Continuous School Improvement Plan (CSIP)

LOCUST GROVE ELEMENTARY PLAN
2016-2016

GUIDANCE:
- ✓ This plan will guide your Continuous School Improvement work for the next year or more. The purpose of this document is to develop strategic goals for school improvement based on targeted areas identified by longitudinal data analysis of four key data buckets: Perceptions, Student Learning, School Processes, and Demographics. The school leadership team, led by the principal, should complete this document. While Executive Officers are working in conjunction with the Professional Learning Department, your Executive Officer is the best resource to help you complete this form.

GOALS:
- ✓ Start with the end in mind.
    - o What needs are identified by your data? What do you need to do to get to the end (goal) you have identified?
- ✓ Goals should be process goals or goals to change the adult practices/processes within your building.
    - o Process Goals are goals you need *to accomplish* to achieve a larger goal. For example, a measurable process goal could be 50% of teachers engage in review of formative assessment data on a monthly basis. Process goals will help you achieve your large scale student learning goals.
- ✓ All goals should be S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound).
- ✓ Each goal should have metrics associated with it. Consider: how will you know you are getting closer to full implementation of the newly targeted adult behavior/process? You are focusing on adult behaviors with the belief the adult behaviors will impact student achievement in a noticeable way.
    - o As such, schools should have a plan to monitor teacher implementation of the new behavior/process; and
    - o A plan to examine student achievement metrics to monitor whether the change in teacher practice is impacting student achievement in ways anticipated.
- ✓ Each process goal requires strategic actions to accomplish the goal. Focus these strategic actions around the professional development activities needed to support full implementation of the goal. Remember effective professional development includes four components: constructing knowledge, transferring knowledge into practice, to practice teaching, to promote reflection.

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✓ The following table illustrates PD activities that fall into each of the four components of effective PD:

Constructing Knowledge	Transfer Knowledge into Practice	To Practice Teaching	To Promote Reflection
• Workshops, institutes, courses, seminars • Book Studies • Classroom Visits to observe effective implementation	• Collaborative planning to develop curriculum integrating new concepts, strategies, or materials • Mentoring to include master teacher coaching, modeling, and supporting • Content Coordinators guiding teachers in the development of performance tasks	• Coaching Cycle • Administrator or Peer observation with feedback to guide implementation • Co-teaching with specialist or TOSA • Curriculum implementation conversations (discussion of what worked & what needs revision) • Tuning Protocols • Examining Teacher Practice protocols	• Study Groups • Student Work examination protocols • Collaborative Scoring of assessments • Action Research • Item Analysis/Error analysis

✓ Effective professional development is a long-term process; research says the most effective PD occurs over 6 months or more and engages teachers for 49 hours or more (French, 1997; Yoon et al, 2007).   As such, for each goal, you should have strategic actions to support each of the four components of effective professional development.
   o When you are thinking about providing professional development, think broadly about all opportunities in which PD can be delivered: All student release days for 16-17 will be school-focused except one day during preplanning, monthly faculty meetings, weekly collaborative planning meetings, summer institutes, preplanning, post planning, substitute enabled sessions, etc.
   o All of these meeting times to provide professional development should be denoted within your plan.
✓ While this template contains space for multiple goals, it is suggested schools limit their goals to 3 or fewer per year.

Monitoring Plan:
✓ CSIP process goals are intended to change an adult practice that is anticipated to in turn yield a change in student learning. As such, both adult practice and student learning are data points to be monitored as part of the Plan, Do, *Check*, Act process.

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✓ Monitoring of Adult practices should focus on monitoring implementation in the classroom (e.g., walk thrus, examining student work protocols), not just artifacts that suggest implementation might be occurring (e.g., lesson plans).

✓ A process for the monitoring of adult practices should be developed/articulated (e.g., Focus walk thrus conducted by Literacy Focus Team members quarterly).

Examples of evaluating the effectiveness of PD on changing teacher practices:

- self-assessments
- pre/post assessments of information of the professional development
- feedback questionnaires and comments from participants
- goals/plans determined for improvement
- lesson/instructional planning is aligned with new learning
- evidence of revision of instructional practices based on assessment of results
- student data analysis warrants adjustment in instructional practices

- Reflections with learning community
- Classroom observations
- grade level planning, agenda, and minutes
- examining teacher-made tasks/assignments/activities
- examining student work protocols
- assessment results
- sustainability of support
- adjustments to professional learning based on teacher responses, evaluation data, and instructional impact
- Communication between teacher and PD provider

✓ A plan to monitor the impact of process goal implementation on student learning should be developed including the articulation of the student achievement measure to be used, the school's current level of performance on that measure (baseline), the goal/target for the measure for the process goal to be deemed effective, and the timeline for when data will be monitored to evaluate the impact of process goal implementation on student learning.

