

1,2,3,4: A Healthy Monitoring Plan Achieves More!

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
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Dr. Donna Hinton
Georgia School Board Association
Senior Board Trainer

Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
 - ❖ On-demand views are not eligible to receive a certificate of attendance

About Your Presenter



- Senior Board Development Specialist for GSBA.
- Educational Consultant
- Retired Superintendent (14 years) of Schools with 35 years of service.
- Assistant Superintendent of Curriculum/Instruction/Fed Programs
- Principal, Assistant Principal, Coach, Teacher.
- All years of service spent in high poverty rural districts. Moved schools out of needs improvement to good standing.
- Love children!

Session Goals

- Participants will gain detailed knowledge of the monitoring process of strategic planning.
- Participants will learn ideas for implementing a thorough monitoring system from the school level, district level, and the board level.

Georgia's Systems of Continuous Improvement Meeting the Needs of the Whole Child



How Healthy Are You?

Thinking about the current district plan for monitoring progress, how healthy is your district?

- Very - We have a plan that addresses every level: school, district, and the board.
- Fair - We have a plan that addresses some form of monitoring at some levels.
- Poor - We do not have a plan that addresses any form of monitoring at any level.



Did You Know?

- 45 Million Americans go on a diet each year.
- 33 billion dollars are spent on weight loss each year.
- Two-thirds of Americans are overweight or obese.
- All school districts have strategic plans.
- All schools have school improvement plans.
- Over 125 schools are federally identified (CSI/TSI).
- Most federally identified schools are located in high poverty areas.

Where is the Disconnect?

- Plans that never get implemented at all.
- Plans that get implemented poorly.
- Plans that break down at the monitoring stage with no understanding of how to monitor for success.

Healthy Monitoring Count Down

1. Board Level
2. District Level
3. School Level
4. Celebrate Success



Healthy Monitoring

Board Level

What does it really look like?

Domain II. Strategic Planning

The governance leadership team, in collaboration with the community, **adopts** and **enacts a planning process** that results in an adopted system strategic plan designed to **improve student achievement** and organizational effectiveness.

Standard A

The governance leadership team **provides input** to and adopts the system plan.

Standard B

Annually using the strategic planning process; **monitor and report progress** on the performance measures.

Continue

3) The governance leadership team meets annually to appropriately focus upon:

- **Analyzing** appropriate data to assess progress toward fulfilling the school system's strategic plan.
- **Assessing** the strengths and needed improvements of the school system.
- **Addressing compelling problems(s)** or emerging issues (s) that may prevent the school system from accomplishing its strategic plan.
- **Identifying and address emerging opportunities** for advancing the school system's strategic plan
- **Self-assessing** the governance leadership team's educational, governance and leadership performance.

What Does It look Like?

- Board Agendas that reflect listed items as it relates to the district strategic plan.
- Board discussions that center most of its conversation around how the actions taken are in direct support of strategic plan.
- Data being shared at the Board level that reflect the progress of the plan annually-Balanced Score Card.
- Revisions of the plan by the administrative staff (district/school).
- Professional learning developed around student achievement.



Healthy Monitoring

District Level

What does it really look like?

District Level

- The District uses a format (Balanced Score Card) that sets the direction for monitoring for the school year.
- Agreed upon data is tracked by the District every 9 weeks: Hard and Observable.
- District Team has a progress monitoring each 9 weeks to check the progress of individual schools.
- Every 9 weeks data is merged across the district during administrative team meetings to review the progress: look for trouble areas to formulate plan of action.

