

While we are waiting.....

- Reflect on your school's academic continuous improvement efforts.
- How much of this work is *technical work*?
Technical = work consisting of routine situations
- How much of this work is *adaptive work*?
Adaptive = work consisting of systemic challenges with no ready answers

Getting people to do adaptive work is the mark of leadership.- Heifetz and Laurie (1997), Harvard Business Review



EVALUATE AND CREATE THE CONTINUOUS SCHOOL IMPROVEMENT PLAN

Archdiocese of Chicago
Webinar date: August 24, 2016



Prayer

(Sign of the cross)

Lord our God,
in your wisdom and love
you surround us with the mysteries of the universe.
Send your spirit upon these students
and fill them with your wisdom and blessings.
Grant that they may devote themselves to their
studies
and draw ever closer to you,
the source of all knowledge.
We ask this through Christ our Lord.
Amen.

(Sign of the cross)

Workshop Objectives

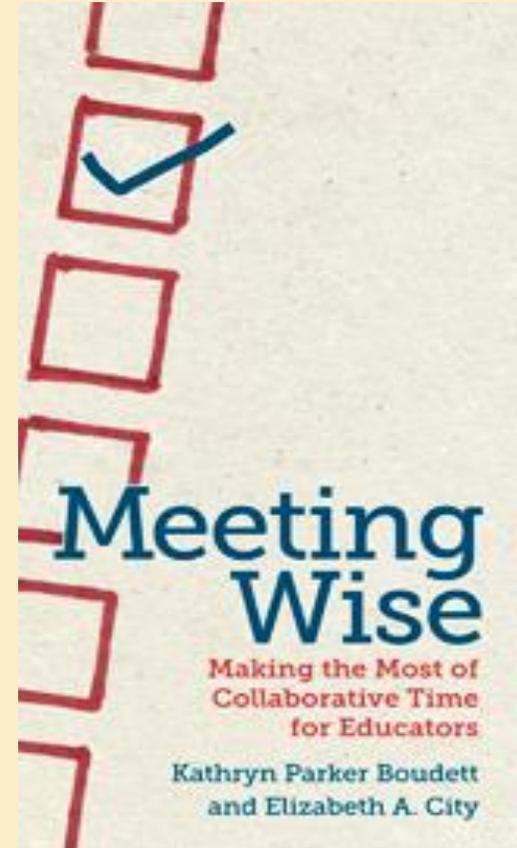
12:00 - 12:25 Objective 1- Discuss how to evaluate the 2015-16 Continuous School Improvement Plan (CSIP)

12:25 - 12:55 Objective 2- Understand the process to create the 2016-17 Continuous School Improvement Plan (CSIP)

12:55 - 1:15 Objective 3- Identify instructional strategies resources

Workshop Norms

1. Take an inquiry stance.
2. Ground statements in evidence.
3. Assume positive intentions.
4. Stick to protocol.
5. Start and end on time.
6. Be here now.



Identify staff for the Continuous Improvement Leadership Team

Team Members:

- Principal
- Assistant Principal
- AdvancED Teacher Chair
- Teachers, representation from grade-level teams:
 - Primary grades team: pre-k to grade 3
 - Middle grades team: grade 4 to grade 6
 - Middle school/Upper grades team: grades 7 and 8

