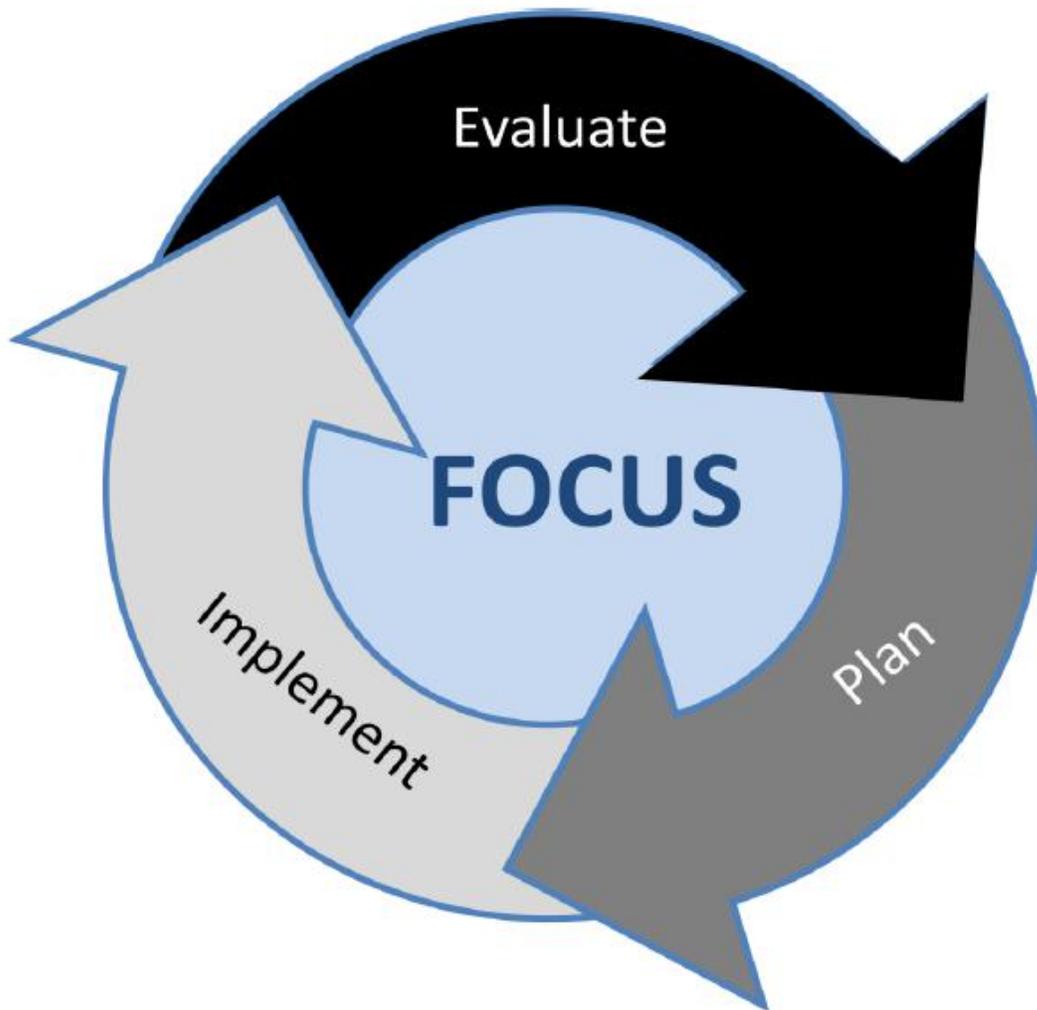




School Improvement Planning Basics: ACTION PLANNING



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Clark County School District
School Improvement Goals and Objectives from
A Look Ahead by Dwight Jones

Vision: The District will ensure that all students experience success in school and are ready by exit.

Goals

Goal 1: All students in the Clark County School District will perform at or above grade level.

Goal 2: The number of students participating in advanced coursework will increase in the Clark County School District.

Academic Growth Objectives

Measurable Objective 1*: The school's median growth percentile will be greater than 50 as measured by the State assessments. **minimum expectation*

Academic Status Objectives

Measurable Objective 2: A minimum of 70% of students exiting Grade 5 will demonstrate grade level proficiency as measured by the State assessments.

Measurable Objective 3: A minimum of 70% of students exiting Grade 3 will demonstrate grade level proficiency as measured by the State assessments.

