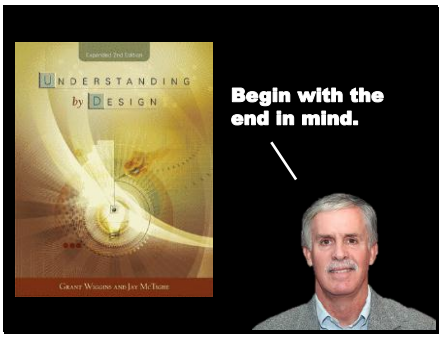
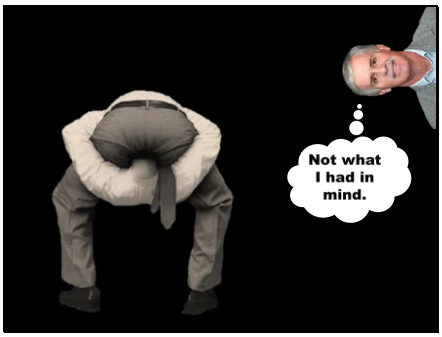
Denton ISD Comprehensive Needs Assessment Process 2011-12



Jay McTighe suggests we begin with the end in mind.



This is not beginning with the end in mind.

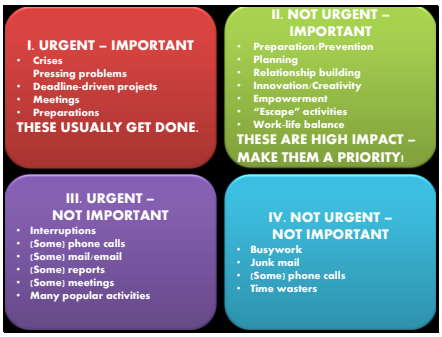
Motivational speeches are typically given at the beginning of school. But now is the time the motivational speeches are needed…

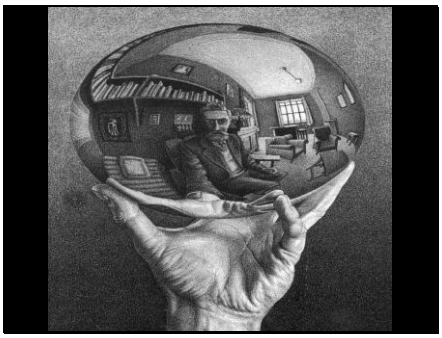
What will be your motivational speech moving into May?

Brevity…many tasks that may last only a few minutes…an hour has upwards of 50-60 separate interactions with students, parents, custodians, and teachers…a student breaks his arm, a teacher needs equipment, a local newspaper calls

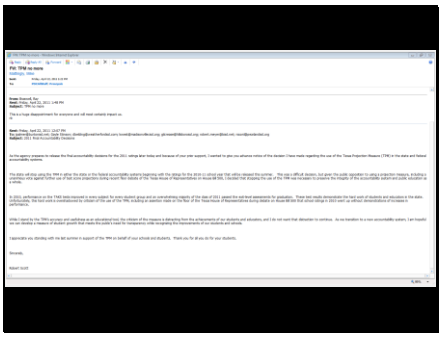
Variety…hundreds of brief tasks each day…upwards of 2,000 during the school day

Fragmentation… constant interruptions…almost nothing is completed before it is interrupted once or even several times…upwards of 60% of the day is spent responding to the demands, needs, and problems of staff, students, parents, superiors



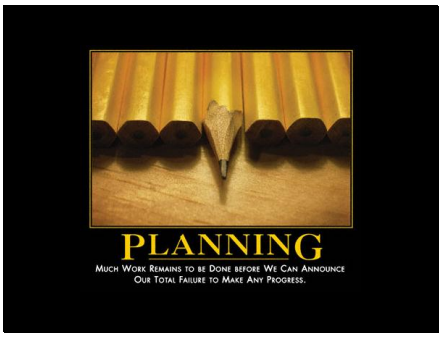


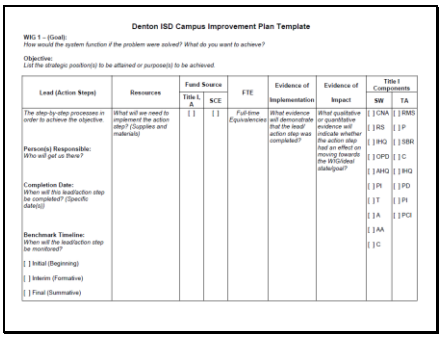
REALITY
CHECK
AHEAD



Commissioner's letter

How will you withstand the barrage that's coming? (Show Rocky clip.)


PLANNING
Much Work Remains to be Done before We Can Announce
Our Total Failure to Make Any Progress.

