



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Planning for Action

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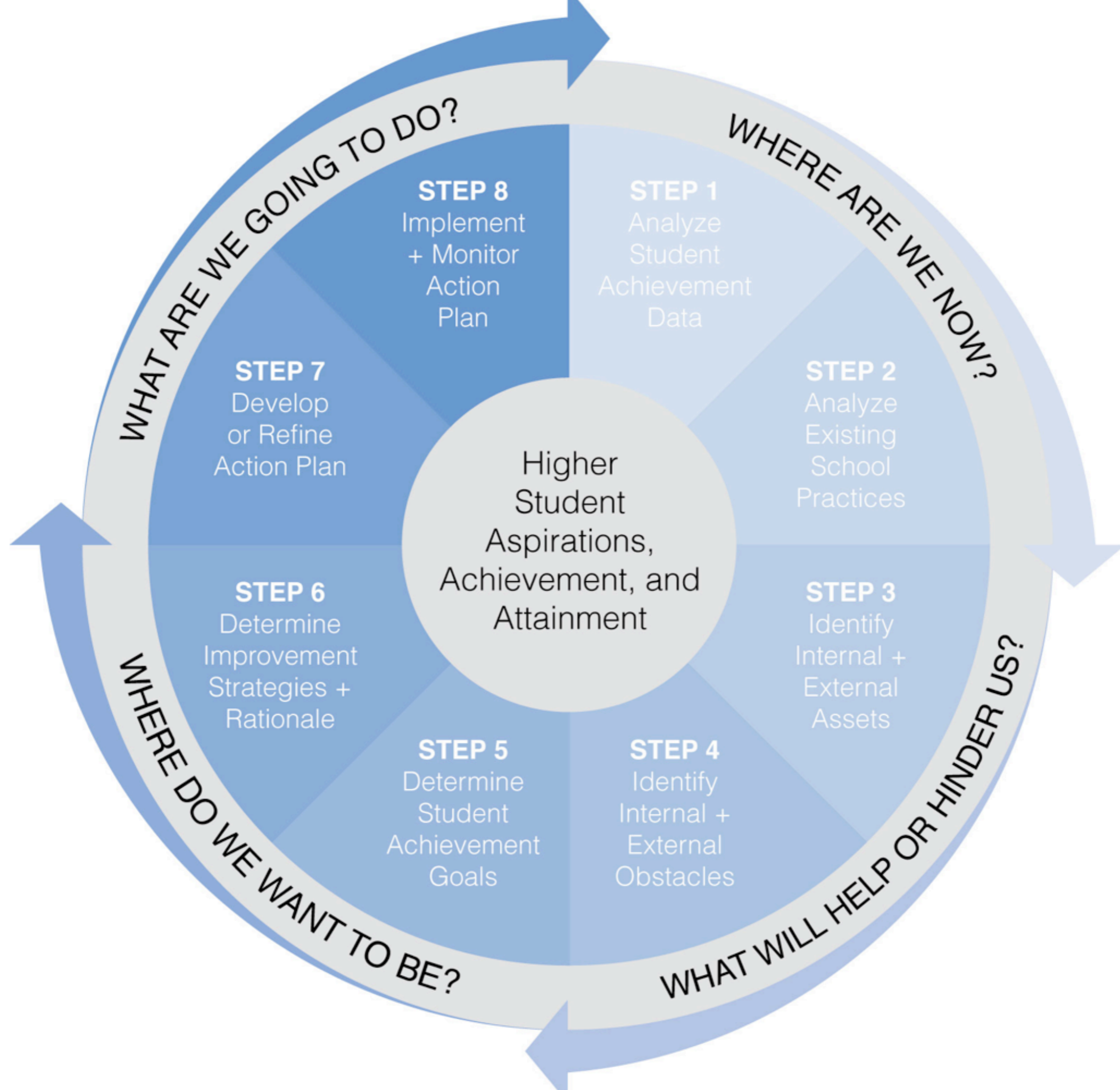
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Great Schools Partnership

Outcomes

1. Learn about NEESSC tools designed to inform and support action planning
2. Share promising practices for comprehensive results-driven short & long term action plans

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CONSORTIUM

GLOBAL BEST PRACTICES

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*



Why We Created the Tool

1. To help schools assess their relative performance in critical areas and develop focused, evidence-based improvement priorities.
2. To initiate dialogue between school community and then help frame and sustain it
3. To shape a practical, step-by-step process that secondary educators can use to shape and refine school-improvement plans.

