

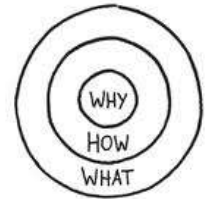


West Virginia DEPARTMENT OF
EDUCATION

Purposeful Planning for Student Success

Planning for Continuous Improvement

PLAN



Guided Conversations

Why: Why do we need a Strategic Plan?

Who: Who should be involved in the process?

How: How does the plan reflect the data and data analysis?

How does the plan inform job embedded practices to support

student achievement?

How do we select appropriate strategies and activities to

accomplish the goals in the plan?

What: What monitoring systems will need to be in place?

When: When will we review plan implementation progress?

Continuous Improvement



WV Strategic Planning Focus

↑ Reading
Skills

↑ Math
Skills

↓ Chronic
Absences

Accountability Indicators

Elementary/Middle School Indicators

- **Academic Achievement**
 - ELA Proficiency
 - math Proficiency
- **Academic Progress**
 - School ELA Progress
 - School Math Progress
- **English Language Proficiency**
- **Student Success**
 - Attendance
 - Behavior

High School Indicators

- **Academic Achievement**
 - ELA Performance
 - Math Performance
- **Graduation Rate**
 - 4 Year Cohort
 - 5 Year Cohort
- **English Language Proficiency**
- **Student Success**
 - Attendance
 - On-Track to Graduation
 - Post-Secondary Achievement

Plan Submission Process

Schools develop and submit their strategic plans to the district



District reviews the school plans and identifies the needs across the district



District reviews and analyzes the LEA data then develops and submits the LEA strategic plan



District completes the Consolidated Application, develops the budget, then submits the application to the WVDE



WV Strategic Plan

Planning Process

Comprehensive Support and Improvement &
Targeted Support and Improvement Plans

ESEA Components:
District/Title I Schoolwide/TAS

Needs Assessment

Goals

Performance
Measures

Strategies

Action Steps

Progress Notes

GPS Houses the Plan

Strategic Planning

Student Learning Outcomes

Educator Professional Learning Needs

Prioritized Goals, Performance Measures, Strategies and Action Steps

Demographic
Data

Academic Data

High School
Graduation and
Student
Success Data

Attendance and
Behavior Data

Educator
Effectiveness
Data

Beliefs

Values

Mission



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Highly Recommended...

Draft in a digital template* before entering into
GPS

- Comprehensive Needs Assessment
 - Goals
- Performance Measure(s)—related to Goals
 - Strategies
 - Action Steps

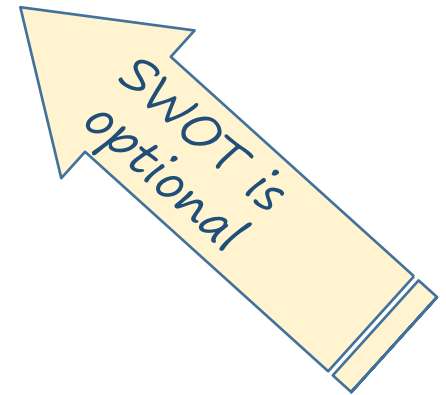
***Sample templates are available on GPS, under WVDE resources.**

Conduct SWOT analysis of current strategic plan

Review current plan data sources/results, goals, strategies, actions steps, and progress notes

What are the...

