Short Term Action Plan
(STAP)
Managing Complex Change

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- Meaningful Change

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- Confusion

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- Anxiety

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- Gradual Change

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- Frustration

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- False Starts

- Vision
- Skills
- Incentives
- Resources
- Action Plan
- Assessment
- Unknown Results

Adapted from Delores Ambrose, 1987
Overview of the Session

• Establish the need for effective leadership teams to function as the foundation for STAP review meetings

• Understand the purpose of STAP review meetings

• Define a process for implementing STAP review meetings

• Determine the results for implementing STAP review meetings
STAP Learning Target

**Effective Leadership System**
Georgia School Performance Standards (GSPS)

Leadership teams will monitor implementation of the school improvement plan and make adjustments, as needed.

**Planning and Organization 3**
STAP defined by GSPS

Effective Leadership System

Leadership teams will use processes to systematically analyze data to improve student achievement. **Leadership 4**

Leaders will build leadership capacity through shared decision-making and problem solving. **Leadership 5**

Leaders will establish and support a data-driven school leadership team that is focused on student learning. **Leadership 6**
Essential Question

How does the school leadership team know if the actions, strategies, or interventions are being implemented with fidelity and have an impact on the school’s progress towards increasing student achievement?
Establish the need for effective leadership teams to function as the foundation for STAP review meetings
Why the need for an effective school leadership team?

The team approach is a more effective and efficient method to address the many diverse tasks needed to successfully accomplish school goals.
Why the need for an effective school leadership team?

Such teams can provide leadership in the areas of problem-solving, communication with colleagues, motivation, professional development, and coaching.
Who should be on a leadership team?

An effective leadership team includes members with diverse skills and perspectives that will impact the desired results.

The diversity of the staff, students, and community as well as all grade levels, content areas, departments, and specialty areas should be represented.

Chenoweth and Everhart (2002)
Who should be on a leadership team?

Members should be committed to school-wide change; be respected by colleagues; possess leadership potential; demonstrate effective interpersonal skills; and be able to start projects and “get things done”.

Chenoweth and Everhart (2002)
What does a leadership team do?

School Leadership Teams identify:

• Problems
• Root Causes
• Roadblocks
• Solutions

The **ultimate goal** is to choose the most effective research-based practices and strategies to solve identified problems.
Let’s Reflect

What is your leadership team’s purpose?
Click **Know your why** video
Let’s Reflect

How does your leadership team operate toward achieving that purpose?
How do leadership teams implement the STAP?

**Effective Leadership System**
Georgia School Performance Standards

Leadership teams will monitor implementation of the school improvement plan and make adjustments, as needed.

**Planning and Organization 3**
Understand the purpose of STAP review meetings
How do leadership teams Implement short term action plans?

**Determine Needs and Focus**
- Effective Leadership
- Coherent Instructional System
- Professional Capacity
- Supportive Learning Environment
- Family & Community Engagement

**SIP**
Set Goals and Long Term Actions
- Goal
- CNA Structure(s)
- Action Steps
- Funding Sources
- Timeline
- Monitoring Methods
- Position Responsible

**CNA**

**Set Short-Term Goals and Interim Monitoring**
- Attendance
- Behavior/Discipline
- Content Achievement
- Processes and Adult Actions

10/14/2017
Task:

1. Consider the following analogy:

   Capacity building is to accountability what finance is to accounting.

1. Talk with your elbow partner about the meaning behind this analogy.

2. Do you agree or disagree with the comparison?

3. How does this analogy relate to the work of the leadership team?
According to Michael Fullan in *The Principal – Three Keys to Maximizing Impact*…

“Finance is about how people organize and invest their assets; if you have only accounting you are merely keeping careful records while you go out of business! In the same way, there is more to accountability than measuring results; you need also to develop people’s capacity to achieve the results. Extreme pressure without capacity results in dysfunctional behavior.”
Short Term Action Plans