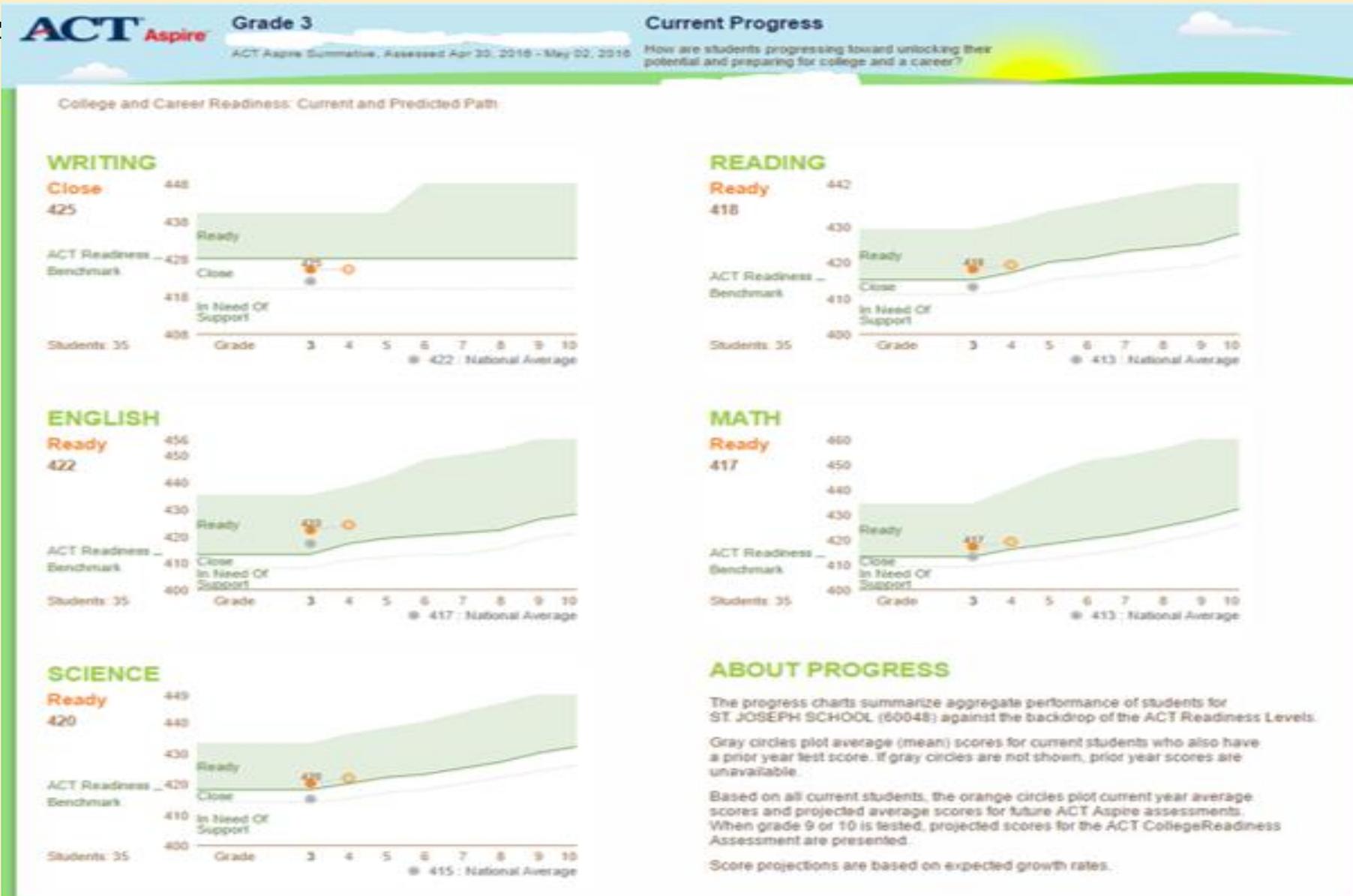
Evaluate the 2015-16 Continuous School Improvement Plan

1. Assemble the Continuous Improvement Leadership Team (CILT)
2. Use the ACT Aspire Portal to generate the Organizational Progress/Current Progress report and the Supplemental Scores report for grades 3 through 8 (or grade 10 for high schools).
3. For reading and math identify the scale scores, the readiness levels, and the national percentiles.
4. Answer the Diagnostic Questions in Step. 5 Evaluation Process in the 2015-16 CSIP.

2015-16 CSIP Diagnostic Questions

1. **What are the Aspire reading and math benchmark score (April 2016) results in grades 3 through 8? [Org Current Progress Report]**
2. REVISED QUESTION: What was the national percentile in reading for grades 3 through 8? [Supplemental Scores Report]
3. What is the achievement gap in reading between the actual performance and the goal?
4. REVISED QUESTION: What was the national percentile in math for grades 3 through 8? [Supplemental Scores Report]
5. What is the achievement gap in math between the actual performance and the goal (perform at the 90th percentile)?
6. Did the professional development prepare the teacher(s) to fulfill the goals?
7. How did teacher evaluations for 2015-16 reflect attainment of the measurable objectives for each grade-level?
8. Was the quality of the educational materials satisfactory to fulfill the goals?
9. What adjustments to the curriculum, instructional strategies, assessments, or educational materials were made when student performance on progress reports and report card grades were analyzed for on-track reporting for each academic quarter?
10. Was the Implementation Process (Step 4) executed with fidelity?
11. Was the Implementation Process used (Step 4) satisfactory to fulfill the goals?
12. Were there any unforeseen factors that had a positive or negative impact on the progress to fulfill the goals?
13. What changes or adjustments are going to be made for next year's continuous school improvement plan?

