Ida School Improvement Update

September 29, 2016

MDE Fall School Improvement Conference

November 21- Keynote Dr. Eric Jensen

This powerful day explores both the science behind engaging students living in poverty and the specific classroom strategies to reach students living in poverty.

November 22- Dr. Jensen

Dr. Jensen will dig deeper by looking at “Tools of Engagement.” Participants will get a copy of Eric Jensen’s popular book Tools for Engagement.

Continuous Fall To-Do List

- Surveys (staff, students, parents)
- Comprehensive Needs Analysis
- Adjust SIP Goals based on CNA
- Title 1
  - Presentation
  - Handout

Types of Goals

Academic

Address student achievement in content areas

Organizational

Address non-academic systemic practices, processes, and procedures

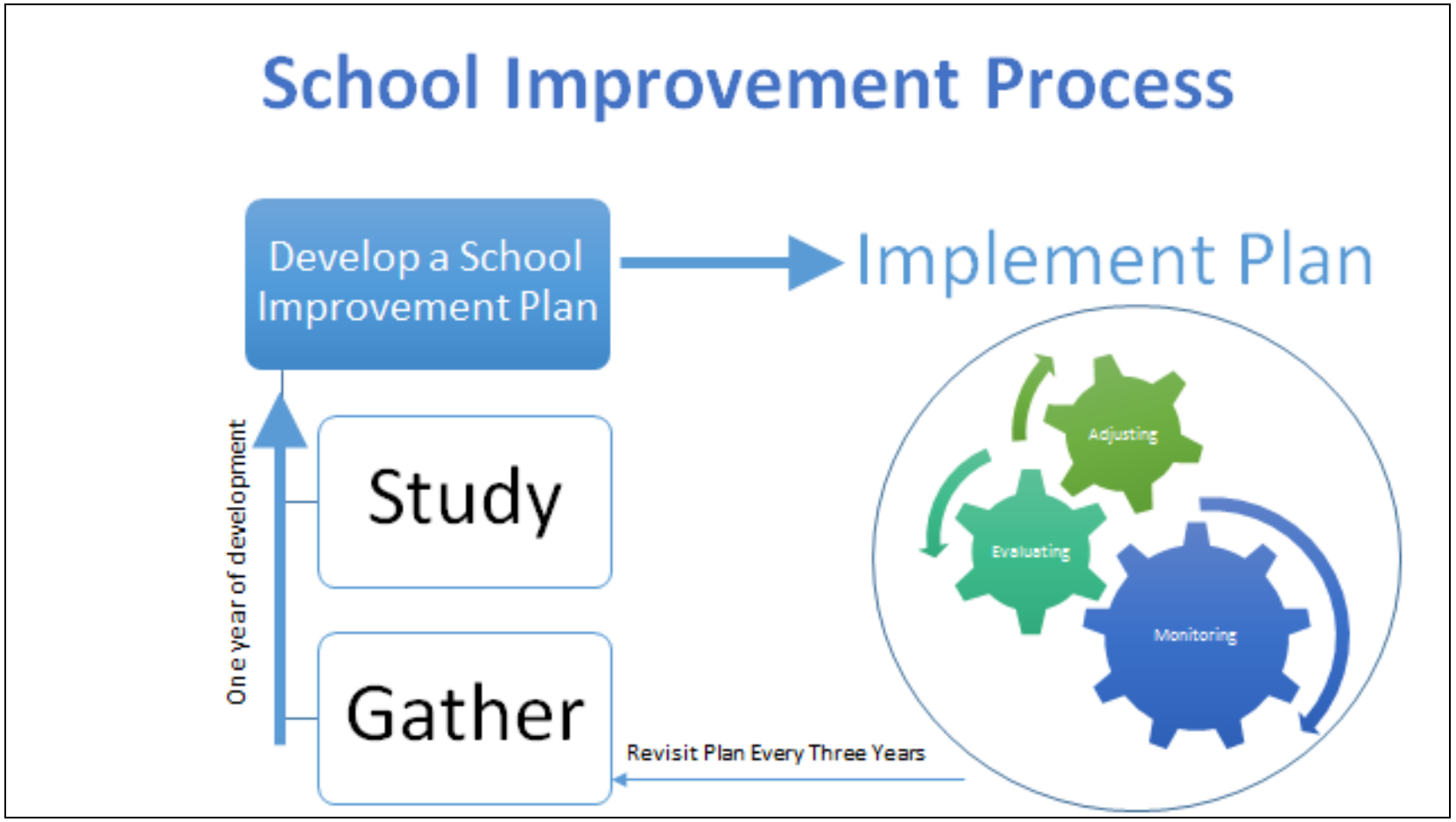
MDE Guidance on Goals Academic

- Schools are encouraged to write 3-5 goals
- Schools are ***required*** to write a goal in any content area for which they do not meet the individual school and district proficiency targets.
- Title 1 schools ***must address*** any content area that is identified in the comprehensive needs assessment

