



# MEET THE OSI GANG



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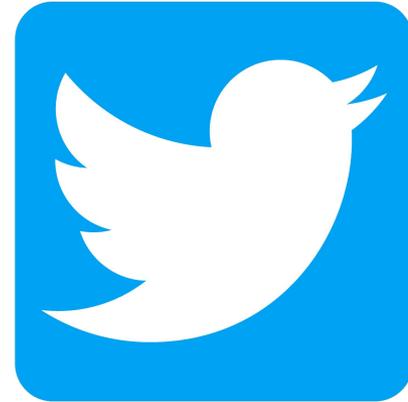
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THAT'S WHAT I CALL  
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## Follow Along



<https://bit.ly/3yBbVci>

## Connect with Us



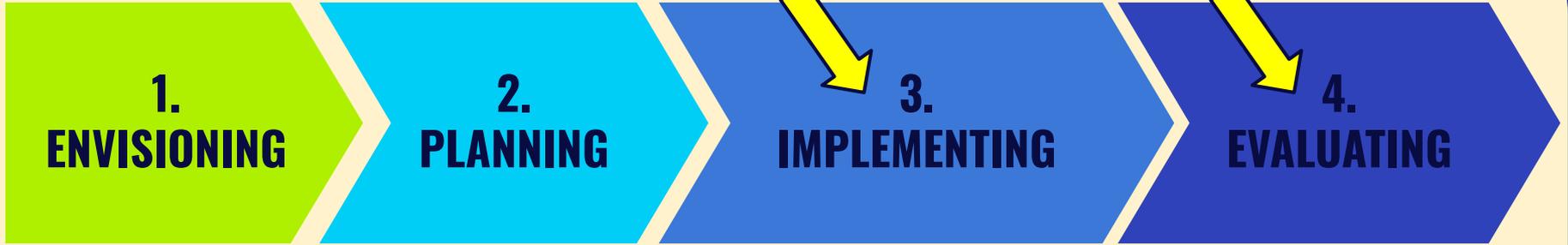
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#Cognia #NowWhat

# eProve Four Phases



Expands an institution's view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

Work toward the development of your institution's long- and short-term continuous improvement plan.

Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.

# Track Listing



Why Monitor  
& Evaluate?

01

04

Instructional  
Rounds

Data  
Planning

02

05

Mid-Year  
Reviews

Professional  
Learning

03

06

End-of-Year  
Processes

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# 01

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## **Why Monitor & Evaluate?**

Sustaining Improvement Efforts Throughout the Year

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# Why is it important to Monitor & Evaluate?

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- 🎵 Visualize and Articulate Success
  - Simplified by using monitoring and evaluation processes
- 🎵 Defining success criteria can be complicated
  - Clearly and Thoroughly defined
- 🎵 Goals, objectives, initiatives, activities, and measures must be assessed
  - Creates a results-based improvement culture
- 🎵 Challenging to prioritize data when
  - success criteria are not defined
  - monitoring mechanisms are not in place
  - evaluation does not occur.

# Benefits of Monitoring & Evaluating

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- ♪ Evidence-based, Measurable Outcomes.
- ♪ Accountability and Responsibility of Team Members
- ♪ Details how the plan worked
- ♪ Highlights how resources were utilized
- ♪ Helps determine whether objectives, initiatives, and activities should continue



02

## DATA PLANNING

**How We Utilize Data Requires Intentional  
Planning**



vev



# Guiding Questions

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1. What are your current practices related to data and analysis?
2. Do you have regularly scheduled data meetings? If so, how often?
3. How proficient is your school staff at reading and interpreting data?
4. Who is responsible for guiding staff conversations regarding data when those conversations occur?
5. What sort of professional learning have you offered your staff to increase data literacy?



# What is student data?

There are many types of data that support student learning—and they're so much more than test scores. But individual data points don't give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.

## ACADEMIC INFORMATION

- GROWTH
- COURSES
- ENROLLMENT
- GRADES
- COMPLETION
- GRADUATION



## TYPES OF DATA

But what exactly do we mean by student data? Student data is collected from many sources and in many formats, although the type of data, and who can access it, varies.



## BY TEACHERS

- OBSERVATION
- ENGAGEMENT



- QUIZZES
- TESTS
- INTERIM ASSESSMENTS
- ANNUAL ASSESSMENTS

## TESTING



- ATTENDANCE
- BEHAVIOR
- EXTRACURRICULAR ACTIVITIES
- PROGRAM PARTICIPATION

## ACTIONS

- AGE
- RACE
- GENDER
- ECONOMIC STATUS
- SPECIAL EDUCATION NEEDS

## DEMOGRAPHICS



- HOMEWORK
- LEARNING APPS

## BY STUDENTS

## REQUIREMENTS

To get that full, clear picture, important requirements must be met for information to be truly useful and to empower people:



### AVAILABLE

Data must be there when you need it.



### COMPLETE

It must provide a whole picture of student learning.



### RELEVANT

Data must be relevant to your needs.



### SECURE

It has to be safeguarded and trustworthy.



### EFFECTIVE

Educators and policymakers must have the skills to use data effectively.



### COMMUNICATE

Data must be used to communicate how students and schools are doing.