Measurable Objective 4: A minimum of 70% of students exiting Grade 1 will demonstrate grade level proficiency as measured by the District assessments.

Academic Gap Objectives*

Measurable Objective 5: Targeted disaggregated groups will attain a minimum 10% reduction in the number of students not keeping up and/or a minimum 10% reduction in the number of students not catching up as measured by the State assessments. **Reducing the percent non-proficient will impact the median growth percentile.*

Post-Secondary Readiness Objectives

Measurable Objective 6: The percent of students exiting Grade 8, proficient in Algebra I as measured by the district-wide standardized end-of-course exam, will increase annually by 10%.

Measurable Objective 7: The percentage of high school students taking Advanced Placement courses for Post-Secondary Readiness, scoring 3 or above on Advanced Placement exams, will increase annually as reported by class enrollment records and exam results.

Measurable Objective 8: Based on graduation records, the percentage of students graduating from high school with a standard diploma will increase by at least 5% each year with a goal of reaching at least 75% by 2016; and the graduation rate will be calculated using the adjusted cohort formula.

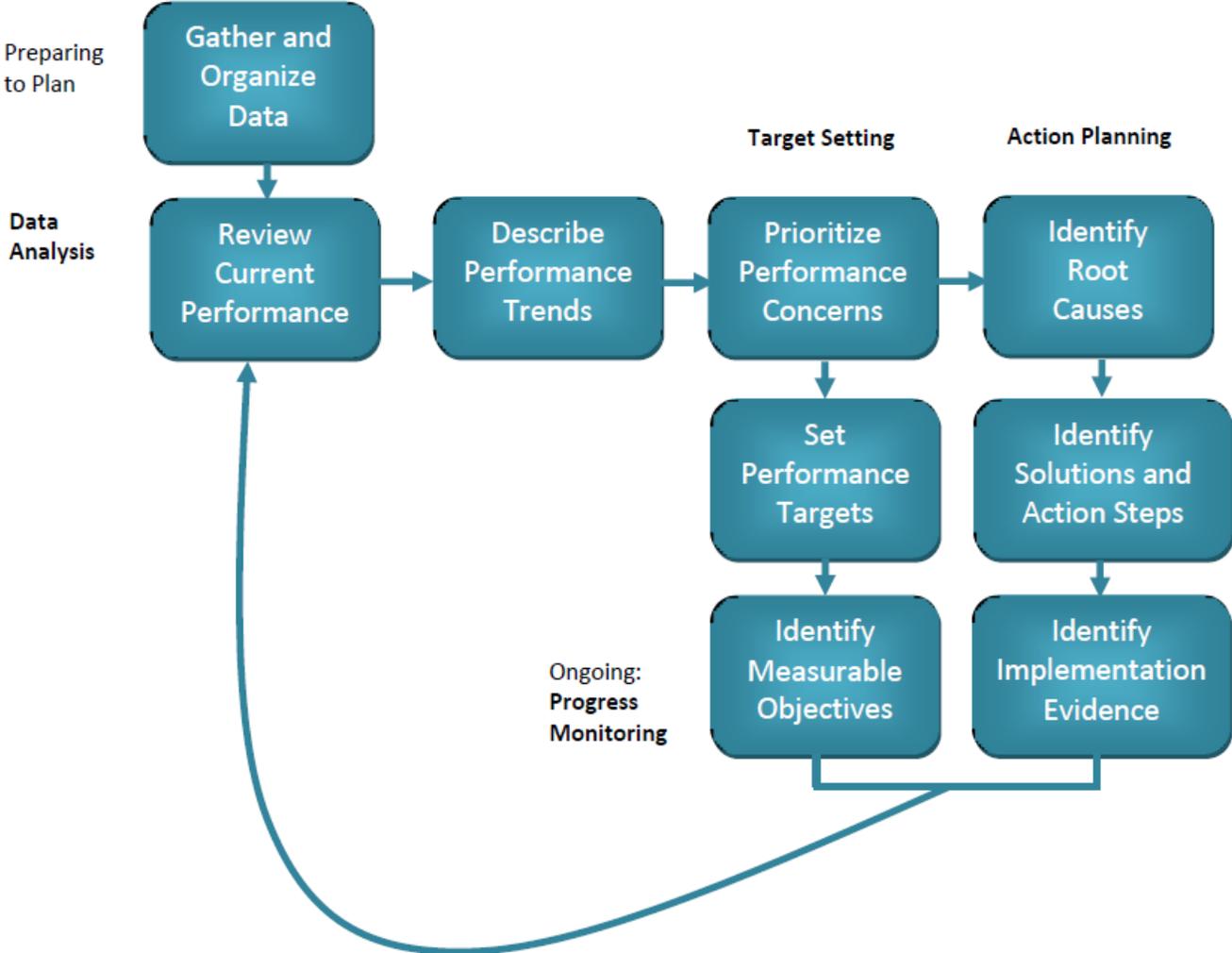
Measurable Objective 9: The percent of students admitted to a post-secondary institution and successfully completing year one will increase annually as reported by NSHE.