• Are aligned to the SIP goals and strategies
• Break down broad strategies of the SIP into manageable and achievable steps
• Clearly define the adult actions that need to occur
• Support the Georgia Systems of Continuous Improvement or are viewed through the systems’ lens
• Go beyond gathering data
• Are inclusive of and build capacity of team members
Benefits of the STAP process:

- Keeps the School Improvement Plan alive
- Builds momentum and keeps it going
- Engages stakeholders, builds consensus
- Creates ownership and accountability
- Sets clear expectations and outlines the steps to achieve them
- Clarifies timelines
- Eliminates surprises
- Allows for reflection and inquiry
- Allows for timely revisions
- Creates opportunities to celebrate incremental achievements
- Transforms talk into action (Actions speak louder than words)
School Improvement Process
School Improvement Process

- Determine if the staff can formally study the effects of the intervention and share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
Define a process for implementing STAP review meetings
Example of a STAP document

<table>
<thead>
<tr>
<th>School System: School District</th>
<th>School: Middle School</th>
<th>Date: 8-14-17 thru 9-22-17</th>
</tr>
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</table>

Person(s) present: Leadership Team (See Sign-In Sheet)

**SIP Goal(s):** Increase the achievement of identified subgroups by 3% on all Georgia Milestones by the end of spring 2018.

<table>
<thead>
<tr>
<th>GSCI Systems and Structures</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Evaluation of Implementation and Impact on Student Learning</th>
<th>Data for Monitoring</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherent Instructional System</td>
<td>Research and develop the collaborative planning process.</td>
<td>Collaborative planning process</td>
<td>8-18-17</td>
<td>Instructional Coach</td>
<td>Collaborative planning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherent Instructional System</td>
<td>Train teachers on utilizing the collaborative planning process.</td>
<td>Collaborative planning process, Protocols, Collaborative planning form</td>
<td>8-25-17</td>
<td>Instructional Coach</td>
<td>Collaborative planning agenda, meeting minutes and sign-in sheets</td>
<td></td>
<td></td>
</tr>
</tbody>
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### Example of a STAP Document

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<tbody>
<tr>
<td><strong>Coherent Instructional System</strong></td>
<td>Train teachers on utilizing curriculum documents (i.e. pacing guides, teaching units, assessments) to plan daily instruction.</td>
<td>Lesson plan, Pacing guide, Lesson plan template, Sample lesson plan template</td>
<td>9-8-17</td>
<td>Grade level or Department Chairs</td>
<td>Collaborative planning agenda, meeting minutes and sign-in sheets, Lesson plan</td>
</tr>
<tr>
<td><strong>Coherent Instructional System</strong></td>
<td>Conduct calibrated observations of collaborative planning to create consistency of feedback for administrative staff.</td>
<td>Collaborative planning observation forms and data Feedback forms</td>
<td>9-15-17</td>
<td>Curriculum AP</td>
<td>Collaborative planning observation data and feedback, Collaborative planning agenda, meeting minutes, and sign-sheets</td>
</tr>
</tbody>
</table>
Process for STAP review meetings

An effective leadership team is the foundation for STAP review meetings.
**STAP Process – STEP 1**

Develop the STAP from the SIP and monitor every 30 days. Prioritize actions, identify person(s) responsible, timelines, data sources, artifacts, and outcomes.

<table>
<thead>
<tr>
<th><strong>STAP TEAM</strong></th>
<th><strong>Leadership Team</strong></th>
<th><strong>District Personnel</strong></th>
<th><strong>State Coach</strong></th>
</tr>
</thead>
</table>

### School System: DeKalb County School District

#### Action Steps

<table>
<thead>
<tr>
<th>Coherent Instructional System ensures schools articulates and guide the what and how of instruction.</th>
</tr>
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<td>- Research and Develop the collaborative planning process</td>
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#### Effective Leadership System ensures the directions for the school, ensures school’s staffs, capable of meeting that direction and functions according to its mission. |

<table>
<thead>
<tr>
<th>Artifacts walk observation tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts walk schedule</td>
</tr>
<tr>
<td>Observation and feedback format</td>
</tr>
</tbody>
</table>

#### STAP TEAM

- **Leadership Team**
- **District Personnel**
- **State Coach**
STAP Process – STEP 2

Summarize (aggregate/disaggregate) current data (i.e. process, achievement, demographic, and perception data) and identify the patterns and trends.

