



D11 ACT School Step Back and Plan Ahead

***We dare to empower the whole student to profoundly
impact our world.***

June 5 and 6, 2019



Purpose

The ACT team is focused on supporting school short-cycle plan development, execution, and monitoring, in addition to coordinating, streamlining, and expediting supports and resources with the goal of improving student outcomes.

The ACT Executive Steering Team integrated elements from CDE's Turnaround Leadership Academy and the 4 Domains of Rapid School Improvement to identify the three high priority focus areas for the schools in greatest need.

Academic Systems – *Design and implement a rigorous, aligned, and engaging academic program with a specific focus on data driven instruction.* The District will provide a set of clear and coherent curricular supports and assessment systems that align to the Colorado Academic Standards and facilitate effective data driven instruction. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

Culture of Performance – *Foster a positive learning environment that engages families and community members in the school.* The District will create a system-wide environment that establishes clear mission driven goals with high levels of shared accountability. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

Talent Development – *Employ systems and strategies to recruit, develop, evaluate, and retain excellent teachers and support staff.* The District will plan and implement a strategic approach to hiring, developing and retaining teachers and leaders that supports the ACT schools. ACT schools will be expected to address Essential Actions pertinent to individual site needs and align plan to school improvement plan.

Objectives

1. **Learn By Doing: Strategic Performance Management**
(Get Better at Getting Better)
2. Evaluate implementation of 2018-19 school plans.
3. Analyze EOY data and root causes to guide next steps.
4. Develop 2019-20 ACT Plan using 90-day template
5. Request resources and supports aligned to the plan
6. Identify and develop systems and tools to effectively monitor your plan implementation for SY 2019-20

18-19 EOY
Plan Review



Data Dive



Root Cause



Draft New 19-
20 ACT Plan



Consultancy



Finish ACT
Plan



Schedule
Review
Cycles

Flow of Work

Coaching,
Resource &
PD Requests

Implementation &
Communication
Plan

Making the Plan Come Alive

1. **Read the blog:** *“Teachers Are Cynical About 'School Improvement Plans.' What Principals Can Do to Change That”* (8 min)
2. Discuss **Takeaways** (table level) (10 min)
3. Personal Commitments (sticky note placed on School Chart Paper) (5 min)

Strategic Performance Management

Strategic Performance Management (SPM) ***weds strategic planning with performance management*** in a living system that provides direction for people's work while allowing for innovation and course adjustment to produce better results more efficiently.

SPM includes elements of strategic planning and connects them to performance measures, productivity considerations, and ongoing processes for gauging progress, improving practice, and exceeding expectations.

Sam Redding & Allison Layland, BSCP

System for Performance Management

**Vision for
Success**

What will
success look like
at the end of the
year?

**Timely
Goals**

Backward
mapping from
your vision,
utilize your
systems to
create regular,
timely goals.

**Systems to
Monitor**

What data will
you collect on a
regular basis to
know if you are
successful?

**Time to Check
Progress**

How and when
will you discuss
implementation
data? How will
you know the
actions to take?

2 Questions You Need to Answer regarding EOY Goals

1. What does success look like?

2. How will you know?

EOY Goals should address 2
things

Adult Behaviors

Student Outcomes

Clarifying End of Year Goals – Focusing on Outcomes rather than Inputs

Outcomes

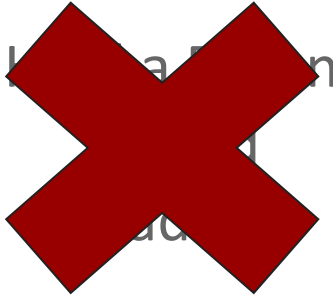
the impact of the program or strategy; usually knowable at the end of a cycle; a measure of the effect on the intended beneficiary (**ACT PM Tool = End of Year Goal/IB**)

Inputs

resources & activities invested in a particular program or strategy; usually knowable at the beginning of a cycle; a measure of effort applied (**ACT PM Tool = Action Step**)

End of Year Goals

Inputs



Targeted Outcomes

All teachers will utilize transition cues, 100%, No Opt Out and daily CFUs in all classes as noted in classroom walk-throughs and observation/feedback notes.

End of Year Goal Considerations

In order to use 'End of Year Goals' to answer the 2 questions they must contain data that:

1. tell you if you were successful (measurable*)
2. are high impact (you care about it!)
3. are actionable
4. are reasonable and systematic (you will actually collect it!)

