District and Campus Improvement Plans

Center for Leadership Excellence

Staff

Goals

- Participants will identify with "why" it is important to establish goals and objectives that are aligned to the campus vision and mission.

- Participants will engage in the process of planning for student success using appropriate personnel, best practices, and resources.

- Participants will learn requirements in reference to the District Improvement Plan and the Campus Improvement Plan.

Agenda

- District and Campus Improvement Plans

- Reporting Requirements

- Questions Anytime

The most important question in any organization has to be:

"What is the business of our business?"

Judith Bardwick, Ph.D, Danger in the Comfort Zone

"When people are scared and depressed a long time, despair and fear replace confidence and optimism."

As educators, we should provide every student the type of education we would want for our own child.

What I want school to provide
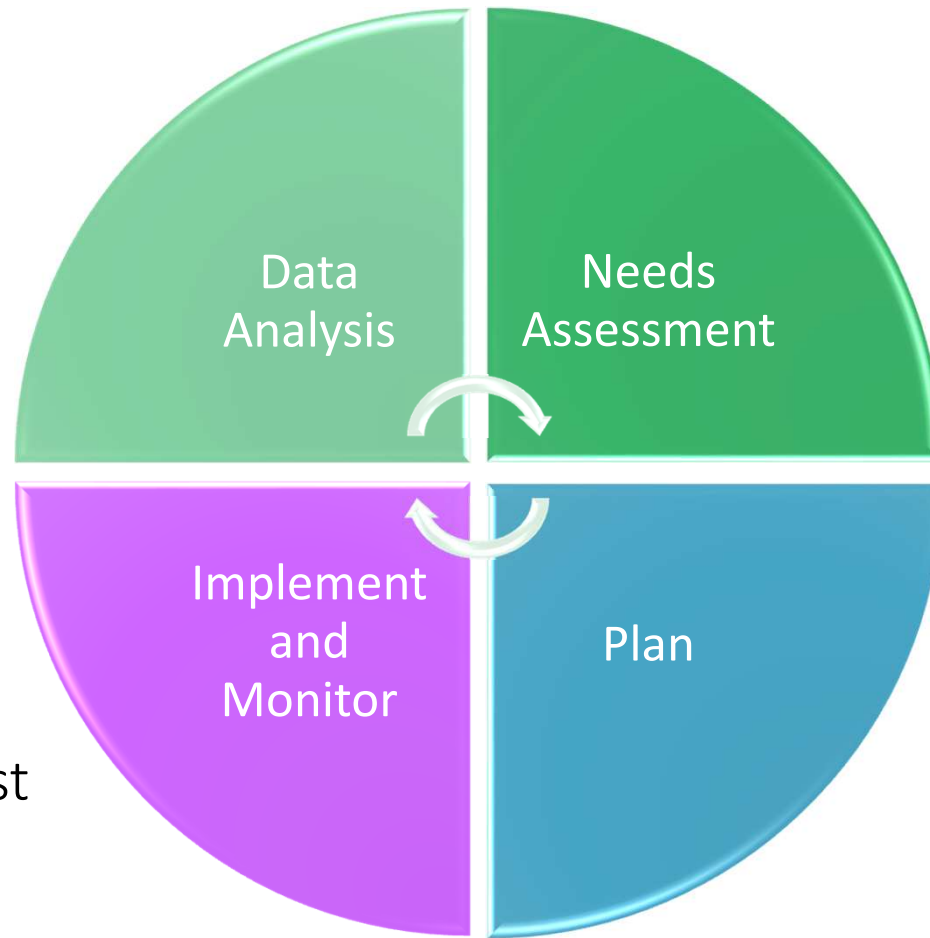
_____

Is

_____

(10 words or less)

Virtually All Prominent Education Researchers Agree

" *When teachers operate in __professional communities__ and take __collective responsibility__ for student learning, they produce school-wide gains in academic achievement.* "

─ Louis, Kruse, & Marks, 2005

School Improvement Process

What does this model mean to you?

Where are your campus areas of strength in this model?

Data Analysis

Needs Assessment

Implement and Monitor

Plan

What is the biggest challenge of this model for your campus?

How effective is your campus in each of the individual processes?

Every Student Succeeds Act (ESSA)
NCLB-ESSA Side by Side

Provisions Remain the Same	Provisions Remain w/Changes	Provisions Eliminated	New Provisions

• Private School Services
 	
• School/District Report Cards
 	
• Targeted Assistance School Requirements (student selection, parent permission, assessment, etc.)
 	
• 95% Participation Rate
 	
• Parental Involvement Requirements
 	
• Teacher/Principal Evaluations (remain Optional)
 	
• Paraprofessional Requirements
 	
• Parents' Right to Know Clause
 	
• **Title II Part A (professional development, class size reduction, teacher/principal evaluations)**
 	
• Equity Requirement
 	
• Transfer/REAP/Consolidation Options for States and Districts
	• Supplement, not supplant
	  ✓ Regulations Relaxed
	
	• State Assessment
	
	• Accountability System
	
	• Identification for Program Improvement (7% Set-aside) (Comprehensive and Targeted Support)
	
	  ✓ 5% Lowest Performing Schools
	  ✓ Graduation Rates Below 67%
	  ✓ Gaps among Subgroups
	
	• Schoolwide – Waiver Option
	
	• Standards
	
	  ✓ Not Subject to USDE Approval
	
	• Homeless Student Requirements (Strengthens Safeguards for Students, Mandatory Set-aside)
		• **Highly Qualified Teacher Provision**
		
		• School Improvement Grant
		
		• 100% Proficiency
		
		• Supplemental Educational Services
			• Authorizes a New Early Learning Program, however, it goes to Human Services
			
			• Much Less Federal Intrusion; More State and Local Control
			
			• New Literacy Program, however, a Competitive Grant
			
			• New Title IV Formula Grant
			  ✓ 20% Well Rounded Ed (i.e. Arts, STEM, AP)
			  ✓ 20% Safe & Healthy Schools (i.e. Bullying, Drug Prevention)
			  ✓ 60% Technology
			
			• **New Title I Set-aside for Direct Student Services (3%)**
			  ✓ **Tutoring**
			  ✓ **Advanced Courses**
			
			• Title I Part B State Assessment Grant
			  ✓ New Provision for State Assessment Grants to LEAs

NCLB Title I, Part A

Comprehensive Needs Assessment (CNA)	Campus Improvement Plan (CIP)	Site Based Decision Making (SBDM)

NCLB Goals

The primary goals of NCLB are that:

- All students will achieve high academic standards by attaining proficiency or better in reading and math by 2013-2014 school year (NCLB is reauthorized as ESSA).

- All students will be taught by highly qualified teachers.

- All students will be educated in schools and classrooms that are safe, drug free, and conducive to learning.

- All limited English proficient students will become proficient in English.

- All students will graduate from high school.

NCLB Statute

SEC. 1114. SCHOOLWIDE PROGRAMS.

(b) COMPONENTS OF A SCHOOLWIDE PROGRAM-

(1) IN GENERAL- A schoolwide program shall include the following components:

(A) A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

NCLB Statute

(B) PLAN DEVELOPMENT- The comprehensive plan shall be —

(iii) in effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school;

(iv) available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(v) if appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

Campus Improvement Plan Title I, Part Schoolwide

Schoolwide programs address the educational needs of economically disadvantaged students with comprehensive strategies for improving the *whole* school so every student achieves high levels of academic proficiency.

Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services. Instead, schoolwide programs can use all allocated funds to increase the amount and quality of learning time.

Campus Planning

Requirements for Success Team Building

Four Key Components

- Data Disaggregation

- Campus Needs Assessment

- Campus Improvement Planning

- Team Building

Required Program Components for CIP

http://tea.texas.gov/Finance_and_Grants/Grants/Federal_Flexibility_Initiative/Schoolwide_Programs/Schoolwide_Programs__Campus_Improvement_Plan/

District/Campus Plan Components

BASIC Components

1. Comprehensive Needs Assessment

2. Goals

3. Measurable Objectives

4. Strategies

5. Staff Responsible

6. Time Lines

7. Resources

8. Formative Evaluation

9. Summative Evaluation

Also include:

1. Mission Statement

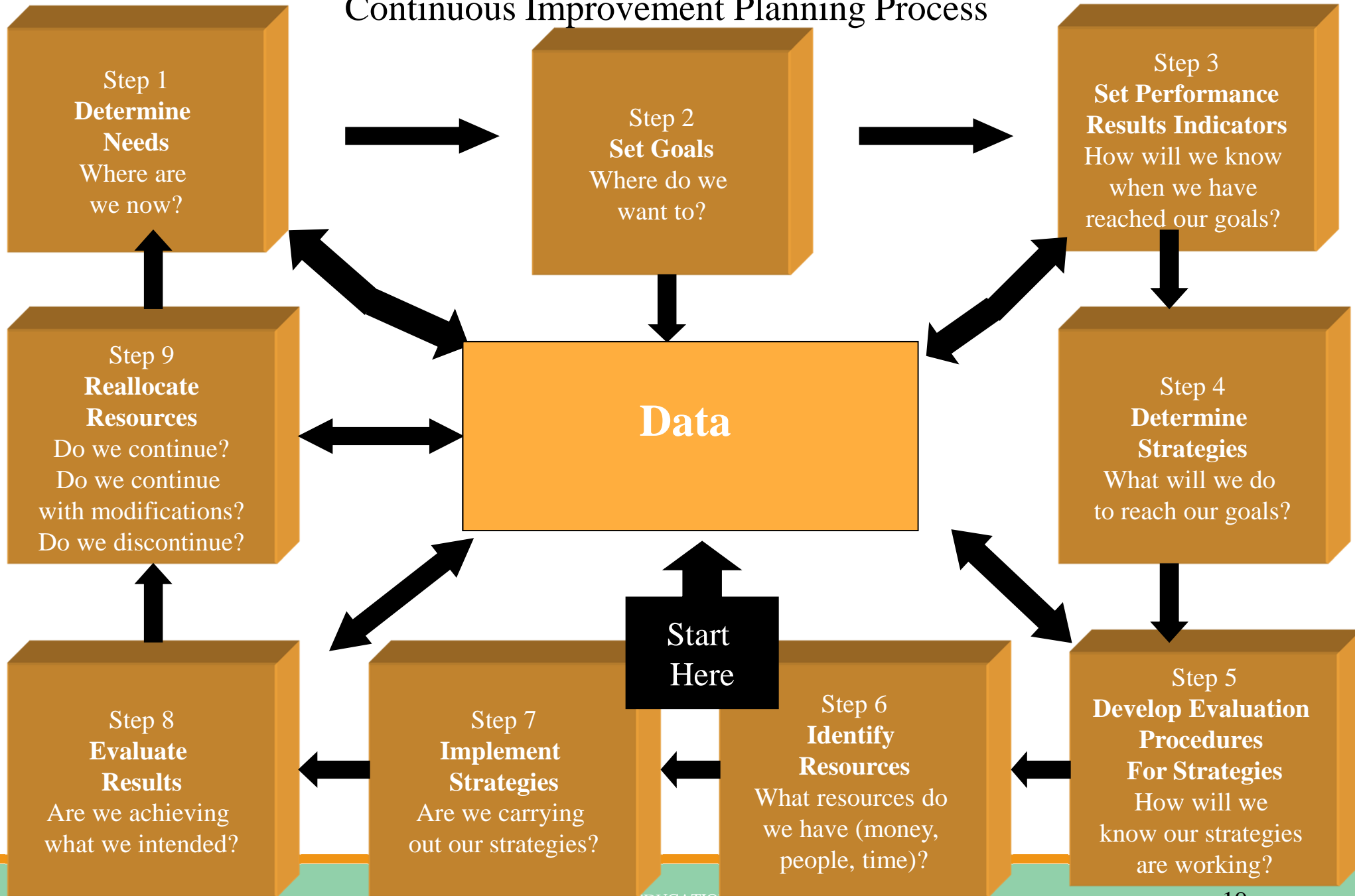2. Name and role of Committee members

3. Date Plan is adopted by the Board

The Process: Writing the Planning District/Campus Improvement Plan

Show Me the Data
Continuous Improvement Planning Process

Step 1
Determine Needs
Where are we now?

Step 2
Set Goals
Where do we want to?

Step 3
Set Performance Results Indicators
How will we know when we have reached our goals?

Step 9
Reallocate Resources
Do we continue?
Do we continue with modifications?
Do we discontinue?

Data

Step 4
Determine Strategies
What will we do to reach our goals?

Step 8
Evaluate Results
Are we achieving what we intended?

Step 7
Implement Strategies
Are we carrying out our strategies?

Start Here

Step 6
Identify Resources
What resources do we have (money, people, time)?

Step 5
Develop Evaluation Procedures For Strategies
How will we know our strategies are working?

Research Has Found…

- That faculty in *successful schools* always question existing instructional practices and do not blame lack of student achievement on external causes.

- The "source of the problem" in *ordinary schools* is always someone else - the students, the parents/caretakers, the school board, and so on.

- Carl Glickman, 2003

Underlying Assumptions - DATA

- Data may help us <u>uncover</u> problems.

- Data can <u>convince</u> people that change is needed.

- Data can <u>validate</u> or <u>discredit</u> assumptions about practices.

- Data can get to the <u>root</u> of the problems, <u>identify</u> areas where change is needed and <u>guide decisions</u> regarding resources.

- Data can help schools <u>evaluate</u> program effectiveness & keep the <u>focus</u> on student learning.

- Data can provide <u>feedback</u> so teachers and administrators can continue effective practices.

- Data should be a <u>balance</u> of multiple measures.

- Data can <u>prevent</u> quick-fix and one-size-fits-all solutions.

- Data <u>provides</u> the schools the ability to <u>respond</u> to accountability questions.

- Data can <u>build a culture</u> of continuous improvement.

- Do not use data to punish

- Do not jump to conclusions without ample data

- Do not use data as an excuse for quick fixes

- Do not use only one source of data

Use Data to…

- Understand clearly where you are and where you want to be…

- Know when you have reached your goal or how much to improve

- Act on fact and make sound decisions about how to improve

- Determine weak and strong areas

Data, Data, Data – What Does it Mean?

- Focuses instruction

- Time management

- Targets students for tutorials, or other accelerated instruction.

