# Working to Craft High Quality DCIP and SCEPs

May 4, 2016

# PARTNERSHIP

# PARTNERSHIP

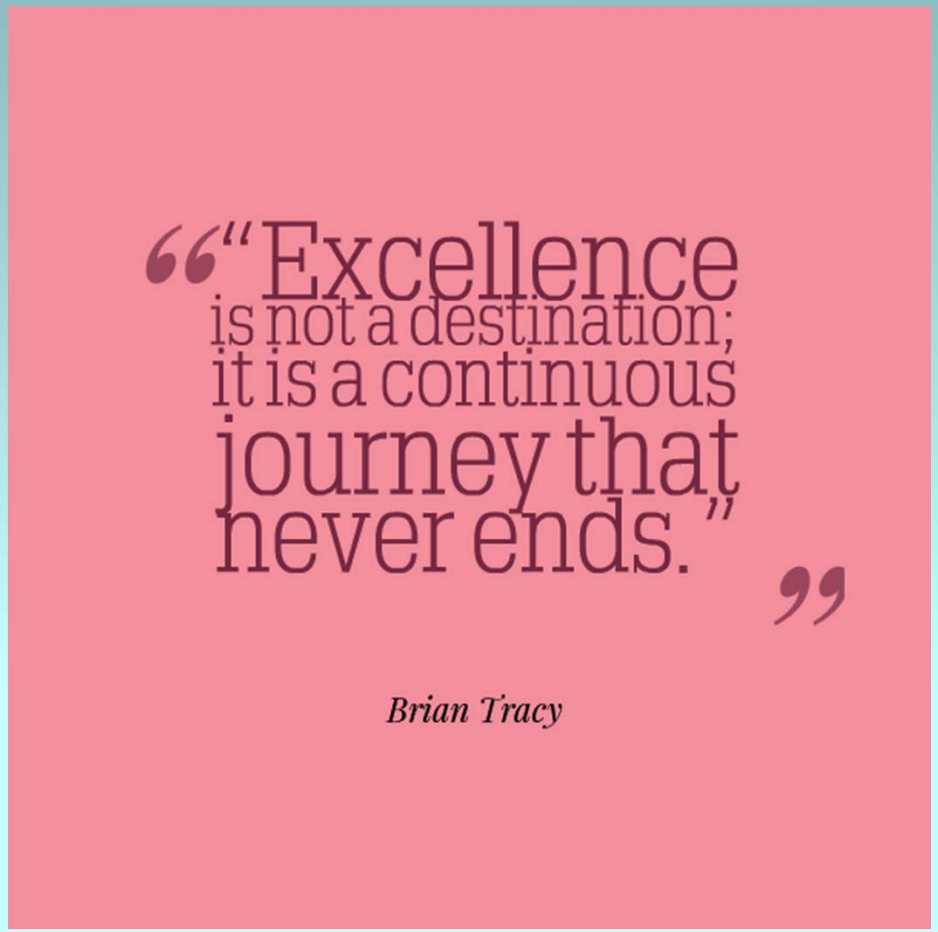
- This process embraces partnerships with:
  - STAKEHOLDERS:
    - Administrators
    - Teachers
    - Parents
    - Community Members
    - Students

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

# THE PAST

Educational Reform Strategies
Plan for
Getting from here to there
THEN A MIRACLE OCCURS
INCREASED ACHIEVEMENT
GOOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!