Sample End of Year Goals

A. Rigorous common formative assessments aligned to the power standards in ELA and math in all grade levels

B. 80% or more of classroom teachers will effectively implement aligned instructional plans in the ELA classroom and in small groups as determined by walkthroughs.

C. 100% of teachers will participate in end of cycle DIBELS, and iReady data meetings and will use the data to inform their instructional practices.

D. 100% of teachers will complete weekly lesson plans

E. Utilizing data to implement interventions to meet individual student needs

F. Teachers will consistently integrate at least 3 WICOR strategies within each daily lesson, as evidenced by observations at all grade levels and content areas.

G. 100% of teachers will utilize identified Teach Like a Champion engagement strategies as measured by reviewed weekly lesson plans.

H. Hold weekly PLCs in all grade levels

End of Year Goals clarify your expectation and place your bet for the year.

The clearer and more precise they are, the more they will guide your work



Activity—Evaluate MIS #1 EOY Goals from 2018-19 Plan

Review Major Improvement Strategy #1 from 18-19 & Evaluate the goals for that Major Improvement Strategy

Answer the following questions at your table:

- Were your goals inputs or outcomes?
- Were you able to answer the 2 questions (what does success look like and how will you know?)
- How could you have revised these goals to be stronger?

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Implementation Benchmarks vs Action Steps

Implementation Benchmark

Measures the effectiveness of implementation/progress towards end of year goal
(outputs)

Action Step

Names the work that is needed to accomplish the implementation benchmark for the quarter or the goal for the year

Discrete tasks *(inputs)*

Attributes of Effective Systems to Monitor Progress

1. Look Fors & Expectations

- What do you expect people to be doing? Short and focused
- What is “loose” and “tight”?

2. Calibration & Communication

- Does your Leadership Team all agree on what you are looking for?
- Do all staff members know the expectation?

3. Tool

- Simple and common
- Needs to support actionable data analysis

Attributes of Effective Systems to Monitor Progress

4. Timely

- Regular calendared times to collect data and times to meet to analyze data, take action

5. Actionable

- Only collect data that will lead to action (PD, training, change in programming, teacher coaching, etc.)

6. Implementation Benchmarks

- What will success look like? (specific and measurable)

Use Common Tools to Collect Data

Classroom Walk-Throughs

Lesson Plan Feedback

Teacher Observation/Feedback

PLC Observations

Implementation Benchmarks

Discussion Questions:

- What do you notice about the implementation benchmarks over time?
- How do the implementation benchmarks relate to the end of year goal?

End of Year Goals (What will success look like?)	Decrease Out of School Suspensions by 5% from the previous school year. Decrease In School Suspensions by 7% from the previous school year.			
	Decrease chronic absenteeism to 10% or less for the 2017-2018 school year. For the 2018-2019 school year, our goal is to decrease chronic absenteeism to 8% or less.			
Implementation Benchmarks (Evidence for monitoring progress)	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Decrease out of school suspensions by 2% for Q1 as compared to Q1 from the previous school year. Decrease in school suspensions by 3% for Q1 as compared to Q1 from the previous school year.	Decrease out of school suspensions by an additional 1% for a total of 3% by the end of the second quarter. Decrease in school suspensions an additional 1% for a total of 4% by the end of the second quarter.	Decrease out of school suspensions by an additional 1% for a total of 4% by the end of the third quarter. Decrease in school suspensions by 2% for a total of 6% by the end of the third quarter.	Decrease out of school suspensions by an additional 1% for a total of 5% by the end of the fourth quarter. Decrease in school suspensions by an additional 1% for a total of 7% by the end of the fourth quarter.
	Meet with 100% of students identified in the chronic absentee report for the previous school year. Review attendance expectations, develop improvement plan and make referrals.	100% of students on attendance contracts will meet twice monthly with community supports or administration to ensure strategies and interventions are in place to improve student attendance. Based on end of quarter one chronic absentee report, 100% of students identified will be placed on an attendance contract.	100% of students on attendance contracts will meet twice monthly with community supports or administration to ensure strategies and interventions are in place to improve student attendance. Based on end of quarter two chronic absentee report, 100% of students identified will be placed on an attendance contract and/or referred for truancy.	Decrease chronic absenteeism to 10% or less for the 2017-2018 school year.