- Self-reflection

- Professional development

- Collaboration

- Improves classroom questioning skills

- Use to write appropriate TEKS-based measurable goals

The Four Common Places of Education

- Classroom

- Curriculum

- Teacher

- Learners

Examine Possible Reasons for Not Meeting Objectives

Teacher

- Teaching Strategies
- High/Low Expectations
- Understanding of Learning Objectives
- Philosophical Agreement
- Teaching Experience
- Classroom Management Skills

Learner

- Engagement
- Attitude Toward Learning
- Parental Support
- Self-Efficacy
- Time on Task
- Prior Learning
- Understanding of Learning Objectives

Examine Possible Reasons for Not Meeting Objectives

Curriculum

- Aligned with Instruction & Test
- Clear Learning Objectives
- Appropriate to Grade Level
- Accommodates Varies Learning Styles
- Test Administration
- Test Quality

Classroom

- Instructional Materials
  - -Quality
  - -Quantity
  - -Aligned with Test
  - -Teacher
  - -Familiarity
- Physical Environment Conducive to Learning
- Daily Interruptions
- Learning Climate
- Disciplinary Problems

Data is Only Good for a Short Time

- Benchmark again (with a purpose).

    - Assess only what you have taught; add to the benchmark each time you give it, picking up previously taught TEKS.

- Sort through benchmark results again!

- Benchmarks should be focused on instruction taught.

- Benchmarks do not have to be lengthy or involved to be effective.

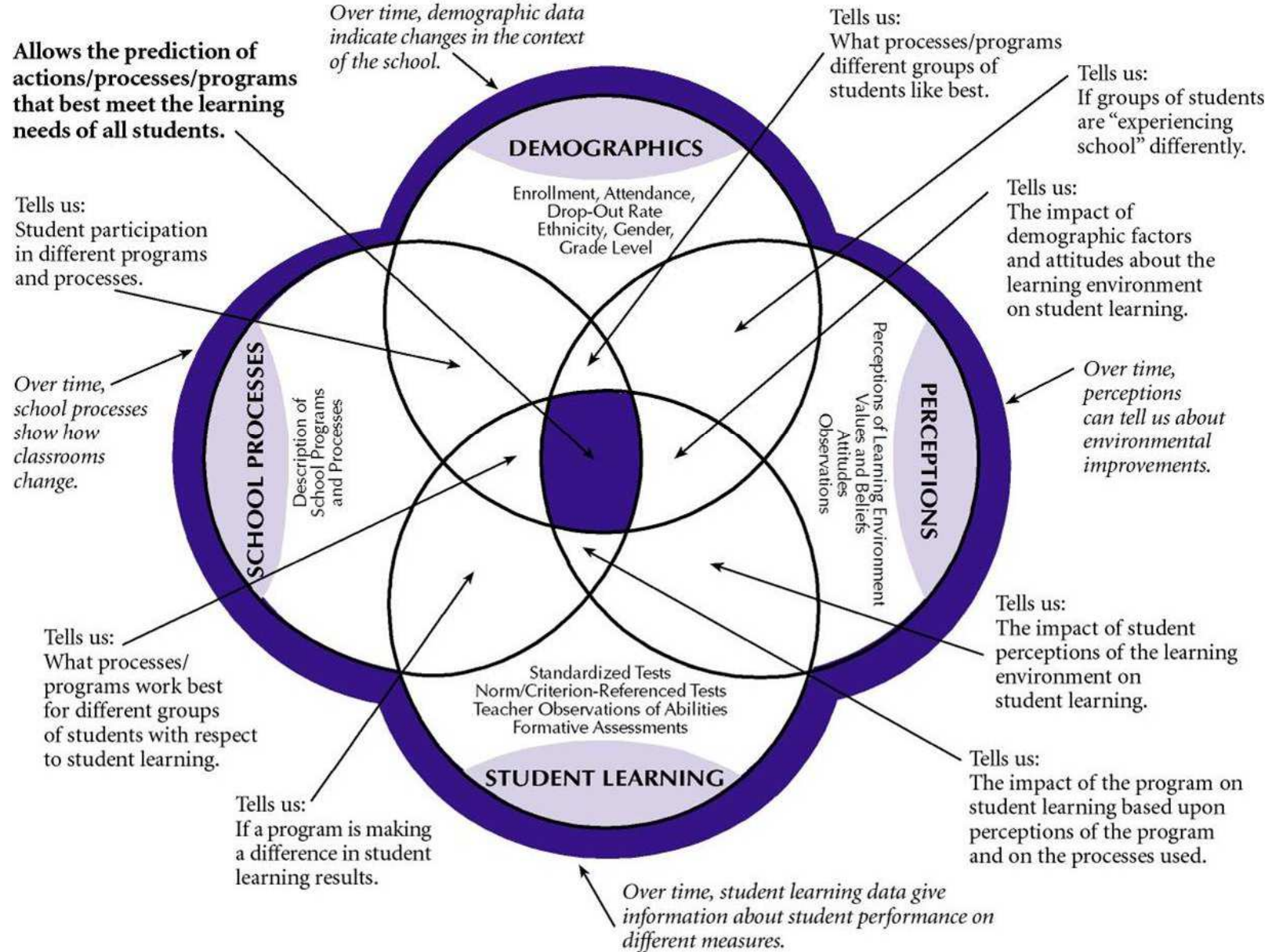# The Key

- Follow your students closely.

- Benchmark regularly.

- Use data to focus and plan instruction.

- Know what is expected at each grade/subject level.

- Collaborate with entire staff.

Article

Read the Article: *Intersection: New Routes Open When One Type of Data Crosses Another-* by Victoria Bernhardt

https://learningforward.org/docs/jsd-winter-2000/bernhardt211.pdf?sfvrsn=2

Multiple Measures of Data

Over time, demographic data indicate changes in the context of the school.

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

Tells us:
What processes/programs different groups of students like best.

Tells us:
If groups of students are "experiencing school" differently.

DEMOGRAPHICS

Enrollment, Attendance, Drop-Out Rate Ethnicity, Gender, Grade Level

Tells us:
Student participation in different programs and processes.

Tells us:
The impact of demographic factors and attitudes about the learning environment on student learning.

Over time, school processes show how classrooms change.

SCHOOL PROCESSES

Description of School Programs and Processes

Perceptions of Learning Environment Values and Beliefs Attitudes Observations

PERCEPTIONS

Over time, perceptions can tell us about environmental improvements.

Tells us:
What processes/programs work best for different groups of students with respect to student learning.

Standardized Tests
Norm/Criterion-Referenced Tests
Teacher Observations of Abilities
Formative Assessments

Tells us:
The impact of student perceptions of the learning environment on student learning.

STUDENT LEARNING

Tells us:
If a program is making a difference in student learning results.

Tells us:
The impact of the program on student learning based upon perceptions of the program and on the processes used.

Over time, student learning data give information about student performance on different measures.

Group Activity

The CNA Focuses on Eight Areas

- Demographics;

- Student Achievement;

- School Culture & Climate;

- Staff Quality, Recruitment, & Retention;

- Curriculum, Instruction, & Assessment;

- Family and Community Involvement;

- School Organization; and

- Technology

Needs Assessment

- **A written summary of data <u>usually</u> included <u>in the front of the plan</u>.**

- **The summary of data includes an analysis of patterns and trends <u>*with a discussion of probable causes of high areas of student needs*</u>.**

Comprehensive Needs Assessment

http://web.esc20.net/NCLB_CNA_fb/index.html

- Data analysis is only one piece of the puzzle in continuous school improvement.

