11-1-2014

Using the School Improvement Plan for Program Advocacy

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Using the School Improvement Plan for Program Advocacy

School Counselors: A Voice for Students
2014 Georgia School Counselors Association

Dr. Richard E. Cleveland, PhD
Georgia Southern University
rcleveland@georgiasouthern.edu

Materials & Handouts available at: http://richardcleveland.me/
Guiding Questions

- What is a SIP?
- Why does the SIP matter?
- How does the SIP connect with CGCPs?
- What’s this have to do with advocacy?
- What might this look like at my PK-12 site?
Doris Brown Heritage

14 US Track titles
5 World Cross Country titles
Competed in multiple Olympics
Coached multiple Olympic teams
What is a SIP?

- School Improvement Plan
- 2002 NCLB
  - "No Child Left Behind requires each state to define adequate yearly progress for school districts and schools, within the parameters set by Title I. In defining adequate yearly progress, each state sets the minimum levels of improvement--measurable in terms of student performance--that school districts and schools must achieve within time frames specified in the law. In general, it works like this: Each state begins by setting a "starting point" that is based on the performance of its lowest-achieving demographic group or of the lowest-achieving schools in the state, whichever is higher. The state then sets the bar--or level of student achievement--that a school must attain after two years in order to continue to show adequate yearly progress. Subsequent thresholds must be raised at least once every three years, until, at the end of 12 years, all students in the state are achieving at the proficient level on state assessments in reading/language arts and math."

From http://www2.ed.gov/nclb/accountability/schools/accountability.html#4
NCLB Trigonometry

Student Achievement

2002 2010 2014

“proficient”
Trickle-Down Theory

- Federal Government
- State Government
- LEA/School District
SIP Content Areas

- Non-Negotiables
  - Reading & Math
- Additional Academics
  - Writing, Science, etc.
- Other
  - Welcoming Environment/Diversity
  - Safety
  - On-Time Graduation
  - Attendance
  - Title I Plan Integration
Driving the SIP

NCLB
• Reading
• Math
# WA State Guiding Template

**Action Plan Outline (One form for each goal)**

**School Improvement Goal:**

**Strategy:**

**Rationale:**

<table>
<thead>
<tr>
<th>Activities to Achieve this Goal: What actions will occur? What steps will staff take?</th>
<th>Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity?</th>
<th>Timeline: When will this strategy or action begin and end?</th>
<th>Resources Available: What are the existing and new resources that will be used to accomplish the activity?</th>
<th>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</th>
<th>Monitoring Effectiveness: What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedures for evaluating success in reaching this goal:** What SUMMATIVE evidence will be used to show this activity is making a difference in student outcomes?
**District Template**

**School Improvement Plan 2008-2009**

**WASL Target:** 81.2 + 1.88 = 83.08% percent of students will meet standard in all strands in Reading as measured by the WASL.

**S.M.A.R.T. Goal:** Improve students’ ability to read by improving comprehension skills (both literary and informational) by district reading assessments and classroom performance assessments from September 2008, to June 2009

### S.M.A.R.T. Processes

<table>
<thead>
<tr>
<th>Instructional Leadership Plan</th>
<th>Resources</th>
<th>S.M.A.R.T. Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Practices: (What are we going to do?)</td>
<td>PLC/Team involved</td>
<td>Evidence of Implementation:</td>
</tr>
<tr>
<td>Continue K-2 Daily five implementation with alignment</td>
<td>K-2 teachers share Daily 5 to</td>
<td>Are we working our plan? (What are teachers</td>
</tr>
<tr>
<td>to intermediate program</td>
<td>intermediate staff at a staff</td>
<td>doing?)</td>
</tr>
<tr>
<td></td>
<td>meeting (before Winter Break)</td>
<td>Is our plan working? (What are students doing?)</td>
</tr>
<tr>
<td></td>
<td>Who: Kerri, Kelly, and Sharon</td>
<td></td>
</tr>
<tr>
<td>Schedule of Activities</td>
<td>Entire Staff</td>
<td>Continued participation in D-5 support group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading specialist and primary teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>providing in-service to intermediate teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principal created grade level meeting agenda</td>
</tr>
<tr>
<td>Coached, Independent, and Benchmark Reading Assessments</td>
<td>Grade 3-5 are administering and</td>
<td>Implementing Assessments to determine success</td>
</tr>
<tr>
<td></td>
<td>analyzing results of the</td>
<td>of instruction and areas of focus</td>
</tr>
<tr>
<td></td>
<td>assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-5 teachers Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessments</td>
<td></td>
</tr>
</tbody>
</table>

**School:** Woodside  
**Principal:** [Name]  
**Date:** 10/21/08
# Georgia State DOE SIP Template

School Improvement Plan Template  
A Guide to Support College and Career Ready Graduates

<table>
<thead>
<tr>
<th>SCHOOL IMPROVEMENT PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name:</strong></td>
</tr>
<tr>
<td><strong>Principal Name:</strong></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Program</strong></td>
</tr>
</tbody>
</table>

**ESEA WAIVER ACCOUNTABILITY STATUS** (Based on 2012 Data)  
(Check all boxes that apply and provide additional information if requested.)

<table>
<thead>
<tr>
<th>Priority School (SIG)</th>
<th>Priority (Graduation Rate)</th>
<th>Priority (Achievement)</th>
</tr>
</thead>
</table>

**Alert School** (Use 2012 Data)  
**Focus School** (Use 2011 Data)

<table>
<thead>
<tr>
<th>Subject Alert</th>
<th>List Subject(s)</th>
<th>Graduation Gap</th>
<th>List High and Low Sub-Groups with Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Group Alert</td>
<td>List Sub-Group(s)</td>
<td>Achievement Gap</td>
<td>List High and Low Sub-Groups with Percentages</td>
</tr>
<tr>
<td>Graduation Alert</td>
<td>List Sub-Group(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Principal’s Signature:**  
**Title I Director’s Signature:**  
**Superintendent’s Signature:**  
**Date:**

Note: Double clicking on the gray squares brings up the option to mark the squares.

Dr. John D. Berge, State School Superintendent  
July 2012 • Page 1 of 4
Georgia State DOE SIP Template

School Improvement Plan Template
A Guide to Support College and Career Ready Graduates

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL?

<table>
<thead>
<tr>
<th>School Key Strands</th>
<th>Actions, Strategies, Interventions</th>
<th>Timeline/When will target be reached?</th>
<th>Estimated Costs, Funding Sources, and Resources</th>
<th>Person(s) Responsible</th>
<th>Evaluation of Implementation and Impact on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Artifacts</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Evidence</td>
</tr>
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</tr>
</tbody>
</table>

Dr. John D. Barge, State School Superintendent
July 2013 • Page 2 of 4
Elementary and Secondary Education Act

Flexibility from No Child Left Behind

Find out how states can get relief from provisions of the Elementary and Secondary Education Act (NCLB) in exchange for efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready.

Read the announcement. Visit the ESEA Flexibility page.

Reauthorization News

- 26 More States and D.C. Seek Flexibility from NCLB to Drive Education Reforms in Second Round of Requests (February 29)
- States and Education Community Weigh In on First Round of NCLB Flexibility (February 10)
- We Can’t Wait: 10 States Approved for NCLB Flexibility (February 9)
- After 10 Years, It’s Time for a New NCLB (January 8)

Reauthorization Blueprint

- A Blueprint for Reform
- Built for Teachers: How the Blueprint for Reform Empowers Educators
- Supporting Documents
- Teacher’s Guide to Fixing NCLB (video)
ESEA Flexibility

Overview

The U.S. Department of Education is inviting each State educational agency (SEA) to request flexibility on behalf of itself, its local educational agencies, and schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

News

- 26 More States and D.C. Seek Flexibility from NCLB (February 29, 2012)
- President Obama Announces States Receiving Flexibility in Exchange for Reform (February 9, 2012)
- ED Approves 10 States’ Requests for ESEA Flexibility (February 9, 2012)
- ED Approves New Mexico’s Request for ESEA Flexibility (February 15, 2012)
- President’s Remarks on No Child Left Behind Flexibility (Sep 23, 2011)
- Press Release: Obama Administration Sets High Bar for Flexibility from NCLB in Order to Advance Equity and Support Reform (Sep 23, 2011)
- What ESEA Flexibility Means for Students, Teachers, and Parents: Answering the Public’s Questions [MS Word, 55KB]
- Bringing Flexibility and Focus to Education Law: Looking Back and Moving Forward [PDF, 127KB] and Supporting State and Local Progress [PDF, 139KB]

ESEA Flexibility Requests

On February 28, 2012, 26 States and D.C. [PDF, 177KB] submitted requests for ESEA flexibility. Peer reviewers for the March 2012 review can be found here [MS Word, 39KB].
Paperwork Burden Statement

“The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.”
Georgia NCLB Waiver

- March 30th, 2012
- Change from binary met/fail to “Priority, Focus, Reward” & “Alert” schools
- Change from AYP to achievement data from all core content areas (e.g. English/language arts, mathematics, science, and social studies), attendance & graduation rate
Why Does the SIP Matter?

- Federal Mandate
- Fund$ (i.e., Title I)
- Vision
  - Guiding Document for Staff
  - Shelf-marker or living document?
- Advocacy
  - Principal Evaluation
  - SIP is the “New Data”
  - ESEA/NCLB Waiver Requirements
How does the SIP Connect with CGCPs?

- **SIP Content Areas**
  - Math
  - Reading
  - Writing
  - Science

- **Other Areas**
  - Community
  - Environment
  - Safety
A Starting Idea

- School-wide deficit in Science area of “Systems”
- SIP identified supporting activities

Classroom Guidance Lessons

- **Primary**
  - Reinforce vocabulary and GLAD TPR
- **Intermediate**
  - Providing social situations as a context
# ASCA Closing-the-Gap Action Plan

<table>
<thead>
<tr>
<th>Intended Impact on Academics, Behaviors or Attendance</th>
<th>ASCA Student Competency</th>
<th>ASCA Domain/Standard</th>
<th>District/Building SIP Goals</th>
<th>Type of Activity to be Delivered in What Manner?</th>
<th>Resources Needed</th>
<th>Projected Number of Students Affected (Process data)</th>
<th>Evaluation Method - How Will You Measure Results? (Perception and results data)</th>
<th>Project Start/Project End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>Articulate feelings of competence and confidence as learners.</td>
<td>GC:AD-A1.1</td>
<td>WA State Science EALR ST01 1.2.1</td>
<td>Utilize GLAD TPR to introduce definition of Systems.</td>
<td>Second Step Curriculum</td>
<td>All five 2nd grade classrooms (approx 118)</td>
<td>MSP/WASL scores for intermediate grades</td>
<td>Fall 2009 - Spring 2010</td>
</tr>
<tr>
<td>Display a positive interest in learning.</td>
<td>GC:AD-A1.2</td>
<td>Building SIP Goal for Science</td>
<td>Use GLAD pictorial to illustrate definition of Systems.</td>
<td>Steps to Respect Curriculum</td>
<td>GLAD resources for Systems Science Unit</td>
<td>All four 3rd grade classrooms (approx 94)</td>
<td>Systems worksheet for 2nd grade students</td>
<td></td>
</tr>
<tr>
<td>Identify and express feelings.</td>
<td>GC:PS-A1.5</td>
<td></td>
<td>Use GLAD picture file cards to illustrate definition of Systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize, accept, respect and appreciate individual differences.</td>
<td>GC:PS-A2.3</td>
<td></td>
<td>Connect Systems definition with systems discussed in 2nd grade Second Step curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Use effective communication skills.</td>
<td>GC:PS-A2.6</td>
<td></td>
<td>Connect Systems definition with systems discussed in 3rd-5th Steps to Respect curriculum.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learn how to make and keep friends.</td>
<td>GC:PS-A2.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understand consequences of decisions and choices.</td>
<td>GC:PS-B1.2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
SCCPSS CTAE Alignment: ES Level

- Using crosswalking tools (e.g., templates) to align standards guiding CGCPs:
  - CTAE Career Clusters
  - GA Best Soft Skill
  - ASCA Standards
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Quarter</th>
<th>Due Date</th>
<th>Georgia Career Cluster</th>
<th>GA Best Soft Skill</th>
<th>ASCA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>10/10/2014</td>
<td>Agriculture, Food and Natural Resources</td>
<td>Character and Discipline, Attendance</td>
<td>C:A2.8, PS:A1.6, PS:A1.7, PS:A1.8, PS:C1.3, PS:C1.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Transportation, Distribution, and Logistics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Law, Public Safety, Corrections, and Security</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Health Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Education and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>10/10/2014</td>
<td>Hospitality and Tourism</td>
<td>Productivity, Responsibility and Organization</td>
<td>A:A3.1, A:A3.4, C:A2.1, C:A2.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Human Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>10/10/2014</td>
<td>STEM</td>
<td>Appearance and Professional Image, Communication Skills</td>
<td>A:A2.3, C:C1.5, PS:A2.6, PS:A2.7</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Manufacturing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Business Management and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Architecture and Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Information Technology</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Government and Public Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4/17/2015</td>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Connecting CGCP to the SIP

<table>
<thead>
<tr>
<th>PROs</th>
<th>CONs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentional activities</td>
<td>Lots of work</td>
</tr>
<tr>
<td>Aligned with site mission (SIP)</td>
<td>Correlation ≠ Causation</td>
</tr>
<tr>
<td>Accountability</td>
<td>Who cares?</td>
</tr>
<tr>
<td>Advocacy</td>
<td>No fanfare</td>
</tr>
</tbody>
</table>
What’s this have to do with Advocacy?

- Systems-theory perspective
- RTI perspective
What’s this have to do with Advocacy?

- Reframing the question: *Is it worth it?* into

  *How do I *make it* worth it?*
What might this look like?

1. Think of one aspect of your CGCP that you’re proud of; one aspect that’s running great.

2. Review the list of potential SIP goals.

3. How could you connect that one aspect of your CGCP with a SIP goal?
What might this look like?

1. Think of one aspect of your CGCP that you’re proud of; one aspect that’s running great.

2. Review the list of potential SIP goals.

3. How could you connect that one aspect of your CGCP with a SIP goal?

POTENTIAL SIP TOPICS
- Increase parental involvement
- Develop & deliver CTAE Career Clusters curriculum
- Increase On-Time Graduation
- Create after-school tutoring
- Engage students in weekly writing prompts
- Engage students with STEM examples in real-world settings
- Increase enrollment in AP courses
What might this look like?

*and arguably the most important question...*

4. How might you use this alignment for advocacy?