* get to know your students and families
* know what resources/partners you can recommend
* understand that these are real life issues
* people struggle with things you never realize they are struggling with
* people are always watching and some are out to get you
* people feel trapped in their situation
* be more sensitive to others who have less
* assist students with basic needs as well as academic needs
* I learned how difficult it may be on parents to send in money for a valentine’s day party if thy are stretched then in their money
* I learned that if you have free food at school, families will come.
* it’s important to be/show empathy towards my families and their situations
* students deal with “grown up” situations at home therefore homework and reading nightly isn’t top priority
* life’s circumstances can change so fast when “living at the edge”
* having enough money is essential for living in today’s world
* frustrations abound
* that being in poverty is hard on the entire family
* that most people have been in poverty at one point in their life

Discussed for us it was a simulation, for some it’s a reality.

* 42.21% of MNPS students and families are economically disadvantaged.
* That’s 122 students out of 289.

Discussed collaborative inquiry.

* Collaborative Inquiry is a data-based team process that consciously uses the collaborative learning cycle (activating and engaging, exploring and discovering, and organizing and integrating) and the qualities of effective groups (fostering a culture of trust, maintaining a clear focus, taking collective responsibility and data-informed decision-making). –MNPS Community of Practice

# Exploring and Discovering

* Calibrating Observations Activity
* Data Dive—make observations of following data warehouse reports:
	+ Assessment Data—MAP & ACT
	+ Attendance Dashboard—current and past 3 years
	+ Behavior Dashboard—current and past 3 years

|  |  |
| --- | --- |
| **Assessment Observations** | **Attendance Observations** |
| * TLA
	+ 72% of students scored above benchmark in 17-18
	+ From May 16-17 to 17-18
		- 64% above to 72% above (increase)
		- 12% at benchmark to 9% at benchmark (decrease)
		- 25% below benchmark to 19% below benchmark (decrease)
* MAP
	+ 63% of SWD scored below benchmark in 16-17
	+ 39% of SWD scored below benchmark in 17-18
 | * 95% satisfactory attendance rate now for 17-18, which is higher than the district’s rate
* non-ED students have highest attendance rate
* current chronic absent rate has doubled while our enrollment has decreased
* male students have higher attendance rate then female students
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# Organizing and Integrating

Given what we have learned today, what are some practices you might stop doing, continue doing, and start doing?

|  |
| --- |
| STOP* Making inferences/assumptions about data-(3)
* amount and degree of assessments
* number of district initiatives and mandates
* amount of data points required before assistance provided
* shaming students for being late
* planning events during times when families can’t make it
* jumping to conclusions
* labeling based on statistical data only
* unnecessary task sand meetings
* changing things in the middle
* ignoring/neglecting exceptional education students’ behaviors
* so many instructional mandates and initiatives from the district that actually (unintentionally) interfere with flexible, responsive teaching that meets the needs of our students
 |
| CONTINUE* coming to work
* using best practices for our students
* building capacity/training
* what we as teachers feel is best for our children
* guided reading with fidelity
* MTSS with fidelity
* continue working with students for tutoring
* manpower to appropriately handle MTSS
* what we know how to do
* the basics—time to teach
* testing as a measured resource for further improvement
* having a good attitude and teaching what’s required
* providing differentiated instruction for students
* host more evening events that provides food and refreshments (showcases)
 |
| START* central office staff truly helping by working in classrooms and/or schools
* provide training
* a back to school event before school starts to get community involved and more students enrolled
* more monitoring and communication about attendance/chronic absences—(2
* deeper data dive into attendance and academics
* more conversations with parents about chronic absences
* communicate with parents instead of students
* having events on Saturdays
* advertising events
* getting community involved
* monitor low performance
* work with students based on their skills
* more teaching that is for the whole student
* more teaching based on community, cultural learning, i.e. African Americans
* fun things in the classroom
* time in the schedule to address social emotional learning and behaviors
* after school tutoring—make sure it is up and running in a timely manner
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# Exit Ticket Reflection

Given what we have discussed and learned today, what might be some actions you take?

* pay attention to facts/data and not make inferences (so hard)
* stop assuming—use data
* strive to be exclusively considerate of each student’s personal circumstance
* I will try to get families involved and be more patient with my families
* I will continue working closely with parents and student to ensure overall success.
* notice when others need help and offer it
* possibly do things more in after school hours
* do what I know to do academically, socially, and mentally for students…be the expert
* look at more of our schoolwide data warehouse data
* collaborate more with grade level teams
* empathy is important to fight poverty
* I will write notes of daily reminders to the parents of tardies and absences to encourage them to be on time and be present more
* I learned I have some more faith in the system for taking our ideas back to central office about how to improve things
* support families and staff because if we don’t have wheat we need mentally we will not be successful or healthy
* write on students’ behavior calendars when they are absent or tardy to make parents aware how important it is that they come to school and come on time
* be patient and understanding with everyone
* try to be more engaged with the data
* stay calm
* since 98% of school is African American, I will gear teaching style more towards cultural learning
* implement training for teachers
* teach students with passion
* contact parents regularly in regards to student performance, attendance, etc.
* use more fidelity in my teaching practices
* to be more intentional about what I do for the students in my classroom
* keep being mindful and empathetic
* build more lessons cross curricular
* data requires action
* investing more time and ways to deeper relationships with scholars and families

# How Was the Meeting? Feedback

|  |  |
| --- | --- |
| **+** | **∆** |
| * genuine
* time management
* prepared
* eye opening
* discussion on next steps for school based on data
* I found it helpful to collectively go through data whole staff and discuss ways to improve
* very informative—I’m still learning about my career
* thanks for listening to teachers—(2)
* very informative-(4)
* I liked the amount of sharing
* Knowledgeable
* kept things moving
* voicing our opinions
* keep training us
* excellent presentation
* the stop-continue-start activity—very helpful
* job well done
* looking at school data
* it was about caring for our children
* liked the activities
* liked the powerpoint
* I appreciate the experience because it helps keep students’ needs in perspective
* great use of time
 | * a way to actually implement teachers’ concerns
* enjoyed simulation more so than group discussion
* poverty simulation based on SEL
* more interactive
* even more time to explore and discuss our data
* central office needs to be in the schools
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