STRANDS and DIMENSIONS

TEACHING + LEARNING

- 1.1 Equity
- 1.2 Personalization + Relevance
- 1.3 Academic Expectations
- 1.4 Standards-Based Education
- 1.5 Assessment Practices
- 1.6 International + Multicultural Learning
- 1.7 Technology Integration
- 1.8 Learning Communities

ORGANIZATIONAL DESIGN

- 2.1 Vision, Mission + Action Plan
- 2.2 School Culture
- 2.3 Multiple Pathways
- 2.4 Transitions
- 2.5 Interventions + Support
- 2.6 Time + Space
- 2.7 Data Systems + Applications
- 2.8 Continual Improvement

SCHOOL LEADERSHIP

- 3.1 Teacher Recruitment + Retention
- 3.2 Administrative Leadership
- 3.3 Shared Leadership
- 3.4 Moral Courage

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Underperforming students (defined as performing below grade level) typically fail to catch up to their peers, and school data indicate that these students generally come from economically, socially, or educationally disadvantaged backgrounds. The school's courses, curricula, and instruction do not promote common high expectations for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and student-subgroup data are not disaggregated or analyzed. While all students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that disadvantaged students participate at significantly lower rates. Some staff members, parents, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.

3 DEVELOPING

Inequities across the student body are monitored regularly, at least annually. The school is beginning to use disaggregated data and formative assessments to identify individual student needs. The school offers some support opportunities to academically struggling students, but interventions are not systemic or integrated into regular courses. Some academic tracks have been eliminated, but barriers to accessing higher-level courses remain in place. A small number of staff, parents, and community members remain resistant to adopting strategies that promote greater equity. Participation in enriching school activities and co-curricular programs is relatively consistent across the student body, including those students who may have formerly been disengaged. Student voice and personalization are considered when programs are developed or refined.

5 PERFORMING

The school community has embraced the belief that all students can succeed. Teachers actively promote positive self-images and high academic expectations for all students. Every student is enrolled in academically rigorous, college-preparatory courses, and the school does not offer "watered-down" or outdated courses that do not prepare students for success in college or modern careers. Classroom instruction goes beyond more traditional didactic practices to include personalized, student-centered strategies that engage and support diverse learning styles. Course expectations—including those for assignments, assessments, and grading—are explicit and public. A coherent system of performance monitoring and student interventions promotes academic acceleration (not traditional remediation) for both underperforming and high-performing students. A variety of academic options and graduation pathways provide opportunities for students to participate in the design of their own personalized educational experiences.

STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Enroll all students in untracked, heterogeneously grouped classes, and train all teachers in differentiated instruction and the use of formative assessment to identify and meet individual learning needs.
- Leverage additional school resources—whether human, financial, material, instructional, or experiential—to help overcome the disadvantages of social background for underperforming, at-risk, and minority students, including pairing the most effective and experienced teachers with the most underprivileged students.
- Remove barriers (such as prerequisites) that might prevent or discourage students from taking more challenging courses (including Advance Placement or International Baccalaureate options) or meeting basic admission requirements for college prior to graduation.
- Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses (e.g., Advanced Placement, International Baccalaureate, dual enrollment, co-curricular activities).
- Regularly communicate with all parents—particularly parents from low-income or other disadvantaged households—while proactively encouraging their participation in school governance, activities, and programs.
- Establish a school-wide system for monitoring student performance and socialization issues, and have guidance counselors work closely with teachers to provide practical and timely college and career guidance to all students.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- No significant achievement or aspiration gaps exist among students from different cultural, racial, ethnic, gender, socioeconomic, linguistic, or special-needs backgrounds.
- Underperforming ninth-grade students are performing at or above grade level by the end of tenth grade.
- Student participation in electives, higher-level courses, and co-curricular and extracurricular opportunities is consistent across all student subgroups.
- College-enrollment rates are high, even among first-generation students from families with no college-going history.