# CONTINUOUS IMPROVEMENT IN SCHOOLS and DISTRICTS



**Complex Systems**

EDUCATIONAL EXCELLENCE

**Cohesive Plan**

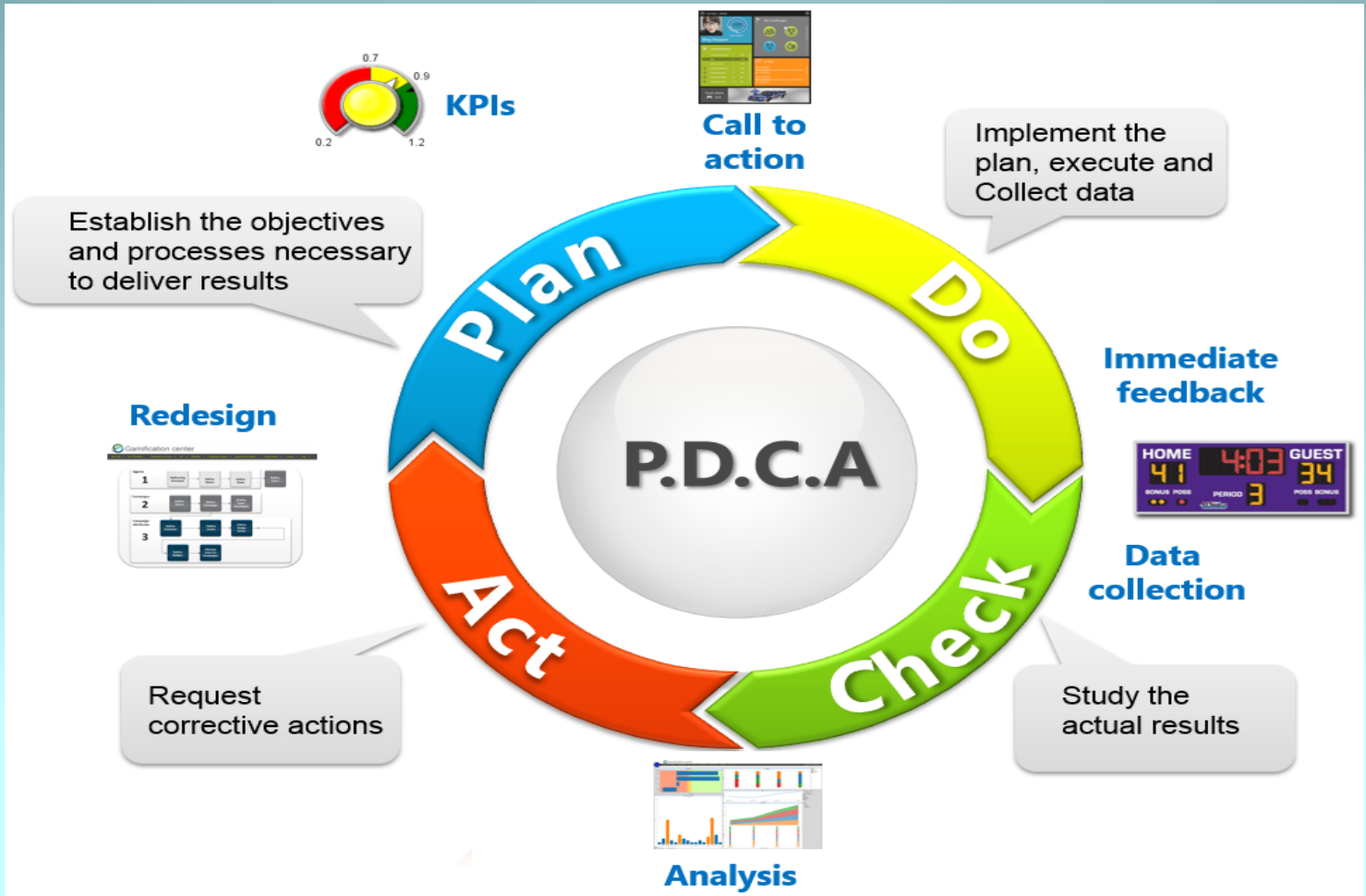
MOVING FROM HERE TO THERE

# 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.

# 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.”

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.”

STRATEGIC
PLANNING
VISION
STATEMENT
MISSION
GOALS
ORGANIZATION
ANALYSIS
SITUATION
ENVIRONMENT
OBJECTIVES
BUSINESS
STATEMENTS
STRATEGY
OBJECTIVE
QUESTION
MANAGEMENT
FUTURE
VALUES
ONE
EXTERNAL
PEOPLE
EDIT
GOAL
MAY
CURRENT
PROCESSES
SHORT-TERM
PROCESS
CUSTOMER
MARKETS
PROVIDES
SOMETIMES
DESIRED
RANK
PLAN
ALTERNATIVE
HIERARCHY
CREATE
TWO
EXACTLY
MARKET
ARTICLE
DIRECTION
INTERNAL
ANSWER
THREATS
COMPETITIVE
ASPIRATIONS
QUESTIONS
COMPATIBLE
TECHNOLOGICAL
TYPICALLY
WORLD
WEAKNESSES
ALSO
ORGANIZATIONS
AND/OR
CALLED
BRADFORD
LONG-TERM
POLITICAL
ACHIEVING
SECOND
FORMULATE
REGULATORY
RESOURCES
ESTABLISHED
COMPETITION
ASSESSMENT
START
ACHIEVE
SITUATIONAL
STATE
MANY
DEFINE
ECONOMIC
WELL
KEMP
SHARED
LEVEL
MODELS
EFFECTIVE
OTHERS
USED
IDEAL
STATES
LINE
REST
GAP
SOCIAL
TRO
OVERALL
PATH
LONG
CLARITY
HARVARD
MISTAKE
DEFINING
LUSCH
ROGER
MODEL
ENTERPRISE
MAP
NEW
EVEN
SEE
FIND
TAKEN
REFERS
GET
DRAW
IL
GO
MUST
NEXT
MAKING
STAKEHOLDERS
APPROACH
TERMS
CULTURE
REFERENCES
GOALS/OBJECTIVES
DEFINES
YEARS
FUNDAMENTAL
ORGANIZATIONAL
FIRST
CLEAR
SUCCESS
DESCRIBE
SEVERAL
TARGETS
DECISION
OPPORTUNITIES
CUSTOMERS
END
TODAY'S
FACTORS
SPECIFIC
ATTAIN
OPERATES
WANTS
ACTIONS
IMPORTANT
ORGANIZATION'S
STRENGTHS
PURPOSE
INTENDED
CRITICAL