Current Progress report



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Supplemental Scores report [Educator report]



Grade 3

ST. JOSEPH SCHOOL (60048), ST. JOSEPH SCHOOL (60048)
ACT Aspire Summative, Assessed Apr 30, 2016 - May 02, 2016

Supplemental Scores

How can additional performance measures inform decisions?

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 3 students in the nation.

For example, if the median Mathematics score is at the 89th percentile, the typical student in this group achieved as well as or better than 89% of the students in the nation.

ENGLISH LANGUAGE ARTS English, Reading and Writing Combined Score

422
Average Score
Range: 403 - 435

The ELA score represents your group's overall performance on the English, Reading, and Writing tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in English, Reading, and Writing.

ACT Readiness Range Distribution: Percent and Count



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to increasingly complex information is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

71%
Sufficient Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM Science and Mathematics Combined Score

419
Average Score
Range: 400 - 434

The STEM score represents your group's overall performance on the Science and Math tests. The ACT Readiness Range represents the typical performance of students who meet the ACT Readiness Benchmarks in Science and Math.

ACT Readiness Range Distribution: Percent and Count



PROGRESS TOWARD CAREER READINESS

English, Reading, Science, and Mathematics must be tested in the same grade level (grade 8 and above only) to calculate a score.

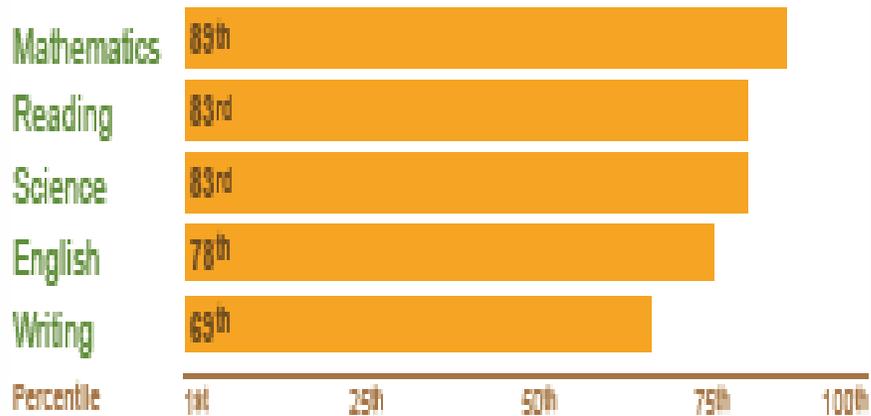
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National Percentile Rank (supplemental scores report)

