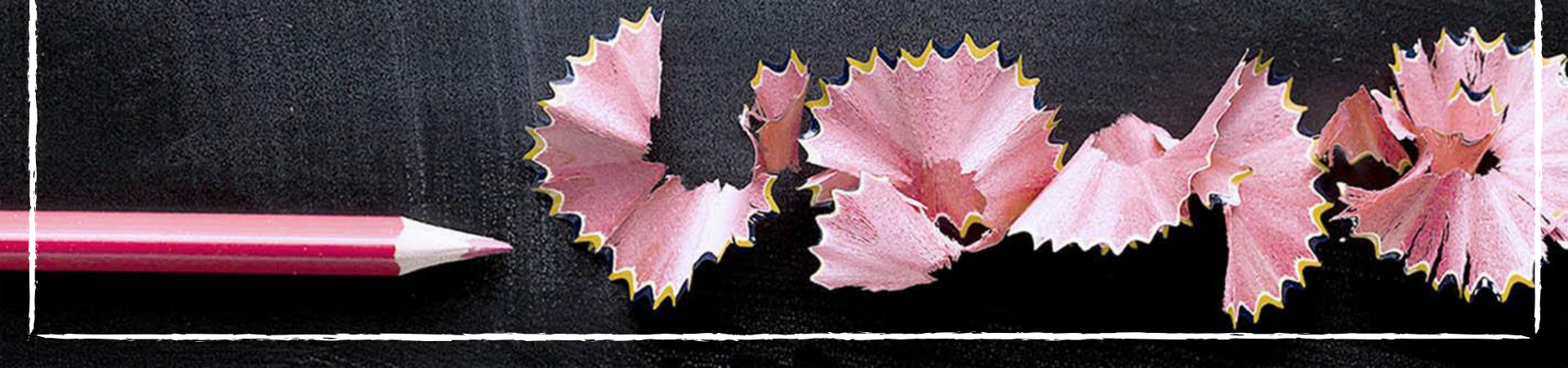
Let's Chalk!

Confronting the Brutal Facts
(Needs Assessment to drive change)



On the Agenda

1. School Needs Assessment
2. District Needs Assessment
3. Needs Assessment PLC and HRS
4. High Reliability Survey offerings

Whoa!

Statewide Guiding Coalition

Stephanie Walker - Principal, Watson Elementary, Little Rock School District

Dan Breshears - Superintendent, Centerpoint School District

Jason Selig - Principal, Lake Hamilton Junior High School, Lake Hamilton School District

"Retain faith that you will prevail in the end, regardless of the difficulties, and at the same time confront the most brutal facts of your current reality, whatever they may be."

—James Stockdale, U. S. Navy vice admiral

Needs Assessment

01

"The What"

What is a Needs Assessment?

The process of identifying needs to move toward workable solutions that cause improvement.

Purpose

To identify gaps between the current status of your school and your vision of where you want to be.

A needs assessment is the "What". [what the school needs.]

The Process

01
Questionnaire/Reflect on Current Practices

Day 1

- ❑ Administration
- ❑ Leadership/Guiding Coalition
- ❑ Instructional Teams
- ❑ Parents and Students

Day 2

- ❑ Administrators Wrap-Up, Q & A
- ❑ Administrators & Leadership Team Wrap-Up, Q & A

02
Analyze Data/Results

Results are reviewed and analyzed

03
Planning & Creating Goals

Project Planning & Goal Setting Day

- ❑ Needs Assessment Results Shared
- ❑ View Data & Create Smart Goals

Quantitative Goals

Literacy
Mathematics
Science, SS-optional

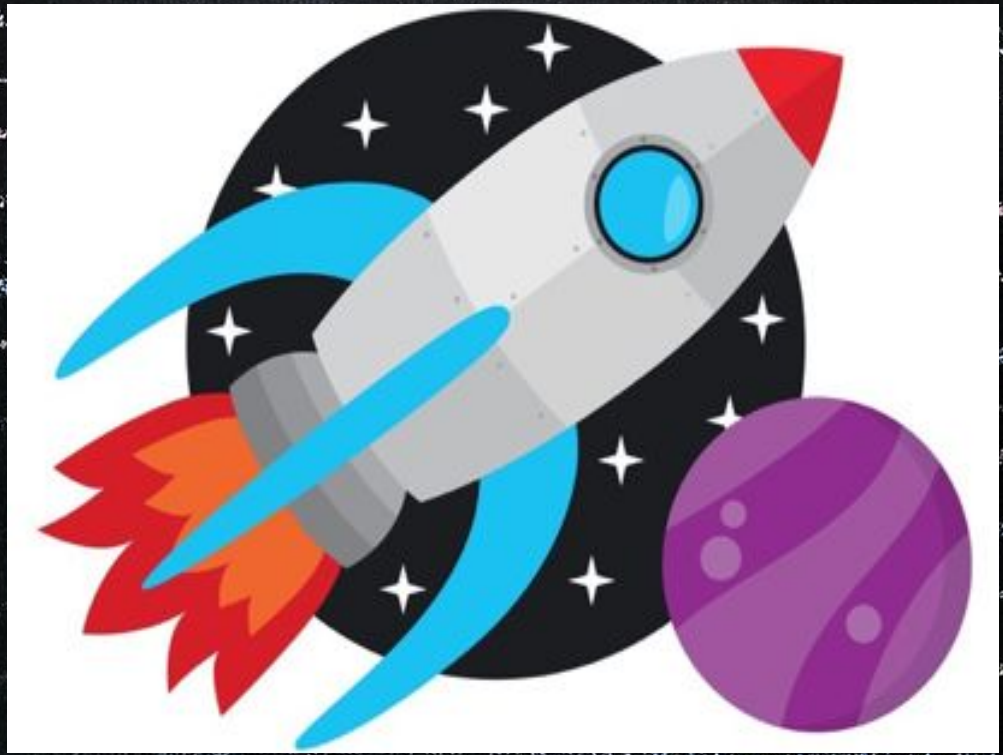
Qualitative Goal

Growth Area

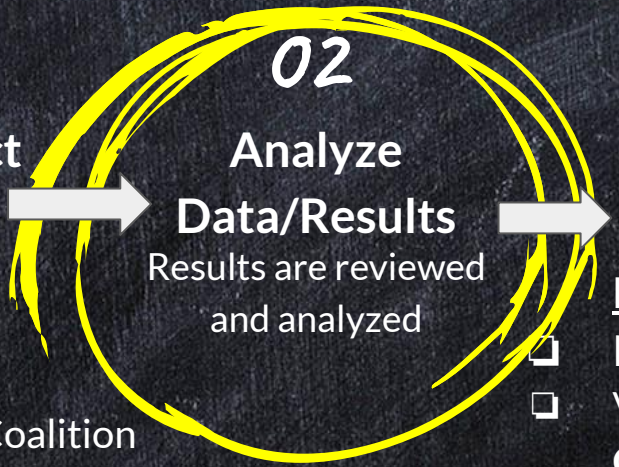
Stretch Goal

More than just this year

Now that needs have been identified and goals and targets are set, it's time for take off!



The Process at the DISTRICT Level



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CONTEXT MATTERS...

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3A School District
Apx 1,000
Students K-12

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Campuses are all
on one
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Campuses are all
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Several shared
staff members.

CONTEXT MATTERS...

3A School District
Apx 1,000
Students K-12

K-5 Campus is
stand alone

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Several shared
staff members.

CONTEXT MATTERS...

3A School District
Apx 1,000
Students K-12

Campuses are all on one geographical space

Several shared staff members.

K-5 Campus is stand alone

6-8 Middle School & 9-12 High School

Shared Facilities

New CAAST Charter High School

CONTEXT MATTERS... STUDENTS

71% Free / Reduced

19% Hispanic
<1% African American
79% Caucasion

VERY Rural setting, lifestyles, opportunities, cultural norms, etc...

CONTEXT MATTERS...
TEACHERS & ADMIN.

Teachers have either
More than 15 or
Less than 5
years in the district
(many from here)

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CES Principal- In
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CMS Principal- 3rd year in district
3rd year as a MS principal

CONTEXT MATTERS... TEACHERS & ADMIN.

Teachers have either
More than 15 or
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CES Principal- In house hire... 30 years in district

CHS Principal- In house hire.... 15 years in the district

CMS Principal- 3rd year in district
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CONTEXT MATTERS... TEACHERS & ADMIN.