Measurable Objective 10: Post-Secondary Readiness college remediation rates will decline annually as reported by NSHE.

Learning Outcomes

- Continue to review data sources to use in improvement planning
- Review identified root cause(s)
- Identify improvement solutions grounded in research
- Set at least one goal aligned to CCSD's goals
- Identify measurable objectives aligned to solutions
- Create action steps aligned to solutions
- Identify possible measures to monitor progress toward performance targets
- Determine how to evaluate the action plan with multiple measures of data
- Plan for calendaring professional learning in action plan

School Improvement Planning Process Map



Root Cause Review and Quality Criteria

Root Cause Homework

- * Completed the Inquiry Process
- * Finalized Data Trends-Positive/Negative
- * Determined Key Strengths & Priority Concerns
- * Identified Root Cause(s)

Root Cause Review

Root Causes ARE ...

- ❖ Deepest and most basic concern & barriers to increasing student performance
- ❖ Within the school’s control and evidence based
- ❖ Focused on adult actions

Root Causes are NOT...

- ❖ Concerns about budget, staffing, or new curriculum
- ❖ External levels of root cause analysis out of site control
- ❖ Focused on student actions

Quality Criteria for Root Cause

Plan Element (definition)	Criteria
Root Causes <i>Statements describing the deepest underlying cause, or causes, of performance concerns, that, if dissolved, would result in elimination, or substantial reduction, of the performance concern(s).</i>	<ul style="list-style-type: none">• Identifies at least one root cause for each performance concern (the same root cause could apply to multiple performance concerns, and should be listed next to each performance concern to which it applies).• Specifies “causes” the school can control (e.g., the school does not provide additional support/interventions for students performing at the non-proficient level) rather than describing characteristics of students (e.g., race, poverty, student motivation).• Reflects analysis of multiple types of data (in addition to performance data and including site-based data sources) in the identification of root causes.• For priority schools with performance that does not meet expectations on a large scale, consider broad, systemic root causes during your analysis.

With your school partner, discuss these questions:

- How is the identified root cause aligned with the criteria?
- Are the root causes aligned with the performance challenges and trends?
- Do you have data to prove and support your root cause?

Sample Inquiry Process

Negative Trend and Performance Concern

Performance Trend	Performance Concern	Root Cause	Solution
<p><u>Academic Growth</u> The median growth percentiles in reading for 6th grade students showed an overall decrease from 50 in 2009 to 38 in 2010, and then increased to 44 in 2011.</p>	<p>This performance trend is impacting the overall school-wide growth percentiles; preventing the school from meeting the District expectation of 53 or higher for the next level on the SPF.</p>	<p>Lower growth percentile rates in 6th grade and a review of intervention processes and collaboration practices for 6th grade show that intervention structures are not organized sufficiently to provide teachers the time and resources to monitor student progress and plan appropriate interventions for each student’s individual needs.</p>	

Positive Trend and Key Strength

Performance Trend	Key Strength	Root Cause	
<p><u>Academic Growth Gaps</u> The median growth percentiles in math for FRL students decreased from 70 in 2009 to 68 in 2010 then remained stable at 68 in 2011.</p>	<p>For the last three years, the median growth percentiles in math for FRL students have remained at or above district expectations on the School Performance Framework.</p>	<p>A curriculum review and classroom observations show 90% of observable student work in mathematics reflects grade-level standards and students were able to connect the work to an understanding of the learning objectives through effective feedback.</p>	

Solutions and Quality Criteria

Guiding Questions for Solutions

- * Are the solutions grounded in research?
- * Will implementing the solutions address the identified concern and root cause?
- * Will the solutions, if properly implemented, impact student achievement?
- * Does the school have the control and resources to implement and sustain the solutions?
- * Is everyone who is part of the challenge also part of the solution?

