

CSIP - STRATEGIES AND ACTIVITIES WORKSHOP

January 9, 2013
January 11, 2013

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AGENDA

- Review Goals and Objectives
- Add Strategies & Activities
- Create a Plan
- Conduct Needs Assessment
- CSIP Review Rubric
- Submit Plans

GOALS AND OBJECTIVES

- Goals are based on 2017 Delivery Targets from the School Report Card
- Objectives are based on 2013 Delivery Targets
- Need to have:
 - ES - Proficiency, Gap, Focus Area* (if focus school)
 - MS - Proficiency Gap, Focus Area*
 - HS - Proficiency, Gap, Graduation Rate, College Career Ready (CCR), Focus Area*
- Recommended: Program Review Goal (all levels) and CCR (MS)
- Consider: Overall academic organizational goal for school-wide programs/initiatives in order to avoid repeating strategies/activities

ADDING A STRATEGY

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#)

[Actions & Reviews](#) [Portfolio](#)

Goal Details

This goal is not complete! It must be complete before it can be added to any plans.

This goal has **1** objectives, **0** strategies and **0** activities.

Goal Reading - By 2017, 76.9% of the students will be Proficient in Reading **0** notes [Action](#) ▾

Objective 58% of Third, Fourth and Fifth grade students ... **0** notes [Action](#) ▾

View

Edit

Add Strategy

Add Progress Note

🗑 Delete

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ADDING A STRATEGY

Step 1: Goal Name Step 2: Objective **Step 3: Strategy** Step 4: Activity

A Strategy is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the "how" to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.

For example...

Writing to Win

Teachers will complete professional development in differentiated instruction for paragraph structure. Each one will work with an instructional coach to set up classroom structures that support differentiated approaches based on children's goals, skills and learning preferences.

Strategy Name

PLC

How will the strategy work?

Teachers will work in PLCs to examine student work, plan upcoming units, and determine student level needs.

5893 characters left

State the research used to support this strategy

DuFour

Cancel

Preview

**Keep strategies general
- Think about what activities
would fall under that strategy**

**When possible, include research
(required for strategies
addressing Focus areas)**

ADDING AN ACTIVITY

Activity Name

Activity Type

Activity Description

Begin Date

End Date

Funding Source

Funding Amount

Please enter the dollar amount of funding that will be provided for this activity. Round it to the nearest amount.

Responsible Staff

255 characters left

Need to name activity - keyword(s)

Do not repeat funds – i.e. if an activity is repeated multiple times don't repeat funds, otherwise appears more funding than actually exist

This could be either a specific name or a position

ADDING MORE THAN 1 FUNDING SOURCE

Begin Date
08/21/2012

End Date
06/03/2013

Responsible Staff
Thomas Aberli and SBDM

233 characters left

Cancel Update

Add Resource

All form fields are required.

Funding Source
Other

Funding Amount

Add Resource Cancel

Resources

Funding Source	Funding Amount	
General Fund	\$ 60000	Delete

Add Resource

First, you must go edit an activity, before you can add a 2nd funding source

Click here to add another funding amount/source

COMPLETE A GOAL

In order for a goal to be complete and to be able to “create a plan”, you must have

- At least one objective for each goal
- At least one strategy for each objective
- At least one activity for each strategy

CREATING A PLAN

Goals

Streamline the process of developing and managing goals. Existing goals can be modified by selecting from the list below.

Create a Goal

Goal Name	Objectives	Strategies	Activities
All students at School X will be proficient in reading.	2	3	2
Increased Learning - Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.	1	10	46
Graduation and Beyond - Every student graduates prepared for his or her postsecondary choice - for college or career, and life.	1	6	24
Stakeholder Involvement and Engagement - Parents, community, and partners enrich students' educational experiences and support their success.	1	8	34
Safe, Resourced, Supported, and Equipped Schools - All schools are staffed, resourced, and equipped to support student needs.	1	12	49
Increase the percentage of students scoring proficient or higher in Reading to 69.6% by 2017 Incomplete	1	1	0
Reading - By 2017, 76.9% of the students will be Proficient in Reading Incomplete	1	1	0
Primary Program review Incomplete	0	0	0
Reading - To increase percent scoring proficient or higher to 68% by 2017 Incomplete	1	0	0

Plans

Create and manage new and existing plans. Existing plans can be managed by selecting from the list below.

