Working to Craft High Quality DCIP and SCEPs

May 4, 2016

PARTNERSHIP

Together on Top of the World

GOALS   COLLABORATION   GROWTH

PARTNERSHIP

IDEAS   TEAMWORK   SUCCESS
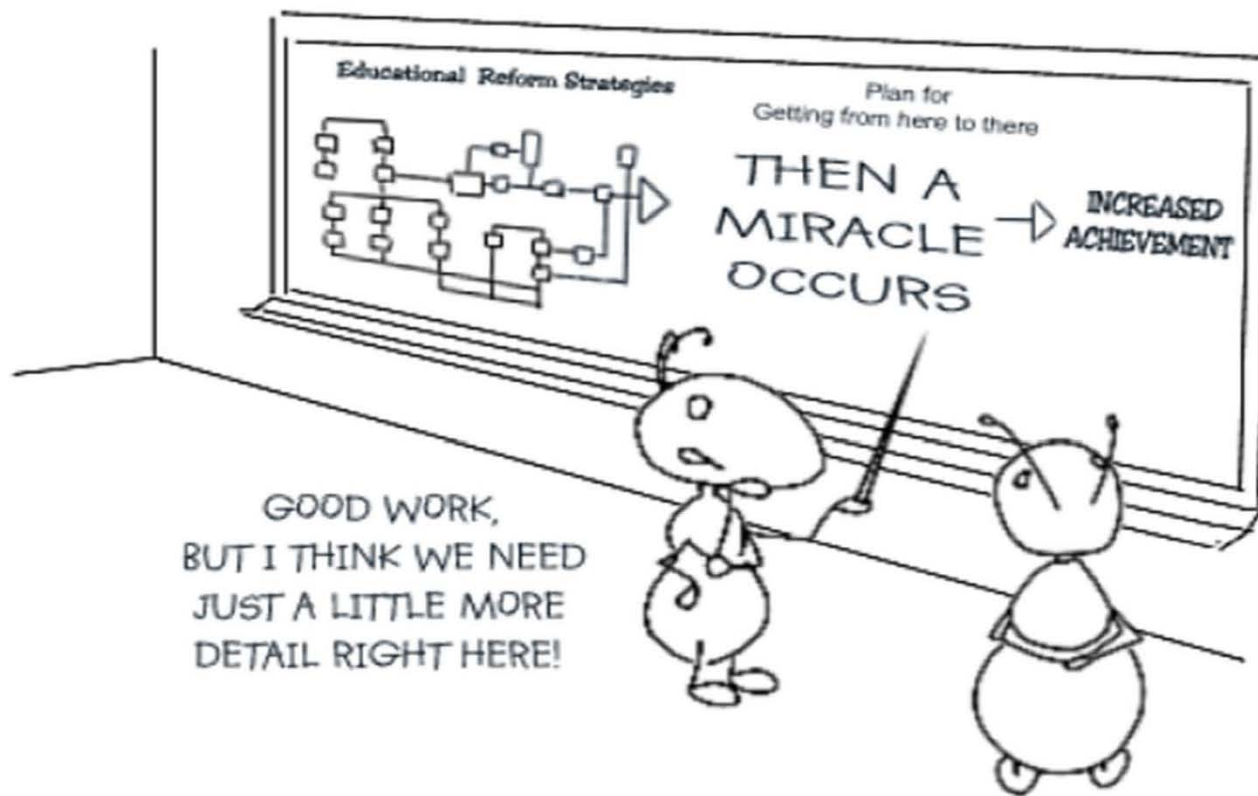
PARTNERSHIP

- This process embraces partnerships with:
  - STAKEHOLDERS:
    - Administrators
    - Teachers
    - Parents
    - Community Members
    - Students

  - New York State Education Department (NYSED)
    - Technical Assistance
    - Support
    - How can we help?

THE PAST

CONTINUOUS IMPROVEMENT IN SCHOOLS and DISTRICTS

"Excellence is not a destination; it is a continuous journey that never ends."