- Without one critical piece of information, a target, our results might resemble "Random Acts of Improvement."
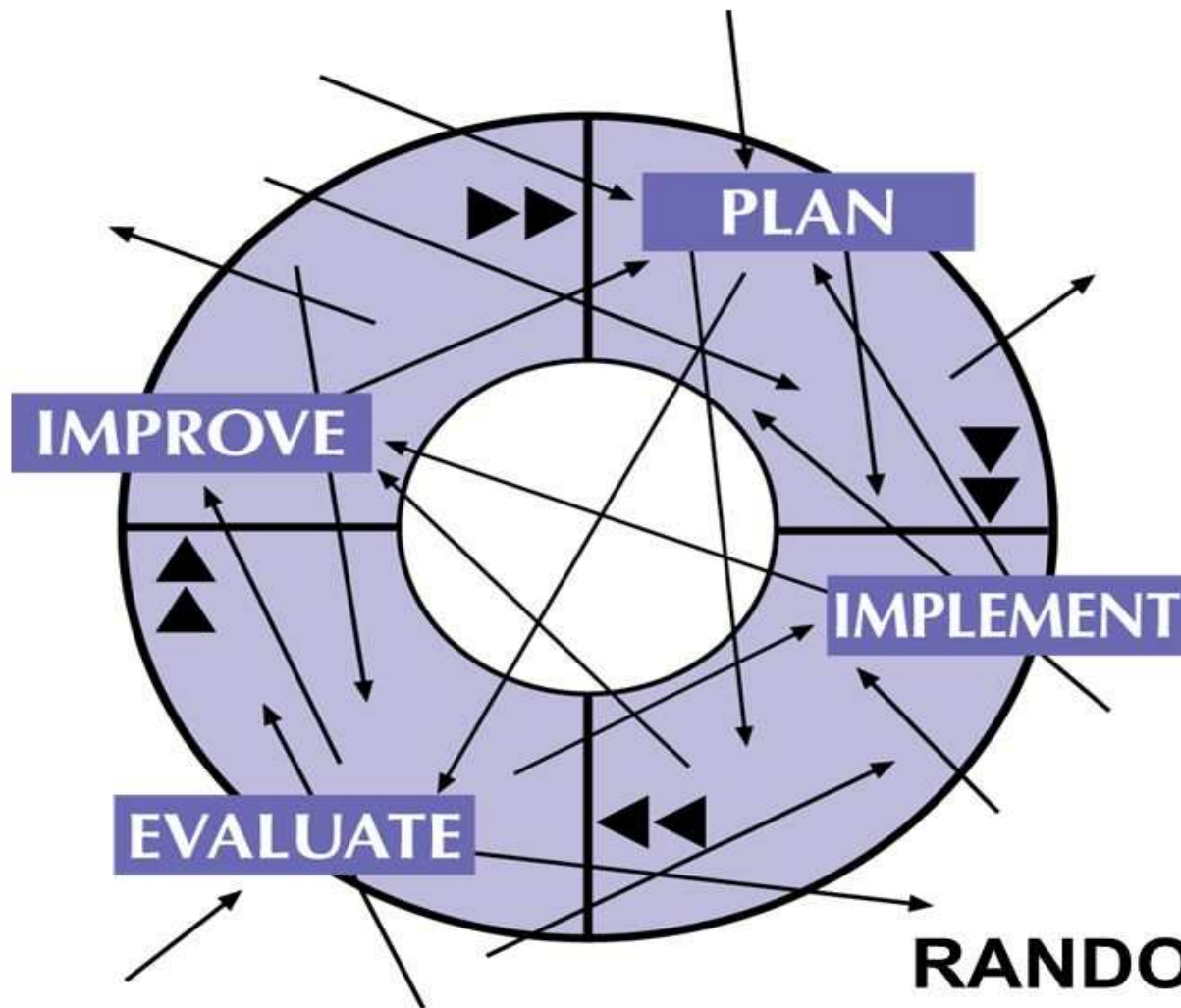
RANDOM ACTS OF
IMPROVEMENT

■**The vision of the school which is created from what we expect students to know and be able to do, values and beliefs of the staff, and the purpose and mission of the school, must be at the center of everything that the school does.**

When the vision is shared and clear, everything that is planned is planned to implement the vision. Everything implemented in the school must be about the vision.

- **Everything is evaluated in terms of how it will get the school to its vision, and everything is improved to better implement the vision.**

- **This will lead to *Focused Acts of Improvement.***

Analyzing Data and Seeking Causal Factors (Root Causes)…

leads schools to determine effective strategies for achieving their vision.

Fishbone Cause-and-Effect Analysis

- **Teacher**
- **Curriculum**
- **Learner**
- **Classroom**

Instruction

Assessment

Teacher Preparation

Inconsistent implementation of curriculum units

Unit assessments not aligned with state assessments

Teachers not comfortable with physical science content

Problem:
6th grade students are below proficiency in science; achievement gap between white and Hispanic students

6th grade unit on motion not aligned with standards or assessments

Teachers' low expectations for some students

Fragmented PD

K-5 curriculum not developing motion concepts

De facto tracking

School culture not collaborative

Curriculum

Equity

Critical Supports

HB 2804

http://tea.texas.gov/A-F/

Contributing Causal Factors

- Factors that we control

- The absence of something

- Barriers that prevent us from being successful

- The most basic cause that can be reasonably be identified, that we have control to fix, and for which effective recommendations for prevention can be implemented.
  - The underlying causes of adverse outcomes.
  - The basic reason the problem occurs.

Strategies for Remedy

- Systematic approaches that will shift our direction and facilitate our change to achieve our mission and vision.

Identifying the Issue

▪ **How is the issue perceived by different stakeholders (parents, teachers, students, etc.)?**

▪ **What kind of support does your team have?**

▪ **What obstacles might you face?**

▪ **How does the issue impact different groups of students?**

▪ **What beliefs and assumptions may underlie this problem?**

▪ **What has been done in the past to address this problem?**

▪ **What does the research say about the issue?**

Identify the Issue & Question

- **Is this program effective for all students?**

- **Do different types of students in this program achieve their goals?**

- **SPECIFICITY, SPECIFICITY, SPECIFICITY**

- **Are students in this program progressing at the same rate as students not in this program?**

Writing Your Question

- **What is the problem with student learning you want to address?**

- **How do you know you have this problem? What evidence do you have?**

- **Who is affected?**

- **What do you think is causing this problem? What evidence do you have?**

- **What is the learning goal targeted for improvement?**

- **Are possible solutions within your control?**

Probing for Improvement

- **How are we doing?**

- **Who isn't performing?**

- **What might be the reasons?**

- **What can we do to improve?**

- **How do we know it worked?**

- **What do we do if they don't learn?**

In formulating your question...

- **Make it manageable and feasible**

- **Make it important**

- **Make sure enough people have the energy and commitment to follow it through**

- **Be as clear as possible about the problem.**

Adapted from Using Data/Getting Results
by Nancy Love

"The problem is not tests per se but the failure... to be results focused and data driven. Coaches regularly adjust performance in light of ongoing results, even dramatically altering their lesson plans in light of unexpectedly poor results."

- Grant Wiggins

Remember…

- Data alone is not a magic bullet.
  - It can be just as easy to use data destructively as it is to use it to stimulate improvement.
  - Like a medical prescription, it must be used with wisdom.

- Never use data as a means of punishment, only as a compass that points the way to improvement.

