Major Improvement Strategies – Examples

Purpose

Major Improvement Strategies (MISs) in the UIP describe strategies that, if implemented as described, have a likelihood of positively addressing identified root causes, thus positively impacting student performance. Note that even the best improvement strategies may be unsuccessful if they do not address needs, if they are not aligned to staff skills and competencies, and if there is insufficient leadership support, resources, and time for implementation.[1] Examples are provided below that "Meets Expectations" using CDE's UIP Quality Criteria for all[2] schools and districts.

Consideration Points

Gather research and input about potential strategies and use this information to select MISs that will address all identified root causes in the plan. When describing MIS, be sure to:

- ✓ Refer to CDE Major Improvement Strategy Guides which can support strategy selection.
- ✓ Include an ideal range of no less than 2 and no more than 4 strategies.
- ✓ Ensure that each selected strategy will address at least one Root Cause of Student Performance Priorities.
- ✓ Take time to fully research strategy resource and capacity requirements, conditions for success, and any downstream impacts.
- ✓ Collect stakeholder input and develop support and champions for each strategy.
- ✓ Identify the funding sources that will be dedicated to implementing each strategy.
- ✓ Consider additional improvement planning requirements based on identification and plan type (e.g., Turnaround Strategy or Clock Year 4).

Examples

The examples on the following pages are written for the same middle school. In the first example, the major improvement strategy (MIS) addresses two of three identified Root Causes. The second MIS addresses the school's remaining third root cause.

[1] See Selecting EBIs: Using Contextual Fit to Choose the Right Solution for Your Context for guidance.
[2] These examples do not cover every requirement in the Quality Criteria, such as those based on specific plan types, programs or ESSA.

Example 1 – Data-Driven Instruction

Major Improvement Strategy #1

Short Title: DDI cycles and data tools supported by coaching cycles and PD

Category: Data-Driven Instruction

Describe the MIS and the vision for implementation:
Data-Informed Instruction (DDI) is a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and adjusting instruction in response to the assessment data in intentional cycles (daily, weekly, etc). DDI at our school will include assessment of student learning and a data analysis protocol, in conjunction with instructional planning. Educators will collaboratively analyze student data to determine instructional next steps and share best practices. These DDI cycles will be embedded within collaborative time in Professional Learning Communities (PLCs) and supported by coaching cycles to ensure understanding and consistency of protocol use and individualized foci based on teacher needs. School-wide PD will be provided for WIDA Model integration into PLCs.

Successful implementation will be marked once teachers have collected and analyzed data from student classroom performance, identified skill gaps, developed reteaching / expanded learning plans and acted on those plans, reassessing student understanding or mastery of skills and content. PLCs will also engage in using WIDA MODEL data for multilingual learners to inform instructional planning and Tier 1 scaffolding. Student-led parent-teacher conferences will promote collaboration with teachers to set learning growth targets and remove obstacles to participate in the classroom. By deepening the use of the data protocols with coaching cycles and targeted PD, we will strengthen teacher practice and drive sustained student growth across all grades.

Root Causes that this MIS address:

- ✓ Lack of staff capacity to use data analysis protocols, limited staff data literacy
- □ Community supports are not integrated or coordinated.
- ✓ Unclear expectations and inconsistent and insufficient coaching to support grade-level Tier 1 with layered supports

Describe the MIS's evidence base; Explain why it is a good fit for specific context:
Data-Driven Instruction (DDI) is grounded in a strong body of evidence, including research by Paul Bambrick-Santoyo and Michael Fullan (see CDE's Data-Informed Instruction Major Improvement Strategy Guide). Our school's Professional Learning Communities collaboration structure and defined guaranteed curriculum, with regular assessments aligned to grade-level structures, provide necessary conditions to bring in a formal data protocol that is missing from collaborative time.

Funding used to implement and support:

☒ General Fund/Local Funds	☐ Title IV	☐ ELPA Award
☐ Title I	☐ Title V	☐ Fundraising
☐ Title II	☐ Title VI	☐ Other CDE Grant
☒ Title III	☒ EASI Grant	☐ Other (foundation grant, etc.)

Example 2 – Family, School, and Community Partnerships

Major Improvement Strategy #2

Short Title: Student engagement supported through Family, School, and Community Partnerships (FSCP)

Category: Family, School, and Community Partnerships

Describe the MIS and the vision for implementation:
In Family, School, and Community Partnerships (FSCP), families, schools, and communities actively partner to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for all students (CDE, 2020). To begin this work, the school will form an FSCP team to build the necessary conditions for successful partnerships – create an inclusive culture, build trusting relationships, design capacity-building opportunities, and dedicate necessary resources (see CDE's FSCP Trail Map for Schools and Family, School, and Community Partnerships P-12 Framework: User's Guide). Initial efforts will also focus on ensuring that students' basic needs (e.g., clothing, transportation) are met and that translation is provided for family communication with a feedback loop to reduce economic and cultural barriers. The school will shift to a student-led parent-teacher conference model to meaningfully engage families in their student's learning and school attendance. This strategy will foster family engagement in their children's education as well as partnerships with community organizations to help all our students and families thrive.

Root Causes that this MIS address:

- ☐ Lack of staff capacity to use data analysis protocols, limited staff data literacy
- ✓ Community supports are not integrated or coordinated.
- ☐ Unclear expectations and inconsistent and insufficient coaching to support grade-level Tier 1 with layered supports

Describe the MIS's evidence base; Explain why it is a good fit for specific context:
CDE's Family, School, Community Partnerships Major Improvement Strategy Guide 2.1 highlights how over five decades of evidence-based research supports FSCP as a critical school improvement strategy. In reviewing CDE's Attendance Major Improvement Strategy Guide while researching strategies and engaging our School Accountability Committee, the Core Component 2–Partnerships to Support Family and Community Involvement pointed to the need for a structured and systemic approach to partnerships that support student engagement to improve attendance. While our school has hosted one-time community events, community supports have not been intentionally integrated into the school's larger improvement efforts to address student engagement. Evidence points to forming an FSCP team as the first steps to doing so in our school.

Funding used to implement and support:

☐ General Fund/Local Funds	☐ Title IV	☐ ELPA Award
☐ Title I	☐ Title V	☒ Fundraising
☐ Title II	☐ Title VI	☒ Other CDE Grant
☐ Title III	☐ EASI Grant	☐ Other (foundation grant, etc.)