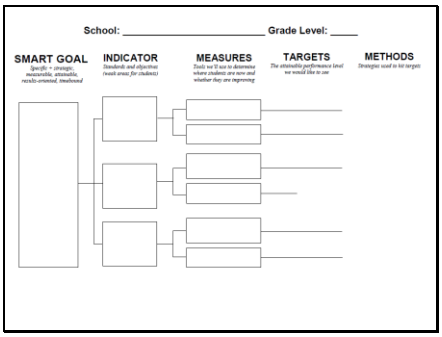


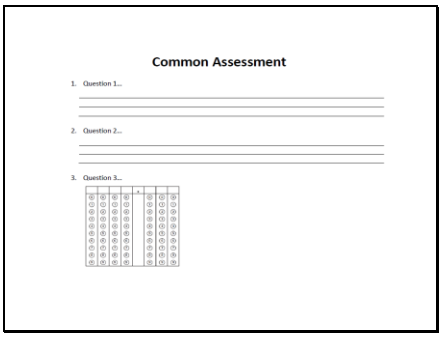
Denton ISD Campus Improvement Plan Template

WIG 1 – (Goal):
How would the system function if the problem were solved? What do you want to achieve?

Objective:
List the strategic position(s) to be attained or purpose(s) to be achieved.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The step-by-step processes in order to achieve the objective. **Person(s) Responsible:** *Who will get us there?* **Completion Date:** *When will this lead/action step be completed? (Specific date(s))* **Benchmark Timeline:** *When will the lead/action step be monitored?* [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	*What will we need to implement the action step? (Supplies and materials)*	[ ]	[ ]	*Full-time Equivalencies*	*What evidence will demonstrate that the lead/ action step was completed?*	*What qualitative or quantitative evidence will indicate whether the action step had an effect on moving towards the WIG/ideal state/goal?*	[ ] CNA [ ] RS [ ] RHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] RHQ [ ] PD [ ] PI [ ] PCI





Common Assessment

1. Question 1...

2. Question 2...

3. Question 3...

http://www.fastcompany.com/magazine/143/made-to-stick-the-telltale-brown-mampm.html

Organizations are most effective when the people throughout the organization are clear regarding its fundamental purpose. It is not enough that a few key leaders get the big picture. Employees can play a role in the success of their organizations when they know not only how to perform their specific tasks, but also why they do them—when they see how their work contributes to a larger purpose (Covey, 1996; Handy, 1996; Kouzes & Posner, 1987). This clarity of purpose directs their day-to-day actions and decisions. As Jim Collins (2001) noted, “Great organizations simplify a complex world into a single organizing idea, a basic principle or concept that unifies and guides everything” (p. 91). P50 Learning by Doing

Peffer and Sutton (2000) contend that most organizations already have all the knowledge they need to improve—they simply do not implement what they already know. P198 Learning by Doing

What's loose? What's tight?

Clarify and monitor essential learning…

P65 Learning by Doing

1. **Less is more. Remember that the main problem with curriculum in North America is not that we do not do enough, but rather we attempt to do too much. As Doug Reeves (2005) writes, "While academic standards vary widely in the specificity and clarity, they almost all have one thing in common: there are too many of them" (p. 48). Identify the 8 – 10 most essential outcomes students will be expected to achieve.**

P65 Learning by Doing

2. **Focus on proficiency, rather than coverage, in key skills. Not all standards are of equal importance. Some are vital to a student's success and others are simply nice to know. By focusing on essential skills, teachers prepare students for 80% - 90% of the content that will be addressed on state tests and provide them with the reading, writing, and reasoning skills to address any question that could appear (Reeves, 2002).**

P65 Learning by Doing

3. **Recognize that common assessments might create teacher anxiety.**

P65 Learning by Doing

4. **Use technology as a tool to support the process…with user-friendly analysis to help them identify the strengths and weaknesses of their students' learning at a glance.**

P66 Learning by Doing

5. **Districts can play a role. Districts make mistakes when they create common assessments as a substitute for teacher-developed assessments at the team level. Districts should create their own assessments to monitor student learning throughout the entire district, but these assessments should also supplement rather than replace team-level assessments.**

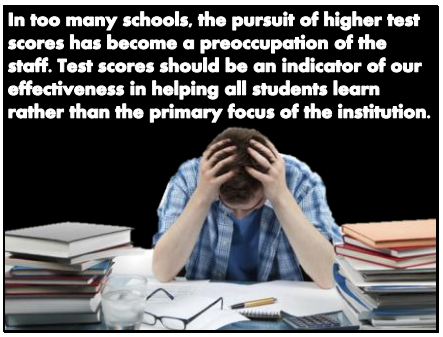
P66 Learning by Doing

6. **Create shared understanding of the term "common assessment."**

See bullets on P67 Learning by Doing. P66-67 Learning by Doing

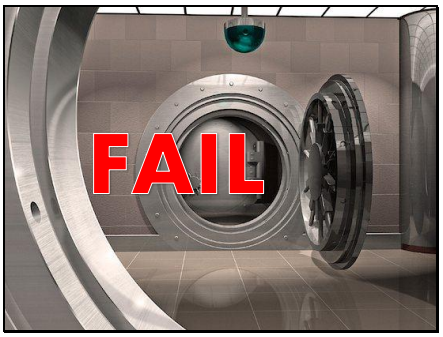
7. **Use assessments as a means rather than an end.**