Big Idea

We need to set up systems to routinely monitor the connection of the work we are doing to the goals that we seek **so we can take timely action as necessary.**

System for Performance Management

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**Time to Check
Progress**

How and when
will you discuss
implementation
data? How will
you know the
actions to take?

Review Major Improvement Strategy #1 from 2018-19 and evaluate status of EOY Goals, Implementation Benchmarks, and Action Steps.

Answer the following questions at your table:

- What did we say we were going to do?
- Where did we end the school year?
- What barriers did we hit? (i.e. goal metrics, rollout, implementation, monitoring, adjusting the strategy when off course, staff professional development, etc)
- What systems do we need to employ to address barriers and improve implementation in 18-19?
- What student outcomes were specifically measured in relation to the MIS?

**Make at least 2 School Level Commitments & post it on your chart paper:
What will you do better for 19-20 regarding plan creation & implementation?**

Big Idea

Good implementation of effective strategies, monitored over time, adjusted as needed, focused on a clear goal, should lead to...



Time to split up!

116/129 – John's Schools (6 Secondary) Sabin, Swigert, Mann, Galileo, North, and Mitchell

134/135 – Cynthia's Schools (4 ES) Adams, Midland, Queen Palmer, West?

110/111 – Sherry's Schools (7 ES) Monroe, Rogers, Henry, Carver, McAuliffe, Madison, Martinez

Data Dive—Norms



- Be brutally honest and optimistic
- Focus on systems and adult behaviors, not blaming students/families (no excuse mentality)
- We don't own the data—we own our response to it.
- No judgement, only seek to get better
- Use the protocol to guide the conversation (trust the process)
- Ask for help if you get stuck!

Data Dive—Process

Facilitator (from the school)

Note Taker (on Chart Paper)

Use Data Folders for high-level overview




Go Deeper into various data sets as needed

Data-Driven Dialogue & Root Cause —Middle School

*adapted from NSRF ATLAS Looking at Data protocol

Directions:

1. Start with ELA and then Math.
2. Move left to right, top to bottom)

Measure 	Here's What!  (Facts)	So What?  (interpretations & wonderings)	Now What? (reflections on 18-19 MIS and implications for 19-20 MIS)
GK12 (ADB's) or ANET* 1. ELA 2. Math	What do we see in terms of: 1. % met or exceeded—level 4 or 5, by grade levels. 2. Areas of success? 3. Areas of struggle?	What does the data suggest about: 1. The quantity and types of opportunities given for students to succeed? 2. The effectiveness of tier 1 core instruction and differentiation? 3. Academic rigor of the courses? 4. The effectiveness and focus of our Tier 2 intervention for targeted students? 5. Alignment of curriculum and teaching to pacing guide and ADB Schedule of Assessed Standards? 6. Instructional Planning? 7. Nature & quality of PLC data digs? 8. Predicting results for 18-19 % met or exceeded (decline, stay the same, or improve) and subgroups?	 1. What does this mean as we reflect on our 18-19 MIS? 2. What does this tell us as we think about moving forward with developing 19-20 MIS? What does this mean for our work in terms of: 3. Our needs as teachers to successfully meet the needs of our subgroups? 4. Increasing the level of rigor and scaffolded supports? 5. Specific contents, grade levels 6. School-wide PD needs?
CMAS (for historical reference) 1. ELA 2. Math	What do we see in terms of: <ul style="list-style-type: none">• % met or exceeded?• Growth?• Subgroups?• Trends?		

Data Dive Process

- Look over the print outs of EOY Data comparing year over year (Achievement, Growth, Behavior, Attendance, Grades*)
- Consider other data you brought
- Examine data **through lens of Major Improvement Strategies and Desired Student Outcomes**
 - Did the efforts pay off (in terms of student outcomes)?
- Use protocol, and record ideas on chart paper (you may not get to all the data!)
- Consider Potential Root Causes as you work

Lunch

11:45 + 45 minute lunch, start data dig back up at 12:30.

Wrapping up the Data Dive Process

- Look over the print outs of EOY Data comparing year over year (Achievement, Growth, Behavior, Attendance, Grades*)
- Consider other data you brought
- Examine data **through lens of Major Improvement Strategies and Desired Student Outcomes**
 - **Did the efforts pay off (in terms of student outcomes)?**
- Use protocol, and record ideas on chart paper (you may not get to all the data!)
- Consider Potential Root Causes as you work

Root Cause

Building upon
the data dive
and evaluation
of this year's
ACT Plan &
consider SY19-
20 year's 1-
Page Draft
USIP*

1.From the data review, what are the areas of greatest Celebration?