KEEP
CALM
IT'S
BREAK
TIME

- **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

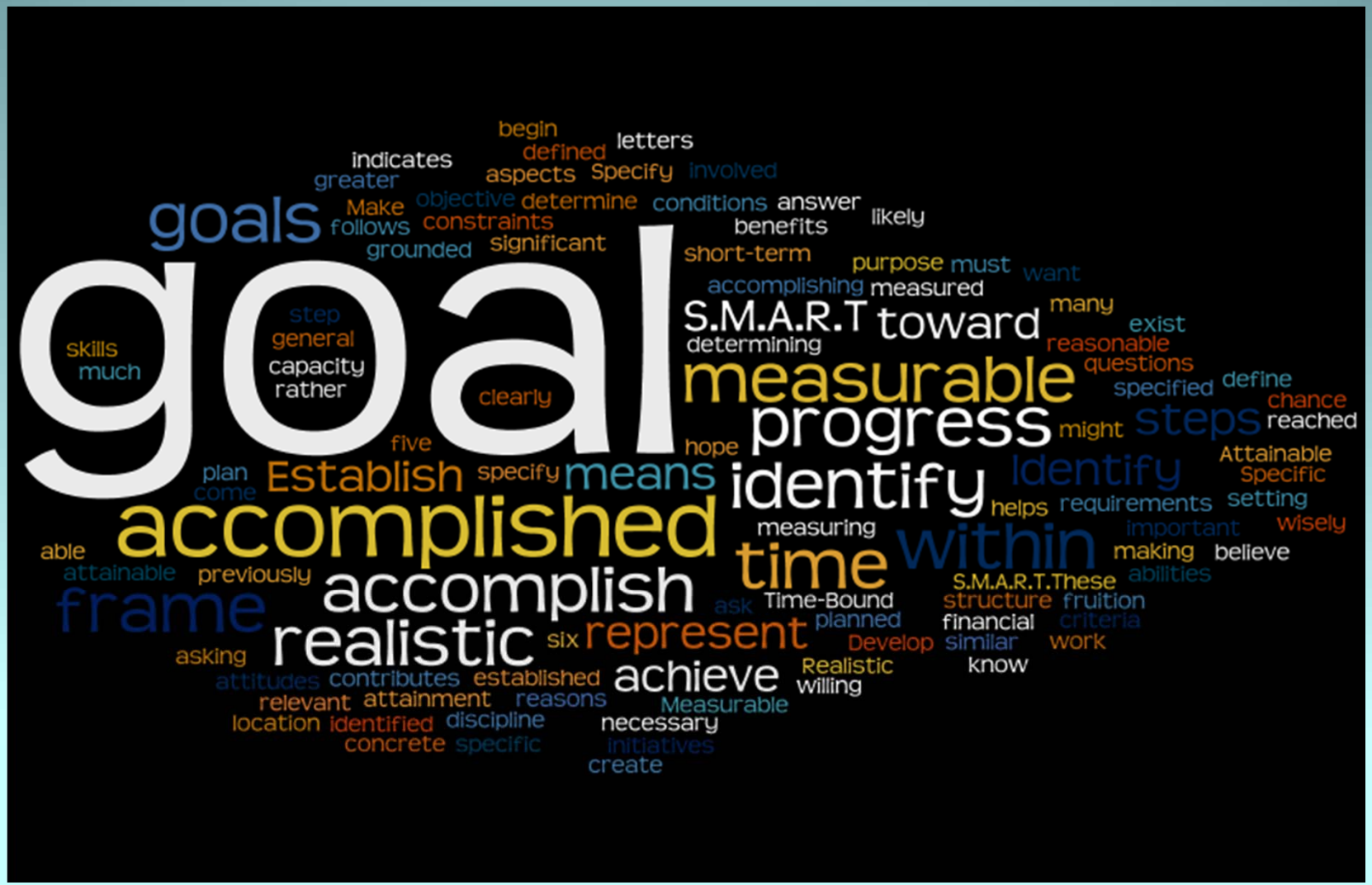
- We need to have consistent implementation of high quality instruction and common routines throughout the school community.

# Example 2: Needs Statement Reworked

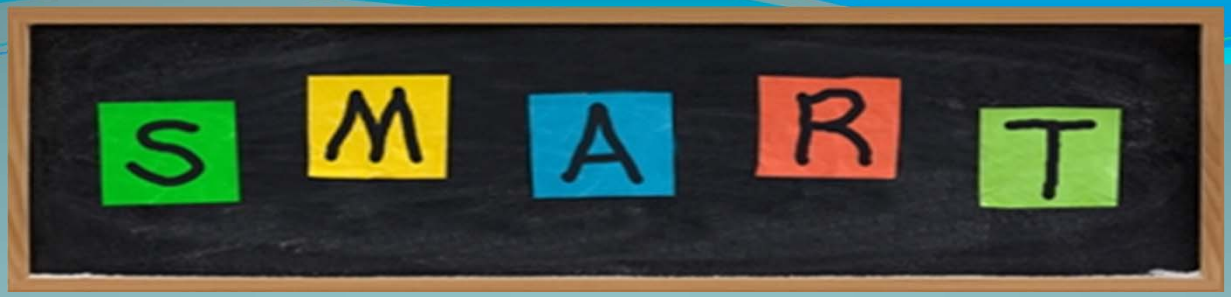
- Our DTSDE review indicated we need to have consistent implementation of high quality instruction and common routines throughout the school community.

