Elevate Schools Kick Off

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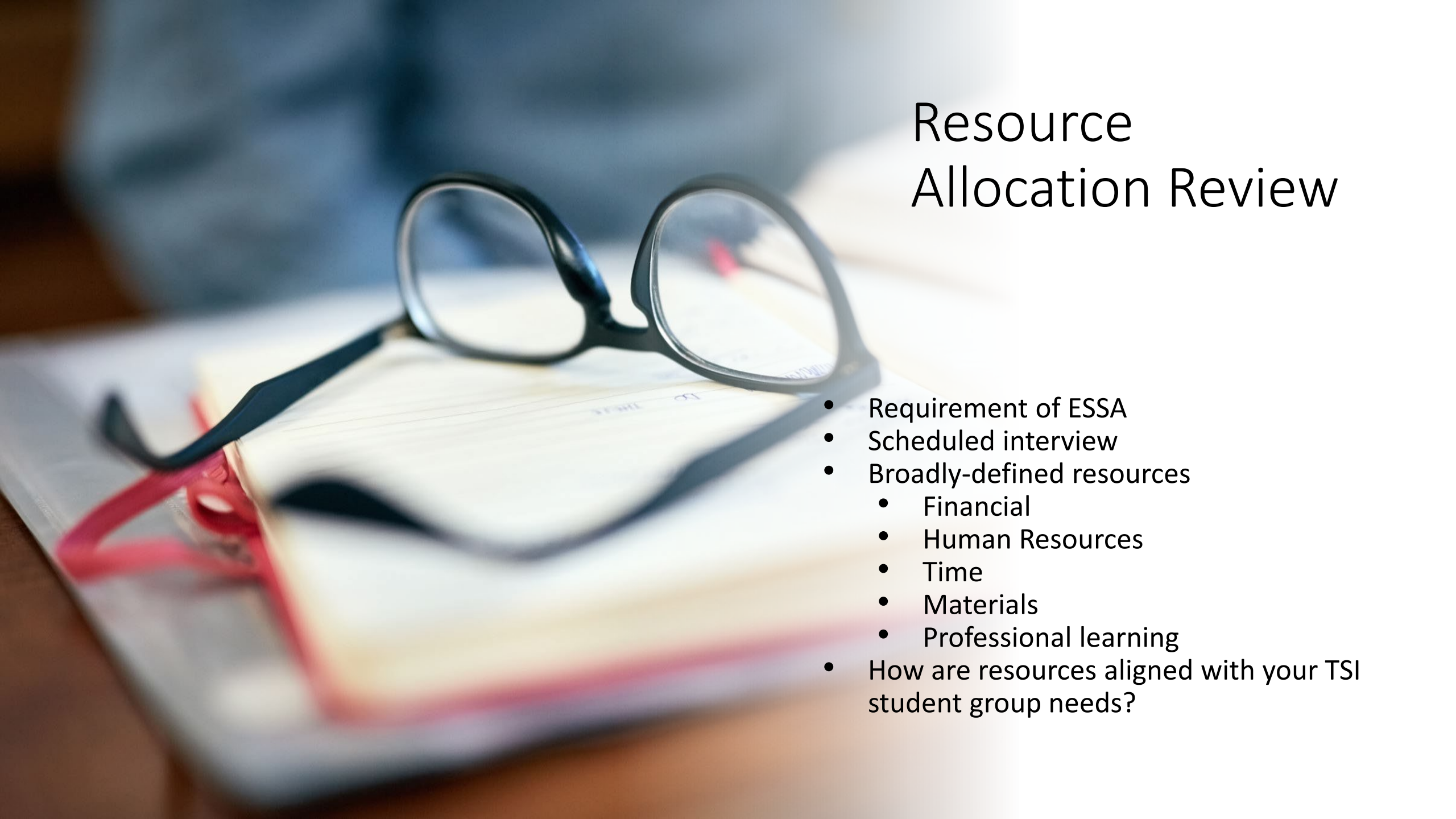
Agenda

- Program Expectations and Desire Outcome(s)
- Elevate Program Requirements, Roles and Responsibilities
- Continuous Improvement Cycle
  - Theory of Action
- Working with Consultants
- Q/A (Frequently Asked Questions)
- Resources (AKA Homework)
- Next Steps



Resource Allocation Review

- Requirement of ESSA
- Scheduled interview
- Broadly-defined resources
  - Financial
  - Human Resources
  - Time
  - Materials
  - Professional learning
- How are resources aligned with your TSI student group needs?

Learning Intentions/Success Indicators

Learning Intentions

Explain and review the Elevate School program expectations and desired outcome(s)

Explain and review the requirements, roles, and responsibilities of the Elevate School Program

We initiate the first steps toward building a Community of Practice (CoP)

Success Indicators

- Participants are aware and understand the Elevate School Program expectations and desired outcomes.
- Participants are aware and understand the Elevate School program requirements, roles and responsibilities.
- Participants meet and connect with one another

R277-920: School Improvement and Leadership Development

- Every Student Succeeds Act (ESEA)
- Utah Accountability Technical Manual
- Utah System of Support for School Improvement

Elevate Program Expectations

The What

- Identify and analyze teaching and learning needs
- Create and implement a school improvement plan that aligns with identified needs
- Access and deploy resources that are aligned with the identified needs
- Monitor, assess and report progress making corrective action based on actual performance of school improvement plan

The Why

- Meet the needs of each student
- Implement and sustain practices and programs to ensure continuous teaching and learning growth, improvement

