

Office of Catholic
Schools

August 2019

Continuous School Improvement Planning Process: Creating Authentic and Appropriate Goals

Objectives

- Identify supporting tools to identify and create goals for your Continuous School Improvement Plans (CSIPs)
- See specific examples of effective CSIP goals available on the OCS portal .

Key Assumptions

- Schools should have already reviewed their data from the CSIP and other sources and have developed key areas of focus.
 - Examples could include a larger focus area like writing, or involve a process such as implementing a curriculum, or improved classroom management, etc.
- Schools should have an understanding of the data sources provided in the CSIP and have explained and discussed the data with key stakeholders which should include their teachers.

So now what?
Creating a goal

- Schools should consider the importance of the following three questions in determining effective priorities
- What do we need to know about the issue?
- What are the minimum expectations that all individuals are expected to do in relation to the goal?
- **IMPORTANT FOR THIS WEBINAR: How will this be measured? How will I hold myself and others accountable?**

Making it happen: SMARTer GOALS

- A helpful framework is the process of identifying SMART Goals that connect with your identified focus area.
- The CSIP while not explicitly asking you to develop *SMART* Goals, identifies key questions for you to answer:
 - What is the data source?
 - What is the key benchmark/indicator that you want to see happen?
 - What will you be doing as a result of that benchmark?

So where do I enter my goals?

Required Goal 1	Academic Excellence		
Area of Focus			
Multiple Data Sources			
Key Indicator/Standard-Level Performance that is Affected			
Action Plan: Instructional Strategy (What will teachers do? What will school leaders do?)			
Grade Levels Affected			
Schedule of Implementation			
Goal Status (January)			
Progress (January)			
Comments			
Goal Status			
Progress (June)			
Comments/ Will this continue next year?			

- In each of the first four cells of the CSIP tabs for goals, you should identify a focus area, data source, and a linked benchmark to the data source.
- The Action Plan defines the behavior and actions of your team in relationship to your goal.
- Let's take a deeper look.

Focus Area

Required Goal 1

Academic Excellence

Area of
Focus

Low Performance/Growth in
Integration of Knowledge and
Ideas

Data Sources

Multiple Data Sources	Summative: ACT ASPIRE Results	Formative: Other teacher/classroom based formative assessments	Formative: ELEOT B4: Learners engage in rigorous coursework in a high expectations environment
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Key Indicators

Key Indicator/Standard-Level Performance that is Affected	Summative: 2/3 of students meet their target in Reading on the ASPIRE target	Formative: 80% of students reach Level 3 on a linked proficiency scale assessment.	Formative: 80% of observations will yield a score of 3 or higher on the ELEOT.
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Action Plan

Action Plan: Instructional Strategy (What will teachers do? What will school leaders do?)

(1) School engages in routine PLCs/grade level team meetings to discuss literacy data/utilize common assessments to build assessment literacy among teachers. (2) Adoption and use of the OCS Proficiency Scales to guide teachers in understanding the level of rigor associated with the standards. (3) Teachers perform a reading inventory of the text, strategies used in classes and identify curriculum maps to visually share the current instructional practices. Follow-up time to revise and modify the curriculum maps based on feedback from common assessments.

Schedule and Grades Combined

Grade Levels Affected	<i>Grades 3-8</i>
Schedule of Implementation	<i>August PD, Ongoing Monitoring of Teachers, Established monthly meetings with teachers to discuss progress</i>

January

Goal Status (January)	On-Going Implementation		
Progress (January)	Results Available in Summer, all students and teachers are aware of their individual growth target	Initial use has revealed small increases in middle grades on common assessments (60% of students at a level 3)	50% of observation yield a score of 3 or higher on the ELEOT.
Comments	Enthusiastic teachers are driving the process.		

June

Goal Status	On-Going Implementation		
Progress (June)	Results Available in Summer	75% of students at a level 3 on the proficiency scale-linked assessment	75% of observations will yield a scorer of 3 or higher.
Comments/ Will this continue next year?	Yes, continued emphasis to show increased rigor in all related literacy classes.		

Further Questions and Considerations

- All goals included on the CSIP Template Goals are linked to a focus area and demonstrate specific, measurable and attainable goals.
- Please utilize the following goals as examples and reference for how your specific priorities should be framed, communicated and implemented.
- Need assistance, please consult with your Regional Director and Director of School Improvement for ideas on the placement and support of your goals.

SMART Goals

Specific

Measurable

Attainable

Relevant

Time - based

Goals should be specific, focused on a particular data source, behavior that can be easily identified.

Increase **student proficiency** by 10% on the **ACT ASPIRE Assessment** in 2020.

SMART Goals

S pecific

M easureable

A ttainable

R elevant

T ime - based

Goals should be measurable in that we can easily without debate determine if success/progress has been achieved in relationship to that focus area:

Increase student **proficiency by 10%** on the ACT ASPIRE Assessment in 2020.

SMART Goals

Specific

Measurable

Attainable

Relevant

Time-based

Schools should consider if the goal is realistic and clearly described so schools can work to achieve without frustration.

Why? Motivation is the product of expectancy and value.

Increase student proficiency by 10% on the ACT ASPIRE Assessment in 2020.

Can this be achieved? Can this be reinforced?

SMART Goals

S pecific

M easureable

A ttainable

R elevant

T ime - based

Schools should ensure that the goals that are listed connect directly to the focus area and the action plan listed below.

Will increasing the rate of proficiency address the stated focus area?

Increase student proficiency by 10% on the ACT ASPIRE Assessment in 2020.

SMART Goals

Specific

Measurable

Attainable

Relevant

Time - based

Schools should ensure that the goal can be achieved in a specific time frame. Stakeholders should clearly see that the goal will be assessed at a specific point.

Increase student proficiency by 10% on the **ACT ASPIRE Assessment in 2020.**