2015-16 Academic Goals: Perform at the 90th percentile in reading and math

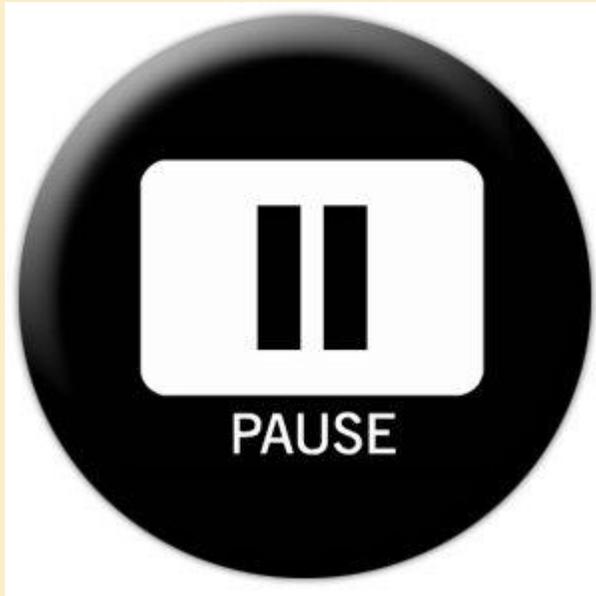
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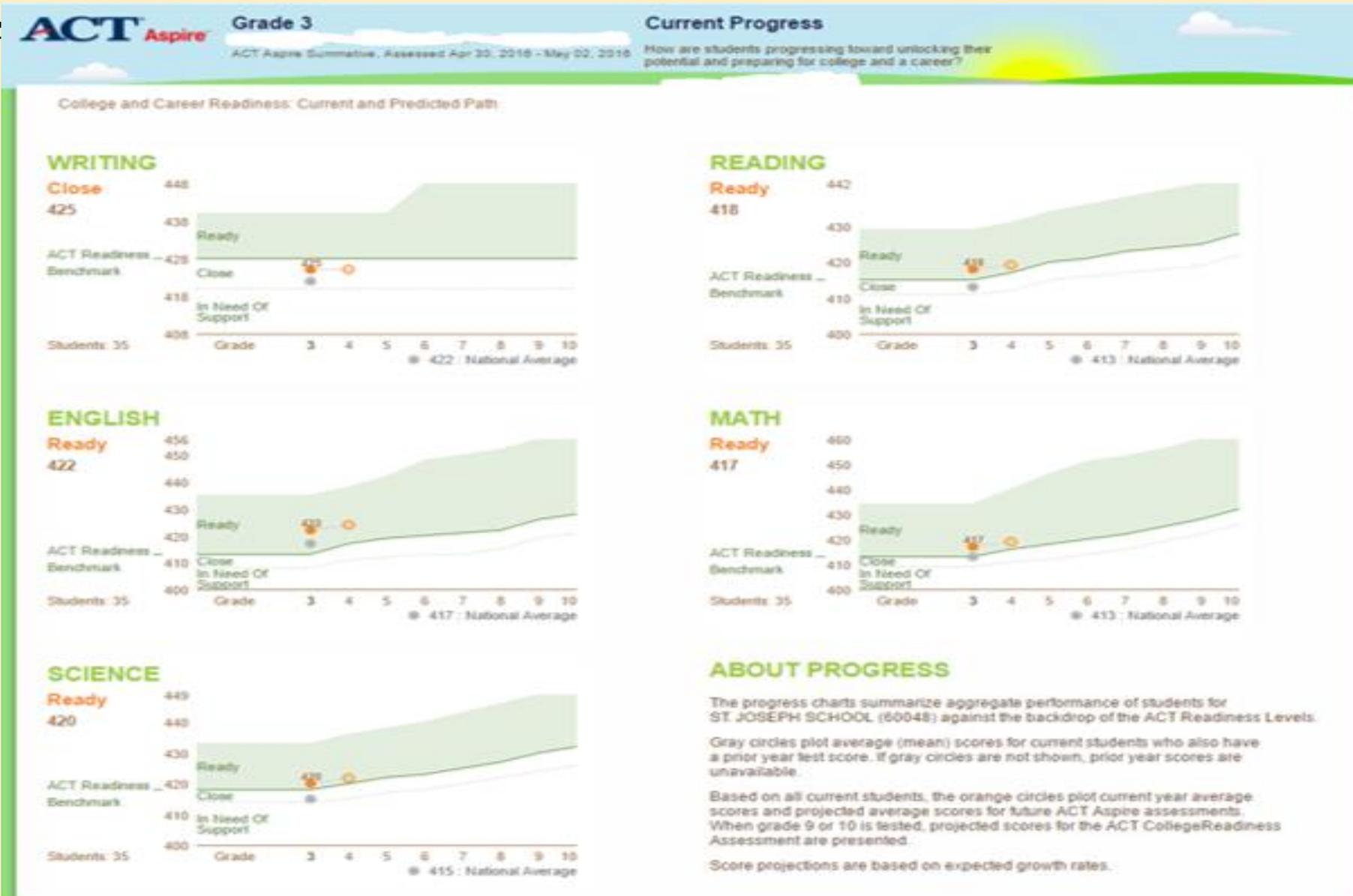
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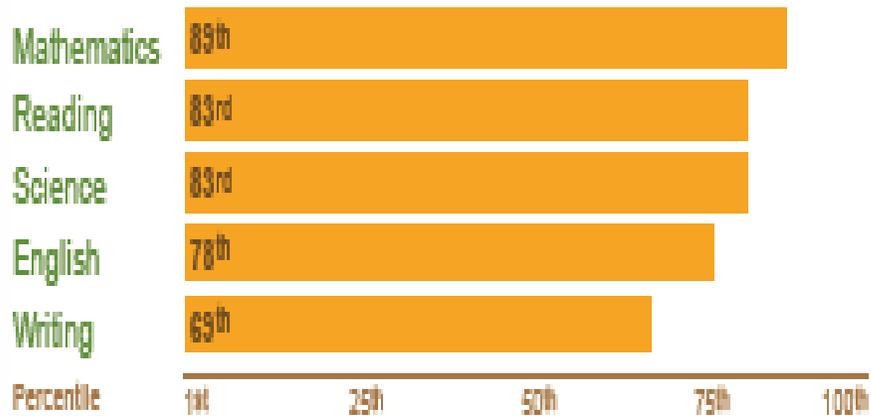
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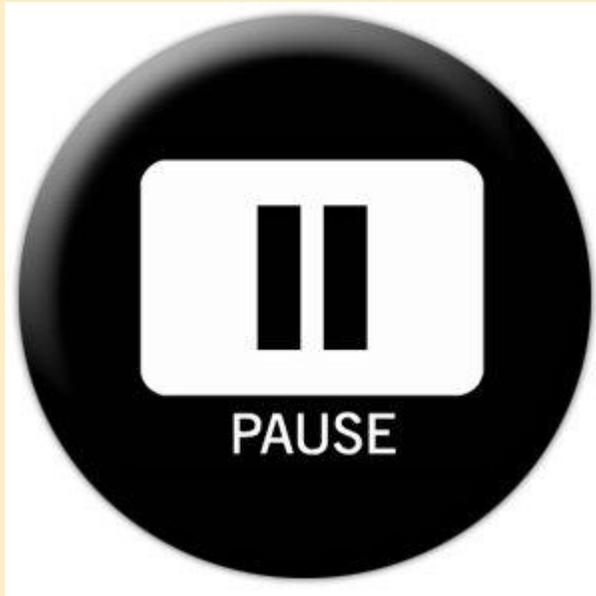
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Implementation Process