The How

- Comprehensive Needs Analysis
  - Four Domains CALL
- Root Cause Analysis
- Resource Allocation Review
- School Improvement “Planning Table”
- School Improvement Committee
- Continuous Improvement Expert
- Resources
- Progress Monitoring
- Professional Learning
- Dedicated USBE support

Elevate Program Desired Outcome(s)

The Results – Five C's

- Capacity
- Competence
- Confidence
- Consistency
- Commitment

The Results

- Close the knowing and doing gap
- Circumstances are challenging but are not insurmountable
- Create the conditions for teaching and learner agency, efficacy, and impact

"Improve Student Learning"

Elevate Program Roles & Responsibilities

- **Role of the USBE**
  - The role of the CCSI
- **School Improvement Committee**
  - Composition
- **LEA**
- Co**nsultants**
  - Comprehensive Needs Assessment
  - Root Cause Analysis
  - Framing of Initial Planning Table
- **Continuous Improvement Expert** (Selection)
- **School Improvement Planning Table**
- **Progress Monitoring** Part 1

Elevate Program Roles & Responsibilities

Center for Continuous School Improvement (CCSI) and USBE will Provide …

Dedicated Support

Frequent and Timely Communication

Serve as an additional resource to each school/LEA

Assign CNA/RCA consultant

Assist with the process for Continuous Improvement Expert selection

Progress Monitor and feedback

Elevate Program Roles & Responsibilities

Composition of School Improvement Committee Required

Requirement and Responsibility:
The School Improvement Committee shall consist of:

1. A local school board member who represents the voting district where the Elevate school is located

2. School principal

3. Three (3) parents of students enrolled in the Elevate school appointed by the chair of the school community council

4. One (1) teacher at the Elevate school appointed by the principal

5. One (1) teacher at the Elevate school appointed by the school district superintendent; and

6. One (1) school district administrator appointed by the school district superintendent

Elevate Program Roles & Responsibilities

The School Improvement Committee Required

A School Improvement Committee shall **partner** with the contracted Continuous Improvement Expert **to develop and implement a school improvement plan***

* **We are calling the School Improvement Planning Table**

Elevate Program Roles & Responsibilities

The LEA (Required)

- **Establish** a School Improvement Committee (SIC)
- **Prioritize** school district funding and resources to the Elevate school
- **Grant** the Elevate School streamlined authority over staff, schedule, policies, budget, and academic programs to implement the school improvement plan

Elevate Program Roles & Responsibilities

The LEA (Required)

- **Select** a Continuous Improvement Expert from USBE/CCSI approved list of providers
- **Submit** their recommendation to the USBE/CCSI for review and approval
- **Contract** with a USBE approved Continuous Improvement Expert based on an explicit stipulation of desired outcomes

Elevate Program Roles & Responsibilities

The LEA (Required)

- **Partner** with the School Improvement Committee to select a Continuous Improvement Expert
- **Assist** the Continuous Improvement Expert and the Elevate School with addressing the root cause of the Elevate School's low performance, and the development or implementation of a school improvement plan
- Annually **report** to the USBE/CCSI progress toward the goals, benchmarks, and timetable in a Elevate school's improvement plan on or before 1 June.

Elevate Program Roles & Responsibilities

Needs Assessment/Root Cause Analysis(Required)

- A needs assessment is a systematic process that is used to identify strengths and opportunities for improvement within the context and constraints of the learning community.
- The needs assessment goes beyond student data to include data on the prevalence of effective practices, tasks, activities, and routines.

Elevate Program Roles & Responsibilities

Needs Assessment/Root Cause Analysis (Required)

- A thorough examination of practices, processes, and routines framed by the Four Domains of rapid school improvement lay the foundation for continuous growth and improvement of low performing schools.

- Once needs are identified and assessed, the process of root cause analysis is used to assist with raising awareness, understanding, and the identification of the conditions, considerations, circumstances, and/or antecedents to the problems, challenges, and/or obstacles contributing to the identified needs that are within the control of educators or are greatly influenced by the tasks, activities, practices, or routines that educators do

Elevate Program Roles & Responsibilities

Needs Assessment/Root Cause Analysis (Required)

USBE needs assessment process consists of five discrete phases:

- Collection of quantitative data
- Collection of qualitative data
- Analyses of data and prioritization of needs
- Root cause analysis
- Connecting the results of the needs assessment and root cause analysis to an actionable and measurable implementation plan
- Each phase requires a summary of findings by an USBE approved consultant or expert that is intended to inform the next step in the continuous improvement process.

Elevate Program Roles & Responsibilities

Needs Assessment/Root Cause Analysis(Required)

The CNA/RCA Consultant is required to:

- guide a school through a comprehensive needs assessment,
- Facilitate a thorough root cause analysis, and
- Facilitate the initial framing of a School Improvement Planning Table (SIPT).
- The SIPT is built on the school's identified strengths as well as improvement areas that lead to increased and sustainable student learning, growth, and achievement for each student and student group.

Elevate Program Roles & Responsibilities

Needs Assessment/Root Cause Analysis (Required)

Lastly,

The USBE Needs Assessment includes data from the sources listed above and also goes beyond these historical lagging or **trailing indicators** to incorporate **leading indicators** that include the tasks, activities, routines, and practices that schools and educators do that are within their control or where they have significant influence to cause or determine the outcome.

Elevate Program Roles & Responsibilities

Resource Allocation Review (RAR) (Required)

Elevate Schools must identify resource inequities, which may include a review of LEA-and school-level budgeting and resource allocation methods as a part of the required needs assessment.

The resource allocation review (RAR) includes a review of all resources, fiscal and non-fiscal, including human resources, organization of time, equipment, programs and services, and community collaboration and partnerships.