Teachers have either
More than 15 or
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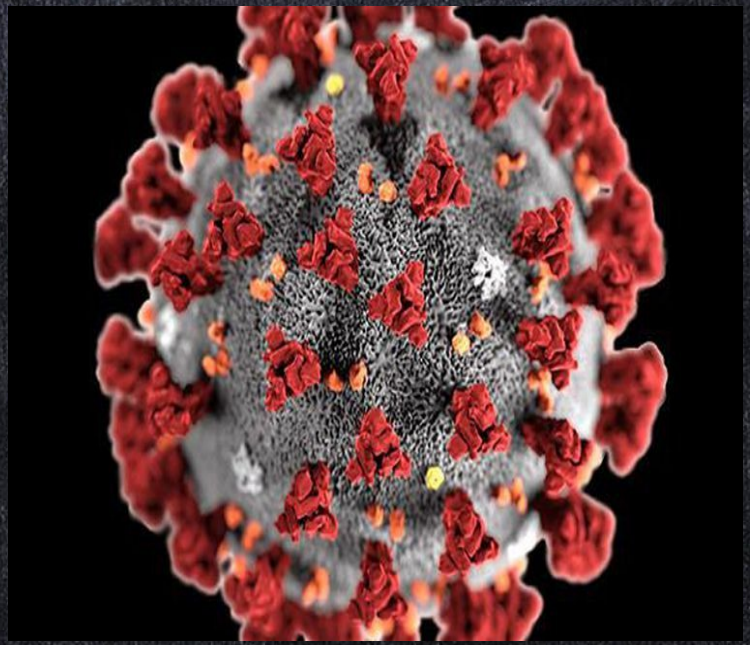
CES Principal- In house hire... 30 years in district

CHS Principal- In house hire... 15 years in the district

Supt- Year 7 in position...
Outhouse hire.

CMS Principal- 3rd year in district
3rd year as a MS principal

CONTEXT MATTERS...



The Brutal Facts in the CSD...

PLC at Work® Continuums

Learning by Doing (third edition), page 6

The PLC at Work Continuums are based on the premise that it is easier to get from point A to point B if you know where point B is and can recognize it when you get there. The sustaining stage of the continuum explains point B in vivid terms. It describes the better future your school is moving toward on its PLC journey. A journey from A to B, however, also requires some clarity regarding the starting point. The continuum is also a tool to help educators assess the current position of their school or team so that they can move forward purposefully rather than fitfully.

The Brutal Facts in the CSD...

Pre-Initiating Stage
The school has not yet begun to address this PLC principle or practice.

Initiating Stage
The school has made an effort to address this principle or practice, but the effort has not yet begun to impact a critical mass of staff members.

Implementing Stage
A critical mass of staff members is participating in implementing the principle or practice, but many approach the task with a sense of compliance rather than commitment. There is some uncertainty regarding what needs to be done and why it should be done.

Developing Stage
Structures are being altered to support the changes, and resources are being devoted to moving them forward. Members are becoming more receptive to the principle, practice, or process because they have experienced some of its benefits. The focus has shifted from “Why are we doing this?” to “How can we do this more effectively?”

Sustaining Stage
The principle or practice is deeply embedded in the culture of the school. It is a driving force in the daily work of staff. It is deeply internalized, and staff would resist attempts to abandon the principle or practice.

The Brutal Facts in the CSD...

I thought...

Survey Says...

Brutal Facts COMMUNICATING EFFECTIVELY

The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored.

I thought...

INITIATING / IMPLEMENTING STAGE

Survey Says...

INITIATING

Brutal Facts COMMUNICATING EFFECTIVELY

The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored.

EVIDENCE of Initiating...

In the 19-20 school year, Centerpoint School District developed a K-12 Guiding Coalition (as a result of attending the Summer PLC Institute). This K-12 team included teachers and administrators from all three campuses (as well as district) and was formed around the shared belief that their shared learning needed to be carried forward. The team met regularly, developed a shared focus on essential standards and served as motivation for their Cohort 4 application.

While this team is enthusiastic about a district foundation built on PLC, some work is needed to build clarity and capacity throughout the organization (what are we doing, why are we doing it, what do we need to do to make this a reality). Laying the Foundation to bring organizational clarity will be an immediate priority.

Brutal Facts COMMUNICATING EFFECTIVELY

The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.

I thought...

IMPLEMENTING / DEVELOPING STAGE

Survey Says...

IMPLEMENTING

Brutal Facts COMMUNICATING EFFECTIVELY

The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.

EVIDENCE of Implementing...

With the shared emphasis on essential standards last year, embedded collaboration time built into the schedule and the district application for Cohort 4, Centerpoint has begun to cast a clear vision for district priorities. Some of this work last year was more about products and compliance for some teams; however, this common focus has built greater levels of K-12 collaboration.

