

Systemic Change Process: Raising Achievement & Closing Gaps



The Journey of

Farmington
PUBLIC SCHOOLS

Session Goals

- Model engagement strategies
- Review the change process
- Honest conversation - sharing learning along the journey



District Stats

- High achieving school district

- 94% Graduation Rate

Majority of these students go on to post-secondary education

- Located in Metro Detroit Area

- 12,000 students

- 2 Early Childhood Centers

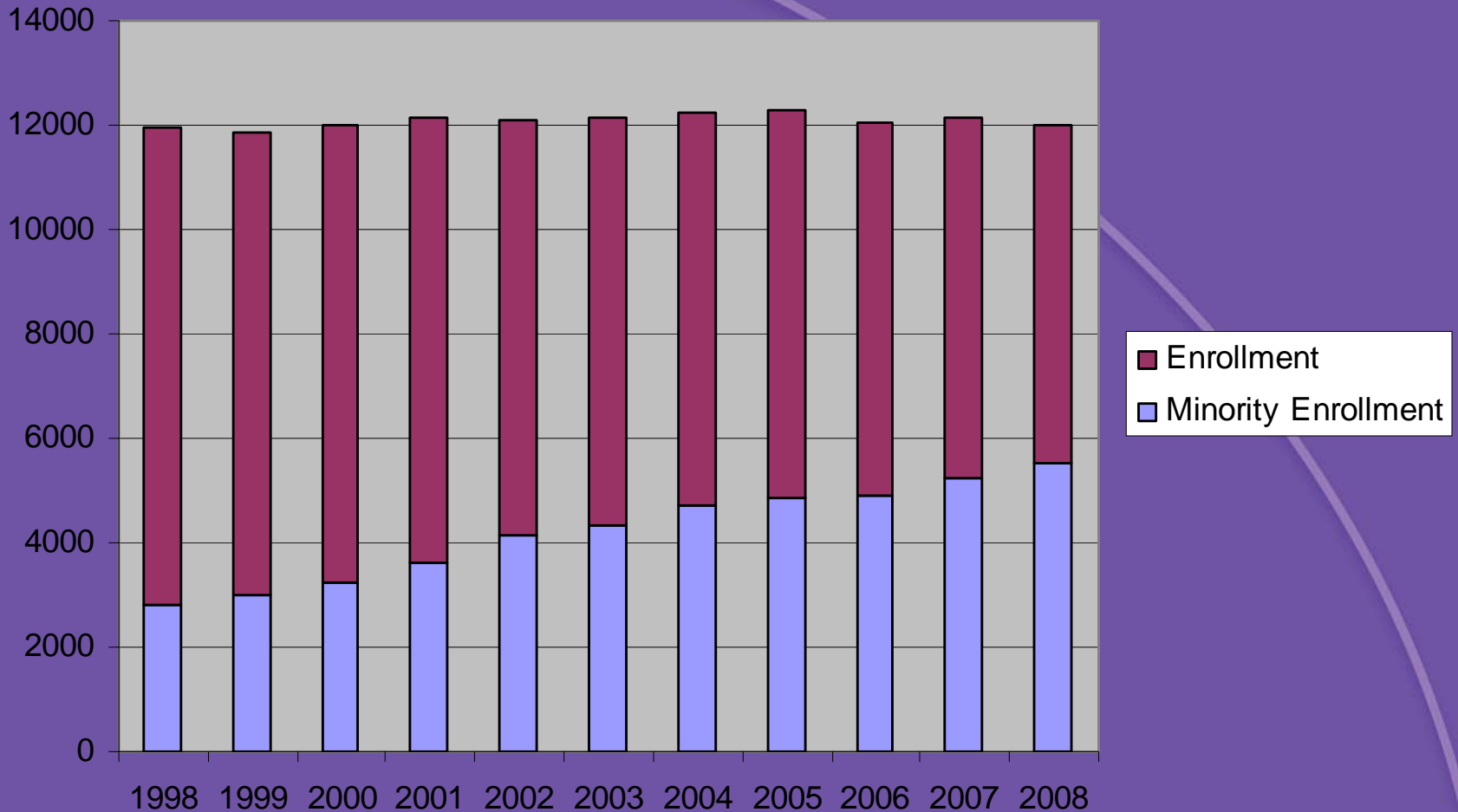
District Stats

- 13 Elementary Schools
- 4 Middle Schools
- 3 Comprehensive High Schools
- 1 Alternative High School
- 3 Zero English Newcomer Centers, K-12

Changing student population in Farmington

- More minorities
- More students whose language is other than English
- More students on Free and Reduced Lunch
- More transient population
- More students with disabilities

