

A COLLABORATIVE APPROACH TO SCHOOL IMPROVEMENT

WHO WE ARE, WHAT WE DO, AND WHY WE DO IT

OBJECTIVE

I will analyze the strengths and growth areas of an existing school improvement plan and use that information to develop a **systemic, transformative and visionary way of working** to address cultural issues, data gaps, and student achievement inconsistencies that will benefit all members of the school community.

(LDG 775 Syllabus)

CSIP

COMPREHENSIVE
SCHOOL
IMPROVEMENT
PROCESS

A collaborative process where schools and districts make short and long range planning decisions to address targeted needs and connect academic resources with available funding (KDE, 2016)

KENTUCKY DEPARTMENT OF EDUCATION (KDE) & CSIP

State Expectations

- Due 90 days after public release of state assessment data
- Required elementary goals include how to improve academic achievement of gap students, increase proficiency, and reduce novice performance by 50% before 2020

Problems From the Start

- Document is turned in five months after the start of the school year (due January 1st)
- Required goals only address one data source (KPREP)

KDE & CSIP

Pros

- The KDE CSIP process involves the completion of nine documents which provides schools a method to thoroughly review and reflect on multiple sources evidence including demographics, stakeholder involvement, strengths and areas of growth, data analysis, Title 1 compliance, and school safety.
- KDE rubric for goals and plans

Cons

- ASSIST template is not user or reader friendly
- Process does not value time
- Equitable Access Diagnostic is aligned to NCLB
- KDE's Program Review rubric requires school program reviews to be a CSIP goal, but KDE did not list it as a required goal on their website

CSIP & ME



Questions I tried to answer when looking at our data included:

- How do student outcomes differ by demographics, programs, and schools?
- To what extent have specific programs, interventions, and services improved outcomes?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?
- How do student grades correlate with state assessment results and other measures?
- How do the reading/math levels of our students compare with those of students across the state?
- How many of our students read below grade level?
- Will improving students' reading/math skills positively affect their performance?
- What are we doing to support accelerated growth in reading/math for students below grade level?
- What are the teaching and learning conditions at my school?
- What is working/not working?

The data used to establish our CSIP goals included the Spring 2015 KPREP data, the spring 2015 Tell Survey data, the fall 2015 FAST computerized adaptive tests (CAT) aReading and aMath, a comparison of letter grades with KPREP scores and the spring 2015 Title 1 parent survey data.

CSIP & ME: AN EVAL OF THE PROCESS

Pros

- Data analysis from multiple sources
- Thorough reflection of strengths and growth areas
- Goals, strategies and activities address needs of students, parents and staff

Cons

- Work was done in isolation
- Ten goals, each aligned to as many as seven strategies and 20 activities
- Process and product not understood and/or presented to entire staff
- Funding source and amounts were not accurate
- Time spent on the CSIP did not contribute to improvements in student or teacher performance

NECESSARY ENDING

November 2015 Team leads met with outgoing principal and asked that mastery learning checklists, lesson plans, bulletin boards, goal calculators, monthly on demand writing, admin led team meetings, student data notebooks, etc. be removed from their plates. Admin monitoring of curriculum and assessment ended.

December 2015 All structures and practices that led us from 49% to 93% on KPREP were approved by SBDM in our 15-16 CSIP.

January 2016 Interim principal gave teachers autonomy in making curriculum, assessment and management decisions.

Burning papers into ashes,
what a season, how they fly high from the
ground up
(lyrics from *Dust It Off*)



Winter 2016 No continuity across and within grade levels in regards to curriculum, assessment and management. Interim principal learned at district meetings that monitoring of instruction and assessment was a PPGES expectation.

Spring 2016 New Ele Director was dismayed by our lack of systems to monitor instructional practices

May 2016 New Principal dismissed the 15-16 CSIP for being too lengthy

PUTTING IT ALL BACK TOGETHER



What I learned from that experience:
Before a new CSIP can be created, a
collaborative culture needs to exist.



