

INSTRUCTIONAL LEADERSHIP CONFERENCE

MAXIMIZING PARTNERSHIPS & PLATFORMS TO EFFECTIVELY MONITOR THE SCHOOL IMPROVEMENT PLAN

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Division of School and District Effectiveness

Vision

- *Our Future:* Quality leadership resulting in effective instruction and learning for all students in every Georgia district, school, and classroom

Mission

- *Our Strategy:* To provide a superior system of statewide support to districts and schools in Georgia to advance school improvement efforts that positively influence student learning

Division of School and District Effectiveness

Purpose

- *Our Function:* To increase collective leadership capacity to understand what effective schools and districts know and do, and to support the leaders to own their improvement processes

Learning Target

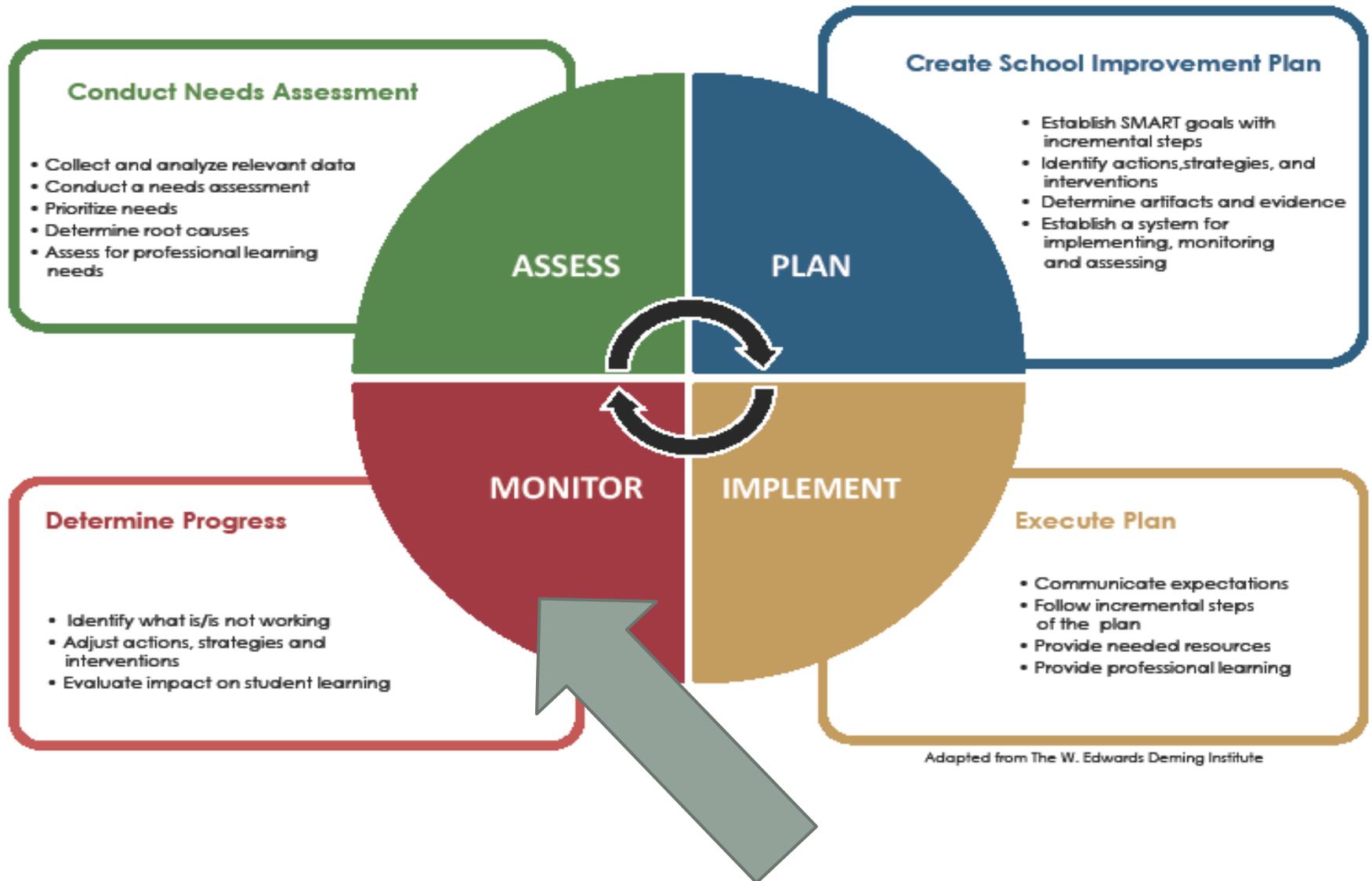
- I can share a common vision/mission that defines school culture and guides the continuous improvement process (Key School Standard PO-1).
- I can use a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance (Key School Standard PO-2).
- I can monitor implementation of the school improvement plan and make adjustments as needed (Key School Standard PO-3).