Elevate Program Roles & Responsibilities

Resource Allocation Review (RAR) (Required)

The RAR also includes understanding if, and to what extent, instructional resources, physical resources, etc. (e.g., school schedules, allocation of common planning, quality of textbooks) there are inequities in the distribution of resources by student groups.

Identified resource inequities must be addressed through implementation of the school improvement plan.

Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the school improvement planning table.

Elevate Program Roles & Responsibilities

Framing of the SIPT: (Required)

A rigorous, yet attainable plan is created based on the findings, recommendations identified by the needs assessment and root cause analysis.

Framing the initial plan for continuous school improvement begins with:

1. examining the required, essential components and
2. taking the findings and initial recommendations for learning, growth and achievement by framing initial
    1. SMART goals,
    2. objectives,
    3. strategies (evidence-based, effective practices),
    4. benchmarks (implementation indicators),
    5. actions (steps to meet or exceed the benchmarks),
    6. results (expected or desired results produced by completing the actions),
    7. a timeline (for progress monitoring of leading indicators and achievement of the actions steps) and
    8. who is responsible for the implementation of the plan.

Elevate Program Roles & Responsibilities

The SIPT must include: (Required)

1. The root causes of school's low performance identified through the needs assessment

2. Recommendations regarding changes to the personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas that may be necessary to implement the school improvement plan.

3. Measurable student achievement goals and objectives and benchmarks by which to measure progress.

Elevate Program Roles & Responsibilities

The SIPT must include: (Required)

4. A professional development plan that identifies a strategy to address problems of instructional practice.

5. A detailed budget specifying how the school improvement plan will be funded.

6. The plan to assess and monitor progress.

7. A plan to communicate and report data on progress to stakeholders; and

8. The timeline for implementation.

Elevate Program Roles & Responsibilities

Continuous Improvement Expert (CIE) (Required)

Elevate Schools are required to work with a CIE during their designation as Elevate

Elevate Program Roles & Responsibilities

Qualifications of the CIE (Required)

- Have a **credible track record** of improving student academic achievement in schools with various demographic characteristics, as measured by statewide assessments.
- Have **experience** designing, implementing, and evaluating data-driven instructional systems in schools.
- Have **experience** coaching school administrators and teachers on designing data-driven school improvement plans.

Elevate Program Roles & Responsibilities

Qualifications of the CIE (Required)

- Have **experience** working with the various education entities that govern public schools.
- Have **experience** coordinating the services provided to participating schools by other experts or providers.
- Have **experience** delivering high-quality professional development in instructional effectiveness to school administrators and teachers.

Elevate Program Roles & Responsibilities

The Continuous Improvement Expert will …

1. Collaborate to develop and implement school improvement plan
2. Monitor the implementation and effect of school improvement plan
3. Provide ongoing implementation support and Project management
4. Provide professional learning
5. Leverage support from community partners

Elevate Program Roles & Responsibilities

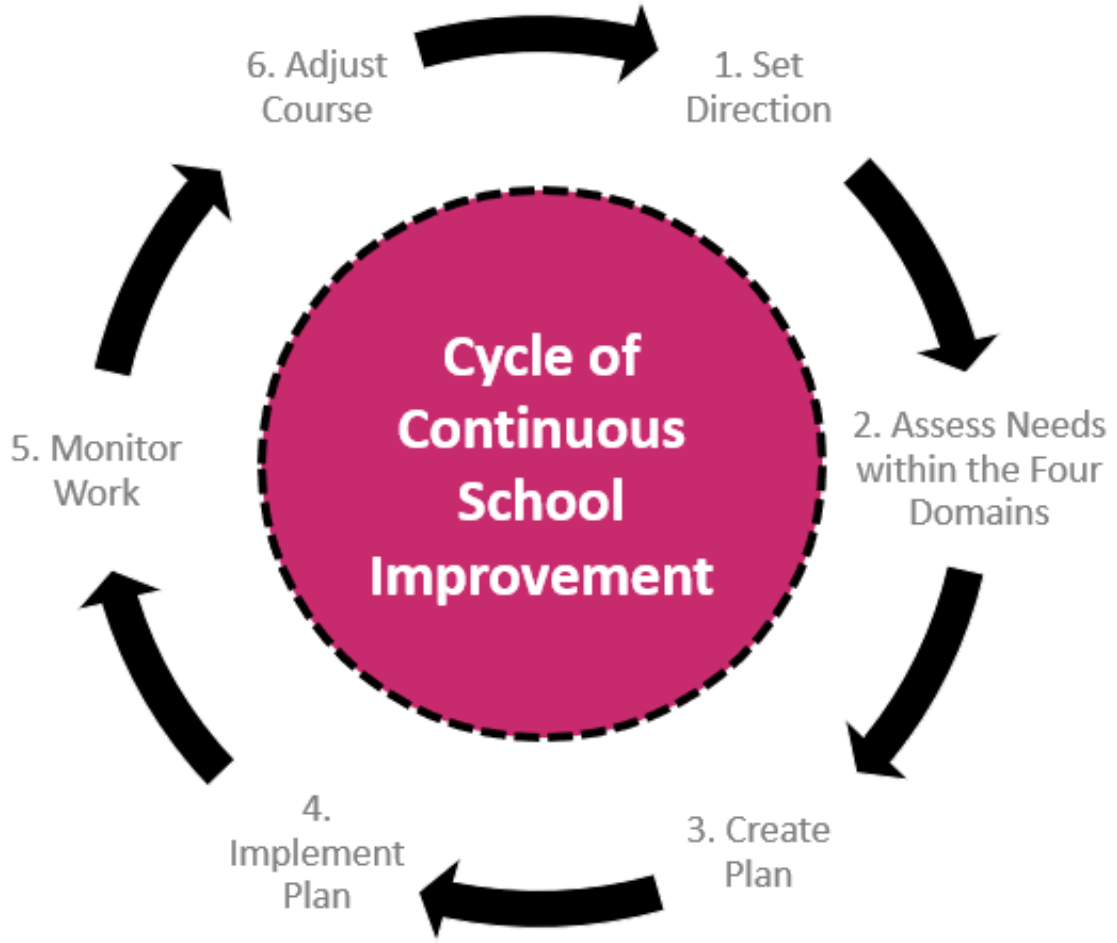
CIE Proposal Must Include (Required)