  - American Productivity & Quality Center, 2002

Perception Data

Perception   Reality

Nancy Love (2002). *Using Data/Getting Results*. Norwood, MA: Christopher-Gordon.
Eisenhower National Clearinghouse for Mathematics and Science Education - http://www.enc.org

1. Begin with a question

2. Examine the data

3. Raise questions about the data

4. Interpret the data

5. Propose actions/
   interventions:
   Set goals
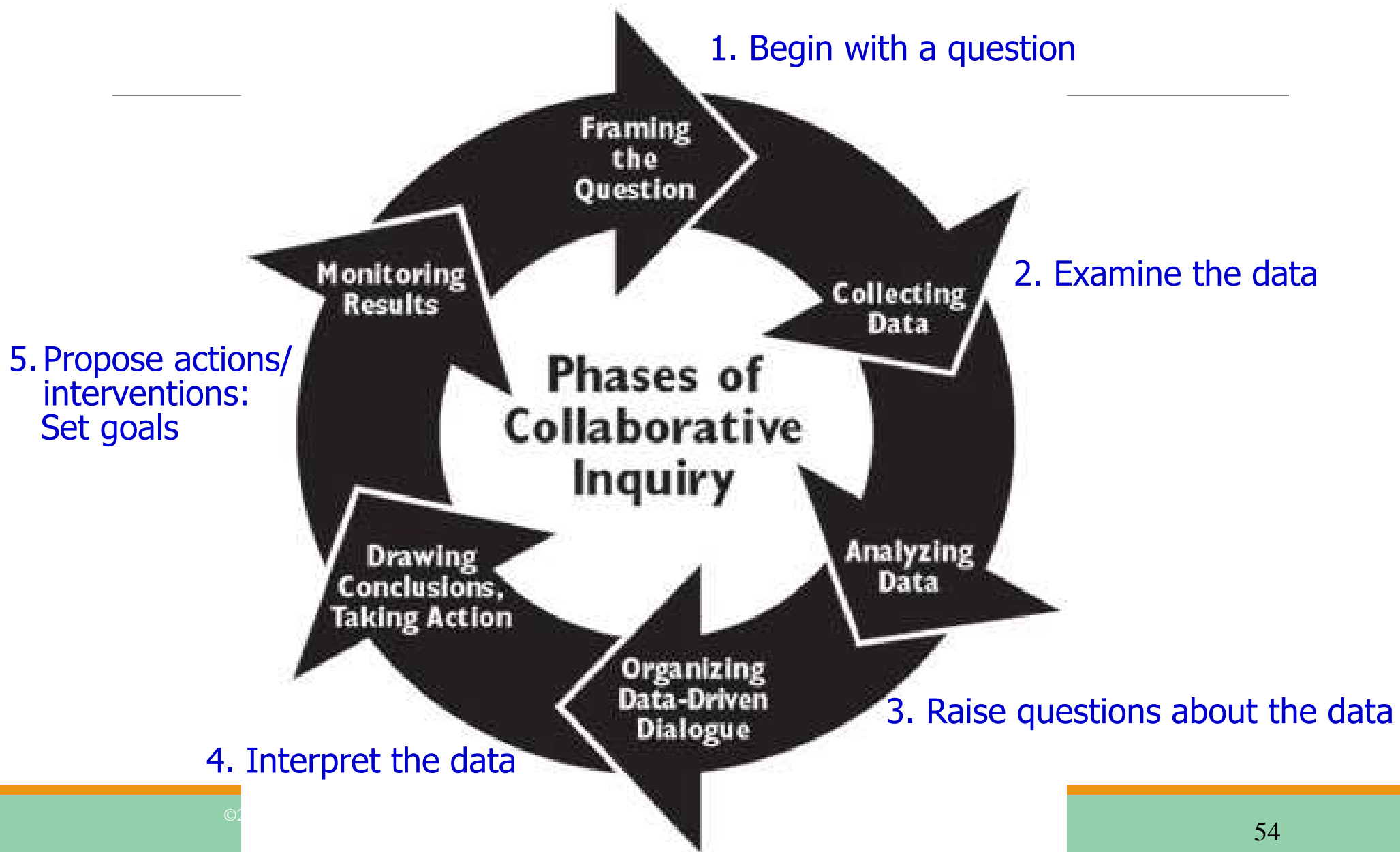
Goals

- **Update** GOALS **based on state and federal standards.**
  - **Goals are long range (3-5 years), and are <u>broad statements of expected outcomes</u> that are consistent with the vision and mission of the district.**
  - **Goals provide direction and focus.**
  - **There are mandated goals in law at the state and federal levels.**

<u>Example:</u> By 2016 Blank ISD will have an Exemplary rating for student performance and be on track so that 100% of students meet federal standard.

Goal: *Blank Middle School will have an Exemplary rating by SY 2016, and be on track so that 100% of students meet federal standard.*

Objective: *By May 2016, 100% of ALL students and each student group*, including Special Education students tested, will pass all portions of the STAAR test, and 100% of students taking the STAAR will meet expectations set in the ARD committee.*

*W, H, AA, ED, Migrant, LEP, Special Educ.,

Summative Evaluation: 100% pass state assessment.

Goals: *Long range (3-5 years) that reach to the state and federal standards. **Plans must have goals for Student Performance, Completion Rate/Drop out/At-risk, Highly Qualified Teachers, Violence Prevention and Intervention (campus) and Parent Involvement (campus).** The district/campus may write any additional goals desired.*

				failure
Tutorials and computer lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	Peter Perez Sonia Whitman Gregory Anderson	Monitor: October 30, 2015 December 2015 (semester) March 2016	SCE: $15,000 FTEs: .8 @$28,000	☻Student 6 week and semester grade improvement ☻Improvement on bench-mark testing for all students identified

Objectives

Write OBJECTIVES **for the school year that address the needs of all students and all student groups.**

- **Objectives are specific, <u>measurable</u>, expected results or outcomes for all student populations served.**

- **They target <u>observable behaviors</u> that provide indicators for student performance.**

- **District objectives should be <u>logically related</u> to campus performance objectives and <u>provide direction and support</u> for campus improvement initiatives.**

<u>Example:</u> By May 2016, 100% of all students and all student groups, will meet the standard on state assessment, and 100% of Special Education students will meet ARD expectations.

<u>Example:</u> By May 2016, 100% of students in special program areas, including LEP, Migrant, Homeless, G/T, At-Risk, and Special Education will meet the standard on state assessment.

Performance Objectives should be SMART

- **S**imple - A good objective identifies a single, specific, simple, goal, in language that others find easy to understand.

- **M**easurable - It should be possible to measure the <u>extent</u> to which the objective has been achieved.

- **A**chievable - It should be possible to achieve the goal in the time available and with the resources at disposal.

- **R**elevant - The goal should be <u>directly</u> related to the purpose.

- **T**ime-constrained - It should be when you intend to achieve it (short term – at the end of the workshop, or medium term, after a certain, specified time).

Goal: *Blank Middle School will have an Exemplary rating by SY 2016*

Objective: *By May 2016, 100% of all students and all student groups, will meet the standard on state assessment, and 100% of Special Education students will meet ARD expectations.*

Objective: *Specific, **measurable, annual** targets. Objectives must address all State and Federal standards that apply. Objectives must address all students and all student groups* for whom improvement is needed, including students in Special Education. **Objectives should answer the question: Who will do what, by when, and to what extent?***
*W, H, AA, ED, Spec Ed, G/T, Title I, Migrant, LEP, Bilingual/ESL, At-Risk, etc.