### SUPPORT

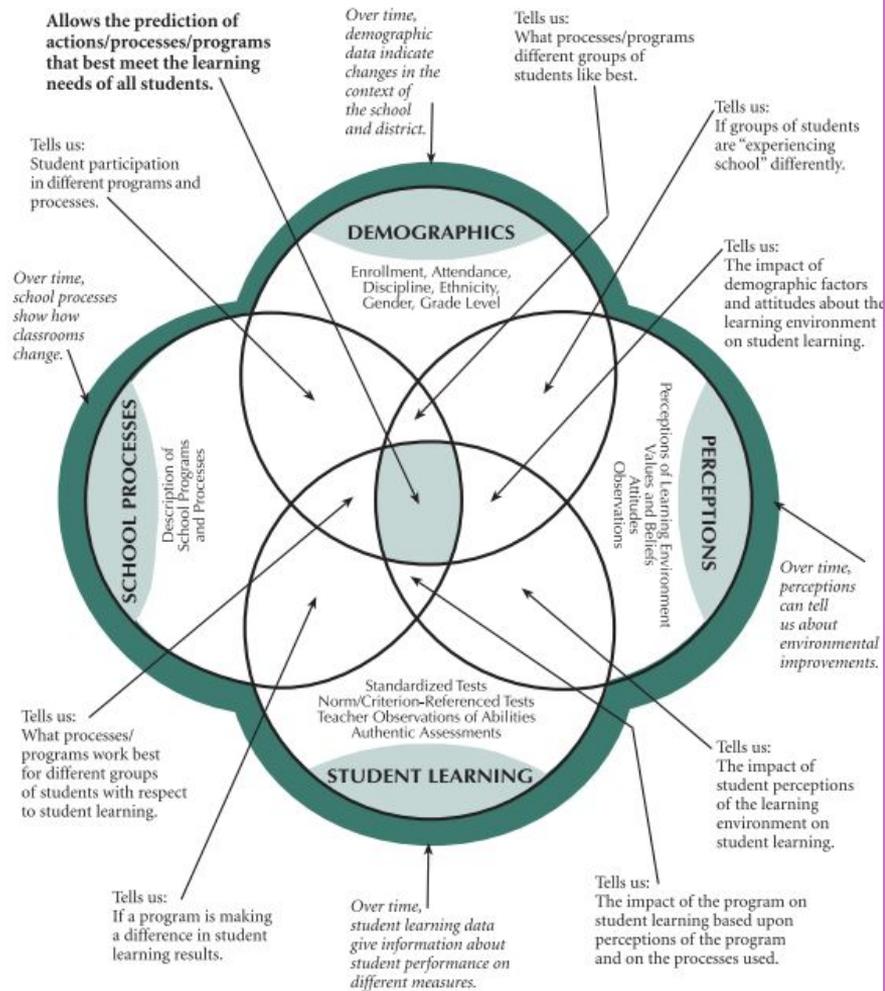
It should be used to support leaders and educators.



### IMPROVE

And data should be used to improve learning.

# Multiple measures of data





# Data Sources

## Student Learning

Interim Assessments  
 Student Work Samples  
 Classroom Assessments (Type and Frequency)

## Perception Data

Teaching and Learning Surveys  
 Perception Survey Data (e.g., parents, students, teachers, community, school leaders)  
 Self-Assessment Tools



## Local Demographics

School Location and Size  
 Student Characteristics  
 Poverty, IEPs migrant, race, ethnicity, mobility  
 Staff Characteristics (Experience, Attendance, Turnover)  
 Feeder pattern

## School Processes

Instruction  
 Curriculum and Instructional Materials  
 Services and/or Programs (Title, Special Ed)  
 Interventions  
 Family/Community Involvement  
 Evaluations of School  
 Discipline Referrals and Suspension Rates



# Data Conversations Are Ongoing

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Beyond the initial forms of data we use to create our CIPs, we must **develop a school culture that relies on data throughout the course of the school year.**

Just as teachers depend on data to make real-time adjustments to instruction, **schools and school leaders must also lean into data to make timely decisions** regarding improvement efforts.



Let's do this!



MR. MAYA PARENTS  
STUDENTS LIKE JOE  
WHO'S INVOLVED?  
TEACHERS LIKE MS. BULLEN  
LEADERSHIP & TEAMS



**1** Data teams, PLCs, and other groups meet to discuss and analyze data. They develop strategies for the school improvement plan and set goals for the following year.

**2** As principal, Mr. Maya reviews the data and the team recommendations for schoolwide goal-setting. Because he attended those meetings, the context is clear. He also reviews budget and staff numbers to determine hiring needs.

The class is going well.



**12** During the first week of school, Mr. Maya informally observes in hallways, classrooms, and the cafeteria. He makes notes on areas that need improvement and is readily available to assist students, parents, and teachers.

**11** At Open House, he shares the school vision and goals based on data about students in the school with parents and members of the community.

WINTER

This lesson is working for students.

**13** He continues to observe (formally and informally) and meets with teachers to share feedback and discuss progress.

**14** Mr. Maya attends data-informed parent-teacher conferences and IEP meetings to support parents, students, and teachers.

**10** Teachers return and Principal Maya shares new data, discusses professional development options, and explains the co-created goals for the school year.

**3** Mr. Maya discusses schoolwide goals for the next year and asks teachers to think about individual goals as well.

**15** He meets with students regarding academics, behavior, and other concerns. They discuss attendance, discipline, and achievement data to guide students in setting personal and academic goals.

**16** Mr. Maya meets with the leadership team to review teacher and student growth, track progress toward schoolwide goals, and discuss areas of concern. This is shared with teachers at team meetings.

**17** Principal Maya reviews analysis of recent attendance, discipline, and academic data with teachers at the school's regular faculty meetings. Teachers then review their individual data in small groups and set personal goals that align with schoolwide objectives.

# Mr. Maya's Data-Rich Year

*When principals are empowered with data, teachers and students do better.*

Principals have access to more quality data than ever, on factors like student and teacher performance, professional development needs, budget and resources, student behavior, attendance, and more. Let's follow one principal, Mr. Maya, along with his leadership staff and team of teachers (and parents!) through a school year to see how data help him enable teachers and students to set and meet education goals—and to continually improve.

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**DQC**  
DATA QUALITY  
CAMPAIGN  
dataqualitycampaign.org

SPRING

We've set five goals. What support will we need?



I'll be back next year.

**4** Mr. Maya meets with teachers and discusses their evaluations. He gets an idea of who's returning and who's not, and who wants to move subjects or grade levels so that he can assign teachers according to student needs.



**5** At the end of the school year teachers meet with leadership to discuss student retentions, promotions, and recommendations (honors, AP, etc.) for next year based on data about teacher strengths and student needs.



This applicant has the skills we need.

**6** Data on school needs and teacher applicants are used to find and recruit highly qualified educators suited to the particular needs of the school.

Good idea!



**9** Mr. Maya reviews teacher surveys to determine what professional development opportunities are needed next year and how teachers are feeling about the school's goals.



**8** Mr. Maya, guidance counselors, and assistant principals receive student summative test scores and discuss the results. They print reports to share with the teaching staff.



**7** Mr. Maya works with assistant principals and guidance counselors to develop student schedules based on what they know about student performance and teachers' skills and abilities.



