Data-Driven Decision Making for School Improvement Planning

Overview
Office of School Improvement & Office of Federal Programs
January 22, 2021
Objectives for this session:

• Provide an overview of the school improvement planning process.
• Provide a resource for school and district leaders to use for school improvement planning.

This presentation is based on existing resources from the Office of School Improvement and Federal Programs at the Georgia Department of Education (GaDOE) and does not represent any new or additional guidance.
Companion Guide

Sections

1. Purpose & Overview
2. Conduct a Comprehensive Needs Assessment (CNA)
3. Identify Priorities and Create SMART Goals
4. Build the School Improvement Plan

COMING SOON
Georgia’s Systems of Continuous Improvement

Collecting and analyzing multiple sources of data guide decisions toward improvement.
First Things First
Engage in the process

1. Conduct a Comprehensive Needs Assessment (CNA)
2. Identify Priorities and Create SMART Goals
3. Build the School Improvement Plan

Data-Driven Decision Making Process for School Improvement
Data-Driven Decision Making (DDDM)

What is DDDM?

Data-driven decision making refers to a school’s ongoing process of collecting and analyzing multiple sources of formative and summative data, such as demographic, student achievement, Georgia Milestones, End-of-Pathway, ACCESS, attendance (student & staff), staff turnover, discipline/behavior, engagement, common assessments, school climate, stakeholder perception, graduation rate, and college enrollment data to guide decisions toward improvement of the educational process.

DDDM involves making decisions that are backed up by data rather than making decisions that are intuitive or based on observation alone.
We cannot solve our problems with the same thinking we used when we created them.

Albert Einstein
Data-Driven Decision Making Process for School Improvement

Conduct a Comprehensive Needs Assessment (CNA)

Identify Priorities and Create SMART Goals

Build the School Improvement Plan
Comprehensive Needs Assessment (CNA)

What is a CNA?

A needs assessment is the first step in developing a school improvement plan. It is a process of looking at data and information about the school to develop a clear picture and understanding of what is and has been occurring at the school.

A needs assessment is a process to help school teams learn about the areas in which they are doing well (strengths) and the areas in need of improving (opportunities).
Comprehensive Needs Assessment Process

1. Establish Team
   - Establish a team that will conduct the comprehensive needs assessment

2. Plan Assessment
   - Create a project plan for completing a comprehensive needs assessment

3. Collect Data
   - Identify and collect data for analysis

4. Analyze Data
   - Analyze multiple sources of data
Establish the Team

When choosing a team consider internal and external stakeholders. Assign each team member a role and responsibilities. Eliminate any barriers that may interfere with someone participating.
Establish the Team
Who should be involved in a traditionally funded school?

Title I Schools must include:
- Administrators
- Teachers (SWD and EL, when applicable)
- Community Stakeholders
- Paraprofessional
- Parent Liaison
- 2 Students (High school only)
- RESA SIS (Identified School Improvement Schools Only)
- GaDOE SES (Identified School Improvement Schools Only)
Establish the Team

Who should be involved in a consolidation of funds school?

APPENDIX I – Consolidation of Funds Stakeholders Quick Guide

Stakeholder consultation required by statute occurs prior to consolidation and is assisted at the CERP. Supporting documentation is verified during scheduled LEA monitoring. There may be additional requirements for stakeholder engagement in the statutes.

| Stakeholder | LEA | IPP | FYE | LEF | K-12 | High School | Middle School | Junior High | Elementary | School District | School Board | LEA Staff | Board of Education | Community | Parents | Teachers | Support Staff | Board Members | Stakeholders | Other |
|-------------|-----|-----|-----|-----|------|------------|--------------|-------------|------------|-------------|--------------|------------|-----------|-------------------|-----------|---------|----------|--------------|-------------|------------|-------|
| Principal   | X   | X   | X   | X   | X    | X         | X            | X           | X          | X           | X            | X          | X         | X                 | X         | X       | X        | X            | X           | X          | X     |
| Assistant Principal |       |     |     |     |      |           |              |             |            |             |              |            |          |                  |           |         |          |              |             |            |       |
| Teachers    | X   | X   | X   | X   | X    | X         | X            | X           | X          | X           | X            | X          | X         | X                  | X         | X       | X        | X            | X           | X          | X     |
| Support Staff |       |     |     |     |      |           |              |             |            |             |              |            |          |                  |           |         |          |              |             |            |       |
| Parents     | X   | X   | X   | X   | X    | X         | X            | X           | X          | X           | X            | X          | X         | X                  | X         | X       | X        | X            | X           | X          | X     |
| Stakeholders |       |     |     |     |      |           |              |             |            |             |              |            |          |                  |           |         |          |              |             |            |       |

Located in the Consolidation of Funds Manual
Team Focus

Principals are **the key players** in the school improvement process.

Principals should clearly explain the school improvement planning process to staff, parents, and stakeholders.