P67 Learning by Doing

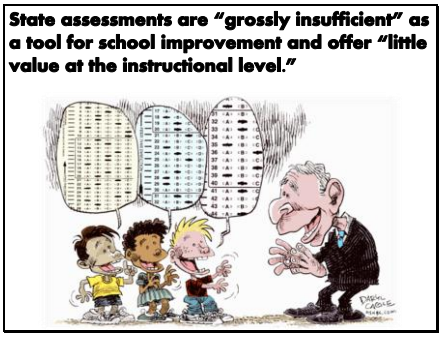


In too many schools in North America, the pursuit of higher test scores has become a preoccupation of the staff. Test scores should be an indicator of our effectiveness in helping all students learn rather than the primary focus of the institution. They should be viewed as a means rather than an end. P67 Learning by Doing

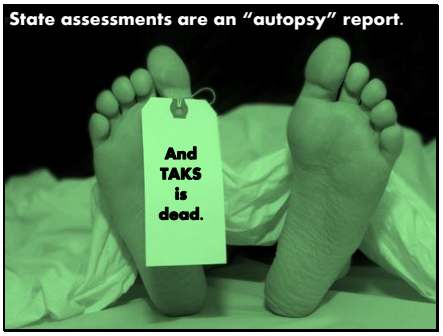
Discuss.



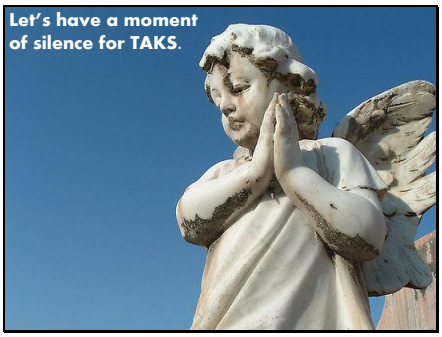
Doug Reeves (2004) does a wonderful job of providing schools with fail-safe strategies to improve test scores: increase the dropout rate, assign higher percentages of students to special education, warehouse low-performing students in one school, create magnet programs to attract enough high-performing students to a low-performing school to raise its average, eliminate electives to devote more time to areas of the curriculum that are tested, and so on. Sadly, these strategies are routinely being used in schools that are attempting to increase scores without improving learning. P67 Learning by Doing



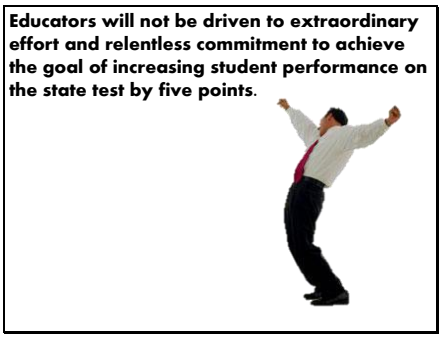
Timely feedback is a critical element in any process to promote continuous learning. Summative state assessments fail to provide such feedback. As Rick Stiggins (2004, p. 385) observed, these assessments are "grossly insufficient" as a tool for school improvement and offer "little value at the instructional level" (2001, p. 385). A comprehensive review of research found that formative assessments are far more powerful in promoting improvement than summative assessments. As a summary of that research concluded, "few initiative in education have had such a strong body of evidence to support a claim to raise standards" as formative assessment (Black, Harrison, Lee, Marsh, & William, 204, p. 9). P152 Learning by Doing



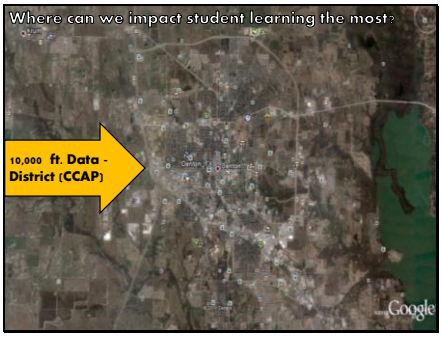
State assessments are an "autopsy" report. And TAKS is dead. Now what?



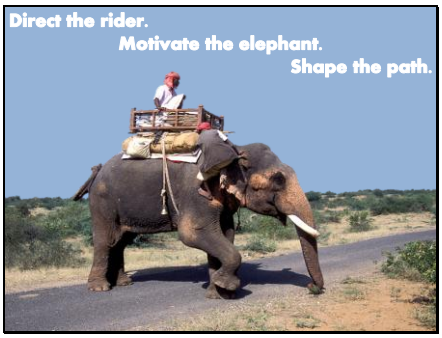
Let's have a moment of silence for the TAKS.