A scope of work (SOW) that includes:

- Strategies to address the root causes of the low performance identified through the needs assessment
- How they will facilitate the implementation of strategies to effectively respond to the academic and behavioral needs of students
- May how the Continuous Improvement Expert will develop sustainable school district and school capacities to effectively respond to the academic and behavioral needs of students

Continuous Improvement Cycle

Continuous Improvement Cycle



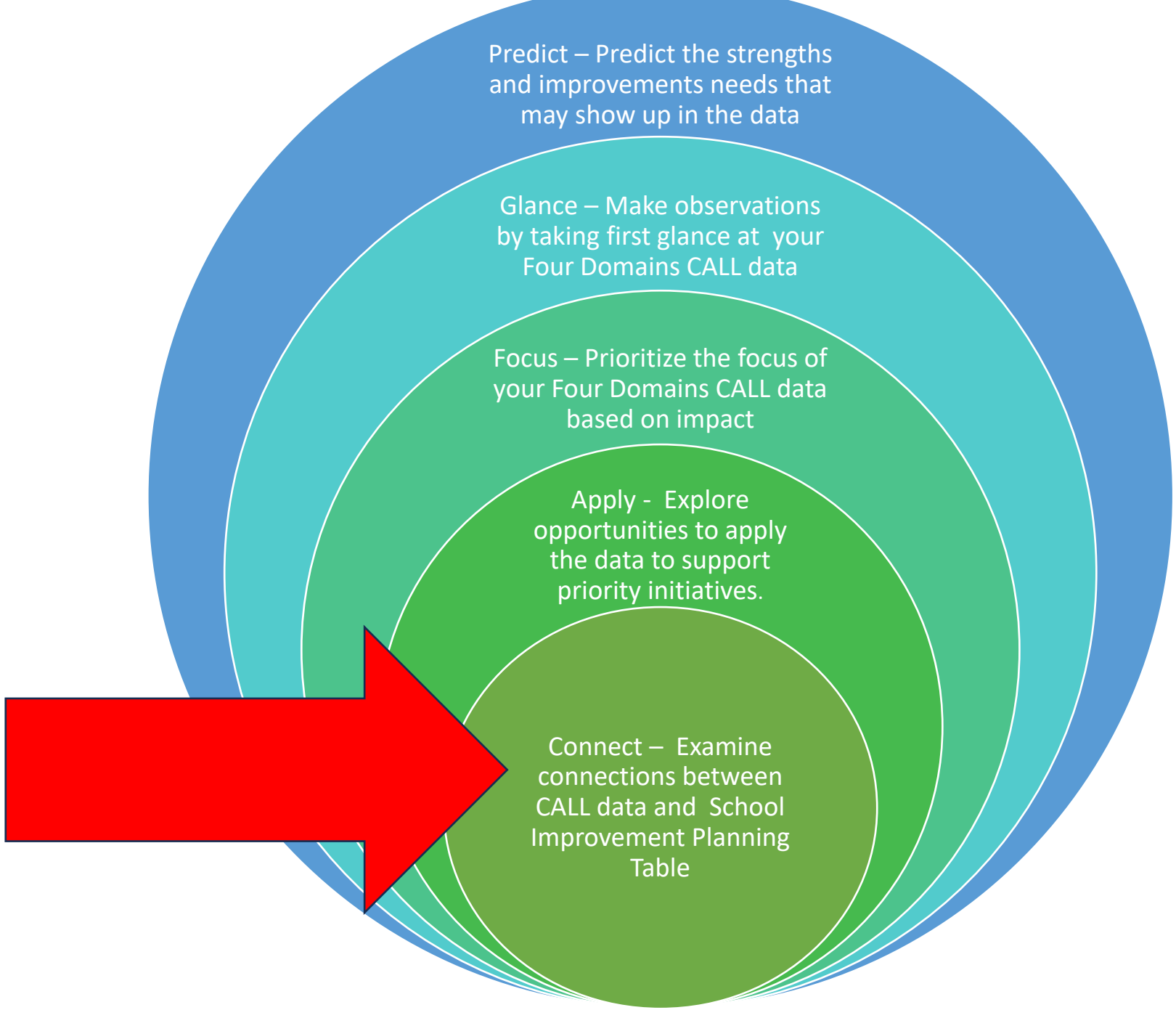
On Ramps

Input – Output

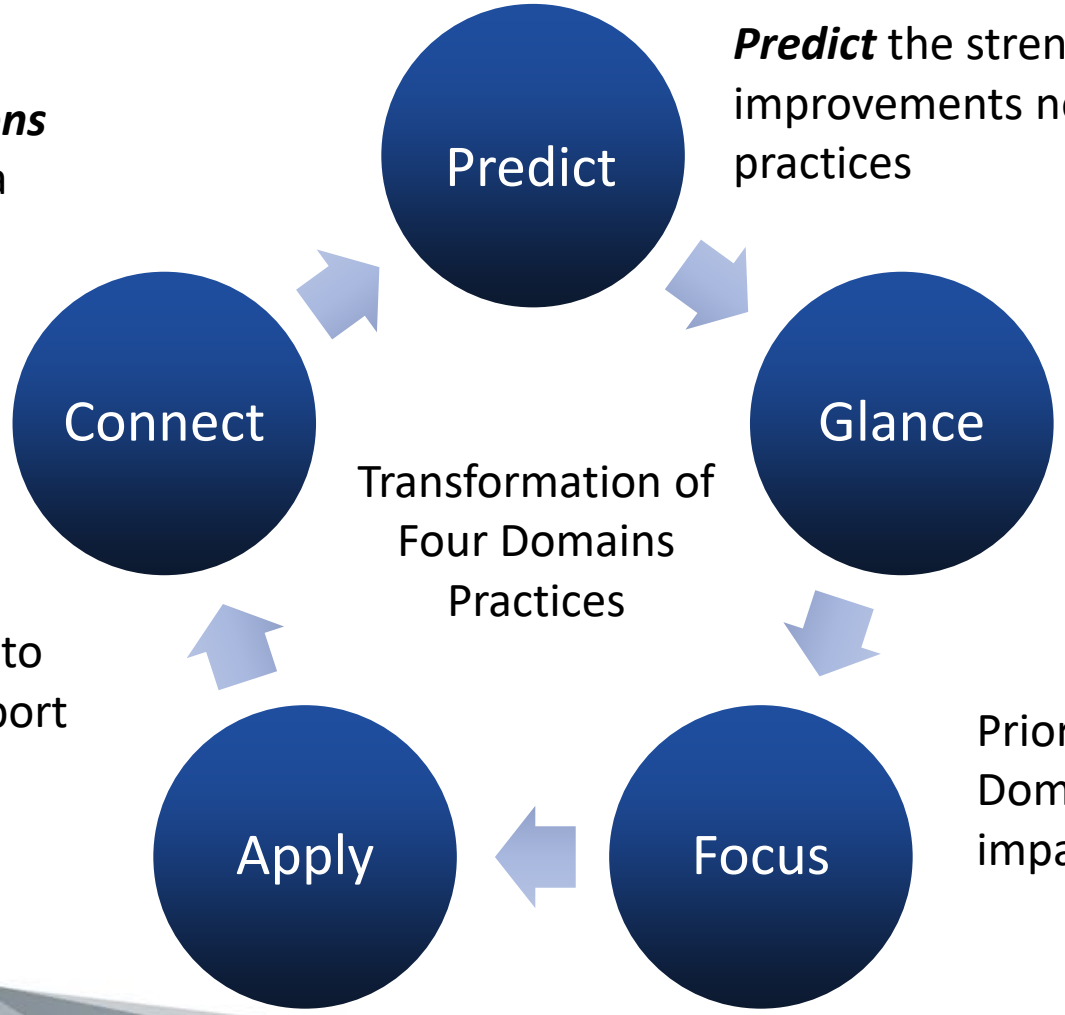
Ongoing

Leading/Trailing Indicators

Qualitative and Quantitative Data Analysis
Root Cause Analysis
Problem Statements
Evidence Based Practices
Goals
Action Steps
Process/Progress Indicators
Three-year Plan



Four Domains CALL Data Protocols



Predict the strengths and improvements needs of leadership practices

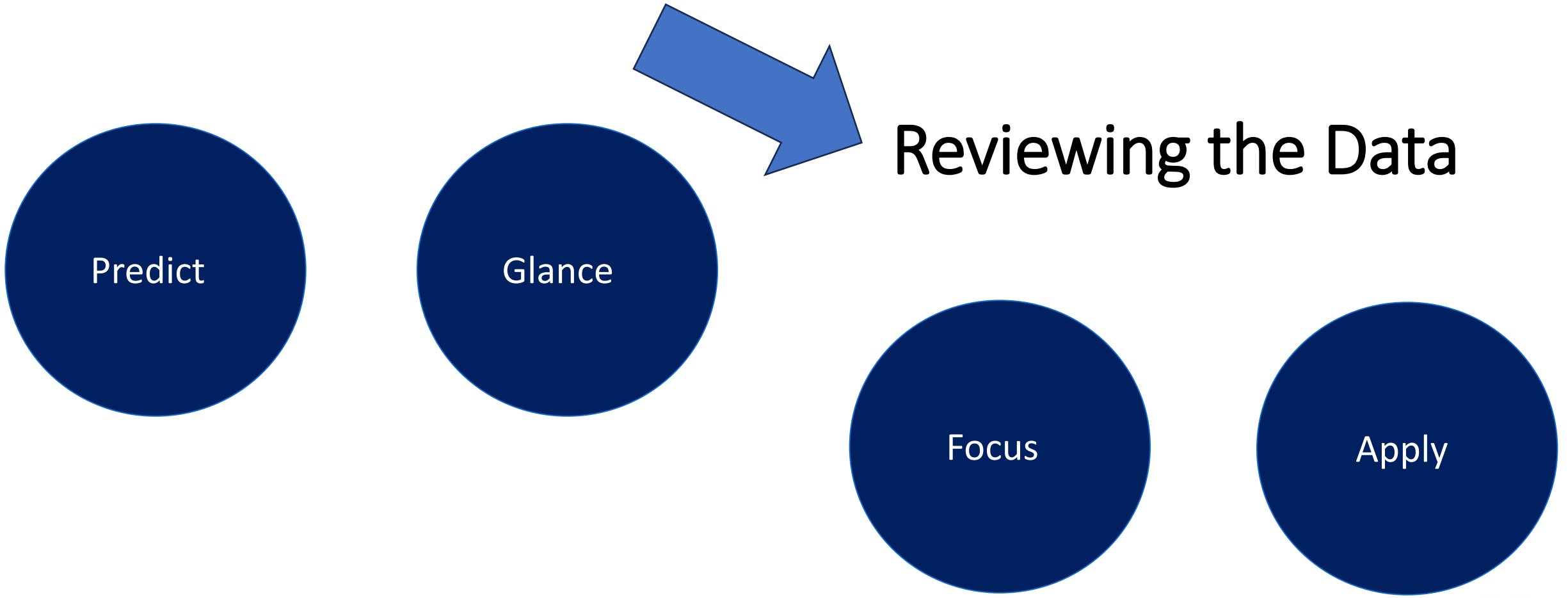
Make observations by taking first ***glance*** at your Four Domains CALL data