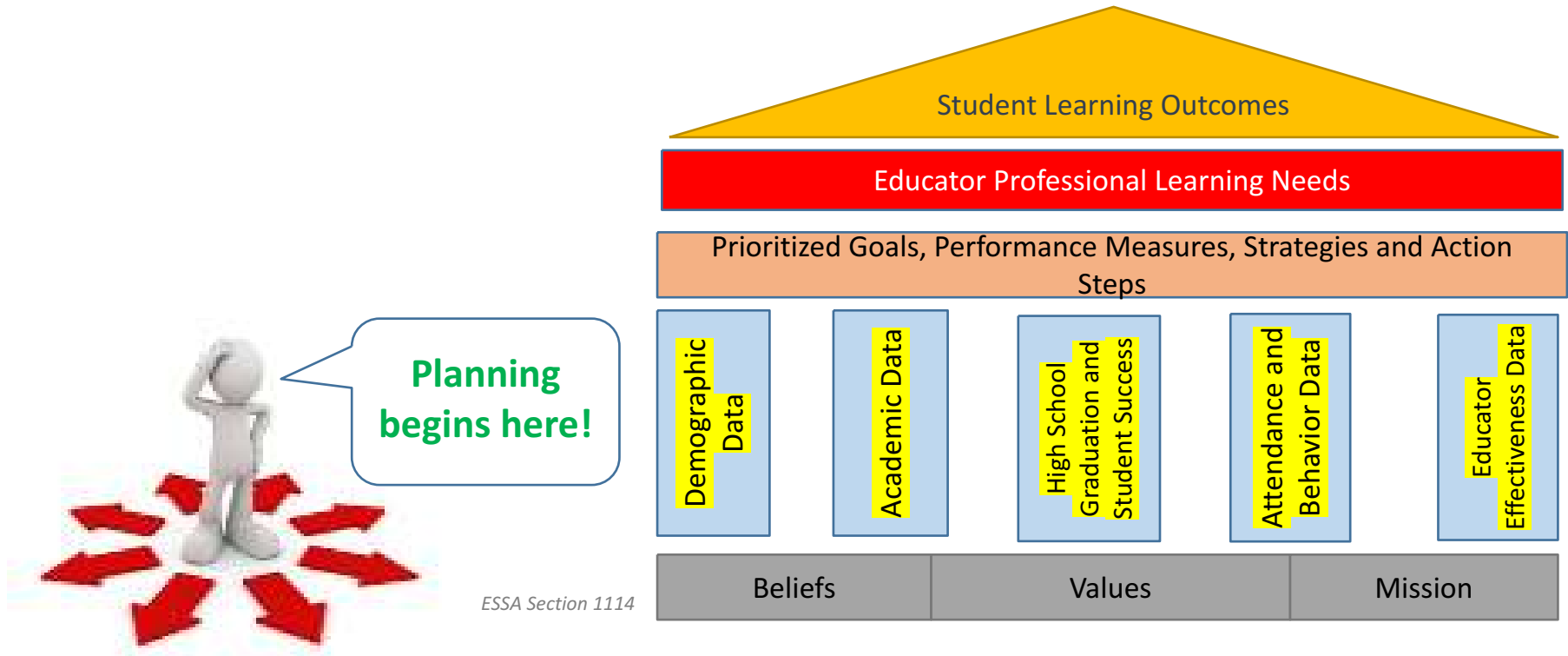
- **S**—Strengths in current plan
- **W**—Weaknesses observed in the plan
- **O**—Opportunities available to strengthen the plan
- **T**—Threats which may hinder the plan outcomes



Comprehensive Needs Assessment

❑ **What is it?** An attempt to assess or measure a perceived or actual need by collecting data (from various sources) to document a challenge* that exists

*Note: For LEA/School purposes—Factors that have the potential to impact the achievement of students.



Comprehensive Needs Assessment

It's Best Practice!


☐ Why do we need it?

1. Prioritize needs,
2. Identify root causes,
3. Summarize findings,
4. Make focused decisions (be mindful of programming and funding needs), then
5. Evaluate whether these strategies are addressing improvement needs/achieving desired results

