

Building the Bridge between Strategic Plans and Federal Programs – Part 2

Innovation and Support Team
Office of Federal and State Accountability
South Carolina Department of Education



Division of College and Career Readiness

The Division of College and Career Readiness pledges our commitment to the **Profile of the SC Graduate** and stands ready to support interagency offices, districts, schools, administrators, and teachers in preparing students for the day after graduation.

South Carolina School Improvement Model

- This should be viewed as an organizational **strategy**, rather than an exercise in compliance.
- This improvement cycle gives districts a template for focused and intentional actions to lead to continuous improvement.



Quality Strategic Planning: *Essential Elements*

Developing a strategic plan is vital to an organization's success. An organization must be able to efficiently execute that strategy to achieve its performance improvement goals.

- **Culture** - The organization's culture is often the most important determiner in successful execution
 - Building and sustaining an organizational **culture** that facilitates and accelerates change
 - Fostering a sense of personal **accountability** for strategy execution ownership at every level – from administrative assistant to senior leadership
- **Structure/Strategy** - Strategy sets the direction and focus, elaborates plans and the environment for educators to understand the organization's goals

Improvement Cycle - Core Principles

1. A focused plan aligns vision, mission, and philosophy.
2. The process is **continuous**, and the plan is a **dynamic** document.
3. The process relies on **quality**, **deep data** interpretations.
4. The process is completed in a **collaborative** and inclusive way.



Improvement Cycle-Core Principles, Continued

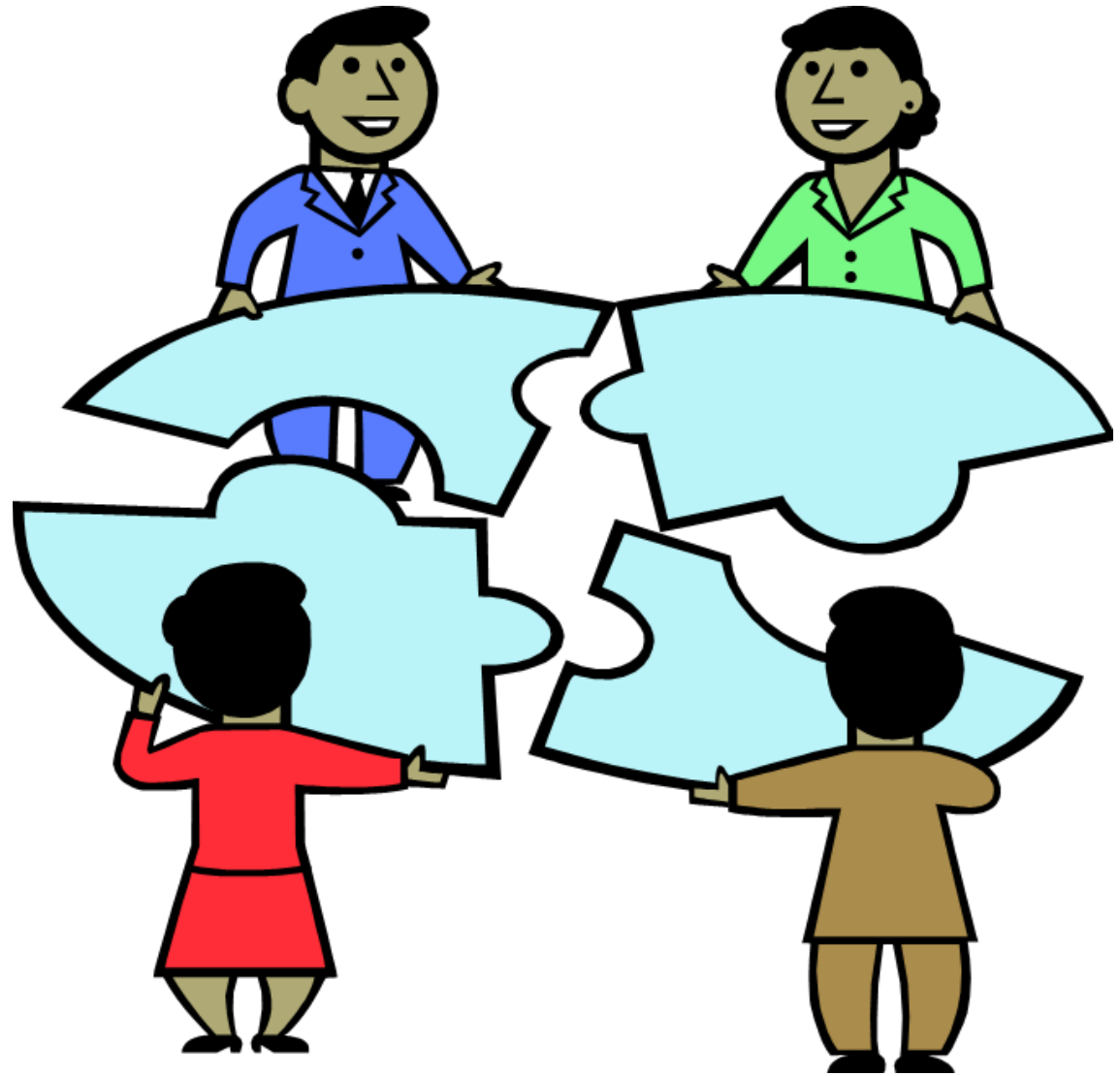
5. The process produces one focused, integrated plan that directs all work and resources.
6. The process expects **substantive changes in student performance and adult practices** as a result of implementing, monitoring, and evaluating the process and plan.
7. An efficient communication approach ensures all stakeholders are consistently informed of progress at each stage.