Feedback Loops:

✓ To facilitate schools in transitioning to this new process for CSIP, we have embedded into the timeline feedback loops for XOs to provide feedback to schools/principals on their plans.

✓ Draft #1- **Due March 31st -**to include the process SMART goals your school will included in your 2016-17 CSIP. XOs will provide feedback not later than April 7th.

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- ✓ Draft #2- **Due April 29th -**to include the strategic actions for one Process/Student Achievement Goal to support the transition to the PD emphasis of Strategic Actions Section. XOs will provide feedback not later than May 6th.
- ✓ Draft #3- **Due July 1st-** completed Final Draft is due to XOs. XOs will provide you with feedback not later than July 13th.
- ✓ CSIP Share- **Due Preplanning Week**- schools are expected to have CSIPs finalized and shared with school staff during preplanning to contextualize the focus of your school's work for the upcoming year.
- ✓ XOs are expected to schedule quarterly visits with schools to participate in the process schools are using to support and monitor implementation of the school's goals (e.g., conducting walk thrus, participating in data examination/analysis and needs analysis of next steps, participating in components of PD).

Title 1 Schools Additional Requirement:
- ✓ Title 1 schools will also need to complete a School-Wide or Targeted Assistance Plan.
- ✓ Title 1 schools should view the purpose of the Title 1 plan to articulate how the school will utilize their Title 1 funds to support students in academic achievement and support implementation of the CSIP goals/adult practices targeted for change or revision.
- ✓ As such, it is best to view the Title 1 plan as not an additional plan but rather a plan to articulate how Title 1 funds will be used to address student needs and help strengthen teacher processes/practices using research based practices.

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Locust Grove Elementary School Improvement Planning Process Team Members

Member Name	*Department/Position*
Dr. Attenya Scott	Principal
Susie Carmichael	Assistant Principal
Lavon Brown	Counselor
Becky Rainer	LILT
Molly Hall	MILT
Shauna Dixon	EIP
Dale Smith	Physical Education
Serveah Voyles	Kindergarten
Michelle Kuykendall	First
Latoya Ponder	Second
Laura Davis	Third
Janet Tolbert	Fourth
Alicia Pace	Fifth
Melanie Shirah	Media Specialist

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Process Goal # 1 (Identify S.M.A.R.T. goal here):

Teachers will fully implement the use of Writer's Workshop to support writing instruction (Explicit mini-lesson, work session and closing) where students demonstrate competency in composing a written piece that is organized, conveys a central message and demonstrates appropriate use of mechanics and conventions. Instruction will also include developing students understanding of citing textual evidence to support their responses when composing informational and opinion writing.

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
Unpacking writing standards form K-5 to see/analyze the alignment and develop pacing guide to support students learning.	☒ Construct Knowledge ☒ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	District ILT Focus team teachers	Bank of Exemplary writing from each grade level	June 8th, 9th & 11th
Provide specific feedback on student writing to enable students to meet targeted standards.	☒ Construct Knowledge ☒ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	District TOSA LILT Writing Focus Team		Ongoing
Incorporate the use of digital portfolios to provide student with on-going feedback of written pieces to hone writing skills.	☒ Construct Knowledge ☒ Transfer to Teaching ☐ Practice Teaching ☒ Promote Reflection	TOSA LILT Writing Focus Team		Ongoing
Continue the implementation of utilizing R.A.C.E. to guide students in composing a comprehensive written piece in responding to a selected prompt.	☒ Construct Knowledge ☒ Transfer to Teaching ☒ Practice Teaching ☐ Promote Reflection	TOSA LILT Writing Focus Team		Ongoing
	☐ Construct Knowledge ☐ Transfer to Teaching			

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
	☐ Practice Teaching ☐ Promote Reflection			

Process Monitoring of Goal #1

How will you monitor change in adult practice? How will you know if your staff is at full implementation?	*Measure you will use/develop to monitor changes in adult practices:* *Pre/Post mock writing*
	Process you will use to monitor changes in teacher practices: *Conferencing with students (conferencing notebook)* *Pre/Post CFA*

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What student achievement measure will you use to monitor the impact of this process? ***How will you know if this process goal is impacting student learning (formative & summative)?***	*Measure you will use to monitor impact on student achievement:* *Pre/post mock writing*
	What is your current baseline on this measure: *Write Score* *What is your goal/target on this measure:* *Teachers will demonstrate an understanding of utilizing writing standard/competencies to plan for and implement writing instruction that encompasses explicit writing instruction.*
	Timeline for monitoring student performance via this measure:

Process Goal # 2 (Identify S.M.A.R.T. goal here):

Teachers will develop an extended understanding and strategies of how to guide students in constructing logical responses to mathematical problems presented in various formats.