Prioritize the ***focus*** of your Four Domains CALL data based on impact

Explore opportunities to ***apply*** the data to support priority initiatives

Examine ***connections*** between CALL data and School/LEA Improvement Plan

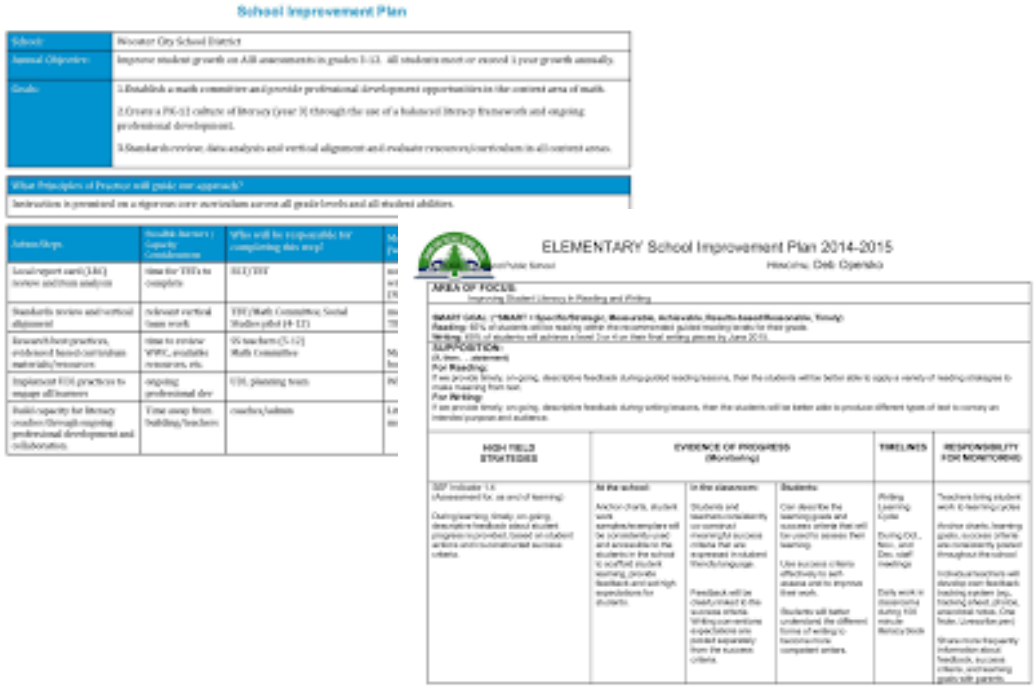
Uncovering Assumptions



Constructing a Plan

Connect

School Improvement Planning Table



School Improvement Plan

School:	Weaver City School District
Annual Objective:	Improve student growth on AIR assessments in grades 3-12. All students meet or exceed 1 year growth annually.
Goals:	1. Establish a math committee and provide professional development opportunities in the content area of math. 2. Create a PK-12 culture of literacy (year 3) through the use of a balanced literacy framework and ongoing professional development. 3. Standards review, data analysis and vertical alignment and evaluate resources/curriculum in all content areas.

What Principles of Practice will guide our approach?

Instruction is premised on a rigorous core curriculum across all grade levels and all student abilities.

Actions/Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	M... P...
Local report card (LRC) review and trend analysis	time for TIIS to complete	ELL/TIIS	...
Standards review and vertical alignment	relevant vertical team work	TIIS/Math Committee/ Social Studies pilot (4-12)	...
Research best practices, evidenced based curriculum materials/resources	time to review WWC, available resources, etc.	SS teachers (5-12) Math Committee	...
Implement EOL practices to engage all learners	ongoing professional dev	USL planning team	...
Build capacity for literacy coaches through ongoing professional development and collaboration	Time away from building/teachers	coaches/admin	...

ELEMENTARY School Improvement Plan 2014-2015

Hinckley, Deb Operations

AREA OF FOCUS:

Improving Student Literacy in Reading and Writing

SMART GOAL: ("SMART = Specific/Strategic, Measurable, Achievable, Results-based/Reasonable, Timely)

Reading: 85% of students will be reading within the recommended guided reading levels for their grade.

Writing: 85% of students will achieve a level 3 or 4 on their final writing pieces by June 2015.

SUPPOSITION:

(If, then… statement)

For Reading:

If we provide timely, on-going, descriptive feedback during guided reading lessons, then the students will be better able to apply a variety of reading strategies to make meaning from text.

For Writing:

If we provide timely, on-going, descriptive feedback during writing lessons, then the students will be better able to produce different types of text to convey an intended purpose and audience.