Brutal Facts ADDITIONAL CONTINUUMS...

Brutal Facts ADDITIONAL CONTINUUMS...

Laying the Foundation:
Mission, Vision, Values & Goals

Using School Improvement Goals to Drive Team Goals

Clarifying What Students Must Learn

Turning Data into Information

Monitoring Each Student's Learning

Providing Students with Systematic Interventions and Extension

Brutal Facts ADDITIONAL CONTINUUMS...

Brutal Facts FOCUS GROUP Q & A...

Interesting Info....

Day 1

- ❑ Administration
- ❑ Leadership/Guiding Coalition
- ❑ Instructional Teams
- ❑ Parents and Students

Day 2

- ❑ Administrators Wrap-Up, Q & A
- ❑ Administrators & Leadership Team Wrap-Up, Q & A

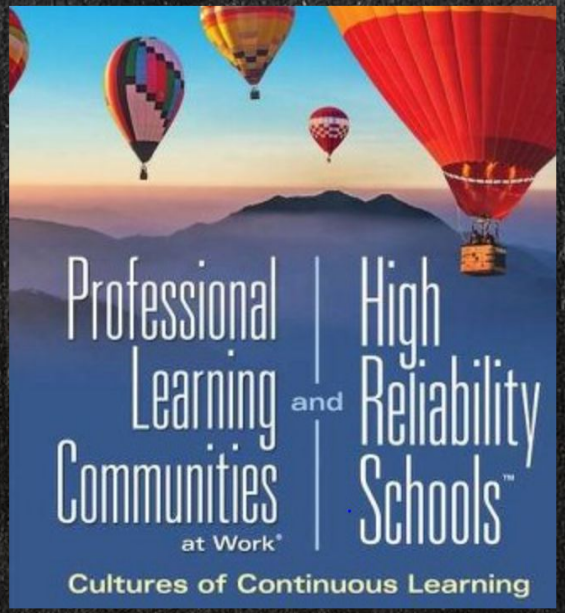
Dear God, I appreciate your confidence in my ability to handle difficult situations, but my plate is full. You can stop now.

This work IS "the plate"

Our work is too challenging and too important NOT to take the time for deep looks and critical evaluation of the service we provide our kids each day.

PLC's & High Reliability Schools

Professional Learning Communities serve as the Cornerstone of High Reliability Schools.



Leaders create sustainable school improvement by building educator's capacity to function as members of a PLC.

High Reliability Schools

Administered Level 1 and Level 2 Surveys (80%)

- Safe, Supportive, and Collaborative Culture
  - Surveyed students, staff and parents
- Effective Teaching in Every Classroom
  - Surveyed students and staff only

Survey Results (all based on perceptions)

- Mean/average 3.5+ is strength (4's & 5's)
- Mode is most common response on the 1-5 scale
- Standard Deviation is how much variability there is in responses- not a bad thing but gives information (<1.0)

Current Reality

What our level 1 data revealed...

Leading Indicator

1.3 Teachers have formal roles in the decision-making process regarding school initiatives.

Lagging Indicator

- Decision Making Matrix
  - Least input to most input
- Guiding Coalition to represent all departments
- Rotation of teacher/team roles

Current Reality

What our level 1 data revealed...

Leading Indicators

1.4 Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Lagging Indicators

- Tracking the work of teams spreadsheet (All in one place)
- Schoolwide schedule of team collaboration days/times
- norms/protocols & hold accountable (i.e. posted & choral reading every meeting, agendas from team meetings)
- Essential Standard Unit Plans/Learning-Assessment Cycles
- SMART Goals
- CFA/CSA Data, Data Wall

We've only just begun.....

Level 1

Safe, Supportive and Collaborative Culture

(8 Leading Indicators)

Level 2

Effective Teaching in Every Classroom

(6 Leading Indicators)

Level 3

Guaranteed and Viable Curriculum

(6 Leading Indicators)

Building Shared Knowledge

- ★ Began with Learning by Doing book study 2019-2020 with Guiding Coalition first semester then with all staff second semester. (Wanted GC to Lead that discussion to begin work regardless of grant or not).
- ★ Applied for PLC Cohort 4 Project
- ★ Began HRS book study the following semester with Guiding Coalition-began working on Level 1 based on L1 survey results (ALL Indicators)
- ★ Awarded the PLC Project-2020-2021

Building Shared Knowledge

- ★ Attended HRS 2 Day Workshop in Little Rock last month
- ★ Decided to purchase HRS Leadership Coaching Sessions using the Moodle Platform (10 one hour Sessions with Guiding Coalition)
- ★ Leadership Coach provides feedback on our work prior to submission of each indicator.