School Improvement Plan

As delineated in the 2004 U.S. Department of Education guidance:

“The purpose of the school improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academics. The school improvement plan provides a framework for analyzing problems and addressing instructional issues in a school that has not made sufficient progress in students’ achievement....

School Improvement Process



What is monitoring?

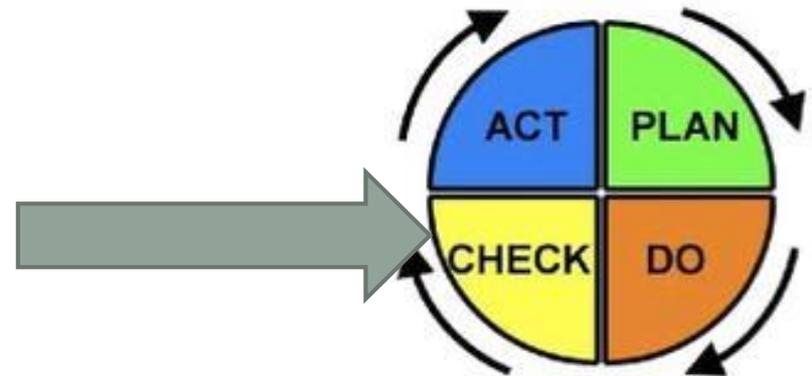
*“The act of observing something and keeping a record of it.
Taking a patient look.”*

-- Visual Thesaurus



School Improvement Process

- *Create a School Improvement Plan*
- *Execute Plan*
- **Determine Progress (Check)**
- *Conduct Needs Assessment*



STEP 1

GET A SNAPSHOT OF STANDARD & PRACTICE

C⁶ CSI Consensus-Oriented Protocol
CSI Deconstruct Protocol

Section Handouts: TAPS and LAPS Reference Sheets, CSI Deconstruct Protocol

CSI Think-Pair-Share

PPLG C⁶ Consensus-Oriented Protocol

Each group will collaborate on its assigned topic.

- **You Do Alone** – Consider the topic and your ideas about it.
- **You Do w/ Peers** – Converse, consolidate, and contribute to whole group.
- **We Do Together** – Check for understanding/potential Challenges/solutions and reach consensus.

PPLG's CSI Deconstruct Protocol

Key School Standard – PO-1

Activity #1

Planning & Organization:

What Schools/Stakeholders Need to Be able to Do (Verbs)	What Schools/Stakeholders Need to Know (Content)	
Leader Behaviors	Teacher Behaviors	Student Behaviors

Resources for Determining Stakeholder Behaviors

- AdvancEd Standards for Quality
- LKES-LAPS
- TKES-TAPS
- GSE

PPLG's CSI Deconstruct Protocol

Key School Standard – PO-1

Planning & Organization 1: **Shares a common vision/mission that defines school culture and guides the continuous improvement process.**

What Schools/Stakeholders Need to Be able to Do (Verbs)		What Schools/Stakeholders Need to Know (Content)
Shares	<ul style="list-style-type: none"> • Key Objective 1 • Sub-Objective 1 • Sub-Objective 2 	<p>a common vision/mission that</p> <ul style="list-style-type: none"> • defines school culture • guides the continuous improve. process
Leader Behaviors	Teacher Behaviors	Student Behaviors
<ul style="list-style-type: none"> • Communicates vision/mission at staff meetings and community forums. • Ensures work supports vision/mission. • Uses vision/mission to facilitate continuous improvement process. 	<ul style="list-style-type: none"> • Communicates relationship between vision/mission and instructional practices and share with colleague and professional community. • Uses vision/mission to facilitate teaching/learning. 	<ul style="list-style-type: none"> • Communicates vision/mission to peers, family, and community. • Uses vision/mission in actively monitoring own progress.