The principal can set the focus for the work by asking:
- What is our current state?
- What is our desired state?
Create a Project Plan

- Determine scope and purpose of work
- Establish a climate of honesty and trust
- Develop timelines
- Decide upon deliverables
- Establish team members roles and responsibilities
- Identify supports for the work
“It is a capital mistake to theorize before one has data. Insensibility one begins to twist facts to suit theories, instead of theories to suit facts.”

- Arthur Conan Doyle
Identify and Collect Data

Types of Data

Quantitative
- Student Performance
- Subgroup
- Attendance
- Graduation/Dropout
- Pathway Completion
- Discipline

Qualitative
- Surveys
- Interviews
- Focus Groups
- Observations
- Document Analysis
- Professional Learning
Possible Data Sources

• SLDS
• SI Dashboard
• GOSA Report Card
• Georgia Insights
• CCRPI Index
Analyze Data

Things to Remember

• A single data point or observation is not enough to determine a pattern or trend.

• A pattern or trend should be evident across multiple sources or types of data or across time.

• Triangulation is the use of multiple data types or sources to test the validity of findings.

• Consider looking at the school's performance in comparison to like schools.
Analyze Data

Guiding Questions:

• What is our data telling us?
• What additional (leading, real-time) data should we consider as we identify school-wide overarching needs?
• Are all subgroups of students, including cohorts performing at the optimal level?
• What trends and patterns are observed for all students and each sub-group? Be specific.
• Are there any extraordinary or external factors impacting student learning (i.e., digital learning due to the pandemic)?
• What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Review the data to determine points of strengths and challenges for improvement and summarize them. This will help the team identify potential SMART Goals and priorities.

### Analyze Data

#### Example - 2019 Literacy Performance

<table>
<thead>
<tr>
<th></th>
<th>2017 ELA</th>
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<td>29.07%</td>
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<td>33.2%</td>
</tr>
</tbody>
</table>

When looking at the cohort of students as they move through the grade levels, **we see**…
- Students who were 3rd graders in 2017 and 4th graders in 2018 **decreased** in achievement. In 5th grade, the same students **increased** in achievement.
- Students who were 4th graders in 2018 and 5th graders in 2019 increased slightly in achievement.
Analyze Data

Example - 2019 Literacy Performance

Review the data to determine points of strengths and challenges for improvement and summarize them. This will help the team identify potential SMART Goals and priorities.

Analyze Data

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We wonder…

- Why is there a 4th grade drop in achievement?
- Are students needing interventions being identified and are interventions effective?
- Are students who need a challenge being identified?
- How do the grade-level teams plan instruction?
Time to Practice
Digging into the Data

<table>
<thead>
<tr>
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<th>2018 ELA</th>
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2018 CCRPI Achievement Score = 57.51

Look at the ELA achievement by grade levels.
1. Describe what you see for each grade level and overall.
2. What do you wonder about the data?
Time to Practice
Possible Analysis when Digging into the Data

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When looking at ELA achievement by grade levels, we see
• 3rd grade has the lowest percentage of Beginning Learners.
• 3rd grade has the highest percentage of Proficient and Distinguished Learners.
• 4th grade has the lowest percentage of Proficient and Distinguished Learners.
• 5th grade has the highest percentage of Beginning Learners.
• Many students are Developing Learners.
Time to Practice
Possible Wonderings when Digging into the Data

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2018 CCRPI Achievement Score = 57.51

We wonder:
- How does this compare to last year?
- What data did 3rd grade teachers have regarding the incoming 3rd graders?
- How many students in grades 3, 4, and 5 have subgroups: EL, SWD, Gifted?
- If the school has an overall high percentage of EL students, does 5th grade have a group of long-term ELs that affects grade-level achievement?
- What is the difference between the teaching staff in each grade level?
Looking Back a Year

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2017 CCRPI Achievement Score = 54.64

Look at the ELA achievement by grade levels.
1. Describe what you see for each grade level and overall.
3. What do you wonder about the data?
### Time to Practice

**Possible Analysis when Looking Back a Year**

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2017 CCRPI Achievement Score = 54.64

When looking at ELA data from 2017, **we see**…

- Like 2018, 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- Like 2018, 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- Like 2018, 5th grade has the highest percentage of Beginning Learners.
- Like 2018, many students are Developing Learners.
- Overall achievement was higher in 2018 (57.51) than in 2017 (54.64).
Time to Practice
Possible Wonderings when Looking Back a Year

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2017 CCRPI Achievement Score = 54.64

We wonder…
• What strategies are used in 3rd grade to have higher achievement both years?
• What would we learn if we followed the students from one year to another?
Conduct a Comprehensive Needs Assessment (CNA)

Data-Driven Decision Making Process for School Improvement

Identify Priorities and Create SMART Goals

Build the School Improvement Plan
## Identify Priorities and Create SMART Goals

<table>
<thead>
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<th>Step</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summarize Data</td>
</tr>
<tr>
<td>2</td>
<td>Prioritize Needs</td>
</tr>
<tr>
<td>3</td>
<td>Analyze Root Causes</td>
</tr>
<tr>
<td>4</td>
<td>Develop Goals</td>
</tr>
<tr>
<td>5</td>
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Identify Strengths and Challenges

Review all data to determine points of strengths and challenges for improvement and summarize them. This will help the team identify potential SMART Goals and priorities.
Identify Strengths and Challenges

Review the data to determine points of strengths and challenges for improvement and summarize them. This will help the team identify potential SMART Goals and priorities.