• School-wide
• Grade level
• Content area
• Subgroup
• Class level
• Student level
Assess fidelity of implementation of initiatives in the SIP and impact on student learning, based on the timelines identified in the SIP

GOAL of Fidelity of Implementation

- Reduce variability in instruction
- Reduce academic failures
Assess fidelity of implementation of initiatives in the SIP and impact on student learning, based on the timelines identified in the SIP.
Utilize problem-solving processes to celebrate successes, identify barriers, and determine research-based practices and possible solutions/next steps.
Problem-Solving/ Decision-Making Process (PSDM)

**Root Cause Analysis**
- Identify the Problem
- Define the Problem
- Understand the problem
- Corrective action
- Monitor the system
- Identify the root cause

**“5 Why” Root-Cause Analysis Process**
- Assemble team
- State the problem
- Verify the root cause(s)
- Mitigate the cause(s)
- Continue to ask why until root cause(s) is/are determined

**Fishbone Diagram**
- Curriculum
- Instruction
- Assessment
- Organization
- 40% of 8th Graders Meet or exceed Standard in math
- Attendance Turnover

Problem-Solving/ Decision-Making Process

Stage 1: Understanding
- Step 1: Frame the problem
- Step 2: Analyze the problem

Stage 2: Formulating
- Step 3: Identify possible solutions; all solutions not just the obvious
- Select the preferred solution

Stage 3: Applying
- Step 4: Apply the solution appropriately and correctly to prevent failure

Stage 4: Reflecting
- Step 5: Assess objectively to measure adequacy of solution
  - Evaluate to determine if the problem was solved and can the solution be improved.

Stage 5: Improving
- Step 6: Make a decision
  - Problem resolved
  - Adjust preferred solution and repeat application
  - Solution ineffective repeat problem cycle

PSDM - Activity

PSDM Step 3:

• Identify possible solutions; all solutions not just the obvious

• Select the preferred solution
PSDM - Activity

**SIP Goal:** By 2018, increase proficiency rates by 5% for each subgroup as measured by the EOG/EOC state exam.

**STAP action step:** Conduct observations of co-taught classes.

**Frame the Problem:** Across multiple grade levels and content areas, the students with disabilities (SWD) are demonstrating minimal progress in using strategies to access and master grade level standards. One SWD teacher, new to the school, co-teaches with two general education teachers for the students in these grade levels. The master schedule allows time for the SWD teacher to plan with one of the two teachers.

### 2016 Proficiency Rates vs. 2017 Proficiency Rates

<table>
<thead>
<tr>
<th>Subject</th>
<th>2016 Proficiency Rates</th>
<th>2017 Proficiency Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>7.143</td>
<td>6.098</td>
</tr>
<tr>
<td>MATH</td>
<td>7.143</td>
<td>11.25</td>
</tr>
<tr>
<td>SCI</td>
<td>2.381</td>
<td>9.756</td>
</tr>
<tr>
<td>SS</td>
<td>5.952</td>
<td>8.537</td>
</tr>
</tbody>
</table>
## Problem-Solving/ Decision-Making Process

<table>
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<th>Stage 1: Understanding</th>
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<td>Step 1: Frame the problem</td>
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<td>Step 6: Make a decision</td>
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<tr>
<td>Step 2: Analyze the problem</td>
<td>Step 5: Select the preferred solution</td>
<td>Step 6: Evaluate to determine if the problem was solved and can the solution be improved.</td>
<td></td>
<td>- Problem resolved</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step 7: Adjust preferred solution and repeat application</td>
<td></td>
<td>- Solution ineffective repeat problem cycle</td>
</tr>
</tbody>
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## Develop next STAP based on the solutions/next steps discussed in step 4. Repeat STAP process every 30 days.