Format for Discussion of Solutions

Taking this action...	will eliminate these causes...	producing the following outcome(s):	Evidence to support this claim:

Example: Highly-qualified 6th grade reading teachers will routinely collaborate for instruction by analyzing student data to review the impact of instruction and create a smaller learning community for non-proficient students.

Quality Criteria for Solutions

<p>Solutions</p> <p><i>An overall approach that describes a series of related actions intended to result in improvements in performance.</i></p>	<ul style="list-style-type: none"> • Describes an overall approach grounded in research, based on a theory about how performance will improve. There must be evidence that the strategy has previously resulted in improvement in performance, such as that specified by a performance concern. • Describes the specific change in practice that will result from the action steps (e.g. not “improve reading instruction,” rather “implement formative assessment practices in all 3-5 grade classrooms during reading instruction”). • Explicitly responds to the identified root cause(s). • Specifically addresses the needed instructional improvement.
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Use the Quality Criteria for Solutions with your team and discuss these questions:

- How are the identified solutions aligned with the criteria?
- Are the solutions aligned with the root causes?

District Expectations and Goal Setting

District Expectations

- * Align Solutions to Performance Concerns
- * 2 Goals:
 - one targeting non-proficient students and
 - one targeting proficient students
- * 3 Measurable Objectives for *each* goal
- * Up to 4 Action Steps for each goal

Guiding Questions for Goals

- * Will achieving the goals impact student performance?
- * Will the goals be adequate and sustainable?
- * Are the goals specifically linked to the performance trends/concerns, root causes, and solutions?
- * Is there a clear rationale for each goal that can be articulated by all members of the staff?

Creating Goals

In this section of the plan, the team determines the goals and measurable objectives that set achievement and growth targets for the school and guide the rest of the planning process. Goals are the broad statements about what is to be learned. Measurable objectives define the goals by outlining the specific targets that are met through the Master Plan Design.

Goals are determined by the results of the inquiry process completed in Section III of the plan. The structure of performance management takes the place of SMART goals. In the past, we sometimes identified goals that were SMART, but with this new framework, the pieces of the goals that made them smart are more explicit.

- Performance Indicators represent strategically identified, research-based areas for improvement. They provide the strategic focus of our improvement efforts.
- Measures and associated metrics provide a more complete definition of how we will measure progress.
- Expectations define attainable levels of performance; and
- Targets define how good is good enough by when, or establish time boundaries for our work.

Use the information gathered from the inquiry process to identify two goals. Goals should address student achievement for non-proficient students and proficient students to demonstrate increases across multiple content areas in order to meet or exceed the increasing proficiency targets for all subgroups and to close the achievement gap.

Measurable Objectives

Guiding Questions for Measurable Objectives

- * Are the measurable objectives written in terms that can be measured?
- * Are student groups and performance standards clearly identified?
- * Can staff members clearly articulate how the school's Measurable Objectives support the District's Measurable Objectives?

Developing Measurable Objectives

Objectives clarify the goal statements by providing specific information to determine how achievement of the goal can be recognized. Objectives are the foundation for action planning as they define who, what, when, and how much. Well-written objectives define and clarify the goal statement, giving direction to the staff about expected outcomes.

The CCSD template provides space for three objectives per goal. The plan should be focused to address the most critical needs of the students based on the results of the inquiry process.

Use the chart on the next page for guidance to include the components of a measurable objective:

- * Metric
- * Content area
- * Students or groups
- * Expectations
- * Measure
- * Timeline

Developing Measurable Objectives Chart

Metric?	What content area?	Which students or groups?	What is the Expectation?	What is the Measure?	By what time?	Measureable Objective Statement
10% Reduction of students not catching up	Math	EXAM Grades 4-5	EXAMPLE Minimum 10% reduction of non-proficient students	EXAMPLE State Assessment	EXAMPLE By 2012-2013	The percent of grade 4 and 5 students not catching up in mathematics on state assessments will decrease by a minimum of 10% by 2012-2013.