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:

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Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
Incorporate strategies to guide students in developing logical responses when answering word problems.	☒ Construct Knowledge ☒ Transfer to Teaching ☒ Practice Teaching ☐ Promote Reflection	Math Coordinator MILT Focus team		Ongoing
Incorporate various questioning strategies to promote reflective responses.	☒ Construct Knowledge ☒ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	Math Coordinator MILT Focus Team		Ongoing
Incorporate the use interactive activities that will guide students into developing an extended understanding of geometry	☒ Construct Knowledge ☒ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection	Math Coordinator MILT Focus Team		Ongoing
Incorporate the use of R.A.C.E in math to aid students in constructing viable arguments to justify their answers and increase accurate ressponses	☒ Construct Knowledge ☒ Transfer to Teaching ☒ Practice Teaching ☐ Promote Reflection	MILT Focus Team		Ongoing
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			

Process Monitoring of Goal #2

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How will you monitor change in adult practice? How will you know if your staff is at full implementation?	*Measure you will use/develop to monitor changes in adult practices:* *Walkthroughs (teachers, administration, coach) Student math journals*
	Process you will use to monitor changes in teacher practices:

What student achievement measure will you use to monitor the impact of this process? **How will you know if this process goal is impacting student learning (formative & summative)?**	*Measure you will use to monitor impact on student achievement:* *Work samples with commentary-CFA's, Math culminating activities*
	What is your current baseline on this measure: *CFA'/GLOSS* *What is your goal/target on this measure:* *Develop an increase understanding of word problems and providing logical responses*
	Timeline for monitoring student performance via this measure:

Process Goal # 3 (Identify S.M.A.R.T. goal here):

Teachers will plan for and implement instructional lessons that encompass Level 3 & 4 culminating task activities.

☐ Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
Plan for and implement instructional practices that reflect higher-order thinking where students are able to transfer understanding to complete Level 3 & Level culminating activities.	☒ Construct Knowledge ☒ Transfer to Teaching ☒ Practice Teaching ☐ Promote Reflection	ILTs		Ongoing
Plan for and implement performance tasks that reflect Level 3 & Level 4 DOK	☒ Construct Knowledge ☒ Transfer to Teaching ☒ Practice Teaching ☐ Promote Reflection	ILTs TOSAs		Ongoing
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			

Process Monitoring of Goal #3

How will you monitor change in adult practice? How will you know if your staff is at full implementation?	*Measure you will use/develop to monitor changes in adult practices:*
	Process you will use to monitor changes in teacher practices:

What student achievement measure will you use to monitor the impact of	*Measure you will use to monitor impact on student achievement:*

this process?	*What is your current baseline on this measure:*
	What is your goal/target on this measure:
How will you know if this process goal is impacting student learning (formative & summative)?	*Timeline for monitoring student performance via this measure:*

Process Goal # 4 (Identify S.M.A.R.T. goal here):

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			

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Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			

Process Monitoring of Goal #4

How will you monitor change in adult practice? How will you know if your staff	*Measure you will use/develop to monitor changes in adult practices:*

How will you monitor change in adult practice? How will you know if your staff is at full implementation?	*Process you will use to monitor changes in teacher practices:*

What student achievement measure will you use to monitor the impact of this process? ***How will you know if this process goal is impacting student learning (formative & summative)?***	*Measure you will use to monitor impact on student achievement:*
	What is your current baseline on this measure: *What is your goal/target on this measure:*
	Timeline for monitoring student performance via this measure:

Process Goal # 5 (Identify S.M.A.R.T. goal here):

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:

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Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			
	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ Promote Reflection			

Process Monitoring of Goal #5

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How will you monitor change in adult practice? How will you know if your staff is at full implementation?	*Measure you will use/develop to monitor changes in adult practices:*
	Process you will use to monitor changes in teacher practices:

What student achievement measure will you use to monitor the impact of this process? ***How will you know if this process goal is impacting student learning (formative & summative)?***	*Measure you will use to monitor impact on student achievement:*
	What is your current baseline on this measure:
	What is your goal/target on this measure:
	Timeline for monitoring student performance via this measure: