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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

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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



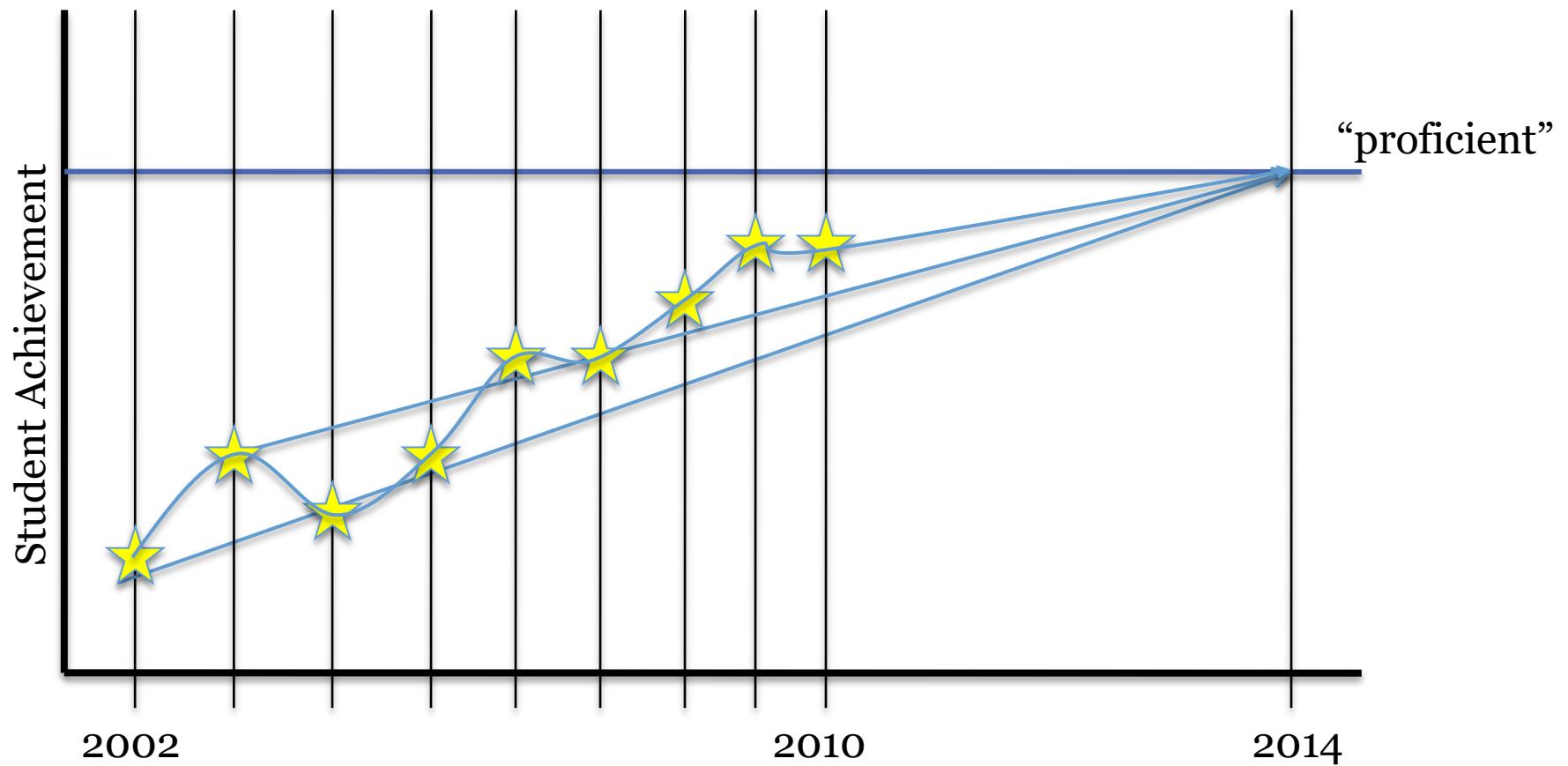
14 US Track titles
5 World Cross Country titles
Competed in multiple Olympics
Coached multiple Olympic teams

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



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:

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

School: Woodside

Principal: Wayne Foster

Date: 10/21/08

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					S.M.A.R.T. Results	
Instructional Leadership Plan		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: (What are we going to do?)	Schedule of Activities	PLC/Team Involved	Materials Needed	Budget Required	Are we working our plan? (What are teachers doing?)	Is our plan working? (What are students doing?)
Continue K-2 Daily five implementation with alignment to intermediate program	K-2 teachers share Daily 5 to intermediate staff at a staff meeting (before Winter Break) Who: Keri, Kelly, and Sharon	Entire Staff	Second Book	Continue in-service and book purchase, release time for observation, registration	Continued participation in D-5 support group Reading specialist and primary teachers providing in-service to intermediate teachers. Principal created grade level meeting agenda	All students actively engaged in Daily five activities while teachers conduct guided reading. Cohort and principal observation
Coached, Independent, and Benchmark Reading Assessments	Grade 3-5 are administering and analyzing results of the assessments	3-5 teachers Reading Specialist	Assessments		Implementing Assessments to determine success of instruction and areas of focus	Meeting standard on assessments

Georgia State DOE SIP Template

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

SCHOOL IMPROVEMENT PLAN					
School Name:			District Name:		
Principal Name:			School Year:		
Title I Schoolwide Program <input type="checkbox"/>		Title I Targeted Assistance <input type="checkbox"/>		Non-Title I School <input type="checkbox"/>	
ESEA WAIVER ACCOUNTABILITY STATUS (Based on 2012 Data) (Check all boxes that apply and provide additional information if requested.)					
Priority School (SIG) <input type="checkbox"/>		Priority (Graduation Rate) <input type="checkbox"/>		Priority (Achievement) <input type="checkbox"/>	
Alert School <input type="checkbox"/> (Use 2012 Data)			Focus School <input type="checkbox"/> (Use 2011 Data)		
Subject Alert	<input type="checkbox"/>	List Subject(s)	Graduation Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Sub-Group Alert	<input type="checkbox"/>	List Sub-Group(s)	Achievement Gap	<input type="checkbox"/>	List High and Low Sub-Groups with Percentages
Graduation Alert	<input type="checkbox"/>	List Sub-Group(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	

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

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?

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

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.

Related Resources



[State Requests and Related Documents](#)



[Support for States: Webinars, Forums and More.](#)

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].

ESEA Flexibility Request

Submitted: February 27, 2012



U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0708

Paperwork Burden Statement

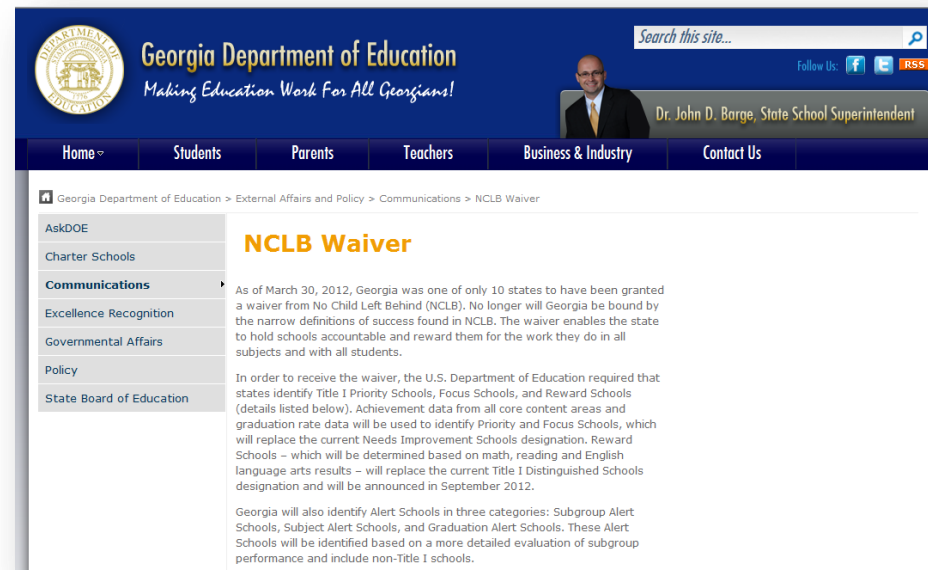
According to the Paperwork Reduction Act of 1995, no person is required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection 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. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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.”