It's Time For A Break
EXMEN

# SMART GOALS


goal
goals
accomplished
accomplish
realistic
frame
Establish
means
identify
progress
measurable
S.M.A.R.T
toward
within
time
represent
achieve
Identify
steps
begin
defined
letters
indicates
greater
aspects
Specify
involved
Make
objective
determine
conditions
answer
likely
follows
constraints
benefits
grounded
significant
short-term
purpose
must
want
accomplishing
measured
many
exist
step
general
skills
much
capacity
rather
determining
reasonable
questions
clearly
specified
define
chance
reached
might
five
hope
Attainable
plan
specify
Specific
come
helps
requirements
setting
measuring
important
wisely
able
making
believe
attainable
previously
S.M.A.R.T.These
abilities
ask
Time-Bound
structure
fruition
planned
financial
criteria
six
Develop
similar
work
asking
Realistic
know
attitudes
contributes
established
willing
relevant
attainment
reasons
Measurable
location
identified
discipline
necessary
concrete
specific
initiatives
create

GOALS - BY JAKEPOSEY
WWW.TOONDOO.COM
Did you come up with a New Year's resolution yet?
Yes, I am going to lose weight.
Great, how much?
I don't know.
Well, what was last year's resolution?
Lose weight.




**Specific**

**Ambitious**

**Measurable**

**Results-Oriented**

**Timely**

# Example 1: SMART Goal

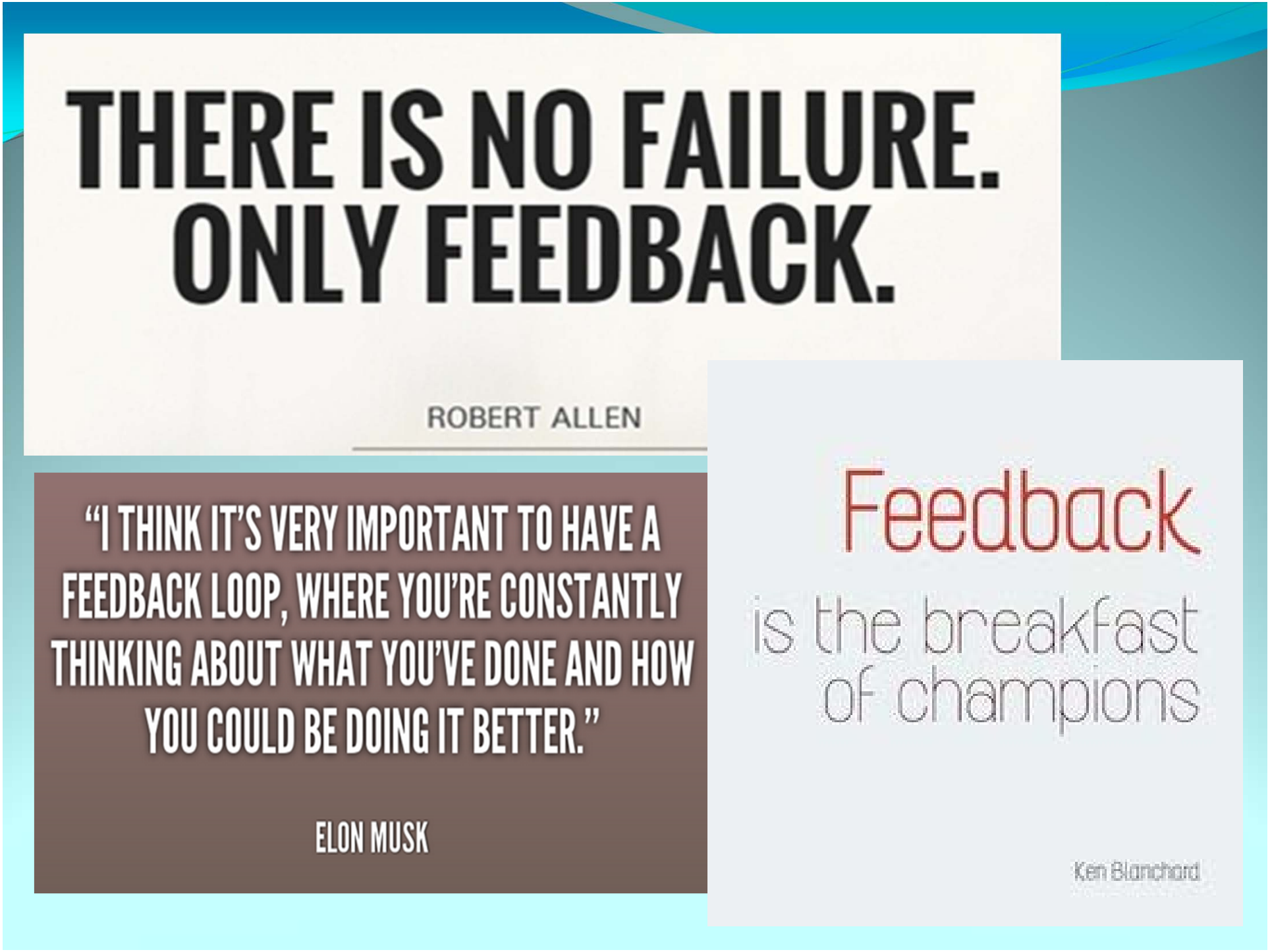
- In order to monitor and adapt the effective implementation of CCLS aligned curricula to meet the needs of all students, by November 2015 80% of teachers and teams will use a minimum of one common planning time a week to review and analyze students' performance data using a data protocol to determine 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?