Enrollment 1998-2008



6 Secrets of Change

Michael Fullan

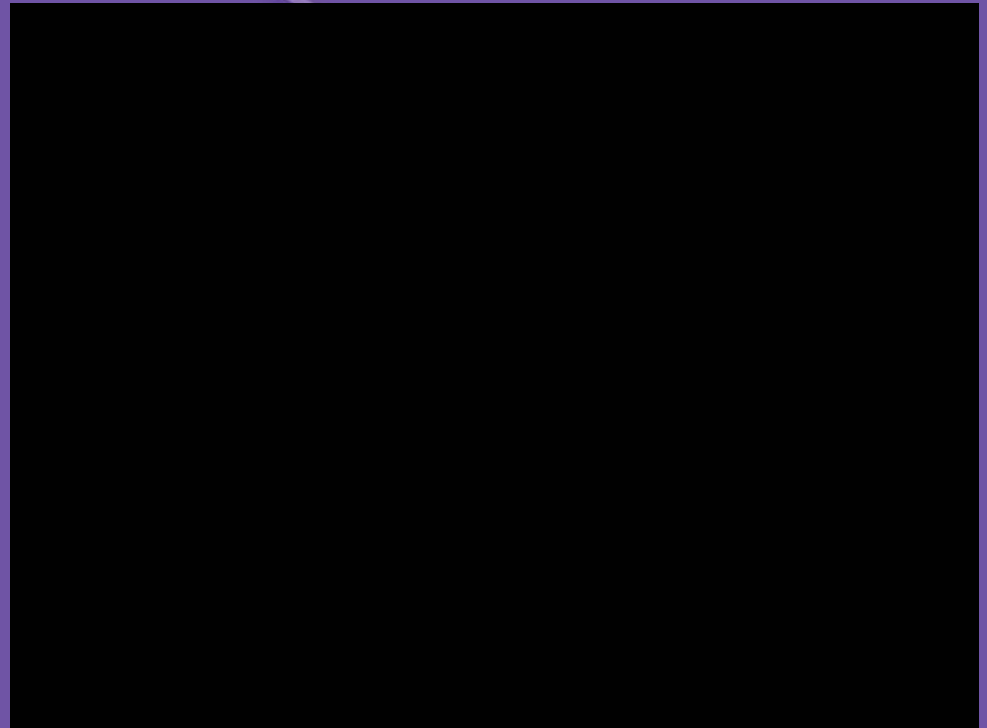
- Love your employees
- Capacity building
- Connect peers with purpose
- Learning is the work
- Transparency rules
- Systems learn



Probletunities...

**What were the
problems we
wanted to solve?**

**What were the
opportunities?**



Probletunities...

How do we...

- meet the needs of our continuously growing diverse population?
- close our achievement gaps?
- increase student achievement for ALL students?



Probletunities...

How do we...

- begin courageous conversations around race that need to happen?
- increase cultural competency and build relationships?
- help each other to understand and own student achievement?
- get research-based best practice in every classroom?
- consistently use data for decision making and learning?

Probletunities...

How do we...

- become more systemic?
- provide effective professional development?
- change our culture from teaching to learning?
- know we are making progress?

What problems are you in the process of solving, have solved or need to solve?

- Turn & Talk



Setting the Challenge - Beginning the Journey

- If not now,
when?
- If not here,
where?
- If not us,
who?



Vision and Action

“Vision without action is merely a dream.
Action without vision just passes time.
Vision with action can change the world.
A true leader must first see an idea as
opportunity, then choose to act upon it.”

-Joel Barker

Vision + Skills + Incentives + Resources + ActionPlan = **Change**

Beginning PLC's

Prior to 2005-06

- Sent teams to PLC training with DuFour
- Joined MSAN – Minority Student Achievement Network



