Maximizing School Improvement Efforts Using Federal Funds

Federal Programs- ESSA and IDEA- Summer Professional Learning Series
July 15, 2021

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Goal of Presentation

Support school improvement efforts by clearly demonstrating the alignment between the Comprehensive Needs Assessment (CNA), Comprehensive LEA Improvement Plan (CLIP) and Federal Funding sources.

CNA → **CLIP** → **BUDGET**
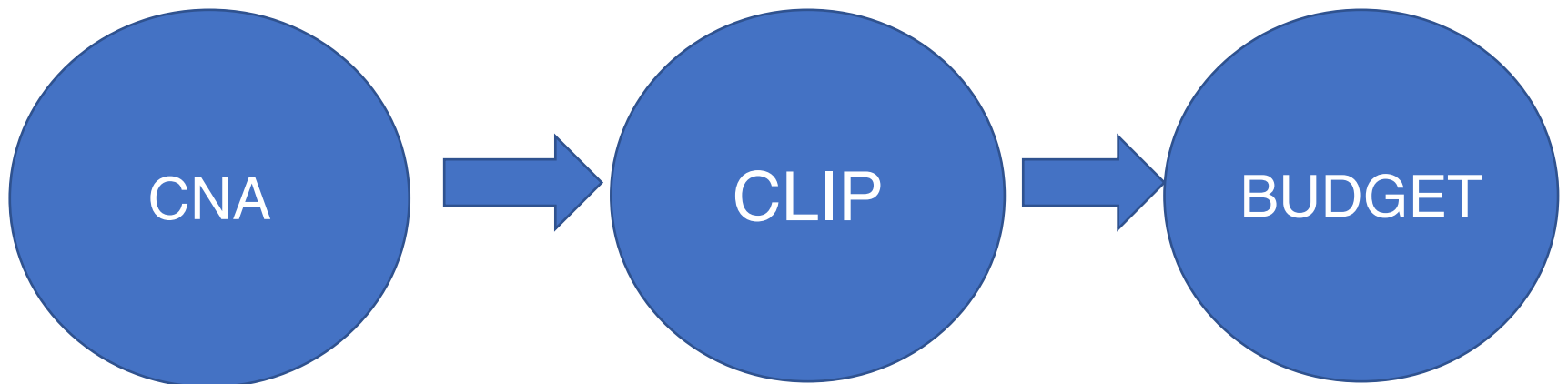
Georgia's Systems of Continuous Improvement

Our Why

Increase Student Achievement

Improve school conditions for student learning

Increase the number, quality and effectiveness of teachers, principals, and other school leaders

Provide low-income and minority students access to effective teachers, principals, and other school leaders.

Ensure all students meet challenging state academic content and standards

Expand the use of technology to improve the academic achievement and digital learning of all students

Provide all students access to a well-rounded education

Ensure ELs attain English proficiency and meet the challenging GA academic standards