Educators will not be driven to extraordinary effort and relentless commitment to achieve the goal of increasing student performance on the state test by five points. Most entered the profession because they felt they could make a significant difference in the lives of their students and school leaders are more effective in marshaling and motivating faculty efforts when they appeal to that moral purpose. P67 Learning by Doing (See Switch.)



The response to any significant change is typically not logical; it is emotion. In examining the psychology of change, Robert Evans (1996) found that even when change is recognized as positive; it is accompanied by a sense of loss and causes a kind of bereavement. We are more prone to protect the assumptions that have guided us than to re-examine them because those assumptions have provided us with a sense of identity; they have helped us make sense of our world.
P190 Learning by Doing



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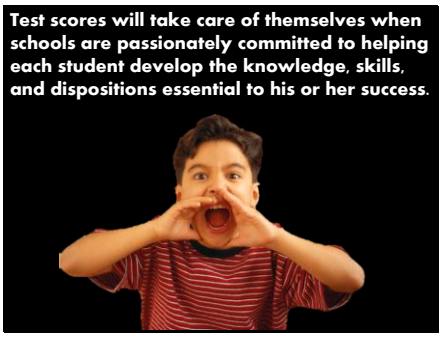


Test scores will take care of themselves when schools and the people within them are passionately committed to helping each student develop the knowledge, skills, and dispositions essential to his or her success. P67 Learning by Doing

Use goals to focus on results...

P141 Learning by Doing

1. **Limit the number of district initiatives and make certain the initiatives reflect the priority of high levels of learning for all students.**

P141 Learning by Doing

2. **Require each school and each collaborative team within the school to establish a limited number of SMART goals that are specifically aligned with district goals.**

P141 Learning by Doing

3. **Provide templates for goal setting for every team. The templates should reinforce the premise that the team must focus on results rather than activities and must clarify how the achievement of the goal will be monitored.**

P141 Learning by Doing

4. **Make certain goals are team goals rather than individual goals. Remember that an effective goal will require team members to work together interdependently in order to achieve it. Members should be able to clarify both individual responsibilities and collective responsibilities.**

P141 Learning by Doing

5. **Team goals should be established *by* teams rather than *for* teams. Teams should be expected to create goals that align with school and district goals and to write goals that are consistent with specified parameters. Each team should, however, enjoy considerable autonomy in articulating its goals.**

P141 Learning by Doing

6. **Monitor work toward a goal by requiring teams to create specific products (norms, common assessments, collective analysis of results, improvement plans, and so on) that are directly related to the goal.**

P141 Learning by Doing

7. **Celebrate progress. Plan for, seek out, and celebrate small wins.**

P141 Learning by Doing

8. **The high levels of learning a school or team seeks for its students need not be limited to academic areas. Affective areas (responsibility, empathy, self-efficacy, independence, and so on) are perfectly legitimate areas for goals…**

P141 Learning by Doing

8. **…There is a tendency when establishing such goals, however, to be content with the implementation of the new program or the nobleness of the cause. Neither the completion of projects nor the unassailability of good intentions should be substituted for goals…**

P141 Learning by Doing

8. **…Teams must discipline themselves to address the question, "How will we know our students are achieving this goal?" for every goal they establish.**

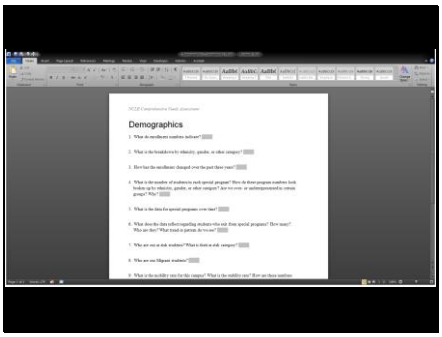
P141-142 Learning by Doing

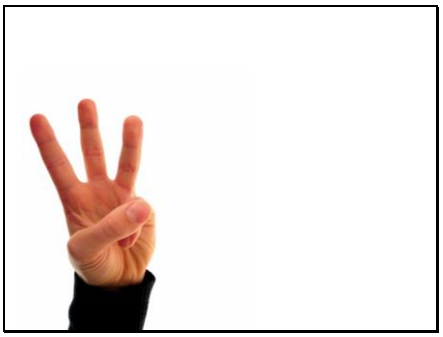
9. **District goals should include stretch goals. These goals will be so challenging that people throughout the organization will be called upon to build new capacities in order to achieve them.**