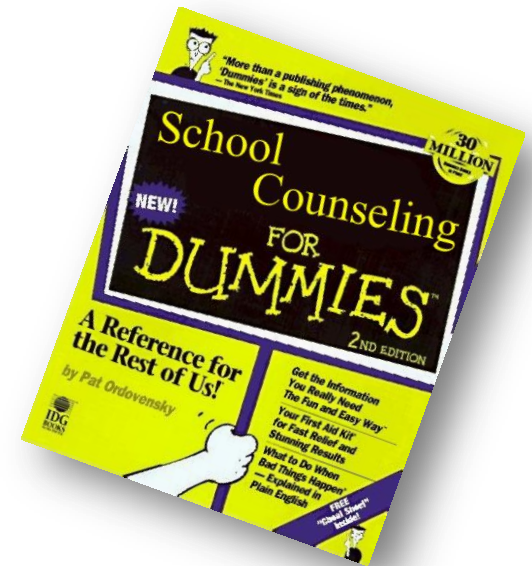
Georgia NCLB Waiver

- 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



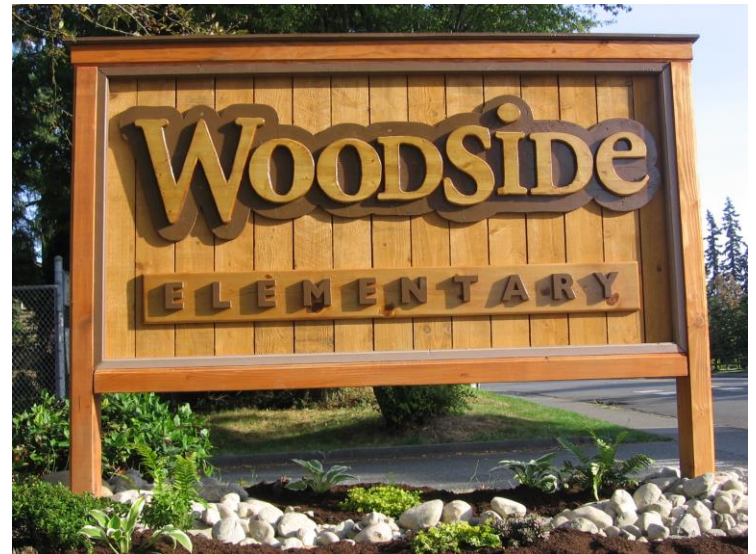
Why Does the SIP Matter?

- 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

Intended Impact on Academics, Behaviors or Attendance	ASCA Student Competency	ASCA Domain/Standard	District/Building SIP Goals	Type of Activity to be Delivered in What Manner?	Resources Needed	Projected Number of Students Affected (Process data)	Evaluation Method - How Will You Measure Results? (Perception and results data)	Project Start/Project End
Academics	Articulate feelings of competence and confidence as learners.	GC:AD-A1.1	WA State Science EALR ST01 1.2.1	Utilize GLAD TPR to introduce definition of Systems.	Second Step Curriculum	All five 2nd grade classrooms (approx 118)	MSP/WASL scores for intermedaite grades	Fall 2009 - Spring 2010
	Display a positive interest in learning.	GC:AD-A1.2	Building SIP Goal for Science	Use GLAD pictorial to illustrate definition of Systems.	Steps to Respect Curriculum	All four 3rd grade classrooms (approx 94)	Systems worksheet for 2nd grade students	
	Identify and express feelings.	GC:PS-A1.5		Use GLAD picture file cards to illustrate definition of Systems.	GLAD resources for Systems Science Unit	All four 4th grade classrooms (approx 104)		
	Recognize, accept, respect and appreciate individual differences.	GC:PS-A2.3		Connect Systms definition with systems discussed in 2nd grade Second Step curriculum.		All four 5th grade classrooms (approx 102)		
	Use effective communication skills.	GC:PS-A2.6		Connect Systems definition with systems discussed in 3rd-5th Steps to Respect curriculum.				
	Learn how to make and keep friends.	GC:PS-A2.8						
	Understand consequences of decisions and choices.	GC:PS-B1.2						