Tutorials and computer lab class for all students who failed the STAAR test or who are identified as at-risk for failure.	Peter Perez Sonia Whitman Gregory Anderson	Monitor: October 30, 2015 December 2015 (semester) March 2016	SCE: $15,000 FTEs: .8 @$28,000	☻Student 6 week and semester grade improvement ☻Improvement on bench-mark testing for all students identified

Strategies

- Write **Strategies** that address:
  - **the needs of all students and all student groups, including special education**
  - **instructional methods for students not achieving their full potential**
  - **methods for addressing the needs of students in special programs**
  - **the activities/strategies should be specific**
  - **the activities/strategies should be evaluated (formatively) at increments during the school year**

Strategies

Criteria to consider for each activity/strategy:

- **IMPACT on STUDENTS**
- **TIME required for implementation**
- **COMMITMENT of those implementing the activity/strategy**
  - ▶**Is training needed?**
- **RESOURCES necessary to do it**

Goal: *Blank Middle School will have an Exemplary rating by SY 2016.*

Objective: *By May 2016, 100% of all students and all student groups, will meet the standard on state assessment tests, and 100% of Special Education students will meet ARD expectations.*

Summative Evaluation: 100 % pass rate on state assessment.

Strategy/ Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
All content areas will analyze the state assessment results, and review the item analysis documents in order to adjust instruction to meet student needs.	D L	e scores M Item Analysis uments C		☻Observation of instruction ☻Student tutorial groups identified to review specific objectives ☻6 week and semester grade improvement for students at risk for failure
Tutorials and computer lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	P S G	E: $15,000 Es: .8 @$28,000		☻Student 6 week and semester grade improvement ☻Improvement on bench-mark testing for all students identified

Strategies/Activities

Tell *how* the objective will be accomplished.

Write specific action statements describing *what* will be done to improve, and *which student groups* will benefit.

Requirements for **Activities/Strategies (TEC 11.251)**

Activities/Strategies must address:

▪**Instructional methods for students not achieving**

▪**The needs of students in special programs such as violence prevention, suicide prevention, conflict resolution, or dyslexia treatment programs**

▪**Drop out reduction**

▪**Integration of technology in instructional programs**

▪**Career education**

▪**Accelerated education (at-risk, SCE)**

▪**Staff development for professional staff**

▪**Staff development for teachers who work primarily outside of the area of special education "related to the instruction of students with disabilities"**

▪**Information to middle/high school parents, counselors, students regarding higher education opportunities, including TEXAS and Teach for Texas grants, admissions and financial aid for higher education, and the need to make informed curriculum choices**

▪**Pregnancy related services**

Strategies: Required Title I <u>Schoolwide</u> Campus Components

1. Comprehensive Needs Assessment of the entire school (including all program areas)

2. <u>Reform strategies</u> ~~that address the needs of all children in the school, but~~ particularly the needs of children of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on <u>scientifically based research.</u>

3. <u>Instruction by highly qualified teachers</u> (*Show appropriate staff development to meet the needs of students at-risk in the D/CIP*)

4. <u>Professional development</u> for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff who work for the student improvement

5. <u>Strategies to attract</u> high-quality highly qualified teachers to high-need schools

6. <u>Strategies to increase</u> parental involvement

Strategies: Required Title I <u>Schoolwide</u> Campus Components

7. Plans for assisting preschool children in the <u>transition</u> from early childhood programs, such as Head Start and Even Start, to local elementary school programs. *(Examples could include: provide parents with kindergarten objectives at an orientation session; teachers from pre-K/K meet to discuss instructional programs and needs of students, etc.)*

8. Steps to include <u>teachers in the decisions</u> regarding the <u>use of assessments</u>. (*In the formative evaluation column of the D/CIP show that teacher made tests, or teacher classroom observations are occurring to assess students)*

9. <u>Activities</u> to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with <u>effective, timely additional assistance.</u>

10. <u>Coordination and integration</u> of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Strategies for Special Education

1. Timeline for initial evaluation

2. Least Restrictive Environment

3. Related Services

4. Timeline for Reevaluation

5. Transition Services

Resources

- **Identify the resources needed to implement the plan**

-
  _____

  - Include appropriate detail—adequate and appropriate space, materials, and equipment are addressed within the plan to accomplish the specified strategies

  - Identify the <u>source of funds for each strategy</u>, i.e. Title I, Title II, etc. Funds must be budgeted consistent with program fiscal requirements.

  - <u>State Compensatory Education</u> funds must be identified for each strategy that is supplemental and indicates:
    - The amount of SCE <u>$$$</u> allocated for each activity/strategy that show 85% of the entitlement, and
    - Total <u>personnel</u> funded through SCE for that activity/strategy
      - FTEs must be shown for SCE activities involving personnel at <u>both</u> the <u>district</u> and <u>campus level</u>.

Goal: *Blank Middle School will have an Exemplary rating by SY 2016.*

Objective: *By May 2016, 100% of all students and all student groups, will meet the standard on STAAR, and 100% of Special Education students will meet ARD expectations.*

Summative Evaluation: At

Strategy/ Activity		**Resources**	Formative Evaluation
All content areas will analyze the state assessment results, and review the item analysis documents in order to adjust instruction to meet student needs.	De Lu	**state scores** **ADM Item Analysis** **ESC** **Best practices**	☺Observation of instruction ☺Student tutorial groups identified to review specific objectives ☺6 week and semester grade improvement for students at risk for failure
Tutorials and computer lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	Pe So Gr	**SCE: $15,000** **FTEs: .8**	☺Student 6 week and semester grade improvement ☺Improvement on bench-mark testing for all students identified

Resources are those things that are necessary to accomplish the strategy/activity.

They could be

■ **materials,**

■ **People, such as the Librarian or ESC,**

■ **funding sources such as SCE, Title I, Grants, Shared Services Arrangements, etc.**

Implementation

- Identify **staff responsible**
  - **Use positions of those who will implement the activity and**
  - **name of one person who will report progress to the site-based committee .**

- **Set timelines for ongoing monitoring of strategies throughout a grading period or instructional period. Incremental progress reviews should be scheduled for discussion by the committee.**
  - **This should be written in incremental units such as every three weeks, every month, each semester, etc.**
  - **Do not indicate time in general statements such as, "ongoing" or "August-May".**

Goal: *Blank Middle School will have an Exemplary rating by SY 2016.*

Objective: *By May 2016, 100% of all students and all student groups, will meet the standard on state assessment, and 100% of Special Education students will meet ARD expectations.*

Su... ...pass rate on STAAR. At least 80% students met expecta...

	Staff Responsible	Timeline		rmative Evaluation
	Department Chairs and Lucy Olivares	Monitor: October 2015 January 2016 March 2016		bservation of struction udent tutorial oups identified to view specific bjectives week and semester ade improvement r students at risk r failure
lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	Content area teachers and Greg Anderson	Monitor: October 30, 2015 December 2015 (semester) March 2016		udent 6 week and mester grade provement provement on nch-mark testing r all students entified

This area should name the person(s) who will inquire to see if the activity or strategy is accomplishing the desired improvement.

Monitoring checkpoints should be clearly set.

"August to May," "as needed" and "Ongoing" are not acceptable. Identify the month(s) when the strategy will be monitored.