Step 4. Implementation Process (Ongoing: August 2015 - April 2016)

Vertical and/or horizontal grade-level teams will monitor and document student proficiency on the subskills and objectives identified in Step 3. The *Student On-Track Report* will be used to monitor and document proficiency on the subskills and objectives.

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Create the 2016-17 Continuous School Improvement Plan

I. 2016-17 CSIP tabs:

- Instructions-Read Me
- Definitions
- Part 1. CILT
- Part 2a. Reading Results
- Part 2b. Math Results
- Part 3. Improvement Goals
- Part 4a. Reading Action Plan
- Part 4b. Math Action Plan
- Part 5. Plan to Assess Progress
- Part 6. CSIP Evaluation
- Codes- Do not edit

II. Download the [2016-17 CSIP Template Example](#) from the OCS Resource Portal's [Accreditation page](#)

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Instructional Strategies Resources

[Marzano Teaching Laboratory](#)

[What Works Clearing House](#)

[Tools for teaching the Common Core](#)

[Better Lesson](#)



Review next steps:

- Assemble the Continuous Improvement Leadership Team
- Analyze student performance results on ACT Aspire in grades 3-8 with an emphasis on reading and math
- Evaluate the 2015-16 CSIP
- Create the 2016-17 CSIP
- Upload both documents in the school's Google Drive folder created by the Office of Catholic Schools by September 9
- Take an inquiry stance: email or call questions to Dr. Jorge Peña: jpena@archchicago.org/ 312-534-5289

+ Plus

△ Delta

**+ Plus: what worked well
about this workshop**

**△ Delta: what to change for
the next workshop**

Thank you for all that you do on behalf of Catholic schools!!