Improvement Process Components

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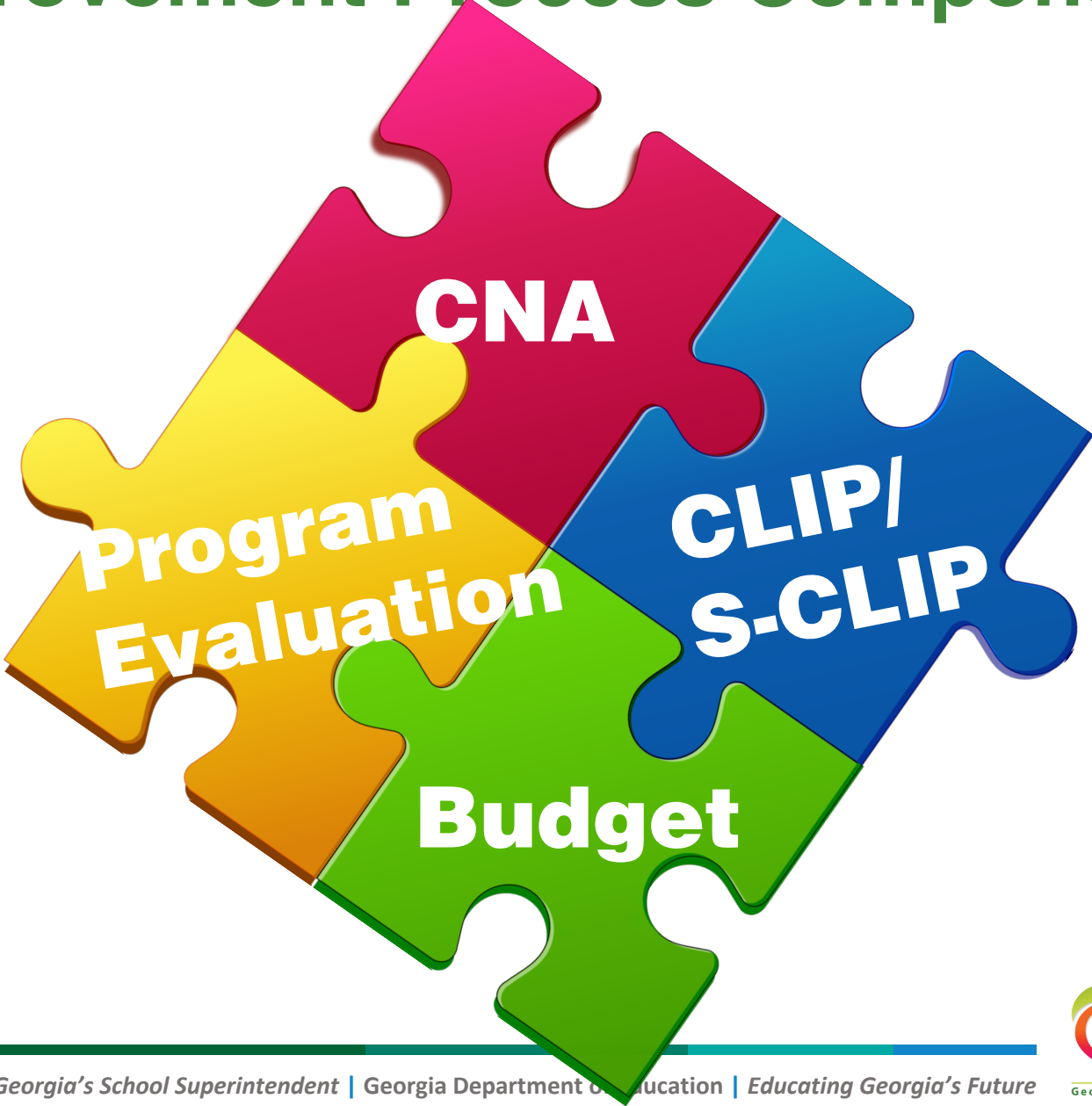
Establish the Team: Who Should be Involved in the Process?

Title I Schools must include:	Administrators	Teachers (including SWD and EL)
Community Stakeholders	Paraprofessionals	Parents
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 asserted in the CLIP. Supporting documentation is verified during scheduled LEA monitoring. There may be additional requirements for stakeholder engagement in the statutes.

[See the Consolidation of Funds Manual](#)

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 identify the areas in which they are doing well (strengths) and the areas in need of improvement (opportunities for growth).