District Level

- **End of the Year Progress** is discussed in a retreat where progress is reviewed. District plan is revisited as needed.
- **Professional Learning** supports is determined for the new year.
- **Strategies** are determined for the new year

Balance Score Card

Data Source: Milestone Data

Balanced Score Card

Goal Area	SAC's Standard	Actions, Strategies, Interventions	Baseline 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	IP - In Progress C - Goal		Comments
									Goals Meet: Yes	No	
IP-1-A,B	1,2,5	Planning procedure, process manual, data team, school improvement process training	IP	IP							
IP-2-A,B,D	2,3	Request procedure for resources, resource/curriculum audits, district wide procedures for department resource request	IP	IP							
TA-2-A,B,C,E,F,G	3	Common assessments K-12, writing rubrics, writing requirements, teacher support coaching	IP	IP							
A-3-E,F,G,H,I	2,3	Tracking of students reading below level, implementation of leveled readers, implement new RTI process, effective instructional strategies for sp.ed. students, (design new pre/post intervention programs in all content areas), intergration of reading/writing strategies in all content areas K-12, mentoring program-black males, implementation of math academy	IP	IP							
4-A,F	2,3	Implementation of engaging, rigorous lessons (rigor relevance framework), increase # of students reading at grade level	IP	IP							

Core Business

- **Ensure Desired Results:**
 - Study data
 - Action plans
 - Implement/monitor interventions
- **Improve Teaching and Learning**
 - Curriculum Maps
 - Engaging lessons/units
 - Assessment-Formative and Summative
 - Lesson study/student work/teacher commentary