# 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**

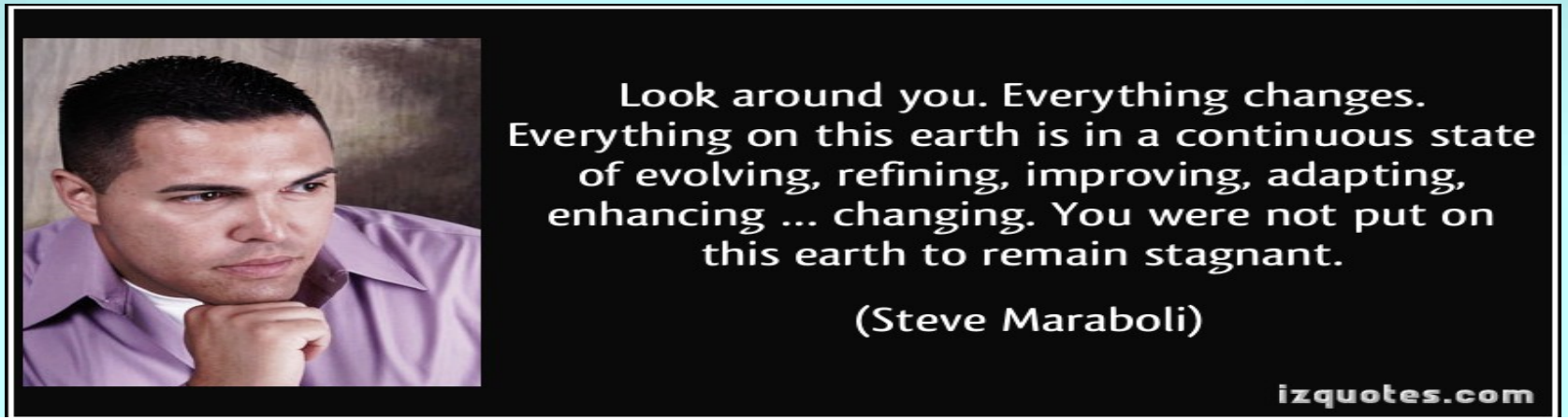
(Kowal, J., & Ableidinger, J. (Public Impact). (2011). Leading indicators of school turnarounds: How to know when dramatic change is on track. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education.
http://www.dardencurry.org/

# 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/



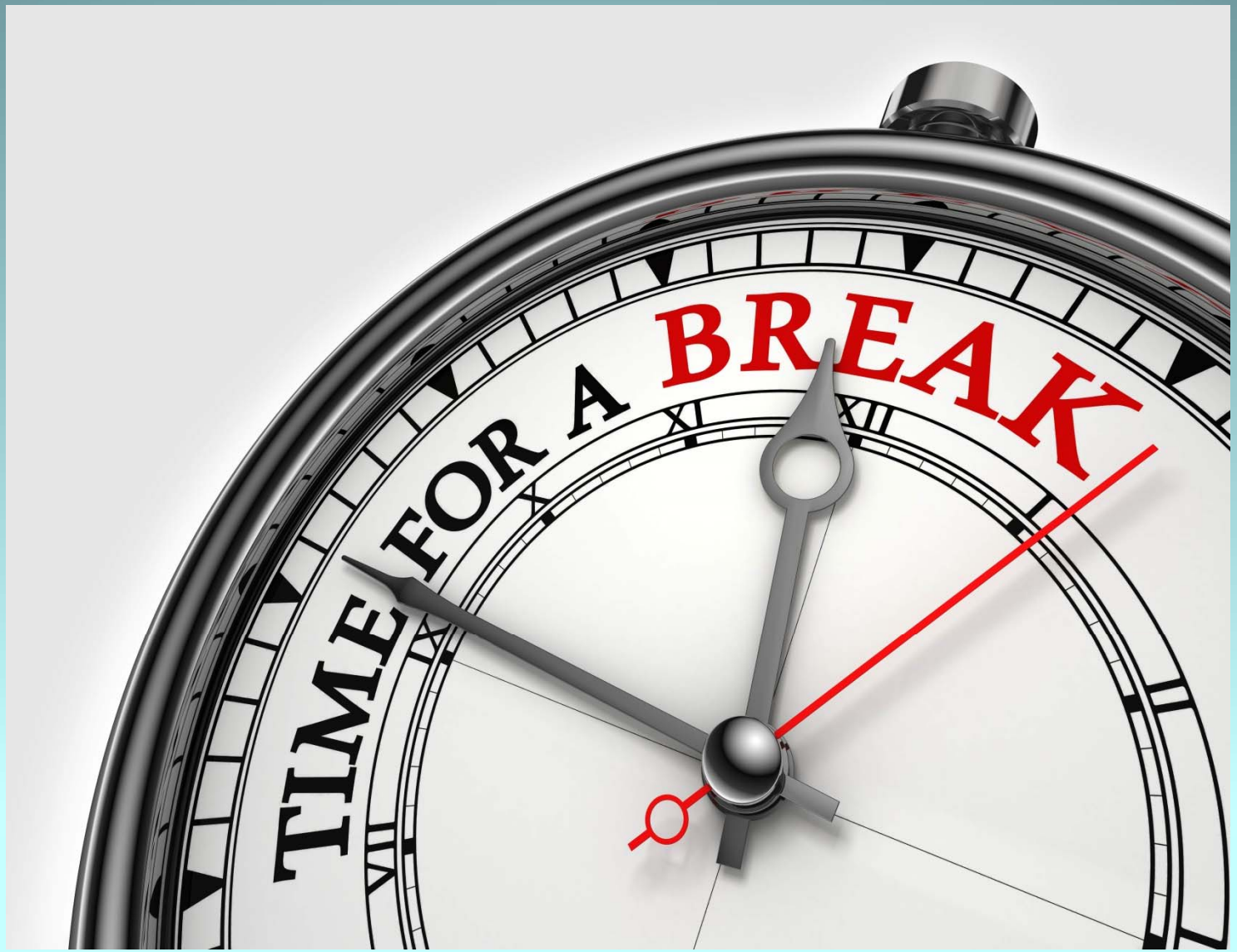
# Leading indicator principle #3: Tailored to specific circumstances and settings.