Brian Tracy

Multiple Issues Involving Unique Stakeholder Groups

Complex

Systems

EDUCATIONAL EXCELLENCE

Cohesive

Plan

MOVING FROM HERE TO THERE

McCrel Article Highlights

- Schools and districts that use continuous improvement can achieve impressive results;

- Change occurs both quickly and incrementally;

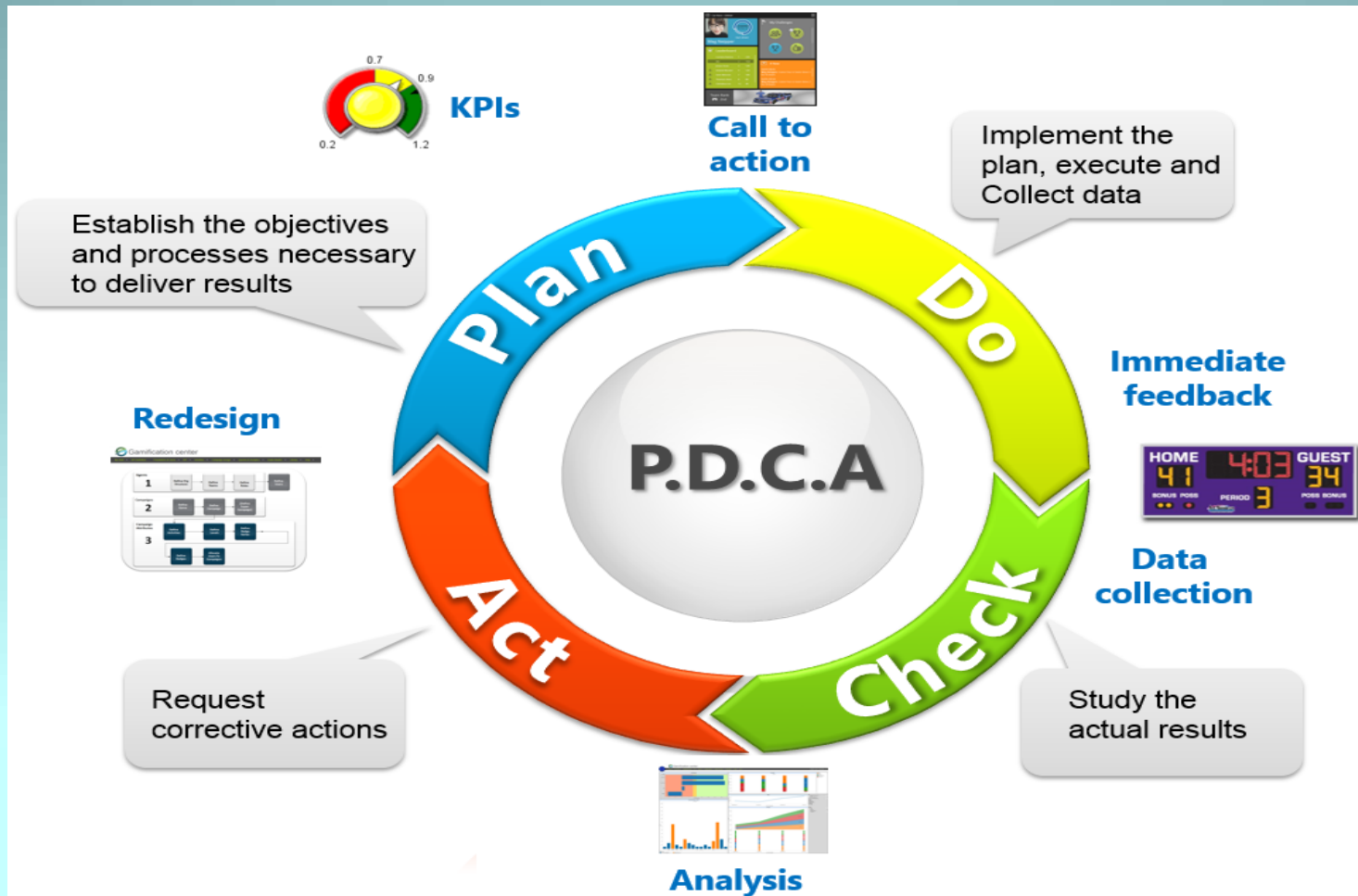- Multiple continuous improvement models all built on the same basic cycle.

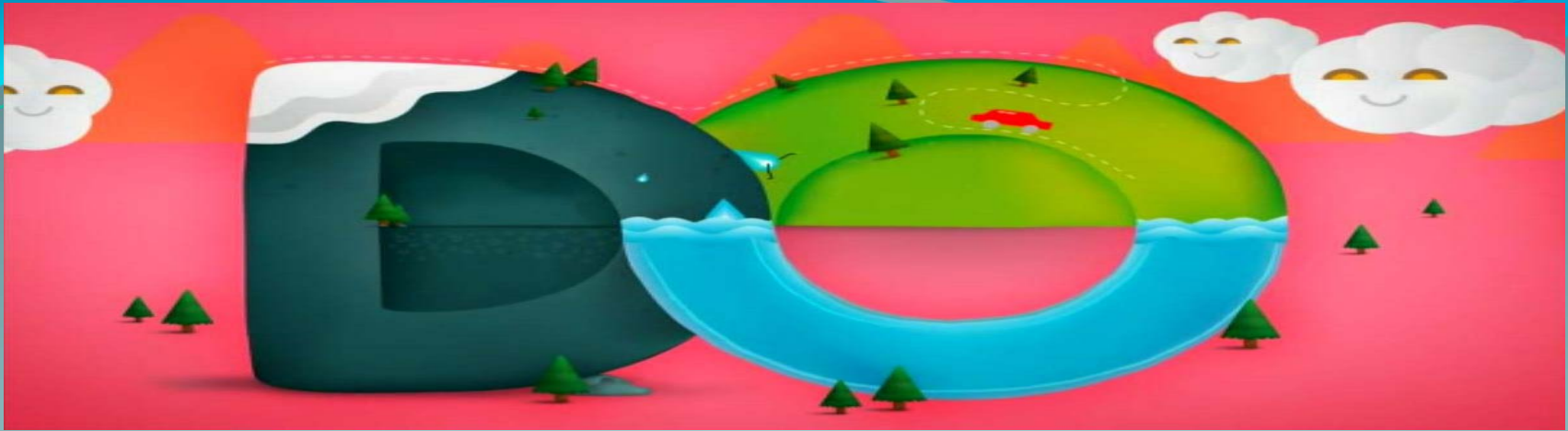**Even If You're On The Right Track, You'll Get Run Over If You Just Sit There.**

Will Rogers

Basic Cycle of Continuous Improvement
PLAN, DO, CHECK, ACT

PLAN: " A continuous improvement team studies a problem that needs to be solved, collects baseline data on that problem, elaborates potential solutions to that problem, and develops an action plan."

DO: " The team implements its action plan, collects data on its interventions, and records developments."

CHECK: " The team gauges the success of the intervention by comparing baseline and new data, analyzes results, and documents lessons learned."