Let's talk about your progress.



10TH GRADE



We're seeing real growth.



# Ms. Bullen's Data-Rich Year

When teachers are empowered with data, students do better

Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids. Follow one teacher, Ms. Bullen, and one of her students, Joey, through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

Produced by  
**DQC**  
 DATA QUALITY  
 CAMPAIGN  
[dataqualitycampaign.org](http://dataqualitycampaign.org)

Let's get started!

FALL

Who are my students?

What's their history?

How do I prepare for them?

What's the one thing that's holding Joey back?

**1** Before school starts, Ms. Bullen looks at her students' past performance and sets goals and makes working groups for all of her students—including Joey.

**2** She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.

MS. BULLEN JOEY

PARENTS  
**WHO'S INVOLVED?**

PRINCIPAL

TUTOR TRAINERS

SPRING

Let's try this.

**12** Ms. Bullen meets with Joey's parents to discuss how he is struggling and works with his other teachers to prepare a plan.

**11** An early warning system flags Joey and tells Ms. Bullen that he is at risk of getting off track, falling behind, or even failing.

**13** With his parents' approval, Ms. Bullen reviews Joey's performance data with his after-school tutor. Together, they note areas for improvement.

**14** Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

**15** By the end of the year, grades and summative assessment data show Joey is back on track—though he will continue to need support in the future.

**4** Ms. Bullen gauges Joey's progress with her formative quizzes, which show what Joey learned that day or week, and her summative tests, showing how he's improved over time.

**3** In the classroom Ms. Bullen observes Joey's interactions for more information, and adjusts instruction on the fly.

4TH GRADE 2ND GRADE

**10** Teachers use data together to solve problems and identify promising practices. Recurring meetings are set up by grade level, subject matter, or other useful ways.

**16** Ms. Bullen uses Joey's data to support her recommendation for his class placement next year. Her conclusion is based on objective—not anecdotal—data.

**5** She goes over all Joey's data with his parents, and explains what they show about his current performance and how he may do over time if he stays on track.

**9** Since Ms. Oswalt excels in an area where Ms. Bullen struggles, she observes her class.

SUMMER

How well did I meet Joey's needs?

**17** After meeting with her principal, Ms. Bullen studies her own value-added score and evaluates how she did with different students, standards, and concepts.

**6** Joey and Ms. Bullen meet to discuss his performance, behavior, and attendance data—and what Joey's parents want for him—setting goals for the year.

**8** The principal reviews performance data with Ms. Bullen, using data to support and empower, not admonish. They note areas of strength and for improvement.

**18** During the summer Ms. Bullen and other district teachers meet to solve problems using data. They identify trends and promising practices from throughout the district.

WINTER

HOW TO: This teaching method is showing real success!

Well done in math! Maybe you should observe Ms. Oswalt's vocab methods.

**7** Throughout the year, data coaches and teachers work together to better understand and use different types of data.

What do they have in common?

In 6th grade, 30% of students are falling off track.

What do they have in common?

## Data analysis protocol (informal)

What is being measured in these data?

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Who is represented in the data pool?

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What jumps out in the data on first glance?

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Surprises

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Expected

What conclusions can we draw at this point?

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What other data have we looked at recently that have suggested similar findings?

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What other data might we consider to confirm or disprove these conclusions?

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## Data analysis protocol (formal)

What are we looking at here?

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What is being measured in each assessment?

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Which students are assessed?

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What areas of student performance are meeting or exceeding expectations?

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What areas of student performance are below expectations?

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Do patterns exist in the data?

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How did various populations of students perform? (Consider factors such as gender, race, and socioeconomic status.)

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What are other data telling us about student performance?

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What surprises us?

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What confirms what we already know?

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# More than Numbers

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Data inform our ability to make needed adjustments and guide our efforts toward success. It is important to remember that behind all the numbers, scores, levels, rates, and percentages hides **what really COUNTS...children.**



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# PROFESSIONAL DEVELOPMENT

Professional Development Does NOT Just Happen

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03





4K ULTRAHD™

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# Guiding Questions

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1. What are your current practices related to professional learning?
2. Do you have regularly scheduled professional development sessions?
3. How often are staff required to attend PD?
4. Who is responsible for leading professional learning on your campus? What experience does this person or group have related to teaching adult learners?
5. What is your follow-up procedure to determine impact of PD?



# Typical Plan for Professional Learning (Year)

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**Day A: Beginning of the year motivational speaker**