**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/


TIME FOR A BREAK

# 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.

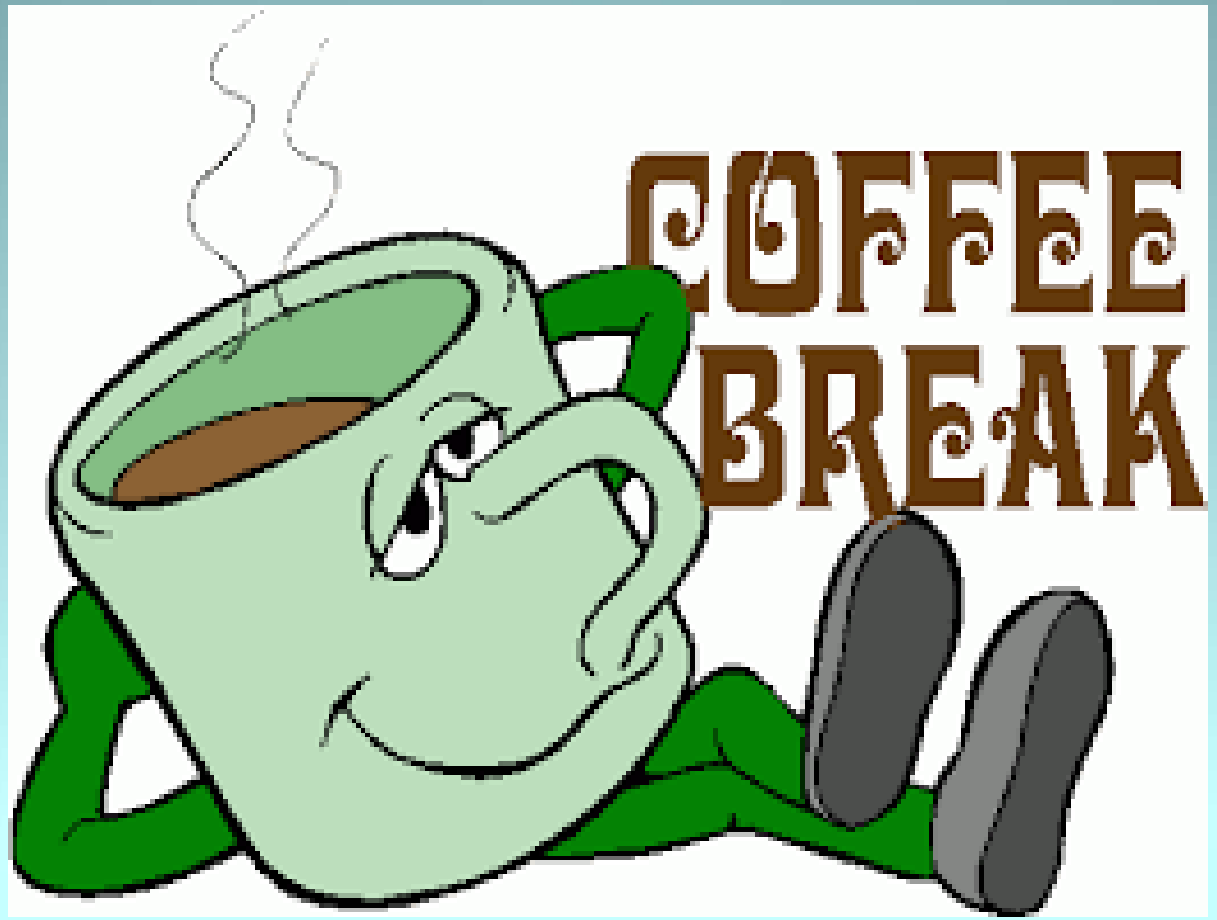
# ACTION PLAN

# 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

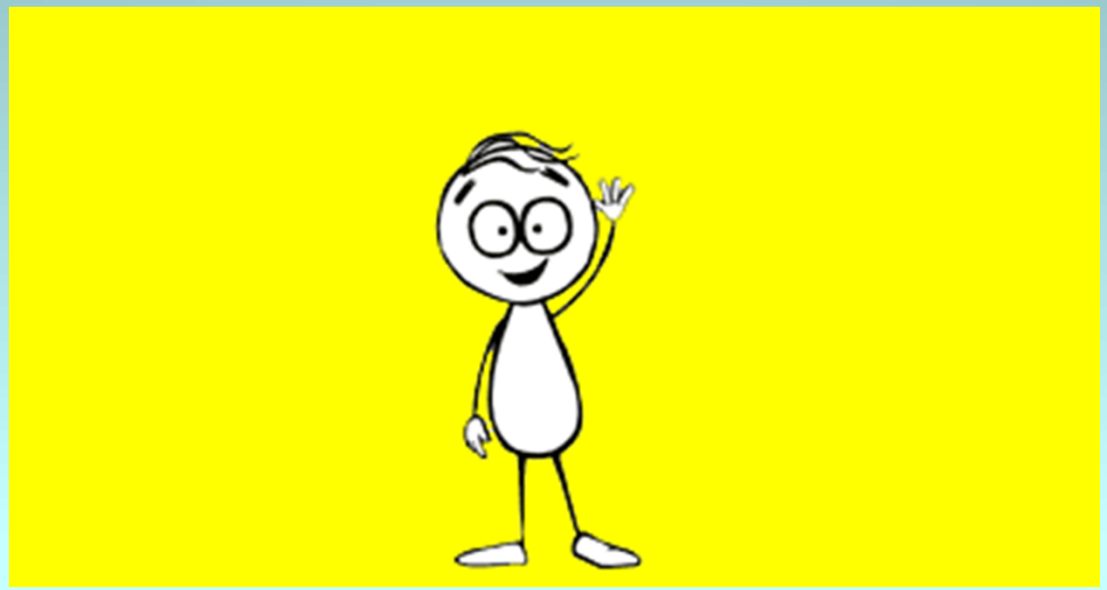
- Start and End dates should be as specific as possible
- If the start and end dates are broad the frequency should be identified in the activity itself i.e. weekly, monthly, yearly.