DATA   ANALYSIS   INSIGHTS

ACT: "The team determines what to do with its results. Depending on the success of its intervention, the team may choose to adopt, adapt, or abandon its tested solution."
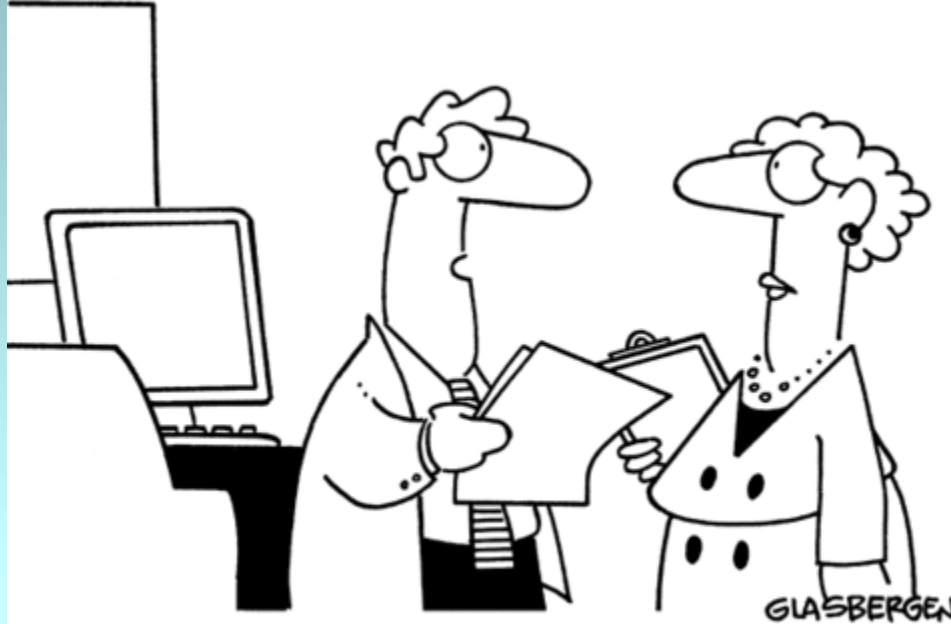
- **DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP) and SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP) STRUCTURES**

NEEDS STATEMENT

What Makes A Quality Needs Statement....

- Informed by the DTSDE Rubric
- Informed by your DTSDE Review
- It is targeted on an existing gap
- Gap is substantiated by data

Things To Consider

- What is the data showing?

- Based on the data trend what does the district or school need to do?

- How can the answers to the above questions be translated into a clear and concise needs statement?

Example 1: Needs Statement

- The district's theory of action strives to address the needs of students and district staff conveys the underlying principle linking teaching decisions to student learning. However, this message needs to be communicated in a way that enables all school leaders and teachers to take action to increase achievement for all students. Because some staff do not comprehend that how well they teach has a significant impact on what students learn, they are unable to bring their own activities within the unifying framework of school improvement so that all staff work in concert to bring all students to high levels of achievement.

Example 1: Needs Statement Reworked

- Survey results indicate the district needs to clearly communicate the theory of action to all stakeholders in a manner that it is easily understood and owned by all.

Example 2: Needs Statement

- We need to have consistent implementation of high quality instruction and common routines throughout the school community.

Example 2: Needs Statement Reworked

- Our DTSDE review indicated we need to have consistent implementation of high quality instruction and common routines throughout the school community.
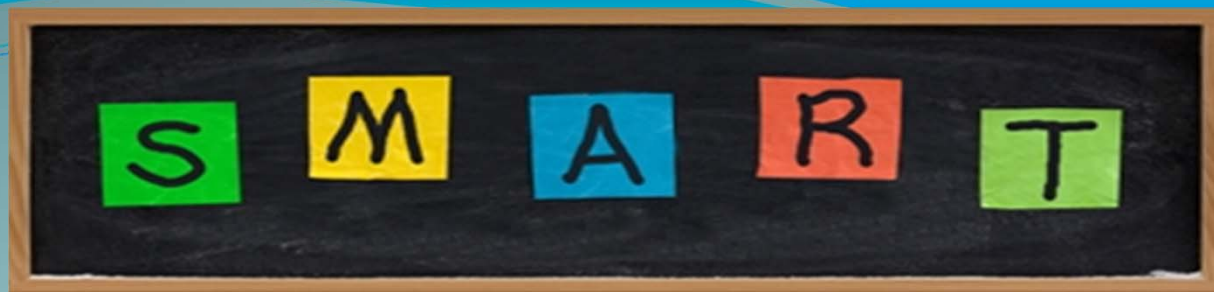
It's Time For A Break

SMART GOALS

Specific

Ambitious

Measurable

Results-Oriented

Timely

Example 1: SMART Goal

- In order to monitor and adapt the effective implementation of CCLS aligned curricula to meet the needs of all students, by November 2015 80% of teachers and teams will use a minimum of one common planning time a week to review and analyze students' performance data using a data protocol to determine student groupings and plan differentiation accordingly, as evidence by team meetings, agendas, minutes, Interdisciplinary Planning Document (Google doc), Walk-through tool observations and lesson plans as well as a 30% increase in the number of teachers scoring effective or highly effective on appropriate indicators on the NYSUT Rubric.