Core Business

- **Foster a Culture for Improvement**

Learning Communities at school and district level

Lesson study/student work/teacher commentary

School Keys

Raising standards

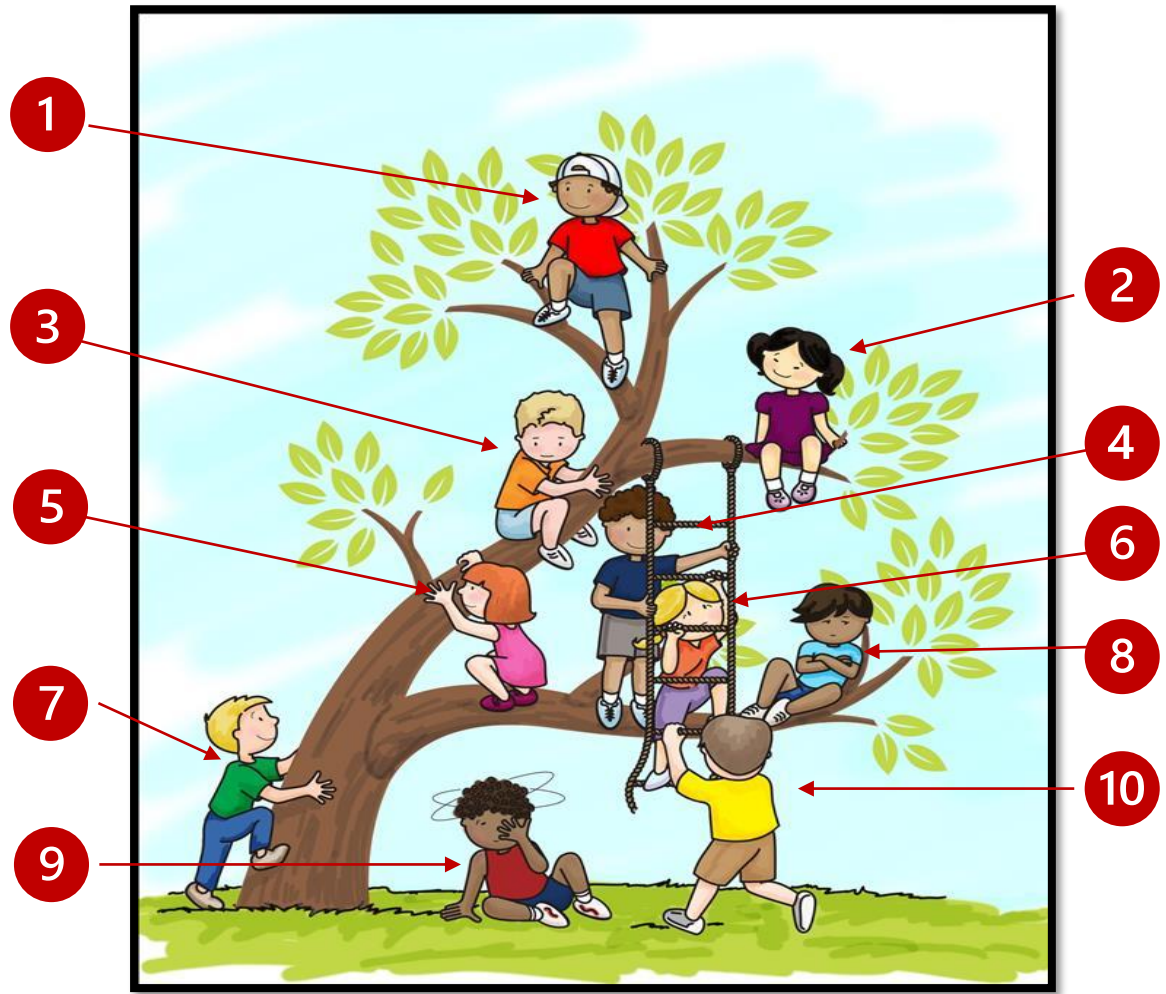


Healthy Monitoring

School Level

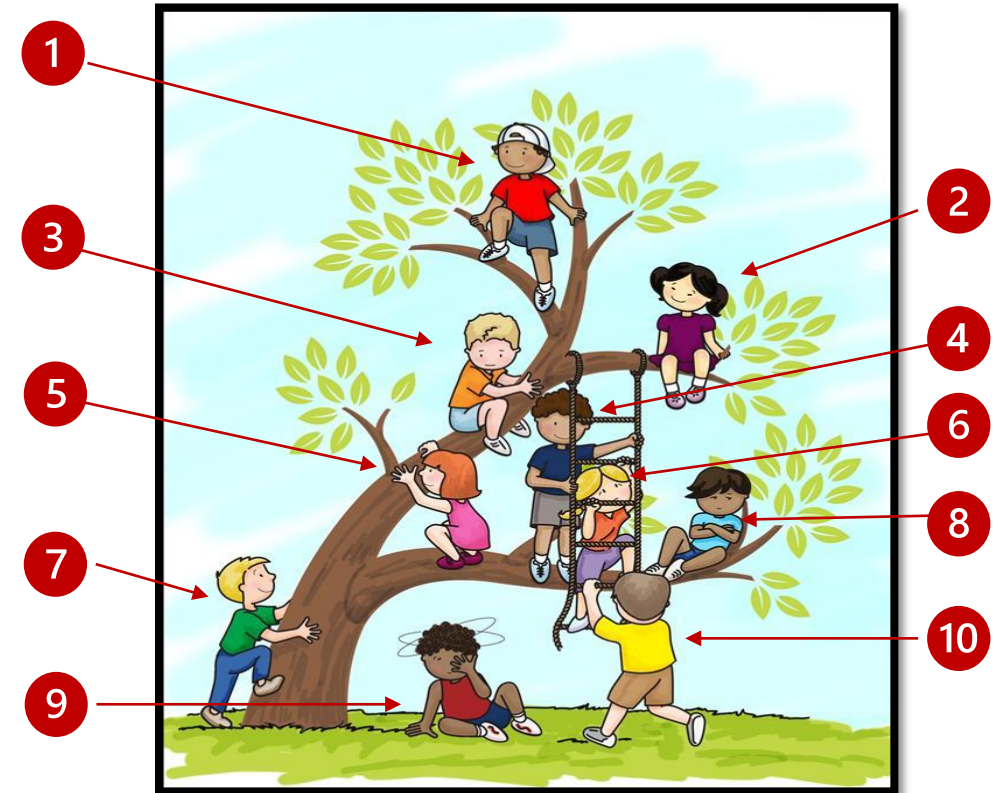
What does it really look like?

The Leadership Tree



Let's Talk About It!