Create a Plan

If a Goal is marked as Incomplete, it can not be put into the plan.

Click here when ready to start a Plan

CREATING A PLAN

Create or Edit Plan

Name

Description

Select Goal thread(s) to include in Plan

Show/Hide Excluded

Included	Node	Name
<input type="checkbox"/>	Goal	All students at School X will be proficient in reading.
<input type="checkbox"/>	Objective	A 15% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in read...
<input type="checkbox"/>	Strategy	Reading to Live
<input type="checkbox"/>	Strategy	Writing to Learn
<input type="checkbox"/>	Activity	Writing to Learn
<input type="checkbox"/>	Objective	75% of African-American/Black students will demonstrate a proficiency on math KPREP test in Mat...
<input type="checkbox"/>	Strategy	math maniacs
<input type="checkbox"/>	Activity	Math Maniacs
<input type="checkbox"/>	Goal	Increased Learning - Every student progresses in his or her learning and meets or exceeds proficiency in all subjects.
<input type="checkbox"/>	Objective	Collaborate to increase our achievement total score to 65.1 (ES), 61.0 (MS), and 61.2 (HS); the g...
<input type="checkbox"/>	Strategy	Align the written, taught, and tested curriculum
<input type="checkbox"/>	Activity	Review Curriculum Maps
<input type="checkbox"/>	Activity	Curriculum Maps-posted

Name your Plan

Add a check mark in the boxes next to components you want in your Plan

EDITING/PRINTING A PLAN

<input checked="" type="checkbox"/>	Strategy	Create a system of targeted professional development
<input checked="" type="checkbox"/>	Activity	Identify PD needs
<input checked="" type="checkbox"/>	Activity	Develop PD plan on KCAS
<input checked="" type="checkbox"/>	Activity	Ongoing PD for content-specific leads
<input checked="" type="checkbox"/>	Strategy	Create a system of support for collaboration
<input checked="" type="checkbox"/>	Activity	Work sessions on PLC
<input checked="" type="checkbox"/>	Activity	PD for PLC work
<input checked="" type="checkbox"/>	Activity	PLC work for curriculum specialists
<input checked="" type="checkbox"/>	Activity	PLC process for assistant superintendents
<input checked="" type="checkbox"/>	Strategy	Create structures for ongoing engagement
<input checked="" type="checkbox"/>	Activity	Quarterly superintendent summits
<input checked="" type="checkbox"/>	Activity	Expanded cabinet meetings
<input checked="" type="checkbox"/>	Activity	Regular employee meetings
<input checked="" type="checkbox"/>	Activity	Student Advisory Council
<input checked="" type="checkbox"/>	Activity	Distribute and refine publications
<input checked="" type="checkbox"/>	Strategy	Create communication strategies
<input checked="" type="checkbox"/>	Activity	Develop communication plan
<input checked="" type="checkbox"/>	Activity	Website on common core
<input checked="" type="checkbox"/>	Activity	Kindergarten ready visual
<input checked="" type="checkbox"/>	Activity	Utilize multiple media strategies

Click here to Edit your Plan (also click here if you want to delete a Plan)

- Each time you make any changes to your plan you must “un-check” the boxes and then “check” them again

Click here if you want to view your Plan

- Your activities may not view in the same order as you entered them into ASSIST or even the same order for each viewing

CSIP – RUBRIC

PRIORITY AND FOCUS SCHOOL REQUIREMENTS

Curriculum alignment for schools within the district & within individual schools ensuring the instructional program:

- Is research based
- Is rigorous
- Is aligned with Kentucky Core Academic Standards (704KAR3:303)
- Is based on student needs
- Includes provision of time for collaboration on the use of data
- Includes activities to target the underperforming areas of achievement, gap, growth, college and career readiness or graduation rate