Comprehensive Needs Assessment Process

1

Establish Team

Establish a team who will conduct the comprehensive needs assessment

2

Plan Assessment

Create a project plan for completing the comprehensive needs assessment

3

Collect Data

Identify and collect data for analysis

4

Analyze Data

Analyze multiple sources of data

Potential Data Sources

Star Rating

Student Performance

Leaders Information

WIDA ACCESS

Local Assessments

SI Dashboard

CNA

Teachers Information

School Improvement

Student Information

Surveys

Other Data Sources
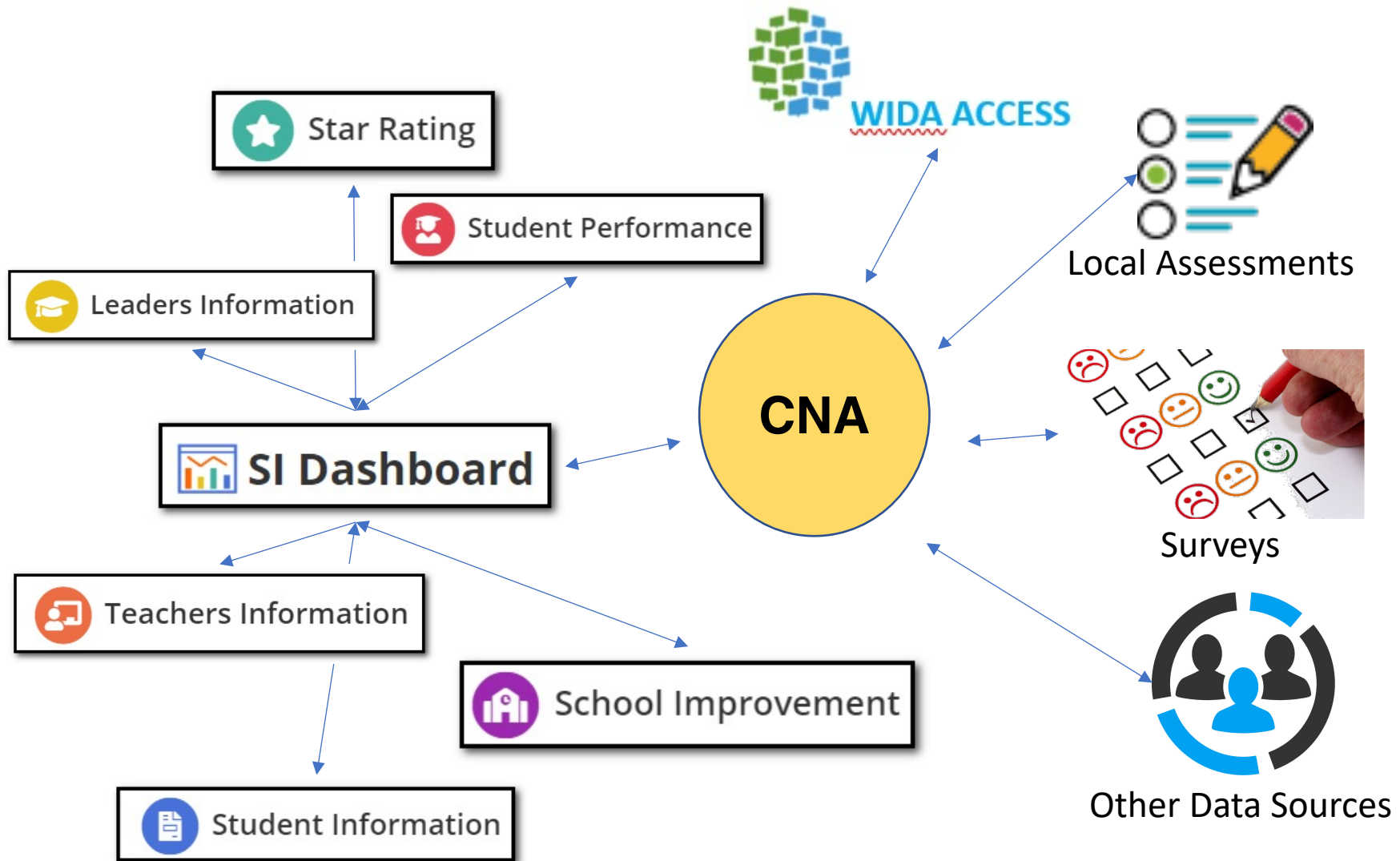
When Analyzing the Data… Consider…

- Are all subgroups of students performing at the optimal level?

- What trends and patterns are observed for all students and each sub-group? Are there noticeable achievement gaps among subgroups?

- Were there any extraordinary or external factors impacting student learning (i.e., digital learning due to the pandemic)?

- What do our teachers say they need?

- What do our parents say they need?

- What do our students say they need?