Example 1: SMART Goal Reworked

- By November 2015 80% of teachers will effectively use data to modify instruction to meet the needs of all students as evidence by walk-through tool observations, lesson plans, and a 30% increase in the number of teachers scoring effective or highly effective on appropriate indicators on the NYSUT Rubric.

Example 2: SMART Goal

- By June 2018, the school leader, working with the leadership team, will develop an attendance system to track and improve attendance by 1% each year to increase the attendance from the current rate of 92.7% to 95% as reported on the student management system (eSchool).

THERE IS NO FAILURE. ONLY FEEDBACK.

ROBERT ALLEN

"I THINK IT'S VERY IMPORTANT TO HAVE A FEEDBACK LOOP, WHERE YOU'RE CONSTANTLY THINKING ABOUT WHAT YOU'VE DONE AND HOW YOU COULD BE DOING IT BETTER."

ELON MUSK

Feedback
is the breakfast of champions

Ken Blanchard

Why Leading Indicators?

A leading indicator gives a signal BEFORE the new trend or reversal occurs.

A lagging indicator gives a signal AFTER the new trend or reversal occurs.

Three General Steps

*Leaders identify a set of starting leading indicators based on known success factors in the school or district and the nature of the venture being monitored.

*Leaders zealously monitor these indicators for signs of impending success or failure.

*Leaders act on what the indicators reveal, using data to target assistance, modify investments, or redirect focus.

(Kowal, J., & Ableidinger, J. (Public Impact). (2011). Leading indicators of school turnarounds: How to know when dramatic change is on track. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in

Education.

http://www.dardencurry.org/

Leading indicator principle #1: Based on known success factors.

These factors may be:
* backed by rigorous research;
* be generally accepted in the field;
* or arise from the leader's own previous experiences.

No matter the source, leaders have good reason to believe that certain early factors will contribute to the success of a new venture

(Kowal, J., & Ableidinger, J. (Public Impact). (2011). Leading indicators of school turnarounds: How to know when dramatic change is on track. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in

Education.

http://www.dardencurry.org/

Leading indicator principle #2: Constantly evolving to better predict success.

Successful organizations continually reassess and redefine the individual indicators they use to track success, to ensure that indicators can predict success at each stage of the effort. Education leaders can take the same approach by continually assessing which indicators can predict success for school turnarounds, and changing data collection in future years accordingly.

(Kowal, J., & Ableidinger, J. (Public Impact). (2011). Leading indicators of school turnarounds: How to know when dramatic change is on track. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education.
http://www.dardencurry.org/

Look around you. Everything changes. Everything on this earth is in a continuous state of evolving, refining, improving, adapting, enhancing ... changing. You were not put on this earth to remain stagnant.

(Steve Maraboli)

izquotes.com

Leading indicator principle #3: Tailored to specific circumstances and settings.

No one-size-fits-all set of leading indicators exists.

In education, state and district leaders can be responsive to individual schools by working with school leaders to identify specific benchmarks and goals for each school. Initial indicators should be based on starting data, the specific goals for early wins, and the steps needed to achieve those goals in light of the challenges at each school.

(Kowal, J., & Ableidinger, J. (Public Impact). (2011). Leading indicators of school turnarounds: How to know when dramatic change is on track. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education.