PPLG's philosophy is that you must plan for implementation and monitoring of BOTH the key and sub objectives.

PPLG's CSI Deconstruct Protocol

Key School Standard – PO-2

Check for Understanding

Planning & Organization 2: Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance.

What Schools/Stakeholders Need to Be able to Do (Verbs)		What Schools/Stakeholders Need to Know (Content)
Uses Uses <ul style="list-style-type: none"> to develop to implement 	<ul style="list-style-type: none"> Key Objective 1 Key Objective 2 Sub-Objective 1 Sub-Objective 2 	<ul style="list-style-type: none"> a data-driven process a consensus-oriented process a school improvement plan that is focused on student achievement a school improvement plan that is focused on student achievement
Leader Behaviors	Teacher Behaviors	Student Behaviors
<ul style="list-style-type: none"> Use collaborative, data-driven process for determining school and stakeholder needs, planning, problem-solving, decision-making, and determining and removing barriers. Facilitate, monitor, and support implementation of SIP. 	<ul style="list-style-type: none"> Use collaborative, data-driven process for determining team and student needs, instructional planning, problem-solving, decision-making, and determining and removing barriers. Support implementation and monitoring of SIP by being an effective teacher leader, team member, and classroom teacher. 	<ul style="list-style-type: none"> Use collaborative, data-driven process (with school staff) for determining individual needs, planning, problem-solving, decision-making, and determining and removing behaviors. Support implementation of SIP by meeting desired learning and behavioral objectives.

PPLG's CSI Deconstruct Protocol

Key School Standard – PO-3

Check for
Understanding

Planning & Organization 3: **Monitors** implementation of the school improvement plan and **makes** adjustments as needed.

What Schools/Stakeholders Need to Be able to Do (Verbs)		What Schools/Stakeholders Need to Know (Content)
Monitors Makes	<ul style="list-style-type: none"> • Key Objective 1 • Key Objective 2 	implementation of the SIP adjustments as needed
Leader Behaviors	Teacher Behaviors	Student Behaviors
<ul style="list-style-type: none"> • Uses processes and tools to monitor implementation of SIP. • Provides timely feedback. • Uses data collected to make adjustments and provide timely support. 	<ul style="list-style-type: none"> • Uses processes and tools to monitor implementation of SIP that focuses on student performance (e.g., curriculum, assessment, instruction, & interventions). • Provides timely feedback to students. • Uses data collected to make instructional adjustments and provide timely interventions. 	<ul style="list-style-type: none"> • Uses processes and tools to monitor own performance relative to SIP goals. • Used feedback for self-improvement. • Uses data collected to make learning and behavioral adjustments. • Takes advantage of timely interventions.

STEP 2

ASSESS & MONITOR TO DETERMINE DISTANCE FROM SNAPSHOT

CSI Progress Monitoring Calendar

CSI Formative Assessment Tools

CSI Data Talk & Action Planning

CSI Progress Monitoring Calendar

Activity #2

Why its monitored	What is monitored	How often its monitored	Who Monitors it	What will we look for during monitoring	
SIP Goal	Initiative/ Actions	Monitoring Schedule	Monitoring Person/Team	Evidence of Implementation	Implementation Artifacts
	<input type="checkbox"/> What actions will we take to realize the goal?				
	<input type="checkbox"/> How often will we monitor?				
	<input type="checkbox"/> Who will monitor?				
	<input type="checkbox"/> What data will we collect?				
	<input type="checkbox"/> How will data be gathered?				
	<input type="checkbox"/> What will we “look for” to determine quality?				

CSI Monitoring

Artifacts and Evidence

Artifacts	Evidences
<p>Represent compliance, which is the first step to effective implementation.</p> <ul style="list-style-type: none">-Agendas-Meeting minutes-Contact logs-Learning logs-Lesson plans-Assessment blueprint-Action plan-Professional learning plan-Anecdotal notes-Sign-in sheets-Copy of presentation-Communication plan	<p>Represent depth of effective implementation.</p> <p>Points to teachers' and students' understanding of the purpose for implementation of an instructional strategy.</p> <p>Provides proof that practice goes beyond compliance and informs and impacts leader behaviors, teacher behaviors, student behaviors, and, ultimately, student learning.</p>

CSI Progress Monitoring Tool

Activity #3

Monitoring	Look Fors		Progress Rating			
SIP Standard	Evidence Look Fors	Artifact Look Fors				
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				

How will data be gathered?