Collaborative Leadership Team Structures

- Shift focus from single individuals to **teams** that can function as purposeful communities.
- Distribute key leadership functions.
- Align work **system-wide** while focusing on a limited number of data-based district goals.
- Ensure **effective leadership** is exercised at all levels of the system.
- Engage in all stages of the improvement cycle for the long-term improvement.

Common Impediments to a Successful Plan

1. Lack of Depth/Opportunities for Teacher Learning Needed to Change Classroom Instruction
2. Lack of Focus/Too Many Strategies
3. Lack of Effective Use of Data
4. Inadequate Midcourse Corrections or Adjustments
5. Failure to Include All Necessary Stakeholders

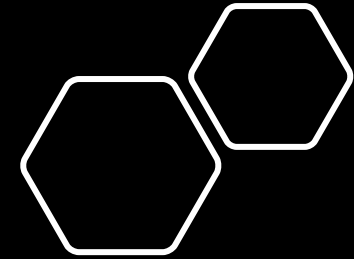


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**You do not rise to the
level of your goals.
You fall to the level of
your systems.**

JAMES CLEAR
Atomic Habits

dare to lead |  Spotify



Roles and Responsibilities: District Leadership Teams

- Set performance targets aligned with district goals;
- Monitor performance against the adult implementation and student performance indicators;
- Build a foundation for data-driven decision making on a system-wide basis;
- Design system planning and focused improvement strategies, structures, and processes;
- Facilitate the development and use of collaborative structures (i.e., Building Leadership Teams and PLC Teams);
- Broker or facilitate high quality PD consistent with district goals; and
- Allocate system resources toward instructional improvement.

