



# Continuous School Improvement: Turning Plans into Results

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# Presentation Outline

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- Research on Planning & School Improvement
- JCPS School Planning Process
- JCPS Planning Web Application
- Lessons Learned
- New Directions



# Planning for School Improvement

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- Federal Accountability (NCLB)
  - Title I schools “in improvement” must develop or revise their school plan
  - School plan must cover the following 10 areas



# School Plan: NCLB Requirements

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1. Scientifically based research strategies
2. Policies/practices on core academic areas
3. Assurance of 10% Title I funds on PD
4. Description of how PD funds are used to remove school from improvement status
5. Annual objectives for each subgroup
6. Written notice about identification to parents
7. Responsibilities of school, LEA and SEA
8. Parent involvement strategies
9. Before, after, summer school activities
10. Teacher mentoring program



# Impact of School Improvement Efforts

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**■ School improvement strategies among schools and districts remained similar across the three years of the study.**

Even though...

**■ Almost all districts reported providing identified schools with some type of assistance on school improvement tasks such as writing an improvement plan and analyzing data.**

**Source: Report Highlights: Title I Accountability and School Improvement Efforts From 2001 to 2004**



# Impact of School Improvement Efforts

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- School improvement strategies among schools and districts remained similar across the three years of the study.
- Schools that remained in improvement from 02 to 04 more commonly reported conducting improvement activities such as increased use of data & better planning than their counterparts that were no longer identified.
- The presence or absence of various school improvement activities in a school had little effect on the probability that a school would exit improvement.

**Source: Report Highlights: Title I Accountability and School Improvement Efforts  
From 2001 to 2004**



# Impact of School Improvement Efforts

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- Almost all districts reported providing identified schools with some type of assistance on school improvement tasks such as writing an improvement plan and analyzing data.
- Despite state and district support for identified schools, assistance was limited for substantial numbers of identified schools.
- Large percentages of continuously identified schools reported they did not receive assistance from a school support team (57 percent) or a school-based staff developer (37 percent).



# Planning for School Improvement

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- State Level Accountability
  - 9 Standards & Indicators for School Improvement (SISI), which include planning
  - SB168 Achievement Gap Plan Requirements
- KDE study of successful schools and Level 3 (low-performing) schools showed no consistent differences in planning strategies across 3 accountability cycles



# Planning for School Improvement

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## Local School District (JCPS) Analysis

- 32 school plans (16 high performing and 16 low performing schools)
- Classified & compared strategies based on SISI
- High performing schools had written less strategies (mean = 20) than low performing schools (mean = 27)
- No differences in the types of strategies written into plan. Both high and low performing schools focused on instruction (25%) and assessment strategies (16%)



# Purpose of Planning

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- Is used as the means of determining how schools and districts will ensure that students reach proficiency by 2014
- Focuses school and district improvement efforts on student needs by bringing together stakeholders to plan for improvement
- Makes connections between how the funds that flow into the district address priority needs in schools



# JCPS School Planning Process

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- Create school vision and mission statement
- Conduct needs assessment (based on student performance data)
- Develop goals and strategies
- Evaluate of the impact of plan
- Involve key stakeholders at every stage of process



# Plan Components

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- Mission Statement and Executive Summary
- Action Plan
  - Priority Needs
  - Measurable (SMART) Goals
  - Benchmarks
  - Strategies and Activities (*including time lines, person responsible, funding*)
- Implementation and Impact Check



# Monitoring of School Improvement Plan

- Monitoring progress toward goals through benchmarks
- Periodically checking implementation of strategies and activities
- Providing evidence of how strategy impacted goal
- Adjusting strategies to ensure full implementation and appropriate impact



# Purpose for CSIP Changes

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- Change the content and format of the CSIP in order to make the plan:
  - Simple
  - Useful
- Make it a “**working**” document from which schools can measure progress towards goals through benchmarks



# New JCPS CSIP Model

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- Provides built-in planning tools to assist in developing goals and benchmarks
- Allows for opportunity to measure progress towards goals
- Streamlines process between planning and reporting on implementation
- Offers greater flexibility in adjusting plan to meet school needs
- Provides means for custom-based reports through query functions



# SMART Goals

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- **S**pecific and **S**trategic