http://www.dardencurry.org/
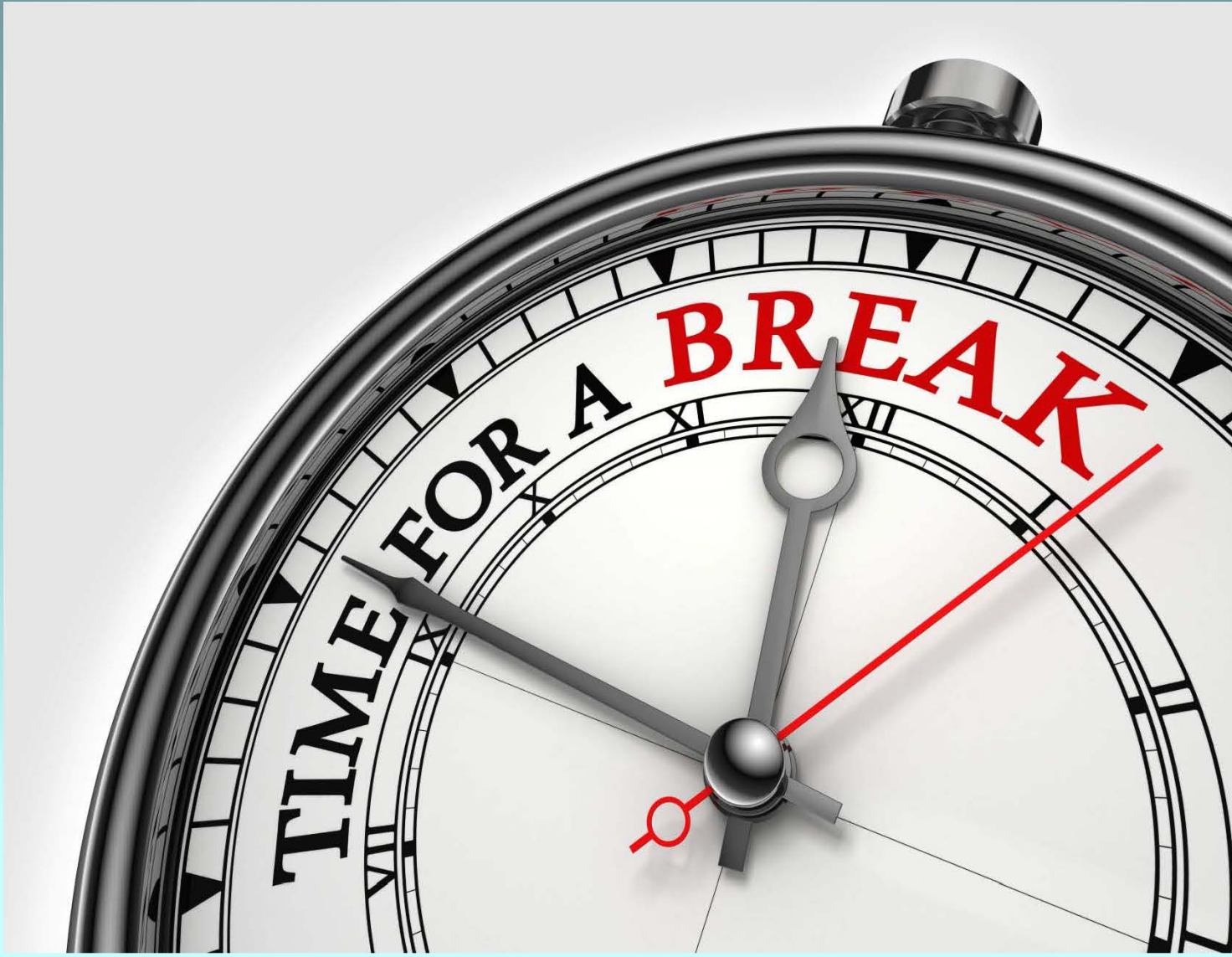
Leading Indicators

- Ensure that identified leading indicators will yield data that can be used to inform programmatic adjustments and plan updates.

"The June Regents exams and NYS Assessments will not serve as effective leading indicators since they will take place at the end of the school year. Your leading indicators should include data points that will be accessible to your teams during the school year to determine if students are on track to meeting the identified goal (i.e. unit exams, quarterly class grades, etc.)."

How Should Schools and Districts Monitor Leading Indicators?

***Frequently.** Rather than waiting for the end of a quarter or a year to examine results, leaders in other settings monitor progress frequently and on an ongoing basis.

How Should Schools and Districts Monitor Leading Indicators?

*Act on early indicators of success or struggle. Leading indicators are most powerful when used to make concrete decisions.

How Should Schools and Districts Monitor Leading Indicators?

