Using the ACE Learning Protocol to Support Student and Staff Engagement and Growth of Learning

An Improvement Science Study in Education
Introductions

- Michael Fisher, Ed.D. - PGIA Director
- Lexi (13 years at VIMSIA)
- Amrii (4 years at VIMSIA)
- Kaden (2 years at VIMSIA)
ACE aims to transform rather than ‘improve’ schools
ACE asks learning communities to reflect on learner impacts rather than outputs
ACE aims to change the place called ‘school’ into an “interactive museum of learning opportunities” (Yong Zhao)
ACE invites all schools to reflect on how learning should illuminate the path to a better world for the next generation
Today’s Session will Include

Why?
● Addressing student and staff mental, physical, and emotional needs

How?
● Understanding the problem and intentionally planning

What?
● The details - schedules, offerings for students, systems and processes

*We will pause for Q & A between each section
The Why?
Educator and Student Needs in 2021-2022

Mental Health Crisis
Student Engagement and Satisfaction
Teacher Engagement
Community and Culture
Social-Emotional Wellbeing
Student Perspectives
Challenges Prior to 2022-23
The Context
EDUCATION FOR LIFE

We are a Montessori and International Baccalaureate World School offering globally acclaimed Montessori and International Baccalaureate Programmes. We educate in a green school environment with a focus on Spanish Infusion and international-mindedness.
Typical Educational Change vs Improvement Science

- Fire, Ready, Aim
- Program of the day
- What are we trying to address?
- Did it work?

- Intentional Root Cause and Problem Analysis
- Theory of Action (Driver Diagram)
- Planned Data Collection and Follow-Up
- Cycles of PDSA (Plan, Do, Study, Act)
- Multiple Iterations over Time
Q & A
The How
**Goal:**

Improve overall student satisfaction w/ MVP/DP Programs by 20% during S1-2022-23.

**Measures**

CASSEL Student Survey Q-

**Primary Drivers**

- Consistent/Effective Communication Aligned to Shared Values
- Choice/Empowering Autonomy & Agency
- Modeling Shared Values Life Balance, Wellness
- Opportunities for Relationship Building, Making Connections, Building Authentic Community (Sense of Belonging)

**Secondary Drivers (and 3s)**

- Common Language for Advisory
- Common Expectations/Normalcy for SL Activities
- RESTORATIVE PRACTICES ARE A MUST
- Communication to SS & Families that is CONSISTENT & CLEAR
- CHOOSE SL BLOCKS
- SS Lead & Promote Clubs
- Trust SS, GIVE SPACE

**Change Ideas**

1. CELEBRATE/RECOGNIZE EXCELLENCE & ASSEMBLIES, ADVISORY, FAC. MTD.
2. MODEL INTEGRITY OF VN (FLEX BLOCK) AS PART OF TIME
3. CELEBRATE FACULTY & MODEL LP
4. PLAN COMMUNITY ACTIVITIES DURING FLEX BLOCK
5. BUILD IN COMMUNITY TIME
6. CELEBRATE COMMUNITY PARTNERS
7. CREATE COMMUNITY FOR FACULTY
Primary Drivers

- Choice (for teachers and students)
- Mental/Emotional/Physical Break
- Opportunities to Explore
- Being Seen and Heard
- Building Community
- Autonomy and Opportunities to Lead
- Consistency of Messaging (building a culture)
Student Perspectives

For me, Volts Wednesday is...
The What
The Framework
Volts Wednesdays

- Timing
- PLC Time for Faculty (Optional activities for students)
- Advisory (SEL)
- Community Activities/Assemblies
- Student Life Blocks
- HL Extension Time
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Start/PD</td>
<td>8:00-9:30</td>
<td>Late Start/PD</td>
<td>8:00-9:30</td>
</tr>
<tr>
<td>Advisory</td>
<td>9:45-10:15</td>
<td>Advisory</td>
<td>9:45-10:15</td>
</tr>
<tr>
<td>Student Life 1</td>
<td>10:20-11:50</td>
<td>Student Life block</td>
<td>10:20-11:50</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:50-12:40</td>
<td>Lunch</td>
<td>11:50-12:20</td>
</tr>
<tr>
<td>Student Life 2</td>
<td>12:40-2:10</td>
<td>HL Ext. English</td>
<td>12:20-1:15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HL Ext. Spanish 11</td>
<td>2:20-3:15</td>
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</tbody>
</table>

**Late Start Options for Students:**

- Arrive late OR
- Arrive at 8:00 and choose from Student Cafe, Basketball, Yoga, Soccer, Study Hall, Chess Club
<table>
<thead>
<tr>
<th>Course/Club Title</th>
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</thead>
<tbody>
<tr>
<td>Academic Modes of Writing (9th-12th grade only)</td>
<td>Montessori Mentor</td>
</tr>
<tr>
<td>Art Studio</td>
<td>Mu Alpha Theta (10th-12th grade students only)</td>
</tr>
<tr>
<td>Creative Coding and Game Development</td>
<td>Musical Theater</td>
</tr>
<tr>
<td>Crocheting</td>
<td>Personal Project Study Hall (10th grade only)</td>
</tr>
<tr>
<td>Dungeons and Dragons (Student-Led)</td>
<td>Production Technology Team</td>
</tr>
<tr>
<td>Gardening and Campus Beautification</td>
<td>Singing/Glee Club</td>
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<tr>
<td>High Voltage</td>
<td>Snorkeling and Marine Exploration</td>
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<tr>
<td>Learn to Sail</td>
<td>Strength and Stretch Yoga</td>
</tr>
<tr>
<td>Math Lab (grades 6-8 only)</td>
<td>Student Media Team</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Student Music Ensemble</td>
</tr>
<tr>
<td>Modern Dance</td>
<td>Yoga &amp; Mindfulness</td>
</tr>
</tbody>
</table>
The Research
<table>
<thead>
<tr>
<th>Question</th>
<th>May Mean</th>
<th>Nov. Mean</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  I like coming to school every day.</td>
<td>2.85</td>
<td>3.18</td>
<td>11.56%</td>
</tr>
<tr>
<td>2  I have friends at school.</td>
<td>4.28</td>
<td>4.62</td>
<td>7.94%</td>
</tr>
<tr>
<td>3  People care about each other in my class.</td>
<td>3.76</td>
<td>3.68</td>
<td>-2.32%</td>
</tr>
<tr>
<td>4  My teacher(s) likes and cares about me.</td>
<td>3.65</td>
<td>3.97</td>
<td>8.70%</td>
</tr>
<tr>
<td>5  Adults treat students kindly and fairly at this school.</td>
<td>3.33</td>
<td>3.88</td>
<td>16.47%</td>
</tr>
<tr>
<td>6  I’m interested in what I’m learning in class.</td>
<td>2.99</td>
<td>3.50</td>
<td>17.21%</td>
</tr>
<tr>
<td>7  I work and play well with people who are different from me.</td>
<td>4.01</td>
<td>4.35</td>
<td>8.45%</td>
</tr>
<tr>
<td>8  I sometimes get to choose what I want to study or do in class.</td>
<td>3.06</td>
<td>3.35</td>
<td>9.73%</td>
</tr>
<tr>
<td>9  I feel like I belong in my classroom and school community.</td>
<td>3.31</td>
<td>3.88</td>
<td>17.45%</td>
</tr>
</tbody>
</table>
Student Perspectives

How have Volts Wednesdays impacted you as a person and as a learner?
Recap

- Individual and Unique Contexts
- One Component vs All
- The Power of Culture
Questions

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Check out the blog for photos and stories from Volts Wednesdays