MDE Guidance on Goals Organizational

- Organizational goals are ***optional***
- Organizational goals may focus on structures and initiatives that support the attainment of academic goals
- Examples: culture/climate, student behavior/character education, parent involvement, attendance, etc…

Shifting Mindset

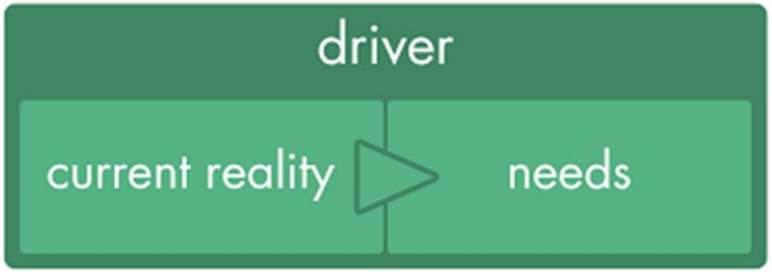


What might this new process look like?

Gather & Study Phase
2016-17

Comprehensive Needs Assessment

- Achievement (state & local)
- Process (SSR)
- Perception (surveys)
- Demographic (students & staff)



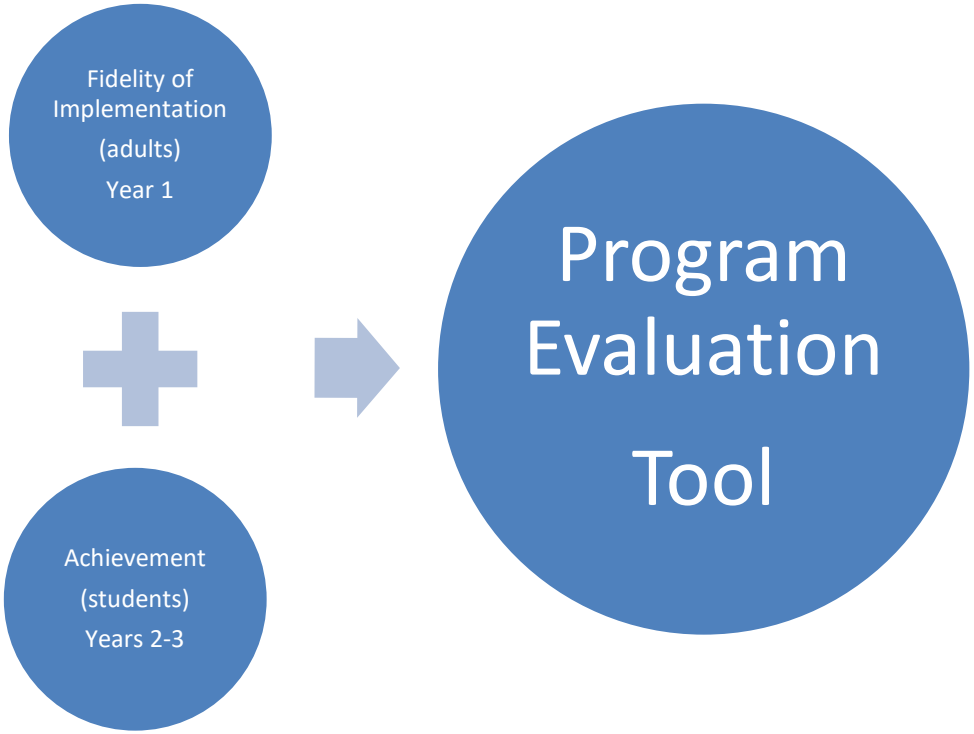
Develop an Improvement Plan Spring/Summer 2017

- Based on CNA
- Research based strategies selected must be aligned to needs identified in CNA
- Gold Standard
- Implementation Guides

Implement Plan Fall 2017

Monitor and Adjust plan Spring 2018-2022

Performance Management (progress monitoring)



Transitioning Timeline

CNA- December

Academic & Non-academic indicators

GAP statements for ALL Students to targets & Demographic Groups to ALL students

Strategy Selection Process- April

Research multiple options, present options for staff input, select

Develop Implementation Plan

Define Critical Components of the RB strategy (Gold Standard)

3 Year School Improvement Plan- May

Year 1 Implementation Plan & Eval of Implementation (PET 1-3)

Years 2-3 Progress Monitoring Plan (PET 4-5)

Year 3 Final Program Evaluation (Institutionalize?)