Formative Evaluation

- **Determine formative evaluation criteria for determining periodically whether strategies are resulting in *intended improvement* of student performance.**

- **The purpose of formative evaluation is to provide the opportunity for corrective actions *during* the implementation phase.**

  - **Examples: weekly check of lesson plans, weekly and/or six weeks evaluation of student projects and/or subject grades, regular inspection of attendance records, examination of semester passing rates, etc.**

Goal: *Blank Middle School will have an Exemplary rating by SY 2016.*

Objective: *By May 2016, 100% of ALL students and each student group*, including Special Education students tested, will pass all portions of the* state assessment *test, and 100% of special ed. students will meet expectations set in the ARD committee.*

*W, H, AA, ED, Migrant, LEP, Special Educ.,

Summative Evaluation: 100 % pass rate on state assessment.

Strategy/ Activity	Staff Responsible			Formative Evaluation
All content areas will analyze the state assessment results, and review the item analysis documents in order to adjust instruction to meet student needs.	Department Chairs Lucy Olivares	M... O... Ja... M...	...t scores ...ysis	▪ **Observation of instruction** ▪ **Student tutorial groups identified to review specific objectives** ▪ **6 week and semester grade (%)improvement for students at risk for failure**
Tutorials and computer lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	Peter Perez Sonia Whitman Gregory Anderson	Monitor: October 30, 2015 December 2015 (semester) March 2016	SCE: $15,000 FTEs: .8 @$28,000	▪ **Student 6 week and semester grade (%)improvement** ▪ **% Improvement on bench-mark testing for all students identified**

> **Formative Evaluation is directly related to the Strategy. It answers the questions:**
>
> **"How will we know this strategy is successful before May? What will we be able to <u>see</u> that will indicate that this strategy is working (%)?"**

Summative Evaluation

- **Include SUMMATIVE evaluation**

- **Summative evaluations answers the questions,**
  - **Did we meet our objective?**
  - **Was the desired outcome attained?**
  - **What was the final outcome?**
  - **Did the strategies result in academic improvement?**

- **All program areas should be evaluated.**

- **Summative evaluation measures are intended to summarize the cumulative results for the year.**

- **This evaluation will typically provide a basis for the annual needs assessment to guide the revisions to the plan for the coming year.**

- **Examples: State/Federal report, summaries of annual performance reports, summaries of parent surveys, summaries of staff development evaluations, pass/failure rates, attendance/drop summary reports, etc.**

Goal: *Blank Middle School will have an Exemplary rating by SY 2016.*

Objective: *By May 2016, 100% of all students and all student groups, will meet the standard on state assessment, and 100% of Special Education students will meet ARD expectations.*

Summative Evaluation: At least 100% students pass state assessment test.

Strategy/ Activity	Staff Responsible	Monitor		Formative Evaluation
All content areas will analyze the state assessment results, and review the item analysis documents in order to adjust instruction to meet student needs.	Department Chairs Lucy Olivares	Monito October January March		▪ Observation of instruction ▪ Student tutorial groups identified to review specific objectives ▪ 6 week and semester grade improvement for students at risk for failure
Tutorials and computer lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	Peter Perez Sonia Whitman Gregory Anderson	Monito October Decemb (semest March		▪ Student 6 week and semester grade improvement ▪ Improvement on bench-mark testing for all students identified

Summative Evaluation answers the question: Did we meet our objective?
These are the final results at the end of the year.
It is critical to evaluate all programs and student groups, including Federal Program areas for which the district and campus receive funds.

Goal: *Long range (3-5 years) that reach to the state standards.* **Plans must have goals for Student Performance, Completion Rate/Dropout/At-risk, Highly Qualified Teachers, Violence Prevention and Intervention (campus) and Parent Involvement (campus).** *The district/campus may write any additional goals necessary for student improvement.*

Objective: *Specific, measurable, annual targets. Objectives must address all TAPR that apply. Objectives must address all students and all student groups* for whom improvement is needed, including students in Special Education.* **Objectives should answer the question: Who will do what, by when, and to what extent?** **W, H, AA, ED, Spec Ed, G/T, Title I, Migrant, LEP, Bilingual/ESL, At-Risk*

Summative Evaluation: *Restates the Objective*

Strategy/Activity	Staff Responsible	Time Line	Resources	Formative Evaluation
Write specific statements describing _what_ will be done to improve, and _which student groups_ will benefit. Begin statements with a verb/action. Carry forward from previous year those activities staff still needs to focus on. (with the exception of mandated strategies*)	At least one person should be specifically named. This person: Monitors success of the activity/strategy by checking with those implementing, and Reports to the whole committee on the progress toward accomplishing the objective	Timeline tells: When the strategy or activity will be _monitored_,	Resources are clearly specified materials, personnel, costs, funding sources, etc. necessary to accomplish the strategy/activity. SCE fund allotments must be clearly identified by dollar amounts and # of FTE's receiving salary from SCE to accomplish the supplemental activity/strategy.	_Observable behavior or outcomes_ that will indicate the strategy or activity is working (before May) Answers the question "How will we know we are successful"? Has a student focus when appropriate.

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Goal: *Blank Middle School will have an Exemplary rating by SY 2016.*

Objective: *By May 2016, 100% of all students and all student groups, will meet the standard on state assessment, and 100% of Special Education students will meet ARD expectations.*

Summative Evaluation: *100 % pass rate on state assessment.*

Strategy/ Activity	Staff Responsible	Timeline	Resources	Formative Evaluation
All content areas will analyze the state assessment results, and review the item analysis documents in order to adjust instruction to meet student needs.	Department Chairs Lucy Olivares	Monitor: October 2015 January 2016 March 2016	State assessment scores ADM Item Analysis documents ESC	▪ Observation of instruction ▪ Student tutorial groups identified to review specific objectives ▪ 6 week and semester grade improvement for students at risk for failure
Tutorials and computer lab class for all students who failed the state assessment test or who are identified as at-risk for failure.	Peter Perez Sonia Whitman Gregory Anderson	Monitor: October 30, 2015 December 2015 (semester) March 2016	SCE: $15,000 FTEs: .8 @$28,000	▪ Student 6 week and semester grade improvement ▪ Improvement on bench-mark testing for all students identified

Budget/FTEs as an appendix:

SCE Budget	SCE Paid FTEs
6100 $225,000 6200 5,000 6300 15,000 6400 5,000 <u>6600 15,000</u> Total $265,000	3.5 FTEs Teachers 1.0 FTEs Instr. Aide 0.3 FTEs Counselor _____ 3.8 FTEs Total

District & Campus Improvement Plans for SCE

- The DIP/CIP is the Primary record supporting expenditures attributed to SCE

- The DIP must reflect a summary of all SCE programs and the total SCE budget and FTEs

- The CIPs must reflect campus specific programs and the campus budget for SCE and FTEs funded with SCE funds

DIPs/CIPs for SCE, Cont'd

- Contents of the CIP:
  - *Total amount of SCE funds allocated*
  - Comprehensive needs assessment
  - Identified strategies
  - *Supplemental financial resources for SCE*
  - *Supplemental FTEs for SCE (Not necessary if the campus is a Title I SWP program, over 40% low income and SCE funds support the SWP)*

DIP/CIPs for <u>SCE</u> Cont'd.

- Required plan contents (cont'd)
  - Measurable performance objectives;
  - Timelines for monitoring strategies; and
  - Formative and <u>*summative*</u> evaluation criteria.

- Reference: FASRG Sec 9.2.3

- Note: <u>*Underlined, italicized*</u> items are unique to SCE requirements.