**Day B: Planning and grade preparation**

**Day C: Select one of five day-long workshops**

**Day D: Plan and prepare grades**

**Day E: Select one of five day-long workshops**

**Day F: Plan and prepare grades**



# Revised Plan for Professional Learning

**Day 1: Focus on school vision, mission, goals, needs, and data**

**Day 2: Identify professional learning that needs to take place**

**Day 3: Initiate Learning**

**Day 4\*: Follow up and problem solve**

**Day 5\*: Coach, mentor, observe**

**Day 6\*: Continue learning, looking at data**

**Day 7\*: Follow up and problem solve**

**Day 8\*: Coach, mentor, observe**

**Day 9\*: Continue learning, looking at data**

**Day 10\*: Follow up and problem solve**

**Day 11\*: Coach, mentor, observe**

**Day 12\*: Analyze data and plan for the next year**

**\*Likely to be partial days, as needed.**

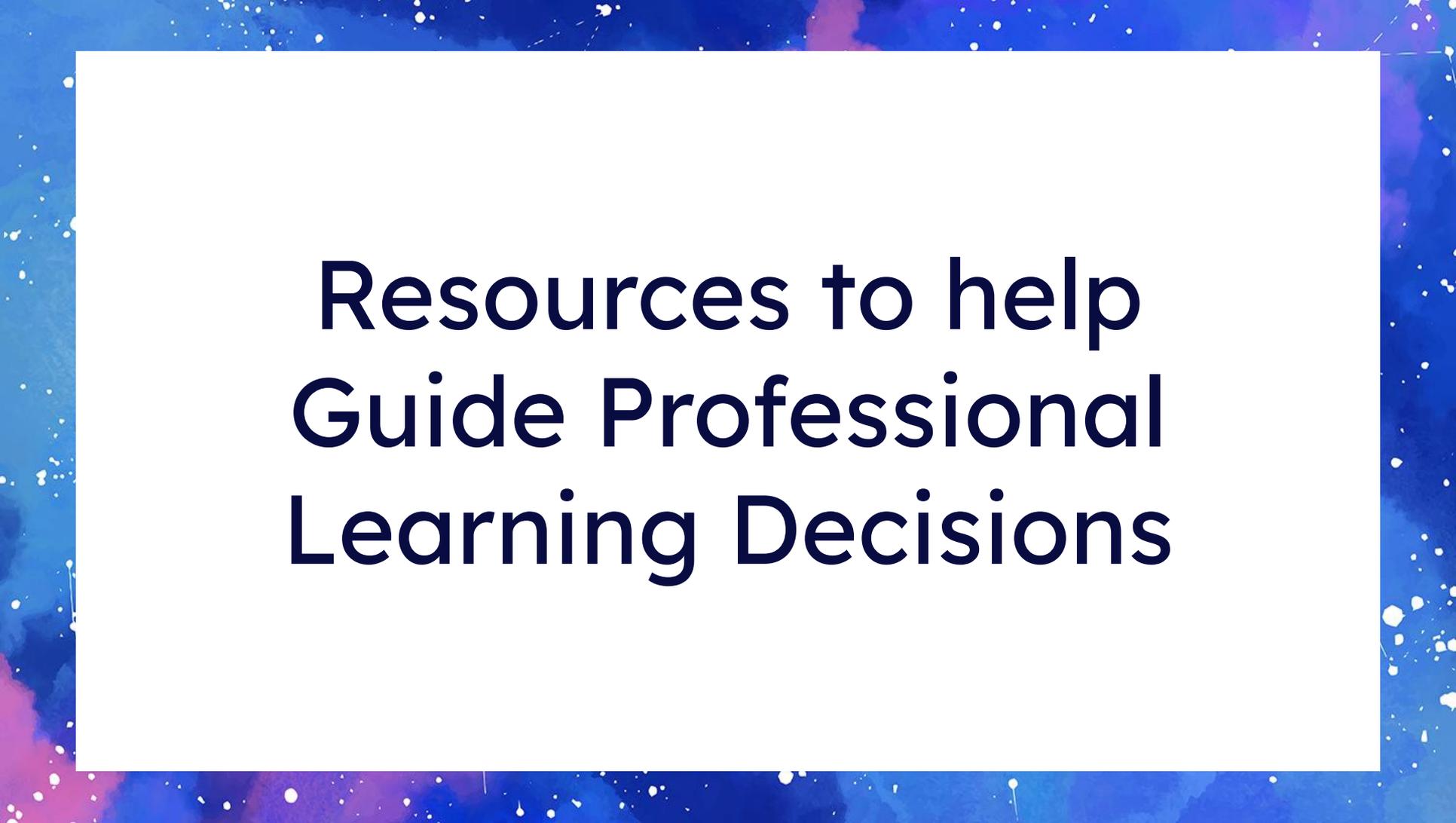


# How are PD topics decided in your school?

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- A. PD is decided/planned at the school level
- B. PD is decided/planned at the district level
- C. PD is decided/planned by state agencies (RIC, AMSTI, ARI, etc.)
- D. PD is decided/planned by curriculum partners (textbook company)
- E. Other





**Resources to help  
Guide Professional  
Learning Decisions**

# What resources do you have to help select meaningful PD topics?

cognia™



## Student

- Climate & Culture
- Back to School Readiness
  - Student Engagement
- Student Survey for Schools



## Staff

- Climate & Culture
- Back to School Readiness
- Staff Survey for Schools
- School Quality Factors Diagnostic



## Family/Community

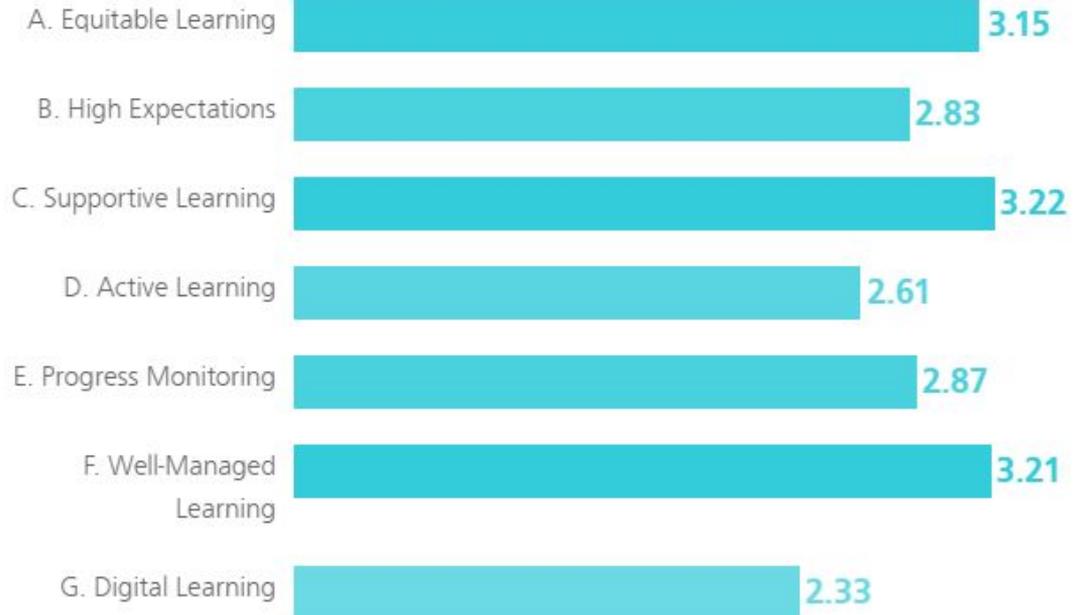
- Climate & Culture
- Back to School Readiness
- Community Engagement
  - Family Engagement
- Parent Survey for Schools

What data  
have you  
collected  
from your  
teacher  
evaluation  
and/or  
observation  
tools?



## Reporting

95 Completed Observations, Average Score: 2.91



# National Staff Development Council (NSDC)

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NSDC Standards\* for Professional Learning are organized into three areas:

- Context Standards
- Process Standards
- Content Standards

\*The NSDC Standards have been updated and are now the Learning Forward Standards. The Learning Forward Standards were adopted by the ALSDE and are utilized in the Alabama Coaching Framework.