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."
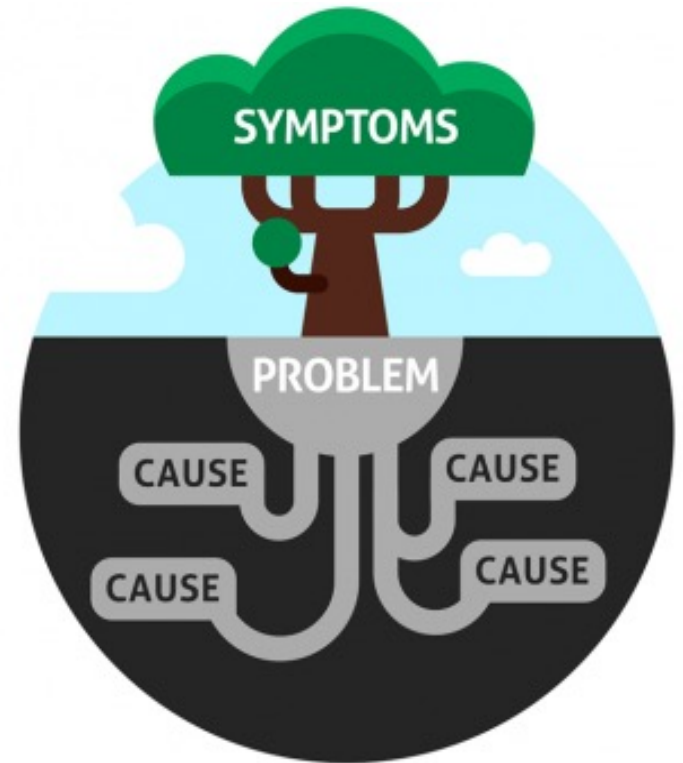
Prior Year Expenditure Review

What evidence exists that demonstrates that a prior year's action step had a positive impact on the school improvement initiative?

Identified Need	Goal	Action Step	Funding Source	Review of Effectiveness
Graduation rate is below state average	Increase student graduation rate by 5% by the end of FY21	Employ a graduation coach to work with students at risk of not meeting on-time grad	Title I, A	Increase in the graduation rate
Students scoring below proficient on the 5th grade Ga Milestones Assessment in ELA	Increase students scoring at or above the proficient level on the ELA GMA from 50% to 60%.	• Employ an Instructional Coach (IC) • Targeted PL on Achievement level descriptors and ELA rubrics by IC	Title I, A Title II	Increase in the number of students scoring above proficient level in ELA GMA
50% of middle school English learners have been in the EL program for more than five years.	Reduce the percentage of MS ELs remaining in the EL program for more than five years from 50% to 20%.	Implement a summer school program for ELs in grades 6-8.	Title III, A Title I, A	Decrease in the percentage of MS ELs remaining in the EL program for more than five years.

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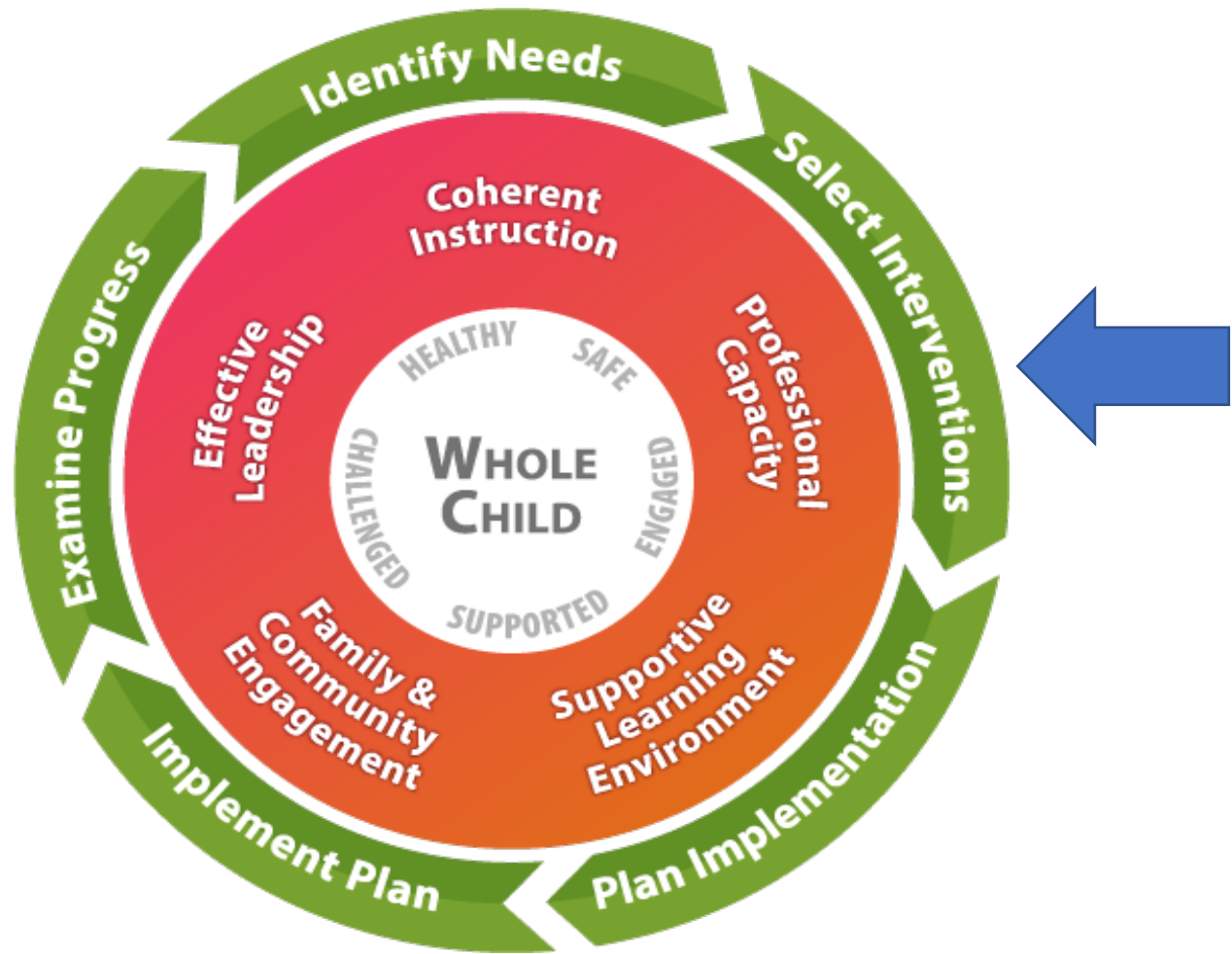
District Improvement Plan