<table>
<thead>
<tr>
<th>Strengths (example)</th>
<th>Challenges (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA Milestones Mathematics Assessment scores are higher than the state and district average.</td>
<td>GA Milestones Mathematics Assessment scores show a steady decline in the distinguished learner categories for cohort A.</td>
</tr>
<tr>
<td>Students show evidence of mastering science standards as they can explain their thinking verbally.</td>
<td>Common assessments show that students score lower on open-ended questions than on multiple choice questions in science.</td>
</tr>
<tr>
<td>Student attendance has improved over the past three years.</td>
<td>Parent and community engagement has remained stagnant over the past five years.</td>
</tr>
<tr>
<td>Serious discipline infractions have decreased.</td>
<td>Students who attend tutoring sessions are only achieving small gains in ELA.</td>
</tr>
</tbody>
</table>
Priorities (Overarching Needs)

Example: Scenario

Success Elementary School reviewed its three-year trend data on the GA Milestones ELA Assessment and noticed a steady decline in the proficient and distinguished learner categories.

- Effective implementation of instructional resources that meet the needs of each subgroup
- Improve ELA student performance due to a steady decline
- Technology to address individual student needs
Conduct a Root Cause Analysis (RCA)

Definition

Root cause analysis (RCA) is a tool used to identify the real cause of a problem. It is the process of defining, understanding, and solving a problem. A root cause should be foundational, actionable, wide-reaching, and alterable.
Conduct a Root Cause Analysis (RCA)

RCA is based on the basic idea that effective management requires more than merely “putting out fires” for problems that develop but finding a way to prevent the fires from starting.
Conduct a Root Cause Analysis (RCA)

"Digging deep beneath the symptoms of problems exposes the root causes so that the right solutions can be applied to improve student achievement and organizational effectiveness."

Conduct a Root Cause Analysis (RCA)

- **Define**
  - Define the problem

- **Analyze**
  - Analyze cause and effect relationships (Five Whys, Fishbone Diagram)

- **Identify**
  - Identify the root causes that are actionable

- **Devise**
  - Devise a solution

GLISI toolkit [http://glisi.org/resources/leading](http://glisi.org/resources/leading)
Root Cause vs. Contributing Factor

**Root Cause** is a condition that produces an effect; eliminating a root cause(s) will eliminate the effect.

**Contributing Factor** is a condition that influences the effect by increasing its likelihood, accelerating the effect in time, affecting severity of the consequences, etc.; eliminating a contributing factor(s) won't eliminate the effect.
Success Elementary School reviewed its three-year trend data on the GA Milestones and noticed a steady decline in ELA in the proficient and distinguished learner categories.

They have been using the same curriculum and resources to guide instruction for the past three (3) years.

The principal and teachers attribute a change in their student population to the steady decline.

Last year, they purchased a computer-based ELA program to address the issue.
Conduct a Root Cause Analysis (RCA) 
Example: 5 Whys Protocol

Why is the ELA data continuously declining?
Our subgroups are not making growth.

Why are your subgroups not making growth?
The subgroups lack prerequisite skills.

Why do subgroups struggle with prerequisite skills?
Subgroups have not received differentiated instruction to meet specific needs.

Why have subgroups not received differentiated instruction?
Teachers do not have dedicated time to research differentiated instructional strategies for subgroups.

Why do teachers lack time to research differentiated instructional strategies?
The school has not scheduled common planning time or PLCs for all teachers.
Conduct a Root Cause Analysis (RCA)

Example: Root Cause

Success Elementary School reviewed its three-year trend data on the GA Milestones and noticed a steady decline in ELA in the proficient and distinguished learner categories.

The school has not scheduled common planning time or PLCs for all teachers.

Conduct a Root Cause Analysis
Example: Root Cause -vs- Contributing Factor

In our example, ELA scores were not declining solely because of the change in the student population, but due to lack of scheduled common planning time or PLCs for all teachers.
Prioritize Needs

Guiding Questions:

• What needs were identified during the data analysis process?
• What specific data supports the identification of the overarching need?
• Which needs are the most urgent?
• Is the need trending better or worse over time?
• Could root cause(s) be identified?
• What do our students need to be successful?
• Is this an equity gap?
Develop SMART Goals

Types of Goals
- **Process Goals**
  Drive the implementation of school improvement efforts.
- **Performance Goals**
  Advance the mission of schools and districts by defining achievement benchmarks.

SMART Goal
SMART is an acronym for:
- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-bound
Always **remember**, your **focus** determines your **reality**.