CREATE A GPTW... GREAT PLACE TO WORK

Artisan Teachers Work Where They Are *Valued*

Artisan Teachers Work Where They Are *Appreciated*

Artisan Teachers Work Where They Are *Recognized*

Artisan Teachers Work Where They Can be *Developed*

(From Mike Rutherford's *Artisan Teacher*)

UNDERSTAND INDIVIDUALS YOU SERVE

Fulfill their ***Psychological Contract***

Utilize their ***Strengths***

Acquire their ***Commitment***

(From Reginald Green's *The Four Dimensions of Principal Leadership*)

PROFESSIONAL LEARNING COMMUNITIES

What is a PLC?

The Who
The What
The Why

Who We Are
***Collaborative Community
of Learners***

What We Do
***Systematic Monitoring of
Student Learning***

Why We Do It
***Collective Commitments and
Shared Values***

(From DuFour's *Learning By Doing*)

A FRESH APPROACH TO CSIP:
BEGIN WITH THE END IN MIND

THE WHY

THE MAKING OF SCHOOLWIDE PLCS

- We will begin by making sure that all responsible teams and committees are made of members who in turn believe in and are willing to build capacity through our school. Their initial efforts will be to help their teams establish a collective understanding of consensus and use the results from the survey and student data to determine the professional learning needs of our school.
- The ILT meetings are used to train leaders on the specific skills or strategies that they will take back to their grade level, special area or special education teams. In addition, ILT team members bring back input that helps us modifying and improve existing school wide structures, systems and practices.
- The PLC process teaches us that no one can achieve goals working in isolation. It is the interdependent work that we do together that leads us to do things differently. Consistent intervals of celebration keep everyone focused on the goal. As we move through the process the rewards become more intrinsic as teachers realize that their personal growth is what actually impacts student achievement.

First 30 days

IMPLEMENT PLC PROCESS

30-60-90 day Plan

- Survey staff using DuFour's *Professional Learning Continuum* (Appendix A *Learning by Doing*)
- Team leads use protocols to establish collective definition of consensus
- Review survey results to guide creation of **WHY WE DO WHAT WE DO** or our shared mission and vision

PLCs at Work

THE WHO

IMPLEMENT
PLC
PROCESS

30-60-90 day Plan

60 Day Expectations

- Use PLC process to discover **WHO WE ARE** as we analyze school data in order to develop an urgency around collective commitments.

DATA AND SURVEYS REVEAL OUR STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

Cultural Relevance (Maye and Day, 2013)



Take Action!

- 1. Read the Article**
- 2. Take the Survey**

http://www.deltakappagamma.org/NH/Winter%202012_Diverse%20Learners-FINAL.pdf

SCHOOL DATA FROM 2015 MO ASSESSMENT PROGRAM (MAP)

481 students k-5

.4% Asian

6.9% African American

5.4% Hispanic

6.0% Multi race

.2% Native American

81% White

88.5% F/R

93% Attendance

Reading

Proficient/Distinguished

- 36% all students
- 34% F/R

Math

Proficient/Distinguished

- 19.5% all students
- 15% F/R

*Did not meet target for any subgroup in reading or math

Let's Get to Work

THE WHAT

MY SUGGESTIONS: WHAT WE DO



PLCs analyze data and surveys to develop common goals and generate urgency



Ongoing plan to collect and analyze data to inform instruction and professional learning opportunities