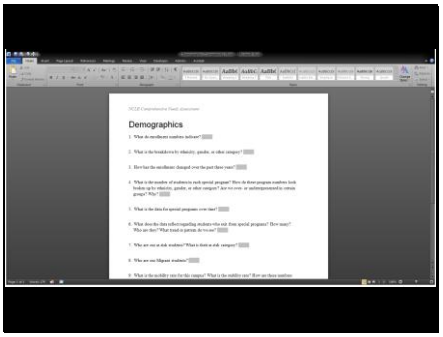
P142 Learning by Doing

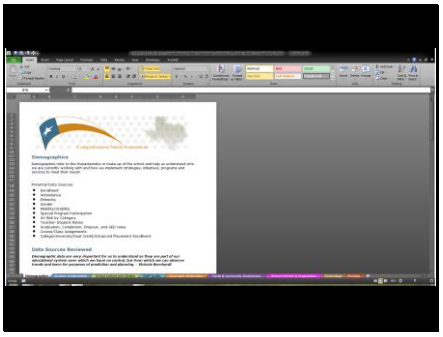
10. **Beware of complacency that can set in when a stretch goal has been achieved. It is easy for an organization to drift into the "we have arrived" mode when it has been successful in the pursuit of a challenging goal. Combat that tendency and promote continuous improvement by celebrating the accomplishment and then creating a new stretch goal.**

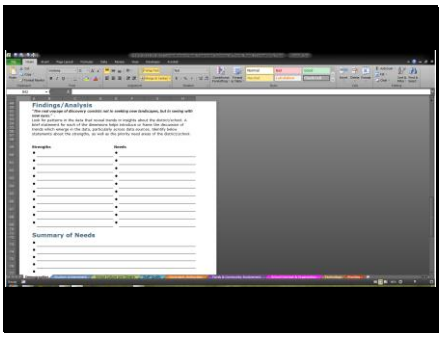
P142 Learning by Doing






Demographics


Demographics
Data Sources Reviewed

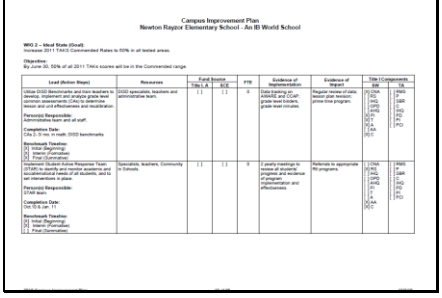


Pull together a Comprehensive Needs Assessment Summary Priority Needs.

Reflection…

Inspect what you expect.

Create Campus Improvement Plan.



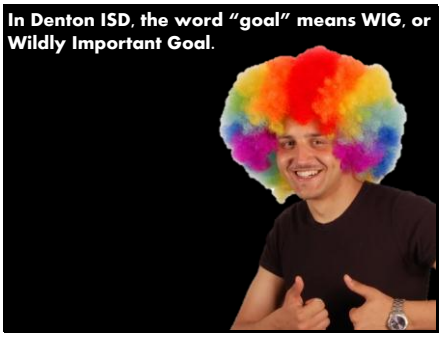
Campus Improvement Plan
Newton Raynor Elementary School - An IB World School

WIG 2 – Ideal State (Goal):
Increase 2011 TAKS Commended Rates to 55% in all tested areas.

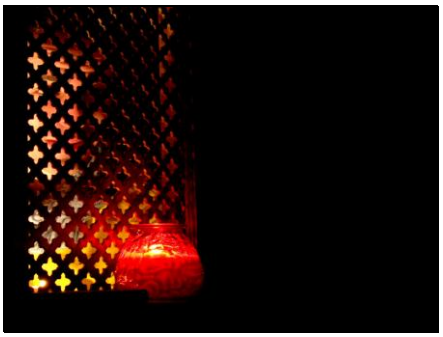
Objectives:
By June 30, 55% of all 2011 TAKS scores will be in the Commended range.

Lead (Action Steps)	Resources	Fund Source Title I, A	SCE	FTE	Evidence of Implementation	Evidence of Impact	Title I Components SW	TA
Utilize DISD Benchmarks and train teachers to create and administer CFAs (Checks for Learning) and common assessments (CAs) to determine lesson and unit effectiveness and recalibration. Person(s) Responsible: Administrative team and all staff. Completion Date: CAs 2, 3- mo. in math; DISD benchmarks Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD specialists, teachers and administrative team.	[ ]	[ ]	0	Data tracking on CFAs, CAs, DISD, 6th grade-level binders, grade-level minutes.	Regular review of data; lesson plan revision; refine/ grow time program.	[X] CNA [ ] RNS [ ] HQ [ ] GPS [X] PI [X] TI [X] T [ ] A [X] AA [X] C	[ ] RNS [ ] PI [ ] SPR [ ] TI [ ] SDI [ ] FD [ ] PI [ ] PDI
Implement Student Active Response Team (STAR) to identify and monitor academic and social/emotional needs of all students, and to set interventions in place. Person(s) Responsible: STAR team Completion Date: Feb 15 & Jan 11 Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Specialists, teachers, Community In Schools.	[ ]	[ ]	0	2 yearly meetings to review all students' progress and evidence of effective implementation and effectiveness.	Referrals to appropriate PBI programs.	[ ] CNA [X] RS [ ] HQ [ ] GPS [ ] MO [ ] PI [ ] TI [ ] A [X] AA [X] C	[ ] RNS [ ] PI [ ] SPR [ ] TI [ ] SDI [ ] FD [ ] PI [ ] PDI