*Collect mountains of data, and narrow to the most predictive over time. Because the field of school turnarounds is so new and research is just emerging, state and district leaders will need to begin collecting data on a significant number of potential leading indicators and narrow the list over time. By looking at root causes and correlating an initial set of indicators with student outcome data, researchers will be able to understand which indicators are most useful. Over time, this will allow a narrowing of leading indicators to those most connected to success.

ACTION PLAN

Action Plan

- Should describe the strategies; how will things be accomplished
- Each activity should have an intended impact
- Identify the who, what, where, how, and why for each activity
- A clearly defined action plan will yield greater results
- "The things that got articulated, got done and the things that didn't, fell through the cracks."

Timeline

- Start and End dates should be as specific as possible
- If the start and end dates are broad the frequency should be identified in the activity itself i.e. weekly, monthly, yearly.

Panel Discussion

DEBRIEF

See You Tomorrow

Working to Craft High Quality DCIP and SCEPs

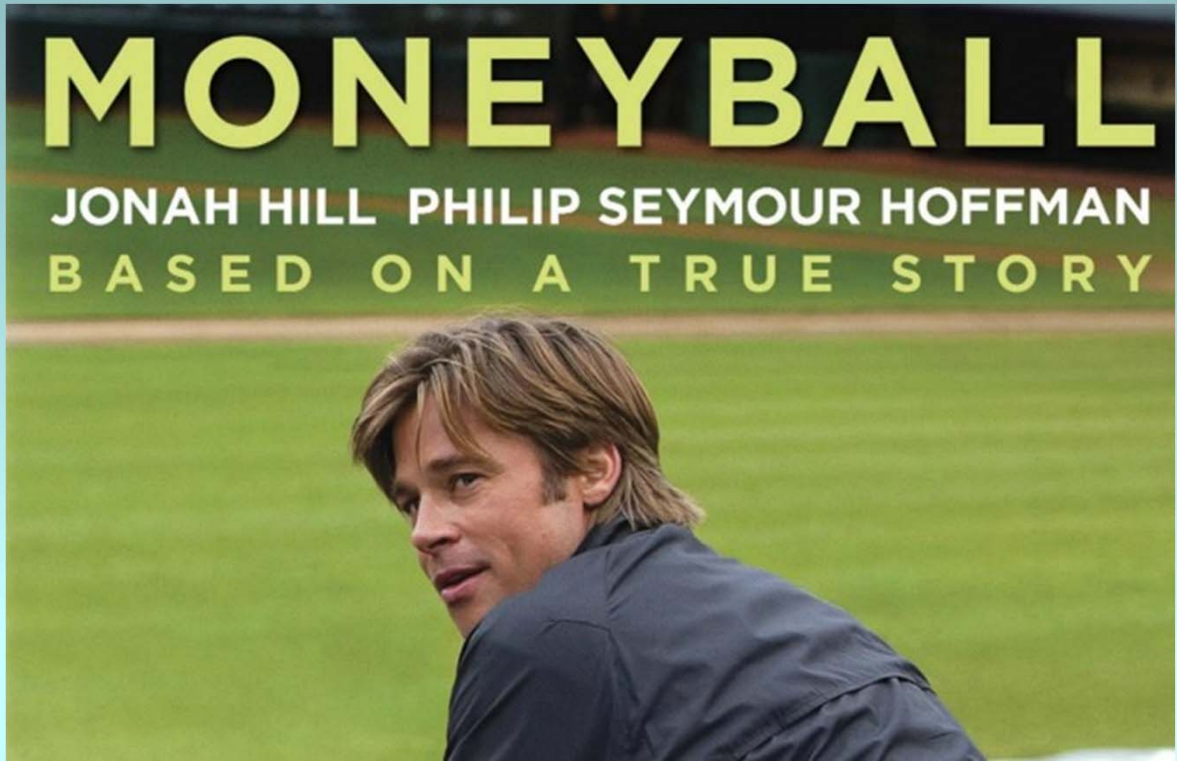## May 5, 2016

RESOURCES

- re·source

noun

noun: **resource**; plural noun: **resources**

1.

- a stock or **supply of money, materials, staff, and other assets** that can be drawn on by a person or organization in order to function effectively.