2.From the Data Review, what areas (content, attendance, behavior, course performance, etc.) concern you the most (declining trends, poor performance)?

3.Which subgroup outcomes are most concerning?

4.What are the main challenges facing your school based on the data referenced above?

5.What else is currently preventing you from reaching success?

- In leadership?
- On teams?
- Across the school?

6.List out Possible Root Causes

- Root cause should never blame students or families***
- Root causes are within our control.***
- Root causes should be tied to specific data, results, outcomes.***

7.Brainstorm Ideas to Address Root Causes (***get creative, focus on evidence-based practices, then place your bets***)

15 minute SNACK break

We will start at 2:45



2019-20 Performance Management Tool (90-day plans)

90 Day Plan

First 90 Day Plan	<i>Enter School Name Here</i>
Major Improvement Strategy 1	
Major Improvement Strategy (One memorable sentence)	
Description of Major Improvement Strategy	
End of Year Goals	

End of Year (EOY) Goals and Associated Root Cause

First 90 Day Plan		Enter School Name Here* (it will autofill throughout sheet)			
Major Improvement Strategy 1					
Major Improvement Strategy (One memorable sentence)					
Description of Major Improvement Strategy					
End of Year Goals	<div style="border: 2px solid red; padding: 10px; text-align: center;"> <p>Need at least 1 Student Outcome Goal</p> </div>				
Outcome-based, should include student and staff goals (What will be different if you are successful in this strategy? What is your destination?)					
Root Cause(s) to Address					
Implementation Benchmarks	Benchmarks	Mid-Plan Reflection	End-of-90-Day Reflection	Notes for Second 90 Day Plan	Status
					-
					-
					-
					-
Outcome Based, break down the EOY Goals into 90 day measurables					

Have your MIS, End of Year Goals, & Root Cause checked by the Achieve Team with your K12 ED .

Then move on to Implementation Benchmarks in the 90-day plan

Planning Resource Reminder



COLORADO
Department of Education

MIS Goals & Tools

Instructional Observation and Coaching Goals		
School System/Structure	Quantitative Goal	Tools/Resources
Sample Goals	<ul style="list-style-type: none">● Example 1: To develop a culture of instructional feedback, 100% of instructional coaches will observe and meet with teachers at least once every other week.● Example 2: To develop a culture of instructional feedback, 100% of instructional coaches use the Relay 6-steps observation tool when debriefing observations.● Example 3: To develop a culture of instructional feedback, 100% of teachers will implement, with fidelity, their action step within two observations cycles.● Example 4: To develop a culture of instructional feedback, 100% of teachers will engage in practice during their lesson debrief and receive real-time feedback on their practice from their instructional coach.	Relay See It. Name It. Do It Cheat Sheet Relay 6-steps observation cheat sheet Getting Better Faster Coaching Guide Observation Tracker #1

Assign Roles

- Recorder
- Facilitator of the Planning Process
- Reference Resources! Use the learning

School Team Planning

1. Finish reviewing 2018-19 plan if needed



2. Determine 2-3 major improvement strategies for 2019-20



3. Build out 2019-20 MIS with EOY goals,
GET FEEDBACK from Achieve Team!

4. Build out Implementation Benchmarks and Action Steps

5. Prepare at least 1 MIS fully (90 day) for consultancy with colleagues.

18-19 EOY
Plan Review

Data Dive

Root Cause

Draft New 19-
20 ACT Plan

Consultancy

Finish ACT
Plan

Schedule
Review
Cycles

Coaching,
Resource &
PD Requests

Implementation &
Communication
Plan

Circle where you left off on the
2 day flow (congratulate each
other 😊)