- Think through the entire goal – who, what, where, when, which, why

- **M**easurable

- Concrete criteria for measuring progress

- **A**ttainable

- Focus on priorities

- **R**esults-oriented

- Set realistic goals based on trends

- **T**imebound

- Set specific timelines for attaining goal

Reference: Conzemius, A., O'Neill, J. (2001) Building Shared Responsibility for Student Learning, Association for Supervision and Curriculum Development, Alexandria: VA



# SMART Goals

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- Goals should specify improvement targets by defining the performance level ("*end-result*") you would like to accomplish.
- You should have in mind the specific tools or measures that you will use to monitor progress on each goal

## **SMART Goal:**

By when, who will do what as measured by what

## **SMART Goal Example:**

By June 2007, student attendance will increase to 94.7 as reported in JCPS pupil monthly attendance report



# SMART Goals

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- By May 2007, our school's *Math Index* will increase by 16.40 for a total Math Index of 79.51 as measured on the Kentucky Core Content Test.
- By 2007, the percentage of students scoring *proficient or distinguished* will increase to the total percentage of 32.14 scoring proficient or distinguished in Math as measured on the Kentucky Core Content Test.



# Establishing Goals

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- **Do** begin by reviewing current data trends before establishing goals
- **Do** let your goal drive your activities
- **Do** ensure that all goals can be quantified and have a date and a measure associated with them
- **Do** think through the number stated in the goal. Is it a realistic number? Does it follow the trend data?



# Benchmarking

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- A method to determine student achievement throughout the year
- A method to take the *pulse* of student achievement throughout the year.
- A system of *Learning Checks* that occur throughout the year.
- A system of *Continuous assessments* that measure learning throughout the year.



# Assessment Overview

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## Summative Assessments

- Used to measure *goals*
- Assessments *of Learning*
  - How much a student has learned at the end of course, semester, or unit
- Examples:
  - CATS   ACT   SAT   Final Exams
  - Unit Exams   Projects



# Benchmarking

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## Formative Assessments

- Used to measure progress toward goal
- Assessments *for* Learning
  - Helps teachers adjust instruction
- Examples:
  - Quiz Homework Observations
  - Checklists Student Work
  - Mini-CATS like tests Multiple Choice Checks
  - Learning Checks