Courageous Conversations

2005-06

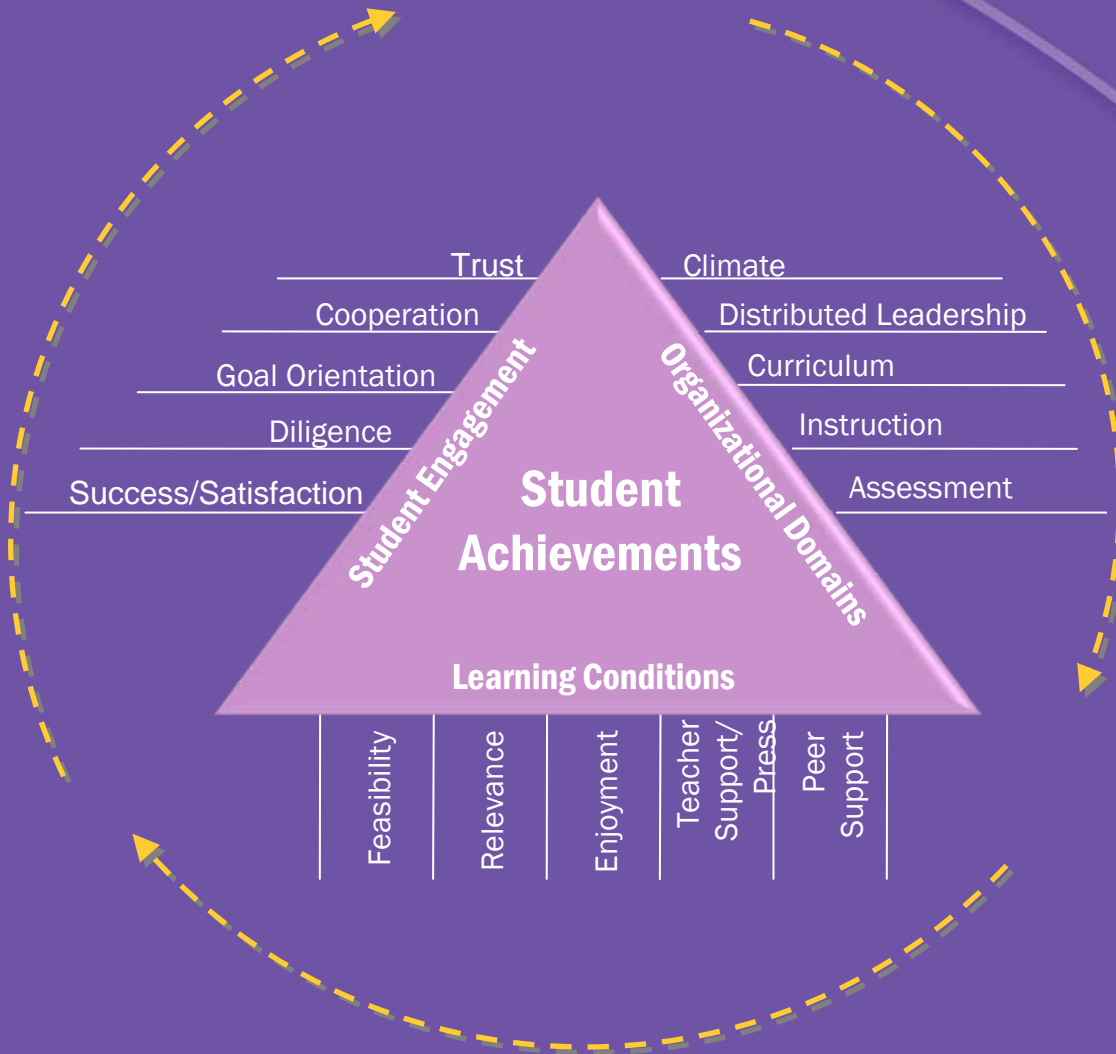
- Courageous conversations around race
 - *Glenn Singleton*, awareness and dialogue
- Curriculum mapping & common assessments