George Lucas
Develop Performance SMART Goals

Example

Implement **differentiated instruction** to increase the percentage of students scoring at proficient learner or above on the English Language Arts GA Milestones from 60% to 65% by the end of the 2021-2022 school year.

- **Measurable**
- **Attainable**
- **Time-bound**

**Specific**

**Relevant**
Develop Process SMART Goals

Example

By December 2021, educators will develop and implement with 85% fidelity a science instructional framework as evidenced by classroom observations and a 5% increase between pre- and post-teacher benchmark scores.

- Time-bound
- Specific
- Measurable & Attainable
- Relevant
Select Interventions

Research many sources to determine the solutions that have a good chance of meeting the identified needs.

• Consider all the evidence for needed improvements.
• Research possible interventions (i.e., existing studies and literature reviews).
• Determine if staff members have the capacity to implement possible interventions.

Evidence-based interventions are programs, practices, professional development, and policies that are informed by research and lead to improved student outcomes (or other relevant outcomes) based on statistically strong, moderate, or promising evidence. Selecting evidence-based interventions is a best practice, although not required when using consolidation of funds.
Evidence-Based Interventions

Guiding Questions About Using Evidence:

Are there any interventions supported by strong evidence or moderate evidence?

• What do most studies on this intervention find?
• Does the intervention have positive and statistically significant effects on important student or other relevant outcomes, or are there null, negative, or not statistically significant findings?
• Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English learners)?
• If strong or moderate evidence is not available, is there promising evidence?
• Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
• How can the impact of the intervention be measured? What tools will the school use to determine impact?
Evidence-Based Interventions
Guiding Questions About Local Capacity:

• What resources are required to implement this intervention with fidelity?
• Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
• What is the local capacity to implement this intervention with fidelity?
• Are there available funds?
• Do staff have the needed skills?
• Is there buy-in for the intervention?
• How does this intervention fit into larger strategic goals and other existing efforts?
• How will this intervention be sustained over time?
Time to Practice

Directions: Read the short scenario and ask the Five Whys to determine a root cause.

ABC Elementary School is a large elementary school (serving more than 500 students) located in a midsized American city. ABC Elementary is in a large, modern building with many amenities and flexible learning spaces. In recent years, school staff have committed to using approaches such as project-based learning, restorative justice, and targeted community engagement. Most of the students who attend ABC Elementary live in the neighborhood, leading to the school serving as a central point for social and community events. Most of the students who attend ABC Elementary face challenges related to inter-generational poverty and educational attainment. (adapted from https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/alpha-elementary-school/)

The Problem: Many 3rd grade students are failing math class.

Why are 3rd grade students failing math class?

1. Insert question
   Insert answer

2. Insert question
   Insert answer

3. Insert question
   Insert answer

4. Insert question
   Insert answer

5. Insert question
   Insert answer
Directions: Read the short scenario and ask the Five Whys to determine root cause.

ABC Elementary School is a large elementary school (serving more than 500 students) located in a midsized American city. ABC Elementary is in a large, modern building with many amenities and flexible learning spaces. In recent years, school staff have committed to using approaches such as project-based learning, restorative justice, and targeted community engagement. Most of the students who attend ABC Elementary live in the neighborhood, leading to the school serving as a central point for social and community events. Most of the students who attend ABC Elementary face challenges related to inter-generational poverty and educational attainment. (adapted from https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/alpha-elementary-school/)

The Problem: Many 3rd grade students are failing math class.

<table>
<thead>
<tr>
<th>Why are 3rd grade students failing math class?</th>
<th>Because students don’t pass the tests.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why don’t students pass the tests?</td>
<td>Because students choose many common wrong answers (distractors).</td>
</tr>
<tr>
<td>Why do students choose the wrong answers?</td>
<td>Because students apply a procedure/formula without understanding it.</td>
</tr>
<tr>
<td>Why are students applying a procedure/formula without understanding it?</td>
<td>Because students don’t understand the concept behind the procedure/formula.</td>
</tr>
<tr>
<td>Why don’t students have an understanding of the math procedure/formula?</td>
<td>Because there isn’t enough instructional time reserved to teach the underlying math concepts.</td>
</tr>
</tbody>
</table>
Conduct a Comprehensive Needs Assessment (CNA)

Identify Priorities and Create SMART Goals

Build the School Improvement Plan

Data-Driven Decision Making Process for School Improvement
School Improvement Plan (SIP)

Definition

A school improvement plan is a road map that sets out the changes that need to be made to improve the level of education that students receive in order to increase achievement. The plan has details about how and when the changes will be implemented and who will progress monitor the plan to ensure that it is implemented or amended, if needed. It is a living document to guide the work of schools that includes continuous stakeholder input.
When funding sources are consolidated, it may be helpful to note the intent and purpose(s) that an action step will meet.