ESSA Section 1114

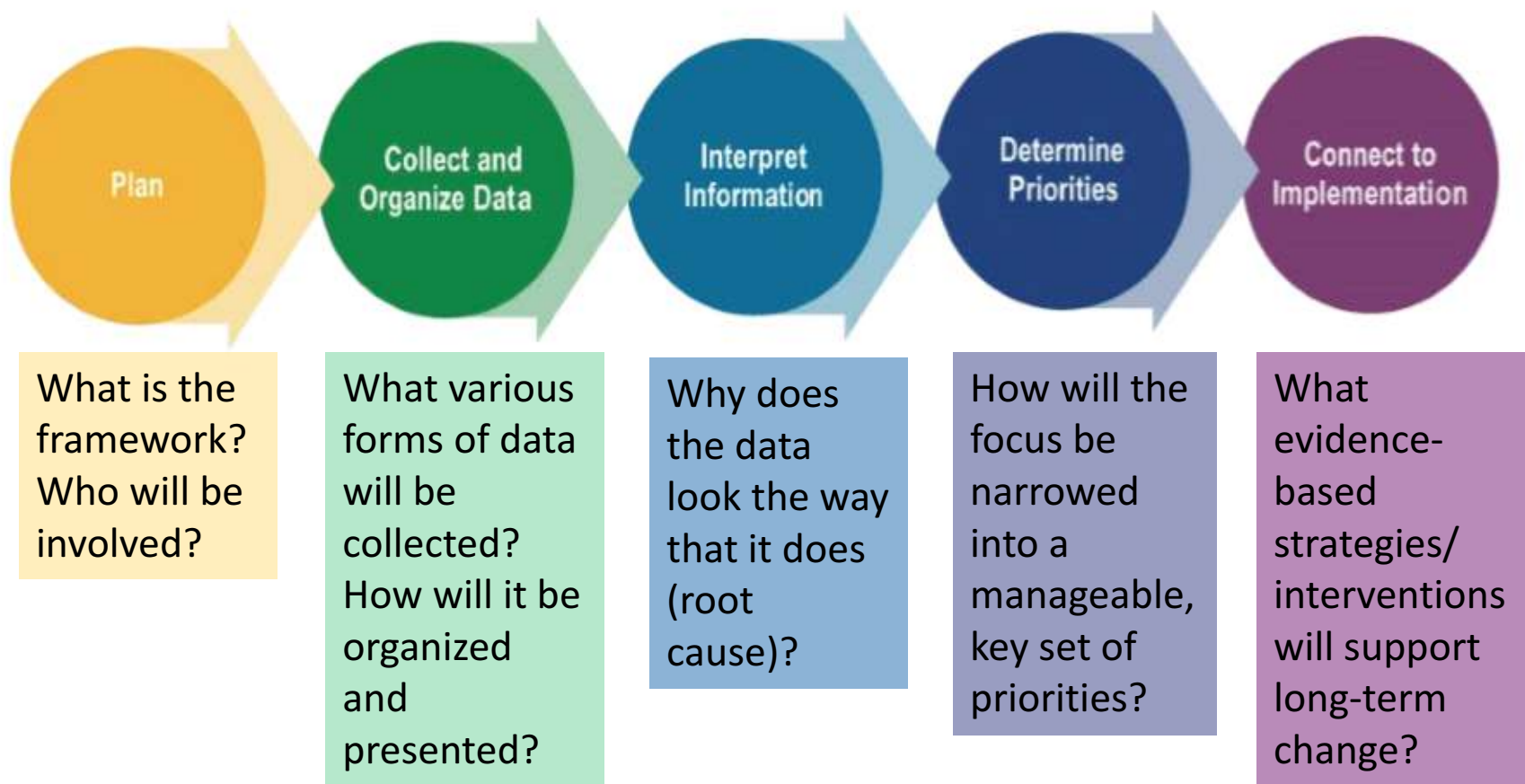
Comprehensive Needs Assessment

GPS Sections Screen

	LEA Strategic Plan Needs Assessment
	<u>LEA Strategic Plan - Demographic Data</u>
	<u>LEA Strategic Plan - Academic Data</u>
	<u>LEA Strategic Plan - High School Graduation and Student Success Data</u>
	<u>LEA Strategic Plan - Attendance and Behavior Data</u>
	<u>LEA Strategic Plan - Educator Effectiveness Data</u>

Group Activity

Comprehensive Needs Assessment



State Support Network, Needs Assessment Guidebook, pg. 8, May 2018

2030 Annual English Language Arts (ELA) Goal Targets

Pre-populated data tables

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
42.18	44.40	46.63	48.85	51.08	53.30	55.52	57.75	59.97	62.19	64.42	66.64	68.87	71.09

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

ELA Proficiency

Student Groups	County (2016-17)	County (2017-18)	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students	% of Students	% of Students		% of Students
All	42.18	39.71	42.96		46.14
Status					
Economically Disadvantaged	42.45	29.69	33.30		34.23
English Learners	83.33	80.00	0.00		16.96
Foster Care	--	31.25	37.59		27.92
Homeless	--	38.46	24.14		32.38
Military Connected	--	--	--		70.59
Students with Disabilities	6.74	7.65	7.95		12.63
Race					
American Indian or Alaska Native	0.00	0.00	0.00		32.73
Asian	75.00	66.67	75.00		72.72
Black or African American	12.50	31.58	15.00		31.19
Hispanic or Latino Native	57.14	42.86	38.46		40.67

Needs Assessment Summary

Additional Data Sources: In the text box below, list the additional district data sources that have been reviewed to determine the root cause of the ELA data results (i.e. intervention data, supplemental programs/services, district developed benchmarks, walkthrough data, ELPA21, CBA, etc.). Include the data results and analysis in the needs assessment summary. Examples of relevant data sources can be found [here](#), under Strategic Planning Tool Resources.

ELA Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
<input type="text"/>	<input type="text"/>

ELA Needs Assessment Summary:

* After review of all identified data results, provide the root cause analysis in the following text box, including practices/strategies that will start, stop, or continue. (Why does the data look the way that it does?)

Available, online, resources for evidence-based interventions:

What Works Clearing House <https://ies.ed.gov/ncee/wwc/>

-- includes various, available programs and shows the evidence of effectiveness

State Support Network <https://tinyurl.com/SI-evidencebased>

-- leveraging evidence-based practices for local school improvement

Blueprints For Healthy Youth Development <https://www.blueprintsprograms.org/>

-- a national violence prevention initiative to identify programs that are effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse.

Example

Attendance Data Sources

- Zoom (including groups/cohorts)
- Intervention & Incentive Activities
- Student conferences/Parent conferences
- SAT referrals/interventions
- Walkthrough Data
- Additional?

What does the data tell you? Why does the data look the way that it does (root cause)?

Example

Area of Improvement for the Strategic Plan

- Look at attendance data and needs assessment to determine how many students were chronically absent.

Example:

During the 2019-2020 school year, 30% of students were absent 10 or more days during a one semester period.

Example

Goal: measurable, focus area of improvement

Goal title: Decrease Chronic Absences

Goal description: By January 2021, less than ___% of our students will be chronically absent.

Performance Measure: data collection methods

Example: Zoom data (including groups/cohorts), intervention progress data, incentive participation, conference logs (student and/or parent), SAT referrals/interventions, student engagement, walkthrough data

Updated GPS Change: No description required just a title related to what measure(s)/tool is being used.

Example

Strategy: plan of action; techniques or methods

Example: Tier 1--School-wide reinforcement program that includes focus on improved attendance.

Updated GPS Change: include title only, no description required

Action Steps: implementation of the strategy

Example: Develop school-based attendance program: purpose, structure, student recognitions, implementation calendar, and communication (staff, parents, students, and community members).

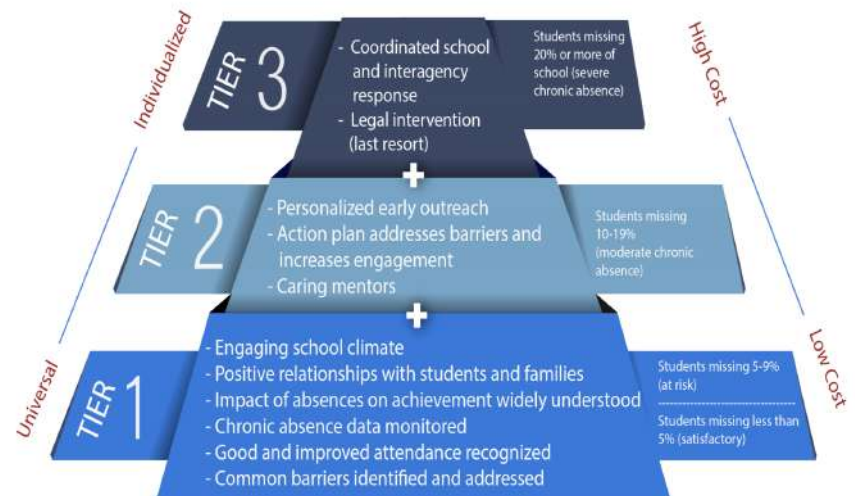
Updated GPS Change: No description necessary, just clear title

Attendance Goal Strategies

Create action steps to address each tier:

- **Tier 1-** Universal strategies
- **Tier 2-** Targeted, moderate chronic absences
- **Tier 3-** Targeted, severe chronic absence

Tiered System of Supports For Improving Attendance



Tier 1- Universal Strategies

Action Step Considerations:

- School-wide reinforcement program that includes focus on improved attendance
- Community awareness
- Communication strategies
- Planning engaging activities before break

Tier 2- Targeted Strategies for Moderate Chronic Absence

Action Step Considerations:

- Build personalized relationships with students and families who are at-risk
- Mentors
- Personalized student plans
- Identify barriers
- Provide professional development on working with at-risk students and their families

Tier 3- Targeted Intervention for Severe Chronic Absence

Action Step Considerations:

- Use Early Warning System to identify students and develop targeted supports based on student needs
- Refer to social worker and provide interventions
- Convene periodic, case-management conferences with all relevant stakeholders

Action Steps

- Be specific about what activities will occur.
- Decide who will be the person(s) responsible for monitoring the action step(s).
- Determine what process and data will be used to monitor the effectiveness of each action step.

‘Component Relationships’ are marked at the Strategy level in GPS

ESEA Components--required for the LEA Consolidated Plan, Title I Schoolwide, and Title I TAS

> Additional explanations may be entered into the platform in order to meet the requirement

WVSIPP--LEA requirement (Professional Development Plan)

> Marked component relationships will connect to the WVSIPP in GPS

Early Literacy--LEA requirement

>Marked component relationships will connect to the funding application

The **‘Funding connections’** to the LEA Consolidated Application are created at the Action Step level in GPS

District (LEA)-- All Title funding, IDEA, Early Literacy, etc.

Title I Schools, only-- Title I Part A & Title II Part A

Reminder: All plan activities and funding are to be justified through the comprehensive needs assessment

Example: School Strategic Plan Checklist



You've planned, now what?



Work the plan!



Monitor, often

Once the plan has been approved, move the status to 'Progress Monitoring'.

- ❑ Prior to plan implementation, schedule consistent times to review and update the plan (bi-monthly, each grade period, three times per year, etc.).
- ❑ Determine who is responsible for gathering progress data and method of reviewing/presenting it to the team. Consider creating a data dashboard.






Monitor, often

During the review meeting:

- ☐ Assess and discuss how well the strategies and action steps are being implemented. *What impact is evident?*
- ☐ Examine the outcomes to determine the extent to which the strategies helped achieve the set goals. *Why does the data look the way it does?*
- ☐ Document the results, root cause analysis, and any adjustments that are needed.



Progress Notes within the System

   ASI 1.1.1.1 STAR Assessment

[Add Progress Note](#)

Description:

Students take a computerized STAR Test

Person Responsible:

Ann Smith

Estimated Begin Date:

8/28/2017

Estimated Completion Date:

5/25/2018

[Create Funding Source](#)

Funding Application	Delete	Grant	Notes	Amount
Consolidated		Title I Part A		\$0.00
Other		Other	levy funds	\$1,200.00
Total				\$1,200.00

Status	Progress Note	Added By	Date Added
In Progress	First STAR Reading Assessment for grades 1-5 has been completed. October 2, 2017	Ann Smith	10/18/2017 10:51:19 AM
In Progress	1st nine weeks Below benchmark percentages were 2nd grade 55%, 3rd grade 47%, 4th grade 68%, 5th grade 49% 2nd nine weeks below benchmark 2nd grade 48%, 3rd grade 38 % , 4th grade 48%, 5th grade 47%	Ann Smith	1/29/2018 12:25:59 PM
In Progress	First nine weeks	Ann Smith	1/30/2018 7:27:07 AM



Save Cancel

Create Progress Note

Action Step Title: Support for Multi-Tiered System of Supports (MTSS)

Progress Status:

Not Started
In Progress
Complete

Progress Note:

Check Spelling

0 of 2000 characters

Save Cancel

GPS Updates

- ELA Progress and Math Progress Data tables have been added, w/ Balanced Scorecard colors