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

Grade Level	Quarter	Due Date	Georgia Career Cluster	GA Best Soft Skill	ASCA Standard
1	1	10/10/2014	Agriculture, Food and Natural Resources	Character and Discipline, Attendance	C:A2.8, PS:A1.6, PS:A1.7, PS:A1.8, PS:C1.3, PS:C1.4
	2	12/19/2014	Transportation, Distribution, and Logistics		
	3	3/13/2015	Law, Public Safety, Corrections, and Security		
2	1	10/10/2014	Arts, A/V Technology, and Communications	Attitude and Respect, Teamwork and Work Habits	A:A1.5, A:A3.1,C:A1.4C:A2.1, C:A2.7, C:C2.3, PS:A1.1, PS:A1.2, PS:A1.9, PS:A2.2, PS:A2.3, PS:A2.4, PS:B1.7
	2	12/19/2014	Health Science		
	3	3/13/2015	Education and Training		
3	1	10/10/2014	Hospitality and Tourism	Productivity, Responsibility and Organization	A:A3.1, A:A3.4, C:A2.1, C:A2.8
	2	12/19/2014	Human Services		
	3	3/13/2015	Energy		
4	1	10/10/2014	STEM	Appearance and Professional Image, Communication Skills	A:A2.3,C:C1.5, PS:A2.6, PS:A2.7
	2	12/19/2014	Manufacturing		
	2	12/19/2014	Business Management and Administration		
	3	3/13/2015	Architecture and Construction		
5	1	10/10/2014	Finance	Self Management and Time Management, Job Shadow and Research	A:A2.1, A:B1.7,A:C1.1, A:C1.3C:A1.1, C:A1.2, C:A1.9, C:A2.9,C:B1.4, C:B1.5, C:B2.1, C:B2.5, PS:A1.7
	2	12/19/2014	Information Technology		
	2	12/19/2014	Marketing		
	3	3/13/2015	Government and Public Administration		
	4	4/17/2015	Portfolio		

Connecting CGCP to the SIP

PROs

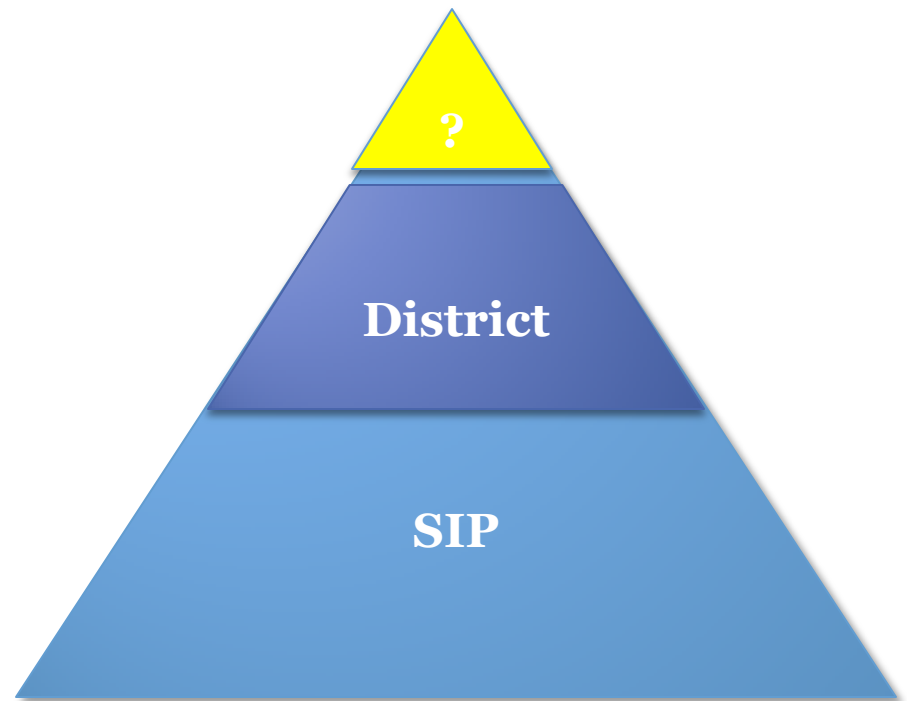
- Intentional activities
- Aligned with site mission (SIP)
- Accountability
- Advocacy

CONs

- Lots of work
- Correlation \neq Causation
- Who cares?
- No fanfare

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.
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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?



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