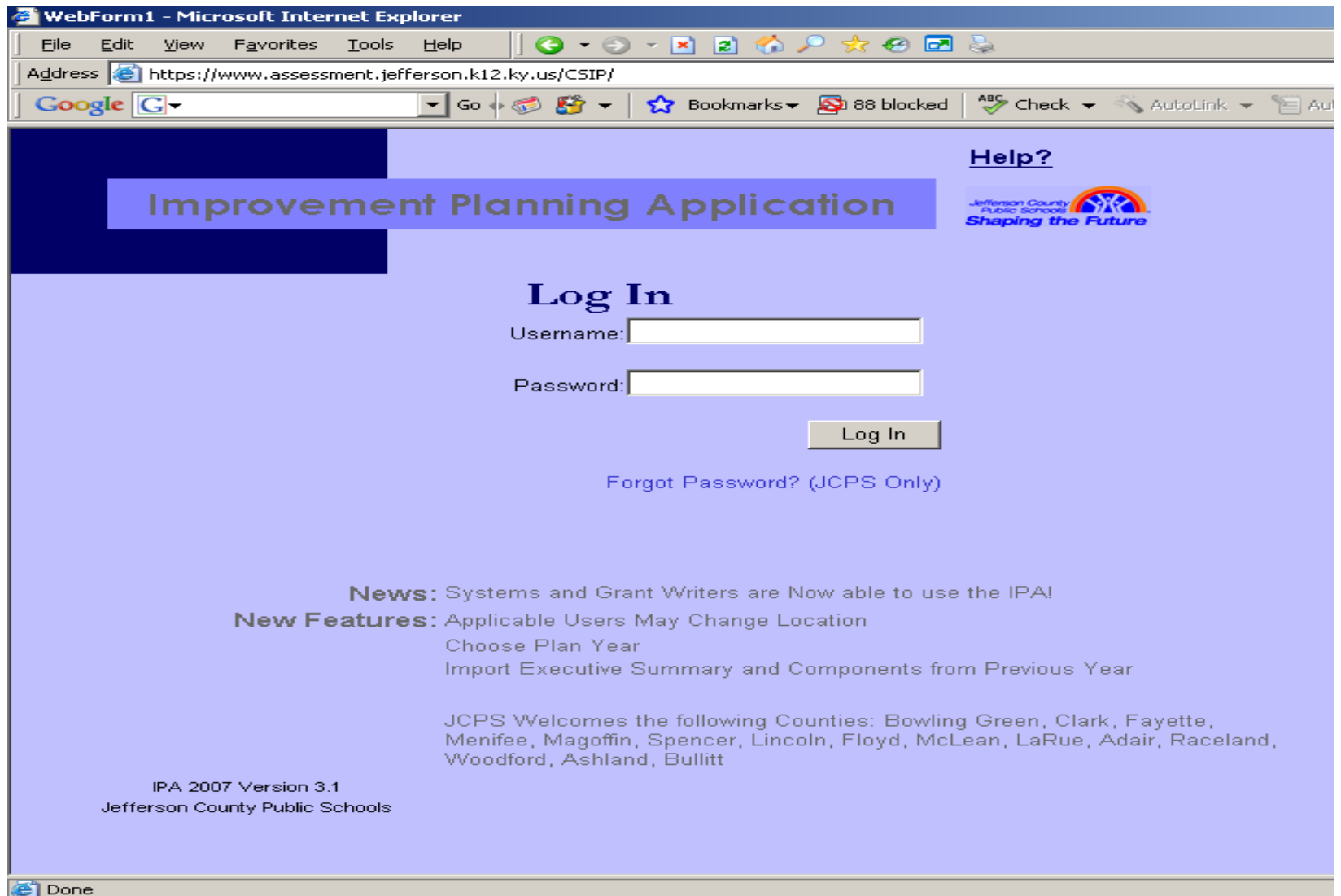


# Benchmarking to Monitor Plan

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- Ensures that student performance is frequently assessed and the results used to improve instruction
- Employs key indicators and performance expectations for student learning
- Monitors and demonstrates progress in meeting school improvement goals
- Coincides with the “implementation and impact” check - periodic analysis of instructional and organizational effectiveness and uses the results to improve student learning

# CSIP Web Application: Log In



The screenshot shows a Microsoft Internet Explorer browser window displaying the CSIP web application. The browser's address bar shows the URL <https://www.assessment.jefferson.k12.ky.us/CSIP/>. The page features a blue header with the text "Improvement Planning Application" and a "Help?" link. Below the header is a "Log In" section with two input fields for "Username:" and "Password:", and a "Log In" button. A link for "Forgot Password? (JCPS Only)" is located below the login fields. The page also includes a "News" section with the text: "Systems and Grant Writers are Now able to use the IPA!". A "New Features" section lists: "Applicable Users May Change Location", "Choose Plan Year", and "Import Executive Summary and Components from Previous Year". At the bottom, there is a welcome message for new counties: "JCPS Welcomes the following Counties: Bowling Green, Clark, Fayette, Menifee, Magoffin, Spencer, Lincoln, Floyd, McLean, LaRue, Adair, Raceland, Woodford, Ashland, Bullitt". The footer contains the text "IPA 2007 Version 3.1" and "Jefferson County Public Schools".

WebForm1 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <https://www.assessment.jefferson.k12.ky.us/CSIP/>

Google G Go Bookmarks 88 blocked Check AutoLink

[Help?](#)

## Improvement Planning Application

Jefferson County Public Schools  
*Shaping the Future*

### Log In

Username:

Password:

[Forgot Password? \(JCPS Only\)](#)

**News:** Systems and Grant Writers are Now able to use the IPA!

**New Features:** Applicable Users May Change Location  
Choose Plan Year  
Import Executive Summary and Components from Previous Year

JCPS Welcomes the following Counties: Bowling Green, Clark, Fayette, Menifee, Magoffin, Spencer, Lincoln, Floyd, McLean, LaRue, Adair, Raceland, Woodford, Ashland, Bullitt