# Context Standards

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## Learning Communities

- PLCs with aligned goals to school/district goals



## Leadership

- Skillful leaders who guide instructional improvement



## Resources

- Supports for adult learning and collaboration

# Process Standards

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## Data-Driven

- Student data is used to
  - Determine PD priorities
  - Monitor progress
  - Sustain continuous improvement



## Evaluation

- Multiple sources of information to guide and show impact



## Research-Based

- Prepares teachers to apply research to decision making

# Process Standards (continued)

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## Design

- Learning strategies appropriate to the intended goals



## Learning

- Applies knowledge about adult learning and change



## Collaboration

- Provides knowledge and skills to collaborate

# Content Standards

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## Equity

- Understand and appreciate all students
- Create safe, orderly, and supportive learning environments
- High Expectations for All



## Quality Teaching

- Deepens Content Knowledge
- Provides Research-Based Instructional Strategies
- Relies on Rigorous Academic Standards
- Prepares for the use of various forms of assessment



## Family Involvement

- Involve families and stakeholders appropriately



# The Backmapping Model

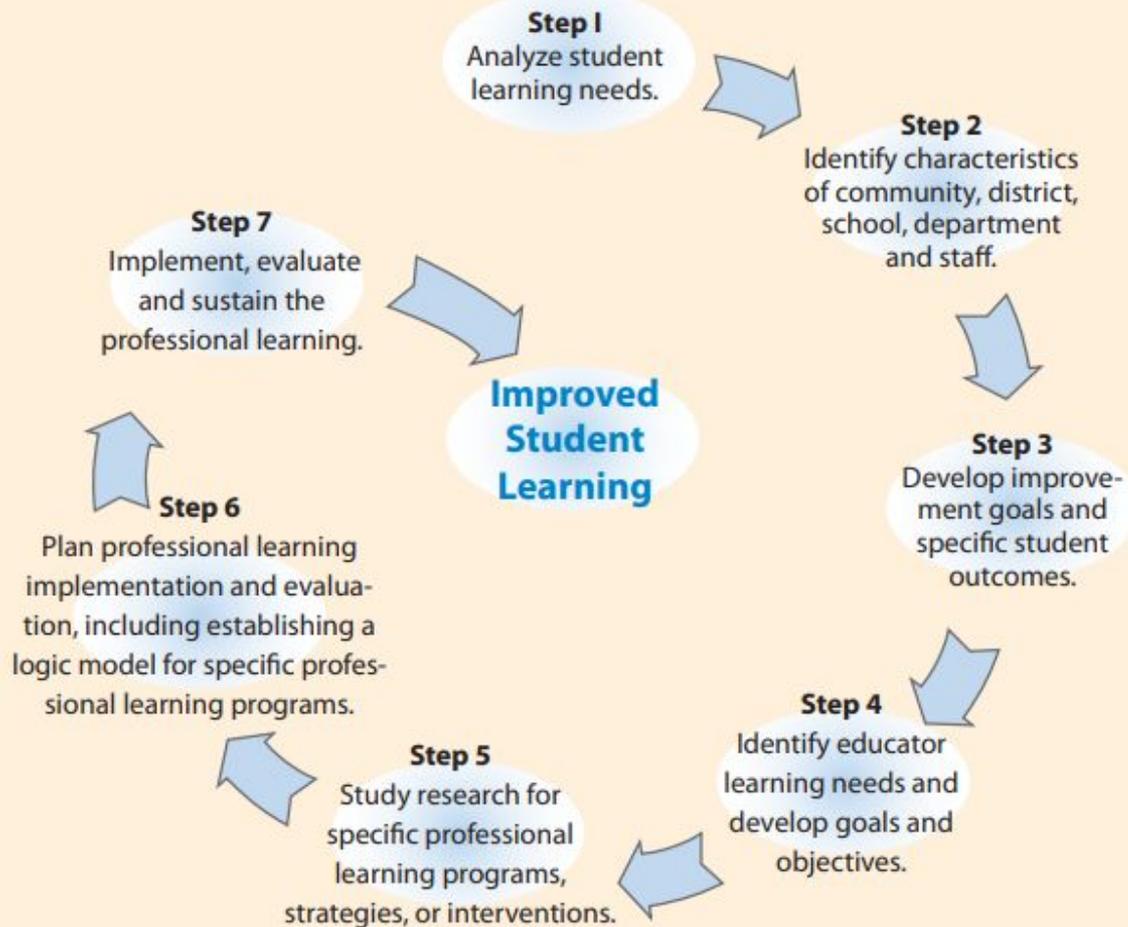


Figure 2. Backmapping model diagram

# Tools & Resources to Assist You

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## ATLAS

Accomplished Teaching, Learning and Schools™

### About ATLAS

ATLAS provides a library of authentic cases of accomplished teaching practice indexed to common teaching and learning frameworks across a wide variety of classroom settings.

[Find out more](#)

Welcome to the ATLAS case library  
of accomplished teaching!

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# Tools & Resources to Assist You

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# Tools & Resources to Assist You

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# Tools & Resources to Assist You

the **teacher** toolkit

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## Welcome to The Teacher Toolkit! Engaging techniques for effective teaching

For every tool you'll find:

- An explanation of how and when to use it
- A template students can use to implement the tool
- A place to take notes about how you use each tool

We're also adding videos that will show you the strategies in action.

[View Our Tools](#)

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# INSTRUCTIONAL ROUNDS

**Time to Calibrate and Collaborate Together is Essential**

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04



**Rounds Focus on the  
Task not the Teacher.  
So, don't *Say My Name***

**NOW!**  
THAT'S WHAT I CALL  
**MUSIC**



“The idea behind instructional rounds is that **everyone** involved is working on their practice, **everyone** is obliged to be knowledgeable about the common task of instructional improvement, and **everyone’s** practice should be subject to scrutiny, critique, and improvement.”