PRIORITY AND FOCUS SCHOOL REQUIREMENTS

- Has activities to target demonstrators of weakness in program reviews
- Has activities to target areas of need identified in teacher and leader effectiveness measures
- Targets school safety, discipline strategies, other non-academic factors that impact student achievement (social, emotional, health needs)
- Focuses on design of school day, week or year to include additional time for student learning and teacher collaboration
- Offers specific strategies to address gaps in achievement and graduation rates between the highest achieving student group and the lowest achieving student group
- Short-term/monthly plans for the first 90 days with training focused on teacher effectiveness and school improvement in the PD component of the plan (*Priority requirement, recommendation for Focus*)
- Includes a parent component (*required for Priority schools along with administration of the Missing Piece Rubric; recommended for Focus*)

SB168 REQUIREMENTS – ALL SCHOOLS

- Targets for eliminating achievement gaps
- Curriculum alignment within the school and with schools that send or receive the school's students
- Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work
- Professional development to address the goals of the plan
- Parental communication and involvement
- Attendance improvement and dropout prevention
- Technical assistance

Don't forget about your public meeting to review plan before final submission

JCPS Comprehensive School Improvement Plan (CSIP): Review Rubric 2012-2013

School: _____ Principal: _____ Phone #: _____
 Reviewers: _____ Review Date: _____

Comments: _____

*For Schools: Please self-assess your plan by filling in the circles that correspond to the descriptor.
 For Reviewers: Please verify the school's self-assessment and provide a comment for each bullet checked as "Needs Improvement."*

QUALITY CHECK

Standard	Page #	Needs Improvement	Proficient
1	Executive Summary	<input type="radio"/> Is missing 1 or more of the following components: 1. Description of school 2. School's Purpose (vision or mission statement) 3. Achievements & Notable Improvements 4. Additional information about the school to be shared with the public and community	<input type="radio"/> Includes all of the following components: 1. Description of school 2. School's Purpose (vision or mission statement) 3. Achievements and Notable Improvements 4. Additional information about the school to be shared with the public and community
Comments:			
2	Needs Assessment	<input type="radio"/> Is missing 1 or more of the following components: 1. Data Analysis a) Review of previous plan b) Review of student outcome data and perception data on teaching & learning conditions c) Identification of causes & contributing factors, and d) Prioritization of needs 2. Areas of Strength 3. Opportunities for improvement 4. Oversight & monitoring 5. Conclusions/Reflections	<input type="radio"/> Includes all of the following components: 1. Data Analysis a) Review of previous plan b) Review of student outcome data and perception data on teaching & learning conditions c) Identification of causes & contributing factors, and d) Prioritization of needs 2. Areas of Strength 3. Opportunities for improvement 4. Oversight & monitoring 5. Conclusions/Reflections
Comments:			

OTHER COMPONENTS

KDE NEEDS ASSESSMENT

Required for All Schools

- Go to Diagnostics and Survey Tab
- Click on “Start a Diagnostic”
- Find “KDE Needs Assessment” in list
- Give a title (such as: “2012-2013
SCHOOL NAME KDE Needs Assessment”)
- Click on “Start”

KDE NEEDS ASSESSMENT

4 Narratives

■ Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

■ Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

KDE NEEDS ASSESSMENT

- Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

- Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

SUBMITTING CSIP

Attention This document is due on **Feb 1, 2013**

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED	2012-2013 Executive Summary	✓		Add / Remove
Diagnostic	KDE Needs Assessment	KDE				Add / Remove
Diagnostic	Improvement Plan Stakeholder Involvement	AdvancED			✓	Add / Remove
Diagnostic	The Missing Piece	KDE			✓	Add / Remove
Plan	N/A	N/A				Add / Remove

Add components by clicking here and then checking the box (in this sample the Executive Summary has already been added)

Priority Schools: Missing Piece & Improvement Plan Stakeholder Involvement is required

Once all required components have been added then click here to submit

Submit View PDF

QUESTIONS



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