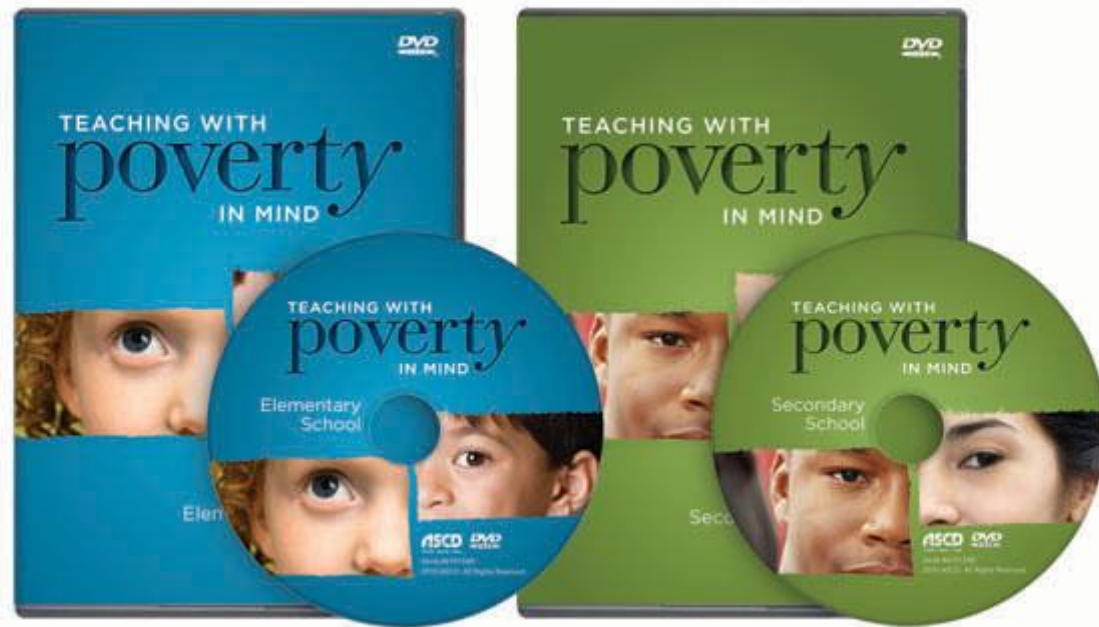


Integrate family engagement and educational support that reflects diverse needs of student population



Collaboratively develop a school improvement plan that links shared goals with needs and resources.

HOW WE GET THERE: SUGGESTIONS FOR PROFESSIONAL LEARNING



<https://www.youtube.com/watch?v=HyYhoCqo58w>

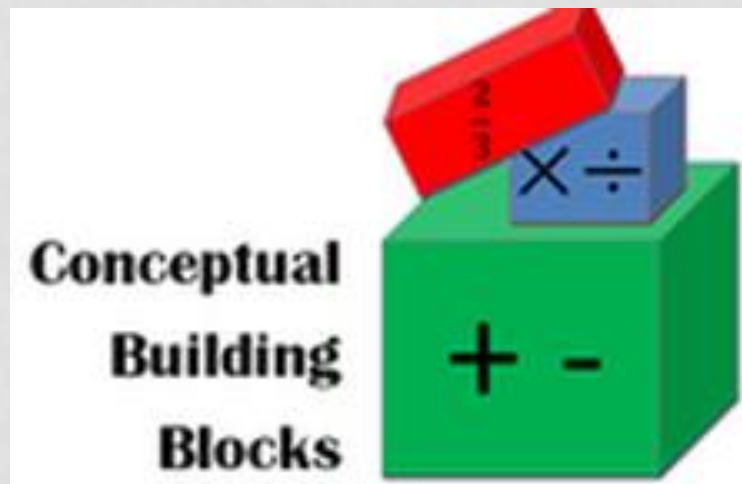
SUGGESTIONS FOR PROFESSIONAL LEARNING

Comprehensive Literacy Model for School Improvement



“There are, in the end, only two main ways human beings learn, by observing others (directly or vicariously) and by trying things out for themselves. Novices learn from experts and from experience. That’s all there is to it. Everything else is in the details.” —Deborah Meier

SUGGESTIONS FOR PROFESSIONAL LEARNING



The Conceptual Building Blocks (CBB) focuses on building a strong conceptual foundation for mathematics. Use of manipulatives and the concrete-representational-abstract sequence of teaching/learning are illuminated.

MY VISION

Why I do what I do

Carl Rogers

- **Experiential learning:** learning by doing and reflection on doing
- **Self-actualization:** “...*man's tendency to actualize himself, to become his potentialities.*”
If one's needs are met, a person can achieve to their full potential.

Rogers believed open communication and empowering an individual was key to self-actualization.

Source <http://www.nrogers.com/carlrogersbio.html>

My philosophy of education centers around the fact that students are not the only ones who learn in school. The PLC process seamlessly allows this to happen.



CAPSTONE PROJECT OUTCOME

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement

- Understanding Adults As Learners to Support Professional Learning Communities
- Accessing and Using Research to Improve Practice and Student Achievement
- Promoting Professional Learning for Continuous Improvement
- Facilitating Improvements in Instruction and Student Learning
- Using Assessments and Data for Classrooms and School Improvement
- Improving Outreach and Collaboration with Families and Community
- Advocating for Student Learning and the Profession

(Source: LDG 775 Syllabus and Teacher Leadership Exploratory Consortium)

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