HIGH YIELD STRATEGIES	EVIDENCE OF PROGRESS (Monitoring)			TIMELINES	RESPONSIBILITY FOR MONITORING
	At the school:	In the classroom:	Students:		
SEP Indicator 1.6: (Assessment for, as and of learning) During/evaluating, timely, on-going, descriptive feedback about student progress provided, based on student actions and consistently used success criteria.	Anchor charts, student work samples/exemplars will be consistently used and accessible in the classroom to scaffold student learning, provide feedback and set high expectations for students	Students and teachers consistently co-construct meaningful success criteria that are expressed in student friendly language. Feedback will be clearly linked to the success criteria. Writing can reinforce expectations and conduct separately from the success criteria.	Can describe the learning goals and success criteria that will be used to assess their learning. Use success criteria effectively to self-assess and to improve their work. Students will better understand the different forms of writing to become more competent writers.	Writing Learning Cycle During Oct., Nov., and Dec. staff meetings Daily work in classrooms during 100 minute literacy block	Teachers bring student work to learning cycles Anchor charts, learning goals, success criteria are consistently posted throughout the school Individual teachers will develop own feedback tracking system (eg., tracking sheet, clipboard, anecdotal notes, One Note, Livescribe pen) Share more frequently information about feedback, success criteria, and learning goals with parents

WestEd
WestEd.org

UTAH STATE BOARD OF EDUCATION

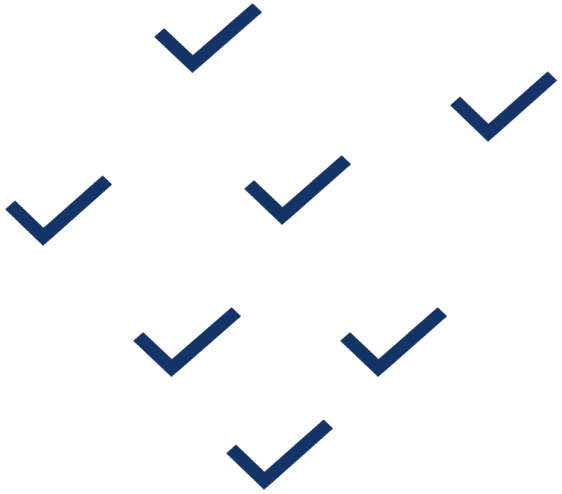
Research and Data Informed Planning

GOAL

LEA or School Strategic Plan
(likely set)

STRATEGIES

School Plan
(modify existing and/or create new)



ACTION ITEMS

Evolve and Adapt based on new data and ideas derived from Four Domains CALL

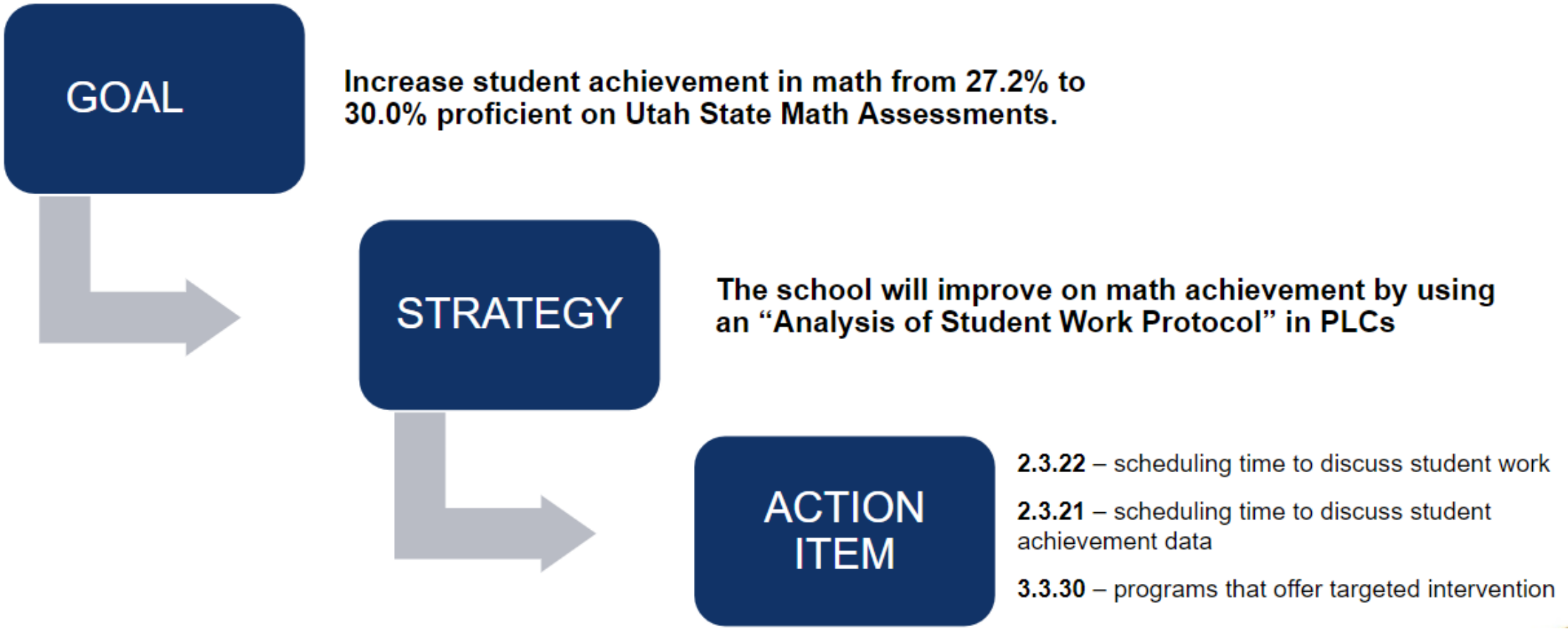
CLARIFY, SHAPE AND ACCELERATE WITH THE FOUR DOMAINS

ELL student achievement in math will increase from 17.2% in 2023 to 30.0% in 2024 proficient as measured by (RISE or UA+) assessment results.

