Monitoring the School Improvement Plan
Principal-to-Principal Webinar Series
April 13, 2016

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Purpose:

To support educational leaders in their school improvement efforts and to address the expressed needs of principals in Georgia.

Principals from throughout the state will share how they have effectively implemented the best practices related to each topic.
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic and Related Georgia School Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 13, 2016</td>
<td>Monitoring implementation of the school improvement plan (Planning and Organization Standard 3)</td>
</tr>
<tr>
<td>May 11, 2016</td>
<td>Evaluating and improving school culture (School Culture Standards 1-5)</td>
</tr>
<tr>
<td>June 8, 2016</td>
<td>Summer Planning: How do effective principals use their summers to prepare for the upcoming school year?</td>
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</table>
Georgia School Performance Standard: Planning and Organization 3

• Monitors implementation of the school improvement plan and makes adjustments as needed

• The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.

• Ongoing adjustments are made based on various performance, process, and perception data.
Georgia School Performance Standards:

SDE Professional Learning:
http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Professional-Learning.aspx
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WEBINAR SERIES:
MONITORING IMPLEMENTATION OF THE SCHOOL IMPROVEMENT PLAN

Presented by: Dr. Julia Mitcham Daniely,
Principal of Westside Pre-Engineering Magnet High School, Macon, Georgia
WHO ARE WE?

Beliefs

Mission

Vision
CORE VALUES

- Competency: Demonstrate Proficiency
- Loyalty: Doing our share
- Open Communication: Communication Plans
- Defined Autonomy: Empowerment Make IT Happen
- Honor: Live by the Values
Develop a highly trained **Flexible High School** staff and an engaged community dedicated to educating each WHS student in **STEAM** for a 21st century, multi-ethnic, global society.

Develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century, multi-ethnic, global society.
Each student demonstrates strength of character and is college or career ready in a STEAM field.

Each WHS student demonstrates strength of character and is college or career ready in a STEAM field.
WFHS ENROLLMENT DATA

- Increasing overall enrollment, female enrollment, and diversity enrollment through STEAM magnet and Flexible High School program.
- Making progress on grade-level cohort retention rate as evidenced by graduation rate.

<table>
<thead>
<tr>
<th>Gender/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>African American</th>
<th>Caucasian/White</th>
<th>Hispanic/Latino</th>
<th>Asian</th>
<th>Native American</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
<td>499</td>
<td>526</td>
<td>907</td>
<td>69</td>
<td>24</td>
<td>7</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Percentage</td>
<td>48.7%</td>
<td>51.3%</td>
<td>88.4%</td>
<td>6.7</td>
<td>2.3%</td>
<td>.68%</td>
<td>.09%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>312</td>
<td>287</td>
<td>215</td>
<td>211</td>
</tr>
<tr>
<td>Percentage</td>
<td>30.4%</td>
<td>28%</td>
<td>20.1%</td>
<td>20.5%</td>
</tr>
</tbody>
</table>
A Glance at School Digger

WHS has moved 28 spots over a 3-year period

Bibb Trend Ranking Data

- CHS
- HHS
- HCC
- NE
- RHS
- SW
- WHS

2012-2013
2013-2014
2014-2015
### WFHS MILESTONES DATA

#### GLΩW
- In four of eight content areas, at least 50% of students are Developing Learners.
- Exceeded the district in mean scale score, proficiency rate, and Developing Learners in EOC Biology and Physical Science.

#### GRΩW
- Four of eight EOC content areas have 50% or greater designated Beginning Learners.
- At least 70% of students require remediate learning in the majority of Math, Science, and Social Studies content-area domains.