IPA 2007 Version 3.1  
Jefferson County Public Schools

Done

# CSIP Web Application: Main Menu

**Main Menu - SCHOOL SEVEN**

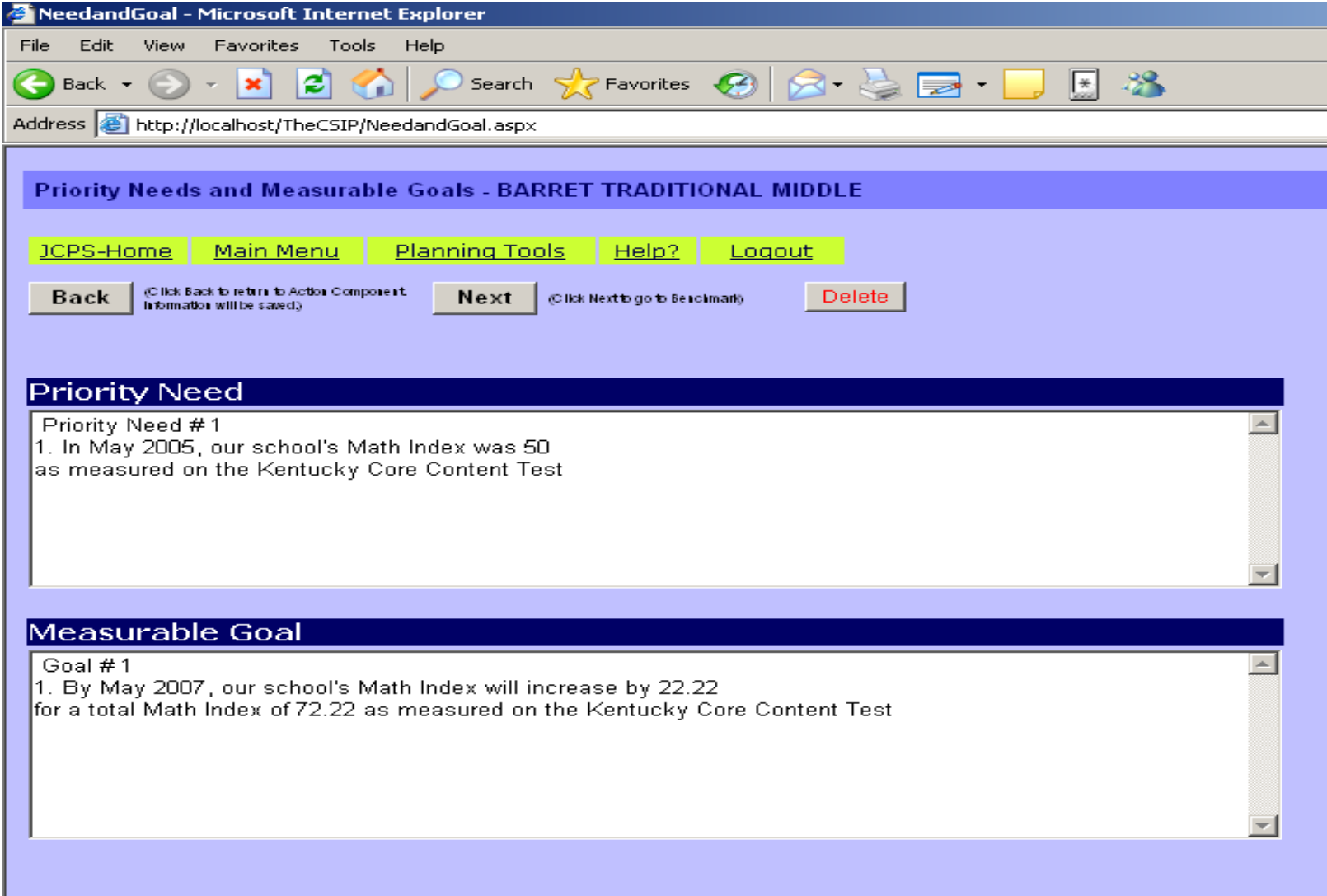
[JCPS-Home](#) [Planning Tools](#) [Help?](#) [Print Report](#) [Report Query](#) [Maintain](#) [Logout](#)

[Approval Page](#)  
[Executive Summary](#)