M-STEP UPDATES

Science

- Spring 2017
  - M-STEP: "Old Format" based on 2009-adopted Science Standards (Grades 4, 7, 11)
  - Separate Field Test New MSS aligned item clusters (Grades 5, 8, 11)
- Spring 2018 - Field Test New MSS aligned item clusters (Grades 5, 8, 11)
- Spring 2019 - Aligned MSS M-STEP Pilot assessment (Grades 5, 8, 11)
- Spring 2020 - Fully operational MSS assessment (Grades 5, 8, 11)

MICHIGAN Department of Education

Spring 2017 Test Window

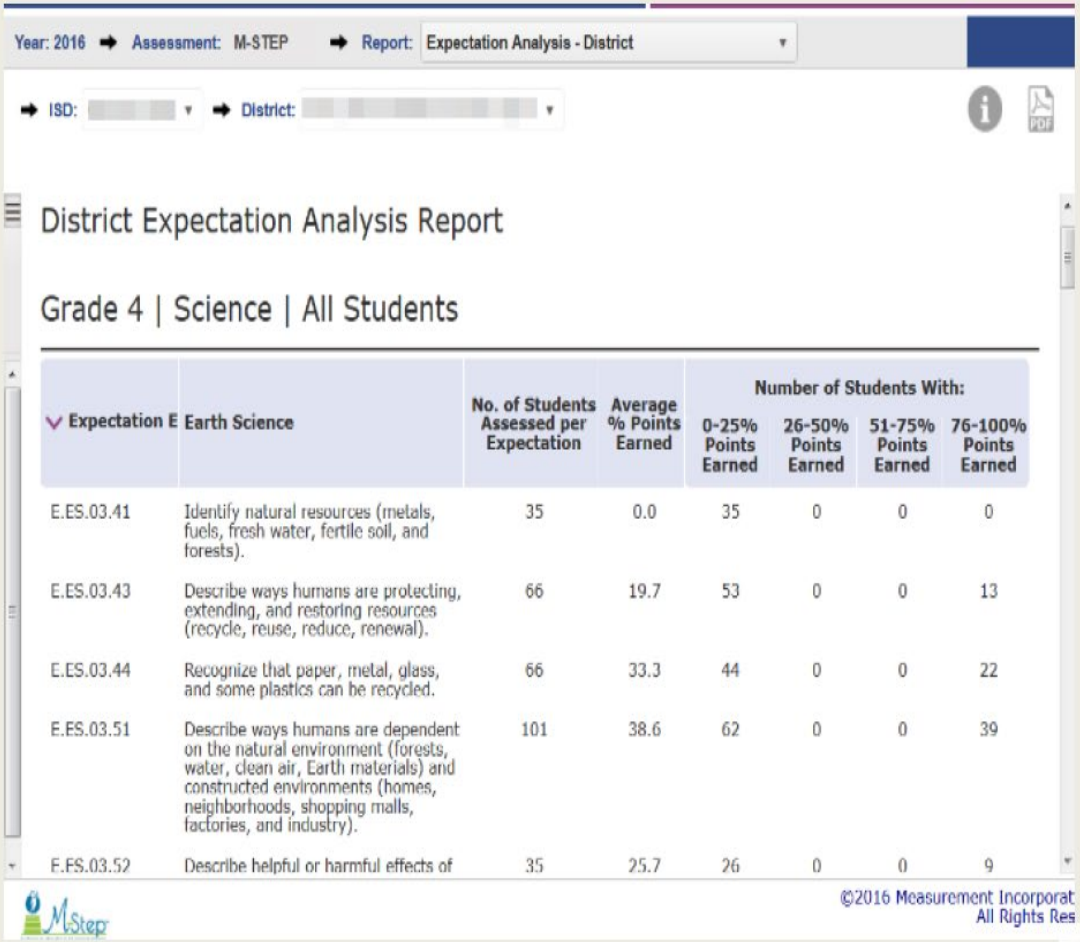
Spring 2017 Testing Schedule for Summative Assessments

	Week of															
	2/6-2/10	2/13-2/17	2/20-2/24	2/27-3/3	3/6-3/10	3/13-3/17	3/20-3/24	3/27-3/31	4/3-4/7	4/10-4/14	4/17-4/21	4/24-4/28	5/1-5/5	5/8-5/12	5/15-5/19	5/22-5/26
M-STEP Grades 5, 8, and 11										4 weeks						
M-STEP Grades 3, 4, 6, and 7													4 weeks			
MI-Access Alternate Assessments										7 weeks						
College Entrance: SAT with Essay										4/11 only		4/25 only				
Accommodations Testing*										4/11 – 4/25						
Work Skills: ACT WorkKeys										4/12 only		4/26 only				
Accommodations Testing										4/12 – 4/26						
PSAT**										4/11 or 4/12		4/25 or 4/26				
Accommodations Testing										4/11 – 4/25						
WIDA ACCESS for ELLs 2.0	7 weeks															
WIDA Alternate ACCESS for ELLs	7 weeks															

* Only students that appear on the Non-standard Accommodation Report (NAR) are eligible to test within the 2-wek window. Students approved for testing over 2 days must be tested on consecutive days.

** Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the **same grade** are tested on the **same day**, schools can choose which date works best for them for both the initial test dates and the makeup test dates.

Expectation Analysis



MICHIGAN Education

Target Analysis

Year: 2016 1 Assessment: M-STEP

Target Analysis Report

 Relative Strength  Neither Strength nor Weakness  Relative Weakness * Insufficient Data to Report

	School	District	ISD	State
Number of students Assessed	94	1,362	21,524	3,000,000
Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex texts.				
Target 1: Given an inference or conclusion of supporting details....				
Target 2: Identify ideas, key events, or the sequence of events presented in a narrative text.			*	
Claim 2: Students can read closely and analytically to comprehend a range of increasingly complex texts.				
Target 1: Given an inference or conclusion of supporting details....	*			

MICHIGAN Department of Education

MI-EXCEL Data Conversations Protocol

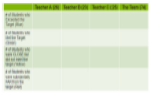
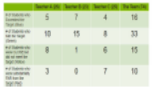
Collaborative Learning Cycle Data Analysis Tool Overview

Wellman & Lipton's "Got Data? Now What?"

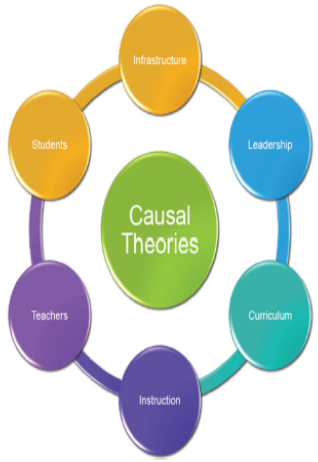
Goal:
Establish a learning forum for group exploration of data that leads to collaborative problem solving and generates actionable solutions.

Three Phases of the Tool:

1. Activate and Engage *(What will the data say?)*
   - Generate predictions & surface assumptions
2. Explore and Discover *(What does the data say?)*
   - Analyze data & develop narrative statements
3. Organizing and Integrating *(What to do?)*
   - Generating causal theory and exploring solutions

Activate & Engage Video Clip	Explore & Discover Video Clip	Organizing & Integrating Video Clip
• Discuss what the data might look like with the "numbers" removed from the chart/graph/table.  • Make predictions and assumptions. • Provides psychological and emotional safety and readiness for interacting with colleagues and with data. • Process: develop predictions and assumptions concurrently, record them, use facsimile of the data display, accept different predictions or assumptions.	• Reveal & review the actual data. • Embrace the spirit of exploration and discovery. • Avoid explaining why the data look as they do. • Formulate descriptive narrative statements based on the data.  • Create a shared focus, provide time to orient to the data, develop a sequence and process for exploration, and apply protocols to balance participation, establish public record keeping, use concise language, depersonalize the data.	• Establishes the transition to formal problem finding and problem solving in two phases: causation → action. • Examine various causal theories (curriculum, instruction, teachers, students, infrastructure, leadership)  • Effective plans are SMART plans (specific and strategic, measurable, attainable, results oriented and time bound) • Generate multiple theories of causation, allow multiple theories, seek triangulation of data, generate multiple theories of solution, utilize SMART plans, use decision-making process.

Formatted by TCAPS – Traverse City Area Public Schools MI-EXCEL



Causal Theories

- Leadership
  - Systemic planning and implementation, knowledge, skills, disposition
- Infrastructure
  - Schedules, programming, and resources
- Curriculum
  - Design and implementation
- Instruction
  - Methods, materials, and resources
- Teachers
  - Knowledge, skills, and disposition
- Students
  - Knowledge, skills, and disposition

Contact Information:

Chris Todd

Education Consultant

242-5799 x1328

Christine.todd@monroeisd.us