The district improvement plan is where LEAs lay out exactly how they are going to address their identified needs.

Identify Priorities and Create SMART Goals

1

Summarize Data

Identify the strengths and challenges from the data analysis

2

Prioritize Needs

Identify and prioritize overarching needs

3

Analyze Root Causes

Conduct a root cause analysis

4

Develop Goals

Develop SMART goals

5

Select Interventions

Determine solutions

Develop SMART Goals

SMART Goal

S	M	A	R	T
Specific	**Measurable**	**Assignable**	**Realistic**	**Time-Based**
What, Where How?	From and To	Who?	Feasible?	When?
A specific goal is distinct & defines as much of the goal as possible and contains no ambiguous language	A measurment gives feedback and let's one know when the goal is complete.	Goals must be assignable to individuals or groups	Realisic goals are challenging yet attainable within the given timeframe	Timeframe must be aggressive yet realistic

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 is an acronym for:

Specific

Measurable

Attainable

Relevant

Time-bound

Develop Performance SMART Goals
Example

Relevant

Specific

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
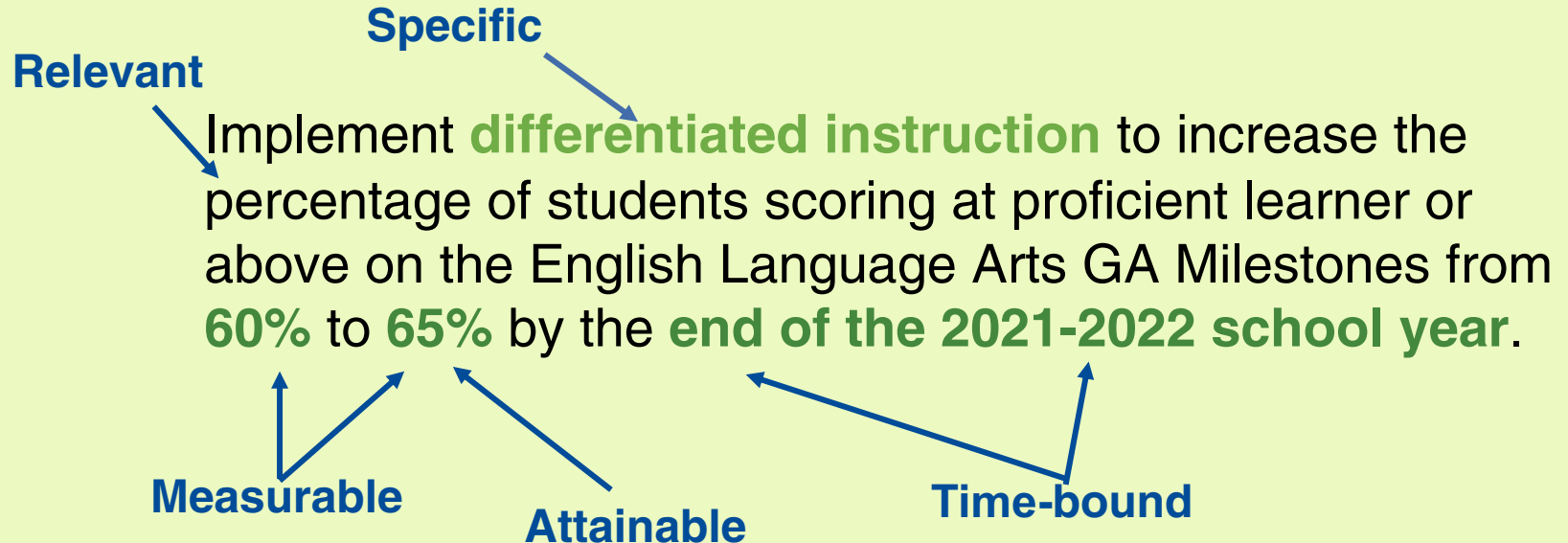
Select Interventions