COFFEE
BREAK

# Panel Discussion

# DEBRIEF

# See You Tomorrow



# Working to Craft High Quality DCIP and SCEPs

May 5, 2016

# RESOURCES

- re·source

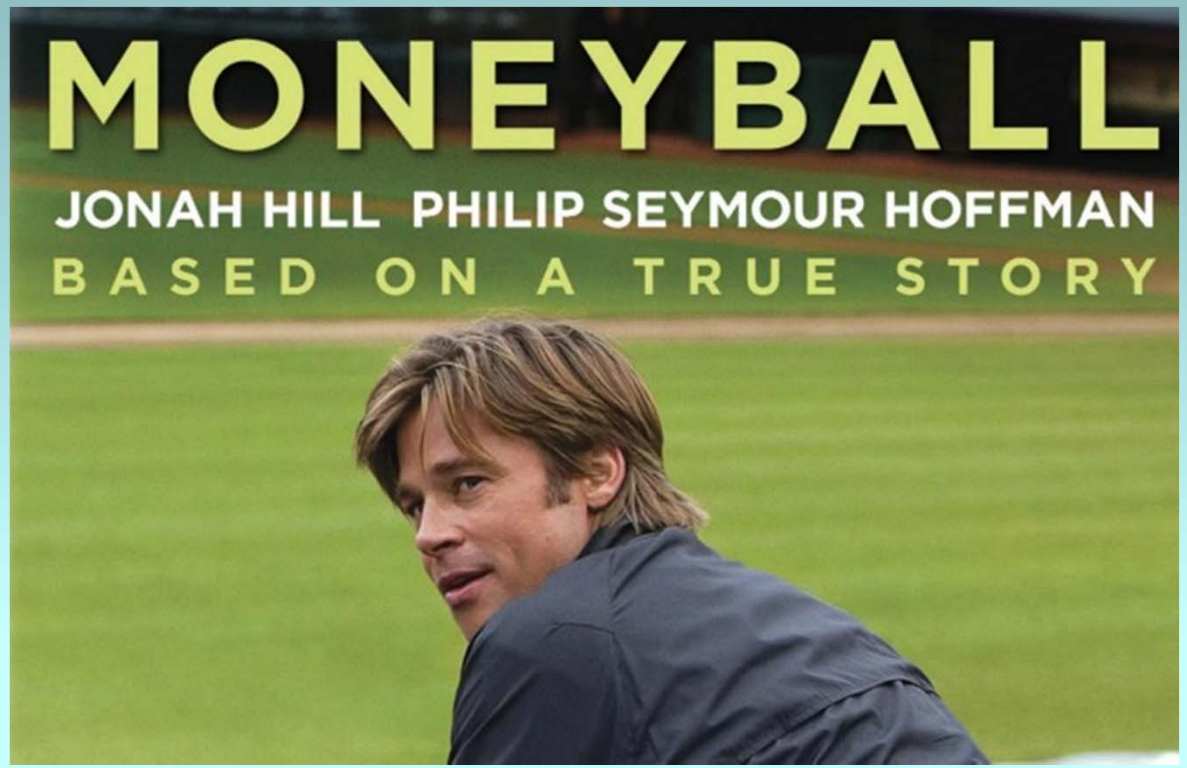
*noun*

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

**1.**

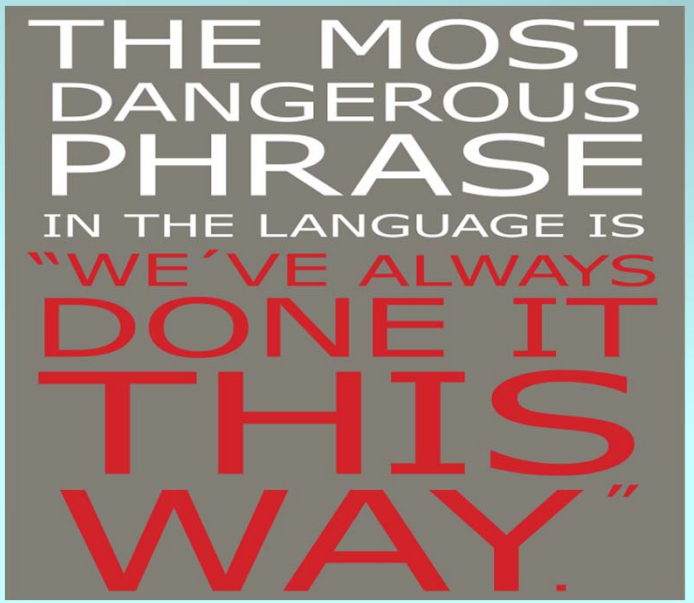
- a stock or **supply of money, materials, staff, and other assets** that