Translate district initiatives into school goals. Limiting district goals and initiatives is a necessary step in create a results orientation, but it is not sufficient. Steps must also be taken to ensure that district goals guide the work of individual school and the professionals within each classroom. But before this can be done, schools and districts must be in agreement about what is meant by the word "goal;" it is one of those terms that can mean many different things to different people within an organization. P122 Learning by Doing



In Denton ISD, the word "goal" translates to WIG, or Wildly Important Goal.



Confessional: WIGs

Discipline 1: Focus on the Wildly Important

Wildly Important Goals (WIGs): The vital few goals that *must* be achieved to fulfill the purpose, or nothing else you achieve really matters much.

Pretty Important Goals (PIGs) are goals that represent the many good things you can do.

PIGs are the enemy of WIGs!

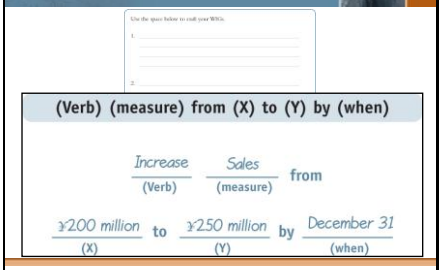
The Power of Focus

Number of Goals	1–3	4–10	11–20
Goals Achieved With Excellence	1–3	1–2	0

WIG Builder

SPECIFIC AND CLEAR	BROAD, VAGUE
EXPLICITLY LINKED TO PURPOSE Increase annualized inventory turns from 5 to 7 by June to enhance corporate profits by.	**UNCLEAR CONNECTION TO PURPOSE** Turn inventory faster.
PLAIN LANGUAGE Get 25% of our revenues from the website by quarter's end. (A bookselling chain)	**GIBBERISH** Enable linkage to e-commerce channel strategy scaled to significance for the
BITE-SIZED CHUNKS Translate new software product into Spanish within 30 days of initial launch. (A product-development team)	**TOO MUCH TO SWALLOW** Translate new software product into all major languages over the next two years.
DEADLINE-DRIVEN Increase revenue from personal-care products by 10% this fiscal year. (A pharmaceutical consumer-goods firm)	**NO TIME FRAME** Increase revenue from personal-care products by 10%.

WIG Builder



Example

Increase academic achievement of economically disadvantaged students in science from 53% to 62% by August 2007

Verb measure (X) (Y) When

LEAD

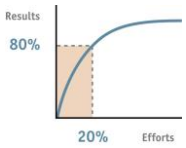
The term “Lead” is another way of saying activity/action the school will take to achieve their WIGs.

Great Teams invest their energies in the few activities that have the most impact on their WIGs. To achieve goals that have never been achieved before, teams need to do things they’ve never done before.

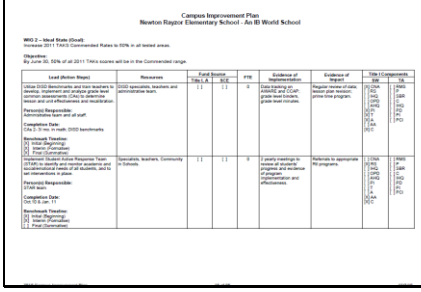
Discipline 2: Act on the Lead Measures

The 80/20 rule states that **80 percent of results flow from 20 percent of activities.**

As a team, you must ask yourselves: *What critical activities, if done with excellence, will have the greatest impact on results?*



Develop a Campus Improvement Plan.



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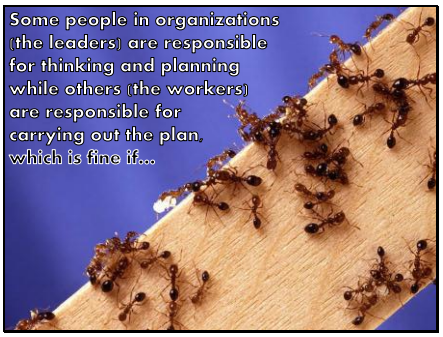
By June 30, 55% of all 2011 TAKS scores will be in the Commended range.