### SIP Components

| Action Steps |
|--------------|-------------------|
| Funding sources | Subgroups |
| Systems | Position/Role Responsible |
| Timeline for Implementation |

**Method for Monitoring Implementation and Effectiveness**
Decide on Specific Action Steps

Action steps are the specific items that will be implemented to reach a goal.

• Every action step should be aligned to a SMART goal and include:
  • What will specifically be implemented
  • Who will be responsible for implementation
  • A timeframe for when the work will occur
  • What artifacts will show the work was done
  • How often the work and effectiveness of the action and intervention will be monitored
  • The funding source(s)
  • A description of how the staff will implement an intervention
Decide on Specific Action Steps

Guiding Questions:

• What action steps will the school implement to address the identified SMART goal? Be explicit.

• Do the action steps align with the Georgia Systems of Continuous Improvement and the structures associated with the selected system(s)?

• Do the action steps identify intended outcomes so that you know what to monitor?

• If consolidating federal funds, do the action steps meet the intent and purpose of each program?

• What targeted supports are in place to address the identified needs of your subgroups?

• What will each of us do to increase the level of student proficiency?
Funding Sources
Guiding Questions:

• Does the action step require additional funds to implement?
• How is the action step being funded?
• If the action step is being funded by one or more federal programs, is the activity allowable?
• If consolidating federal funds, what steps will the school take to ensure that the intent and purpose of each program is being met rather than just allowability?
• Is a partner/donor able to fund the action step?
Consolidation of Funds
Does the SIP still have to address subgroups?

This authority affords a schoolwide program school **significant flexibility** to better serve all students by improving the entire instructional program, rather than only providing separate services to specific target populations.

The Secretary emphasizes that a school operating a schoolwide program must address the needs of all students in the school, particularly the needs of the lowest-achieving students who are members of the target population of any program that is included in the schoolwide program.

2004 Federal Register
Consolidation of Funds

Benefits

- Consolidating promotes increased school level autonomy.
- Consolidating shifts focus from compliance to school improvement.
- Consolidating removes time-consuming & frustrating allowability barriers.
- One activity/strategy can meet the intent and purpose of multiple programs.
Consolidation of Funds

Each consolidating school, in conjunction with LEA central office staff, has the discretion to:

- **Identify the unique needs** of the students, faculty, leadership & community.
- **Develop a targeted & tailored SIP** to implement & enhance the school’s instructional program.
  - Customize the instructional program of the school to address identified needs.
  - Highlight how the SIP meets the **Intent & Purpose** of federal funding.
  - Streamline budgeting & purchasing through the Fund 150 budget
- **Evaluate the success** of the SIP.
Identify Position Responsible

Guiding Questions:

• Who is the closest position to the work being implemented?
• Does the identified position have the time available to monitor the implementation of the work? If not, what adjustments will be made to the workload?
• Does the identified position have the correct leadership role to supervise the implementation process?
• Is the same position being assigned too many action steps?
Timeline of Implementation

Guiding Questions:

• Are the established timelines specific, reasonable, and incremental?
• Will the established timelines and ongoing progress monitoring provide data regarding effectiveness of action step to drive decisions around next steps?
• Should the action step be maintained, adjusted, or abandoned?
• Do the established timelines allow for making adjustments to the action steps if necessary?
Progress Monitoring
Guiding Questions:

• How will the school progress monitor the fidelity of implementation?
• How can progress monitoring ensure that the actions are effective, impact practices, and improve student achievement?
• What benchmarks will be established and what data will be collected to measure effectiveness?
• If a district is consolidating federal and local funds, how will the school ensure that the intent and purpose of each program is met?
Evidence and Artifacts
Guiding Questions:

• What specific evidence and artifacts will the school collect to determine if the action steps are executed in a way that has an impact on teacher practices and student outcomes?
• Do the evidence and artifacts demonstrate the fidelity of implementation and effectiveness of the action steps?
• Are the evidence and artifacts easily obtainable?
• Who is responsible for gathering evidence and artifacts? How and where will the evidence and artifacts be stored?
## School Improvement Plan Example (School that does not Consolidate Funds)