OUR EVIDENCE IN THIS DIMENSION

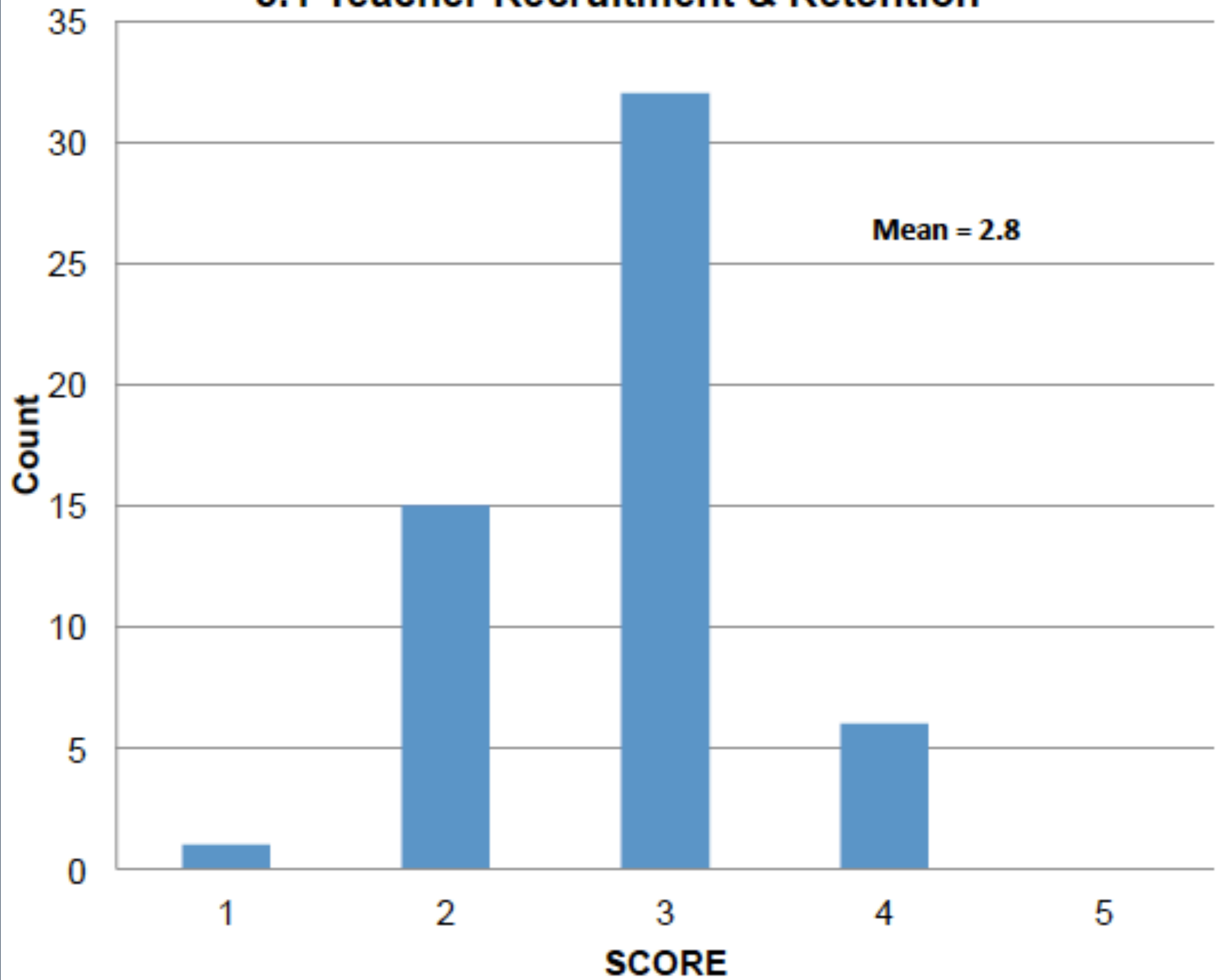
Scoring Guide

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



3.1 Teacher Recruitment & Retention



Priority Guide

LOWER PRIORITY  HIGHER PRIORITY

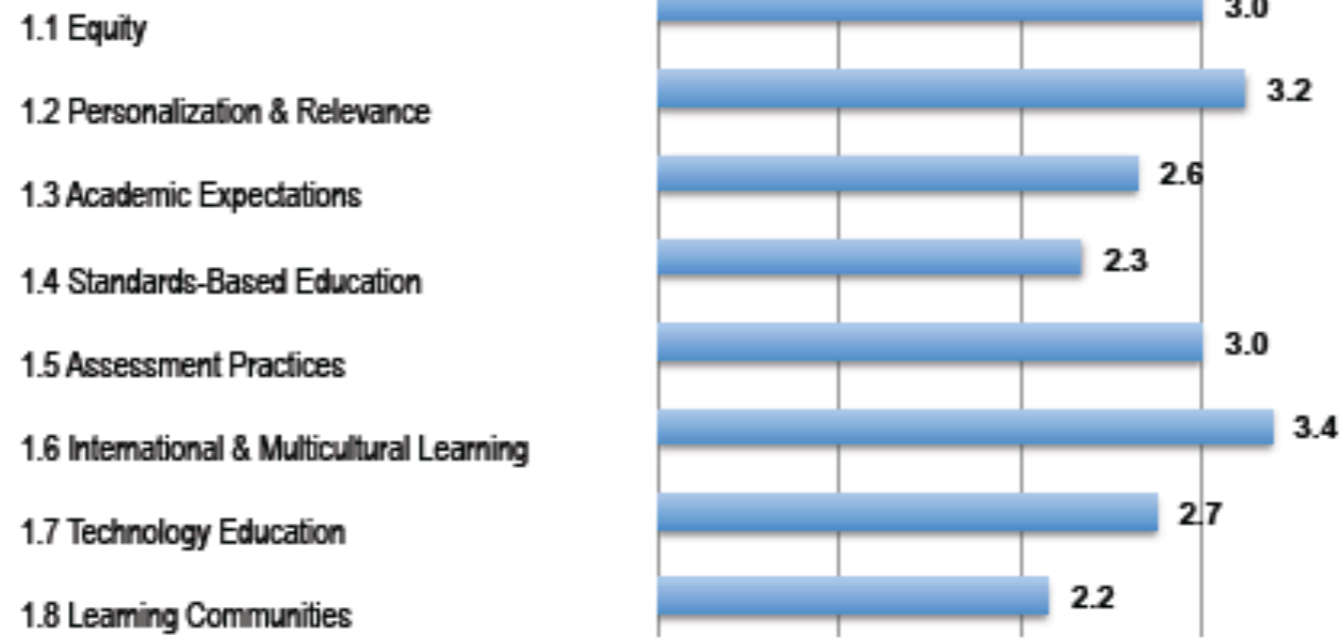
TEACHING + LEARNING	5	4	3	2	1	NA
1.1 Equity						
1.2 Personalization + Relevance						
1.3 Academic Expectations						
1.4 Standards-Based Education						
1.5 Assessment Practices						
1.6 International + Multicultural Learning						
1.7 Technology Integration						
1.8 Learning Communities						