Lead (Action Steps)	Resources	Fund Source Title I, A	Fund Source SCE	FTE	Evidence of Implementation	Evidence of Impact	Title I Components SW	Title I Components TA
Utilize DISD Benchmarks and train teachers to create and administer CFAs (Checks for common assessments: CAs) to determine lesson and unit effectiveness and recalibration. Person(s) Responsible: Administrative team and all staff. Completion Date: CAs 2, 3- mo. in math; DISD benchmarks Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD specialists, teachers and administrative team.	[ ]	[ ]	0	Data-tracking on CFAs, DISD BM, 6th grade-level binders, grade-level minutes.	Regular review of data; action plans based on student growth/low-mid-high.	[X] CSA [X] SAS [ ] HQC [ ] GPID [X] PI [X] TI [ ] T [ ] A [X] AA [X] C	[ ] WMS [ ] Fun [ ] SIP [ ] TAG [ ] PD [ ] PI [ ] PDI
Implement Student Active Response Team (STAR) to identify and monitor academic and social/emotional needs of all students, and to set interventions in place. Person(s) Responsible: STAR team Completion Date: Oct.15 & Jan.15 Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Specialists, teachers, Community In Schools.	[ ]	[ ]	0	2 yearly meetings to review all students' progress and evidence of effective implementation and effectiveness.	Referrals to appropriate PB programs.	[ ] SAS [X] RS [ ] HQC [ ] GPID [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] WMS [ ] Fun [ ] SIP [ ] TAG [ ] PD [ ] PI [ ] PDI

Review Campus Improvement Plan goals...

Reflection...



The biggest factor in the ineffectiveness of formal strategic planning rests on its faulty underlying assumption: some people in organizations (the leaders) are responsible for thinking and planning while others (the workers) are responsible for carrying out those plans. P135 Learning by Doing

Goals are SMART when they are strategic and specific, measurable, attainable, results-oriented, and timebound. P122 Learning by Doing

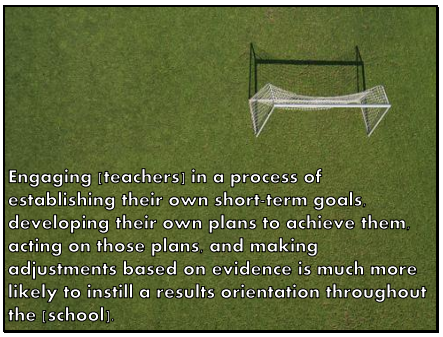
Measurable objectives examples:

- There will be an increase in parental involvement of 10% by the end of the school year as evidenced by the visitor tracking system and PTA volunteer logs.
- Student discipline referrals will decrease by 20% resulting in a decrease in disciplinary action by May 2007.
- On the Spring 2007 TAKS administration the passing percentage of all students will increase to 85% in all areas. ESC Region 20

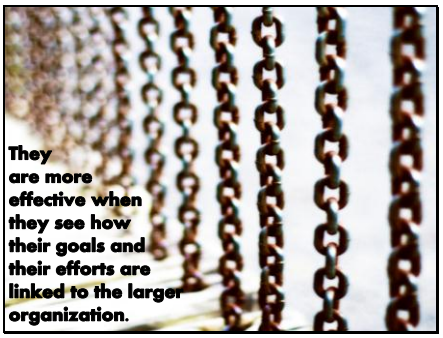
Examples of non-measurable objectives:

- Parents will feel more welcome.
- Students will treat each other with dignity and respect.
- Teachers will feel appreciated. ESC Region 20

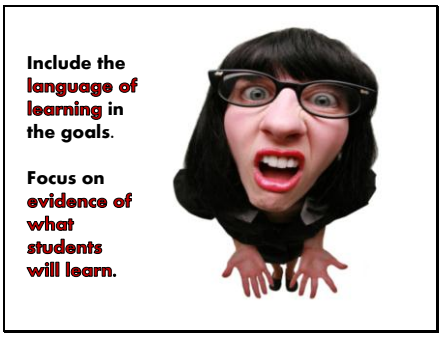
Link school goals to team goals. Ensure that each collaborative team translates one or more of the school goals into a SMART goal that drives the work of the team. The very definition of a team is “a group of people working interdependently to achieve a common goal for which members are held mutually accountable.” P126 Learning by Doing



Teams benefit when they have a few key goals that clarify results they seek and how each member can contribute to achieving those results (Lencioni, 2005; Schaffer & Thompson, 1998). P135 Learning by Doing



They are more effective when they see how their goals and their efforts are linked to the larger organization (Druskat & Wolf, 2001). They are strengthened from the accomplishment and celebration of short-term wins (Collins, 2001; Katzenbach & Smith, 1993; Kotter, 1996; Kouzes & Posner, 1987). P135 Learning by Doing

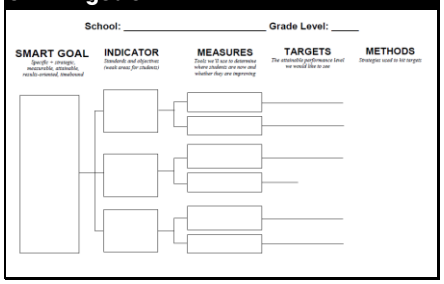


Insist that teams include the language of learning in their goals. This is contrary to the traditional approach of writing goals that focus on evidence of what teachers will do rather than on evidence of what students will learn. P126 Learning by Doing