What will we “look for” to determine quality?

CSI Formative Assessment Tools

- ❑ **Online Monitoring Tools**
 - ❑ Indistar
 - ❑ eBoard Solutions
- ❑ **Human Monitoring Tools**
 - ❑ External Provider
 - ❑ Professional Learning Communities (PLCs)
- ❑ **Fiscal Monitoring Tools**
 - ❑ Quarterly Audits
 - ❑ Budget Reviews

Using Formative Assessment Tools

Online Tools	Human Tools	Fiscal Tools
<ul style="list-style-type: none">• Use eBoard Solutions for Strategic Planning & Monitoring (BOY, Quarterly, MY, EOY)• Use QCIS/Indistar Tool for Strategic Monitoring (Weekly)	<p>Use PLCs for Strategic Monitoring</p> <ul style="list-style-type: none">• Daily Morning Stand Up<ul style="list-style-type: none">– Instructional/Operational• Daily Instructional Teams• Weekly School Leadership<ul style="list-style-type: none">– SEA, LEA, Admin, Teacher Leaders/Representatives, Student Support• Weekly Instructional Leadership<ul style="list-style-type: none">– Academic Coaches, Admin• Weekly Administrative• Monthly Stakeholder Meetings<ul style="list-style-type: none">– Students/Parents <p>Use External Provider for Strategic Planning & Monitoring</p> <ul style="list-style-type: none">• Systemic Planning, Protocols, & Processes• Support Implementation• Facilitate Professional Development• Program & Process Evaluation• Accountability Partner	<ul style="list-style-type: none">• Do Quarterly Audits for Strategic Monitoring• Do BOY, MY, EOY Budget Reviews for Strategic Monitoring

STEP 3

SYSTEMIC PROCESS FOR GETTING TO SNAPSHOT

CSI Data Collection

CSI Data Analyses

CSI Data Action Planning

Who are we?

Beliefs, Mission , Vision

How will we know when we have arrived?

Performance Objectives, Measures & Targets



Where are we now?

Performance Data, Financial Data, Stakeholder Input, SWOT

How do we plan to get there?

Initiatives, Action Steps

Where do we want to go?

Strategic Goals, Strategic Priority

CSI Data Collection, Analysis, & Use

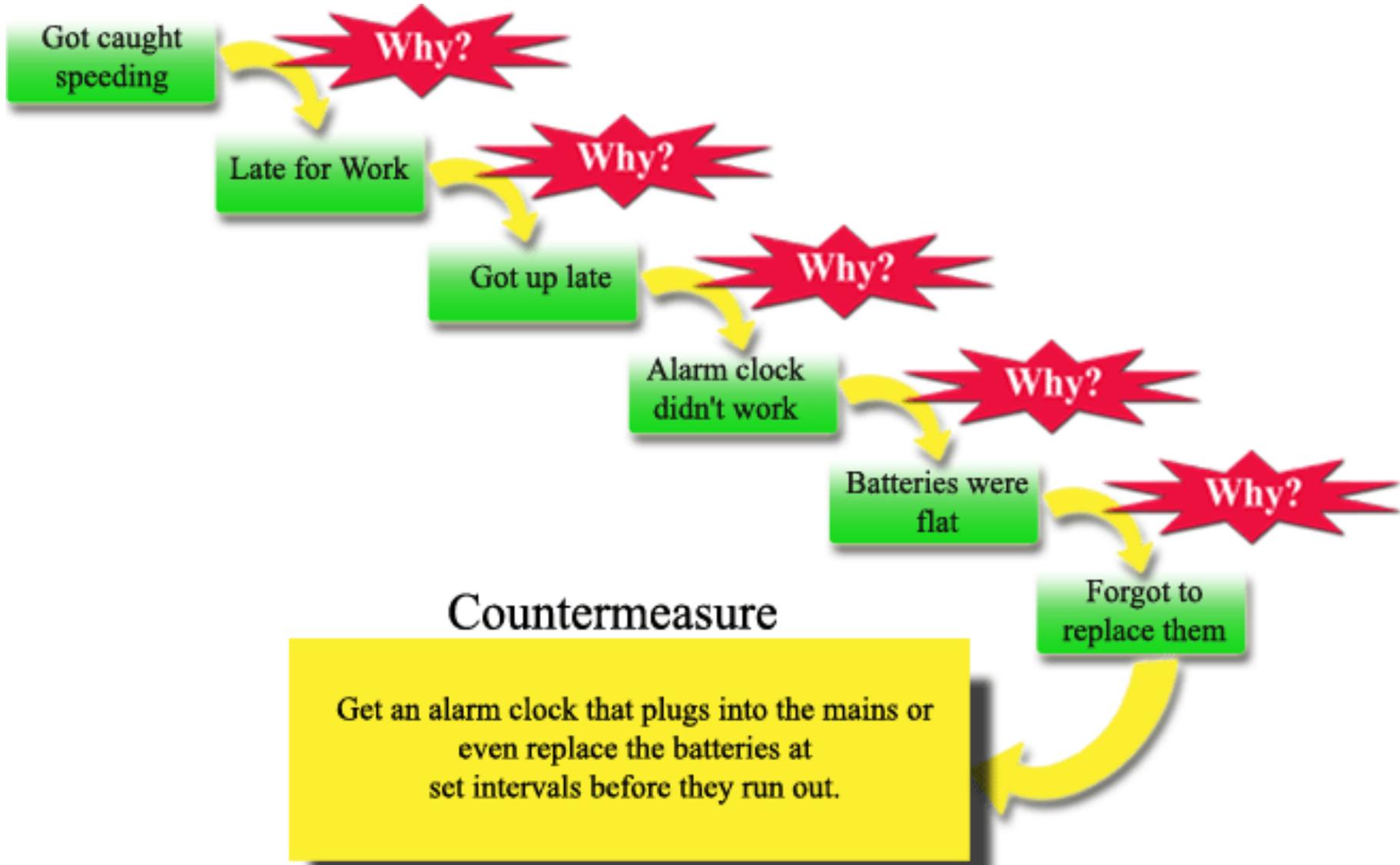
- Review demographic and achievement data weekly or twice monthly.
- Review all data sources each quarter: demographic, achievement, process, and perception data.
- Conduct quarterly evaluations of programs.
- Use protocols for analyzing data and action planning.
 - ▣ DUTI Data Talk (Data Use for Targeted Interventions)
 - ▣ Five Why Protocol
 - ▣ SWOT Analysis

PPLG's DUTI Protocol

Step 1: Analyze the Data

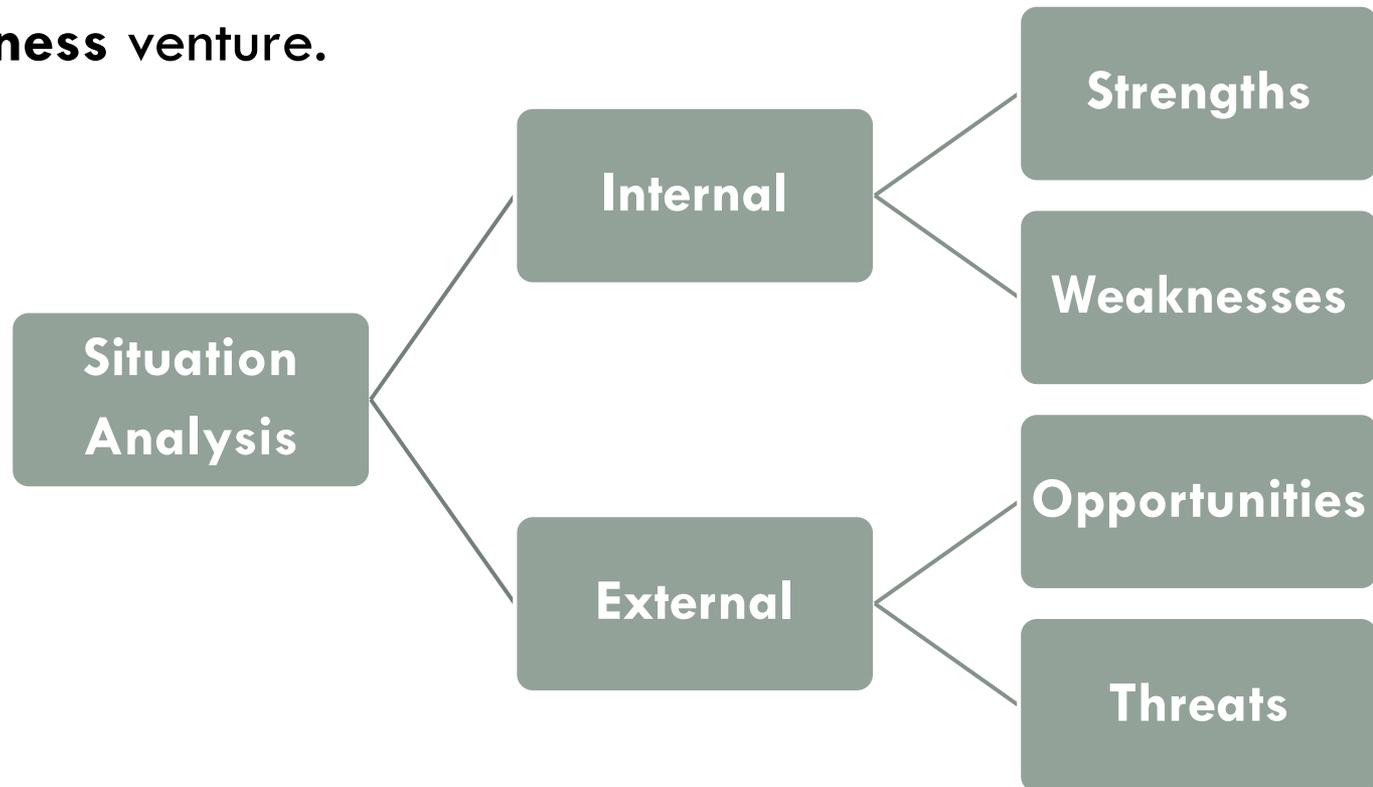
	RECORD & REVIEW RESULTS			
	Category 1	Category 2	Category 3	Category 4
RESULTS	<input type="checkbox"/> How far are we from the target/snapshot?			
TARGETS	<input type="checkbox"/> What are our short-term targets?			
GL😊WS	<input type="checkbox"/> What is working?			
GR😊WS	<input type="checkbox"/> What is not working?			
	<input type="checkbox"/> What aspects of our plan, practice, process are positively or adversely impacting student learning outcomes?			
	<input type="checkbox"/> How will we revise our plan relative to practice or process?			
	REFLECT ON ROOT CAUSES & DETERMINE ADJUSTMENTS			
PRACTICES/ PROCESSES	USE 5-WHY PROTOCOL			
ACTIONS	<ul style="list-style-type: none"> - Helps to avoid blame - Helps uncover root causes - Informs planning of incremental steps for preventive measures 			

5-Why Example



What is a SWOT Analysis?

- A **SWOT analysis** (alternatively **SWOT matrix**) is a structured planning method used to evaluate the strengths, weaknesses, opportunities and threats involved in a project or in a **business** venture.



PPLG's DUTI Protocol

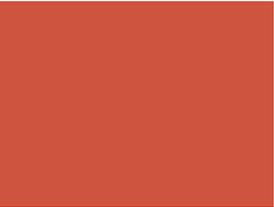
Step 2: Plan Targeted Interventions

	Intervention Plan	Intervention List		
Tier 1 80-90% Pop. Systemic Interventions				
	Distinguished	Proficient	Developing	Beginning
Tier 2 10-15% Pop. Small Group Interventions				
Tier 3 5-15% Pop. Individualized, Intensive Interventions				

PPLG's DUTI Protocol

Step 3: Determine Intervention/Support Groups

	Support Person(s) Strategies Resources	Program Team Staff Students	Program Team Staff Students	Program Team Staff Students	Program Team Staff Students
Distinguished					
Proficient					
Developing					
Beginning					



WRAP UP

SELF-ASSESSMENT LEARNING REFLECTIONS

Formative Assessment Check

- Think**
- Talk & Turn**
- Share**

Standard					
Learning Target					
I understand and can ...		4	3	2	1
		Exemplary	Operational	Emergent	Not Evident
Know	Will Do or Improve	Learned			

QUESTIONS.....



Thank you!

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