

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)
- - A'mrii (4 years at VIMSIA)
- - Kaden (2 years at VIMSIA)



Architecture, Culture, Ecology

- 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



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

Today's Session will Include

Why?

- Addressing student and staff mental, physical, and emotional needs

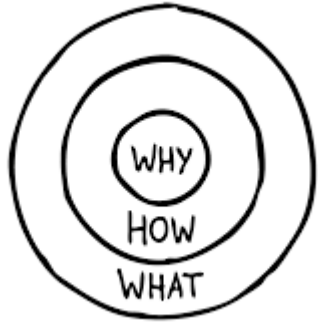
How?

- 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.



Improvement Science



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

MATERIALS / RESOURCES

Systems

PEOPLE DRIVEN

LACK OF SUPPORT FOR THE SEL

DP DRIVEN SYSTEMS

TRANSACTIONAL

Systems misaligned to community/model

ADMIT ALL (most)

BUSINESS MODEL

OTHER

METHODS / PROCESSES

High Expectations - DP FOR ALL

HYPERFOCUS ON ACADEMICS

DESIRE FOR ALL ASPECTS OF LEARNER PROFILE

WHAT WE CELEBRATE WHO

WHAT WE MEASURE (ORIENTS SELF WORTH) -> DP DIPMA VS MYA

Transience

Covid

Irma/Maria

natural disasters -> mechanical, reactive mindset -> everything is a crisis to be solved (trauma)

MOTHER NATURE / ENVIRONMENT

MANPOWER / PEOPLE

INADEQUATE STAFFING TO MEET WHOLE CHILD NEEDS

PRIMARY FOCUS ON ACADEMICS

ENVIRONMENT TOTALLY VOLUNTEER DRIVEN

INADEQUATE STAFFING FOR SEL + LS

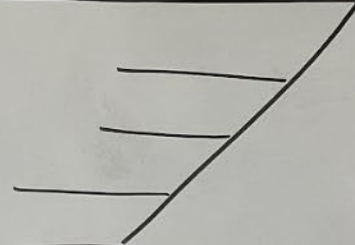
TRANSIENCE (FACILITY) -> LACK OF CONNECTION

MEASUREMENTS

PROBLEM OF PRACTICE

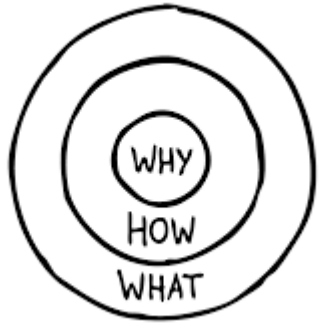
THE PGIA NEEDS TO PRIORITIZE THE SYSTEMS + PRACTICES THAT ALIGN WITH OUR VALUE OF SUCCESS TO EDUCATE EACH WHOLE CHILD, WITHIN THE LOCAL COMMUNITY

PARENT EXPECTATIONS



Q & A





The How

GOAL:

IMPROVE OVERALL STUDENT SATISFACTION W/ MYP/DP PROGRAMS BY 20% DURING S1 - 2022-23.

MEASURES

CASEL STUDENT SURVEY Q_

PRIMARY DRIVERS

CONSISTENT/EFFECTIVE COMMUNICATION ALIGNED TO SHARED VALUES

CHOICE/EMPOWERING AUTONOMY + AGENCY

MODELING SHARED VALUES LIFE BALANCE, WELLNESS

OPPORTUNITIES FOR RELAT. BUILDING, MAKING CONNECTIONS, BUILDING AUTHENTIC COMMUNITY (SENSE OF BELONGING)

SECONDARY DRIVERS (AND 3^o)

COMMON LANGUAGE FOR ADVISORY

COMMON EXPECTATIONS/NORMS FOR S.L. ACTIVITIES

RESTORATIVE PRACTICES ARE NORM

COMMUNICATION TO SS + FAMILIES THAT IS CONSISTENT + SUPPORTS THE WHY?