100% of our PLCs use an "Analysis of Student Work Protocol" no less than 90% of the time by November 15, 2023 as measured by our PLC tracker (minutes/notes)

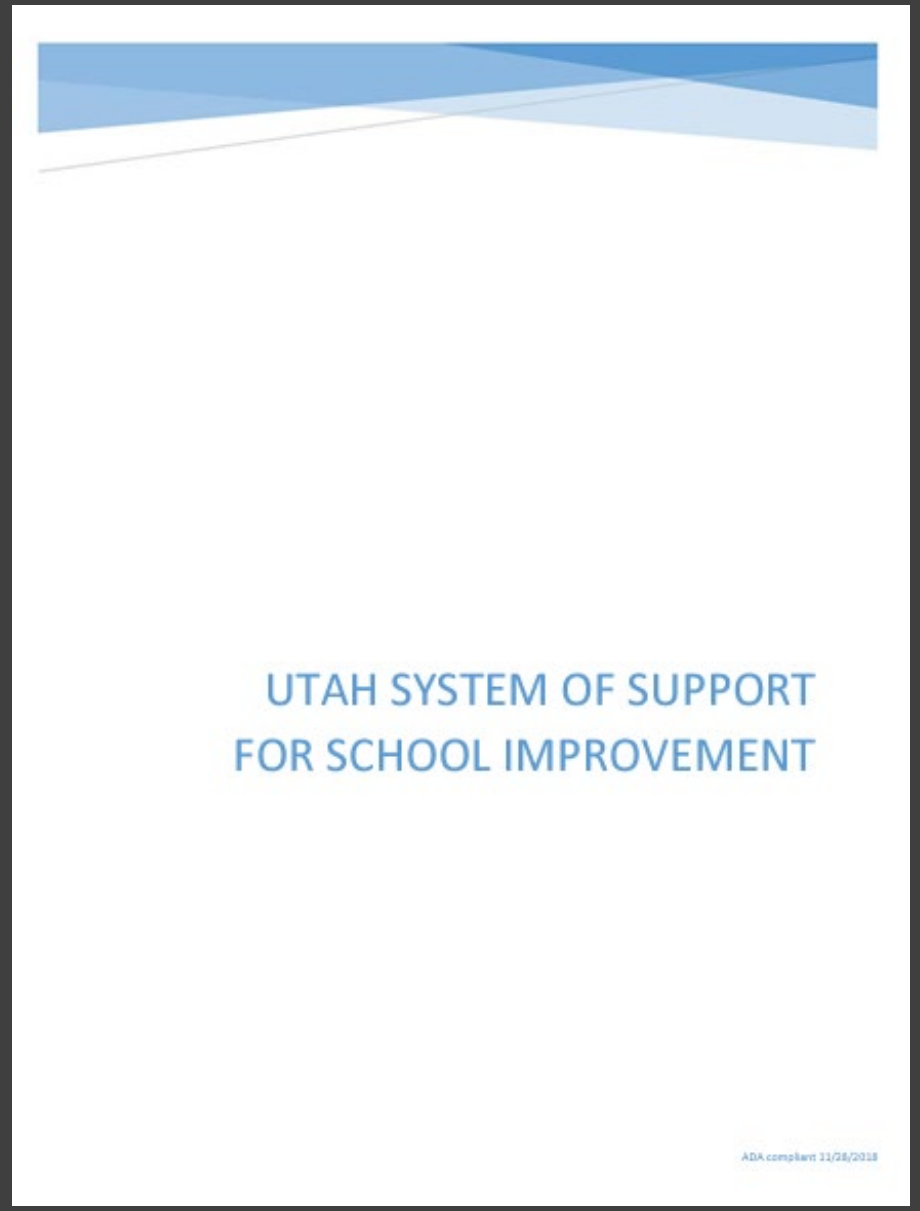
?

CLARIFY, SHAPE AND ACCELERATE WITH THE FOUR DOMAINS



Anchor Documents

Tool Kit that includes detail processes, forms, and sample communication artifacts that are aligned with the Continuous Improvement Cycle



Working with Consultants

Clarify and operationalize language

Clear role and responsibility expectations

Clear communication and feedback loops (including with the USBE)

Constant and consistent monitoring of consultant's scope of work and work product

Set progress monitoring timelines

Remember – the consultants are working for and with you.

Important Dates/Timelines

August	Elevate Manual Training Part I
August	FD CALL Report
Sept	Support Materials Provided to Consultant
Sept	Principal meets with Consultant Dates Identified and scheduled
Sept/Oct/Nov	CNA/RCA Conducted and Completed
Dec	Initial SIPT Framework

Important Dates/Timelines

- January 15 (on or before)
  - LEA submits a proposal for contract services for a continuous improvement expert
  - Must be approved by USBE within 30 days of submission

Important Dates/Timelines

- January 30 (on or before)
  - $375,000 distributed to each Elevate School LEA
  - Use of these funds
    - Contract for Continuous Improvement Expert over the 4 years
    - Interventions identified in school improvement planning table.

Important Dates/Timelines

- July 1 (on or before)
  - Submit the Elevate school improvement plan to USBE
  - Must be approved by USBE within 30 days of submission

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