Action Steps

Action Planning Pitfalls

- * Kitchen sink – do not do everything at once
- * DRIP - multiple data sources (Data Rich, Information Poor)
- * Not embedding a calendar for PD
- * Not providing realistic staffing/resources
- * Not monitoring implementation of action steps
- * SIP on a shelf for no one else

Guiding Questions Action Steps

- * Does each action step implement an identified solution?
- * Are the action steps closely aligned to the root causes?
- * Does each action step include a research-based strategy that will impact student achievement?
- * Is the professional development and/or technical assistance required to implement and sustain the teaching strategy(ies) in each action step identified in “Resources”?

Guiding Questions for Action Plan Resources and Amount

- * What resources are needed (adult centered)?
- * What is the timeline for implementing the resource?
- * Who will be responsible for implementing the resource?

Action Plan Example

SECTION V: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES						
Goal 1 Action Step 1 (Tied to Solutions from Section III and Measurable Objectives):						
Teachers will implement the Common Core State Standard mathematical practices of modeling and using appropriate tools strategically by having students create concrete models of mathematical situations and analyze the results to draw conclusions.						
ACTION PLAN			MONITORING PLAN			EVALUATION
Resources and Amount (other than General Funds)	Timeline	Position	Evidence of Implementation	Timeline	Position	Performance Benchmarks
PD on Common Core Math; Curriculum Engine to pull up Learning Targets by standard; manipulative (money?); common assessments.	Aug & Oct PD Common Core & Curriculum Engine Monthly develop common assessments	CPD - CC & Engine Admin - Manipulative Teachers - Common Assessments	Lesson plans, STPT minutes focused on data analysis, FOSL walks, common assessments	Monthly to collect and analyze	Teachers and Administrators	Common Assessment Results CRT scores FOSL Walk Summary Report
Goal 1 Action Step 2 (Tied to Solutions from Section III and Measurable Objectives):						
ACTION PLAN			MONITORING PLAN			EVALUATION
Resources and Amount (other than General Funds)	Timeline	Position	Evidence of Implementation	Timeline	Position	Performance Benchmarks

Monitoring and Evaluating

Guiding Questions for Monitoring

- * Determine the evidence used to ensure the *implementation* of the action steps.
- * Create a detailed and specific timeline for collecting and analyzing the evidence.
- * Establish the position(s) responsible for *ensuring completion* of each action step.

Guiding Questions for Evaluation

- * How will you know your resources or strategies, aligned to the action steps, have been implemented?
- * Consider your local data sources to monitor progress: What data do you have available that will allow you to track progress toward your action step(s)? When will it be available? How will the data be used?
- * Set a calendar for when you will look at the performance benchmarks.

Evaluation Plan Guidance Chart

Evaluation Questions	Why is this question important?	What information will you need to answer the question?	When and how will you collect this information?	How will you analyze this information?

Quality Criteria for Action Planning

<p>Action Steps <i>The activities or actions that will be taken to implement a solution.</i></p>	<ul style="list-style-type: none"> • Describes the specific steps that school personnel will take to implement the solutions. • Describes the specific steps that any external consultants (if the school is working with external consultants) will take to implement the solutions. • Includes high quality professional development aligned to solutions.
<p>Action Step Resources <i>Clearly aligns resources with the action step(s).</i></p>	<ul style="list-style-type: none"> • Must include total funds budgeted for the action steps, including anticipated Title I and/or Consequence Funding (if appropriate).
<p>Action Step Timeline</p>	<ul style="list-style-type: none"> • Specifies the dates when each action step will take place. • Identifies a logical sequence of action steps.
<p>Action Step Position Responsible</p>	<ul style="list-style-type: none"> • Describes which position(s) will be responsible for implementing the action step(s), may be a position in the building or a department/division in the district.
<p>Monitoring – Evidence of Implementation</p>	<ul style="list-style-type: none"> • Specifies what evidence will be analyzed to determine the effectiveness of the implemented action steps. <i>Note: Evidence of Implementation may be quantitative or qualitative.</i>
<p>Monitoring Plan Timeline</p>	<ul style="list-style-type: none"> • Specifies when evidence of implementation will be collected.
<p>Monitoring Plan Position Responsible</p>	<ul style="list-style-type: none"> • Describes who will be involved in collecting and analyzing the evidence of implementation (<i>analyzing and interpreting evidence of implementation and making adjustments to action steps as appropriate</i>).
<p>Evaluation: Performance Benchmarks</p>	<ul style="list-style-type: none"> • Identifies the summative measure(s) that will be used to evaluate the effectiveness of the action step(s).