can be drawn on by a person or organization in order to function effectively.

https://www.youtube.com/watch?v=AiAHIZVgXjk



# 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?



# 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

Take a
BREAK

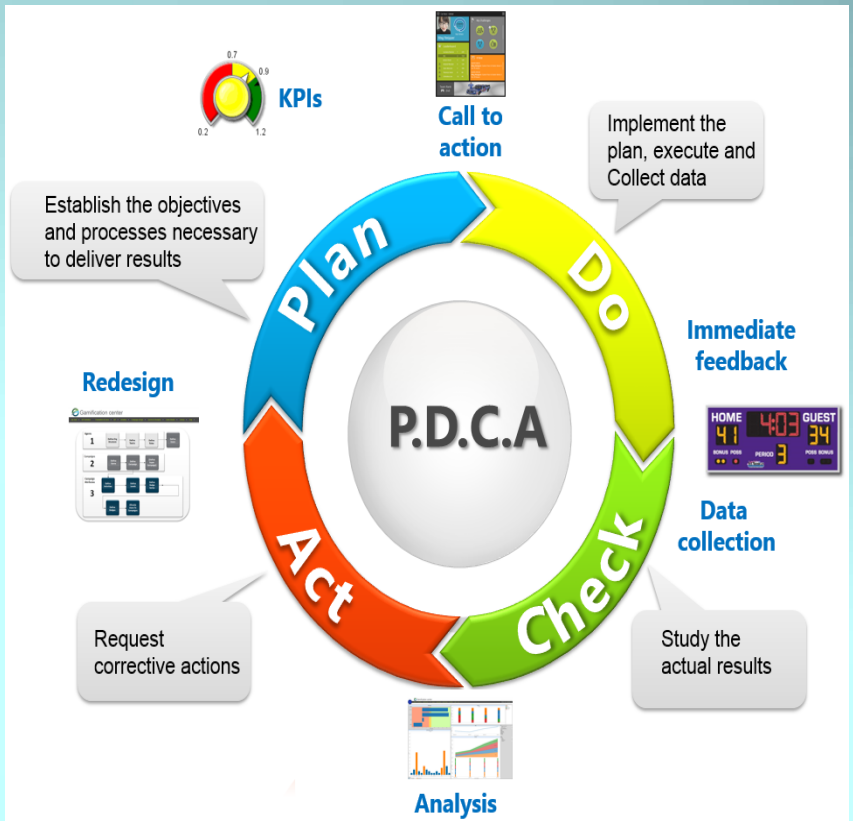
# CALENDARING

- 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