Things to Consider

- Does data inform resource allocation? To what degree?
- How are we leveraging resources we already have?
- Can things be adjusted to make better use of existing resources?
- Do we have the right people leading the right work?

THE MOST DANGEROUS PHRASE IN THE LANGUAGE IS "WE'VE ALWAYS DONE IT THIS WAY."

How Does Planning Relate to Resources

- Effective planning can help in a multitude of ways:
  - Resources can be deployed more effectively

    GAP IDENTIFIED WITH DATA
    + EXPLICIT GOALS FOR CHANGE
    + STRATEGIC ACTION PLAN
    = EFFECTIVE DEPLOYMENT OF RESOURCES

 - Early planning can aid in the request for supplemental resources

CALENDARING

- Scheduling is the art of planning your activities so goals and priorities can be achieved in the time available. When it's done effectively, it helps :
  - Understand what can be realistically achieved with the timeframe.
  - Make sure there is enough time for essential tasks.
  - Add contingency time for "the unexpected."
  - Avoid taking on more than can be handled.
  - Work steadily towards goals.
  - Time is the one resource that we can't buy, but we often waste it or use it ineffectively. Scheduling helps us think about what we want to achieve in a day, week or month, and it keeps us on track to accomplish goals.

ACTIVITY

- With your teams talk about and start to draft out the broad calendars from now through June 2018.

- Items to consider:
  - Board of Education meetings
  - Staff Schedules
  - Stakeholder availability
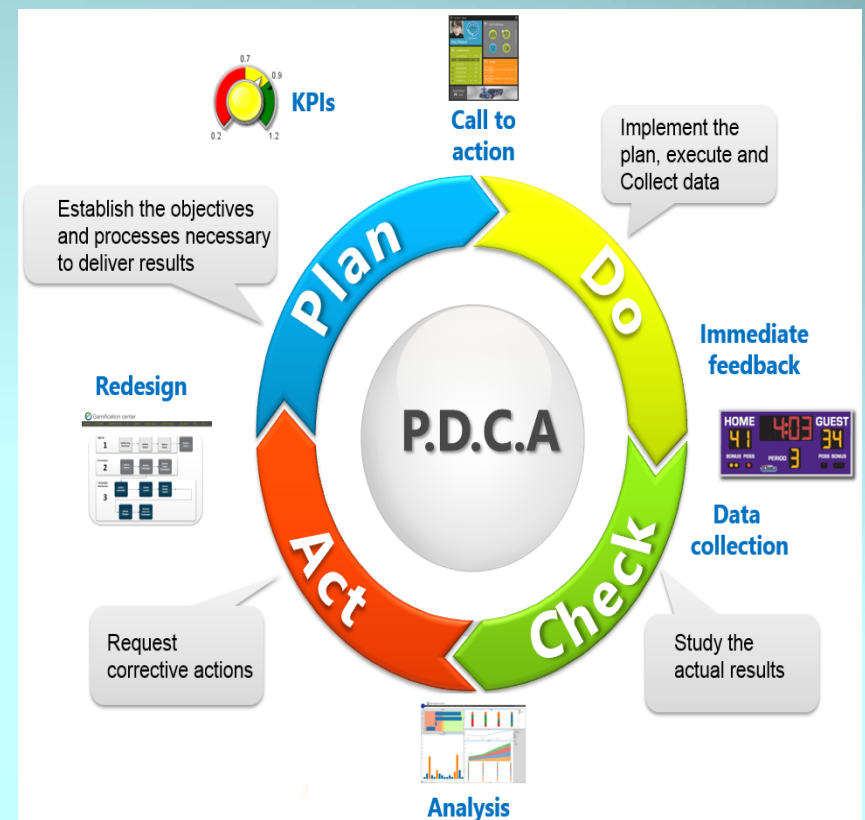
DEBRIEF

THANK YOU FOR COMING!!

Contact Information:

Jason Harmon, jason.harmon@nysed.gov

Erica Meaker, erica.meaker@nysed.gov

Jeri Chapman, jeri.chapman@nysed.gov

Office Phone Number:

518-473-0295