Listening to All Voices

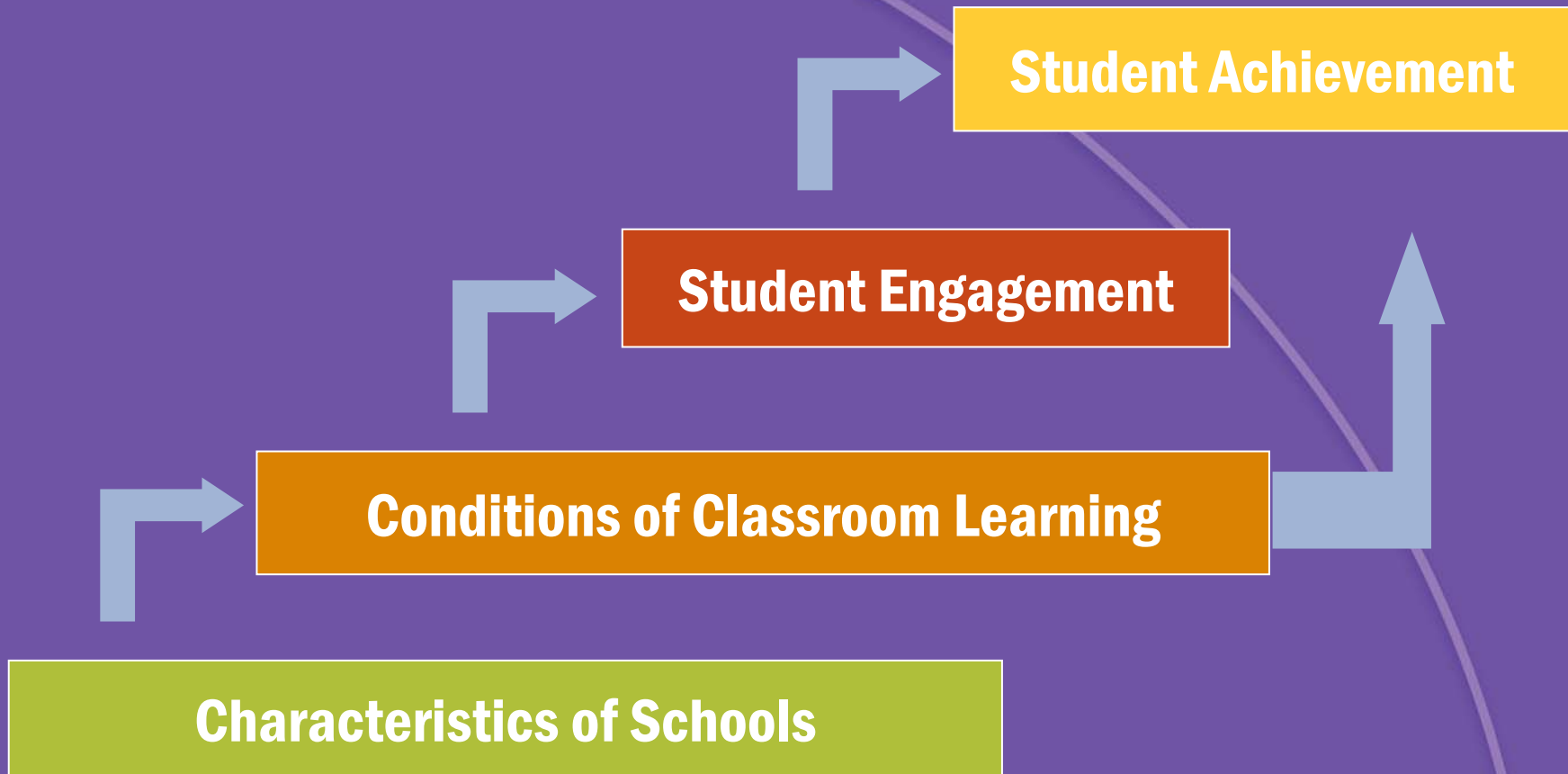
2006-07

- Farmington Forward
 - began dynamic planning process
- District Student Achievement Team
 - initiated
- Tripod survey
 - students & staff

Conceptual Framework



Tripod and Student Achievement



Elementary Schools

■ Strengths

- Feasibility – When I am confused, my teacher helps me to understand the work
- Relevance – Lessons have connections to real life
- Support – My teacher provides the support needed to understand my work

Elementary Schools

■ Challenges

- Enjoyment – School is interesting and enjoyable
- Peer teasing – Some classmates tease students who make mistakes
- Demand and Press – Teacher demands hard work and provides the needed support

Middle and High Schools

■ Strengths

- Trust – I feel I belong
- Cooperation – My behavior is not a problem in school
- Goal Orientation – It is important to understand my work

Middle and High Schools

■ Challenges

- Diligence – I have pushed myself hard to understand my work
- Demand – Teacher demands hard work and provides the support needed
- Relevance – Lessons have connections to real life

STOP, DROP & JOT

What are your thoughts
at this time?



Building the Culture

2007-08

- Farmington Forward
 - Bringing goals forward
- Tripod survey
 - Understanding and owning results
- SMART Goals & PLCs
 - How smart were our SMART Goals?

Press & Support

2008-09

- Getting to the classroom level
 - PLC SMART goals
- Support through Professional Development
- Changing school culture

Professional Development

The Journey: Connecting and Aligning

- 100% schools developed SMART Goals
 - Training
 - Support
- School to PLC SMART Goals
- Tripod + Student Achievement Data
- Dialogue around beliefs, behaviors & school climate
- Requesting time for PLCs and access to data

Continuing Challenges

- Alignment
- Using Data
- Time
- Trust
 - Sharing data with teammates to inform instruction

Modeling

- All District meetings as PLCs
 - Sharing and building trust
 - Using data
 - It's about the learning!



We continue to live & learn from some “cheesy” lessons...

When moving cheese (or staff) remember...

- If you do not change, you can become extinct
- Old beliefs do not lead you to new cheese
- Smell the cheese often so you know when it is getting old
- Movement in a new direction helps you find new cheese

Who Moved My Cheese? By Spencer Johnson, M.D.

What do we want to look like?



Press & Support

From courageous conversations about race to courageous conversations with each other.

Questions lead to more questions.....

- How do we systemically and continuously improve?



Share your journey

What are your learnings and bumps
in your road?

Do you have advice
for us?

*small groups &
share out*





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