18-19 EOY
Plan Review

2nd Day

Data Dive

Root Cause

Draft New 19-
20 ACT Plan

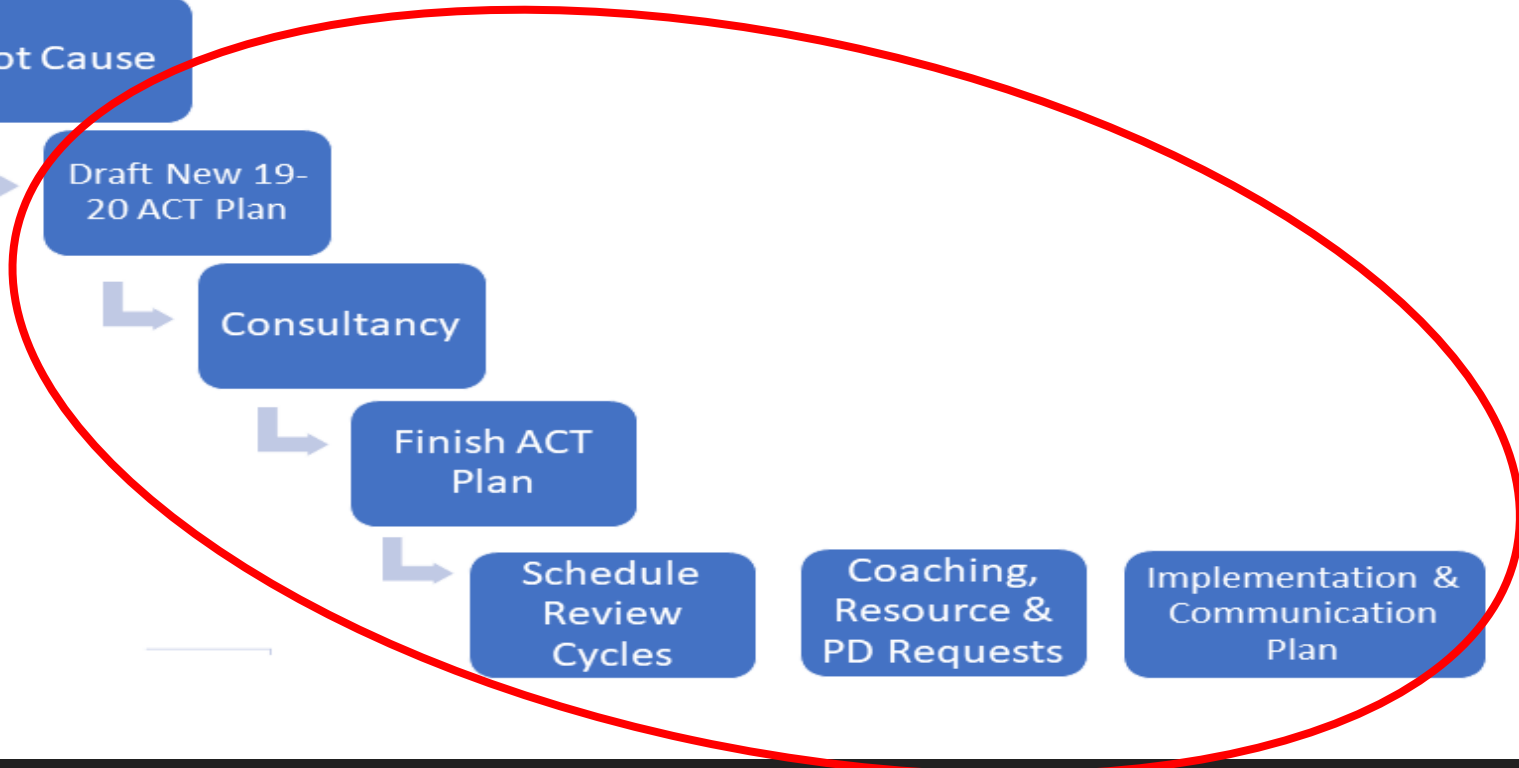
Consultancy

Finish ACT
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Communication
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School Team Planning: Preparing for Consultancy

1. Determine 2019-20 major improvement strategies (2-3)



2. After Getting Feedback on the EOY Goals and root cause, build out the 90 day plan for at least 1 MIS

3. Prepare 1 MIS 90-Day Plan fully for consultancy

Develop MIS for 2019-20

Do your EOY Goals answer what success looks like and how you will get there? And do they:

1. tell you if you were successful (**measurable***)
2. are **high impact** (you care about it!)
3. are **actionable**
4. are reasonable and systematic (**you will actually collect it!**)

5. How will this MIS address what the reflection revealed (student data, plan review)?
6. How will you address the barriers you hit? (i.e. goal metrics, rollout, implementation, monitoring, adjusting the strategy when off course, staff professional development, etc.)
7. What systems do we need to employ to address barriers and improve implementation in 18-19?
8. What student outcomes will you include as a EOY Goal aligned to the MIS?