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**KEY IDEA**

# What Instructional Rounds are NOT...

## Not Walkthroughs...

- Walkthroughs presume that as the instructional leaders, we know what we are looking for and will *monitor* to see that it is there.
- Little of the walkthrough process confronts us to *reflect on our own practice* as instructional leaders and to grow in our practice.
- Instructional rounds are as much about the *leaders* growing through the process as the teachers they will observe.

## Not PLCs...

- PLC's suffer from *too many definitions and purposes*, though the common factor seems to be a group of professionals who collaboratively assist one another in the process of improving their individual and collective practice.
- Rounds, then, can be *a vehicle for PLC work*, when the focus is on gathering evidence about a commonly-identified problem of practice, with the goal of enhancing our overall effectiveness.

## Not Improvement Strategies..

- Rounds *inform* and *are informed by* improvement strategies.
- Rounds start with a *problem of practice*, one that often emerges from some improvement strategy, and end with ideas for making our improvement strategies more effective.
- Rounds are, then, a *vehicle for improving* our strategies and making us much more *reflective* about our work.

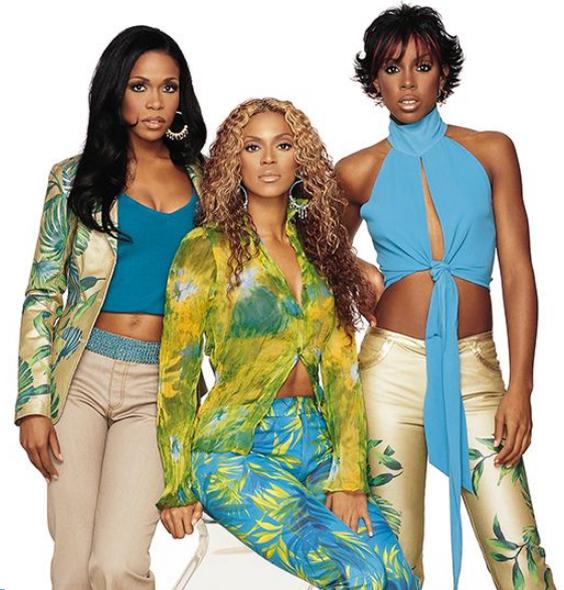
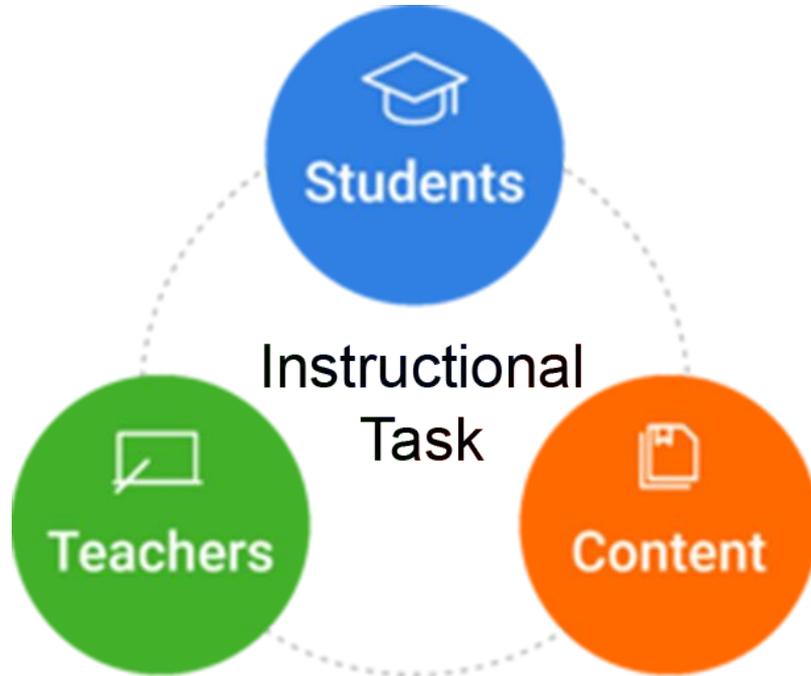
# Problem of Practice

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-  Comes from data, dialogue, and current work
-  Refers to an unresolved question or dilemma of student learning
-  Focuses on one element of practice
-  Involves shared inquiry
-  Often identified as important in the school improvement plans
-  Must be definable, observable, and actionable by the school

# The Instructional Core

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# The Seven Principles of the Instructional Core

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1. Increases in student learning occur only as a consequence of **improvements in the level of content, teachers' knowledge and skill, and student engagement.**
2. If you change any single element of the instructional core, you have to change the other two.
3. If you can't see it in the core, it's not there.
4. Task predicts performance.
5. The real accountability system is **in the tasks that students are asked to do.**
6. **We learn to do the work by doing the work,** not by telling other people to do the work, not by having done the work at some point in the past, and not by hiring experts who act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

# Instructional Rounds Cheat Sheet

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NOT about “fixing” teachers



Used to understand:

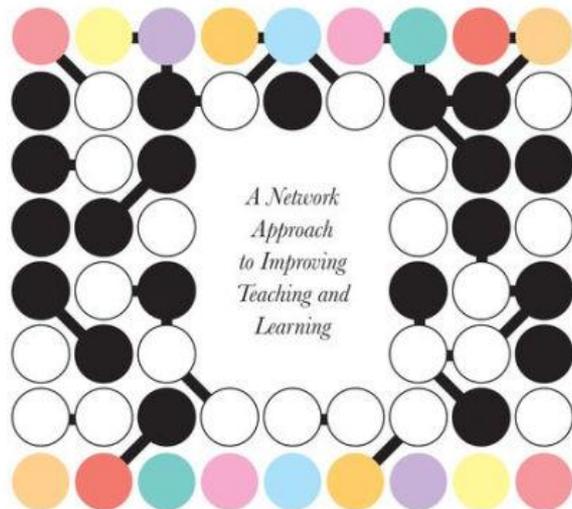
- What is happening in classrooms
- How a system produces those effects
- How to move closer to creating the learning we want to see



Descriptive and Analytic, NOT Evaluative

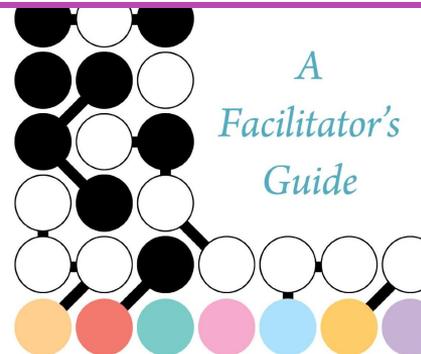
- Nothing is described as “good” or “bad”
- We do not say we “like” or “don’t like”