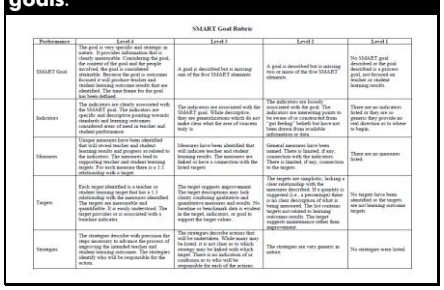
See P126 for examples.

Effective team goals will focus on the intended outcome rather than on the strategies to achieve the outcome. P134 Learning by Doing

Develop grade level/departmental SMART goals.

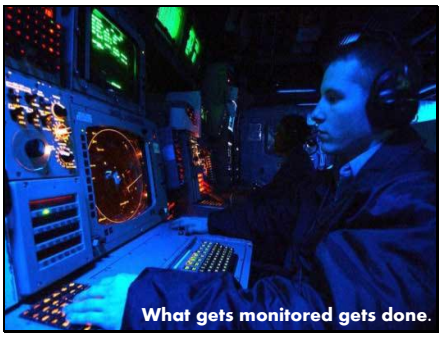


Review grade level/departmental SMART goals.



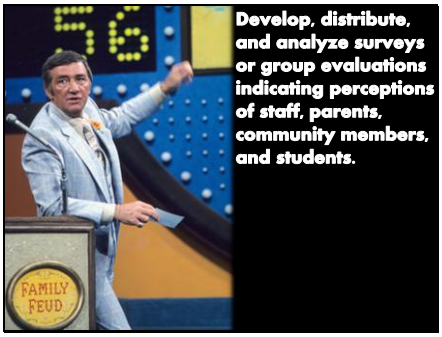
SMART Goal Rubric

Performance	Level 4	Level 3	Level 2	Level 1
SMART Goal	The goal is very specific and strategic in nature. It provides information that is clearly measurable. Considering the goal, the content of the goal and the people involved, the goal is considered attainable. Because the goal is outcomes focused it will produce teacher and student learning outcome results that are identified. The time frame for the goal has been defined.	A goal is described but is missing one of the five SMART elements.	A goal is described but is missing two or more of the five SMART elements.	No SMART goal described or the goal described is a process goal, not focused on teacher or student learning results.
Indicators	The indicators are clearly associated with the SMART goal. The indicators are specific and descriptive pointing towards standards and learning outcomes considered areas of need in teacher and student performance.	The indicators are associated with the SMART goal. While descriptive, they are generalizations which do not make clear what the area of concern truly is.	The indicators are loosely associated with the goal. The indicators are interesting points to be aware of or concerns that from "gut feeling" beliefs but have not been drawn from available information or data.	There are no indicators listed or they are so generic they provide no real direction as to where to begin.
Measures	Unique measures have been identified that will reveal teacher and student learning results and progress as related to the indicators. The measures lead to supporting teacher and student learning targets. For each measure there is a 1:1 relationship with a target.	Measures have been identified that will indicate teacher and student learning results. The measures are linked to have a connection with the listed targets.	General measures have been named. There is limited, if any, connection with the indicators. There is limited, if any, connection to the targets.	There are no measures listed.
Targets	Each target identified is a teacher or student learning target that has a 1:1 relationship with the measures identified. The targets are measurable and quantifiable. It is easily understood. The target provides or is associated with a baseline indicator.	The target suggests improvement. The target descriptions may lack clarity conflicting qualitative and quantitative measures and results. No baseline or benchmark data is evident in the target indicators, or goal to support the target values.	The targets are simplistic, lacking a clear relationship with the measures described. If a quantity is suggested it is a percentage of there is no clear description of what is being measured. The list contains targets not related to learning outcome results. The target suggests maintenance rather than improvement.	No targets have been identified or the targets are not learning outcome targets.
Strategies	The strategies describe with precision the steps necessary to advance the process of improving the intended teacher and student learning outcomes. The strategies identify who will be responsible for the actions.	The strategies describe actions that will be undertaken. While many may be listed, it is not clear to which strategy may be linked with which target. There is no indication of or confusion as to who will be responsible for each of the actions.	The strategies are very generic in nature.	No strategies were listed.


What gets monitored gets done.

They are more committed, empowered, and motivated when they set their own targets and create their own plans to achieve them (Axelrod, 2002; Csikszentmihalyi, 1997). P135 Learning by Doing

Reflection...



Develop, distribute, and analyze surveys or group evaluations indicating perceptions of staff, parents, community members, and students.

Reflection... What do YOU need?