ELA Academic Progress			
Student Groups	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students		% of Students
All	50.89		45.00
Status			
Economically Disadvantaged	48.93		40.40
English Learners	--		42.21
Foster Care	22.22		39.71
Homeless	58.33		39.52
Students with Disabilities	27.89		32.95

Math Academic Progress			
Student Groups	County (2018-19)	2019 Scorecard Rating	State (2018-19)
	% of Students		% of Students
All	46.41		43.84
Status			
Economically Disadvantaged	40.43		37.69
English Learners	--		37.58
Foster Care	33.33		39.82
Homeless	33.33		35.84
Students with Disabilities	28.57		30.97
Race			
American Indian or Alaska Native	100.00		43.90
Asian	66.67		76.21

GPS Updates

- Can select multiple Component Relationships and Funding Sources, in the respective windows

Save Cancel

Strategy Details:

Goal Title: Mathematics and ELA Academic Achievement Goal

Performance Measure Title: ELRS, mCLASS Math, DIBELS, WVGA grade-level raw data, and county-wide benchmark tests.

Strategy Title: College and Career Readiness Standards

Strategy Description: Continue implementing College and Career Readiness Standards to increase rigor in the classroom.

Delete	Component	Item Name	Description
	LEA ESEA Consolidated Plan	Monitor students' progress in meeting the challenging State academic standards	Address strategies to monitor students' progress in meeting the challenging State academic standards by: <ul style="list-style-type: none"> - Developing and implementing well-rounded program of instruction - Identifying at-risk students - Providing additional educational assistance - Implementing instructional and other strategies to improve student learning
	LEA ESEA Consolidated Plan	Address equity of students taught at higher rates by ineffective or inexperienced teachers	Address strategies to address equity for students taught at higher rates by ineffective or inexperienced teachers
	LEA ESEA Consolidated Plan	Carry out responsibilities for any Comprehensive Support Improvement and Targeted Support and Improvement Schools	Address strategies to carry out responsibilities for any Comprehensive Support Improvement and targeted Support and Improvement Schools
	LEA ESEA Consolidated Plan	If applicable, support, coordinate, and integrate services with early childhood education programs	Address strategies to support, coordinate, and integrate services with early childhood education programs
	WVSIPP	Induction of beginning teachers	Address strategies to support beginning teachers
	WVSIPP	Address support for experienced teachers	Address strategies to support experienced teachers
	WVSIPP	Support for other staff	
	WVSIPP	Professional development	

Save Cancel

Action Step Details:

Goal Title: Mathematics and ELA Academic Achievement Goal

Performance Measure Title: ELRS, mCLASS Math, DIBELS, WVGA grade-level raw data, and county-wide benchmark tests.

Strategy Title: College and Career Readiness Standards

Action Step Title: Data Analysis

Action Step Description: Utilize benchmark testing, progress monitoring testing, common formative assessments, and other forms of data analysis to drive instruction and determine interventions. Support for effective use of data will be provided by Central Office staff with an emphasis on K-2 administrators and teachers. 10th grade credits will be tracked at each school to ensure all students have two or more credits in English, Math, Science, and Social Studies.




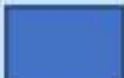
Delete	Funding Application	Grant	Amount	Notes
	Consolidated	Title IV Part A	11746.60	Intervention for at-risk students Check Spelling 33 of 50 characters
	Consolidated	Title V Part B, RLIS	10215.77	Software to test and track K-2 students Check Spelling 39 of 50 characters
	Early Literacy	Early Literacy	16748.00	Early Literacy Interventionist Check Spelling 30 of 50 characters