CHOOSE SL BLOCKS

SS LEAD + PROMOTE CLUBS

TRUST SS, GIVE SPACE

CREATE SPACE W/IN SCHEDULE FOR NON-ACADEMIC PRIORITIES

FACULTY EXPLICITLY PARTICIPATE + SHARE HOW VW ARE A PART OF THEIR BALANCE

BUILD IN COMMUNITY TIME

CELEBRATE COMMUNITY PARTNERS

CREATE COMMUNITY FOR FACULTY

CHANGE IDEAS

1. COMMON LESSONS LANGUAGE → SHARED + MODELED DURING 8:30-9:00 AM TIME
2. ONE DAPER FOR CC VOLUNTEERS + REG ITEMS
3. USE ASSEMBLY TO CONSIDER LP TRENDS TO VW
4. LEARN "WHY?" A WBU + OTHER MEETINGS
5. 1-3X/YR CELEBRATE VW LEARNINGS → AND VOLT, FB, LOCAL MEDIA

1. MEET W/ SS - OPTION TO CHANGE SL CHOICE
2. STUDENT CAFE

1. CELEBRATE/RECOGNIZE EXEMPLARS @ ASSEMBLIES, ADVISORY, FAC. MEETINGS
2. PROTECT INTEGRITY OF VW (FILTER REQUESTS FOR USE OF TIME)
3. CELEBRATE FACULTY WHO MODEL LP

1. IMPLEMENT ADVISORY
2. PLAN COMMUNITY ACTIVITIES DURING FLEX BLOCK
3. AUG 31 PLAN AS PART OF ASSEMBLY
4. INVITE CON. VOLUNTEERS TO ASSEMBLY + CELEBRATION OF LEARNING
5. ACTIVITY DURING PLC TIME

Primary Drivers

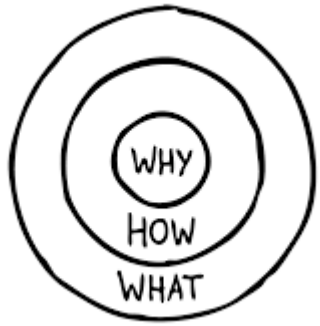
- Choice (for teachers and students)
- Mental/Emotional/Physical Break
- Opportunities to Explore
- Being Seen and Heard
- Building Community
- Autonomy and Opportunities to Lead
- Consistency of Messaging (building a culture)

Student Perspectives

For me, Volts Wednesday is...

Q & A





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

MYP (Grades 6-10)		DP A Days (8/30, 9/20, 10/4, 11/15, 12/6, 1/24, 2/7, 2/28, 4/10, 5/1, 5/15)	
Activity	Time	Activity	Time
Late Start/PD	8:00-9:30	Late Start/PD	8:00-9:30
Advisory	9:45-10:15	Advisory	9:45-10:15
Student Life 1	10:20-11:50	Student Life block	10:20-11:50
Lunch	11:50-12:40	Lunch	11:50-12:20
Student Life 2	12:40-2:10	HL Ext. English	12:20-1:15
Flex/Assembly	2:20-3:15	HL Ext. Sci 11/Math 12	1:20-2:15
		HL Ext. Spanish 11	2:20-3:15

Late Start Options for Students:

- Arrive late OR
- Arrive at 8:00 and choose from Student Cafe, Basketball, Yoga, Soccer, Study Hall, Chess Club

Student Life Courses Semester One 2023-24

Course/Club Title	Course/Club Title
Academic Modes of Writing (9th-12th grade only)	Montessori Mentor
Art Studio	Mu Alpha Theta (10th-12th grade students only)
Creative Coding and Game Development	Musical Theater
Crocheting	Personal Project Study Hall (10th grade only)
Dungeons and Dragons (Student-Led)	Production Technology Team
Gardening and Campus Beautification	Singing/Glee Club
High Voltage	Snorkeling and Marine Exploration
Learn to Sail	Strength and Stretch Yoga
Math Lab (grades 6-8 only)	Student Media Team
Mechanics	Student Music Ensemble
Modern Dance	Yoga & Mindfulness

Q & A



The Research

Question	May Mean	Nov. Mean	% Change
1 I like coming to school every day.	2.85	3.18	11.56%
2 I have friends at school.	4.28	4.62	7.94%
3 People care about each other in my class.	3.76	3.68	-2.32%
4 My teacher(s) likes and cares about me.	3.65	3.97	8.70%
5 Adults treat students kindly and fairly at this school.	3.33	3.88	16.47%
6 I'm interested in what I'm learning in class.	2.99	3.50	17.21%
7 I work and play well with people who are different from me.	4.01	4.35	8.45%
8 I sometimes get to choose what I want to study or do in class.	3.06	3.35	9.73%
9 I feel like I belong in my classroom and school community.	3.31	3.88	17.45%

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