Continued School Improvement (CSI) Handbook 2016-17

Dr. Roberto Padilla
Superintendent of Schools
Dear Colleagues,

I am excited to share this revised CSI guide with you. As you know, monitoring district and school based organizational proficiency is essential to achieving student success and you play such a critical leadership role in this process.

The purpose of this guide is to provide you with an overview of the tighter protocols and clearly defined expectations for our second year of implementation. Three specific protocols have been developed that include strategies and activities that will be carried out throughout the school year.

This guide will provide the following:

- Expectations for multiple data sources to inform decisions
- District and school leader responsibilities for the use of data to inform decisions
- A shared understanding that CSI is a districtwide monitoring system to insure student success
- Upfront communication of events so that all stakeholders will be prepared

Thank you for your leadership and commitment to getting results. Be relentless in your pursuit of excellence.

Through the Work of All,

Roberto
Continuous School Improvement

CSI

Comprised of Three Protocols

- Data/Com – Central Office Data Strategy – School Based Data Strategy

1) **Data/Com – which is comprised of three events**
   a. Baseline Data Session – November 28, 2016
      i. Pre session events – Assembled by Central Office
         1. Data Collection and Analysis
            a. State Assessment Results
            b. I-Ready Diagnostic Results
            c. Staff/Student attendance from last year
            d. Suspension Rates – based on race/ethnicity and disability from the previous year
            e. High school report card analysis - % passing Regents Courses
            f. Retention rates from the middle school
         2. Desk Audit – Conducted by Central Office
            a. Human Resources
            b. Finance
            c. Student Support Services and District Accountability
         3. Instructional Reviews – Completed by Central Office
         4. Data Portfolio Development – Distributed to school leaders one week prior to the event
            a. Culmination of the preceding data collection events
   b. **Middle of the Year Progress Meeting – February 22, 2017**
      1. Data Collection and Analysis – Assembled by Central Office
         a. State Assessment Results (January Regents)
         b. I-Ready Mid Year Results
         c. Staff/Student attendance current year to date
         d. Suspensions – based on race/ethnicity and disability – current year to date
         e. High School Report Card Analysis - % passing Regents Courses
         f. Possible Retention Rates from the Middle School
      2. Desk Audit – Conducted by Central Office
         a. Human Resources
         b. Finance
         c. Student Support Services and District Accountability
      3. Instructional Reviews – Completed by Central Office
      4. Data Portfolio Development – Distributed to school leaders one week prior to the meeting
         a. Culmination of the preceding data collection events
c. End of Year Growth Meeting – July 5, 2017

1. Data Collection and Analysis – Assembled by Central Office
   a. State Assessment Results
   b. I-Ready End of Year Results
   c. Staff/Student attendance summative
   d. Suspensions – based on race/ethnicity and disability summative
   e. High School Report Card Analysis - % passing Regents Courses
      Summative
   f. Retention Rates from the Middle School

2. Desk Audit – Conducted by Central Office
   a. Human Resources
   b. Finance
   c. Student Support Services and District Accountability

3. Instructional Reviews – Completed by Central Office

4. Data Portfolio Development - Distributed to school leaders one week
   prior to the meeting
   a. Culmination of the preceding data collection events
   b. 2) Central Office Data Strategy – Central Office Leader Data Day!

   November 16, 2016, February 3, 2017 and June 29, 2017

   These sessions provide an opportunity for all district level administrators to share pertinent data
   related to their areas of responsibility. As a result of these sessions, central office support will be
   assessed and targeted supports to schools will be developed.

   Curriculum and Instruction Leaders will share progress by school and content area relating to:
   o Curriculum Implementation
   o Teacher Practice
   o Student Learning
   o Exceptional Learner Leaders will share progress towards evaluation timeliness, progress
     moving towards LRE, specially designed instruction in Autism classrooms, ICT, and
     Resource Room will be discussed.

   o SEL Teams will share progress towards the selected priority areas for each school

   o Pupil Personnel will share the disciplinary data and attendance data by school, grade,
     race/ethnicity and disability. Interventions at the middle level and secondary level will
     also be shared. Updates on the IST strategy will be shared.

   o Planning and Accountability will share pre-referral intervention data by school, grade,
     content area and behavior and the success of proposed interventions.

   Outcomes of each session:
   Targeted support by individuals or collaborative teams across departments.
3) **School Based Data Strategy**
   a. All schools will receive a quarterly newsletter containing effective practices for data analysis and data driven instruction
   b. Schools identified as Tier 2 Schools (Temple Hill and Meadow Hill)
      i. Will receive onsite support to infuse data into grade level, team meetings, faculty meetings and content area meetings.
Further Clarification – What is a Desk Audit?