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Mean Scale</th>
<th>Beginning L1 (140-474)</th>
<th>Developing L2 (475-524)</th>
<th>Proficient L3 (525)</th>
<th>Distinguished L4 (555-610)</th>
<th>All Students Levels II - IV</th>
<th>Proficient Levels III - IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th English Lit.</td>
<td>482</td>
<td>44</td>
<td>36</td>
<td>19</td>
<td>1</td>
<td>56</td>
<td>20</td>
</tr>
<tr>
<td>American Lit.</td>
<td>471</td>
<td>49</td>
<td>42</td>
<td>8</td>
<td>0</td>
<td>50</td>
<td>8</td>
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<tr>
<td>Algebra</td>
<td>466</td>
<td>66</td>
<td>28</td>
<td>5</td>
<td>0</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Anal. Geometry</td>
<td>471</td>
<td>61</td>
<td>30</td>
<td>8</td>
<td>1</td>
<td>39</td>
<td>9</td>
</tr>
<tr>
<td>Phys. Science</td>
<td>462</td>
<td>65</td>
<td>25</td>
<td>10</td>
<td>0</td>
<td>35</td>
<td>10</td>
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<tr>
<td>Biology</td>
<td>484</td>
<td>49</td>
<td>29</td>
<td>19</td>
<td>3</td>
<td>51</td>
<td>22</td>
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<tr>
<td>US History</td>
<td>480</td>
<td>50</td>
<td>36</td>
<td>14</td>
<td>0</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>Economics</td>
<td>475</td>
<td>53</td>
<td>36</td>
<td>11</td>
<td>0</td>
<td>47</td>
<td>11</td>
</tr>
</tbody>
</table>
WFHS GRAD RATE DATA

2012-2015 4-YEAR GRADUATION RATE TREND DATA

<table>
<thead>
<tr>
<th></th>
<th>2012 4-Yr Grad Rate</th>
<th>2013 4-Yr Grad Rate</th>
<th>2014 4-Yr Grad Rate</th>
<th>2015 4-Yr Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHS</td>
<td>46.1%</td>
<td>55.0%</td>
<td>61.1%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Bibb</td>
<td>52.3%</td>
<td>58.9%</td>
<td>69.7%</td>
<td>71.2%</td>
</tr>
<tr>
<td>State</td>
<td>61.8%</td>
<td>72.6%</td>
<td>71.8%</td>
<td>78.8%</td>
</tr>
</tbody>
</table>

2014 to 2015 +16.7 ppt gain
2012 to 2015 +25.6 ppt gain
## WFHS CCRPI DATA

**GL®WS**
- Trend data show WHS made significant gains, increasing the CCRPI score by 15.3 % pts. exceeding the district and performing within range of the state.
- WHS increased each CCRPI component.

**GR®W**
- While achievement data is within range of the district, it is significantly lower than the state’s and gains are increasing at a slower rate compared to the other components.

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>WHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>CCRPI Score</td>
<td>72.8</td>
<td>71.8</td>
<td>68.4</td>
</tr>
<tr>
<td>Achievement</td>
<td>43.1</td>
<td>43.6</td>
<td>43.6</td>
</tr>
<tr>
<td>Progress</td>
<td>16.3</td>
<td>16.3</td>
<td>15.7</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>11.3</td>
<td>8.7</td>
<td>7.5</td>
</tr>
<tr>
<td>Challenge</td>
<td>2.1</td>
<td>3.2</td>
<td>1.6</td>
</tr>
</tbody>
</table>
School Highlights

- National Beta School of Distinction
- AP STEM Honor School
- SSTAGE Rising Star School
- Principal of the Year 2016 Finalist
- Twilight School & Noles Nation Programs
- GOSA Innovation Fund Grant Recipient ($700,000)
- Highest SIG Award 5.3 million dollars
- LifeChanger of the Year Award for Graduation Coach
- College Ready Athletic Program
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 identify strategies to effectively monitor the implementation and impact of the school improvement process on adult practice, student practice, and student learning.

- I can develop effective monitoring strategies to assess the impact of practice on teacher behavior, student behavior, and student learning.
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

Conduct Needs Assessment
- Collect and analyze relevant data
- Conduct a needs assessment
- Prioritize needs
- Determine root causes
- Assess for professional learning needs

Create School Improvement Plan
- Establish SMART goals with incremental steps
- Identify actions, strategies, and interventions
- Determine artifacts and evidence
- Establish a system for implementing, monitoring and assessing

Determine Progress
- Identify what is/is not working
- Adjust actions, strategies and interventions
- Evaluate impact on student learning

Execute Plan
- Communicate expectations
- Follow incremental steps of the plan
- Provide needed resources
- Provide professional learning

Adapted from The W. Edwards Deming Institute
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
Westside High School Monitoring: Determining Progress

- Identify what is/not working
- Adjust strategies, actions, and interventions
- Evaluate impact on student learning
How do we identify what is/not working?