### SMART Goal #1

Implement differentiated instruction to increase the percentage of students scoring at proficient learner or above on the English Language Arts GA Milestones from 60% to 65% by the end of the 2021-2022 school year.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person/Position Responsible</th>
<th>Timeline of Implementation</th>
<th>Evidence and Artifacts</th>
<th>Progress Monitoring</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>A consultant will provide training during preplanning to instructional staff on differentiated instructional strategies to include high-leverage practices for teaching EL students.</td>
<td>Name: Don Jordan, Position: EL Teacher</td>
<td>Start Date: July 21, 2021 Date Fully Implemented: July 22, 2021</td>
<td>Implementation: Agendas, Sign-In Sheets</td>
<td>Quarterly</td>
<td>Title IIA</td>
</tr>
<tr>
<td>Provide training in August and September on how to write effective formative assessment questions in order to gather information that informs differentiated instruction.</td>
<td>Name: John Smith, Position: Assistant Principal</td>
<td>Start Date: August 18, 2021 Date Fully Implemented: Sept. 16, 2021</td>
<td>Implementation: Agendas, Sign-In Sheets</td>
<td>Quarterly</td>
<td>General Funds</td>
</tr>
<tr>
<td>Provide monthly (Sept. through Jan.) training to instructional staff on differentiated instructional strategies.</td>
<td>Name: Mary Jones, Position: ELA Instructional Coach</td>
<td>Start Date: Sept. 10, 2021 Date Fully Implemented: Jan. 28, 2022</td>
<td>Implementation: Agendas, Sign-In Sheets</td>
<td>Monthly</td>
<td>Title IA, Title IVA (WR)</td>
</tr>
<tr>
<td>Mentoring/Coaching of teachers implementing differentiated instructional strategies in ELA classes.</td>
<td>Name: John Smith, Position: Assistant Principal</td>
<td>Start Date: Sept. 24, 2021 Date Fully Implemented: May 23, 2022</td>
<td>Implementation: Teacher Observation Schedule, Mentor/Coaching Logs, Notes and Feedback</td>
<td>Quarterly</td>
<td>Title IIA</td>
</tr>
<tr>
<td>During PLC meetings the team will conduct a data review to inform grouping and instructional strategies. Data review will include a deep dive into subgroups.</td>
<td>Name: Mary Jones, Position: ELA Instructional Coach</td>
<td>Start Date: Sept. 24, 2020 Date Fully Implemented: May 23, 2021</td>
<td>Implementation: PL C Agendas, Data Review Notes, Lesson Plans (which have subgroups identified), Student formative/summative assessment data</td>
<td>Quarterly</td>
<td>PLC – N/A, Software - SIG</td>
</tr>
</tbody>
</table>
# School Improvement Plan

## Example (School that does Consolidate Funds)

### SMART Goal #1

Implement differentiated instruction to increase the percentage of students scoring at proficient learner or above on the English Language Arts GA Milestone from 60% to 65% by the end of the **2021-2022** school year.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person/Position Responsible</th>
<th>Timeline of Implementation</th>
<th>Evidence and Artifacts</th>
<th>Intent and Purpose</th>
<th>Progress Monitoring</th>
<th>Funding Source</th>
</tr>
</thead>
</table>
| Provide training in August and September on how to write effective formative assessment questions in order to gather information that informs differentiated instruction. | Name: John Smith  
Position: Assistant Principal | Start Date: Aug. 18, 2021  
Date Fully Implemented: Sept. 16, 2021 | Implementation: Agendas, Sign-In Sheets  
Effectiveness: PL Evaluation Results, Analysis of Quality of Assessment Questions | Title IA, SIG, IIA, IVA (WR): Teacher PD | Quarterly  
CoF |
| Provide monthly (Sept. through Jan.) training to instructional staff on differentiated instructional strategies to include high-leverage practices for teaching EL students. | Name: Mary Jones & Don Jordan  
Position: ELA Instructional Coach & EL Teacher | Start Date: Sept. 10, 2021  
Date Fully Implemented: Jan. 28, 2022 | Implementation: Agendas, Sign-In Sheets, PL Evaluation Results  
Effectiveness: PL Evaluation Results, Classroom Observations | Title IA, SIG, IIA, IVA (WR): Teacher PD  
Title IIIA: EL Focused PD | Monthly  
CoF |
| Mentoring/Coaching of teachers implementing differentiated instructional strategies in ELA classes. | Name: John Smith  
Position: Assistant Principal | Start Date: Sept. 24, 2021  
Date Fully Implemented: May 23, 2022 | Implementation: Teacher Observation Schedule, Mentor/Coaching Logs, Notes and Feedback  
Effectiveness: Retention Data, Teacher Evaluation Data | Title IA and IIA: Support effective instruction through coaching/mentoring teachers  
Title IVA (WR): Teacher PD | Quarterly  
CoF |
| During PLC meetings the team will conduct a data review to inform grouping and instructional strategies. Data review will include a deep dive into subgroups. | Name: Mary Jones  
Position: ELA Instructional Coach | Start Date: Sept. 24, 2020  
Date Fully Implemented: May 23, 2021 | Implementation: PL C Agendas, Dat Review Notes, Lesson Plans (which have subgroups identified).  
Effectiveness: Student formative/summative assessment data | Title IA, IIA, and IIIA: Job Embedded Teacher PD with a focus on subgroups  
IA, SIG: Data analysis software aligning results to lesson plans  
Title IVA (WR): Teacher PD | Quarterly  
CoF |

Title IIIA & IVA: Schools may demonstrate intent and purpose of one or more focus areas, LEA must address all focus areas collectively across the district.
# Title I Schoolwide Program Plan Checklist

## FY21 Schoolwide Program Plan Checklist

For use by the Local Education Agency (LEA) Federal Programs Coordinator and the Georgia Department of Education Title I Program Specialists.