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<td><strong>STAP Process – STEP 5</strong></td>
</tr>
<tr>
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<td><strong>Action Steps</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Coherent Instructional System: Structures 1</td>
<td>Coherent Instructional System ensures schools articulate and guide the what and how of instruction.</td>
<td>Curriculum Documents, Pacing Guide Lesson plan template Sample lesson plan</td>
</tr>
<tr>
<td>Effective Leadership System: Structures 3 and 5</td>
<td>Effective Leadership System sets the direction for the school, ensures school’s staff is capable of meeting that direction and functions according to its mission.</td>
<td>Awareness walk observation tool Awareness walk schedule Observation and feedback format</td>
</tr>
</tbody>
</table>
STAP Review in Action
## STAP Review Noticeings

<table>
<thead>
<tr>
<th>OBSERVABLE</th>
<th>NOT OBSERVABLE</th>
</tr>
</thead>
</table>
| • Leadership capacity  
  • External partners  
  • Demographics, attendance, and student achievement  
  • SIP process  
  • Etc. | • Process and perception data  
  • External partners  
  • Artifacts  
  • Problem-solving and decision-making process  
  • Presentation for Stakeholders  
  • Etc. |
Determine the results for implementing the STAP review meetings
Where are we going?

Proposed ESSA

Click here to view Georgia’s draft ESSA plan

The goal of Georgia’s new target structure is to incentivize continuous, sustainable improvement.

Each year, schools will be expected to meet the improvement target based on the prior year’s performance. pg.20
### Proposed ESSA – Closing the GAP

**Academic Achievement (ELA and Mathematics) – Middle School**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>English Language Arts: Baseline Data</th>
<th>English Language Arts: Annual Improvement Target</th>
<th>English Language Arts: Long-Term Goal</th>
<th>Mathematics: Baseline Data</th>
<th>Mathematics: Annual Improvement Target</th>
<th>Mathematics: Long-Term Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>62.30</td>
<td>1.13</td>
<td>79.25</td>
<td>66.47</td>
<td>1.01</td>
<td>81.62</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>49.67</td>
<td>1.51</td>
<td>72.32</td>
<td>52.61</td>
<td>1.42</td>
<td>73.91</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>31.03</td>
<td>2.07</td>
<td>62.08</td>
<td>36.20</td>
<td>1.91</td>
<td>64.85</td>
</tr>
<tr>
<td>English learners</td>
<td>23.67</td>
<td>2.29</td>
<td>58.02</td>
<td>36.25</td>
<td>1.91</td>
<td>64.90</td>
</tr>
</tbody>
</table>

10/14/2017
Where are we?

2017 Subgroup Graduation Rates

- Students with Disabilities (58.9%)
- ELL (59%)
- All Students (80.6%)
- Multi-Racial (81.5%)
- Asian/Pacific Islander (91.2%)
- Hispanic Students (73.6%)
- Black Students (77.8%)
- Economically Disadvantaged (76.4%)
- White Students (84%)
Where are we?

2017 Subgroup Graduation Rates
Number of Students who Did Not Graduate

1 out of 5

25,117
PURPOSE

With your elbow partner, discuss two next steps to involve the leadership team in supporting implementation of the school improvement plan through STAP review meetings.
Session Resources:

- Strengthening your leadership team
- Guide to High Impact Practice (HIP) Rubric for Leadership Teams
- High Impact Practice Leadership Team (LT) Rubric
- High Impact Practice LT Rubric Feedback Form
- Leadership Team Agenda
- STAP Review Feedback (for use by State Coach)
- STAP Template and Example
“You can do what I cannot do. I can do what you cannot do. Together we can do great things.”

-Mother Teresa
Contact Information

Mary McArthur
Lead School Improvement Specialist
mary.mcarthur@mresa.org

Ateshia Lester
School Improvement Specialist
ateshia.lester@mresa.org

Tara Ross
School Improvement Specialist
tara.ross@mresa.org