- What role do I contribute as a team member to school improvement?
- Pick a child on the Leadership Tree that best represents you.
- Which child or children on the Leadership Tree represents where our governance team needs to be? Explain



[Easy Retro Link](#)



No Excuses Allowed For Poor School Performance

“Performance will be the key.
Problem solving instead of
excuse building will be the ethic.
“Can do” will be the attitude and
excuses will be unacceptable.
Excuses will be unacceptable not because
they don’t explain a set of circumstances,
but only because they contribute
nothing to changing those circumstances...”

School Level

- **Teacher Leaders** work beside school administrators every 9 weeks to discuss school progress monitoring.
- **Data Collected** by all teachers and shared out in collaborative meeting led by Teacher Leaders.
- **School Level Team Meetings** are held to discuss progress: data-hard and observable.
- **Revisions/Resetting** starts at the point of failure.

Three Guiding Questions

1. What is it we want students to learn-by grade level, by course, and by unit of instruction?
2. How will we know when each student has acquired the intended knowledge and skills?
3. How will we respond when students experience initial difficulty so that we can improve upon current levels of learning?

Professional Development

- Ties directly to the outcomes of the monitoring process.
- Determined based on need.
- Taught at the District Level to: District Team, School Level Support Administration-Instructional Coaches and Teacher Leaders.

Teacher Leaders

- Led Collaborative Meetings
- Data Team Reviews
- Peer Review Teams
- Pay supplement for their work.

Teacher Leaders

Are NOT dispensers of information, they are the movers and shakers of instruction and curriculum which is the heart and soul of a strategic plan.

However, they must be trained to operate as such.

Real Life Application

- Rural District with a graduation rate of 58.8%
- Minority Rate of 78%
- 100% Free and Reduced Lunch
- Limited access
- NO plan of action after high school

Communication is the Key



Stay Informed!

Staying connected to information about your child's progress has never been easier thanks to the Infinite Campus mobile portal. You already use your cell phone to stay connected socially, so why not keep up with your child's educational information as well.

The Parent Portal is a component of Infinite Campus, which is student information system (SIS) used in Washington County Public Schools. Parent Portal is an excellent way to monitor your child's attendance, absences, contact information, and notification settings.

Student grade information is accurately entered and available for parents within 5 school days after the due date for the assignment.

Washington County Schools requires each parent wishing to access his/her student's information to use an assigned log-in and create and maintain a secure password. Parents must not set their computer to remember log-ins or passwords for the Parent Portal. Parents needing technical support must contact the Student Data Coordinator, Karen Wright, by phone (478-553-3981, ext. 1241) or by e-mailing kwright@wash-

Washington County Schools is off to a great start this school year. We continue to focus our efforts to provide excellent academic, arts and athletic opportunities for our children. The District will provide a love mindset culture that will allow us to work with our community through the lens of kindness, being grateful for the opportunity to effectively change our children's lives better.

As always, thank you for supporting the work of Washington County Public Schools.



Celebrate Successes



Self Reflection

- What did I learn from the journey?
- What did I do well?
- What strengths did I use?
- What skills did I gain?
- What do we feel most confident about?
- How did I overcome obstacles along the way?
- What would we change next?

Next Steps

- Assess where you are at as a board, district, and school.
- Determine your health in each area.
- Have the frank conversations.
- Make a plan of action for change.
- Implement, Monitor, and Revise.

Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
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Share your conference highlights now!

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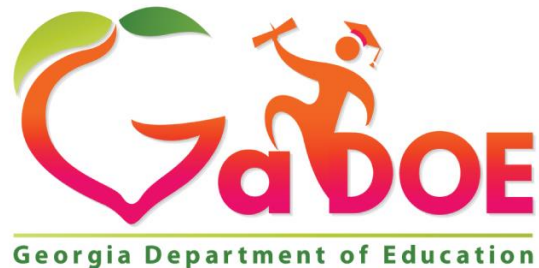
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Dr. Donna Hinton

GSBA, Senior Board Development Specialist



**EDUCATING
GEORGIA'S FUTURE**