Our Motto

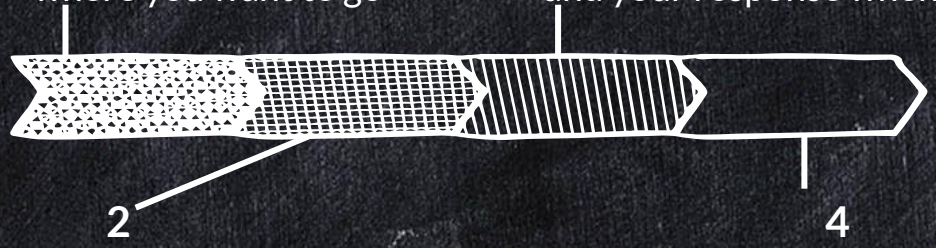
If we really want to change our school, it starts with US!

~LHJH Guiding Coalition

A Timeline Always Works Well
It's SMART

1
Understand where you are and know where you want to go

3
Clarity and understanding of what you want your students to know, how you know they learned it, and your response when they do or do not learn it.



2
Develop and utilize a Guiding Coalition/Leadership Team

Provide the time and structures to work on the right work

4
Plan, Do, Check, and Repeat

THE RIGHT WORK

LEVEL 1 - 1.4 - COLLABORATION
LEVEL 2 - EFFECTIVE TEACHING IN EVERY CLASSROOM
LEVEL 3 - A GUARANTEED AND VIABLE CURRICULUM
LEVEL 4 - STANDARDS-REFERENCED REPORTING
LEVEL 5 - COMPETENCY-BASED EDUCATION

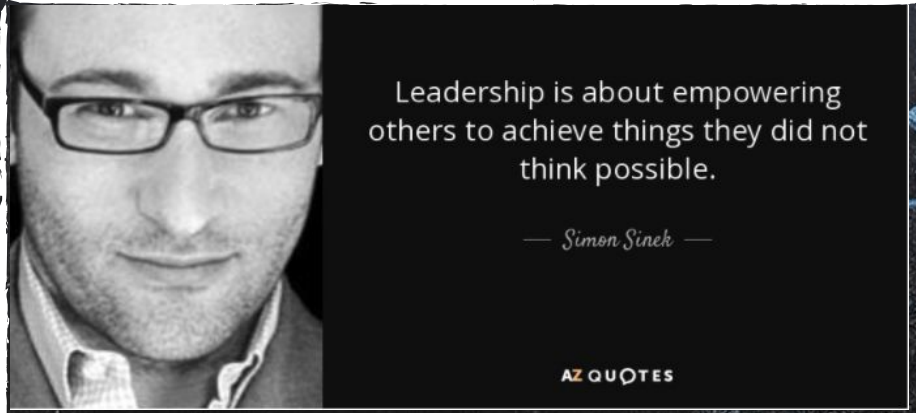
LEVEL	DESCRIPTION
NOT USING	No programs or practices in place to address leading indicators
BEGINNING	Has plans but no implementation
DEVELOPING	Has plans in place relative to important leading indicators and implements them
APPLYING	Has plans, implements them and collects data demonstrating they are producing desired effects.
SUSTAINING	Regularly and continually collects quick data to monitor their ongoing effectiveness and makes necessary changes when data indicates the need.

School Leader Effectiveness

Where do you see yourself on this continuum and what will you do to move yourself and your school?

High Reliability Schools

October	November	December	January	February	March	April
October 6th-23rd Districts may administer Level 1, Level 2, or Level 3	Results delivered to digital locker on November 20th		Bring your own data with Dr. Shelley Gies, Marzano Resources. January 28th	January 28th - February 12th Districts may administer Level 1, Level 2, or Level 3.	Results delivered to Digital Locker on March 12th	Bring your own data with Dr. Shelley Gies, Marzano Resources. April 8th



Leadership is about empowering others to achieve things they did not think possible.

— Simon Sinek —

AZ QUOTES

Congratulations

PLC Model Schools/District

Ballman Elementary, Eastside Elementary, Spradling Elementary, Morrilton Intermediate, Monticello Middle School, Northside High School, Quitman School District, and East Pointe Elementary

HRS Level 1 Certified

Cloverdale Middle School, Warren School District, and Highland High School

Thanks!

Do you have any questions?

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