Attributes of Effective Systems to Monitor Progress

1. Look Fors & Expectations

- What do you expect people to be doing? Short and focused
- What is “loose” and “tight”?

2. Calibration & Communication

- Does your Leadership Team all agree on what you are looking for?
- Do all staff members know the expectation?

3. Tool

- Simple and common
- Needs to support actionable data analysis

4. Timely

- Regular calendared times to collect data and times to meet to analyze data, take action

5. Actionable

- Only collect data that will lead to action (PD, training, change in programming, teacher coaching, etc.)

6. Implementation Benchmarks

- What will success look like? (specific and measurable)

10 min break

We will start at 9:55

"Everyone has a plan...

...until they get
punched in the
mouth."

- Mike Tyson



School Pairings for Consultancy Protocol

Elementary (110)

- Martinez – Madison - McAuliffe
- Monroe– Queen Palmer
- Carver - Rogers

Elementary (134/135)

- Adams – West
- Midland – Queen Palmer

Secondary (116)

- Sabin - North
- JSAA - Mann
- MHS - Galileo

Norms

- [illegible]

Partner School Consultancy Protocol

1. Review the Partner School's **MIS, Root Cause, EOY Goals, & Implementation Benchmarks** (15 min)

- Use Resources to guide the review
- Post suggestions for improvement and/or clarifying questions

2. Closely review the **Action Steps** and provide feedback (15 minutes)

- Punch holes in the planned Action Steps – “What could derail the plan?”

3. Review and Discuss the Feedback (20 minutes)

- Receiving School reviews feedback, organizes it, and prioritizes the pieces most in need of attention (10 minutes)
- Each receiving school reports out what they prioritized from the feedback back to delivering school to confirm and clarify: **is this what you meant?** (5 minutes per school) X 2 = (10 minutes)

School Team Planning

Factor in Consultancy Feedback to improve MIS

Build out the rest of the 90 day plan; Flesh out 2nd 90 day plan (focus on actions to take by end of 3rd Quarter)

Request support with planning as needed from ICSS, EDSS, Achieve Team, EDs, etc.

Lunch

45
minute lunch,
start back up
at ?.

Get Signed Up for Step-back sessions

ED & School	Quarter 1 October (10/15-11/2)				Quarter 2 (1/14-1/31)			
Kalbach								
<i>Monroe*</i>								
<i>Rogers*</i>								
<i>Henry</i>								
Carver								
Madison								
McAuliffe								
Hodges								
<i>West ES*</i>								
Adams								
Queen Palmer								
Keane								
<i>Swigert*</i>								

18-19 EOY
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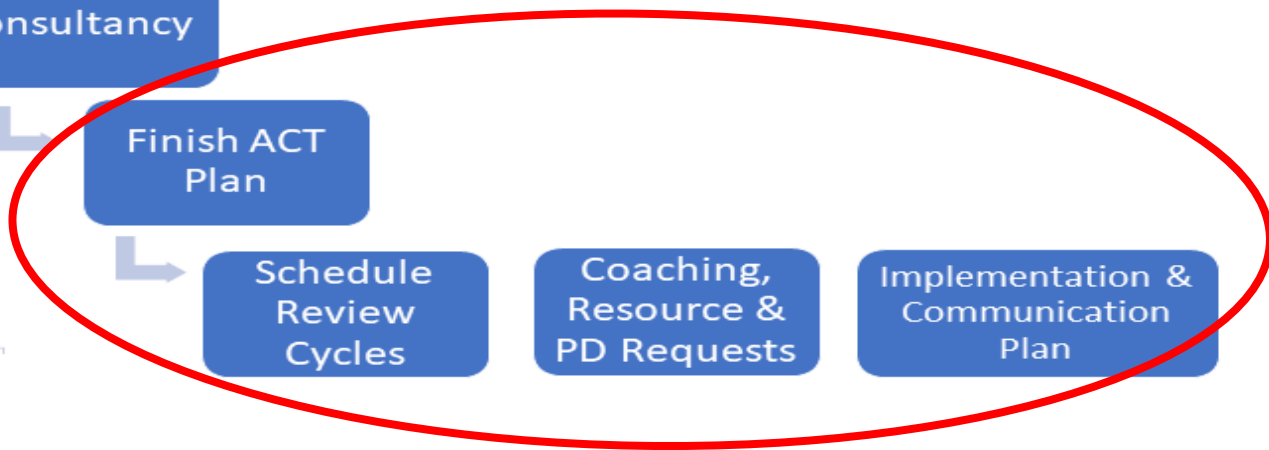
Finish ACT
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Schedule
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Implementation &
Communication
Plan