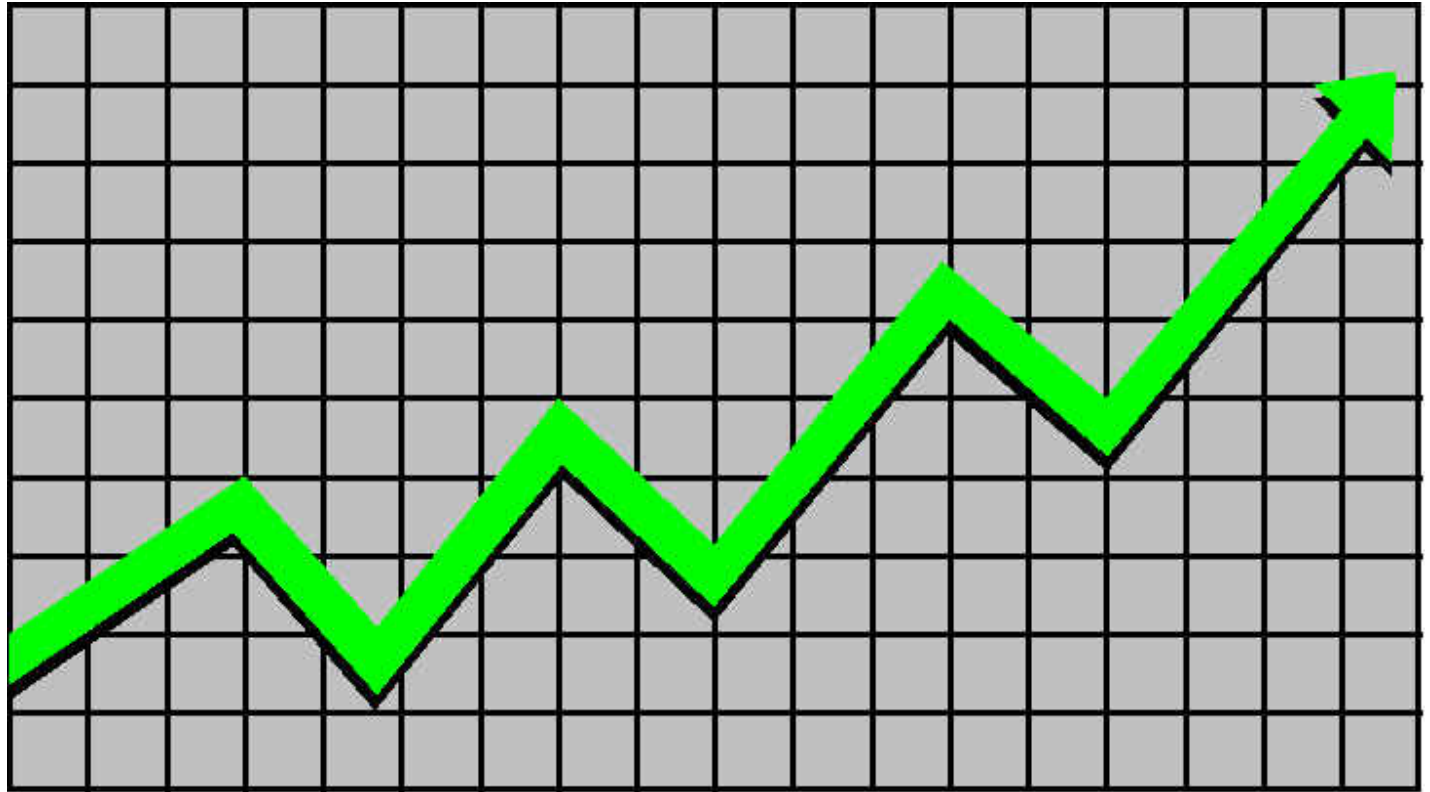


Continuous Improvement

*Six Phases
of
Continuous
Improvement*

Phase 1: DIAGNOSE CRITICAL NEEDS

- The purpose of the 1st phase is to:
 - diagnose deficiencies;
 - determine what needs to be improved;
 - in which content areas by which students;
 - at what rate; to what extent; and
 - determine root causes.



CNA Summary



Captures patterns and trends in the data



Synthesizes findings to tell the reader what data are important and why



Data without explanation or context does not create meaning (DRIP-Data Rich, Information Poor)

Phase 2: SELECT EVIDENCE- BASED INTERVENTIONS

- Focuses on selecting relevant, evidence-based practices, interventions, and strategies aligned to academic or other improvement deficiencies as evidenced by multiple sources of valid and reliable data.
- An evidence-based intervention (EBI) is an instructional practice that has demonstrated a proven statistically significant effect on improving student outcomes.

The Process is the Power of the CNA

A Needs Assessment
is not a set of
papers with data,
graphs, and charts.

It is not last year's
state assessment
scores.

Phase 3: DEVELOP A FOCUSED ACTION PLAN

- Produce one focused, integrated action plan that directs all district/building work and resources



Action Plan Development

- Draft Your Goals
 - SMART Goals
- Define Acceptable Implementation
- Define Ownership of Implementation & Monitoring of Goals and Strategies
- Consider Support Structures Needed for Successful Implementation



Outcomes of Stage 3 - Develop a Focused Action Plan

- Develop SMART goals (3 required)
- Compose strategies for each goal
- Establish adult implementation and student performance indicators for every strategy
- Create action steps
- Develop tasks needed to complete each action step
- Review, revise, adopt plan

SMART Goals

- **Specific:** Is the goal specific enough for clarity?
- **Measurable:** How will you measure its accomplishment? What is the evidence or data source?
- **Attainable:** Is the goal truly **attainable**? Or is it such an outlandish goal that looks good on paper but is nearly impossible to complete? Goals must be attainable yet challenging.
- **Relevant:** Did you write the goal **related to your findings**? For example, did you address a challenge of your school community? Is it aligned with the educational aims, vision, and mission of the school?
- **Timebound:** Is there a **timeline** associated with the goal to ensure a completion date with interim benchmarks?

Phase 4: Implement Focused Action Plan

- Implementation
- Carry out the planned strategies and actions with fidelity



Phase 5: Monitor & Evaluate Focused Action Plan

- Monitoring
- Ensure that both adults and students fulfill focused action plan expectations

Phase 6: Revise

- Monitor and adjust implementation plans as needed
- Adjust the data targets and/or actions as needed based
- Make the plan a useful guide for closing gaps in educational achievement

RESOURCES

SCDE District Strategic and School Renewal Plan Guidance

The SCDE provides guidance and templates for developing and submitting District Strategic Plans and School Renewal Plans.

South Carolina Department of Education: *South Carolina School Improvement Framework Version 2.0*

This document provides the plan and process adopted by the South Carolina Department of Education to ensure high-level learning for all students at all schools in South Carolina.

South Carolina Department of Education-*Using Evidence Based Interventions & Practices: A Process Guide for Improvement*

This document provides an overview of an evidence-based school improvement planning process and helpful tools to use during each phase of the needs assessment and planning process.

Whats Wrong With School Plans

This blog post provides insight into effective school plans. Author Doug Reeves shares that plans do not have to be vacuous wastes of time and energy. They can be vibrant living documents that inspire faculty and can be the focus of improvement every day of the school year.



SC Innovation Station provides research-based, vetted resources and professional learning opportunities to support South Carolina educators in strengthening instruction to increase student engagement and achievement.

The SC Innovation website is found at:

<https://scinnovationstation.ed.sc.gov>



For further assistance contact the
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