CIPs for Title I Schoolwide Programs (SWPs)

- Ten (10) Components of a Schoolwide Plan
  - Comprehensive Needs Assessment
  - Schoolwide Reform Strategies
  - Instruction by Highly Qualified Professional Staff
  - High Quality, Ongoing Professional Development
  - ***Strategies to Attract High-Quality Teachers to High Need Schools***
  - Strategies to Increase Parental Involvement

CIPs for <u>SWP</u>s Cont'd.

- Assist in the Transition of Students from Preschool to Public School
- Involvement of Teachers in Decisions Regarding the Selection of Assessments
- Activities to Ensure that Students Having Difficulties Are Provided with Effective and Timely Additional Assistance
- ***Coordination and Integration of Other Federal, State, and Local Programs***
- Reference: P.L. 107-110 Section 1114(b)
- ***Under NCLB, effective September 2002***

CIPs for <u>SWP</u>s Cont'd.

- If SCE funds will be used to support an ESEA, Title I schoolwide program, the CIP must identify SCE as being coordinated with Title I to implement a schoolwide program.
    - Suggest identification be made at beginning of the plan to alert auditors
    - Campus must have at least 40% low-income

Reporting Requirements

- LEAs must submit four (4) types of SCE documents to TEA electronically:
  - District improvement plans
  - Campus improvement plans
  - Academic plans (Charter Schools Only)
  - Local evaluation of SCE strategies
- Reference: FASRG, Section 9.4

Reporting Requirements, Cont'd.

- *Submission specifics:
  - Most districts will submit <u>two</u> CIPs
  - One <u>schoolwide</u> and one <u>non-schoolwide</u>
  - The two plans must be for campuses having the <u>highest</u> percentage of students in at-risk situations
  - Must file plan for <u>each</u> low performing campus

Action Plan

Review Sample Action Plan

- Goals

- Performance Results Indicators

- Strategies (Best Practices)

- Evaluation Procedures

- Resources

Most Important Advice

Leading The Charge – To Improve Our Schools

Given: All children can – and must – learn

Given: Effective schools make that possible

Given: Committed and skilled principals are necessary for schools to be effective

If effective schools make "learning for all" possible,

AND

If effective leadership is necessary for schools to be effective,

THEN

EFFECTIVE LEADERSHIP FROM THE PRINCIPAL IS CRITICAL TO SUCCESSFUL STUDENT LEARNING.

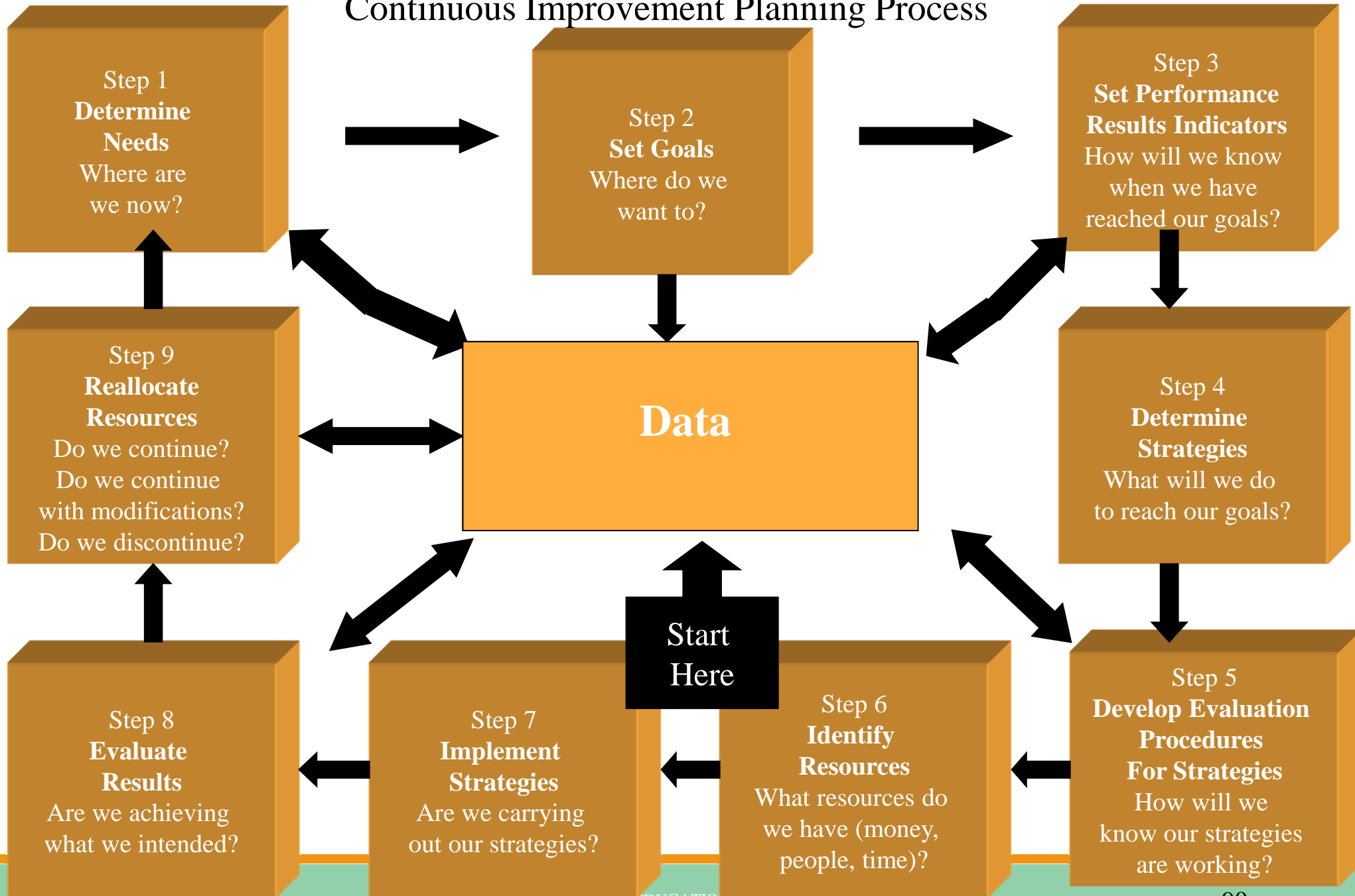*- Effective Schools – Larry Lezotte*

In Pursuit of Excellence

Variables Impacting Student Success

- **Quality of the Student's Home Environment**

- **Quality of the School Environment**

- **Quality of the Instruction**

- **Quality of the Curriculum**

Schools *control* three out of four of the critical variables that determine student success and influence the fourth.

Show Me the Data

Continuous Improvement Planning Process

Step 1
Determine Needs
Where are we now?

Step 2
Set Goals
Where do we want to?

Step 3
Set Performance Results Indicators
How will we know when we have reached our goals?

Step 9
Reallocate Resources
Do we continue?
Do we continue with modifications?
Do we discontinue?

Data

Step 4
Determine Strategies
What will we do to reach our goals?

Start Here

Step 8
Evaluate Results
Are we achieving what we intended?

Step 7
Implement Strategies
Are we carrying out our strategies?

Step 6
Identify Resources
What resources do we have (money, people, time)?

Step 5
Develop Evaluation Procedures For Strategies
How will we know our strategies are working?

Reflection

- Why do we need to plan effectively?

- What information made the biggest impact?

- What information about CIP will you be able to apply?