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 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?

NOTE: Districts that consolidate federal funds are not required to show that strategies implemented are evidence based.

Alignment Traditional Funding

Identified Need	Goal	Action Step	Budget/ Funding Source
The school has not scheduled profes sional development, common planni ng time for PLCs for all teachers.	Increase students scoring at or above the proficient level on the Math GMA from 50% to 60%.	Provide Number Talk professional learning to 4th and 5th grade teachers.	Title II
	Increase students scoring at or above the proficient level on the ELA GMA from 50% to 60%.	Employ an Instructional Coach Provide targeted PL to all teachers related to Achievement Level Descriptors and ELA rubrics	Title IA Title II Title III Title IVA

Alignment Consolidation of Funds

Identified Need	Goal	Action Step	Intent & Purpose
The school has not scheduled professional development, comm on planning time or PLCs for all teachers.	Increase students scoring at or above the proficient level on the ELA GMA from 50% to 60%.	• Mentoring/Coaching of teachers implementing differentiated instructional strategies in ELA classes.	•**Title IA and IIA:** Support effective instruction through coaching/mentoring teachers •**Title IVA (WR):** Teacher PD
		• Provide monthly (Sept. through Jan.) training to instructional staff on differentiated instructional strategies to include high-leverage practices for teaching EL students.	•**Title IA, SIG, IIA, IVA (WR):** Teacher PD •**Title IIIA**: EL Focused PD
		• 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.	•**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

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Non- Alignment

Identified Need	Goal	Action Step(s)	Budget/Funding Source
The school has not scheduled profess ional development, comm on planning time for PLCs for all teachers.	Increase students scoring at or above the proficient level on the ELA GMA from 50% to 60%.	Provide software license for all 5th graders in Math	Title IIA
	Increase students scoring at or above the proficient level on the ELA GMA from 50% to 60%.	• Employ an Instructional Coach • Provide targeted PL to all teachers related to math fluency	Title IA Title IIA

Non-Alignment Consolidation of Funds

Identified Need	Goal	Action Step	Intent & Purpose
The school has not scheduled professional development, common planning time for PLCs for all teachers.	Increase students scoring at or above the proficient level on the ELA GMA from 50% to 60%.	• Purchase online licenses for each student to have access to additional ELA instruction and resources.	•**Title IA** Support effective instruction through online resources. •**Title IVA (WR):** Provide additional resources.
		• Train teachers on how to use the software licenses purchased.	•**Title IA, SIG, IIA, IVA (WR):** Teacher PD •**Title IIIA:** EL Focused PD
		• Provide afterschool tutoring to students who score in the bottom 25% of common ELA assessments.	•**Title IA, & SIG,:** Provide remediation opportunities for students most at risk. •**Title IIIA**: Provide remediation opportunities to EL students.

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Resources

- [Data Driven Decision Making Presentation](#)

- [Data Driven Decision Making Guide](#)

- [Systemic Family Engagement Guide](#)

- [Evidence-Based Practice Guidance](#)

- [Consolidation of Funds Manual](#)

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Questions

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Feedback – Maximizing School Improvement Efforts Using Federal Funds

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