ORGANIZATIONAL DESIGN	5	4	3	2	1	NA
2.1 Vision, Mission + Action Plan						
2.2 School Culture						
2.3 Multiple Pathways						
2.4 Transitions						
2.5 Interventions + Support						
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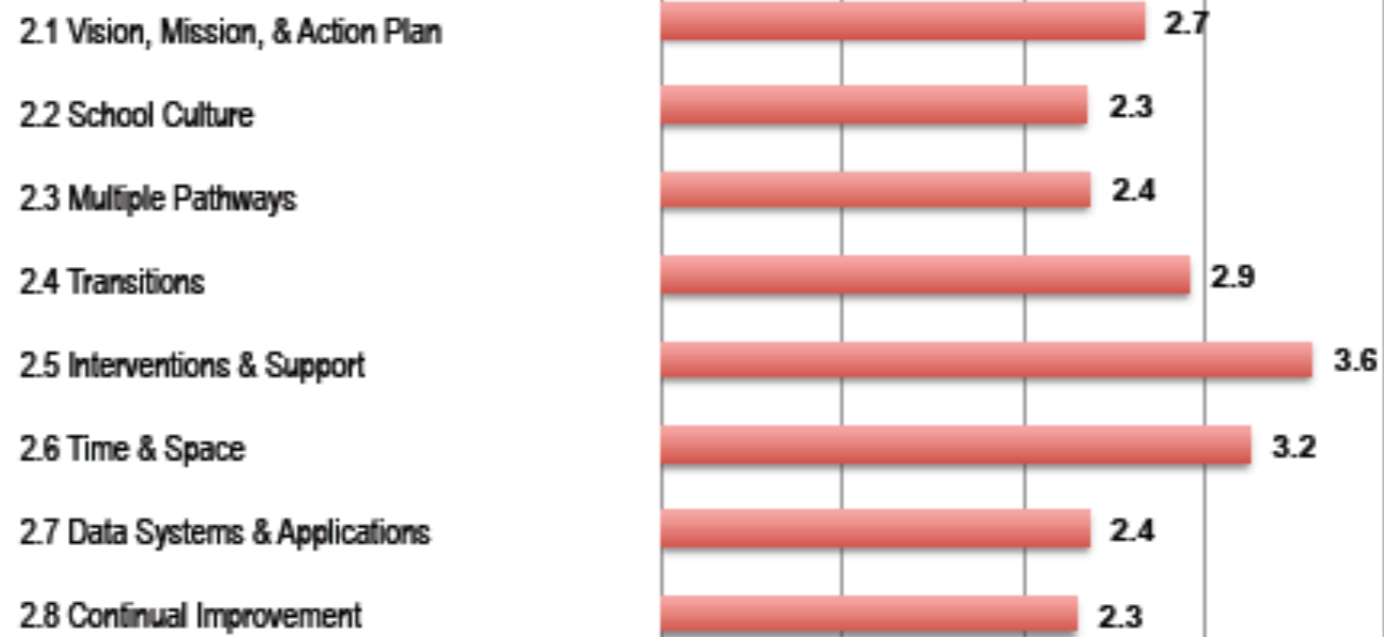
SCHOOL LEADERSHIP	5	4	3	2	1	NA
3.1 Teacher Recruitment + Retention						
3.2 Administrative Leadership						
3.3 Shared Leadership						
3.4 Moral Courage						

Mean scores by Strand & Dimension

1. Teaching & Learning



2. Organizational Design



3. Leadership



Goal Setting

A. Ground long terms goals in student aspirations, achievement, & attainment and set annual benchmarks

HIGH SCHOOL GRADUATION

*The following student attainment goal represents annual benchmarks where the percentage of students not graduating decreases annually by 20%.

	2010	2011	2012	2013	2014	2015	2016
All Students	75.24	80.19	84.15	87.32	89.86	91.89	93.51

*Each of the following student achievement goals represent annual benchmarks where the percentage of students not proficient or proficient with distinction decreases annually by 20%.