2nd Day



Academic Data

Aligned District Benchmark (ADB) - % Passing (Sum of L4 &5) - Pie Chart

ELA - School	Grade Level, Subgroup	EOY 16-17	EOY 17-18	ADB 1 SY 2018-19 (Oct 1-12)	ADB 2 SY 2018-19 (Dec 3-14)	ADB 3 SY 2018-19 (Feb 25- Mar 8)	ADB 1 SY 2019-20	ADB 2 SY 2019-20	ADB 3 SY 2019-20
	6								
	7								
	8								
	Sub Group 1?								
	Sub Group 2?								
MATH - School	Grade Level, Subgroup	EOY 16-17	EOY 17-18	ADB 1 SY 2018-19 (Oct 1-12)	ADB 2 SY 2018-19 (Dec 3-14)	ADB 3 SY 2018-19 (Feb 25- Mar 8)	ADB 1 SY 2019-20	ADB 2 SY 2019-20	ADB 3 SY 2019-20
	6								
	7								
	8								
	Algebra*								
	Sub Group 1?								
	Sub Group 2?								

**Recent
Data Pre-
loaded**

**And
Format for
Tracking
Data over
the Year**

Note Culture Data

Enter School Name Here* (it will autofill)	Culture Leading Indicator Data							
Attendance, Behavior, Course Performance	August	September	October	November	December & January	February	March	April
Noticings								
Response								
Who								
Status?								

Monthly
reporting cycles

Strive to Build in
Regular reviews
of Culture and
Climate Data!

Coach Utilization Tab

How will your school best leverage ACT instructional coaches?

	MIS # 1	MIS # 2	MIS # 3	Other
MIS Strategy (auto populate)	0	0	0	
EOY Goal (auto populate)				
Coach's Role:				
Roles/Responsibilities:				
As measured by SMART goal:				
Communication with Principal:				
How?				
When?				
Principal's Role:				
Communication with staff:				

◀ ▶ ⌂ ...
Academic Data
Coach Utilization
Communication Plan
Resources
Koselak Partner Log
Partner Log Option 2

Resource Requests (BOY Budget Requests)

[illegible]

Resource Request and PD Planning

- Request support with planning as needed from ICSS, EDSS, Achieve Team, EDs, etc.
- Team to review PD and Funding requests in multi-disciplinary teams while the team is working, called upon as needed
- Check for alignment with M.I.S, “bang for the buck”
- Consider school carryover \$
- Any immediate requests for July 1 transfer?
- Other requests can phase in during the fall.
- Process for future (rolling) requests under revision for SY 2019-20

15 minute SNACK break

We will start at 2:30

Plan Pre-Mortem

Imagine we are now meeting in Summer of 2020. Picture an excellent year in which your plans have come to fruition – staff have embraced the goals to improve their practice and students achieved at their personal best.

1. Describe what led to successful implementation of the improvement plan
2. Identify the highest leverage strategies that will most likely lead to this success
3. Adjust your ACT plan accordingly, and/or build out a “plan for the plan” tab to help ensure the best implementation

Implementation and Communication Plan

Recall “commitments”
Plan for
Communication of the
ACT Plan MIS with
various groups:

- Staff
- Parents, SAC
- Students
- 1-Page USIP

How will you engage your staff, students, and families to ensure collective ownership of the School Improvement Plan?				
Enter School Name Here* (it will autofill)	Introduction	Sustaining Focus	Mid Year	End of Year
Staff				
Students				
Families & SAC				

Next Steps

1. Finalize Entire ACT Plan by **June 6th** and Notify your ED and Koselak (we recognize they are a work in process)
2. **SAVE THE DATE** (after school, 2.5 hours paid) in **August 30** for half day Refinement of root cause and plan adjustment
SAVE THE DATE (morning)

Wrap up

Feedback from Survey?
Time Sheets