**2007 - 2008 SCHOOL IMPROVEMENT PLAN**

| Action Component:                | Status: |
|----------------------------------|---------|
| <b>Reading</b> <i>(Required)</i> | Begin   |
| <b>Math</b> <i>(Required)</i>    | Begin   |
| <b>Science</b>                   | Begin   |
| <b>Social Studies</b>            | Begin   |
| <b>Writing</b>                   | Begin   |
| <b>Arts &amp; Humanities</b>     | Begin   |
| <b>Practical Living</b>          | Begin   |

# CSIP Web Application: Priority Need and Measurable Goal



The screenshot shows a Microsoft Internet Explorer browser window displaying a web application. The browser's address bar shows the URL `http://localhost/TheCSIP/NeedandGoal.aspx`. The application's title bar reads "NeedandGoal - Microsoft Internet Explorer". The main content area has a light blue background and a dark blue header with the text "Priority Needs and Measurable Goals - BARRET TRADITIONAL MIDDLE". Below the header is a navigation menu with buttons for "JCPS-Home", "Main Menu", "Planning Tools", "Help?", and "Logout". Underneath the menu are three buttons: "Back" (with a tooltip: "Click Back to return to Action Component. Information will be saved."), "Next" (with a tooltip: "Click Next to go to Benchmark."), and "Delete".

The application content is organized into two sections, each with a dark blue header and a white text area with a vertical scrollbar on the right:

- Priority Need**  
Priority Need # 1  
1. In May 2005, our school's Math Index was 50 as measured on the Kentucky Core Content Test
- Measurable Goal**  
Goal # 1  
1. By May 2007, our school's Math Index will increase by 22.22 for a total Math Index of 72.22 as measured on the Kentucky Core Content Test

# CSIP Web Application: Benchmark Screen

**Benchmark - LOWE ELEMENTARY SCHOOL** 2007 - 2008 Math

[JCPS-Home](#) [Main Menu](#) [Planning Tools](#) [Help?](#) [Logout](#)

(Click Back to return to Priority Need and Goal) (Click Next to go to Strategy/Activity)

Please include quantitative data and the measure(s) used to assess progress toward goal below:  
*(at least two benchmarks are required for each goal)*

| Benchmark | Measure | Date      | Projected Data | Actual Data | Edit | Delete |
|-----------|---------|-----------|----------------|-------------|------|--------|
| 1         | CAS     | 11/1/2007 | 80             |             | Edit | Delete |
| 2         | CAS     | 4/23/2008 | 101            |             | Edit | Delete |

# CSIP Web Application: Strategy Screen

**AddStrategy - Windows Internet Explorer**  
https://www.assessment.jefferson.k12.ky.us/CSIP/addstrategy.aspx?strategy=16066

**Add Strategy**  
Please complete this form, the information will be added to Strategy/Activity Page

2007 - 2008 Math

[JCPS-Home](#) [Main Menu](#) [Planning Tools](#) [Help?](#) [Logout](#)

**All fields are required. (excluding INI)**  
If there is no cost for this strategy type "0" and choose "No Funding" from the Funding Source list. Click Add to put in list box.

|                           |   |                                      |   |   |
|---------------------------|---|--------------------------------------|---|---|
| <b>NCLB or SB168</b>      | <input type="text" value="NA"/>   | <b>Cost</b>                          | <input type="text"/>                      | <b>\$7,000 ESS</b><br><input type="button" value="Add&gt;&gt;"/><br><input type="button" value="Remove"/> |
| <b>Responsible Person</b> |   | <b>Funding Source</b>                | <input type="text" value="-- Choose --"/> |   |
| <b>First Name</b>         | <input type="text" value=""/>   | <input type="button" value="Other"/> |   |   |
| <b>Last Name</b>          | <input type="text" value="ESS Coordinator"/>                            |                                      |   |   |
| <b>Start Date</b>         | <input type="text" value="8/13/2007"/> <input type="button" value="v"/> |                                      |   |   |
| <b>End Date</b>           | <input type="text" value="5/25/2008"/> <input type="button" value="v"/> |                                      |   |   |

**Strategy/Activity**  
(Including evidence is optional)

Successmaker will be used with struggling math students. Members of the ILT will analyze the effectiveness of the Successmaker Intervention program.

Done



# Printed version of Sample School Plan

**Action Component:** Math

**Component Manager:** Kris Raitzer

**Date:** 03/31/2006

**School Name:** LOWE ELEMENTARY SCHOOL

**Priority Need:**

In Spring 2005, our school's math index was 84.6 as measured on the KCCT.