# INSTRUCTIONAL ROUNDS *in* EDUCATION



Elizabeth A. City, Richard F. Elmore,  
Sarah E. Fiarman, *and* Lee Teitel

With a foreword by Andrew Lachman



## **LEADING** INSTRUCTIONAL ROUNDS *in* EDUCATION

Thomas Fowler-Finn  
With a foreword by Lee Teitel

What about  
*Walkthroughs, Learning  
Walks, Observations,  
and Peer Visits?*

# An Open Door Culture

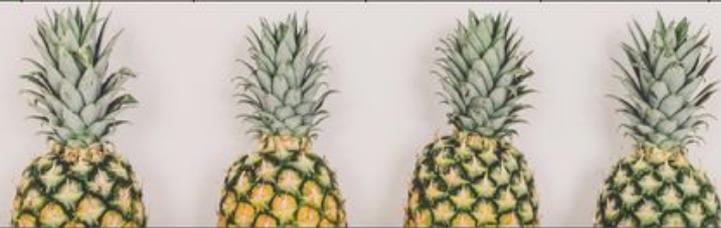
Creating an environment where teachers welcome visitors into their classrooms takes **time**, **trust**, and **a plan**.

What strategies have you found successful for creating an open door culture in your building?



EXAMPLE of a PINEAPPLE CHART

DATE	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period		Johnson – Math Centers		Johnson – Math Centers	
2nd Period		Wilson – Laboratory	Wilson – Laboratory		
3rd Period	Baldwin – Video Editing	Nelson – Flipped Classroom		Smith – Kahoot Quiz	
4th Period	Frederick – Interactive Whiteboard		Frederick – Interactive Whiteboard		Smith – Kahoot Quiz
5th Period		Berchtold – Poetry Slam	Holmes – Stations Activity		Jensen – Plickers
6th Period	Kelly – Interactive Notebooks			Kelly – Interactive Notebooks	



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# **MID-YEAR REVIEWS**

Progress Monitoring Extends Beyond Students

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05





# Guiding Questions

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**How would you describe your mid-year review (MYR) process?**

**What data do you collect for the MYR?**

**Who all participates in MYR?**

**How do you currently determine if your activities and/or critical initiatives have been effective?**

**What supports might be helpful in ensuring your improvement efforts stay on track?**

**NOW!**  
THAT'S WHAT I CALL  
**MUSIC**

# eProve Four Phases



Expands an institution's view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

Work toward the development of your institution's long- and short-term continuous improvement plan.

Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.

# ENACT AND MONITOR PROGRESS

Implementing

- Design Implementation Plan
- Assign and Communicate Responsibilities
- Enact and Monitor Progress**

Evaluating

- Determine Impact of Critical Initiatives
- Judge Success of Annual Plan
- Address Implications for Future Work
- Output

## Learning

**Critical Initiative**

Plan, provide, and monitor instruction to ensure success

**Start Date:** 08/27/2019    **End Date:** 05/29/2020

**Objective:** Students will be proficient on grade-level standards

**Set tracking status:** On Track

Add Comment

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**Activity**

Use of lesson plan template

**Person Responsible:** All teachers, Instructional Coach, C&I      **Launch Date:** 08/27/2019

**Resource(s)**

**Financial Resources:**      **Source of Funding:**

## Enact and Monitor Progress Worksheet

<b>Critical Initiative</b>	Question 1: How successful have activities within this critical initiative been to date?	Question 2: What data sources can we utilize to verify our thoughts?	Question 3: Would you classify this critical initiative as being On Track, Lagging, or At Risk?

# Mid-Year Review Cognia Process

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**Step 1:** The leadership team meets to discuss the progress being made regarding each activity within a Critical Initiative.

**Step 2:** The team should then determine an overall tracking status for the Critical Initiative based on the cumulative success and/or struggles of the individual activities.

**Step 3:** Assign the decided status for each Critical Initiative in the Cognia platform.

# Mid-Year Review Cognia Process

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Step 4: The team should craft a brief explanation as to why the status was chosen. The narrative should be simple and straightforward. It should include the following components at minimum:

- Restate the status you selected (1 sentence)
- Rationale as to the selection of the status (1 sentence)
- Reference the data which support the assigned status (1 sentence)
- List specifics regarding any activities within the initiative that need to be adjusted moving forward (1 sentence)

Step 5: Be sure to include and save comments at any point adjustments are made. It will help with the EOY Processes.

# Storing Data & Documentation

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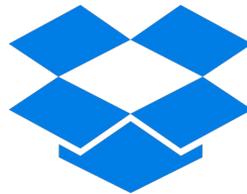
- As you monitor the progress of your plan, add data reports, documents, and artifacts to a shared folder hosted in the cloud.
- Make sure you can generate a link to this shared folder.
- Organize subfolders around themes and critical initiatives.



Google Drive



OneDrive



Dropbox





## inFocus:

A Guide for  
Strategic Thinking  
and Improvement  
Planning



ENVISIONING PHASE

PLANNING PHASE

IMPLEMENTING PHASE

EVALUATING PHASE



06

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## END-OF-YEAR PROCESSES

Laying the Foundation for a Well-Developed Plan

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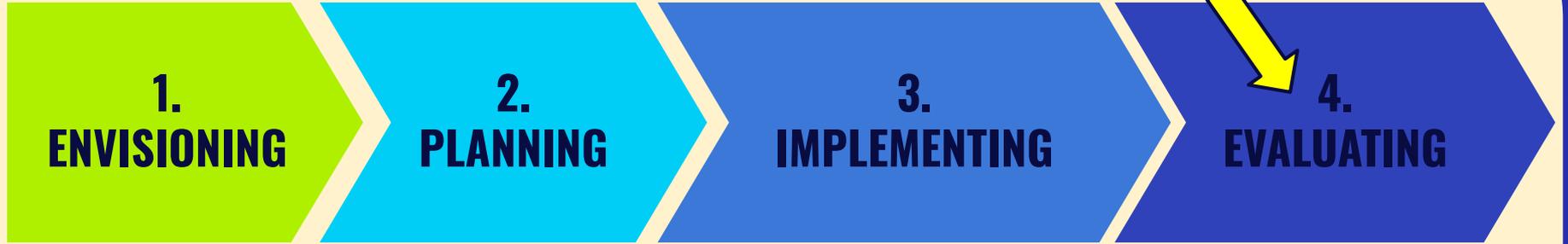


What do you do when  
you reach the  
*End of the Road?*

**NOW!**  
THAT'S WHAT I CALL  
**MUSIC**



# eProve Four Phases



Expands an institution's view of its current reality and potential future to establish a foundation for decisions about continuous improvement planning.