GRADE 11 READING

	2010	2011	2012	2013	2014	2015	2016
All Students	53.0	62.4	69.9	75.9	80.7	84.6	87.7

GRADE 11 WRITING

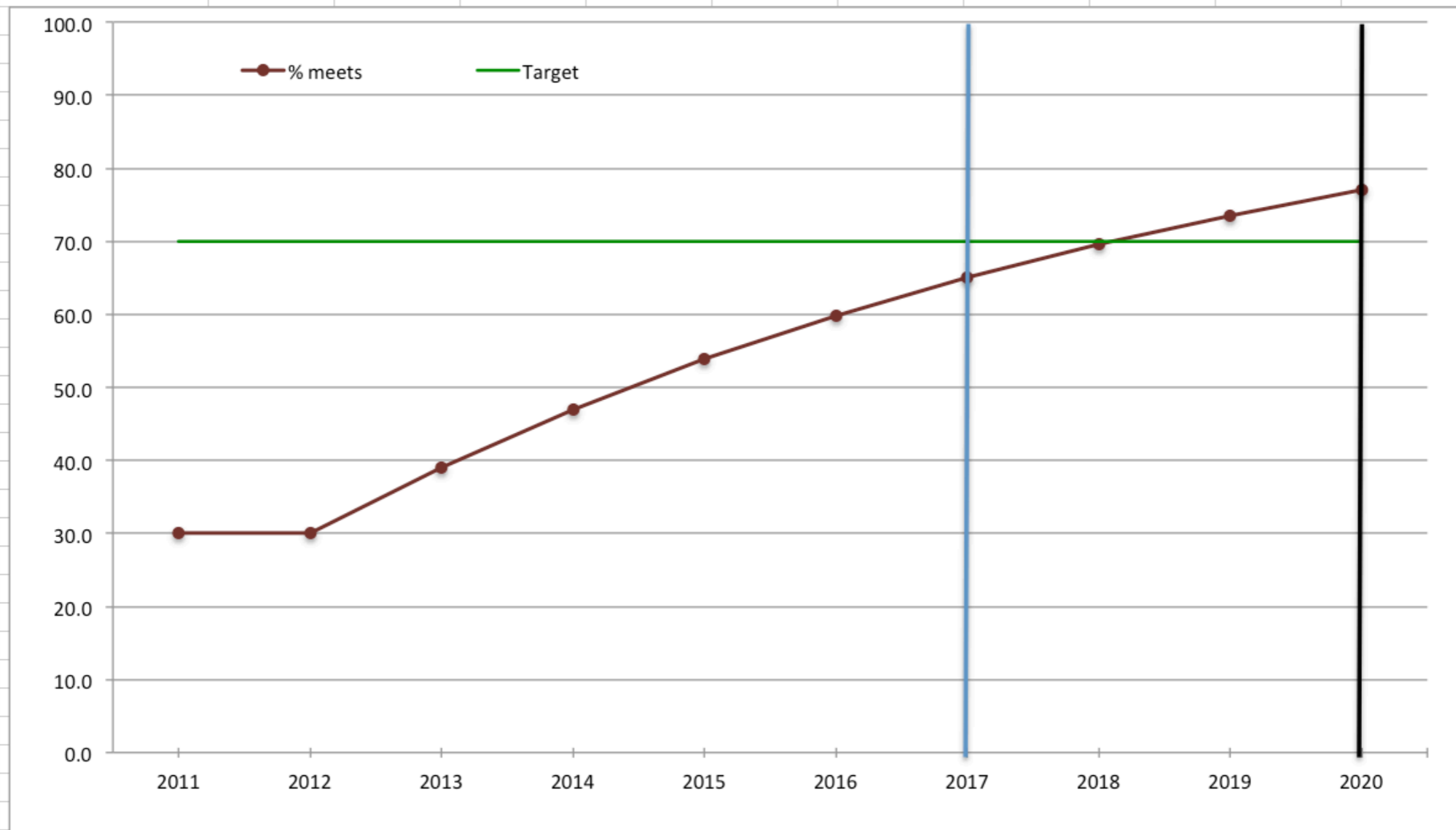
	2010	2011	2012	2013	2014	2015	2016
All Students	11.0	28.8	43.0	54.4	63.5	70.8	76.7

GRADE 11 MATH

	2010	2011	2012	2013	2014	2015	2016
All Students	21.0	36.8	49.4	59.6	67.6	74.1	79.3