Add Funding Source

Save Cancel

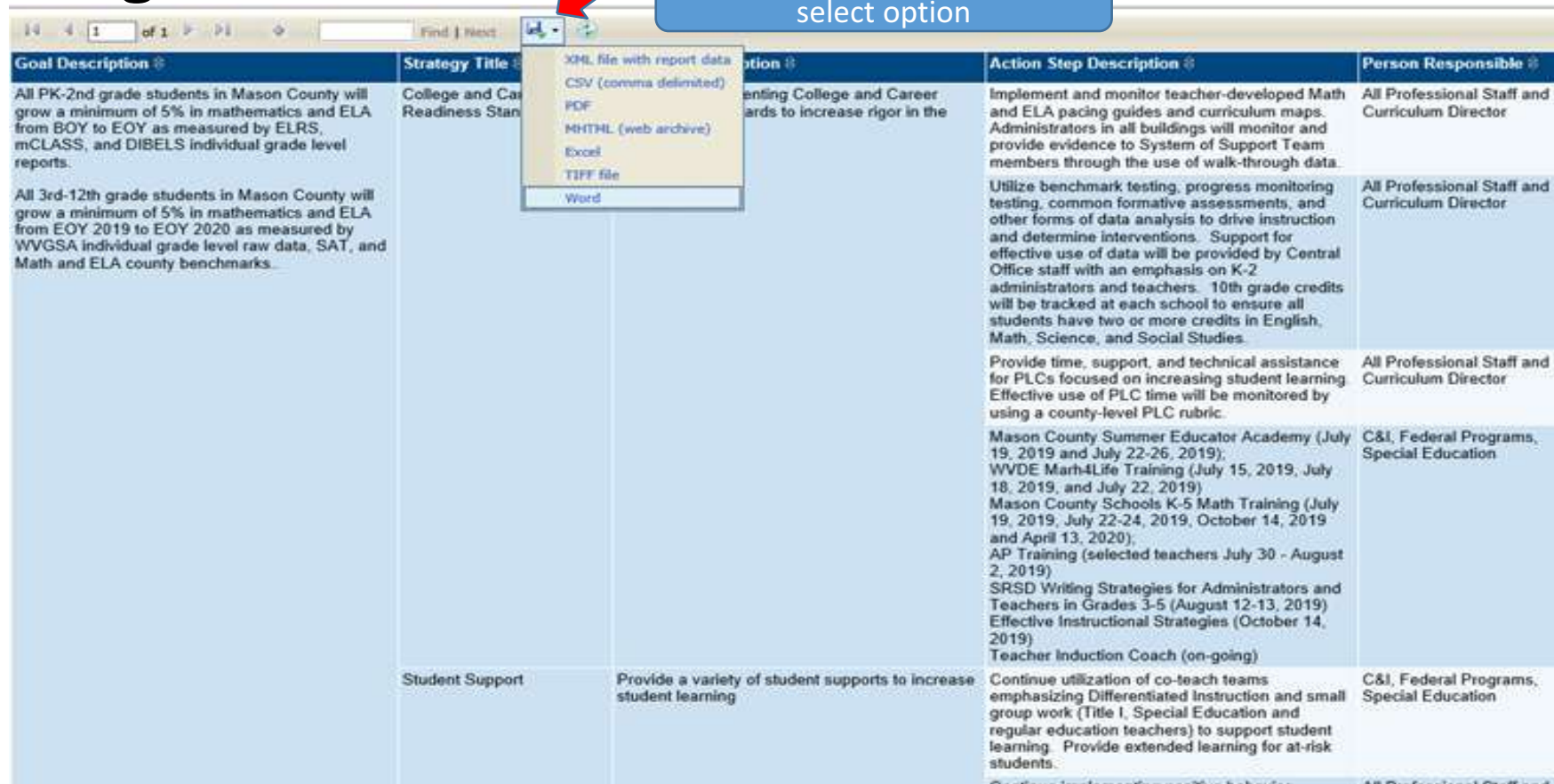
GPS Updates

➤ Can edit Progress Notes

Edit	Status	Progress Note	Added By	Date Added
	In Progress	Professional staff collaborated on three Early Release Days - August 30th, September 11th and October 11th. PLC Technical Assistance data indicates that teams are focused on the four critical PLC questions. Teams are analyzing data 74% of the time.		10/18/2019 1:59:23 PM
	In Progress	Professional staff collaborated on four Early Release Days - November 1st, November 22nd, December 20th, and January 17th. PLC Technical Assistance data indicates that teams are focused on the four critical PLC questions. Teams are analyzing data 71% of the time, down from 74% at the end of the first nine weeks. Classroom data is being analyzed the most with County-wide CFAs/Benchmarks second.		1/21/2020 3:10:53 PM

GPS Updates

- Alternate Views will now print streamlined copies of the strategic plan, including option to print Progress Notes