**Goal:**

By Spring 2007, our school's math index will increase to 90 as measured on the KCCT.

**Benchmark**

| Measure | Date       | ProjectedData | ActualData |
|---------|------------|---------------|------------|
| CAS     | 11/01/2006 | 85            |            |
| CAS     | 02/15/2007 | 88            |            |

| GS No. | NCLB SB168 | Strategy/Activity  | Responsible Person | Start Date | End Date   | Cost/Funding          | I, IP, NI | Impact |
|--------|------------|--|--------------------|------------|------------|-----------------------|-----------|--------|
| 1      |            | Teachers will engage in professional development to align Everyday Math to Core Content 4.0.   | ILT                | 05/31/2006 | 05/25/2007 | \$ 1000 PD            |           |        |
| 2      |            | Teachers will fully implement the Everyday Mathematics program.  | Principal          | 07/01/2006 | 05/26/2007 | \$ 7000 Text Books    |           |        |
| 3      | SB168      | Teacher members of the math committee will develop a math intervention program for the 06-07 school year.  | Math leader        | 06/01/2006 | 08/01/2006 | \$ 500 PD             |           |        |
| 4      |            | Teachers will develop a 9 week pacing guide for each grade group. Teachers will follow the pacing guide.   | ILT                | 08/11/2006 | 05/31/2007 | \$ 0 No Funding       |           |        |
| 5      |            | Student progress in math will be benchmarked every eight weeks using core content assessments (MC and ORQ's). Fifth grade teachers will administer CAS bi-weekly assessments using MC's and ORQ's. | Principal          | 08/11/2006 | 05/31/2007 | \$ 0 No Funding       |           |        |
| 6      | SB168      | ESS funds will be used to address learning needs of students identified by Everyday Math pre-tests, CTBS, PAS and core content assessments.  | ESS Coordinator    | 08/11/2006 | 05/31/2007 | \$ 15,000 ESS         |           |        |
| 7      |            | A school-wide incentive program will be established to encourage students' learning of basic math facts.   | ILT                | 08/11/2006 | 04/30/2007 | \$ 200 Activity Funds |           |        |
| 8      |            | Teachers will analyze student work from math instruction in monthly team meetings.   | Teachers           | 08/11/2006 | 05/31/2007 | \$ 0 No Funding       |           |        |
| 9      | SB168      | Teachers will identify a list of essential math terms and apply Marzano's strategies of effective vocabulary instruction.  | Principal          | 08/11/2006 | 05/31/2007 | \$ 0 No Funding       |           |        |



# School Planning Tools

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- Causes & Contributing Factors Worksheet
- Goal Generator
- Benchmark Map
- Plan Review Rubric
- State and Federal Planning Requirements
- Training Manual and FAQs



# Summary of Planning Requirements by State and Feds

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- Title I schools in improvement must revise plan to address proficiency targets for all subgroups for NCLB (10 requirements)
- All schools must address achievement gaps for SB168 (7 requirements)
- Schools “in assistance” by state accountability system may revise plan to strengthen school council functions
- District must revise district plan for both NCLB and state requirements



# District Support of School Plans

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## **District Planning Unit**