The Desk Audit Structure

In order to accurately assess the learning environment in a school, multiple sources of data must be analyzed in order to determine proficiency towards goals and expectations. The desk audit will be used to collect and analyze data relating to local and state accountability, exceptional learner quality assurance, fiscal equity and efficiency, transportation timeliness and safety, and human resource compliance.

For each school:

The Department of Planning and Accountability

- Present the findings from the most current diagnostic tool for school and district effectiveness ratings
- Present the findings from the most current quarterly monitoring report

The Department of Exceptional Learners

- School classification rate
- Number of students referred to CSE and the number of students found eligible
- Number of students with disabilities suspended
- Number of students with disabilities suspended more than 10 days, verify that the functional behavior assessment and behavior intervention plan have been addressed

The Department of School and District Finance

- Summary of the general fund spend down
- Summary of grant funding spend down and evaluation/monitoring reports for each grant
- Bus arrival/dismissal - complaints and timeliness

The Department of Human Resources

- The percent of highly qualified teachers
- Number of observations completed
- School performance, grade level performance and/or content area performance based on ratings for each element on the Danielson Framework for Teaching
- The average daily attendance rate for students and faculty

Feedback will be provided to the principal after the visit.
Further Clarification – What is the Instructional Review?

The Instructional Review Process Pilot Year

The following proposal has been prepared for the NECSD by our partners from the International Center for Leadership in Education.

Success begins at the top. Leadership is acutely aware that school principals and assistant principals must become instructional leaders that own and fully understand rigorous and relevant instruction, and have the skill set necessary to empower staff to make it happen in the classrooms. Therefore, district leadership is prepared to implement a professional learning plan that continues to build the capacity of district and school leadership to support rigorous and relevant classrooms in each school. Utilizing the International Center for Leadership in Education’s (ICLE) Rigor/Relevance Framework, it is the wish of district leadership to ensure depth of understanding by providing training to leadership that helps them more fully understand the skills associated with effective instructional leadership. Depth of understanding occurs through immersion and application of a common language and best practice that guides the actions of teachers and leaders. Major objectives for professional learning and training include:

1. Build depth of understanding of the Rigor/Relevance Framework
2. Develop a common language for rigorous and relevant instruction and cognitive learner engagement
3. Build the capacity of instructional leadership to help teachers:
   a. Develop highly rigorous lesson plans and performance tasks
   b. Deliver highly rigorous and relevant lessons
   c. Utilize authentic assessments designed to measure student application of learning
   d. Engage instructional staff in professional dialogue to promote teacher effectiveness and professional learning communities

ICLE’s Rigor/Relevance Framework is a powerful tool that helps teachers set standards of excellence and plan the objectives they wish to achieve. This versatile framework applies to standards, curriculum, instruction, and assessment.

Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies on lecturing does not provide students with optimal learning opportunities. Instead, students go to school to watch the teacher work. The Rigor/Relevance Framework helps teachers to effectively plan their coursework over the year to facilitate student growth and develop the qualities of a lifelong learner.

The core framework is based on the following structure:
- In Quadrant A: Students gather and store bits of knowledge and information, and are primarily expected to understand and remember this knowledge.
- In Quadrant B: Students use acquired knowledge to solve problems, design solutions, and complete work.
In Quadrant C: Students extend and refine their acquired knowledge so that they can draw upon this knowledge automatically and use it to routinely solve problems.

In Quadrant D: Students have the competence to think in complex ways and apply their knowledge and skills even when confronted with unusual/perplexing unknowns. Thinking within this framework helps teachers integrate more active, real-world learning into their lesson structures by breaking down passive vs. active learning.

The Instructional Review Process (IR) will be developed as a strategy to monitor continuous school improvement efforts in the NECSD. Through a series of visits to classrooms, infused with organic conversations (that include school leaders, teachers, staff and students), reviewers will gather information utilizing the Rigor and Relevance Framework, regarding: specific instructional moves used for particular curricula and/or sub-groups, the use of data for student groupings, and the differentiation of content and product.

*The on-site IR will be developed upon completion of the International Center for Leadership in Education training sessions.*
The following table outlines an overview of team assignments and the timeline of review cycles for the 2016-17 school year:

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<thead>
<tr>
<th>Lead Reviewer</th>
<th>Senior Staff Member</th>
<th>Senior Staff Member</th>
<th>Senior Staff Member</th>
<th>Senior Staff Member</th>
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<td><strong>District Team</strong></td>
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<td><strong>Schools Assigned</strong></td>
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<td><strong>Cycle 1</strong></td>
<td>September – November 2016 - Rigor and Relevance Training</td>
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<td><strong>Cycle 2</strong></td>
<td>December 2016 – February 2017 - Rigor and Relevance IR Implementation</td>
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<td><strong>Cycle 3</strong></td>
<td>March – June 2017 Rigor and Relevance IR Implementation</td>
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