All components of the schoolwide program plan must be addressed. Those areas marked “Not Met” need additional development.

School: __________________ LEA: __________________

<table>
<thead>
<tr>
<th>Met Not Met</th>
<th>Schoolwide Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1. Comprehensive Needs Assessment – Section 1114(b)(6)</strong></td>
</tr>
<tr>
<td></td>
<td>a. Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;</td>
</tr>
<tr>
<td></td>
<td><strong>2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)</strong></td>
</tr>
<tr>
<td></td>
<td>a. The school will be implementing to address school needs, including a description of how such strategies will</td>
</tr>
<tr>
<td></td>
<td>i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;</td>
</tr>
<tr>
<td></td>
<td>ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;</td>
</tr>
<tr>
<td></td>
<td>iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -</td>
</tr>
<tr>
<td></td>
<td>a. counseling, school-based mental health programs, specialized instructional support</td>
</tr>
</tbody>
</table>
**Consolidation of Funds Budget Approval Checklist**

**Schoolwide Plans, Intent and Purpose, Fund 150 Allocations**

All components of the schoolwide program plan required under statutes, regulations and non-regulatory guidance must be addressed. Those areas marked “Revision Requested” need additional development. The GaDOE staff requesting revision will provide technical assistance.

**Local Education Agency (LEA) | Date**

**School**

**Name of GaDOE Staff Reviewing | Program Reviewed**

<table>
<thead>
<tr>
<th>Account</th>
<th>Schoolwide Plan – L.E.A. Sampled</th>
<th>Family Income</th>
<th>Program Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A1</td>
<td>10000</td>
<td>$10,000</td>
<td>100</td>
</tr>
<tr>
<td>8A2</td>
<td>12000</td>
<td>$12,000</td>
<td>120</td>
</tr>
<tr>
<td>8B1</td>
<td>15000</td>
<td>$15,000</td>
<td>150</td>
</tr>
</tbody>
</table>

1. **Comprehensive Needs Assessment – Section 1114(b)(6)**

   a. The needs of the school’s student body are identified and prioritized based on data, research, and community engagement.

2. **Schoolwide Plan Development – Section 1114(b)(7)**

   a. The plan addresses the needs of the school’s student body.

3. **Schoolwide Reform Strategies – Section 1114(b)(7)(A)(ii)**

   a. The plan addresses the needs of the school’s student body.
### Time to Practice

**Directions:**
1. Review the SMART Goal below.
2. Using the SMART approach, identify each element (i.e., specific, measurable, etc.) that is missing.
3. Make edits to strengthen the SMART Goal.
4. Explain why the edits make the SMART goal better.

---

### SMART Goal #1

Increase students’ academic achievement in mathematics.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person/Position Responsible</th>
<th>Timeline of Implementation</th>
<th>Evidence and Artifacts</th>
<th>Progress Monitoring</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training on mathematics.</td>
<td>Name: Don Jordan Start Date: 2021</td>
<td>Start Date 2021</td>
<td>Sign-In Sheets</td>
<td>Quarterly</td>
<td>Title IIA</td>
</tr>
<tr>
<td></td>
<td>Position: Math Teacher Date Fully Implemented 2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy math manipulatives.</td>
<td>Name: John Smith Start Date: August 18, 2021</td>
<td>Start Date August 18, 2021</td>
<td>Receipts for manipulatives</td>
<td>September</td>
<td>General Funds</td>
</tr>
<tr>
<td></td>
<td>Position: Assistant Principal Date Fully Implemented Sept. 16, 2021</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer afterschool tutoring in mathematics.</td>
<td>Name: Mary Jones Start Date: Sept. 10, 2021</td>
<td>Start Date Sept. 10, 2021</td>
<td>Sign-In sheets and pre/post tests</td>
<td>Monthly</td>
<td>Title IA</td>
</tr>
<tr>
<td></td>
<td>Position: Math Coach Date Fully Implemented Jan. 28, 2022</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Time to Practice-
Possible way to strengthen the SMART GOAL and the SIP

SMART Goal #1
Increase students' academic achievement in mathematics.

SMART Goal #1
Implement multiple opportunities for students to engage in evidence-based instructional practices involving contextual, mathematical situations, explorations, and applications to increase students' academic achievement in mathematics from 57% to 62% on the GA Milestones Mathematics EOG assessment for the 2021-2022 school year.
Time to Practice

Directions:
1. Review the SIP below.
2. Identify each component (i.e., action step, person/position responsible, timeline, etc.) that lacks specific information needed for understanding how, when, and who will execute and progress monitor each action.
3. Make edits to strengthen the SIP.
4. Explain why the edits make the SIP better.

SMART Goal #1

Implement multiple opportunities for students to engage in evidence-based instructional practices involving contextual, mathematical situations, explorations, and applications to increase students’ academic achievement from 57% to 62% on the GA Milestones Mathematics EOG assessment for the 2021-2022 school year.