- Provides training in goal development
- Maintains school planning website

## **Assistant Superintendents**

- Conducts review of school plans and provides feedback to schools

## **JCPS Dialogue and Coaching Team**

- Provides feedback on school plan
- Monitors implementation

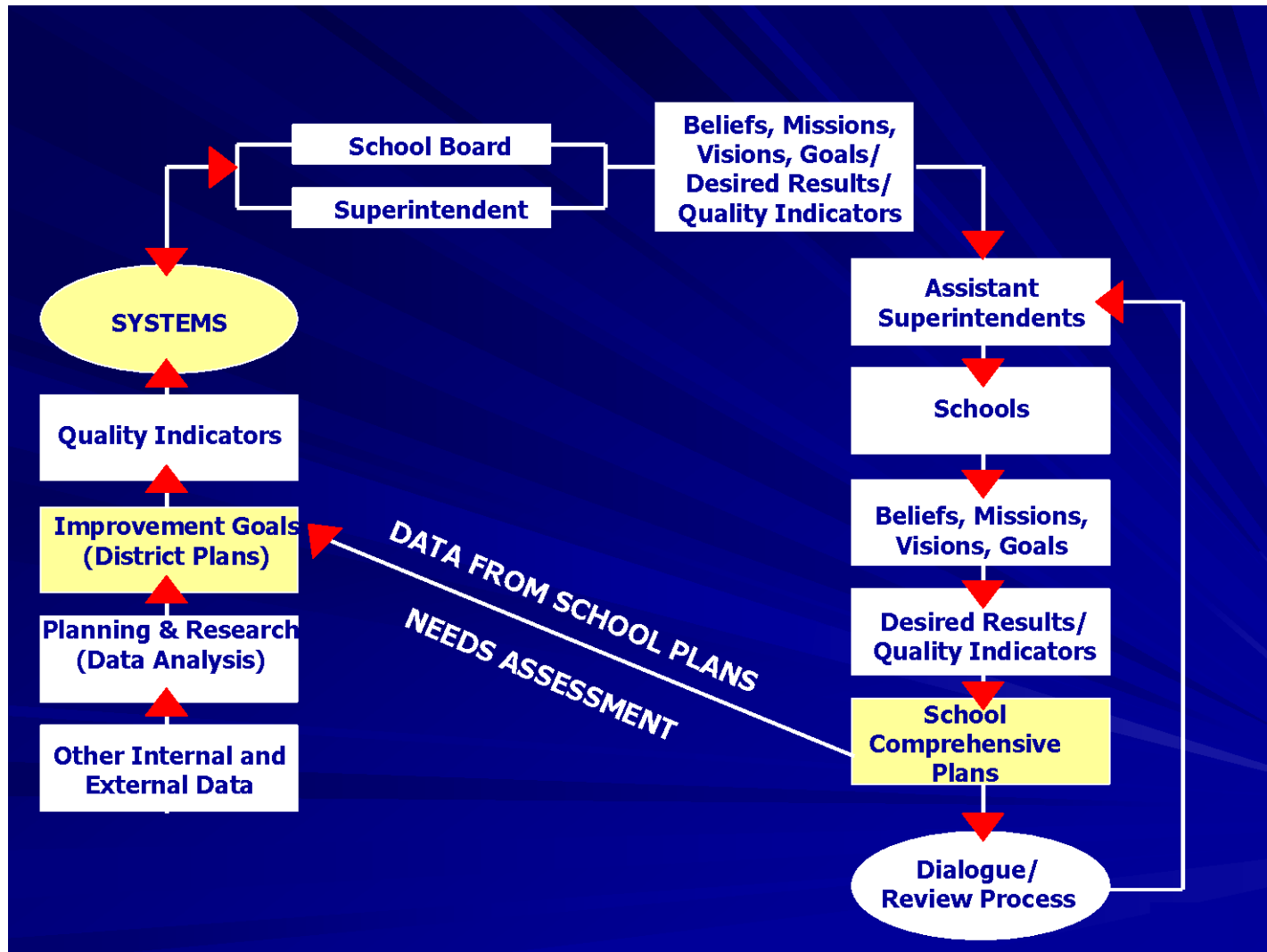
## **Content Specialists**

- Provide district level PD based on aggregate school needs

## **Grant Directors**

- Ensure appropriate spending of categorical funds

# Systemic Continuous Improvement





# Summary of Continuous Improvement Through Planning

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- Ensures that student performance is frequently assessed and the results used to improve instruction
- Allows for a periodic analysis of instructional and organizational effectiveness and uses the results to improve student learning
- Provides opportunities for stakeholders to contribute to the development and implementation of school improvement plan



# Lessons Learned

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- Benchmarks are important
- Quality strategies are even more important
- Implementation is critical



# Next Steps

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- Additional training on benchmarks
- Plan as “To-do list”
- Teacher level plans
- Implementation rubric



## Questions? *For more information:*

### JCPS web site

- <http://www.jefferson.k12.ky.us/Departments/Planning/SchoolPlanningSite/SchoolPlanning.html>

### Email

- [Dena.Dossett@jefferson.kyschools.us](mailto:Dena.Dossett@jefferson.kyschools.us)
- [Tamara.Lewis@jefferson.kyschools.us](mailto:Tamara.Lewis@jefferson.kyschools.us)