Work toward the development of your institution's long- and short-term continuous improvement plan.

Create an Annual Implementation Plan that provides a detailed explanation of the activities associated with each Critical Initiative to address for the coming year.

Leverages the theories of action created to determine the effectiveness of each Critical Initiative. These inform discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.

# Conduct an Educational Garage Sale

The “Garage Sale” is an EOY protocol that can be used to help teams categorize, reflect, and plan.





## Museum

These are practices or activities that served the school well and no longer need but can be used for future references.



## Not-For-Sale

These practices or activities are essential towards meeting our goals- they are important to keep, update, and reuse.



## Repair Shop

These are practices or activities that made little to no impact and need some further discussion, collaboration, repair, or improvement.



## Garbage

These are practices or activities that need to be thrown out. They no longer serve their purpose or they were not impactful.



## Toxic Waste

These are practices or activities that had a negative impact. Discard responsibly!





## Activities

- What activities will you carry over “as is”?
- What will need to be repaired?
- What areas will need additional support?

## Critical Initiatives

- What initiatives will you carry over “as is”?
- What will need to be adjusted?
- What areas will need additional support?
- Where do you anticipate new areas of critical need?

## Objectives

- Have your goals shifted as a result of the pandemic?
- Are there additional areas for improvement beyond what is currently represented in your plan?



# DETERMINE IMPACT OF CRITICAL INITIATIVES

## Determine Impact of Critical Initiatives

There still is a need for summative review even though elements of the Evaluating Phase appear throughout the entire strategic thinking and improvement planning process. To address this, the Evaluating Phase leverages the theories of action you created to determine the effectiveness of each Critical Initiative. These determinations ultimately inform your discussions about the effectiveness of the Annual Improvement Plan and any implications for future work.

To begin this work, select "View Theory of Action" to access the theory of action for each Critical Initiative and complete the following steps:

1. Determine the results of the Intended Outcomes and Key Measures for each Critical Initiative.
2. Verify the Critical Initiative was implemented with fidelity.
3. Discuss findings from Critical Initiatives in relation to one another and describe results in a holistic way.

Understanding the progress of the Annual Improvement Plan should inform decision-making for the future. You can document the findings in a narrative format in the space provided below. This information will remain here, but you might want to save it in another format for future use. You also can upload documents that help substantiate your findings.

 [Download the guide](#) to learn more about **Determine Impact of Critical Initiatives**.

### Select a Critical Initiative:

All Critical Initiatives Selected (10)

View

### Critical Initiative

▼ Develop and implement strategies to increase student attendance

View Theory of Action



### Analysis of Findings

**B** U *I*  

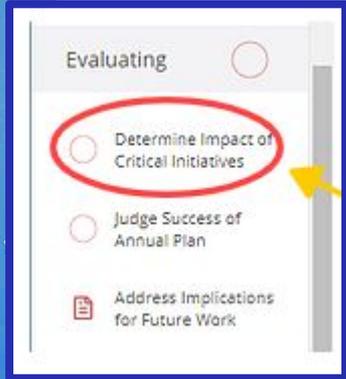
Enter Analysis of Findings here

Add comment by clicking +

Remaining: 3000

Cancel

Save



# Suggestions for Crafting Your Narratives

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For each critical initiative your team will need to summarize your findings. You will craft statements that offer a justification as to why you all felt the critical initiative was On Track, Lagging, or At Risk. Reference the data sources you all used to reach your conclusions.

The narratives you post here should provide enough information for the next CIP team to make educated decisions regarding whether or not a critical initiative should remain in the plan and/or if specific activities should be kept or discarded.



*Boyz II Men*

# JUDGE SUCCESS OF ANNUAL PLAN

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## Judge Success of Annual Plan

In the Determine Impacts of Critical Initiatives subphase, you identified the findings from the evaluation of individual critical initiatives in relation to one another.

Based on a thorough exploration of outcomes, write a summary of the findings regarding the effectiveness of the Annual Improvement Plan. How did the work related to the critical initiatives connect to any progress toward achieving long-term objectives?

 [Download the guide](#) to learn more about **Judging Success of Annual Plan**.

## Overall Findings

Enter findings here

Attachments

Attach Files

# Writing Your Summary of the Overall Plan

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As a team, you will write a narrative that summarizes your thoughts regarding the success of the overall ACIP. You will consider individual activities and critical initiatives as you develop this statement. You will reference areas of success and concern. Consider the following questions when constructing your summary.



Is our now current reality different from our then current reality?



Are these differences what the school expected to see?



Did the school faithfully execute the ACIP as written?



Are there alternative explanations for success or failure?



Did we address the needs of ALL students equitably?



Did we address the needs of ALL students holistically?

# Evidence (Using a Cloud Folder)

Attachments Attach Files

Attachment Name	Description	Actions
 <b>No Attachments Found.</b> When you add Attachments they will be listed here.		

Is your work completed?  No Previous Next

Attachments

A file may be attached using three methods. Select a file by using the drag and drop feature, use the select file button to browse and attach files manually, or enter a URL for an external link. File size is limited to 10 MB. Standard document, image, spreadsheet, and presentation files are acceptable. Please do not attach audio or video files.

Attach File External Link

Link To\*  
Enter the web page address (URL) Remaining: 100

Attachment Name\*  
Enter a name for this attachment Remaining: 100

Description  
Enter short description for the attachment Remaining: 300

\* Indicates required field Cancel Save Previous









# MANY THANKS!

Any questions?  
You can find us at:

 @ALSDEOSI

 334.694.4979