Use the Quality Criteria for Action Planning with your team and discuss these questions:

- How are the identified action steps, monitoring, and evaluation aligned with the criteria?
- Are the action steps aligned with the solutions?

Calendaring for 2012-2013 and Next Steps

Guiding Questions for Calendaring for 2012-13

- * What professional development, technical assistance, or ongoing assistance will be needed for the next school year?
- * Will professional development be job embedded (e.g. action research, case studies, lesson studies, book studies, etc.)?
- * How will you ensure professional development is aligned to the solutions and scheduled throughout the year?

Next Steps

Title I Budget Summary pages due to Title I - **April 13**

Completed Goals and Measureable Objectives Due to Academic Manager – **April 24**

Additional SIP support provided for schools by AARSI – register on Pathlore

- * **April 17** Area 1 Office
- * **April 18** Area 2 Office
- * **April 19** Area 3 Office
- * **April 20** Open Session for all schools at Nedra Joyce

SIP plans due to Academic Managers - **May 31**

Terminology

Term	Definition
<p>Academic Achievement/Status</p> <p>Or</p> <p>Achievement</p>	<p>A single point in time score on an assessment. Achievement for an individual is expressed as a test score (or “scale score”), or it may be described using an achievement level such as: emerging/developing, approaching standards, meets standards, or exceeds standards.</p> <p>Academic Achievement is one of four performance indicators used to evaluate schools.</p>
<p>Academic Growth</p>	<p>For an individual student, academic growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Nevada Growth Model expresses annual growth, for an individual, with a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.</p> <p>Academic growth is one of four performance indicators used to evaluate schools in Clark County. This indicator contains measures of both normative and adequate growth.</p>
<p>Academic Growth Gaps</p>	<p>Academic growth gaps is a Performance Framework indicator that reflects the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English Language Learners.</p>
<p>Action Step</p>	<p>Something that is done to make progress towards goals. Action steps are created for each strategy and identify resources (people, time, and money) that will be brought to bear so that goals and targets can be reached.</p>
<p>Adequate Growth</p>	<p>A growth level (student growth percentile) sufficient for a student to reach a proficient achievement level, in a subject area, within one, two, or three years or by 8th grade; whichever comes first or maintain an achievement level of at least proficient for three years or through 8th grade.</p> <p>See also: Median Adequate Growth Percentile</p>
<p>Catch-Up Growth</p>	<p>A student is catching up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to reach the meets or exceeds level of achievement.</p> <p>In grades 3-8, catch-up growth is the growth needed for a student scoring at the emerging or approaching achievement levels, in the previous year, to reach the meets or exceeds achievement level within 3 years or by 8th grade; whichever comes first.</p> <p>See also: Keep-Up Growth, and Move-Up Growth</p>

Term	Definition
Disaggregated Group	<p>A demographic subset of students.</p> <p>Clark County reports student academic growth, on the performance framework reports, for five historically disadvantaged student disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities and for English Language Learners.</p> <p>For federal accountability, data is disaggregated by: each race/ethnicity category, students eligible for Free/Reduced lunch, English Language Learners, and students with disabilities.</p>
Disaggregated Group Median Adequate Growth	<p>The student growth percentile sufficient for the median student in a subgroup to reach or maintain a level of proficient or advanced in a subject area within one, two or three years. If the disaggregated group’s median student growth percentile is high enough to reach the adequate level, this means that, as a group, students in this category are making enough growth to catch up and keep up.</p> <p>On the performance framework reports, disaggregated groups include students eligible for Free/Reduced Lunch, minority students, students with disabilities, and English Language Learners.</p>
Goal Statement	<p>A statement that identifies a student key indicator (performance goal), the target, and a timeline for achieving it.</p>
Growth	<p>For an individual student, growth is the progress shown by the student, in a given subject area, over a given span of time.</p> <p>The Nevada Growth Model describes how much growth a student has made, relative to his/her “academic peers”, by providing a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that group. Academic growth is one of four performance indicators used to evaluate schools.</p>
Implementation Benchmark	<p>A measure (with associated metric) used to assess the degree to which action steps have been implemented.</p> <p>See also: Measure and Metric</p>
Implementation Plan	<p>The product of a root cause analysis process that identifies the strategies to be implemented to dissolve the root cause and who is going to do what on what schedule and with what resources to implement each strategy. Also called an action plan. Can be charted using a Gantt Chart.</p>
Interim Measure	<p>A measure (and associated metric) used to assess, for the level of a given performance indicator, current progress at various times during a school year.</p>