Annual Measurement Objectives Calculator

Growth	13	= Percent annual decrease in students not meeting target									
Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
% meets	30.0	30.0	39.1	47.0	53.9	59.9	65.1	69.6	73.6	77.0	
% does not meet	70.0	70.0	60.9	53.0	46.1	40.1	34.9	30.4	26.4	23.0	
Target	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	70.0	
Diff. from target	40.0	40.0	30.9	23.0	16.1	10.1	4.9	0.4	-3.6	-7.0	



Sample Goals & Strategies

Goal: #1 Increase 2012 Graduation Rate to 83%. Increase graduation rate each year and reach at least 92% for the class of 2016

Strategy A: Implement Response to Intervention System

Strategy B: Implement a Uniform Schoolwide Mentoring Program

Strategy C: Continue Dropout Prevention Meeting with Principal

Strategy D: Develop Multiple Pathways to Graduation

Goal #2: Increase 2012 Attendance Rate to 95%

Strategy A: Develop a process to address chronic absenteeism

Sample Goals & Strategies

Goal #3: Increase Post-Secondary Engagement of Graduates to 85%

Strategy A: Expand and align post-secondary exploration and planning from 9th to 12th grade

Goal #4: 100% of graduates will meet all competencies. 90% of students will be on track to graduate in 4 years or less

Strategy A: Construct a competency-based system of learning, teaching, and reporting

Strategy B: Develop appropriate student learning metrics to monitor this goal.

Strategy C: Provide focused professional development for faculty and administrators to support the achievement of this goal.

Strategy D: Continue to implement and refine Supervision and Evaluation Model based on Lemov's Teach like a champion.

ACTION STEPS	EVIDENCE	TIMELINE	COORDINATOR	PARTICIPANTS	SCHOOL COACH	RESOURCES
Describe the specific action steps that will be implemented to support of the goal and strategy above.	Indicate the data and evidence that will be collected and how it will be tracked and analyzed.	Indicate when the proposed action steps will be carried out and when they will be completed.	Name the lead coordinator and supply any relevant information about the role.	List the names of additional participants and describe their roles in the process.	Indicate what support role the school coach will play in carrying out the action step.	List the financial and material resources that will be needed to carry out the action step.
Develop a process with timelines that will result in WHS standards – based system	Documentation of the agreed upon process Timeline for implementation	Dec. 2012	Principal	Leadership Team		
Design/ develop WHS’s standards-based system to support the CCSS and our belief in our Credit Recovery Model	Curriculum documents based on CCSS	June 2013	Principal	Faculty		
System will address curriculum, instruction, assessment, and reporting for implementation with class of 2017	Curriculum documents w/ suggestions for instructional strategies & common assessments Standards based report card	June 2013	Principal	Leadership Team Cross-curricular PLC facilitators Faculty in content area PLCs and cross-Curricular PLCs		

Goal #4: 100% of graduates will meet all competencies. 90% of students will be on track to graduate in 4 years or less
Strategy D: Continue to implement and refine Supervision and Evaluation Model based on Lemov's Teach like a champion.

ACTION STEPS Describe the specific action steps that will be implemented to support of	EVIDENCE Indicate the data and evidence that will be collected and how it will be	TIMELINE Indicate when the action steps will be carried out and when they will be	LEAD Name the lead coordinator and supply any relevant information about the role.	PARTICIPANTS List the names of additional participants and describe their roles in the process.	SCHOOL COACH Indicate what support role the school coach will play in carrying out the action step.	RESOURCES List the financial and material resources that will be needed to carry out the
Administrators will Conduct at least one formal observation using the revised protocol and Lemov-based form for every teacher (including pre- and post-observation conferences)	Completed and filed observations forms	By the end of June 2012	Principal and Administrators	Teachers	N/A	N/A
Every new teacher will received a copy of <u>Teach like a champion</u> and be provided with an overview of the observation process and related forms	New teachers have books. Meetings with new teachers have occurred	By the end of September 2011	Principal	New teachers	N/A	New books