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person/Position Responsible</th>
<th>Timeline of Implementation</th>
<th>Evidence and Artifacts</th>
<th>Progress Monitoring</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training on math.</td>
<td>Name: Don Jordan, Position: Math Teacher</td>
<td>Start Date: 2021, Date Fully Implemented: 2022</td>
<td>Implementation: Sign-In Sheets</td>
<td>Quarterly</td>
<td>Title IIA</td>
</tr>
<tr>
<td>Buy math manipulatives.</td>
<td>Name: John Smith, Position: Assistant Principal</td>
<td>Start Date: August 18, 2021, Date Fully Implemented: Sept. 16, 2021</td>
<td>Implementation: Receipts for manipulatives, Effectiveness: Lesson Plans</td>
<td>September</td>
<td>General Funds</td>
</tr>
</tbody>
</table>
## Time to Practice - Possible ways to strengthen the SMART GOAL and the SIP

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person/Position Responsible</th>
<th>Timeline of Implementation</th>
<th>Evidence and Artifacts</th>
<th>Progress Monitoring</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide monthly training on using manipulatives to teach mathematical concepts and teaching strategies to differentiate instruction in mathematics, to meet the needs of all students.</td>
<td>Name: Don Jordan, Position: Math Teacher</td>
<td>Start Date: Aug. 4, 2021</td>
<td>Implementation: Sign-In Sheets, Agendas, Effectiveness: Math Scores, PL Evaluation Results</td>
<td>Quarterly</td>
<td>Title IIA</td>
</tr>
<tr>
<td>Buy classroom sets of math manipulatives and provide job embedded coaching to teachers on how to incorporate the manipulatives into everyday instruction.</td>
<td>Name: John Smith, Marry Jones, Position: Assistant Principal, Math Coach</td>
<td>Start Date: Aug. 18, 2021</td>
<td>Implementation: Receipts for manipulatives, Schedule, Mentor/Coaching Logs, Notes and Feedback, Effectiveness: Teacher Observation</td>
<td>Quarterly, Monthly</td>
<td>General Funds</td>
</tr>
<tr>
<td>Offer afterschool tutoring in math to students who are achieving grades below a B on report cards and common assessments.</td>
<td>Name: Mary Jones, Position: Math Coach</td>
<td>Start Date: Sept. 10, 2021</td>
<td>Implementation: Sign-In sheets, Time Logs, planning documents, Effectiveness: Pre/post tests and student feedback</td>
<td>Monthly</td>
<td>Title IA</td>
</tr>
</tbody>
</table>

### SMART Goal #1

Implement multiple opportunities for students to engage in evidence-based instructional practices involving contextual, mathematical situations, explorations, and applications to increase students’ academic achievement from 57% to 62% on the GA Milestones Mathematics EOG assessment for the 2021-2022 school year.
Examining Progress

- Regularly progress monitor implementation of the school improvement plan.
- Regularly progress monitor the use of available resources to support continuous improvement.
- Evaluate the ongoing impact on student performance.
- Adjust the plan, as needed, based on the analysis of data.

The SIP is a living document.
Effective Leadership – Driving Improvement Efforts with Data

1. Conduct a Comprehensive Needs Assessment (CNA)
   - Data-Driven Decision Making Process for School Improvement

2. Identify Priorities and Create SMART Goals

3. Build the School Improvement Plan

- Examine Progress
- Identify Needs
- Select Interventions
- Whole Child
  - Whole Child
  - Healthy
  - Safe
  - Challenged
  - Supported
  - Engaged
- Family & Community Engagement
- Supportive Learning Environment
- Professional Capacity
- Coherent Instruction
- Implement Plan
- Plan Implementation

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Leaders: The Work

“Leaders have to provide direction, create the conditions for effective peer interaction, and intervene along the way when things are not working as well as they could.”

— Michael Fullan
Key Points for Leaders to Remember…

• If possible, schools should avoid the development and implementation of multiple/overlapping plans.
• School plans should align with the District mission and vision and be customized to address the unique needs of a school’s students, teachers and community.
• School plans should be monitored at least monthly by school leadership teams and at least quarterly by district leadership.
• School plans can be subdivided into short-term action plans for ease and effectiveness of implementation.
• School plans can be summarized when communicating with stakeholders.
“School improvement is not a mystery. Incremental, even dramatic improvement is not only possible but probable under the right conditions.”

– Mike Schmoker
Next Steps

- Review existing plans and processes for best practices in school improvement planning.
- Customize this training to support local school improvement planning.
- Check back for future resources.
  - Data-Driven Decision Making: School Improvement Companion Guide
  - Additional SIP training opportunities
Resources

- Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research
- Six Steps for School Leaders to Use Data Effectively
- The Importance of Data-Based Decision Making
- Using Student Achievement to Support Instructional Decision Making
Session Feedback

Please provide us with feedback by completing our short survey. The survey can be accessed by using the QR code or the abbreviated link below.

Open your phone’s camera and hold up until you can see QR code. Your phone will prompt you to access a website – allow access.