Term	Definition
Keep-Up Growth	<p>A student is keeping up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to maintain a meets level of achievement.</p> <p>In grades 3-8, keep-up growth is the growth needed for a student scoring at the meets or exceeds achievement levels, in the previous year, to continue scoring at least at the meets achievement level in the current year and the future 3 years or by 8th grade; whichever comes first.</p>
Level One Data	The initial aggregated data set, prior to disaggregation or further analysis. Used to identify “red-flag” issues.
Level Two Data	A deeper data set, usually a disaggregation of an initial set of aggregated data. As Level Two Data is disaggregated and analyzed, it becomes Level Three Data, etc.
Major Improvement Strategy	An overall approach that describes a series of related actions intended to result in improvements in performance.
Means	The “things we do” in order to achieve our goals (ends). In schools, this will include items such as methods and materials for instruction, curriculum, staff development, scheduling, budgeting, assessment, planning, communication, and special programs and processes.
Measure	Instruments or means to assess performance in an area identified by an indicator.
Median Adequate Growth Or Median Adequate Growth Percentile	The median adequate growth percentile for a school represents the growth that is needed by the “typical” student in the school to reach proficiency within three years or by 8th grade, whichever comes first.
Median Growth (Median Student Growth Percentile or Median Growth Percentile)	Median growth summarizes student growth rates by district, school, grade level, or other group of interest. It is measured using the median student growth percentile, which is calculated by taking the individual student growth percentiles of the students, in the group of interest, and calculating the median.
Move-Up Growth	<p>A student is moving up if he/she has demonstrated growth in the most recent year that, if sustained, would enable the student to attain an exceeds level of achievement. In grades 3-8 move-up growth is the growth needed for a student scoring at the meets achievement level in the previous year to score at the “exceeds” achievement level within the next 3 years or by 8th grade; whichever comes first.</p>
Multiple Measures of Data	Dr. Victoria Bernhardt has provided this very useful model of the multiple types of data that are used in school improvement action planning. They are: student achievement data, student demographic data, school system and process data, and stakeholder perception data. Often, a single data set, such as student grades, can be used both as a measure of student achievement and also of the school system and its processes.

Term	Definition
Need	Needs are gaps in student learning (achievement) between where students should be and where they actually are.
Performance Goal	A target for a specific level of student performance to be achieved with a specified time frame. Usually tied to a key indicator of student performance and a specified measure, such as an assessment.
Postsecondary and Workforce Readiness	The preparedness, of students, for college or a job after completing high school. This is one of the performance indicators used to evaluate the performance of all high schools.
Process	All work is process. A process consists of input, value-added action, and output. Once one can identify all three components, the process can be defined. The term “process” is used to define a mini-system nested within a larger system (e.g., instructional processes within the school system).
Solution	An overall approach that describes a series of related actions intended to result in improvements in performance.
Standard	An agreed-upon and established statement of expectations for students—focused on issues of learning, attitude, and behavior. Standards drive key indicators.
Strategy	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency, and should be research-based.
Systems Thinking	A way of viewing the whole rather than just a part. Understanding the interrelationship of all the parts to each other and that the whole is not the sum of the parts but rather the product of how the parts are linked.
Target	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time. A student performance goal that a school sets and that should indicate a score (rate) and a timeline for reaching that score (rate).
Team	A group that is dynamic and working together toward a well-defined goal. Implies greater linkages and engagement than a committee.
Timeline	A tool used to graphically display a sequence of events.
Triangulation	A process of gathering multiple data sets to focus in on understand an issue rather than relying upon a single form of evidence. Multiple forms of data provide a more distinct and valid picture of reality.
Verification	The process by which a team product is publicly disseminated and reviewed for the purpose of using the input generated to modify the product before it becomes finalized.

Action Planning:

Toolbox



Format for Discussion of Solutions

Taking this action...	will eliminate these causes...	producing the following outcome(s):	Evidence to support this claim:

Evaluation Plan Guidance Chart

Evaluation Questions	Why is this question important?	What information will you need to answer the question?	When and how will you collect this information?	How will you analyze this information?