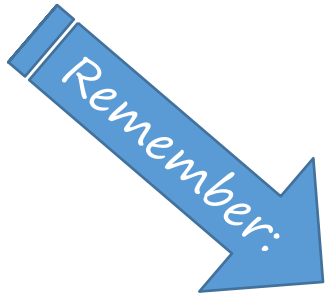


A screenshot of the GPS application interface. A red arrow points to a dropdown menu in the top toolbar, which contains the following options: XML file with report data, CSV (comma delimited), PDF, MHTML (web archive), Excel, TIFF file, and Word. A blue callout box with the text "Click drop down arrow to select option" points to the dropdown arrow. The main table displays strategic goals with columns for Goal Description, Strategy Title, Action Step Description, and Person Responsible.

Goal Description	Strategy Title	Action Step Description	Person Responsible
All PK-2nd grade students in Mason County will grow a minimum of 5% in mathematics and ELA from BOY to EOY as measured by ELRS, mCLASS, and DIBELS individual grade level reports.	College and Career Readiness Standards	Implement and monitor teacher-developed Math and ELA pacing guides and curriculum maps. Administrators in all buildings will monitor and provide evidence to System of Support Team members through the use of walk-through data.	All Professional Staff and Curriculum Director
All 3rd-12th grade students in Mason County will grow a minimum of 5% in mathematics and ELA from EOY 2019 to EOY 2020 as measured by WVSEA individual grade level raw data, SAT, and Math and ELA county benchmarks.		Utilize benchmark testing, progress monitoring testing, common formative assessments, and other forms of data analysis to drive instruction and determine interventions. Support for effective use of data will be provided by Central Office staff with an emphasis on K-2 administrators and teachers. 10th grade credits will be tracked at each school to ensure all students have two or more credits in English, Math, Science, and Social Studies.	All Professional Staff and Curriculum Director
		Provide time, support, and technical assistance for PLCs focused on increasing student learning. Effective use of PLC time will be monitored by using a county-level PLC rubric.	All Professional Staff and Curriculum Director
		Mason County Summer Educator Academy (July 19, 2019 and July 22-26, 2019); WVDE Math4Life Training (July 15, 2019, July 18, 2019, and July 22, 2019); Mason County Schools K-5 Math Training (July 19, 2019, July 22-24, 2019, October 14, 2019 and April 13, 2020); AP Training (selected teachers July 30 - August 2, 2019); SRSD Writing Strategies for Administrators and Teachers in Grades 3-5 (August 12-13, 2019); Effective Instructional Strategies (October 14, 2019); Teacher Induction Coach (on-going)	C&I, Federal Programs, Special Education
	Student Support	Provide a variety of student supports to increase student learning	C&I, Federal Programs, Special Education

Let's log in and take a look at the GPS platform!

<https://wvdegps.k12.wv.us>



Entrance to the platform requires Webtop credentials (Office 365 login) and access approval.

Resources

Four Domains for Rapid School Improvement

Center on School Turnaround

http://centeronschoolturnaround.org/wp-content/uploads/2017/02/CST_Four-Domains-Framework-Final.pdf

Using Needs Assessments for School and District Improvement: A Tactical Guide

Council of Chief State School Officers and Center on School Turnaround

<http://centeronschoolturnaround.org/wp-content/uploads/2017/05/NeedsAssessment-Final.pdf>

Understanding Federally Required Education Policy Needs Assessments and Maximizing Their Impact

Council of Chief State School Officers

<https://www.ccsso.org/resource-library/understanding-federally-required-education-policy-needs-assessments-and-maximizing>

Resources

Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments

State Support Network

https://statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf

A District Guide to ESSA and the Importance of Stakeholder Engagement

Partners for Each and Every Child

http://www.partnersforeachandeverychild.org/Publications/P4_District%20Guide_12.11.16.pdf

Data Logic Chain Activity

Based on *Using Data to Guide Action for School Improvement* (2012) from the Nebraska Department of Education (NDE), Education Service Unit #1, and the North Central Comprehensive Center at McREL (available at

<https://files.eric.ed.gov/fulltext/ED565721.pdf>, with more information from NDE at <https://www.education.ne.gov/apac/school-improvement/>).

*Thank
You*

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WVDE Office of Federal Programs

304.558.7805



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