- Conduct quarterly evaluations of programs
- Review all data sources each quarter (demographic, achievement, process, and perception)
- Use protocols for analyzing data
  1. Notice-Wonder (See handout)
  2. Five Why Protocol
  3. SWOT Analysis
It’s important to note that the purpose of the 5 whys isn’t to place blame, but rather to uncover the root cause of why something unexpected occurred. Additionally, it helps a team create small, incremental steps so that the same issue doesn’t happen again (to anyone).

“Five Whys involve holding meetings immediately following the resolution of problems the institution is facing.” Eric Ries
Got caught speeding → Why?
  Late for Work → Why?
    Got up late → Why?
      Alarm clock didn't work → Why?
        Batteries were flat → Why?
          Forgot to replace them

Countermeasure

Get an alarm clock that plugs into the mains or even replace the batteries at set intervals before they run out.
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.
Adjust strategies, actions, and interventions

- Strategies are practices to change teacher and student behaviors.
- Actions are decisions and structures to meet school improvement goals.
- Interventions are support systems that address the needs of all learners.
How do we evaluate impact on student learning?

- What data will we collect?
- How will data be gathered?
- What will we “look for” to determine quality?
- How will we determine impact on student learning?
- How will we revise our plan?
School Improvement Monitoring
Artifacts and Evidence

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent compliance, which is the first step to effective implementation.</td>
<td>Represents depth of effective implementation.</td>
</tr>
<tr>
<td>- Agendas</td>
<td>Points to teachers’ and students’ understanding of the purpose for implementation of an instructional strategy.</td>
</tr>
<tr>
<td>- Meeting minutes</td>
<td>Provides proof that the instructional strategy goes beyond compliance and impacts teacher behaviors, student behaviors, and, ultimately, student learning.</td>
</tr>
<tr>
<td>- Contact logs</td>
<td></td>
</tr>
<tr>
<td>- Learning logs</td>
<td></td>
</tr>
<tr>
<td>- Lesson plans</td>
<td></td>
</tr>
<tr>
<td>- Assessment blueprint</td>
<td></td>
</tr>
<tr>
<td>- Action plan</td>
<td></td>
</tr>
<tr>
<td>- Professional learning plan</td>
<td></td>
</tr>
<tr>
<td>- Anecdotal notes</td>
<td></td>
</tr>
<tr>
<td>- Sign-in sheets</td>
<td></td>
</tr>
<tr>
<td>- Copy of presentation</td>
<td></td>
</tr>
<tr>
<td>- Communication plan</td>
<td></td>
</tr>
</tbody>
</table>
Monitoring SIP by Using Professional Learning Communities and Online Platforms

**Meeting Structures**

- Morning Stand-up Meeting - instructional school leaders/operational leaders
- School Leadership PLC - Teachers, department chairs, admin, LEA, SEA, and student support
- Instructional Team PLC - Academic Coaches/Admin
- Administrative PLC - APs/School Admin. Manager
- Stakeholder Meetings - students/parents

**Electronic Platforms**

- Using QCIS/Indistar to guide the School Improvement Process (weekly)
- Using eBoard’s Strategic Planning Tool (weekly)
Using QCIS/INDISTAR to Guide the School Improvement Process

- A tool that helps us guide the school improvement process
- A list of research-based indicators to guide the school improvement process
- A system to keep the school focused on key indicators that affect the school improvement process
Using eBOARD Solutions

Strategic Improvement Planning

- GSBA’s strategic improvement planning process begins with a community engagement component to get input from stakeholders BEFORE the plan is developed. From there, the process provides a comprehensive structure to assist in developing a strategic improvement plan that is aligned from the district level to the school level.

- Don’t let your long-range plans become a SPOT (strategic plan on the shelf). Let GSBA guide you through the process to develop an effective and well-aligned plan.
QUESTIONS